

Appendix 3 Content analysis of the individual study

Eslava-Schmalbach J 2011 [16]			
Items	Categories	Coding	Themes
1. Differential effectiveness by social groups of interventions could diminish final effectiveness of CPG in the General Social Security and Health System (GSSHS);	The negative impact of differential effectiveness across groups	Reasons for addressing equity in guideline	Scoping questions
2. To not consider geographical, ethnic, socioeconomic, cultural and access diversity issues within the CPG could have a potential negative impacts of the CPG;	The negative impact regardless of equity issues	Why to address equity into guideline	Scoping questions
3. Overall effectiveness of GPC could be better if equity issues are included in the quality verification checklist of the guideline questions;	Better effectiveness of guideline when equity is included	Why to address equity into guideline	Scoping questions
4. Incorporating equity issues in the process of developing CPG could be cost effective, because improve overall effectiveness of CPG.	Improving overall effectiveness of guideline	Why to address equity into guideline	Scoping questions
Note: This article discussed why equity issues should be addressed into guidelines			

Dans AM 2007 [18]			
Items	Categories	Coding	Themes
1. Do the public health recommendations in the guidelines address a priority problem for disadvantaged populations?	Priorities for disadvantaged populations	Equity issues	Scoping questions
2. Is there a reason to anticipate different effects of intervention in disadvantaged and privileged populations?	Factors to explore differential effects across groups	Equity issues	Scoping questions
3. Are the effects of the intervention valued differently by disadvantaged compared with privileged populations?	Differential effects from evidences across groups	Appraising recommendation, appraisal of the scientific evidence	Appraising evidence and recommendations
4. Is specific attention given to minimizing barriers to implementation in disadvantaged populations?	Minimizing barriers to implementation	Implementation	Appraising implementation
5. Do plans for assessing the impact of the recommendations include disadvantaged populations?	Assessing the impact of recommendations	Appraisal of recommendation	Appraising evidence and recommendations
Note: This article provided a lens to assess the quality of guideline which addressed equity issues.			

Oxman AD 2006 [22]			
Items	Categories	Coding	Themes
1. When and how should inequities be addressed in systematic	Differential effects across groups is indicated to	When to address equity	Scoping questions

reviews that are used as background documents for recommendations?

address equity

The following question should routinely be considered: are there plausible reasons for anticipating differential relative effects across disadvantaged and advantaged populations? If there are plausible reasons for anticipating differential effects, additional evidence should be included in a review to inform judgments about the likelihood of differential effects.

2. What questions about equity should routinely be addressed by those making recommendations on behalf of WHO? (the following additional questions should routinely be considered)

Equity issues

Equity issues

Scoping questions

How likely is it that the results of available research are applicable to disadvantaged populations and settings?

Assessing applicability of available evidence

Appraisal of scientific evidence

Appraising evidence and recommendations, scoping questions

How likely are differences in baseline risk that would result in differential absolute effects across disadvantaged and advantaged populations?

Assessing effects of baseline risk across groups

appraisal the difference between groups

Appraising evidence and recommendations, scoping questions

How likely is it that there are important differences in trade-offs between the expected benefits and harms across disadvantaged and advantaged populations?

Assessing the balance between benefits and harms across groups

Appraisal the needs of evidences

Appraising evidence and recommendations, scoping questions

Are there different implications for disadvantaged and advantaged populations, or implications for addressing inequities?

Assessing the needs of evidence implications

Appraisal the needs of evidences

Appraising evidence and recommendations, scoping questions

3. What context specific information is needed to inform adaptation and decision making in a specific setting with regard to impacts on equity?

