Data harmonization and conversion information

#### **timeSxService**

‘timeSxService’ describes the time between first symptoms and acceptance/treatment at UHR service. For studies prior to 2006, this variable describes the time between first symptoms and first entry into the PACE pathway. For studies past 2006, it describes the time between first noted change and treatment/acceptance at the UHR service as recorded in CAARMS. The duration was recorded in days.

#### **education\_ highest**

The variable ‘education\_highest” represents the highest level of education the subject has completed at the time of baseline. This does NOT include the education program the subject was enrolled in at baseline. Below is a table of the education categories in the UHR 1000:

|  |  |
| --- | --- |
| **What is the highest level of education you have completed so far?** | **Codes** |
| *Primary school completed* | *1* |
| *Secondary ongoing* |
| *Secondary completed* | *2* |
| *TAFE/diploma/certificate unfinished* | *3* |
| *TAFE/diploma/certificate finished* |
| *Undergrad unfinished* | *4* |
| *Undergrad finished* | *5* |
| *Post-grad unfinished* | *6* |
| *Post-grad finished* | *7* |

Most studies had varying demographics questionnaires which means the question/item asking for highest level of education completed varies between studies. The table below provides a summary of which item/question was used to determine the education status in each study.

|  |  |
| --- | --- |
| Study Name | Question/Item |
| *Pilot Study* | *Variable ‘educat’ with ‘Primary only’ = 1’, ‘Finished secondary’ = 2, and ‘Tertiary diploma’ = 3* |
| *Prediction study* | *Variable ‘educat’ with ‘Primary education only’ = 1’, ‘Secondary education certificate’ = 2, and ‘Tertiary diploma or certificate’ = 3* |
| *First Intervention Study* | *???* |
| *Stress-Cortisol study* | *Variable ‘educational level’ with ‘Primary only’ and ‘Secondary to year 9 completed’ = 1, ‘completed year 10 or 11 or 12’ = 2, ‘trade, technical training (TAFE/apprenticeship)’ = 3, ‘tertiary incomplete’ = 4, and ‘postgraduate tertiary’ = 7* |
| *Lithium trial* | *Variable ‘education’ with ‘Primary only’ and ‘Secondary to year 9 completed’ = 1, ‘completed year 10 or 11 or 12’ = 2, ‘(TAFE/apprenticeship)’ = 3, ‘tertiary incomplete’ = 4, ‘tertiary – undergrad complete’ = 5, and ‘postgraduate tertiary’ = 7* |
| *Ris-Aus-9* | *Variable ‘education’ with ‘Primary only’ and ‘Secondary to year 9 completed’ = 1, ‘completed year 10 or 11 or 12’ = 2, ‘(TAFE/apprenticeship)’ = 3, ‘tertiary incomplete’ = 4, ‘tertiary – undergrad complete’ = 5, and ‘postgraduate tertiary’ = 7* |
| *Monitoring* | *Variable ‘education’ with ‘Primary only’ and ‘Secondary to year 9 completed’ = 1, ‘completed year 10 or 11 or 12’ = 2, ‘(TAFE/apprenticeship)’ = 3, ‘tertiary incomplete’ = 4, ‘tertiary – undergrad complete’ = 5, and ‘postgraduate tertiary’ = 7* |
| *EU-GEI* | *Question 8 in MRC2-SODEFAM “What is the highest level of education you have achieved?” with ‘School, with qualifications’ = 1, ‘Tertiary, further’ = 2, ‘Vocational’ = 3, ‘Higher (undergrad)’ = 5, ‘Higher (postgraduate)’ = 7* |
| *Self* | *Question ‘Highest level of education completed’ if not currently studying (Question ‘Studying status’) with ‘Yr10/11/12’ = 2, ‘Undergraduate tertiary’ = 5, ‘Postgraduate tertiary’ = 7, and ‘Tertiary Diploma/Certificate or Tradeship’ = 3, and if currently studying (Question ‘Studying status’) with ‘Yr 7-9/10/11’ = 1, ‘Yr 12’ = 4, and ‘Undergraduate tertiary’ = 6* |
| *Neurapro* | *Question 11 ‘Current Education Status’ with ‘Secondary School’ = 1, ‘Trade or Technical Training’ = 3, ‘Undergraduate University Course’ = 4, and ‘Postgraduate University Course’ = 6; and if ‘Not currently studying’ then Question 12 ‘Highest level of education completed so far’ with ‘Primary School’ = 1, ‘Secondary School, discontinued prior to final year or completed final year’ = 2, ‘Trade or Technical Training’ = 3, ‘Undergraduate University Course’ = 5, and ‘Postgraduate University Course’ = 7* |
| *PROSCAN* | *Not available* |
| *SANE* | *Question 11 ‘Are you currently studying?’ with ‘Secondary’ = 1, ‘Vocational’ = 3, ‘Tertiary’= 4, and ‘Postgraduate’= 6; and if ‘Not currently studying’ then Question 10 ‘What is the highest level of education you have completed?’ with ‘Primary’ = 1, ‘Secondary’= 2, ‘Vocational training’ = 3, and ‘Tertiary’= 5* |
| *STEP* | *Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 1, ‘TAFE’ = 3, ‘University undergraduate’ = 4, and ‘University postgraduate’ = 6; and if ‘Not currently studying’ then Question 15 ‘specify highest year level completed’ with ‘Primary School’ = 1, ‘Secondary School (year 7 to 10) or (year11) or (year 12)’= 2, ‘TAFE/certificate I/II/III/IV’ = 3, ‘University undergraduate’ = 5, and ‘University postgraduate’ = 7* |
| *Speak* | *Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 1, ‘TAFE’ = 3, ‘University undergraduate’ = 4, and ‘University postgraduate’ = 6; and if ‘Not currently studying’ then Question 15 ‘specify highest year level completed’ with ‘Primary School’ = 1, ‘Secondary School (year 7 to 10) or (year11) or (year 12)’= 2, ‘TAFE/certificate I/II/III/IV’ = 3, ‘University undergraduate’ = 5, and ‘University postgraduate’ = 7* |
| *CHARMS* | *Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 1, ‘TAFE’ = 3, ‘University undergraduate’ = 4, and ‘University postgraduate’ = 6; and if ‘Not currently studying’ then Question 15 ‘specify highest year level completed’ with ‘Primary School’ = 1, ‘Secondary School (year 7 to 10) or (year11) or (year 12)’= 2, ‘TAFE/certificate I/II/III/IV’ = 3, ‘University undergraduate’ = 5, and ‘University postgraduate’ = 7* |

