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Developing a Feasible Survey for Community Organizations to Evaluate a Healthy Relationships Program

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Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree in Master of Arts

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DEVELOPING A FEASIBLE SURVEY FOR COMMUNITY ORGANIZATIONS

Abstract

For community-based organizations that work with vulnerable youth, evaluation measures and activities are important strategies for assessing a program's impact on youth on different outcomes. However, rigorous program evaluation involving pretest-posttest measures and control trials are impractical to implement in community settings. It is critical for organizations to continuously measure programming efficacy, as it is an issue of accountability, ethical responsibility, and program improvement. Additionally, funders, policymakers, and stakeholders typically require organizations to monitor the effects of programming in their setting to continue receiving support. However, organizations conduct program evaluation under many constraints. There is an emergent need for a feasible tool for community organizations to collect data from their programs in an efficient yet effective manner that captures impactful information about program efficacy. The present study follows the development of a retrospective survey for community organizations to evaluate the Healthy Relationships Plus – Enhanced (HRP-E) program. The purpose of such a survey is to provide a measure for organizations to use so they can engage in ongoing program evaluation when more rigorous approaches are not feasible. An initial pool of items was generated based on HRP-E content and previous Fourth R surveys. Upon the development of the survey, nine experts were interviewed to gain their feedback on the draft. Interview transcripts from experts were coded and used for an inductive thematic analysis to organize, find patterns, and extract meaning from the interviews. Results discuss the major themes from the interviews and provide insight on important considerations for survey development in the context of research with community organizations and youth.

Keywords: survey development, vulnerable youth, community programming

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Summary for Lay Audience

For community-based organizations that work with vulnerable youth (youth who might be at risk of experiencing hardships or harm due to environmental or social reasons), having evaluation surveys and activities are important for examining how a program or intervention affects youth in different ways. However, more demanding program evaluation activities that involve participants completing surveys before and after a program (i.e., pre and post surveys) and control trials (i.e., having a group that receives no programming) are impractical to implement in community settings. In work with vulnerable populations, there is a need for program evaluation to be more practical, efficient, and respectful of youths' time and effort. It is critical for organizations to continuously measure programming efficacy, as it is an issue of accountability, ethical responsibility not to harm clients through programming, and program improvement. Funders, policymakers, and stakeholders often want organizations to monitor the effects of programs in their setting to continue receiving financial support. However, organizations may encounter several obstacles when attempting to evaluate programs. Therefore, there is a need for a feasible measure for community organizations to collect data from their programs in an efficient yet effective way that captures important information about the effectiveness of programs. The present study follows the development of a retrospective survey (i.e., only one-time administration) for community organizations to evaluate the Healthy Relationships Plus – Enhanced (HRP-E) program. The purpose of such a survey is to provide a measure for organizations to use so they can engage in ongoing program evaluation when more demanding research approaches are not practical. Initial survey items were created based on HRP-E content and previous surveys related to the HRP-E. Once the initial survey was developed, nine experts were interviewed to gain their feedback on the survey draft. Interview transcripts were coded and

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used for an analysis process, called inductive thematic analysis, to organize ideas, find patterns in experts' discussions, and uncover important themes from the interviews. Results show the major themes from the interviews and provide insight on key considerations for survey development in the context of research with community organizations and youth.

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Introduction

Youth who have experienced violence, trauma, abuse, and maltreatment have a more difficult time developing healthy, stable relationships in adolescence and beyond (Antle et al., 2011; Colman & Widom, 2004; Forenza et al., 2018; Wekerle et al., 2009). This difficulty in forming and maintaining healthy relationships impacts all areas of a young person's life (Smyth, 2017). In short, youth who lack positive relationships and effective relationship skills may experience poor life outcomes. For this project, I use the term "vulnerable" to describe youth who are made vulnerable by social and environmental factors (Tremblay et al., 2018). Vulnerable youth are characterized by involvement in community mental health care, welfare care, social service systems, and the justice system, and are at risk of experiencing poor outcomes due to their experiences. Youth are identified as those in early adolescence to late adolescence/young adulthood (approximately ages 12–25).

Justice-involved youth, welfare involved youth, homeless youth, youth in foster care, and other vulnerable youths disproportionately experience dating violence (Tyler et al., 2001; Tyler & Melander, 2012; Wekerle et al., 2009), trauma (Brosky & Lally, 2004; Kramer et al., 2013), and maltreatment (Hartley, 2002; Wekerle et al., 2007) along with issues in their interpersonal relationships (Colman & Widom, 2004; Forenza et al., 2018; Wekerle et al., 2009). Although many of these youth show significant resilience in the face of adversity, they can also benefit from programming to provide education and skill-building in the topic areas that are most relevant to their lives, such as relationships, substance use, and mental health (Shpiegel, 2016).

To date, populations of the most vulnerable youth have generally been overlooked in the program evaluation literature, and there is a lack of research on relationship skills programming for vulnerable youth (Crooks et al., 2018a). The lack of research may be attributed to the distinct

challenges that accompany work with vulnerable populations and high-risk youth in community settings (Tremblay et al., 2018). Numerous barriers limit community organizations from participating in program evaluation research. Organizations that serve vulnerable populations do not often have the time, materials, funding, staff, or expertise to undertake rigorous evaluation efforts (Carman, 2007; Reed & Morariu, 2010). Furthermore, most rigorous evaluation procedures involve lengthy, time-consuming measures that tend to overburden participants.