Informing adaptation and decision making

Those making recommendations on behalf of WHO should routinely consider and offer advice about the importance of the following types of context specific data that might be needed to inform adaptation and decision making in a specific setting: Effect modifiers for disadvantaged populations and for the likelihood of differential effects; Baseline risk in relationship to social and economic status; Utilization and access to care in relationship to social and economic status; Costs in relationship to social and economic status; Ethics and laws that may impact on

Effect modifiers, baseline risk, access to interventions, costs, ethics and availability of resources should be used to inform adaptation

Implementation of guidelines in specific setting

Monitoring implementation

strategies for addressing inequities; Availability of resources to address inequities.			
4. What implementation strategies are likely be needed to ensure that recommendations are implemented equitably? Organizational changes are likely to be important to address inequities. While it may only be possible to consider these in relationship to specific settings, consideration should be given to how best to provide support for identifying and addressing needs for organizational changes. In countries with pervasive inequities institutional, cultural and political changes may first be needed. Appropriate indicators of social and economic status should be used to monitor the effects of implementing recommendations on disadvantaged populations and on changes in social and economic status.	Equitable implementation strategy		
	Organizational changes	Implementation	Monitoring implementation
	Monitor the effects of implementation		
5. What 'maps' are available of the different dimensions of inequity locally?	Appraisal of local setting inequities	Implementation	Monitoring implementation
Note			

Acosta N 2011 [23]			
Items	Categories	Coding	Themes
1. Target population involvement during all phases of designing, implementing and evaluating CPG;	Equity is necessary to all phases of the development process	Appraisal of the quality of development process	Appraising evidence and recommendations
2. “Cultural capacity” seen as being necessary in CPGs’ “cultural translation” for interventions to have less disparity regarding their application and results;	Cultural capacity is necessary for guideline	Equity issues	Scoping questions
3. Considering psycho-social factors which could affect implementing CPG;	Psycho-social factors, facilitators of implementation	Equity issues, implementation	Scoping questions, monitoring implementation
4. Considering system inequities so that any health intervention would also confront risks and obstacles to health care due to socioeconomic status.	Socioeconomic status	Equity issues	Scoping questions
Note			

NICE 2012 [24, 25]			
Items	Categories	Coding	Themes

The protected characteristics; Equality in guideline development

The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership, socio-economic, other

Population characteristics on equity issues

Equity issues

Scoping questions

Checklist for scoping

1. What are the potential equality or discrimination issues linked to the guideline topic?

Equity issues

Equity issues

Scoping questions

Are there inequalities in prevalence, risk factors or impact - or in use or benefit - related to the topic or intervention?

Equity in prevalence or risk factors

Equity issues

Scoping questions

Is the condition more common, or is its severity greater, in people from a specific group or with a particular disability?

Prevalence of equity condition

Equity issues

Scoping questions

Is there a risk of discrimination?

Equitable scoping

Equitable scoping

Scoping questions

Do comments from stakeholders highlight the potential for direct or indirect discrimination, or for promoting equality?

Comments on equity issues

Comments for scoping

Scoping questions,
others: comments from
stakeholders

2. Should any changes be made to the scope?

Consider the degree of relevance to equality, and the proportionate response in relation to this. The greater the relevance of a function to equality, the greater the regard that should be paid to equality issues.

Consider the views of stakeholders.

Summarize any changes made at this stage.

Identify any information gaps that have been identified.

Considering factors on changes in scope
Considering relevance of equity to change scope

Changes on scope

Scoping questions,
others: comments from
stakeholders

Considering comments from stakeholders

Summarize changes

Identify evidence gaps

3. As it currently stands, is the scope discriminatory?

Have groups who need special consideration been identified?

Are there any exclusions?

If there are exclusions, are the reasons legitimate, and is the exclusion proportionate?

Considering some factors on scoping
Identify potential special groups

Exclusion criteria

Equitable scoping

Scoping questions

Equitable and appropriate exclusion

4. Should any further information be identified and assessed?

Have important stakeholders been omitted from or not responded to the consultation process?

Consider specific questions for stakeholders (for example, at the scoping workshop).

Summarize the action to be taken.