#### **accom\_current**

The variable ‘accom\_current’ represents the current accommodation status of the subject at the time of baseline. Below is a table of the accommodation categories:

|  |  |
| --- | --- |
| What is your current accommodation? | Codes |
| *None* | *1* |
| *Crisis accommodation* | *2* |
| *Boarding/rented room/foster* | *3* |
| *Rented house/flat* | *4* |
| *Own house/flat* | *5* |
| *House/flat with family of origin* | *6* |
| *Institution* | *7* |
| *Other* | *8* |

The variable ‘accom\_current’ captures where the subject lived at the time of baseline. The following variables capture with whom the subject lived at time of baseline. Subjects could be living with multiple people. Hence, multiple variables can state ‘Yes’.

#### **occup\_current**

The variable ‘occup\_current’ represents the current occupation status of the subject at the time of baseline. Below is a table of the occupation categories in the UHR 1000:

|  |  |
| --- | --- |
| What is your current occupation? | Codes |
| *Unemployed* | *1* |
| *Full-time paid employed* | *2* |
| *Part-time paid employed/Casual/Apprenticeship* | *3* |
| *Student secondary* | *4* |
| *Student post-secondary* | *5* |
| *Caregiver/disability* | *6* |
| *Volunteer* | *7* |
| *Other* | *8* |

Most studies had varying demographics questionnaires which means the question/item asking for current occupation status varies between studies. The table below provides a summary of which item/question was used to determine the occupation status in each study.