The proposed research aims to address the aforementioned gaps in the literature by developing a practical, user-friendly measure as a way for community organizations to evaluate the effects of a healthy relationships program with vulnerable, at-risk youth when comparison groups are not viable.

Relationships in Adolescence

The importance of healthy relationships in adolescence is undeniable. Healthy relationships are related to positive mental health (Hightower, 1990) as well as interpersonal competence and positive future attachments (Florsheim & Moore, 2008). The opposite is also true, whereby unhealthy, dysfunctional adolescent relationships may facilitate the incidence of risky behaviour (Florsheim & Moore, 2008). Adolescent relationships have great developmental significance, as the literature shows the importance of relationships as a part of youths' well-being, maturation, identity, communication, intimacy, and sexuality (Larson et al., 2016). The quality of the romantic relationships formed during adolescence is also a strong predictor of well-being, including self-esteem, depression, and suicide ideation and attempts (Belshaw et al., 2012; Holmes & Sher, 2013; Luciano & Orth, 2017; Sandberg-Thoma & Kamp Dush, 2014; Soller, 2014). Adolescent relationships are complex as they may facilitate either positive or negative developmental trajectories (Florsheim & Moore, 2008; Madsen & Collins, 2011). In

addition, dating violence perpetration or victimization beginning in adolescence may progress into patterns of domestic violence in adulthood, among other issues such as depressive symptomatology and suicidal ideation (Exner-Cortens et al., 2013). These previous research findings demonstrate the importance of being involved in *healthy* relationships during adolescence.

For some vulnerable youths, adolescence is a stage of development where conflict and uncertainty are more pronounced, especially when they are beginning to develop intimate relationships with peers and romantic partners in the absence of healthy role models. Besides, vulnerable youth may not recognize their own or others' abusive behaviours in a relationship due to their familiarity with violence and abuse throughout their development (Wolfe et al., 1997). Unfortunately, many adolescents will experience relationship violence during these early dating years that further contribute to risk behaviours (Adler-Baeder et al., 2007; Kann et al., 2018). Abusive or violent behaviour in adolescent dating relationships is prevalent. The national Youth Risk Behavior Survey (YRBS) conducted by the Centers for Disease Control and Prevention (CDC; Kann et al., 2018) indicates that among the 68.3-69% of youth who dated someone during the 12 months before the survey, 6.9% had experienced sexual dating violence and 8% had experienced physical dating violence (the prevalence of dating/going out with someone during the 12 months before the survey differs slightly because there were differences in the number of youth who selected the response option 'I did not date or go out with anyone during the past 12 months' for each question). Other studies have found even higher instances depending on the definition of violence used. In a meta-analysis of 101 studies, Wincentak et al. (2017) found youth physical dating violence rates ranging from 1% to 61% and sexual dating violence rates

ranging from <1% to 54%. The meta-analytic combination showed an overall prevalence of 20% for physical dating violence and 9% for sexual dating violence (Wincentak et al., 2017).

When a conservative definition of dating violence/abuse is used (severe forms of physical aggression and sexual coercion resulting in harm), approximately 1 in 10 to 1 in 5 youth report being victims of abusive behaviour from dating partners (Vagi et al., 2015; Wolfe et al., 2003). If a broader definition of abusive or violent behaviour is applied (including verbal and psychological intimidation), significantly higher rates of victimization and perpetration are found across studies (Haynie et al., 2013; Wincentak et al., 2017; Ybarra et al., 2016). Clearly, significant numbers of youth participate in acts of dating abuse or violence. Since dating and relationship violence is associated with other adolescent risk behaviours such as substance misuse, unsafe sex, suicide attempts and mental health issues (Exner-Cortens et al., 2013; Haynie et al., 2013; Wolfe et al., 2003), it is imperative to implement prevention programming to reduce or avert these harmful behaviours.

Disenfranchised youth can especially benefit from healthy relationship programming, as they are more at risk for harm, victimization, violence, or sexual exploitation (Smyth, 2017). Adler-Baeder et al. (2007) also maintained that relationship education could be especially beneficial for marginalized and minority youth as they are more prone to unhealthy relationship patterns and relationship instability. One study highlighted the importance of relationships for vulnerable youth in foster care in their transition to adulthood (Geenen & Powers, 2007). The importance of relationships for youth was a significant qualitative theme that emerged from interviews with youth, foster parents, and other professionals. Specifically, foster parents and professionals indicated that healthy relationships influenced youths' self-worth and resilience in a positive way. Parents and professionals also noted that stable, caring relationships were one

factor that contributed to a successful transition from foster care to adulthood, even more so than accessing formal services (Geenen & Powers, 2007). Current foster youth and alumni also expressed that the absence of caring, stable relationships in their lives contributed to feelings of isolation and disconnection.

Another study highlighted the connection between substance use and relationships with justice-involved youth (Zapolski et al., 2019). Family and peers were found to have a direct influence on illicit substance attitudes and engagement among justice-involved youth. Findings show the strong influence that family and peer relationships have on youths' attitudes and behaviours. Therefore, it is important to focus interventions on youths' relationships to help reduce problematic behaviours (Zapolski et al., 2019).