Identifying and assessing further information

Consulting stakeholders' comments

Consulting comments in
scoping stage

Scoping questions,
others: comments from
stakeholders

Consulting stakeholders' comments

Taking action

5. Is there anything specific that should be done to ensure that the guideline development group (GDG) will have relevant information to consider equalities issues when developing guidance? Action to address this needs only to be proportionate. Consider specific questions for stakeholders. Consider relevant bodies to consult.	Considering other specific questions Appropriate action Consider specific questions for stakeholders Consulting relevant bodies	Specific questions in scoping stage	Scoping questions, others: comments from stakeholders
Checklist for early guideline development			
1. How relevant is the evidence to eliminating discrimination, advancing equality and fostering good relations?	Relevance of evidence	Appraisal of scientific evidence	Appraising evidence and recommendations
2. Do the review questions reflect the scope? Do they identify issues affecting specific groups?	Effectiveness of clinical questions	Appraisal of effects on scoping	Appraising evidence and recommendations
3. Was the search strategy comprehensive? Consider a range of study of types for addressing the review questions (such as qualitative studies).	Comprehensive search strategy (appropriate study design)	Appraisal of search strategy	Appraising evidence and recommendations, searching relevant evidence
4. Were particular issues identified during consultation on the scope? Consider amending the search strategy in the light of comments.	Considering comments to change search strategy to collect necessary evidence	Appraisal of the necessary on evidence and making changes	Appraising evidence and recommendations
5. Were the evidence review criteria inclusive? Check that criteria do not inappropriately exclude studies on specific groups.	Appropriate and inclusive criteria of eligibility studies	Appraisal of eligible criteria	Appraising evidence and recommendations, searching relevant evidence
6. What is the state of the evidence base? Where are the evidence gaps?	Evidence gaps and evidence state	Appraisal of evidence gaps	Appraising evidence and recommendations
Checklist for formulating recommendations			
General questions			
1. How relevant are the recommendations to discrimination and equality? Which recommendations are likely to be most relevant?	Relevance of recommendations to equity	Appraisal the relevance of recommendations	Appraising evidence and recommendations
2. Where evidence is unavailable to assess a potential issue, could this be reflected in recommendations for future research?	Addressing the case where evidence is unavailable	Appraisal of evidence gaps	Appraising evidence and recommendations
Questions to consider to avoid discrimination include:			
Summarizing the following questions:	Access of interventions, barriers and facilitators	Formulating equitable	Formulating

	of interventions, and appraisal of the access to avoid inequity during formulating recommendations	recommendations	recommendations, others: comments from stakeholders
1. Does access to the intervention depend on membership of a specific group?	Access to the intervention and specific group		
2. Do any criteria make it easier or more difficult in practice for people in a specific group to gain access to the intervention?	Barriers and facilitators of the access of interventions		
3. Does the way in which people would be assessed for whether or not they receive the intervention make it easier or more difficult for people in a specific group to gain access to it?	Assessing the barriers and facilitators of the access of interventions		
4. Does any part of the recommendation make it plausible that a person's age, disability, gender reassignment, pregnancy and maternity, marriage or civil partnership, race (including ethnic or national origins, color or nationality), religion or belief (including lack of belief), sex, sexual orientation or socioeconomic status could affect their access to an intervention? If so, what steps could be taken to address this?	Effects of equity on access to interventions		
5. Does any recommendation refer to age? If so, is age a good indicator of either risk or benefit from treatment and is the reason for the reference explained?	Effects of age on recommendations		
6. Do comments from stakeholders highlight areas of possible discrimination or ways of avoiding it?	Comments		
Questions to consider to advance equality of opportunity include:			
Summarizing the following questions:	Assessing and advancing the effectiveness and availability of recommendations, and access to interventions	Appraisal and advancing recommendations	Appraising evidence and recommendations, formulating recommendations, comments from stakeholders
1. Could the recommendations advance equality for people in a specific group, either through access to the intervention or by means of the intervention? Have stakeholders identified particular opportunities?	Advancing equity		
2. Could the recommendations be reformulated to make	Change of recommendations		

implementation more acceptable to, or appropriate for, people in a specific group?			
3. Would more favorable treatment of any kind help disabled people to gain access to the intervention on the same basis as people without that disability? What additional measures would achieve this?	Equitable access to interventions		
4. Do comments from stakeholders highlight opportunities for advancing equality?	Comments		
Questions to consider to foster good relations include:			
1. Is there an opportunity to tackle prejudice?			Formulating recommendations, comments from stakeholders
2. Is there an opportunity to promote understanding?	Foster relations of recommendations with equity	Adjusting recommendations	
3. Do comments from stakeholders highlight the need for tackling prejudice or promoting understanding?			
Note: Describing a process of development: topic scoping, assessing the evidence, draft guideline, final guideline. Providing some examples on how to addressing equity into guidelines			

