

**Table S2: SHI Vigilance criteria for SDApps**

Categories	Criteria/Components	Correspondence with BCTs included in the app (S. Michie et al., 2013)	Observability
<b>1/Nature of the social inequalities addressed in the app design</b>	It is specified that the app addresses and adapts to user characteristics, needs and circumstances.	-	Described in the store and/or in the app itself
<b>2/ Nature of the social inequalities addressed</b>	The application (app) was designed with help from a user group.	-	Described in the store and/or in the app itself
<b>3/Social determinant relating to social support</b>	The app features activities relating to social support. (Hamm et al., 2013)	3.1. Social support (unspecified) 3.2. Social support (practical) 3.3. Social support (emotional)	In the app
<b>4/Environmental, physical and social determinants</b>	The app features activities identifying resources available in the physical and social environment that may influence behavior.	4.2. Information about Antecedents 4.3. Re-attribution	In the app
	The app encourages users to influence their physical and social environment.	12.1. Restructuring the physical environment 12.2. Restructuring the social environment 12.5. Adding objects to the environment	In the app
<b>5/Economic determinants</b>	The app's advice and activities takes into account users' financial constraints.	-	In the app
	The app doesn't require the latest version and can work optimally on multiple versions, not just on the most recent ones.	-	In the app
	There is no need to pay for additional modules for the app to work properly.	-	In the app

	The app is free or inexpensive	-	In the app
	The app makes it easier for vulnerable groups to access incentives (gifts, discount vouchers...);	-	Described in the store and/or in the app itself
<b>6/Transparency with regard to commercialization, influence /Quality</b>	Designers and financial backers are clearly identified and specified.	-	Described in the store and/or in the app itself
	The app features validated content, or refers to evidence-based recommendations or methods.	-	In the app
	The roles and input of third parties (healthcare professionals, coaches, peers...) who may intervene in the app in combination with it are clearly defined.	-	Described in the store and/or in the app itself
<b>7/Adaptation of content to differences in representation / expectations</b>	The app features activities that help personal goal setting. (self-normativity).	1.1. Goal setting (behavior) 1.5. Review behavior goal(s)	In the app
	The app's content draws on the users' own habits.	-	In the app
	The activities and information featured are adapted to people's needs and expectations: based on a questionnaire or on the freedom to do or not to do an activity.	-	In the app
<b>8/Adaptation to user literacy</b>	The language used is easy to understand by everyone (Latulippe et al., 2017)	-	In the app
	Navigation is user-friendly (Latulippe et al., 2017)	-	In the app
	The apps has no more than 8 reading grade levels 5)	-	In the app
	Navigation is easy (Berland et al., 2001)	-	In the app
	Increased use of audio and video (Latulippe et al., 2017)	-	In the app
	The apps focuses on activities that are both fun and educational activities (Latulippe et al., 2017)	-	In the app
<b>9/Accessibility</b>	If the app features activities, these take into account various levels of mobility or disability.	-	In the app

	Access to the app is universal 24): it doesn't need an internet connection all the time.	-	In the app
	The content doesn't stigmatize.	-	In the app
	App content adapts to religious differences.	-	In the app
	App content respects users' cultural attributes (Latulippe et al., 2017): values, languages, adapted images, diverse testimonials, relating to different cultures.	-	In the app
<b>10/Ability to empower</b>	The apps features activities aimed at empowering users.	All the intervention theory's BCTs strengthen "capability"	In the app
	The app leans toward activities that are adapted to the needs expressed.	-	In the app
	The app features activities for improving users' technical skills (know-how, abilities) above all in that they: <ul style="list-style-type: none"> <li>• allow capabilities to be developed</li> <li>• advise on how to implement change</li> <li>• allow objectives to be set or reset to be adapted to needs</li> <li>• allow users to analyze themselves and to define what motivates them or not.</li> </ul>	All the intervention theory's BCTs strengthen "capability". And in particular: 1. Goals and planning (including 1.2. Problem solving (decisional balance)) 2. Feedback and monitoring	In the app
	The app features activities for developing self-esteem	15.1 Verbal persuasion about capability 15.3 Focus on past success 15.4 Self-talk	

	<p>The app features activities for users to develop critical awareness: identifying the causes of a problem to solve, understanding that the causes and solutions of the problem experienced do not fully come under the user's responsibility etc.</p>	<p>1.2. Problem solving 4.2. Information about Antecedents 4.3. Re-attribution 4.4 behavioral experiment 9.2. Pros and cons</p>	
--	---	---	--