APPENDIX A: RECRUITMENT PATHWAYS

- Centre for Addiction and Mental Health (CAMH) National Youth Action Council

www.camh.ca/en/science-and-research/institutes-and-centres/the-margaret-and-wallace-mccain-centre-for-child-youth-and-family-mental-health/youth-engagement-initiative

- CAMH Vaccine Clinic

www.camh.ca/en/camh-news-and-stories/covidvaccine

- Family support groups and committees at CAMH

www.camh.ca/en/your-care/for-families

- Ontario Family Caregivers' Advisory Network

https://ontariocaregiver.ca/?gclid=Cj0KCQiAgaGgBhC8ARIsAAAyLfGB5Mlnv7levpXh9lqXDGR-TU8qU-TPacN0nsFVsBoCLY9uuqGDZccaAg9qEALw_wcB

- Slaight Centre Early Intervention Service

https://www.camh.ca/en/your-care/programs-and-services/slaight-centre-early-intervention-service

- University of Toronto Health and Wellness Centre

https://studentlife.utoronto.ca/department/health-wellness/

- Youth Wellness Hubs Ontario and community partner Stella's Place

https://stellasplace.ca/peer-support/?gclid=Cj0KCQiAgaGgBhC8ARIsAAAyLfETFBA0T6lrAO5IdlER7MyvVhIchQNGL6eiU5Ek-Ctg4mm5FORiiKIaAhKNEALw_wcB

APPENDIX B: YOUTH INTERVIEW GUIDE

Understanding attitudes and beliefs toward the COVID-19 vaccines among youth with early psychosis: Interview Guide

Demographic Data

1. What is your age?

2. What is your gender?
   - Woman
   - Man
   - Genderqueer
   - Gender fluid
   - Androgynous
   - Non-binary
   - Two-Spirit
   - Questioning
   - Prefer not to answer
   - Identity not listed

3. Do you consider yourself to be transgender?
   a. Yes, transgender, male to female
   b. Yes, transgender, female to male
   c. Yes, transgender, gender non-conforming
   d. No

4. Which of the following best describes your racial or ethnic group?
   - African – East (e.g. origins include Canadian, Ethiopian, Somali)
   - African – North (e.g., origins include Canadian, Moroccan, Algerian)
   - Asian – Central (e.g., origins include Canadian, Afghan)
   - Asian-East (e.g., origins include Canadian, Chinese, Japanese, Korean)
   - Asian-South East (e.g., origins include Canadian, Malaysian, Filipino/a/x, Vietnamese)
   - Asian-South (e.g., origins include Canadian, Indian, Pakistani, Sri Lankan)
   - Black-African (e.g., origins include Canadian, Ghanaian, Kenyan, Somali)
   - Black-North American (e.g., origins include Canadian, American)
   - Black-Caribbean (e.g., origins include Canadian, Bajan, Jamaican)
   - First Nations
   - Indo-Caribbean (e.g., origins include Canadian, Guyanese, Trinidadian)
   - Indigenous/Aboriginal not included elsewhere
   - Inuit
   - South/Latin American (e.g., origins include Canadian, Argentinian, Chilean, El Salvadori
   - Metis
   - Middle Eastern/Arab (e.g., origins include Canadian, Egyptian, Iranian, Lebanese)
   - White-European (e.g., origins include Canadian, English, Italian, Portuguese, Russian)
   - White North American (e.g., origins include Canadian, American)
   - Mixed race
   - Pacific Islander (i.e. Polynesian, Samoan)
   - Prefer not to answer
   - Do not know
   - Group not identified above (please specify): _____

5. If you are you comfortable sharing the mental health diagnoses or concerns that you have been given by your doctors?
   - How do you feel about this diagnosis? Disagree or agree?

6. Do you have any physical medical conditions?
   a. Yes: (please specify) :
   b. No
   c. Do not know
   d. Prefer not to answer

7. What is your relationship status? Select all that apply.
   - Single
   - In a relationship
   - Married
   - Common-law
   - Separated
   - Divorced
   - Widowed
   - Prefer not to answer
   - Other (please specify): _____

8. What is your primary source of income?
   - Employment/ Self-employment
   - Student loans/scholarships/grants
   - Supported by family or partner
   - Employment Insurance
   - Ontario Works
   - Ontario Disability Support Program
   - Other:

9. Have you had your COVID-19 vaccine? Yes/No
   - If yes, which vaccine(s) did you receive? One dose or both?
   - If one dose, do you intend on getting your second?
   - When did you get each dose?

We would like to understand some of the thoughts you have about getting the COVID-19 vaccine and how you came to your decision.

<u>Vaccine Hesitancy Framework – Trust and Healthism</u>

1. People place different levels of importance on their health in general. How focused are you on your general health or health concerns?
   - Probe: What does that look like for you to be focused? What things do you do or don't do that allow you to feel that you are focused on your health?

2. How much time and attention do you pay to COVID-19 risks on your health?
   - Probe: How much time and attention do you pay to the news and read about COVID-19 risks and vaccine information? Can you provide examples?
   - Probe: Can you tell me how you decided, or are deciding, about getting the COVID-19 vaccine for yourself?

3. People have had different experiences with the healthcare system (e.g., hospitals and clinics) and science. I'd like to hear your thoughts about the information you hear about COVID-19 from healthcare providers (doctors, nurses) or researchers?
   - Probe: Who do you consider trustworthy with respect to providing vaccine information? Why?

- Probe: How satisfied are you with the COVID-19 vaccine information you received from your care teams?
- Probe: How satisfied are you with the COVID-19 vaccine information that you have heard from health care professionals (i.e. doctors, researchers) in the media?
- Probe: How could someone know if information on social media is reliable?

