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| **Table S1. Methodological quality of studies assed with the MMAT criteria** |
|  | **Itokazu, 2006** | **Johannsson, 2011** | **Bryant, 2015** | **Fleming, 2015** | **Howard, 2015** | **Livorsi, 2016** | **Wolf, 2016** | **Pulcini, 2017** |
| **Screening questions:** |  |  |  |  |  |  |  |  |
| Are there clear quantitative research questions (or objectives)?  | Y | Y | Y | Y | Y | Y | Y | Y |
| Do the collected data allow the research question (objective) to be addressed? | Y | Y | Y | Y | Y | Y | Y | Y |
| **Quantitative descriptive criteria:** |  |  |  |  |  |  |  |  |
| Is the sampling strategy relevant to address the quantitative research question?  | Y | Y | Y | Y | Y | Y | Y | Y |
| Is the sample representative of the population under study?  | N | N | Y | Y | Y | N | Y | N |
| Are measurements appropriate (clear origin or validity known or standard measurement)?  | N | N | Ua | Ub | Y | N | Nc | Y |
| Is there an acceptable response rate (60% or above)? | Y | N | U | N | U | N | N | Y |

Each item is scored on a nominal scale (Yes/No/Unclear)

a Bryant, 2015: Authors referred the Victorian AMS survey for description of the measurement used, but there were marked differences in phrasing of reported barriers and original a multiple-selection list of barriers

b Fleming et al., 2015: Authors used questions from two previous employed surveys, none of which mentioned question(s) to evaluate barriers and facilitators within methods sections

c Wolf et al., 2016: Presented data was difficult to interpret, given respondents were asked to make attributions about other people’s beliefs and motivations and authors used vague wording of the questionnaire items (e.g. “ASP [“Antimicrobial Stewardship Program] believes that other populations have higher priority”).