|  |  |
| --- | --- |
| Study Name | Question/Item |
| *Pilot Study* | *Not Available* |
| *Prediction study* | *Not Available* |
| *First Intervention Study* | *Not Available* |
| *Stress-Cortisol study* | *Variable ‘current occupation’ with ‘high exec’, ‘admin, minor professional’, , ‘skilled manual, clerical’, and ‘homemaker’ = 2, ‘unemployed’ = 1, ‘student – secondary’ = 4, and ‘student – tertiary’ = 5* |
| *Lithium trial* | *Variable ‘occupation’ with ‘high exec’, ‘admin, minor professional’, , ‘skilled manual, clerical’, and ‘homemaker’ = 2, ‘unemployed’ = 1, ‘student – secondary’ = 4, and ‘student – tertiary’ = 5* |
| *Ris-Aus-9* | *Variable ‘occupation’ with ‘high exec’, ‘admin, minor professional’, , ‘skilled manual, clerical’, and ‘homemaker’ = 2, ‘unemployed’ = 1, ‘student – secondary’ = 4, and ‘student – tertiary’ = 5* |
| *Monitoring* | *Variable ‘occupation’ with ‘high exec’, ‘admin, minor professional’, , ‘skilled manual, clerical’, and ‘homemaker’ = 2, ‘unemployed’ = 1, ‘student – secondary’ = 4, and ‘student – tertiary’ = 5* |
| *EU-GEI* | *Question 10 in MRC2-SODEFAM “Are you employed (paid work) … a) now?” with ‘Unemployed’ = 1, ‘Economically inactive’ = 6, ‘Part-time employee’ = 3, ‘ Full-time employee’ = 2, and ‘Self-employed’ = 2* |
| *Self* | *6* |
| *Neurapro* | *Question 9 ‘Current main type of work’ with ‘Unemployed’ = 1, ‘Full-time paid employment’ = 2, ‘Part-time/Casual paid employment’ = 3, ‘Home duties/Caregiver’ = 6, and ‘Volunteer work’ = 7, and if still studying Question 11 ‘Current Education Status’ with ‘Secondary School’ = 4, and ‘Trade or Technical Training’ or ‘Undergraduate University Course’ or ‘Postgraduate University Course’ = 5* |
| *PROSCAN* | *Question 22 ‘Work situation’ with ‘Unemployed (e.g., disability/illness/carer)’ = 6, ‘Unemployed (other)’ = 1, ‘Full-time (self) employed’ = 2, and ‘Part-time (self) employed’ = 3* |
| *SANE* | *Question 12 ‘Are you currently working?’ with ‘No’ = 1, ‘Yes – Full-time’ = 2, and ‘Yes – part-time’ = 3, and if still studying Question 11 ‘Are you currently studying?’ with ‘Secondary’ = 4, and ‘Tertiary/Postgraduate/Vocational’ = 5* |
| *STEP* | *Question 16 ‘Current employment’ with ‘Unemployed’ = 1, ‘Full-time paid employment’ = 2, ‘Part-time paid employment’ or ‘Casual paid employment’ = 3, and if still studying Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 4, and ‘TAFE’ or ‘University undergraduate or ‘University postgraduate’ = 5* |
| *Speak* | *Question 16 ‘Current employment’ with ‘Unemployed’ = 1, ‘Full-time paid employment’ = 2, ‘Part-time paid employment’ or ‘Casual paid employment’ = 3, and if still studying Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 4, and ‘TAFE’ or ‘University undergraduate or ‘University postgraduate’ = 5* |
| *CHARMS* | *Question 16 ‘Current employment’ with ‘Unemployed’ = 1, ‘Full-time paid employment’ = 2, ‘Part-time paid employment’ or ‘Casual paid employment’ = 3, and if still studying Question 14 ‘Specify current form of educational institution’ with ‘Secondary School (7-10) or (11-12)’ = 4, and ‘TAFE’ or ‘University undergraduate or ‘University postgraduate’ = 5* |