Aldrich 2003 [17], NHMRC 2002 [26]			
Items	Categories	Coding	Themes
SEP refers to the components of economic and social well-being in a societal context. It is a concept that includes both: resource-based measures such as income and educational qualifications; and prestige-based measures such as an individual's rank or status in a social hierarchy, for example the prestige associated with certain occupations.	Definitions of SEP	Equity issues	Scoping questions
Table 2: Markers and search terms for socioeconomic position	Providing some markers and search terms for socioeconomic position	Search terms	Searching relevant evidence
Socioeconomic status as an effect modifier in RCTs	Assessing the impact of SEP and health in RCTs.	Appraisal scientific evidence	Appraising evidence and recommendations
Problems in extrapolation of RCTs to disadvantaged populations. "Randomized controlled trials frequently use homogeneous population samples and analyze the effects of simple, single interventions. Factors associated with consent, inclusion and exclusion are not always randomly distributed."	Baseline characteristics and eligibility criteria in evidence body	Targeted population	Scoping questions
Assessing the quality of evidence on SEP. 'evidence exists on the various relationships between SEP and health in epidemiological, cohort, cross-sectional, observational, and	Assessing the quality of evidence	Appraisal of scientific evidence	Appraising evidence and recommendations

qualitative studies.’			
Literature review on the relationship between socioeconomic position and health and clinical practice guidelines. ‘Guideline developers explicitly acknowledge evidence of the relationship between SEP and health and then use that evidence to shape and develop guidelines and associated recommendations for the broad population.’	Showing evidence on why equity should be addressed into guideline	Necessary of equity	Scoping questions
A framework for using evidence on socioeconomic position in the development of clinical practice guidelines			
Summarizing the following items	Framework	Framework	Process
Step 1: Identify the health decisions required.			
The health decision could be any type, from individual treatment decisions to the formulation of guidelines for whole communities. In the context of CPG development, there may be many decisions at different points in the diagnosis/ treatment pathway for a single guideline.	Clinical decisions required	Equity issues	Scoping questions
Step 2: Search the literature for evidence that, due to SEP, population subgroups may experience barriers to and/or have limited capacity or opportunities to achieve equal health gains.			
The literature should be searched using markers of SEP, the condition or disease of interest, and the required health decision to identify population sub-groups which may experience barriers, limited capacity or opportunities to achieve the same health gains as other sub-groups or populations.	Searching evidence on equity	Equitable searching	Searching relevant evidence
Step 3: Search the literature to identify interventions that address barriers and/or opportunities to achieving equal health gains			
Literature describing interventions that attempt to address barriers to achieving equal health gains across sub-groups should be identified.	Searching and assessing equitable evidence on application	Appraisal of applications and searching evidences	Searching relevant evidence, appraising evidence and recommendations
Step 4: Synthesize evidence from Steps 2 and 3 and current clinical best practice evidence to develop recommendations			
Develop recommendations in order to achieve health gains in terms of mortality, morbidity, survival, well-being and equity.	Formulating equitable recommendations	Formulating recommendations	Formulating recommendations
Other			
What to do when there is no evidence: broadening the search strategy; broadening the search scope; applying generic principles to promote health equity	Change searching strategies, scope, and promotion strategies, when no evidence was found	Searching and implementation	Searching relevant evidence, monitoring implementation
Note: Providing a process of guideline development Providing some examples and case study on how to develop guideline.			

