| Intervention/Programme Name | Art Lift (26-29,43-45) | Art Shine (30,46) | BRC Connecting Communities (31,48-50) | Cadwyn Mon (32) | Cares of Life Project (33) | Fife Social Prescribing: Mood Café (34,51) | GROW: Art, Park and Wellbeing (35,52) | Luton Social Prescribing Programme (36,53-55) | Museums on Prescription (37) | Social Cure and Social prescribing (38,39,56) | Southwest Wellbeing Programme (40,57) | No Specific Programme Name (41) | Wetlands for Wellbeing (42) |
|-----------------------------|------------------------|-------------------|----------------------------------------|-----------------|---------------------------|---------------------------------------------|------------------------------------------|---------------------------------------------|---------------------------------|-----------------------------------------------|------------------------------------------|---------------------------------|-----------------------------|
| 1) Treatment fidelity strategies for design of study | The same treatment dose within conditions | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| | The same/equivalent dose across conditions | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Planning for implementation setbacks | No | Yes | No | No | No | No | No | No | No | No | No | No | No |
| 2) Treatment fidelity strategies for monitoring and improving provider training | Standardize training for those involved | No | Yes | Yes | No | Yes | Yes | No | No | No | Yes | Yes | Yes | Yes |
| | Ensuring provider skill acquisition of the intervention | No | Yes | No | No | No | No | No | No | No | Yes | No | No | No |
| | Minimize “drift” in provider skills over time | No | Yes | No | No | No | No | No | No | No | No | No | No | No |
| | Accommodate provider differences in delivery | No | Yes | No | No | No | No | No | No | No | Yes | No | No | No |
| 3) Treatment fidelity strategies for monitoring and improving delivery of treatment | Control for provider differences | Yes | Yes | No | Yes | No | No | Yes | No | No | No | No | No | No |
| | Measures to reduce differences within treatment | No | Yes | No | No | No | No | No | No | No | Yes | No | No | No |
| | Adherence to the treatment protocol | No | No | No | No | No | No | Yes | No | No | No | No | No | No |
| | Measures taken to minimize contamination between conditions | N/A | N/A | N/A | N/A | No | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
4) Treatment fidelity strategies for monitoring and improving receipt of treatment

| Ensure participant comprehension of the intervention* | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
|------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Ensure participant ability to use cognitive skills required** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Ensure participant ability to perform behavioral skills required** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

5) Treatment fidelity strategies for monitoring and improving enactment of treatment skills

| Ensure participant use of cognitive skills*** | No | No | No | No | No | No | No | No | No | No | No |
|---------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|
| Ensure participant use of behavioral skills*** | No | No | No | No | No | No | No | No | No | No | No |

No = no explicit evidence was reported in the paper(s)
N/A = not applicable
* = Comprehension was assumed if social activities and support was facilitated by group lead/volunteer/peers and course was completed by participants
** = Not applicable as it is not clear with social prescribing interventions what skills are being targeted due to variation between interventions and within service users
*** = Unclear what skills are targeted by the interventions and therefore unable to ensure participant use after the intervention or how skill use would be measured