## 

#### **CAARMS**

In the UHR 1000, the severity, frequency, onset date, and offset date are recorded for the four positive symptoms (unusual thought content, non-bizarre ideas, perceptual abnormalities, and disorganized speech). For all other items, the severity score was recorded. CAARMS measures for studies prior to 2006 were converted to the new CAARMS scale introduced in 2006 (see conversion guideline below). Scale is 0-6.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain  (Old CAARMS domains) | Old CAARMS (Used in Prediction Study, First Intervention Study, and Stress Cortisol Study) | New CAARMS 2002 version (Used in Lithium trial, Ris-Aus-9, and Monitoring) | New CAARMS 2006 version (Used in studies later than 2005) | Old CAARMS Conviction scale (0-4) converted into Score on CAARMS 2006 intensity scale (0-6) |
| Unusual Thought Content (UTC) | 1.1 Disorders of thought content – take the highest score (0-4) across the conviction scales of ‘obsessions’, ‘pre-delusional beliefs’, ‘non-bizarre ideas’, ‘bizarre ideas’ | 1.1 Disorders of thought content | 1.1 Unusual thought content | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Non-Bizarre Ideas (NBI) | NA | NA | 1.2 Non-bizarre Ideas |  |
| Perceptual Abnormalities (PA) | 2.1 Perceptual abnormalities – take the highest score (0-4) across the presence scales of visual, auditory, olfactory, gustatory, somatic, tactile illusions and hallucinations | 1.2 Perceptual abnormalities | 1.3 Perceptual abnormalities | 0 = 0  1 = 1  2 = 2  3 = 4  4 = 5 |
| Disorganised Speech (DS) | 3.1.1 Conceptual disorganization – take the highest score (0-4) across the intensity scales of perceived abnormalities, comprehension difficulties, awareness of others’ difficulties objective assessment of speech abnormalities, and observed abnormalities (3.1.2) | 1.3 Disorganised speech | 1.4 Disorganised speech | 0 = 0  1 = 1  2 = 2  3 = 4  4 = 6 |
| Motor Disturbances | 4.1 Intensity of motor disturbance | 6.1 and 6.2 Take the higher score of subjective complaints of impaired motor functioning and observed changes in motor functioning | 6.1 and 6.2 Take the higher score of subjective complaints of impaired motor functioning and observed changes in motor functioning | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Disorders of Concentration, Attention and Memory | 5.1.1 Disorders of concentration and attention – the intensity of concentration and attention disturbance score (0-4) | 2.1 and 2.2 Take the higher score of subjective cognitive change and observed cognitive change | 2.1 and 2.2 Take the higher score of subjective cognitive change and observed cognitive change | 0 = 0  1 = 1  2 = 2  3 = 4  4 = 6 |
| Disorders of Emotion and Affect | 6.1.1 and 6.2.1 Take the higher score of impaired emotional functioning intensity and change in affect intensity | 3.1 and 3.2 Take the higher score of subjective emotional disturbance and observed blunted affect | 3.1 and 3.2 Take the higher score of subjective emotional disturbance and observed blunted affect | 0 = 0  1 = 1  2 = 2  3 = 4  4 = 6 |
| Subjectively Impaired Energy | 7.1 Subjective complaints of impaired energy | 4.2 Avoliton/apathy | 4.2 Avoliton/apathy | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired tolerance to normal stress | 8.1 Subjective complaints of impaired tolerance to normal stress | 7.8 Impaired tolerance to normal stress | 7.8 Impaired tolerance to normal stress | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| “Basic symptoms”  The Old CAARMS already contains scales for the basic symptoms (see second column). The corresponding scales in the CAARMS Jan 2002 & 2006 version are listed in the third and fourth column. The scoring system for matching them up appears in the right-hand column. | | | | |
| Impaired cognitive functioning | Subjective complaints of impaired cognitive functioning | 2.1 Subjective experience of change in attention/concentration | 2.1 Subjective experience of change in attention/concentration | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired emotional functioning | Subjective complaint of impaired emotional functioning | 3.1 Subjective emotional disturbance | 3.1 Subjective emotional disturbance | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired energy | Subjective complaints of impaired energy | 4.2 Avoliton/apathy | 4.2 Avoliton/apathy | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired motor functioning | Subjective complaints of impaired motor functioning | 6.1 Subjective complaints of impaired motor functioning | 6.1 Subjective complaints of impaired motor functioning | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired bodily sensation | Subjective complaints of impairment of bodily sensation | 6.3 Subjective complaints of impaired bodily sensation | 6.3 Subjective complaints of impaired bodily sensation | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired external perception | Subjective complaints of impaired external perception | 1.2 Perceptual abnormalities | 1.2 Perceptual abnormalities | 0 = 0  1 = 1  2 = 3  3 = 4  4 = 6 |
| Impaired autonomic functioning | Subjective complaints of impaired autonomic functioning | 6.4 Subjective complaints of impaired autonomic functioning | 6.4 Subjective complaints of impaired autonomic functioning | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |
| Impaired tolerance to normal stress | Subjective complaints of impaired tolerance to normal stress | 7.8 Impaired tolerance to normal stress | 7.8 Impaired tolerance to normal stress | 0 = 0  1 = 1  2 = 3  3 = 5  4 = 6 |

