Supplementary Information 1. Standards for Reporting Qualitative Research (SRQR)*

http://www.equator-network.org/reporting-guidelines/srqr/

	Page no(s).
Title and abstract	
Title – 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	Page 2
Abstract – Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions	Page 1
Introduction	
Problem formulation – Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement	Pages 2-3
Purpose or research question – Purpose of the study and specific objectives or questions	Pages 3-4
Methods	
Qualitative approach and research paradigm – Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/ interpretivist) is also recommended; rationale**	Pages 5-6
Researcher characteristics and reflexivity – 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	Page 5
Context – Setting/site and salient contextual factors; rationale**	Page 5
Sampling strategy – How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale**	Page 4
Ethical issues pertaining to human subjects – Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues	Page 4
Data collection methods – 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**	Page 4
Data collection instruments and technologies – Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study	Page 4
Units of study – Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)	Page 7

Data processing – Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/de-identification of excerpts	Pages 5-6
Data analysis – 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**	Pages 5-6
Techniques to enhance trustworthiness – Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale**	Pages 5-6
Results/findings	
Synthesis and interpretation – Main findings (e.g., interpretations, inferences, and themes); might include development of a theory or model, or integration with prior research or theory	Pages 6-10
Links to empirical data – Evidence (e.g., quotes, field notes, text excerpts, photographs) to substantiate analytic findings	Pages 6-10
Discussion	
Integration with prior work, implications, transferability, and contribution(s) to the field – 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 contribution(s) to scholarship in a discipline or field	Pages 10-12
Limitations – Trustworthiness and limitations of findings	Page 11
Other	
Conflicts of interest – Potential sources of influence or perceived influence on study conduct and conclusions; how these were managed	Title page
Funding – Sources of funding and other support; role of funders in data collection, interpretation, and reporting	Title page

*The authors created the SRQR by searching the literature to identify guidelines, reporting standards, and critical appraisal criteria for qualitative research; reviewing the reference lists of retrieved sources; and contacting experts to gain feedback. The SRQR aims to improve the transparency of all aspects of qualitative research by providing clear standards for reporting qualitative research.

**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.

Reference:

O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. **Standards for reporting qualitative research: a synthesis of recommendations.** *Academic Medicine*, Vol. 89, No. 9 / Sept 2014

DOI: 10.1097/ACM.0000000000000388

Supplementary Information 2. Study Task Screenshots

Figure 1. Internally hosted pseudo–Flu Study page

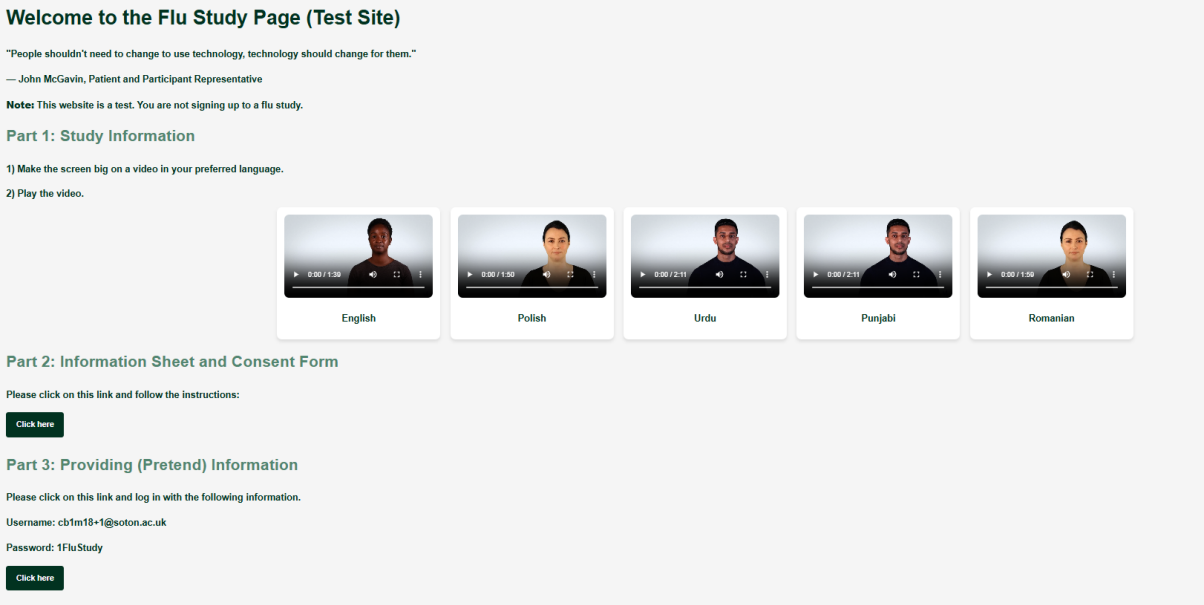


Figure 2. Task 1, AI-avatar study information video (Polish, full screen)

