

Manuscript: Knowledge, attitudes, perceptions and habits towards antibiotics dispensed without medical prescription: a qualitative study of Spanish pharmacists.

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Consolidated criteria for reporting qualitative studies (COREQ): 32-item checklist

Developed from:

Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

No. Item	Guide questions/description	Reported on Page #
Domain 1: Research team and reflexivity		
<i>Personal Characteristics</i>		
1. Inter viewer/facilitator	Which author/s conducted the inter view or focus group?	Juan M. Vazquez-Lago Page 6. "FG were conducted by principal research (JVL)"
2. Credentials	What were the researcher's credentials? E.g. PhD, MD	Page 1. "Juan M Vazquez-Lago (M.D.) (M.S.)"
3. Occupation	What was their occupation at the time of the study?	Doctor in Medicine. Specialist in preventive medicine and public health. MD and PhD student Page 1. "Department of Preventive Medicine and Public Health, Clinic Hospital of Santiago de Compostela"
4. Gender	Was the researcher male or female?	Male Page 1
5. Experience and training	What experience or training did the researcher have?	The researcher published an article

		<p>with similar methodology (Vazquez-Lago JM, Lopez-Vazquez P, López-Durán A, Taracido-Trunk M, Figueiras A. Attitudes of primary care physicians to the prescribing of antibiotics and antimicrobial resistance: a qualitative study from Spain. Fam Pract. 2012; 29: 352-60.).The researcher studied masters in public health where the qualitative methodology forms part of the teaching program. Conducted continuous training courses in qualitative methodology.</p> <p>Page 6. <i>“This researcher has specific training for development research with qualitative methodology”</i> and page 15. <i>“Vazquez-Lago JM, Lopez-Vazquez P, López-Durán A, Taracido-Trunk M, Figueiras A. Attitudes of primary care physicians to the prescribing of antibiotics and antimicrobial resistance: a qualitative study from Spain. Fam Pract. 2012; 29: 352-60.”</i></p>
<p><i>Relationship with participants</i></p>		
<p>6. Relationship established</p>	<p>Was a relationship established prior to study commencement?</p>	<p>Page 5. <i>“In order to work in a community pharmacy in Spain, it is compulsory to be collegiate at Official Colleges of</i></p>

		<p><i>Pharmacists (OCP). Using the “snowball method”, the OCP send project information in the normal manner to all community pharmacists. Community pharmacists who were interested in FGs participation, had to send a mail to researcher team.”</i></p> <p><i>Page 6. “FG sessions took place at OCP meeting rooms.”</i></p>
7. Participant knowledge of the interviewer	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	<p><i>Page 6. “All pharmacists were informed of the purpose of the study, of what implied their implication, of the objectives, as well as that the FG sessions were to be recorded and transcribed, and that no-one attending would be personally identified in the study results. All agreed to participate by signing informed consent.”</i></p>
8. Interviewer characteristics	What characteristics were reported about the inter viewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	<p><i>Page 4-5-6-7</i></p>

Domain 2: study design		
<i>Theoretical framework</i>		
9. Methodological orientation and Theory	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	Page 6
<i>Participant selection</i>		
10. Sampling	How were participants selected? e.g. purposive, convenience, consecutive, snowball	Page 5-6
11. Method of approach	How were participants approached? e.g. face-to-face, telephone, mail, email	Page 5
12. Sample size	How many participants were in the study?	Page 7
13. Non-participation	How many people refused to participate or dropped out? Reasons?	Page 7 and 12
<i>Setting</i>		
14. Setting of data collection	Where was the data collected? e.g. home, clinic, workplace	Page 6
15. Presence of non-participants	Was anyone else present besides the participants and researchers?	Page 6
16. Description of sample	What are the important characteristics of the sample? e.g. demographic data, date	Page 6-7
<i>Data collection</i>		
17. Interview guide	Were questions, prompts, guides provided by the authors? Was it pilot tested?	Page 5
18. Repeat interviews	Were repeat inter views carried out? If yes, how many?	Page 7
19. Audio/visual recording	Did the research use audio or visual recording to collect the data?	Page 6

20. Field notes	Were field notes made during and/or after the inter view or focus group?	Page 6
21. Duration	What was the duration of the inter views or focus group?	Page 6
22. Data saturation	Was data saturation discussed?	Page 6
23. Transcripts returned	Were transcripts returned to participants for comment and/or correction?	N/A
Domain 3: analysis and findings		
<i>Data analysis</i>		
24. Number of data coders	How many data coders coded the data?	N/A
25. Description of the coding tree	Did authors provide a description of the coding tree?	N/A
26. Derivation of themes	Were themes identified in advance or derived from the data?	Page 5
27. Software	What software, if applicable, was used to manage the data?	Page 7
28. Participant checking	Did participants provide feedback on the findings?	Page 6
<i>Reporting</i>		
29. Quotations presented	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	Page 6-7-8-9
30. Data and findings consistent	Was there consistency between the data presented and the findings?	Yes, there was. From page 7 to 12
31. Clarity of major themes	Were major themes clearly presented in the findings?	Yes. they were. From page 7 to 12
32. Clarity of minor themes	Is there a description of diverse cases or discussion of minor themes?	Discussion of major and minor themes From page 7 to 22