#### **PANSS**

The Positive And Negative Symptom Scale (PANSS) measures symptoms severity of individuals with schizophrenia. The PANSS contains 30 items of which 7 constitute a Positive Scale, 7 a Negative Scale, and the remaining 16 a General Psychopathology Scale. Each item is scored on a scale of 1-7. The PANSS Positive Scale total score was calculated as sum of items P1-P7 on a scale of 7-49. The PANSS Negative Scale total score was calculated as sum of items N1-N7 on a scale of 7-49. The PANSS General Psychopathology Scale total score was calculated as sum of items G1-G16 on a scale of 16-112. The PANSS Factor Score for Negative Symptoms was calculated as sum of the items blunted affect (N1), lack of spontaneity and flow of conversation (N6), passive apathetic social withdrawal (N4), active social avoidance (G16), poor rapport (N3), emotional withdrawal (N2), and motor retardation (G7) on a scale of 7-49.

#### **SZP**

The Schizotypal and Schizoid Personality Disorder (SZP) assesses schizotypal symptoms and signs. It consists of 12 items on a scale of 0-2. Each individual item was included in the dataset.

**BPRS**The Brief Psychiatric Rating Scale (BPRS) measures psychiatric symptoms such as anxiety, depression, and psychoses. The current version contains 24 items that assess psychiatric symptoms. Each item is scored in a range of 1-7. The Pilot Study used a previous BPRS version that contained 18 items. Studies following the Pilot Study used a BPRS version containing 24 items. The order of the 24 items changed after the Monitoring study but the assessed items were identical. The BPRS total score was calculated as the sum of all individual items. The BPRS total score ranges from 24 – 168. For the Pilot Study, the mean BPRS value was calculated for each subject and then multiplied with 24 to account for the missing 6 items. The BPRS Psychotic Subscale was calculated as the sum of the scores for conceptual disorganization, suspiciousness, hallucinations, and unusual thought content. The BPRS Psychotic Subscale ranges from 4 – 28.

#### **SANS**

The Scale for the Assessment of Negative Symptoms (SANS) measures negative symptoms in schizophrenia. It consists of five sub-scales: alogia, affective blunting, avolition-apathy, anhedonia-asociality, and attentional impairment. Each individual item is scored in a range of 0 – 5. All studies used the same SANS version. The SANS total score was calculated as the sum of all individual items (excluding the global ratings for each sub-scale). The SANS total score ranges from 0 – 100. The SANS Affective subscale was calculated as the sum of items 1 – 7 (total range 0 – 35). The SANS Alogia subscale was calculated as the sum of items 9 – 12 (total range 0 – 20). The SANS Avolition subscale was calculated as the sum of items 14 – 16 (total range 0 – 15). The SANS Anhedonia subscale was calculated as the sum of items 18 – 21 (total range 0 – 20). The SANS Attention subscale was calculated as the sum of items 23 – 24 (total range 0 – 10).

#### **HAM-D**

The Hamilton Depression (HAM-D) Rating Scale assesses the severity of depression in a subject and provides an indication of depression. It contains 24-items that are scored between 0 – 4. The HAM-D total score was calculated as the sum of all individual items. It ranges between 0 – 96.