Keuken DG 2007 [27] Items	Recommendation for focusing on sex-related factors in guideline development		
	Categories	Coding	Themes
<p>Formulation of initial key questions (and sub questions) Guideline developers should make an assessment to determine if there are any plausible reasons for anticipating differential relative effects for both sexes. If so, make sure that the key questions are formulated clearly to facilitate a review of the literature.</p>	Considering differential relative effects across gender	Social determinants of target population	Scoping questions
<p>Development of search strategies Guideline developers should make sure that search strategies are capable of detecting evidence (both direct and indirect) that supports or refutes any hypothesized differential effects.</p>	Importance of an equitable search strategy	Search strategy	Searching relevant evidence
<p>Appraisal of scientific evidence Guideline developers should determine whether the studies they review are well designed. Guideline developers should determine whether the study population is stratified and whether it is sufficiently large for an analysis of differential effects on the basis of sex. Guideline developers should determine whether the relevant subgroup analyses have been carried out correctly (in key studies). Guideline developers should determine whether sex is a modifier for the research outcome.</p>	Well designed studies Large sample size for analysis across gender Correctly subgroup analysis Sex as a modifier	Assessing study design Appraising sample size Appraising analysis methods Detecting modifiers	Appraising evidence and recommendations Appraising evidence and recommendations Appraising evidence and recommendations Appraising evidence and recommendations
<p>Formulation of recommendations for the guideline Where appropriate, guideline developers may consider how likely it is that the results of published research are applicable to both men and women when formulating recommendations. Where appropriate, guideline developers may consider how likely it is that differences in baseline risk would result in differential absolute effects when formulating recommendations. Where appropriate, guideline developers may consider how likely it is that there are important differences in trade-offs between any anticipated harmful and beneficial effects when formulating recommendations. Where appropriate, guideline developers may consider</p>	Applicability of study results Influences across baseline risk on absolute effects Balance between harms and benefits Warrant on the usage of different	Applicability of evidence Influence of equity evidences Balance between harms and benefits Equitable usage of	Appraising evidence and recommendations Appraising evidence and recommendations Formulating recommendations Monitoring

whether any of these considerations warrant the use of different recommendations when formulating recommendations.	recommendations	recommendations	implementation
Other (For composition of the guideline document)			
Guideline developers should have prior knowledge of the various ways in which sex-related factors can be represented in guidelines: when evidence has been found; if differences were expected but no evidence was found; if no information is available.	Knowledge of the various ways on reporting guidelines	Variable reporting	Others: reporting of guidelines
Selected sex-related factors may be mentioned in various subsections of the document: throughout the text; in specific paragraphs; in a subsection on special populations; in footnotes.	Highlighting the gender factor	Reporting	Others: reporting of guidelines
It is useful to reflect on the advantages and disadvantages of each option before drafting the guideline.	Trade-offs between advantages and disadvantages of different reporting.	Assessing equitable reporting	Others: reporting of guidelines
Note: Describing a process of development: formulation of initial key questions (and sub questions); development of search strategies; appraisal of scientific evidence; formulation of recommendations for the guideline; composition of the guideline document.			

WHO 2012 [28]			
Items	Categories	Coding	Themes
Who is targeted by the action being recommended? (1) How can they be best described? What are the relevant demographic factors? Please consider age groups, sex, ethnicity, social identities, behavioral characteristics, etc. (2) What is the setting? For example, hospitals, communities, schools. (3) Are there any subgroups that might need to be considered? (4) Are there groups or subgroups that should be excluded?	Population characteristics (including equity issues), subgroup and exclusion criteria	Equity issues	Scoping questions
‘Figure 6.1 Evidence retrieval decision diagram’ provided a process on how to identify relevant systematic review, including social and educational policies and practices (the Campbell Collaboration). Eligibility studies from low- and middle-income countries and regional databases are highlighted in ‘Search strategies’ section.	Searching relevant studies to equity	Searching	Searching relevant evidence

Note: Providing some examples on how to address equity issues into guidelines.

Providing a process of developing questions: Step 1: Generate initial list of questions; Step 2: Draft PICO questions; Step 3: List relevant outcomes; Step 4: Comment and revise; Step 5: Rate outcomes; Step 6: Prioritize questions