Relationship Skills and Vulnerable Youth

Childhood maltreatment is often associated with negative outcomes across development and is a strong risk factor for poor physical and mental health, as well as substance abuse problems (Tanaka et al., 2011). Emotional abuse, in particular, has been linked to suicidal behaviours and relationship violence (Tanaka et al., 2011). Although not all maltreated youth develop dysfunctional coping methods, many may engage in self-harming or aggressive behaviours as a method of coping from the experience of the negative emotions that may arise from memories of maltreatment or other triggers (Tanaka et al., 2011).

Youth involved in welfare care may be a particularly vulnerable group as often these youth have a history of child maltreatment. Experiencing maltreatment has been linked to poor mental health outcomes, higher levels of substance abuse (Waechter et al., 2019), and a greater likelihood of perpetrating dating violence (Faulkner et al., 2014; Lansford et al., 2007). Furthermore, welfare-involved youth may experience multiple transitions in housing,

relationship instability, and a lack of consistency in school, environments, friendships, and caregiver relationships (Faulkner et al., 2014; Fulginiti et al., 2018). Youth in welfare care are also unfortunately at high risk for dating violence and victimization, particularly adolescent girls (Collin-Vezina et al., 2006).

Justice-involved youth are another vulnerable group that is at risk for serious, problematic outcomes (Logan-Greene et al., 2017). Justice-involved youth experience significantly higher rates of trauma exposure, violence, and abuse than non-incarcerated youth (Dierkhising et al., 2013; Mozley et al., 2018; Winningham et al., 2019), meet criteria for psychiatric disorders at higher rates than youth in the general population (Haney-Caron et al., 2019), and engage in high levels of risky sexual behaviour and substance use (Schmiege & Bryan, 2016). Both youths in welfare care and justice-involved youth are also at a higher risk of experiencing dating violence and victimization (Chiodo et al., 2012; Wekerle et al., 2009).

Many justice-involved youths have gone through experiences of maltreatment, family dysfunction, social disadvantage, and other significant conflicts in their caregiver relationships which in turn contribute to feelings of distrust in new relationships and can hinder youth from developing new connections (Logan-Greene et al., 2017; Spencer et al., 2019). Youth who are currently or have been previously incarcerated experience unique circumstances that disrupt their lives (Larson et al., 2016). These young people often come from troubled family circumstances and face a lack of support, resources, caring friendships and healthy romantic relationships (Inderbitzin, 2009).

Aside from these issues, youth may not be fully equipped with the skills needed for a smooth transition into adulthood. The services that vulnerable populations receive from community organizations or other public systems as children and youth often end suddenly

during the transition to early adulthood (Osgood, 2010). This is an area of concern, as they may still require support from these systems but may no longer be eligible to receive services. Even if vulnerable populations are eligible to receive services as adults, adult systems may not be well-equipped to support their needs. Osgood et al. (2010) identify four issues that limit youth transitioning into adulthood from receiving adequate services. First, systems may have eligibility criteria put in place that exclude them from beneficial services. Next, there may be insufficient funding for transition services and minimal coordination across service systems. Finally, service workers may lack proper training about developmental issues in young adults.

Due to the problematic circumstances and the potential service barriers that these groups of vulnerable youths may encounter, comprehensive programming is necessary to increase education and skills building for positive development and a more successful transition into adulthood. While adolescence is a time with increased vulnerability for engaging in risky, problematic behaviours, it is also an ideal time for teaching positive skill development and strategies for managing new conflicts and emotions all in the context of relationships. Relationships are the core foundation to understanding adolescent behaviours; thus, prevention programs for youth should enhance knowledge and competency in relationships to avoid harm and create positive life outcomes (Wolfe et al., 2003). However, minimal research has been conducted evaluating evidence-informed programs targeting healthy relationship development with vulnerable youth. It is not coincidental that there has been minimal evaluation in these settings because these settings pose a host of specific evaluation challenges.

Healthy Relationships Plus Program

The Healthy Relationships Plus program (HRP) is an extension of the evidence-based Fourth R program (Townsend et al., 2017) developed to prevent dating violence, reduce risk

behaviours, and promote healthy relationships in adolescence. A relationship-based approach is used in all Fourth R programs with a core focus on skills development and social-emotional learning to prevent adolescent violence and other related risk behaviours through the promotion of positive, healthy relationships.

The HRP is an evidence-informed small-group program designed for youth between 14 and 18 years of age. Where the original Fourth R was intended to be classroom-based, the HRP was designed for flexible implementation in community settings. The HRP has a focus on healthy relationships as a strategy to promote healthy behaviours, protect against adverse outcomes, and reduce harm in adolescence (Exner-Cortens et al., 2019). The HRP applies the same Fourth R core principles of skill-building and awareness around a social-emotional learning framework to tackle the different issues that adolescents may face, and better prepare them for the challenges ahead. The HRP has an additional emphasis on mental health, suicide prevention, and addiction prevention. While the majority of universal prevention programs target single issues, the HRP is more comprehensive. The HRP addresses a multitude of circumstances often prevalent in adolescence, such as mental health, suicide prevention, help-seeking and coping strategies, substance misuse, sexual safety, and dating violence (Exner-Cortens et al., 2019).

