

S2 File: Data extraction items

Study ID (Author/Year)

- Relevance Tier
- Assoc refs: No
 - Assoc refs: ID

Study details

- Title
- Brief description of aim of study* [*paste from abstract if available*]
- Type of study [*Descriptive (qualitative), Descriptive (quantitative), Descriptive (strategy/intervention) Analytic, Other*]
 - Type of study if 'other'
- Conflicts of interest [describe]

Population

- Country
- Population [Describe]
- Are PROGRESS+ socio-demographic characteristics reported for Place of residence (e.g. economically deprived areas) (y/n/u)*^
 - Place of residence details if yes*
- Are PROGRESS+ socio-demographic characteristics reported for Race/ethnicity (including Indigenous status) (y/n/u)*^
 - Race/ethnicity details if yes
 - Mostly (>50%) majority/dominant population (white)(y/n/u/na)*^
 - Mostly (>50%) minority populations (y/n/u/na) *^
 - Any identified as Indigenous (y/n/u/na)*^
 - Race/ethnicity description/notes
- Are PROGRESS+ socio-demographic characteristics reported for Language other than English (y/n/u)*^
 - Language information
- Are PROGRESS+ socio-demographic characteristics reported for Education status (y/n/u)*^
 - Education status if yes
 - Majority college graduate, Majority high school only, Majority less than high school/GED; other *^
 - large proportion (>20% not finished high school) (y/n/u/na)*^
- Are PROGRESS+ socio-demographic characteristics reported for Socio-economic status (y/n/u)*^
 - SES details if yes
 - Majority low SES (y/n/u/na)*^
- Are PROGRESS+ socio-demographic characteristics reported for Social capital (e.g. low levels of social support/single parents) (y/n/u)*^
 - Social capital details if yes
 - Majority (>50%) single (unmarried/no partner) parents (y/n/u/na)*^
 - High proportion sole parents (>20%) (y/n/u/na)*^
 - Majority other Low levels of social support (y/n/u/na)*^
- Are PROGRESS+ socio-demographic characteristics reported for Other (e.g. mental illness, substance misuse, infants with FASD, imprisonment/justice involvement) (y/n/u)*^
 - Description other PROGRESS + characteristics if yes

Emergency Setting

- Type of PH emergency [*SARS-2, SARS-1, MERS, other epidemic/pandemic, Other Ph emergency*]
 - Describe PH emergency if 'other'
 - PH Emergency description
- Year of PH emergency
- Comments

Trauma-informed response [Phenomena of interest]

- Definition/concept of trauma [if available or NA]
- Definition of trauma-informed response [if available (or NA)]
 - Description of trauma-informed response provided

Core concepts evident

- Safety [y/n/u]
 - Safety description
- Trustworthiness and Transparency (y/n/u)
 - Trustworthiness and transparency description
- Peer support y/n/u
 - Peer support description
- Collaboration and mutuality [y/n/u]
 - Collaboration and mutuality description
- Empowerment, voice and choice [y/n/u]
 - Empowerment, voice and choice description
- Cultural, historical and gender issues [y/n/u]
 - Cultural, historical and gender issues description
- Holistic support [y/n/u] (HPNF extra concept)
 - Holistic support description (HPNF extra concept)
- Compassion [y/n/u] (HPNF extra concept)
 - Compassion description (HPNF extra concept)
- Other core concepts [y/n/u]
 - Other core concepts description
- Comments

Explanatory Factor (Not covered in CDC/HPNF frameworks)

- Explanatory factors [y/n/u]
 - Explanatory factors description

Outcomes

- Public health outcomes [y/n/u]
 - Public health outcomes description
- Experiences and view of population [y/n/u]
 - Experiences and views description
- Economic impacts [y/n/u]
 - Economic impact description
- Explanatory theories y/n/u
 - Explanatory theory description
- Other y/n/u
 - Other description
- Describe other relevant phenomena if yes

Confidence

- Methodological/rob concerns y/n/u
 - Methodological concern comments
- Coherence/inconsistency concerns y/n/u
 - Coherence concern comments
- Adequacy of data/imprecision concerns y/n/u
 - Adequacy concern comments
- Indirectness/relevance concerns y/n/u
 - Indirectness concern comments
- STARTING POINT: Start at high and downgrade one level to moderate, low or very low for serious concerns, or two levels for very serious concerns, and provide overall grading
- ASSESSED ROB: Start at high and downgrade one level to moderate, low or very low for serious concerns, or two levels for very serious concerns, and provide overall grading
- Justification

