## Multimedia Appendix 3. Qualitative findings from parents' and health care professionals' comments.

| Theme       | Implementation  | Quote - Parents            | Quote - Health Care    |
|-------------|-----------------|----------------------------|------------------------|
|             | Outcome(s)      |                            | Professionals          |
| Praise      | Acceptability   | "Great work—nice to see    | • "The video is        |
|             | and adoption    | research move into         | excellentconcise       |
|             |                 | practice!"                 | and to the point"      |
|             |                 | • "This video has made a   | • "It is great to have |
|             |                 | huge difference for our    | a video as a tool to   |
|             |                 | family. Thank you so       | use with               |
|             |                 | much!"                     | families"              |
| Suggestions | Appropriateness | • "It would have been      | • "My suggestions      |
| for the     |                 | helpful to actually see    | perhaps detract        |
| video       |                 | one of the techniques that | from this, but here    |
|             |                 | you provided being used    | they are: 1) Maybe     |
|             |                 | in the video."             | specify the age        |
|             |                 | • "Perhaps videos with     | range to which         |
|             |                 | children of different ages | this video applies     |
|             |                 | would be helpful and       | and 2) endorse         |
|             |                 | specific things parents    | other strategies for   |
|             |                 | and health practitioners   | other age ranges,      |
|             |                 | can say—not just what      | e.g., breast feeding   |

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|-------------|-----------------|---------------------------|---------------------|
|             | Outcome(s)      |                           | Professionals       |
|             |                 | they shouldn't say—       | for infants,        |
|             |                 | would be helpful."        | something other     |
|             |                 |                           | than bubble         |
|             |                 |                           | blowing for older   |
|             |                 |                           | children."          |
|             |                 |                           | • "It would be nice |
|             |                 |                           | to have more of an  |
|             |                 |                           | explanation for     |
|             |                 |                           | why reassurance     |
|             |                 |                           | isn't effective."   |
| Critiques   | Appropriateness | • "There's often not time | "I would have       |
| about video | and feasibility | to do distracting games   | liked to see the    |
| or content  |                 | or bubbles beforehand."   | techniques shown    |
|             |                 | • "It seems strange to me | in more detail on   |
|             |                 | to just simply not talk   | the video not just  |
|             |                 | about it. What should     | saying that you     |
|             |                 | you say?"                 | can use them."      |
|             |                 |                           | • "I disagree with  |
|             |                 |                           | the                 |
|             |                 |                           | recommendation      |

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|-----------|----------------|---------------------------|------------------------|
|           | Outcome(s)     |                           | Professionals          |
|           |                |                           | for EMLA or            |
|           |                |                           | similar cream on       |
|           |                |                           | the video."            |
|           |                |                           | • "The little girl was |
|           |                |                           | a little hard to       |
|           |                |                           | understand at          |
|           |                |                           | times, so I am glad    |
|           |                |                           | that the dialogue      |
|           |                |                           | was also written."     |
|           |                |                           | • "EMLA patch is       |
|           |                |                           | cost prohibitive       |
|           |                |                           | for most parents,      |
|           |                |                           | and placement on       |
|           |                |                           | the correct site       |
|           |                |                           | could be a             |
|           |                |                           | problem."              |
| Questions | Feasibility    | "Where the topic cream    | • "I am not clear as   |
|           |                | is available and whether  | to why you can't       |
|           |                | the doctor provides it or | use the                |
|           |                | the family."              | terminology 'it        |

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|-------------|----------------|-----------------------------|----------------------|
|             | Outcome(s)     |                             | Professionals        |
|             |                | • "What can we do as        | will be              |
|             |                | parents when the medical    | okay'why not?"       |
|             |                | professionals use the 'it's | • "Hard not to use   |
|             |                | gonna be ok' and don't      | phrases of           |
|             |                | provide us and our kids     | reassurance. What    |
|             |                | with any real comfort?!"    | is the rationale for |
|             |                |                             | NOT using them,      |
|             |                |                             | if you are also      |
|             |                |                             | doing the 'to-       |
|             |                |                             | do's'?"              |
| Plans to    | Penetration    | "I think I will be using    | • "I have passed it  |
| share video |                | these techniques with my    | on to some parents   |
|             |                | grandchildren and           | who might            |
|             |                | sharing the video with      | distribute it among  |
|             |                | my children and friends."   | their network."      |
|             |                | • "I'll share with friends  | • "All my parents    |
|             |                | for sure!"                  | should watch this    |
|             |                |                             | video before their   |
|             |                |                             | kids immunization    |
|             |                |                             | visits!"             |

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|             | Outcome(s)      |                             | Professionals       |
| Identifying | Penetration and | • "I was aware of           | • "I am a pediatric |
| they        | sustainability  | distraction techniques      | anesthesiologist    |
| already use |                 | prior to this video"        | and pain physician  |
| these       |                 | • "I've had IV needles      | and have tried to   |
| strategies  |                 | inserted both with and      | encourage           |
|             |                 | without and know            | pediatricians to    |
|             |                 | damned well Emla works      | use these types of  |
|             |                 | pretty well."               | techniques for      |
|             |                 |                             | years."             |
|             |                 |                             | • "Because of my    |
|             |                 |                             | profession and      |
|             |                 |                             | training, I already |
|             |                 |                             | did these things."  |
| Other       | Feasibility,    | "The majority of parents    | "I have been        |
| comments    | acceptability,  | I know WOULD have           | practicing both     |
| about       | fidelity, and   | naturally used phrases      | child life and      |
| thoughts    | penetration     | like 'it will be over soon' | education for over  |
| and         |                 | etc., just by instinct."    | 35 years and I      |
| experiences |                 | "I attempted to purchase    | wish very much      |
|             |                 | EMLA cream from my          | that information    |

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|-------|----------------|---------------------------|-----------------------|
|       | Outcome(s)     |                           | Professionals         |
|       |                | pharmacy (Shoppers        | was made more         |
|       |                | Drug Mart) before my      | accessible to         |
|       |                | son's 5 year old          | parents so their      |
|       |                | vaccinations and was told | children would        |
|       |                | that it was not           | have pain free        |
|       |                | recommended for this      | procedures."          |
|       |                | use because it would      | • "I am not sure      |
|       |                | enter the body through    | why there is so       |
|       |                | the puncture rather than  | much resistance to    |
|       |                | staying topical. They     | topical anesthetics   |
|       |                | would not sell it to me." | and distraction."     |
|       |                | • "I'm not 100% sure my   | • "[I] may find other |
|       |                | doctor would be ok with   | way to encourage      |
|       |                | us blowing bubbles at     | deep breathing to     |
|       |                | this office."             | avoid 'bubble         |
|       |                |                           | mess'."               |