Supplemental Information

Positionality Statements of the Research Assistants

The authors would like to thank the research assistants who helped with the literature review, which includes Sara Cohn (student 1), Jordan English (student 2), Manuel Faggiano (student 3), Yuvamathi Gandhi (student 4), Lauren Hocker (student 5), Fabienne Wehrli (student 6), and Alex MacNeil (student 7). Student 1 identifies as a cisgender, middle-class, American, female adult who is a junior in a large college in Maryland where she is studying Psychology and Family Sciences. Student 2 identifies as a cisgender, heterosexual, White, educated, female adult who is married to a Brazilian cisgender man. She works as a Marriage and Family Therapist. Student 3 identifies as a White, Italian, Progressive Catholic, cisgender, heterosexual, single, male adult. He identifies as middle-low class, from a reconstituted family, educated and has a Master's degree in Clinical Psychology. Student 4 identifies as a cisgender, heterosexual, female adult who is married and is a mother. She is of Asian-Indian origin and a recent immigrant to the United States. She is educated and a Master of Counseling student at a large University in Southwestern United States. Student 5 identifies as a White American, cisgender, heterosexual female adult. She is educated and currently a PhD Student in Counseling Psychology in a large University in South-Western United States where she resides. Student 6 identifies as a White, European, cisgender, heterosexual, female adult from a middle-class background. She is educated and a Master's student in Clinical Psychology at University of Zurich, Switzerland. Student 7 is a nonbinary bisexual adult enrolled at a large public university in the Southeastern United States. They are an undergraduate senior from a lower middle-class rural blended family.

Sample Article Coding, informed by Williamson et al. (2022)

1. **Article Topic:**
   - 0 = coping and stress
   - 1 = stress

2. **From whose vantage point is the research being conducted?**
   a. ***Sample generalizability***
      1. *The following demographic variables were coded as 0 = not a focus in the study or research questions, 1 = was a focus in the study or research questions:*
         - Age/Cohort
         - Gender
         - Sexual orientation
         - Ability status
         - Race/ethnicity
         - Religion
         - Education
         - Occupation
         - SES
         - Relationship status
         - Parental status

      2. *Participant Location is coded as:*
         - 0 = all from US/Canada
         - 1 = all from a single other Western Country
         - 2 = all from a non-Western Country
         - 3 = participants from multiple countries

      3. *Role of Sample Characteristics:*
         - 0 = No special consideration to sample characteristics in the research questions or design (Williamson et al., "Basic Science"). E.g., may have a diverse sample, but focus is on advancing general knowledge about relationships.
         - 1 = Research focuses on replication of results in a different sample (Williamson et al., "Generalizability"). E.g., is a documented phenomenon also found in a new demographic?
         - 2 = Research focuses on a question about a specific population with the goal of learning more about how this group operates in their romantic relationship or in comparison to another group (Williamson et al., "Population Specific"). E.g., how does minority stress affect relationship quality in same-gender couples?

b. *Authors' Information*
   1. Authors' name, department affiliations and geographic region of affiliation are identified.
   2. Authors' geographic locations are coded as (adapted from geographic regions for participants)
      - 0 = all from US/Canada
      - 1 = all from a single other Western Country
      - 2 = all from a non-Western Country
      - 3 = participants from multiple countries

c. *Theoretical Approach*
   1. Theories used are coded as:
      - 1 = VSA
      - 2 = Family Systems
      - 3 = Minority Stress
      - 4 = STM or other dyadic coping theories
      - 5 = Other theory (indicate which)

3. **What types of questions are valued?**
   a. *Intersectionally-informed research questions/hypotheses were coded as*:
      - 0 = demographics were reported but not central to the research questions
      - 1 = identity was central to the investigation/research question, but single identities examined separately (e.g., question about gender, question about race, but not how they intersect)
      - 2 = how multiple identities intersect/interact was central to investigation/research questions (e.g., gender AND race together).

References

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Reprint—Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *Physical Therapy*, *89*(9), 873–880. https://doi.org/10.1093/ptj/89.9.873

Williamson, H. C., Bornstein, J. X., Cantu, V., Ciftci, O., Farnish, K. A., & Schouweiler, M. T. (2022). How diverse are the samples used to study intimate relationships? A systematic review. *Journal of Social and Personal Relationships,39*(4), 1087-1109. https://doi.org/10.1177/02654075211053849