Studies examining the effects of the HRP on youth have revealed many positive and promising results. In a recent RCT of the HRP, it was found that youth who completed the program reported decreased bullying victimization one year after the intervention, which was mediated by an increase in help-seeking (Exner-Cortens et al., 2019). Also, there was a decrease in cannabis use among youth with higher adversity scores. Findings from a national implementation study of the HRP showed decreased depression scores after the completion of the program, especially for youth with higher levels of depression at the start of the program

(Lapshina et al., 2018). These changes raise the possibility that a strengths-based, relationship-focused program can reduce negative mental health outcomes and violence concurrently.

Healthy Relationship Plus – Enhanced Program

The Healthy Relationships Plus – Enhanced program (HRP-E) is specifically designed for high risk and vulnerable youth. Table 1 provides an overview of the HRP-E, including the session contents/outcomes. The HRP-E has been adapted from the original HRP version to include a trauma-informed framework and a harm reduction approach. This enhanced version was developed to better suit the needs of vulnerable and justice-involved youth. This enhanced version of the HRP produced several adaptations to the activities and scenarios to match the higher-risk circumstances that these vulnerable youth are more likely to experience. The HRP Enhanced version also includes enhanced information about dating violence, safety planning, consent, and sexual exploitation (Townsend et al., 2017). The HRP-E consists of 16 facilitated sessions that are one-hour long each and are typically delivered once a week. Many community partners, however, run two sessions together (i.e., 90-120 minutes) once a week or combine sessions for improved attendance. During these sessions, youth engage in activities, games, role-playing, discussions, and debates with their peers. Current evaluations are underway for the HRP-E program with youth in corrections, youth involved with child protective services, and pregnant or parenting adolescent mothers.

The HRP-E provides a promising approach to address adolescent risk behaviours and support adolescent development; however, community settings pose many evaluation challenges. The research evaluations currently underway are all occurring in the context of a well-funded national grant, and university-community partnerships that make rigorous research activities

available to community partners. There are fewer evaluation options available to community organizations outside of such partnerships and funding.

Table 1

Overview of the HRP-Enhanced Program (Townsend et al., 2017)

Session	Session Title	Session Contents/Outcomes
1	Getting to Know You	Meet group members and the facilitator(s) Understand the program objectives and group outcomes Develop group discussion guidelines Identify stressors/pressures that impact youth Review healthy coping strategies Review strengths and resilience
2	It's Your Choice: Friendships/ Relationships	Identify ways in which youth choose friends and dating partners Consider how others choose them Discuss whether these are realistic ways to choose friends/partners Understand how gender-based stereotypes may impact relationships Understand how these stereotypes affect our relationships Identify qualities of a supportive friend
3	Shaping Our Views	Identify influences (e.g., family, media, culture) that affect how we think about people, relationships and friendships Consider how influences impact our decisions about relationships
4	Influences on Relationships	Identify and critically deconstruct negative media messages Understand how power imbalances affect relationships Understand the outcome of misusing power Understand how substance use influences relationships
5	Impact of Substance Use and Abuse	Understand different levels of substance use Understand the impact of substance use on themselves and others Understand harm reduction Consider how to help a friend who is struggling with substance use
6	Healthy Relationships	Identify the difference between healthy and unhealthy relationships Understand the role of active listening Practice the skill of active listening
7	Early Warning Signs of Dating Violence	Dispel myths related to dating violence Identify reasons why someone might be abusive Identify early warning signs of dating violence Understand how to talk to a friend who is in an abusive relationship Gain awareness of resources for support related to dating violence
8	Safety and Unhealthy Relationships	Understand why people stay in abusive relationships Gain awareness about sexual exploitation Understand how to keep themselves safe and develop a safety plan

Session	Session Title	Session Contents/Outcomes
9	Rights and Responsibilities in Relationships	Identify power and control in relationships Identify equality and respect in relationships Understand their rights in relationships
10	Boundaries and Assertive Communication	Understand the importance of knowing your values and boundaries Understand consent and respecting others' boundaries Understand that many influences challenge our boundaries Understand the differences between assertive, passive, and aggressive communication styles Practice assertive communication
11	Taking Responsibility for Emotions	Understand signs of anger/stress Practice behaviour modification to manage anger/stress Identify coping mechanisms for anger/stress Identify support systems Understand taking accountability for our actions Learn and practice how to apologize
12	Standing Up for What is Right	Understand the difference between delay, refusal, and negotiation skills Practice delay, refusal, and negotiation skills to handle situations when our boundaries are being challenged
13	When Friendships and Relationships End	Identify and practice ways to help a friend Understand reasons why a friendship/relationship should end Practice ending a friendship/relationship in a healthy way Identify rights and responsibilities of a healthy relationship Understand and develop strategies to cope with rejection
14	Mental Health and Well-being	Understand emotional/mental health Identify issues that can impact emotional/mental health Identify signs/symptoms of mental health issues Assess and set goals for wellness Understand connection between healthy relationships and good mental health Identify resources to access help and information about mental health issues
15	Helping Our Friends	Identify signs and symptoms of mental health challenges and suicide Understand the role of active listening and other strategies for supporting a friend with mental health issues Practice skills for active listening and seeking help Identify community resources to access for themselves or a friend in a crisis
16	Sharing and Celebrating	Discuss what was learned from the group Celebrate the completion of the program

