**Supplementary Table 1.** STROBE Statement Checklist

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item # | Recommendation | Page # |
| **Title and abstract** | 1 | (*a*) Indicate the study’s design with a commonly used term in the title or the abstract | 1 |
| (*b*) Provide in the abstract an informative and balanced summary of what was done and what was found | 1 |
| Introduction |
| Background/rationale | 2 | Explain the scientific background and rationale for the investigation being reported | 3-4 |
| Objectives | 3 | State specific objectives, including any prespecified hypotheses | 3-4 |
| Methods |
| Study design | 4 | Present key elements of study design early in the paper | 4 |
| Setting | 5 | Describe the setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection | 4-5 |
| Participants | 6 | (*a*) Give the eligibility criteria, and the sources and methods of selection of participants | 4-5 |
| Variables | 7 | Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. Give diagnostic criteria, if applicable | 5-6 |
| Data sources/ measurement | 8\* | For each variable of interest, give sources of data and details of methods of assessment (measurement). Describe comparability of assessment methods if there is more than one group | 5-6 |
| Bias | 9 | Describe any efforts to address potential sources of bias | 4 |
| Study size | 10 | Explain how the study size was arrived at | 5 |
| Quantitative variables | 11 | Explain how quantitative variables were handled in the analyses. If applicable, describe which groupings were chosen and why | 6-7 |
| Statistical methods | 12 | (*a*) Describe all statistical methods, including those used to control for confounding | 6-7 |
| (*b*) Describe any methods used to examine subgroups and interactions | 6-7 |
| (*c*) Explain how missing data were addressed | 8 |
| (*d*) If applicable, describe analytical methods taking account of sampling strategy | 6-7 |
| (*e*) Describe any sensitivity analyses | N/A |
| Results |
| Participants | 13\* | (a) Report numbers of individuals at each stage of study—eg numbers potentially eligible, examined for eligibility, confirmed eligible, included in the study, completing follow-up, and analysed | 8 |
| (b) Give reasons for non-participation at each stage | N/A |
| (c) Consider use of a flow diagram | N/A |
| Descriptive data | 14\* | (a) Give characteristics of study participants (eg demographic, clinical, social) and information on exposures and potential confounders | 8-9 |
| (b) Indicate number of participants with missing data for each variable of interest | Tables 1-3 |
| Outcome data | 15\* | Report numbers of outcome events or summary measures | 9-10 |
| Main results | 16 | (*a*) Give unadjusted estimates and, if applicable, confounder-adjusted estimates and their precision (eg, 95% confidence interval). Make clear which confounders were adjusted for and why they were included | N/A |
| (*b*) Report category boundaries when continuous variables were categorized | N/A |
| (*c*) If relevant, consider translating estimates of relative risk into absolute risk for a meaningful time period | N/A |
| Other analyses | 17 | Report other analyses done—eg analyses of subgroups and interactions, and sensitivity analyses | N/A |
| Discussion |
| Key results | 18 | Summarise key results with reference to study objectives | 13-15 |
| Limitations | 19 | Discuss limitations of the study, taking into account sources of potential bias or imprecision. Discuss both direction and magnitude of any potential bias | 15 |
| Interpretation | 20 | Give a cautious overall interpretation of results considering objectives, limitations, multiplicity of analyses, results from similar studies, and other relevant evidence | 16-17 |
| Generalisability | 21 | Discuss the generalisability (external validity) of the study results | 15 |
| Other information |
| Funding | 22 | Give the source of funding and the role of the funders for the present study and, if applicable, for the original study on which the present article is based | Title Page |