

Supplementary Material 6: Question Sources for SYDCP Youth Pre- and Post-Surveys

This document details the study outcomes assessed as well as the measures used to assess them in the SYDCP pre- and post-surveys for youth participants. Please note that the survey contains questions developed by the authors as well as questions taken from validated surveys.

Table A1: Study Outcomes and Measures Used to Assess Outcomes for Youth Participants, Program Directors, School Staff and Instructors (Healthcare Professional Trainees)

Outcome	Measure Used to Assess Outcome
Outcomes for Youth Participants	
Health Knowledge	8 questions adapted from Diabetes Knowledge Test by U. Michigan's Diabetes Institute ^a , the Spoken Knowledge in Low Literacy in Diabetes scale ^b , and questions developed by authors
Psychosocial Assets	
Self-esteem	10-item Rosenberg Scale for Self-Esteem ^c
Self-efficacy	4 questions adapted from the California Healthy Kids Survey ^d
Problem solving	3 questions adapted from the California Healthy Kids Survey
Ability to manage stress	Developed by authors
Health Behavior:	
Daily physical activity for 60 minutes	1 question adapted from National Youth Risk Behavior Survey ^e
Daily consumption of cups of fruits and vegetables	1 question adapted from National Youth Risk Behavior Survey and Stanford Mind and Body Lab
Daily consumption of sugary foods, and fatty foods	2 questions adapted from National Youth Risk Behavior Survey and Stanford Mind and Body Lab
Communication with family about health	Developed by authors
Patient Activation ^f	10 questions from Patient Activation Measure (PAM@10)-short survey
Outcomes for Program Directors, School Staff and Instructors	
Program acceptability, appropriateness and feasibility	6 questions Adapted from Implementation Capacity for Triple P (ICTP): Acceptability of Intervention Measure (AIM), Intervention Appropriateness Measure (IAM), and Feasibility of Intervention Measure ^g
Program Feedback (Program Directors and School Staff)	9 questions developed by authors
Acceptability, Appropriateness and Feasibility of Intervention (Instructors)	4 questions developed by authors
Program Feedback (Instructors)	5 questions developed by authors

^a Fitzgerald JT, Funnell MM, Anderson RM, Nwankwo R, Stansfield RB, Piatt GA. Validation of the revised brief diabetes knowledge test (DKT2). *Diabetes Educ.* 2016;42(2):178-87.

^b Rothman RL, Malone R, Bryant B, Wolfe C, Padgett P, DeWalt DA, et al. The spoken knowledge in low literacy in diabetes scale. *Diabetes Educ.* 2005;31(2):215-24.

^c Rosenberg M. Rosenberg self-esteem scale (RSE). Acceptance and commitment therapy Measures package. 1965;61(52):18.

^d California Department of Education. California Healthy Kids Survey. Available from: https://calschls.org/site/assets/files/1103/mshs-resilience-2526_final_watermarked.pdf

^e Centers for Disease Control and Prevention. YRBSS Questionnaires. Available from: <https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm>.

^f Hibbard JH, Mahoney ER, Stockard J, Tusler M. Development and testing of a short form of the patient activation measure. *Health Serv Res.* 2005 Dec;40(6 Pt 1):1918-30. doi: 10.1111/j.1475-6773.2005.00438.x. PMID: 16336556; PMCID: PMC1361231.

^g https://ictp.fpg.unc.edu/wp-content/uploads/Triple-P-System-Implementation-Outcomes_Acceptability-Appropriateness-Feasibility.pdf