

Appendix 6. Feedback form for prioritizing PHSM questions

Nr.	Research question	Which intervention do you have in mind as the most important when considering the following questions about this research question?	1. This intervention is relevant in Norway . Consider if this intervention has been implemented, or could it potentially be implemented, in Norway ?	2. This intervention is relevant in other countries . Consider if this intervention has been implemented, or could it potentially be implemented, in other countries ?
1	What are the effects of different hand cleaning solutions (e.g., water, soap and water, alcohol-based sanitizer)?			
2	What are the effects of improved compliance with hand hygiene advice among health personnel compared to usual practice?			
3	What are the effects of improved hand hygiene routines compared to usual practice in schools or daycare?			
4	What are the effects of increased frequency of hand hygiene compared to usual practice in the general population?			
5	What are the effects of different modes of encouraging hand hygiene in shopping centres (sanitizer dispenser, signs, messages) and improved availability compared to usual practice?			

- 6 What are the effects of national recommendations for hand hygiene on hand hygiene routines?
- 7 What are the effects of medical face masks compared to cloth face masks, respirators, or no masks in healthcare settings, outdoor settings, shopping centres, public transportation or other public places?
- 8 What are the effects of carefully designed instructions about face masks compared to no instructions?
- 9 What are the effects of distributing face masks when people enter GP office waiting rooms compared to not distributing face masks?
- 10 What are the effects of mechanical ventilation compared to air purifiers, natural ventilation, UV room sanitizers, or no ventilation in offices or other indoor spaces where many people are gathered?
- 11 What are the effects of different levels of ventilation in indoor rooms of different sizes?
- 12 What are the effects of natural ventilation for different time periods (between or during school classes/work meetings and other gatherings) compared to no ventilation?
- 13 What are the effects of CO2 sensors to monitor air quality compared to no sensors?
- 14 What are the effects of screening and isolation of passengers who test positive for respiratory infections on **inbound international flights** (before, during or after the flight) compared to usual practice?

- 15 What are the effects of targeted active screening (routine mass testing) of healthworkers (including nursing home workers) and/or patients/residents compared to regular testing, random screening or passive testing (only people with symptoms or defined indications) in schools, healthcare services, nursing homes, healthcare institutions or other workplaces with high infection rates?
- 16 What are the effects of access to rapid/home tests compared to no access in the general population?
- 17 What are the effects of isolation and testing with symptoms compared to isolation alone?
- 18 What are the effects of testing before isolation/quarantine is ended compared to not testing among close contacts in the general population?
- 19 What are the effects of different testing methods and or
- 20 What are the effects of contact tracing (with or without an app) compared to no contact tracing on the incidence
- 21 What are the effects of contact tracing compared to no contact tracing on the spread of infection on campus or in boarding schools?
- 22 What are the effects of quarantine for all close contacts compared to quarantine for contacts with symptoms among the general population and in health institutions?
- 23 What are the effects of quarantining for different intervals of time after exposure to someone with a respiratory infection?
- 24 What are the effects of quarantining in hotel compared

- 25 What are the effects of isolating for different intervals of time compared to PHSM without isolation after testing positive for a respiratory infection on the risk of infecting cohabitating family members, non-cohabiting friends and work colleagues?
- 26 What are the effects of staying home until negative test compared to staying home until symptom free for people with respiratory infection and their home and work contacts?
- 27 What are the effects of using a tool for self-evaluation of communicable disease compared to no tools?
- 28 What are the effects of collecting cell tower location information about all individuals with mobile devices compared to not collecting information in areas with large populations?
- 29 What are the effects of active surveillance compared to passive surveillance or surveillance of waste water?
- 30 What are the effects of surveillance with PCR tests and self-reporting compared to waste water surveillance?
- 31 What are the effects different cohort strategies compared to no cohorting or practice as usual in school?
- 32 What are the effects of individual interventions compared to packages of interventions for students, teachers and students' families?
- 33 What are the effects of indoor physical education classes compared to outdoor physical education classes in school?

- 34 What are the effects of testing children in daycare, primary school and secondary school compared to no testing for children who are sent home and their families?
- 35 What are the effects of limiting after-school activities (organized and unorganized) to school cohorts compared to after-school activities without school cohorts in school and at daycare?
- 36 What are the effects of outdoor schooling, reduced group sizes, social distancing in the classroom and communal areas and reduced contact between groups compared to practice as usual in primary, secondary and
- 37 What are the effects of lockdown on teachers workload and the work environment, including collaboration, personnel support, well-being and perception of safety and quality of teaching and educational outcomes for children in daycare and school?
- 38 What are the effects of quarantining a whole class/group with symptoms or positive test compared to quarantine for household contacts only on secondary attack rate, symptomatic infection, severe disease among high school students and staff?
- 39 What are the effects of the duration of school closure (primary, secondary and post-secondary) for students, faculty, the broader community?
- 40 What are the effects of closing schools (with or without online learning) compared to keeping schools open with or without PHSM or using routine testing for teachers, students and their families?

- 41 What are the effects of improved air ventilation compared to closing school?
- 42 What are the effects of mass testing compared to closing school?
- 43 What are the effects of requiring a vaccination certificate to enter the workplace compared to not requiring a certificate or requiring testing in businesses, bars, restaurants, cafes?
- 44 What are the effects of a covid pass compared to no covid pass on trust or vaccine uptake?
- 45 What is the effect of limiting opening hours of restaurants, bars and cafes (in proportion to prevalence of infection) compared to regular hours on risk of infection?
- 46 What is the effect of closing restaurants, bars cafes or cultural settings (in proportion to prevalence of infection) compared to regular hours on risk of infection, economy or mental health?
- 47 What is the effect of closing (indoor) training centres compared to practice as usual or open centres with
- 48 What is the effect of lockdown compared to no lockdown on infection rates, economic consequences, and mental
- 49 What are the effects of restrictions on number of people in private or public gatherings compared to no or fewer
- 50 What are the effects of different sizes of gatherings?
- 51 What are the effects of different lengths of a gathering?
- 52 What are the effects of different types of gatherings (e.g., wedding, funeral, birthday)?
- 53 What are the effects of serving alcohol during gatherings?