Program Evaluation in Community Settings

For community-based organizations that work with vulnerable youth, surveys and other evaluation measures can be used to evaluate a program's impact on youth on a variety of different outcomes (i.e., help-seeking, mental health and well-being, dating violence, peer violence, and coping skills). However, traditional program evaluation involves pretest-posttest measures that are more rigorous in assessment but are sometimes not practical to implement in real-world settings. Often comparison groups are not available. In work with vulnerable populations, especially, there is a real need for program evaluation to be more practical, efficient, and to respect youths' time and effort in participation (Crooks et al., 2019). Funders, policymakers, and stakeholders typically require organizations to examine whether programs are beneficial for their population or monitor the effects of programming in their settings to continue receiving support. Yet, organizations conduct program evaluation under many constraints. There are often many challenges that come from rigorous evaluation, especially.

Tremblay and colleagues (2018) reflected on the challenges of conducting vulnerable youth research with community organizations. The researchers noted that participant attrition was common, and attendance was poor. Thus, the researchers were not able to reach their goal of administering assessments to participants at three different time points. Overall, recruiting participants and collecting data required extensive time and resources. Their methods, they recalled, needed to be continuously adjusted. Tremblay and colleagues (2018) established that research with vulnerable youth required flexibility in the overall research design due to the realities of some participants' circumstances and the nature of community-based settings.

Traditional Self-Reported Pretest-Posttest Measures

Typically, program evaluation studies aim to examine a spectrum of differences before and after a program, with respect to a comparison group that does not participate in the program. A traditional way of measuring differences before and after programs is by using self-reported pre and posttest surveys with a comparison group, preferably in a randomized control trial (RCT). Pre and posttest RCTs are still considered the gold standard for intervention research. With traditional pre-post surveys, respondents express their thoughts, feelings, and opinions both before the program begins and after the program has been completed (Cohen, 2016). The two surveys administered at different time points (pre-program and post-program) are compared by the researcher and examined for potential changes in the respondent's attitudes from pre to post (Cohen, 2016). A comparison group is important because it helps account for developmental changes or other external factors.

Challenges with Traditional Pretest-Posttest Measures

Although randomized trials that involve traditional pretest-posttest surveys are often regarded as a gold standard for studies, several issues come from this method of conducting research (Rothman, 2014). Traditional pre-post measures are not protected from methodological issues and bias (Cohen, 2016). There are several technical and procedural issues with traditional self-reported pretest-posttest measures (Cohen, 2016).

First, these surveys are logistically challenging. Traditional pre-post surveys are time-consuming, burdensome, and are affected by attrition and missing data (Young & Kallemeyn, 2019). Data collection for evaluation in these settings is often done by existing internal staff who have various other responsibilities (Carman, 2007). Additional funding, time, support, and

evaluation expertise is often lacking in these settings (Carman, 2007; Young & Kallemeyn, 2019).

Second, traditional pre-post surveys and randomized control trials can be costly to implement. Funding is often limited in community-based organizations, especially in the non-profit sector (Carman & Fredericks, 2010). Not all organizations have separate funds for research materials or research staff (Carman & Fredericks, 2010), making it difficult for the implementation of rigorous evaluation. These difficulties also often lead to inaccessible or incomplete data (Young & Kallemeyn, 2019).

Third, data collected from pretest to posttest are only comparable when the participants' point of reference or standard of measurement is the same. This is often not the case when evaluating knowledge, attitudes, and beliefs with traditional pretest-posttest measures. If there are changes to participants' points of reference between the pretest and posttest, the two ratings will reflect this difference along with any changes influenced by the program. Therefore, the comparisons of the pre and posttest ratings may not be valid (Howard et al., 1979). For instance, it is not self-evident that a person's knowledge about a certain topic is the same before the program started as it is after the program was completed. It is typically not the case that someone's knowledge is the same before and after a program, especially when the subject matter is unfamiliar to the participants, or they have limited knowledge about the concepts they are being questioned about (i.e., people don't know what they don't know). This brings up the issue of response-shift bias that may be experienced with traditional pretest-posttest measures.

Response-shift bias is one concern that restricts researchers from accurately determining program effects, and it is an issue that may appear when traditional pre-post surveys are administered (Howard et al., 1979). Response-shift bias occurs when survey respondents

unintentionally under or overestimate their knowledge or abilities because they have not encountered the concept before (Chan et al., 2016). Participants may have no previous knowledge about the concept and are not able to accurately determine their ability or knowledge in the content area being asked of them. Surveys that aim to evaluate knowledge, learning, and attitudes are particularly at risk of this type of bias (Young & Kallemeyn, 2019).

In a study with youth participants, nearly two-thirds of 30 youth interviewed showed evidence of response-shift bias and frequently reported difficulty answering traditional pretest questions (Young & Kallemeyn, 2019). The authors note that some of the youths' traditional pretest scores were thus inaccurate because the way they reported the skills and concepts at pretest changed after completing the program. During interviews, some of the youth reported that the meaning or their understanding of the skills in question changed from pretest to posttest (Young & Kallemeyn, 2019).