#### **HAM-A**

The Hamilton Anxiety (HAM-A) Rating Scale assesses the severity of anxiety in a subject and provides an indication of anxiety. It contains 14-items that are scored between 0 – 4. The HAM-A total score was calculated as the sum of all individual items. It ranges between 0 – 56.

#### **YMRS**

The Young Mania Rating Scale (YMRS) assesses the severity of maniac symptoms in a subject. It contains 10 items that are scored between 0 – 4. The YMRS total score was calculated as the sum of all individual items. It ranges between 0 – 40.

#### **MADRS**

The Montgomery-Åsberg Depression Rating Scale (MADRS) measures the severity of depressive episodes in subjects with mood disorders. It contains 10 items that are scored between 0 – 6. The MADRS total score was calculated as the sum of all individual items. It ranges between 0 – 60.

#### **GAF**

The Global Assessment of Functioning (GAF) assesses how well a subject is functioning in their daily lives and can be used to describe how serious a mental illness may be. GAF was scored by a trained clinician on a scale of 0-100.

#### **SOFAS**

The Social Occupational Functioning Assessment Scale (SOFAS) assesses social and occupational functioning in a subject and was derived from GAF. SOFAS was scored by a trained clinician on a scale of 0-100.

#### **GFS/GFR**

The Cornblatt Global Functioning: Social and Role Scale (GFS/GFR) were developed to measure the social skills and role performance in prodromal youth. Both scales were scored by trained clinician on a scale of 1 – 10.

#### **QLS**

The Quality of Life Scale (QLS) measures the adequacy of an individual’s psychosocial functioning. The QLS is a 21-item interview-based assessment on a scale of 0-7. The QLS total score was calculated as the sum of all individual items. It ranges between 0-147.

#### **AQOL8D**

The Assessment of Quality of Life – 8 dimensions (AQOL8D) is a health-related multi-attribute utility to assess the quality of life. The AQOL8D is a 35-item questionnaire on a Likert scale of 1-6. The AQOL8D total score was calculated as sum of all individual items with a range between 35-210.

#### **IPASE**

The Inventory of Psychotic-Like Anomalous Self-Experiences (IPASE) assesses anomalous self-experiences. The IPASE is a 57-item questionnaire with 5-point Likert scale. The IPASE total score was calculated as sum of all 57 items with a range between 57-285. The calculation of the individual subscales is reported in the box below.

***Subscale scoring***

***Subscale Item number***

Cognition 1+12+20+28+37+49+56

Self-awareness and Presence 2+4+7+10+15+18+21+23+26+29+32+35+38+40+42+44+46+48+50+53+55+57

Consciousness 6+14+22+31+41+52

Somatization 3+5+8+11+13+16+19+24+27+30+33+36+39+43+47+51+54

Demarcation/Transitivism 9+17+25+34+45

#### **EASE**

The Examination of Anomalous Self-Experience (EASE) a semi-structured qualitative and semi-quantitative psychometric checklist to examine anomalies of subjective self-experience. The EASE is a symptom checklist with 5 subscales: Cognition and Stream of Consciousness, Self-awareness and Presence, Bodily Experiences, Demarcation/Transitivism, and Existential Reorientation. The EASE total score was calculated as sum of frequency/severity score of all individual item. The calculation of the individual subscales is reported in the box below.

***Subscale scoring***

***Subscale Item number***

Cognition (frequency/severity) 1-17

Self-awareness and Presence (frequency/severity) 18-35

Bodily Experiences (frequency/severity) 36-44

Demarcation (frequency/severity) 45-49

Existential Reorientation (frequency/severity) 50-56

#### **PQ16**

The 16-item version of the Prodromal Questionnaire (PQ-16) measures the risk of developing psychosis. It is a 16-item questionnaire with a 1-point Likert scale. The PQ16 total score was calculated as the sum of all individual items with scale of 0-16.

#### **DACOBS**

The Davos Assessment of Cognitive Biases Scale (DACOBS) measures the cognitive biases and problems. It is a short self-report instrument with 42 items that are scored on a 7-point Likert scale. The DACOBS total score was calculated as sum of all individual items with a scale of 42-294. The calculation of the individual subscales is reported in the box below.