- 54 What are the effects of different cohort strategies of gatherings?
- 55 What are the effects of distancing rules during indoor gatherings compared to person-per-square meter rules?
- 56 What are the effects of targeted information about PHSM compared to no information for vulnerable people living at home on infections, severe cases and mortality?
- 57 What are the effects of specific protective measures for fully vaccinated vulnerable individuals (such as facemasks or reduced contact with others) compared to practice as usual on all infections, severe cases and mortality?
- 58 What are the effects of targeted vaccination and interventions to improve vaccine coverage for vulnerable populations compared to practice as usual on severe cases and mortality?
- 59 What are the effects of active vaccination of everyone compared to active vaccination of vulnerable populations on severe cases and mortality during influenza season?
- 60 What are the effects of visit restrictions compared to no visit restrictions with or without specific PHSM, visiting for vaccinated only, or masks + handwashing + testing in nursing homes on infections, mortality, hospital admittance, loneliness and mental health among residents and their visitors?
- 61 What are the effects of different ways of organizing visits in nursing homes compared to practice as usual on

- 62 What are the effects of 2 meter distancing vs 1 meter distancing or no rules about social distancing on infection rates in indoor settings for the general population?
- 63 What are the effects of limiting the number of regular close contacts compared to no limit on infection rates?
- 64 What are the effects of nudging people to comply with social distancing measures using infrastructure, apps, signs, messages, limiting number of visitors or social distancing (1 or 2 meter) compared to no nudges or incentives in public places?
- 65 What are the effects of limiting number of regular contacts outside of the household compared to usual practices?
- 66 What are the effects of travel restrictions within a community compared to no restrictions?
- 67 What are the effects of travel restrictions between communities (including regional closing) compared to no restrictions?
- 68 What are the effects of communication of uncertainty compared to no communication of uncertainty or communication of varying degrees of uncertainty (different ways of communicating uncertainty) among the general population?
- 69 What are the effects of carefully designed and tested messages compared to messages prepared without careful design and testing on infection rates, adherence and trust in the general population or for marginalized groups?

- 70 What are the effects of regulations compared to recommendations on compliance and adherence to infection control advice among the general population
- 71 What are the effects of high predictability compared to low predictability of introduction and removal of control measures (with explicit criteria) on trust, adherence and infection rates?
- 72 What are the effects of public participation compared to no public participation in municipal decision-making processes on decision, adherence and trust, research, social solidarity and infection rates?
- 73 What are the effects of national decision-making compared to local decision-making with or without national support on decisions, adherence, and trust, research, social solidarity and infection rates for the general population and for marginalized groups?
- 74 What is the effect of implementing travel bans from high-endemic areas compared to no ban with or without quarantine, testing, home quarantine or hotel quarantine on infection rates and time until a new variant is introduced in the population in the general population (at various geographic/admin levels), short- and long-term economic costs?
- 75 What are the effects of a covid-pass compared to no covid-pass or test before travel for travellers and their contacts?
- 76 What is the effect of closing borders compared to partial closing or not closing borders with or without quarantine?

3. How important is it to know about the benefits of this intervention?	4. How important is it to know about the harms or burden of the intervention? You can consider both the severity of the harms or burden, and how important it is to gain more information on the harms or burden.	5. How important is it to know about the economic consequences?	6. How important is it to research the impacts of this intervention on equity? We are not asking if this intervention will lead to or reduce equity. By equity, we mean considering the possible differential effects of options on disadvantaged populations, and in relation to characteristics that are likely to be associated with disadvantage (Moberg 2018)
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7. We could conduct a research study on this intervention in Norway during a normal season. Consider both feasibility of conducting research in times of low infection (sample sizes and statistical strength of a study) and acceptability or ethical issues of conducting a study outside of a severe epidemic.	8. We could conduct a research study on this intervention during a normal season in an international setting. Consider both feasibility of conducting research in times of low infection (sample sizes and statistical strength of a study) and acceptability or ethical issues of conducting a study outside of a severe epidemic.	9. We could conduct a research study in Norway on this intervention during a severe epidemic. Consider both feasibility of conducting research in times of severe epidemics (sample sizes and statistical strength of a study) and acceptability or ethical issues of conducting a study during a severe epidemic.	10. We could conduct a research study on this intervention during a severe epidemic in an international setting. Consider both feasibility of conducting research in times of a severe epidemic (sample sizes and statistical strength of a study) and acceptability or ethical issues of conducting a study during a severe epidemic.	Comments regarding feasibility
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11. The results of feasible research on this intervention could change policies or practice?	12. Are the potential benefits of feasible research worth the cost of the research?	13. Based on these criteria, how high a priority is research evaluating the effects of this intervention <u>outside of a pandemic</u>?	14. Based on these criteria, how high a priority is research evaluating the effects of this intervention <u>during a pandemic</u>?	13/14a Reflecting on your answer in column P and Q, please specify the study setting you were thinking about for this judgment: - Norway, multicountry or LMICs.	13/14b Reflecting on your answer in column P and Q, please specify the study setting you were thinking about for this judgment: - population/group.
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13/14c Reflecting on your answer in column P and Q, please specify the outcomes that you think are most important to evaluate.	15. What type of research should be prioritised? If a non-randomised trial, what study design should be used?	Notes about your judgements			
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