In addition to the challenges listed, having a comparison or control group creates an ethical challenge, because the inclusion of these groups means that someone is not getting service. A comparison or control group, therefore, is a conflict for community organizations, as the organization's mandate is to provide service. Crooks et al. (2013) discuss the challenges of scientific rigour in work with community-based partners. The authors addressed the challenges of randomization and having a comparison group with respect to a school-based Indigenous mentoring program. Students, parents, partners, and stakeholders liked the mentoring program and felt it had a significant positive effect on the youth involved. For these reasons, the authors noted that their school-board partners had strong objections to randomization. The authors determined it would have been unethical to have a comparison group and withhold services,

especially in the context of their strengths-based low-risk intervention. This same challenge could exist for other community programs and the evaluators of these programs.

Finally, in working with vulnerable youth populations, we must be respectful of youths' past experiences. It is not unlikely these youth have had negative experiences in the school system. These vulnerable youth also tend to have more experiences of mental health issues (Garland et al., 2001; Jagers et al., 2018), trauma (Brosky & Lally, 2004; Kramer et al., 2013), poor literacy skills (Perez & Widom, 1994), and academic difficulties or anxiety towards testing (Kinard, 2001; Mitic & Rimer, 2002; Sanders & Fallon, 2018; Stone & Zibulsky, 2015). Presenting the youth with a lengthy survey at two different time points mimics a testing experience that may not bode well for the youth (Crooks et al., 2018b) and may be inappropriate for a vulnerable population.

Within non-profit organizations, especially, there is a struggle with evaluation design and expertise, data collection, and resources for evaluation. Some non-profit organizations also report having significant challenges to implementing an evaluation strategy, mentioning that they lack basic resources (such as staff, funding, and time), evaluation expertise, and support for evaluation from funders, the board, management, and staff (Carman & Fredericks, 2010). In a research survey of non-profit organizations in the U.S., it was reported that limited staff time, limited staff expertise, and insufficient financial resources were significant barriers to evaluation across the sector (Reed & Morariu, 2010). In community settings where social service is the main priority, program evaluation can be challenging to implement due to the aforementioned issues. More rigorous evaluation methods may simply not be feasible in these real-world settings. Therefore, a new solution must be examined so that community organizations may collect data from their programs in an efficient yet effective manner.

Retrospective Self-Assessment Designs

Retrospective designs are a program evaluation approach implemented to curb the potential biases, technical issues, logistics, and cost issues that are associated with more traditional pre-post measures (Chan et al., 2016; Howard, 1980; Young & Kallemeyn, 2019). With retrospective measures, the pretest and posttest responses are collected at the same time upon completion of a program (Young & Kallemeyn, 2019). In retrospective designs, program participants are asked questions on topics covered in the program. Program participants are asked both how they felt before beginning the program and at the current moment (after completing the program). They rate themselves on the variables presented, typically on a Likert-type scale. Often, retrospective measures have been administered as “post & then” measures or “post + retrospective pretest” approaches, where respondents are asked to rate themselves on variables and how they feel at the current moment (upon completion of the program) and are then asked to rate themselves by reflecting on how they felt before starting the program. The retrospective posttest in this scenario is presented before the retrospective pretest to avoid social desirability response bias (Adler-Baeder et al., 2007). Since retrospective measures require reflection from the participants on their feelings, thoughts, attitudes, and knowledge before entering a program, it can be seen as a respectful measure as it acknowledges a person’s abilities to be introspective about their previous thoughts.

Various studies have used retrospective pre-post measures for settings in which traditional pre-post measures would be especially logistically challenging due to attrition, small group sizes, lack of control groups, lack of funding, lack of time, and involving high risk/marginalized groups (Adler-Baeder et al., 2007; Young & Kallemeyn, 2019; Crooks et al., 2018b).

Retrospective Measures in Community Settings

Retrospective surveys have several benefits for community organizations in particular. Retrospective measures can provide organizations with a cost-effective, practical, streamlined approach to program evaluation and data collection. Retrospective surveys also do not require rigorous procedures (such as a control group, a large number of participants, or multiple long surveys). Moreover, retrospective surveys provide a remedy to curtail response-shift bias, especially when knowledge, attitudes, and beliefs are being evaluated before and after program implementation (Howard, 1980).

In a program evaluation study with youth participating in Out-of-School Time (OST) programs, it was found that the differences between traditional pretest and retrospective pretest scores were statistically significant (Young & Kallemeyn, 2019). However, the effect sizes were small, which the authors rationalized to indicate that both pretests generated similar results. The authors mention that a retrospective pretest design was selected for the study as it avoids the restrictions that may be experienced by OST programs. Retrospective pretests reduce attrition and missing data, take less time to administer than traditional pretests, create less of a burden for respondents, reduce response-shift bias, are logistically more practical, and avoid presenting unfamiliar terms before participants are prepared for them.