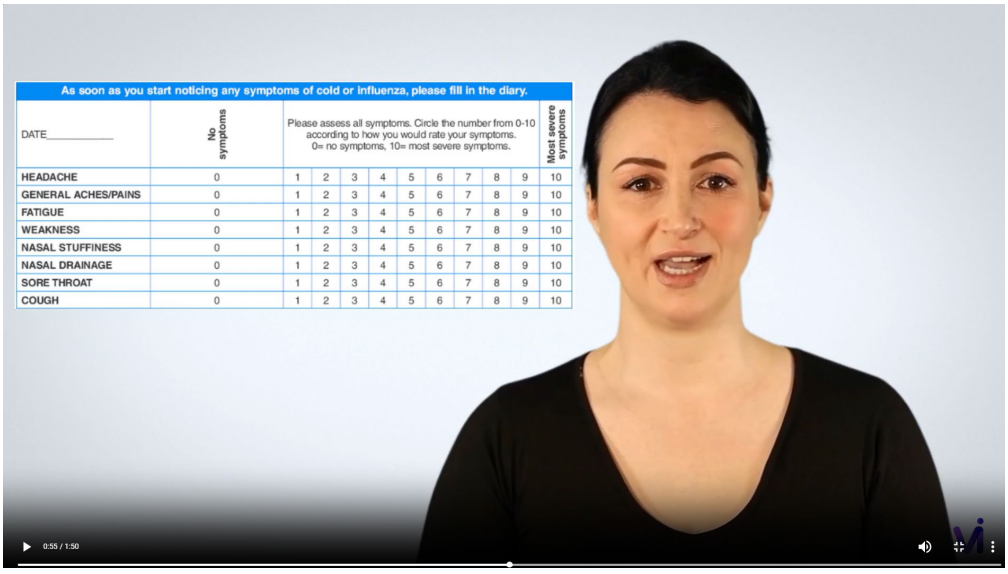


Figure 3. Task 2, pseudo-informed consent form with embedded participant information sheet

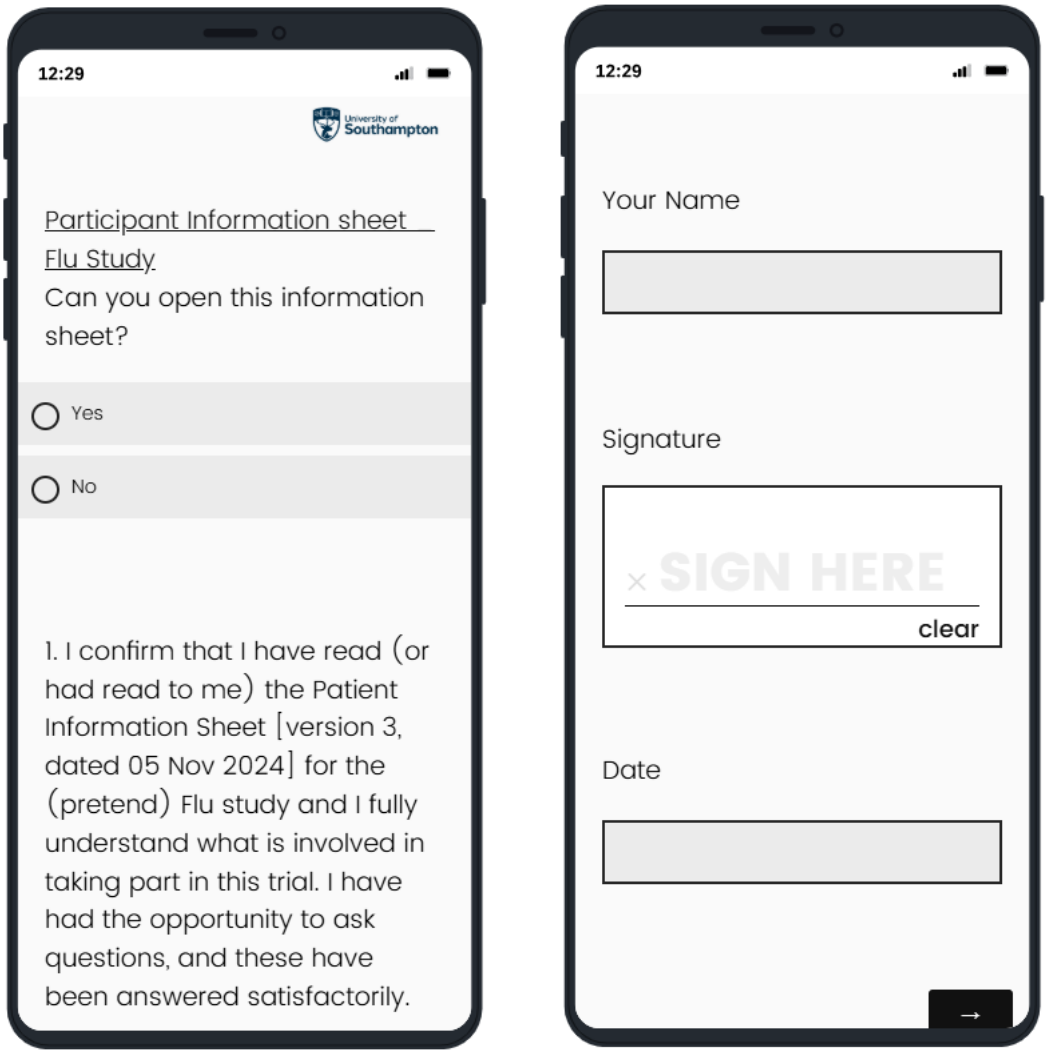
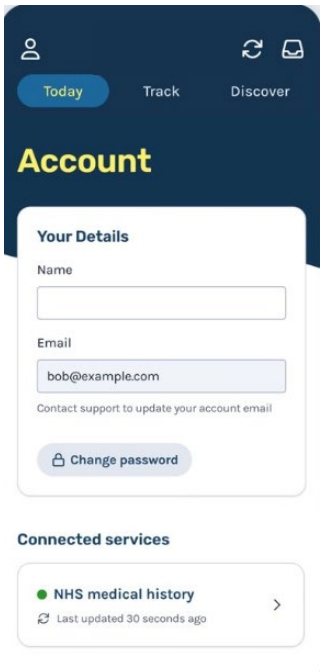


