

Qualitative Questionnaire (Interview Guide) - Between Survival and Supply: Managing Type 1 Diabetes among Young People During Gaza's Health-System Collapse — A Rapid Qualitative Study

Target: Children and Adolescents with Type 1 Diabetes (T1D) in Gaza/ Adapted for caregivers

Domains and Guiding Questions

1. Experience of War and Diabetes Care

- Can you tell me about your experience living through the war, and how it has affected your diabetes care?
- How did your daily routine for managing diabetes change during this time?

2. Displacement and Environment

- Did you have to leave your home or relocate? How did this affect your ability to manage diabetes?
- How has your immediate environment (home, shelter, camp) influenced your emotional wellbeing and your ability to manage your condition?

3. Trauma and Stress

- How have war-related events (such as bombings, losses, or displacement) affected you emotionally and physically?
- Did stress or fear make it harder to keep your blood sugar under control?
- Have shortages of food or difficulty accessing adequate meals during the conflict affected your ability to manage your diabetes (such as taking insulin on time, avoiding hypoglycemia, or following your diet)?

4. Access to Medicines and Supplies

- Can you describe your access to insulin and supplies like syringes, test strips, or glucometers?
- Were there times you could not get insulin or had to ration it?
- How did you store insulin when electricity was unreliable?

5. Blood Glucose Monitoring

- Were you able to check your blood glucose regularly?
- What challenges did you face (lack of strips, electricity, glucometer)?
- (Optional probe for older children/teens): Can you recall your glucose levels in the past 24 hours, if measured?

6. Daily Challenges

- What were the biggest day-to-day challenges in managing your diabetes (e.g. food, clean water, insulin storage, seeing a doctor)?
- Would you like to share an example of a particularly difficult day?

7. Coping and Innovations

- Did you or your family find any creative or improvised ways to manage your diabetes (e.g. storing insulin in clay pots, sharing supplies, changing doses)?
- Who or what helped you most during those times?

8. Support and Needs

- What kind of support would have helped you the most?
- What could healthcare providers or authorities do differently to assist young people with diabetes during war?

9. Patient Health Questionnaire-9 (PHQ-9)

Over the last 2 weeks, how often have you been bothered by the following problems?	Not at all (0)	Several days (1)	More than half the days (2)	Nearly every day (3)
1. Little interest or pleasure in doing things	☐	☐	☐	☐
2. Feeling down, depressed, or hopeless	☐	☐	☐	☐
3. Trouble falling or staying asleep, or sleeping too much	☐	☐	☐	☐
4. Feeling tired or having little energy	☐	☐	☐	☐
5. Poor appetite or overeating	☐	☐	☐	☐
6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down	☐	☐	☐	☐
7. Trouble concentrating on things, such as reading the newspaper or watching television	☐	☐	☐	☐
8. Moving or speaking so slowly that other people could have noticed, or the opposite — being so fidgety or restless that you have been moving a lot more than usual	☐	☐	☐	☐
9. Thoughts that you would be better off dead, or of hurting yourself in some way	☐	☐	☐	☐

10. Storytelling Closure & Recommendations

- Is there anything else you would like to share about your experience?
- What advice or recommendations would you give to help other young people with diabetes in similar situations?

Implementation & Ethical Considerations

- **Pilot Testing:** Guides will be tested with 1–2 participants for clarity and cultural appropriateness.
- **Trauma-Informed Approach:** Interviewers trained in sensitivity; participants reminded they may stop or skip questions at any time.
- **Consent:** Written/verbal informed consent will be obtained.
- **Confidentiality:** Names removed; pseudonyms or ID codes used.
- **Data Recording:** Audio-recording with permission; otherwise, detailed notes will be taken.

Integration of Storytelling Intervention

Where possible, the guide will encourage participants to share **stories, not just answers**.
Facilitators will:

- Begin by establishing **trust and safety**.
- Invite participants to tell their experiences as **stories**.
- Use prompts such as “Can you tell me a story about...” instead of “What is/was...”.
- Respect silence and emotional pauses.

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