Another study used a retrospective strategy (specifically, a “post & then” design) as one form of measuring participants’ knowledge, stigma, and self-efficacy after a Mental Health First Aid First Nations course (Crooks et al., 2018b). The authors decided upon a retrospective strategy based on consultation with community partners. It was determined that a retrospective measure was beneficial for this situation as it was efficient, face-valid, and reduced response-shift bias. The participants’ voices shared through interviews provided context to the gains

documented in the survey. In addition, the authors viewed the retrospective pre-post survey as a respectful approach as it appreciates that individuals have the capability to reflect on their gains after an experience. In this study, retrospective pre-post questions were augmented with a scenario question that required participants to identify their actions in response to a particular situation.

Adler-Baeder et al. (2007) used a retrospective design to examine program outcomes with youth who participated in a relationship education program. Adolescents who participated in the program completed a post + retrospective pretest measure that assessed changes in knowledge on specific curriculum learning objectives outlined in each of the program lessons. Self-reported retrospective questions were designed to tap students' perceptions, understanding, and knowledge of the curriculum elements before and after participating in the program. The authors selected this method of measurement as it avoids pretest sensitivity and response-shift bias that may occur from over-estimation or underestimation in the pretest.

Importance of a Feasible Program Evaluation Approach

Acquiring evidence for the benefit of a program through RCTs with traditional pre and posttest measures is not practical or feasible for many community organizations. In working with vulnerable youth, it is important to consider the limitations that many community organizations face in executing program evaluation research. A review of the literature suggests that retrospective self-assessments may be a viable way to measure program benefits, especially in community settings with a vulnerable youth population.

It is not the goal to diminish the scientific utility and benefits of traditional pre-post surveys and RCTs. There is no denying that they have usefulness in intervention research. However, it is crucial to find a more practical approach to program evaluation for community

organizations and vulnerable population contexts that do not have adequate resources to conduct rigorous research. By creating and piloting a retrospective survey (one survey at a single point in time – after program implementation), I hope to provide a feasible, real-world approach to program evaluation efforts in community organizations.

The Present Study

The current study presents the development of a retrospective pre-post survey that is feasible for community organizations to use for evaluation of the HRP-E. The purpose of such a survey is to provide a measure for community organizations to use so that they can engage in ongoing program evaluation when more rigorous approaches are not feasible. The measure was also developed to be more appropriate for vulnerable youth by using a retrospective design. The project is embedded within a larger five-year teen dating violence prevention grant; therefore, I recruited community partners involved with the larger project.

The goal of this project, overall, was to provide a feasible way for community organizations to monitor the program impacts for their youth, specifically about knowledge, self-efficacy, behavioural intentions, and the application of their newly learned skills from the HRP-E. The survey should also support organizations to collect data required for funders and capture the story of the impact of programming for a broader stakeholder audience. Importantly, the survey should enable community organizations to participate in evaluation efforts without the constraints that typically coincide with rigorous program evaluation methods.

The current study developed a survey, distributed the survey to experts for review, interviewed experts for their feedback on the survey, examined the feedback through reading interview transcripts, completed revisions based on expert feedback, and conducted a thematic analysis to organize and analyze the themes of the interviews. The themes that came out of the

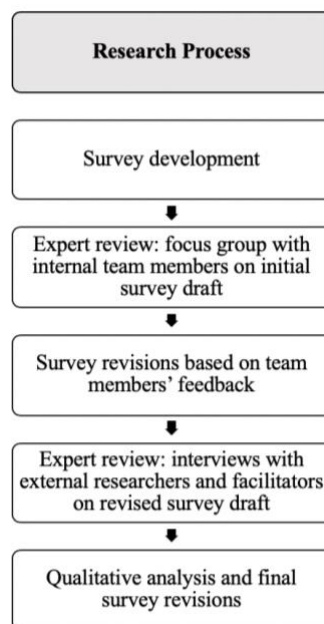
interviews may be used by other researchers working with community organizations on feasible survey development to provide insight on important considerations when developing a survey for youth. The research questions for this study are as follows:

1. What factors should be considered when developing a feasible survey for community organizations?
2. What are the necessary revisions to make for a survey that is suitable for youth within community organizations?

Initially, I intended to pilot the survey with youth who have participated in the HRP-E, conduct interviews with a subset of the youth, collect implementation surveys from facilitators, and analyze and triangulate the data from the multiple sources as a second phase of the project. Because of the COVID-19 pandemic, this phase was truncated after three surveys and three interviews were completed, providing only a preliminary field test. Figure 1 depicts the research process of the actualized project.

Figure 1

Research Process for the Current Study



Survey Development

For community organizations looking to evaluate the impacts of the HRP-E, face validity is an important factor to consider—the knowledge, skills, and assessed behaviours ought to be ones that the program targets. Thus, outside measures may not be efficient in this sense. Survey development began with the HRP-E manual. Initial item ideas were developed based on HRP-E content and the topics discussed within each session. I wrote down HRP-E content and topics in a list, along with potential item ideas. The goal was to develop a pool of questions that had face validity to best match the topics and content that the program targets. Using the HRP-E manual (Townsend et al., 2017), the first step was to create Likert-type items in a retrospective format based on the written ideas. All selected survey items represent topics taught from the HRP-E sessions. The items were intended to examine how participants' knowledge and skills have changed in comparison to how they started the program.