***Subscale scoring***

***Cognitive biases Item number***

Jumping to conclusions bias 3+8+16+18+25+30

Belief Inflexibility bias 13+15+26+34+38+41

Attention for Threat bias 1+2+6+10+20+37

External Attribution bias 7+12+17+22+24+29

***Cognitive limitations Item number***

Social Cognition problems 4+9+11+14+19+39

Subjective Cognitive problems 5+21+28+32+36+40

Safety behaviours 23+27+31+33+35+42

#### **ISI**

The Insomnia Severity Index (ISI) measures the severity of both nighttime and daytime components of insomnia. It is a brief instrument with 7 questions that are scored on scale of 0-4. The ISI total score was calculated as the sum of all seven questions with a scale of 0-28. The scores of each question were also included in the dataset.

#### **CTQ**

The Childhood Trauma Questionnaire (CTQ) measures the severity of different types of childhood trauma. The CTQ comprises of five subscales: Emotional Abuse, Physical Abuse, Sexual Abuse, Emotional Neglect, and Physical Neglect. The CTQ consists of 25 items plus 3 validity score items on a scale of 1-5. Different versions of the CTQ were used in the UHR 1000 however, the items in all versions were identical but only the order varies between versions. The scores of each item were included in the dataset. The calculation of the individual subscales is reported in the box below.

***Subscale scoring***

***Subscale Item number***

Emotional Abuse 3+8+14+18+25

Emotional Neglect 5+7+13+19+28

Physical Abuse 9+11+12+15+17

Physical Neglect 1+2+4+6+26

Sexual Abuse 20+21+23+24+27

Validity Score 10+16+22

EAbuse\_cat If Emotional Abuse ≥10 -> 1, else 0

ENeglect\_cat If Emotional Neglect ≥10 -> 1, else 0

PAbuse\_cat If Physical Abuse ≥10 -> 1, else 0

PNeglect\_cat If Physical Neglect ≥10 -> 1, else 0

SAbuse\_cat If Sexual Abuse ≥10 -> 1, else 0

#### **Substance use**

Substance use was also recorded in the UHR 1000. As most of the studies that recorded substance use used varying assessment tools, the measures were harmonized between studies.Following variables were recorded for each study with substance use:

***Substance use measures:***

**Baseline**

*Have you ever used alcoholic beverages? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used opiods? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used cannabis? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used sedatives or sleeping pills? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used stimulants? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used hallucinogens? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used tobacco/nicotine? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used other (cocaine, …)? (WHO-ASSIST, alcohol questionnaire)*

*Have you ever used volatiles/inhalants? (WHO-ASSIST, alcohol questionnaire)*

During the last year, how often have you used tobacco?

During the last year, how often have you used alcoholic beverages?

During the last year, how often have you used cannabis?

During the last year, how often have you used other (cocaine, …)?

During the last year, how often have you used amphetamine type stimulants?

During the last year, how often have you used inhalants?

During the last year, how often have you used sedatives or sleeping pills?

During the last year, how often have you used hallucinogens?

During the last year, how often have you used opioids?

During the last month, how often have you used tobacco?

During the last month, how often have you used alcoholic beverages?

During the last month, how often have you used cannabis?

During the last month, how often have you used other (cocaine, …)?

During the last month, how often have you used amphetamine type stimulants?

During the last month, how often have you used inhalants?

During the last month, how often have you used sedatives or sleeping pills?

During the last month, how often have you used hallucinogens?

*(Depending on the assessment either alcohol and drug use in the last year or last month was recorded.* ***Note****: They have different scales!)*

**Follow-up timepoints**

Since last assessment, how often have you used tobacco?

Since last assessment, how often have you used alcoholic beverages?

Since last assessment, how often have you used cannabis?

Since last assessment, how often have you used other (cocaine, …)?

Since last assessment, how often have you used amphetamine type stimulants?

Since last assessment, how often have you used inhalants?

Since last assessment, how often have you used sedatives or sleeping pills?

Since last assessment, how often have you used hallucinogens?

*(“Since last assessment” depends on the study and can be one month, 6 months, or 12 months.)*