Figure 4. Task 3, Electronic patient reported platform



Supplementary Information 3. Topic Guide for Interview

Before starting any tasks:

- Before we start, how comfortable do you usually feel using digital devices such as a smartphone or laptop?
- Could you tell me about any digital activities that you find easier to do?
- What types of digital activities do you normally need help with, if any?
- Who would you say has more responsibility for the 'tech' in the house?
- When you need help with something digital, what normally happens?
- Has needing help ever stopped you from doing something online?
- Can you tell me about a time you've used digital technology for health care or research?

Part 1: After sudy information avatar

- Thinking back now, what were the easier parts of the task?
- Could you tell me about any points you found particularly hard?
- If you were in charge of designing this, what would you change to make it easier?
- How did you feel about the person in the video?
- How did you feel about having different language or character options?
- Now you know this person isn't a real person, how would you feel about asking it questions and having a conversation about the study?
- What information would you need shown upfront to feel you can trust this?

Part 2: After electronic PIS and consent

- Were there any points where you weren't sure what the system wanted you to do?
- Were you ever unsure if you had finished a task?
- If you had to do this to sign up to a study, what would you think?
- Thinking back now, what were the easier parts of the task?
- Could you tell me about any points you found particularly hard?
- If you were in charge of designing this, what would you change to make it easier?

- “What kind of support—videos, a phone line, a chat bubble, family help—would make this easier?”

Part 3: After digital study platform (proms)

- “What did you think the app wanted you to do at each step?”
- “What did you expect to see when you clicked that?”
- “Were you ever unsure if you had finished a task?”
- Thinking back now, what were the easier parts of the task?
- Could you tell me about any points you found particularly hard?
- If you were in charge of designing this, what would you change to make it easier?

Closing questions

- Can you talk me through how you felt from start to finish?
- Thinking about the whole experience, what helped you keep going when things didn’t make sense?
- What made things harder than they needed to be?
- Have you done anything like this before?
- Where would you go for help to use something like this?
- If that weren’t available, what would you do next?
- Is there anything you wish people understood about people who don’t feel as confident using technology?

Supplementary Information 4. GRIPP2: Reporting Public Involvement Guidelines

Section and topic:	Item:	Reported on page no.:
1. Aim	Report the aim of PPI in the study	19
2. Methods	Provide a clear description of the methods used for PPI in the study	19
3. Study Results	Outcomes – Report the results of PPI in the study, including both positive and negative outcomes	19
4. Discussion and conclusions	Outcomes - Comment on the extent to which PPI influenced the study overall. Describe positive and negative effects	19
5. Reflections/ critical perspective	Comment critically on the study, reflecting on the things that went well and those that did not, so others can learn from this experience	19