"The term 'inequity' has a moral and ethical dimension. It refers to differences which are unnecessary and avoidable but, in addition, are also considered unfair and unjust." - Whitehead, 1991

**TITIE REGISTRATION**

**Objectives:**

Eq-1. Is there potential for differences in relative effects between advantaged and disadvantaged populations? E.g. Are children from lower income families less likely to use bicycle helmets? (Royal, 2005)

- Yes  
- No

Eq-2. Are interventions likely to be aimed at the disadvantaged? E.g. School meals aimed at children in poor cities. (Kristjansson, 2007)

- Yes  
- No

**PROTOCOL**

**Search Strategy:**

Eq-3. Will your search include databases relevant for health equity?

- Yes  
- No

Eq-4. Will your search strategy include terms or concepts relevant for health equity?

- Yes  
- No

Eq-5. Will your search strategy avoid using limits (such as language, age) that could miss relevant literature for health equity?

- Yes  
- No

**Methods:**

Eq-6. Will inclusion/exclusion criteria and data extraction use structured methods to access dimensions of disadvantage (e.g. socioeconomic status, gender, race, etc.)?

- Yes  
- No

Eq-7. Will you conduct a process evaluation that considers the disadvantaged?

- Yes  
- No

Eq-8. Will you conduct subgroup analyses across dimensions of disadvantage where appropriate?

- Yes  
- No

**REVIEW**

**Description of Studies; Characteristics of Included Studies/Characteristics of Excluded Studies:**

Eq-9. Could the included studies bias the generalizability to disadvantaged populations (e.g. restrictive exclusion criteria)?

- Yes  
- No

Eq-10. Did you appropriately describe sociodemographics (e.g. socioeconomic status, gender, race, etc.), given the details in the included studies?

- Yes  
- No

Eq-11. Did you describe the social context in each study?

- Yes  
- No

**Methodological Quality of Included Studies:**

Eq-12. Did you describe the sociodemographic characteristics of withdrawals and dropouts?

- Yes  
- No

**The Results:**

Eq-13. Did you conduct subgroup analyses across categories of disadvantage, where appropriate (e.g. socioeconomic status, gender, race, etc.)?

- Yes  
- No

Eq-14. If subgroups were analyzed, did you interpret the results appropriately, given statistical power?

- Yes  
- No

**Reviewer’s Conclusions**

**Implications for Practice:**

Eq-15. Did you consider potential implications for health equity?

- Yes  
- No

**Implications for Research:**

Eq-16. Did you identify whether there are research needs specific to promoting health equity?

- Yes  
- No

**References:**


This checklist may be used and distributed. We would appreciate the following citation:


Also, we would be very interested to hear how it is being used and welcome feedback. Please send any comments to Erin Ueffing at erin.ueffing@uottawa.ca.

Thank you.