4. Have you discussed the COVID-19 vaccines with your mental health care professional(s)? If so, what did you talk about?
   - Probe: if yes, did you get the information that you needed? Was it helpful or not helpful?
   - Probe (if they indicate that their mental health influenced their perceptions about the COVID-19 vaccine): How has your mental health influenced your perceptions about the COVID-19 vaccine?

Vaccine Hesitancy Framework – Health Belief Model
1. Throughout the COVID-19 pandemic, have you felt that you are at risk of getting sick with COVID-19?
   - Probe if yes: Have you felt like you were at low, medium, or high risk of getting sick? Why?
   - Probe if no: Can you talk about why you have not felt to be at risk?
   - Has your perceived level of risk changed over the course of the pandemic?

2. COVID-19 can cause no symptoms, mild symptoms or serious consequences to your health. What are your thoughts about the effect of COVID-19 on your health? What kinds of things were you worried about developing from COVID-19? Is this anything else/any other areas of your life?

3. What are your thoughts about the COVID-19 vaccine's ability to protect you from serious illness? Do you think the vaccines will prevent you from getting seriously ill from COVID-19? **Why or why not?**

4. What were/are some barriers or challenges to getting vaccinated for COVID-19?
   - Can you give me some examples? Are there any down sides or negative consequences to getting the vaccine? If so, can you tell me what they might be?

APPENDIX C: FAMILY MEMBER INTERVIEW GUIDE

Vaccine Hesitancy in Youth with Early Psychosis: Family Interview Guide

Demographic questions

1. What is your age?
2. Family member's age:
3. What is your gender?
   - Woman
   - Man
   - Genderqueer
   - Gender fluid
   - Androgynous
   - Non-binary
   - Two-Spirit
   - Questioning
   - Prefer not to answer
   - Identity not listed

4. Do you consider yourself to be transgender?
   a. Yes, transgender, male to female
   b. Yes, transgender, female to male
   c. Yes, transgender, gender non-conforming
   d. No

5. Which of the following best describes your racial or ethnic group? Which describes your family member's racial or ethnic group? Please select all that apply.
   - Asian – East (i.e. China, Japan, Korea)
   - Asian – South East (i.e. Malaysia, Filipino, Vietnamese)
   - Asian – South (i.e. India, Pakistan, Sri Lanka)
   - Black – African (i.e. Ghanaian, Kenyan, Somali)
   - Black – North American (i.e. Canadian, American)
   - Black – Caribbean (i.e. Barbadian, Jamaican)
   - First Nations
   - Indian – Caribbean (i.e. Guyanese with origins in India)
   - Indigenous/Aboriginal – not included elsewhere
   - Inuit
   - Latin American (i.e. Argentinean, Chilean, Salvadoran)
   - Metis
   - Middle Eastern (i.e. Egyptian, Iranian, Lebanese)
   - White – European (i.e. English, Italian, Portuguese, Russian)
   - White – North American (e.g. Canadian, American)
   - Mixed heritage (i.e. Black-African & White-North American)
   - Prefer not to answer
   - Do not know
   - Other:

6. What is your relationship to the family member?

7. Does your family member live in the same household as you?

8. Has your family member had their COVID-19 vaccine? Yes/No

- If yes, when? How many doses?

We would like to understand some of the thoughts your family member has about getting the COVID-19 vaccine and how they came to their decision.

Vaccine Hesitancy Framework – Trust and Healthism

1. People place different levels of importance on their health in general. How focused is your family member on their health issues?
    - Probe: How much time and attention does your family member pay to COVID-19 risks on their health? How much time and attention do they pay to the news and read about COVID-19 risks and vaccine information? Can you provide examples?
    - Probe: can you tell me how you think your family member decided, or is deciding, about the COVID-19 vaccine for themselves?

2. People have had different experiences with the healthcare system (e.g., hospitals and clinics) and science. I'd like to hear what you believe your family member's thoughts are on the information they hear about COVID-19 from healthcare providers (doctors, nurses) or scientists, either the ones they interact with or in the media.
    - Probe: Who do you think they consider trustworthy with respect to providing vaccine information? Why?
    - Probe: How satisfied do you think they are with the COVID-19 vaccine information they receive from their care teams or hear from scientists?

3. Has your family member discussed COVID-19 vaccines with their mental health care professional? If so, what were those conversations like?
    - Probe (if they indicate that their mental health influenced their perceptions about the COVID-19 vaccine): How has their mental health influenced their perceptions about the COVID-19 vaccine?

Vaccine Hesitancy Framework – Health Belief Model

1. During the COVID-19 pandemic, how do you think they perceive their level of risk of COVID-19 infection? (Specify before the vaccine if they have been vaccinated)?
    - Probe: Why do you think they thought they were low/medium/high risk for catching COVID-19?

2. COVID-19 can cause no symptoms, mild symptoms or serious consequences to your health. What do you think their thoughts are about the effect of COVID-19 on their health?
    - Probe: What kinds of things do you think they were worried about developing from COVID-19?

3. What do you think their thoughts are about the COVID-19 vaccine's ability to protect them from serious illness?
    - Probe: Do they think the vaccines will prevent them from getting seriously ill from COVID-19? Why or why not?

4. What were/are some barriers or challenges for your family member to get vaccinated for COVID-19?
    - Probe: Can you give me some examples? Are there any down sides or negative consequences to getting the vaccine that your family member is worried about? If so, can you tell me what they might be?

APPENDIX D: BRAUN AND CLARKE'S APPROACH TO THEMATIC ANALYSIS[41]

Phase	Description of the process
1. Familiarizing yourself with the data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating themes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.