

Supplement 3: STROBE Statement Checklist for Cross-Sectional Studies

Supplement to: Barriers to malaria prevention among immigrant travelers who visit friends and relatives in sub-Saharan Africa: A cross-sectional, multi-setting survey of knowledge, attitudes, and practices

Section	Checklist item	Line number or description of location / inclusion in manuscript
Title and abstract	(a) Indicate the study's design with a commonly used term in the title or the abstract	Line 2: Cross-sectional survey
	(b) Provide in the abstract an informative and balanced summary of what was done and what was found	Lines 23-57: Includes section headers, rationale, approach, key findings, and significance.
Introduction		
Background / rationale	Explain the scientific background and rationale for the investigation being reported	Lines 59-91: Background on VFRs and malaria in travelers, rationale for focus on VFR travelers to sub-Saharan Africa.
Objectives	State specific objectives, including any prespecified hypotheses	Lines 92-96: Specific objectives – identify differences in malaria prevention knowledge, attitudes, and practices among VFRs, and describe differences between VFRs and non-VFRs.
Methods		
Study design	Present key elements of study design early in the paper	Lines 92-94: conducted a comprehensive community-based, cross-sectional survey of US travelers to malaria endemic countries in sub-Saharan Africa.
Setting	Describe the setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection	Malaria cases: lines 109-117 VFRs in the community: lines 118-138 Travel clinic patients: 139-147
Participants	Give the eligibility criteria, and the sources and methods of selection of participants	Malaria cases: lines 109-117 VFRs in the community: lines 118-138 Travel clinic patients: 139-147
Variables	Clearly define all outcomes, exposures, predictors, potential confounders, and effect modifiers. Give diagnostic criteria, if applicable	Lines 173-181: Describe variables Supplemental Material 2: Provides complete assessment tools with all variables and their structure
Data sources / measurement	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	Supplemental Material 2: Provides complete assessment tools with all variables and their structure Lines 182-184 Comparability of assessment methods for groups
Bias	Describe any efforts to address potential sources of bias	Lines 213-214: interviewer training and rapport development Lines 215-224: Reduction of bias through survey standardization across languages
Study size	Explain how the study size was arrived at	Lines 153-160 and Figure 2: Recruitment targets for each arm of the survey and Figure 2
Quantitative variables	Explain how quantitative variables were handled in the analyses. If applicable, describe which groupings were chosen and why	Lines 229-237: dataset integration, rationale and explanation of groupings
Statistical methods	(a) Describe all statistical methods, including those used to control for confounding	Lines 244-253: Statistical methods, transformations for non-normality, significance level
	(b) Describe methods used to examine subgroups and interactions	Lines 244-253: Parametric and non-parametric comparative analyses

	(c) Explain how missing data were addressed	Lines 262-385: All comparative analyses in results include sample n's to indicate missing data.
	(d) If applicable, describe analytical methods taking account of sampling strategy	Lines 234-237: Approach to combining responses across study arms, noting non-case-control sampling strategy (Figure 2)
	(e) Describe any sensitivity analyses	Not applicable
Results		
Participants	(a) Report numbers of individuals at each stage of study—e.g. numbers potentially eligible, examined for eligibility, confirmed eligible, included in the study, completing follow-up, and analyzed	Line 161 – Figure 2 Line 262.
	(b) Give reasons for non-participation at each stage	Line 161 – Figure 2 eligibility and loss-to-follow up in the travel clinic arm
	(c) Consider use of a flow diagram	Line 161 – Figure 2
Descriptive data	(a) Give characteristics of study participants (e.g. demographic, clinical, social), information on exposures / potential confounders	Line 279 – Table 1 Lines 262-269
	(b) Indicate number of participants with missing data for each variable of interest	Lines 271-385: All comparative analyses in results include sample n's to indicate missing data.
Outcome data	Report numbers of outcome events or summary measures	Table 1, Table 2, Table 3
Main results	(a) Give unadjusted estimates and, if applicable, confounder-adjusted estimates and their precision (e.g. 95% confidence interval). Make clear which confounders were adjusted for and why they were included	Lines 271-385 Table 1, Table 2, Table 3, Figure 4
	(b) Report category boundaries when continuous variables were categorized	Line 279 - Table 1: trip count threshold at 5 trips, dichotomous education thresholds at grade school and high school cut points
	(c) If relevant, consider translating estimates of relative risk into absolute risk for a meaningful time period	Not applicable
Other analyses	Report other analyses done—e.g. analyses of subgroups and interactions, and sensitivity analyses	Lines 271-363: subgroup comparative analyses
Discussion		
Key results	Summarize key results with reference to study objectives	Lines 393-405
Limitations	Discuss limitations of the study, taking into account sources of potential bias or imprecision. Discuss both direction and magnitude of any potential bias	Lines 480-512
Interpretation	Give a cautious overall interpretation of results considering objectives, limitations, multiplicity of analyses, results from similar studies, and other relevant evidence	Lines 407-429, lines 514-533
Generalizability	Discuss the generalizability (external validity) of the study results	Lines 489-493
Other information		
Funding	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	Lines 254-259.