

COREQ (Consolidated criteria for REporting Qualitative research) Checklist

A checklist of items that should be included in reports of qualitative research. You must report the page number in your manuscript where you consider each of the items listed in this checklist. If you have not included this information, either revise your manuscript accordingly before submitting or note N/A.

Topic	Item No.	Guide Questions/Description	Reported on Page No.
Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	6
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	6
Occupation	3	What was their occupation at the time of the study?	6
Gender	4	Was the researcher male or female?	6
Experience and training	5	What experience or training did the researcher have?	6
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	5
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	5
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	5
Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	4
<i>Participant selection</i>			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	5
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	5
Sample size	12	How many participants were in the study?	5
Non-participation	13	How many people refused to participate or dropped out? Reasons?	5
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	4
Presence of nonparticipants	15	Was anyone else present besides the participants and researchers?	6
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	5
<i>Data collection</i>			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	6

Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	6
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	6
Field notes	20	Were field notes made during and/or after the inter view or focus group?	6
Duration	21	What was the duration of the inter views or focus group?	6
Data saturation	22	Was data saturation discussed?	6
Transcripts returned	23	Were transcripts returned to participants for comment and/or	6
Topic	Item No.	Guide Questions/Description	Reported on Page No.
		correction?	
Domain 3: analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	7
Description of the coding tree	25	Did authors provide a description of the coding tree?	7
Derivation of themes	26	Were themes identified in advance or derived from the data?	7
Software	27	What software, if applicable, was used to manage the data?	7
Participant checking	28	Did participants provide feedback on the findings?	6
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	8-18
Data and findings consistent	30	Was there consistency between the data presented and the findings?	8-18
Clarity of major themes	31	Were major themes clearly presented in the findings?	8-18
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	18-23

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

Once you have completed this checklist, please save a copy and upload it as part of your submission. DO NOT include this checklist as part of the main manuscript document. It must be uploaded as a separate file.

Focus Group Questions

Thank you

Introduction – myself/research

Why this research is important

Ground rules – no wrong/right answer, don't talk over each other, what is said stays in this room/confidentiality

Explain about and ask permission for recording

Opening Question

- Can you tell the group why you decided to take part in this research

Introductory Questions

- How do you decide what is healthy and what is not? Where do we get this information?
- Prompt – Has anything changed over time in your understanding of what foods and drinks you consider healthy?
- Prompt - Has anything changed over time in your understanding of what foods and drinks you consider unhealthy?

I am now going to ask some questions that look at the relationship between food and mood

Transition Questions

- How do you think food and mood are related?

Key Questions - Prompts

- Can you describe how something you ate resulted in changing the way you felt?
- Can you describe how your feelings and emotions have influenced your eating?
- What would you say motivates you to eat healthily?
- What would you say makes you eat unhealthily?
- What aspects of your family or culture that are linked to the way you eat?

Ending Question

- What do you think the government could do to increase education about mood and food in Australia

Table S1*Thematic Template Analysis*

Notes	Codes	Preliminary Themes
Food security – financial and time constraints Mood affecting food choices Procrastination leads to unhealthy choices and lower mood Decision fatigue Meal prepping Ultra-processed Western diet decreases mood Taste habituation to hyper salty/hyper sweet in Western diet Unhealthy foods increase mood short-term, detrimental long-term Life stability helps healthy food choices Life instability leads to unhealthy food choices	Time restrictions Financial restrictions Preparedness Decision fatigue	Social Economics: Time, Finance and Food Security
Social context surrounding what, where, how and why you eat Food habits learned from childhood Parental role modelling Eating alone decreases mood/nutrient absorption Eating with loved ones increased mood Foods healthier for mental health in a social context Mediterranean culture – social aspect of food Sociological construct – societal perceptions of food and mood Geographical location – access to food Traditional eating patterns – like your grandparents ate	Social Context Upbringing Culture	Social Context: Familial and cultural influences in food and mood
Preparing food with and for family increases mood Memories of loved ones past Food traditions passed through generations Reminders of family Comfort food Food memories Eating mindfully, rather than when distracted Using childhood foods to self-medicate low mood Foods used as reward or commiseration	Memories Family Mindful Eating Nostalgia	Food Nostalgia: Unlocking Memories that Impact Mood