

Supplementary Materials

Supplementary Materials S1 – Reporting checklist for qualitative study (SRQR)

	Reporting Item	Page Number
	<u>#1</u> Concise description of the nature and topic of the study identifying the study as qualitative or indicating the approach (e.g. ethnography, grounded theory) or data collection methods (e.g. interview, focus group) is recommended	1
	<u>#2</u> Summary of the key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results and conclusions	2
Problem formulation	<u>#3</u> Description and significance of the problem / phenomenon studied: review of relevant theory and empirical work; problem statement	3, 4
Purpose or research question	<u>#4</u> Purpose of the study and specific objectives or questions	4
Qualitative approach and research paradigm	<u>#5</u> Qualitative approach and guiding theory if appropriate; identifying the research paradigm is also recommended; rationale. The rationale should briefly discuss the justification for choosing that theory, approach, method or technique rather than other options available; the assumptions and limitations implicit in those choices and how those choices influence study conclusions and transferability. As appropriate the rationale for several items might be discussed together.	4,5
Researcher characteristics and reflexivity	<u>#6</u> Researchers' characteristics that may influence the research, including personal attributes, qualifications / experience, relationship with participants, assumptions and / or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results and / or transferability	5

Context	<u>#7</u>	Setting / site and salient contextual factors; rationale	5
Sampling strategy	<u>#8</u>	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g. sampling saturation); rationale	5
Ethical issues pertaining to human subjects	<u>#9</u>	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	6
Data collection methods	<u>#10</u>	Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources / methods, and modification of procedures in response to evolving study findings; rationale	5
Data collection instruments and technologies	<u>#11</u>	Description of instruments (e.g. interview guides, questionnaires) and devices (e.g. audio recorders) used for data collection; if / how the instruments(s) changed over the course of the study	4,5
Units of study	<u>#12</u>	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	7
Data processing	<u>#13</u>	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymisation / deidentification of excerpts	6
Data analysis	<u>#14</u>	Process by which inferences, themes, etc. were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale	6
Techniques to enhance trustworthiness	<u>#15</u>	Techniques to enhance trustworthiness and credibility of data analysis (e.g. member checking, audit trail, triangulation); rationale	4, 6
Syntheses and interpretation	<u>#16</u>	Main findings (e.g. interpretations, inferences, and themes); might include development of a	9-16

		theory or model, or integration with prior research or theory	
Links to empirical data	<u>#17</u>	Evidence (e.g. quotes, field notes, text excerpts, photographs) to substantiate analytic findings	9-16
Integration with prior work, implications, transferability and contribution(s) to the field	<u>#18</u>	Short summary of main findings; explanation of how findings and conclusions connect to, support, elaborate on, or challenge conclusions of earlier scholarship; discussion of scope of application / generalizability; identification of unique contributions(s) to scholarship in a discipline or field	16-18
Limitations	<u>#19</u>	Trustworthiness and limitations of findings	18
Conflicts of interest	<u>#20</u>	Potential sources of influence of perceived influence on study conduct and conclusions; how these were managed	19
Funding	<u>#21</u>	Sources of funding and other support; role of funders in data collection, interpretation and reporting – no funding	19

Supplementary Material S2 – Framework underlying the statement set

Theme	Category	Statement number
1. Demand for social care	a. Increasing demand for social care	22, 33
	b. Expectations regarding social care	2, 18
	c. Scarcity in other healthcare sectors	29, 35
2. Supply of (social) care	d. Availability of financial resources	1, 4, 11
	e. Availability of healthcare personnel	13, 26
	f. Public support	9, 10, 27
3. Characteristics of (social) care	g. Types of support (formal/informal)	8, 24
	h. Benefits of social care	14, 37
	i. Costs of social care	16, 31, 36
4. Characteristics of the municipality	j. Inhabitants	7, 17, 32
	k. Political climate (council/ colour)	30
	l. Decision-making (citizen participation/inconsistency)	4, 20
5. Characteristics of the individuals who needs social care	m. Need for support	21, 25, 34
	n. Patient preferences	6
	o. Health literacy	39

	p. Income or wealth	28, 38
7. Considerations of justice		
	q. Capabilities approach to human rights	15
	r. Sufficiencyarianism	12, 19
	s. Egalitarianism	3, 23
	t. Utilitarianism	5

Supplementary Material S3 – Instructions for participants

INSTRUCTIONS FOR THE EXERCISE

You have received these instructions, a sorting grid, and 39 cards with statements. My question to you is: **to what extent do you agree with the following statements about the allocation of social care resources in your municipality?** I ask you to read the statements and then rank them on the grid according to how strongly you agree with them. We are interested in your opinion on this topic, so there are no right or wrong answers in this exercise.

1. Read the 39 statements and divide them into three piles: statements you agree with, statements you disagree with, and statements you are neutral or unsure about.
2. Take the cards in the "AGREE" pile. Read them again and select the two statements you MOST AGREE with. Place the two cards with these statements on the sorting grid, in the two spots in the right column of the grid, under "9". It doesn't matter which statement you place in which spot. Then read the remaining statements in the pile again and select the three statements you now most agree with and place them in the spots under "8". Continue until all the statements in the "AGREE" pile are placed on the grid.
3. Take the cards in the "DISAGREE" pile. Read them again and select the two statements you LEAST AGREE with. Place the two cards with these statements on the sorting grid, in the two spots in the left column of the grid, under "1". Continue until all the statements in the "DISAGREE" pile are placed on the grid.
4. Take the cards in the "NEUTRAL/UNSURE" pile. Read these statements again and place the cards on the remaining open spots on the grid according to your opinion of them.
5. You have now placed all the cards on the grid. Review your ranking of the 39 statements and make any changes you deem necessary. Leave the cards on the grid."