I modified open-ended questions and scenarios from previous Fourth R surveys (Healthy Relationships Plus Program: Youth survey for general program evaluation, 2017) to use for the new survey. Also, some items within the Likert-scale portion of the survey were selected to match with the quasi-experimental pilot survey from the Public Health Agency of Canada (PHAC)-funded project at the Centre for School Mental Health (CSMH). Next, I reviewed the literature on survey development to implement best practices for the survey.

Retrospective Likert-type Scales

The retrospective pre and post portions of the survey were developed as closed-ended items (structured). A statement survey format was used for the Likert-scale portion of the survey, rather than a question format to allow for the use of the same response scale throughout. The survey included only clear, direct, positively worded items (Chyung et al., 2018a) to best support

youth comprehension. Positively worded items are written with a positive descriptor and without a nullified word (e.g., *not*). Negatively worded items typically have the word *not* inserted into the statement, which could be overlooked and misinterpreted by poor or inattentive readers (Weems et al., 2006). Some research studies recommend against mixing positively and negatively worded items in a survey as it has the potential to threaten the validity and reliability of the measure (Chyung et al., 2018a; Schmitt & Stuits, 1985; Schriesheim & Hill, 1981; Weems et al., 2006; Woods, 2006). Mixing negatively and positively worded items in one survey can create confusion for participants as well, as studies have found that negatively worded items are processed differently, read less carefully, and more sensitive to fatigue than positively worded items (Schriesheim & Hill, 1981; Weems et al., 2003).

Positively worded items are also better comprehended, and this is especially important when surveying populations that may have lower literacy. Although mixing positively worded with negatively worded items may help in reducing acquiescence bias or social desirability, it may be more beneficial to use only positively worded items in a survey. Positively worded items produce a more reliable and valid measure (Chyung et al., 2018a), and its weakness of potential acquiescence bias or social desirability bias may be mitigated by protecting the respondent's anonymity and reducing evaluation apprehension (Podsakoff et al., 2003). The introductory page of the survey assures respondents that all of their answers are private and confidential, and their names will not be used in any reports. Survey respondents will be given a unique ID so that their name and identifying information will not be on the survey—this is denoted on the opening page of the survey, “After you return this survey, this page containing your name will be removed, and your survey will be de-identified using a unique study identifier.” These remarks let the survey respondent know that their anonymity is protected. To reduce evaluation apprehension,

the introductory page of the survey also conveys (in bold) that the survey is not a test, as there are “no right or wrong answers.” Further, the scenario portion of the survey again explains that the survey is not a test.

A 4-point Likert-type scale in ascending order (i.e., negative options first: *Strongly disagree*, *Disagree*, *Agree*, and *Strongly agree*) was used for survey item responses for the retrospective pre and post portions. A midpoint was omitted as it is often not treated as a true neutral meaning and may be misused (Chyung et al., 2017). Omitting a midpoint is also recommended when participants have a strong involvement with the survey topic and should have an opinion formed. In essence, this should be true for youth who have participated in the HRP-E, as the questions will ask about information that survey respondents have learned throughout the program. An ‘I don’t know’ option was also offered to mitigate social desirability pressures and was placed as the 5th point on the Likert-scale. The ‘I don’t know’ option would also allow us to see which items or topics did not resonate with youth, providing additional information about the program’s impact. Ascending order (negative to positive, i.e., *Strongly disagree* to *Strongly agree*) was used to eliminate response-order effects or primacy effects, as left-side selection bias has been discovered in many research studies (Chyung et al., 2018b). A Likert-type scale was used because they are easy to use and generate higher completion than continuous rating scales (Chyung et al., 2018c). Easy-to-use surveys are most important for the population of youth with which we are implementing the survey, as they may have low literacy skills and other learning or academic challenges (Kinard, 2001; Leone et al., 2002; Perez & Widom, 1994; Sanders & Fallon, 2018; Stone & Zibulsky, 2015).

Based on all of these guidelines, two versions of the survey were developed. The difference between the surveys was the order of the retrospective pre and post Likert-scale

portions. The first survey followed a retrospective pre + post design, and the second survey followed a post + retrospective pre (also called “post-then”) design. The post + retrospective pre format is recommended over retrospective pre + post to reduce to avoid social desirability response bias. However, Young and Kallemeyn (2019) discovered that youth found the post + retrospective pre format to be confusing for youth. Therefore, memory cues were added at the beginning of each Likert-scale matrixes depending on which section of the survey respondents were completing (i.e., “NOW, after I completed the program...” and “BEFORE I started the program...”). A separate page also cued survey respondents to think about the past or present (either pre or post) to complete the Likert-scale questions (i.e., “Try to remember what you were doing BEFORE the program. What were you like? What were your relationships like? Think back to how you were before the program to answer the following questions.”). Respondents were forewarned and cued within each Likert-scale matrix about what section they are filling out to reduce confusion. Scenarios and two open-ended questions were included at the end of both versions, directly after the Likert-scale sections. Ultimately, the survey was created based on the survey development literature, retrospective survey literature, considerations for research with vulnerable youth, and HRP-E content.

Open-ended Questions

Eleven open-ended questions were drafted. Some were based on previous Fourth R surveys (Healthy Relationships Plus Program: Youth survey for general program evaluation, 2017), and others were developed to serve as knowledge based-questions representing topics from the program. Another open-ended question was added for youth to add any other comments about their experiences participating in the HRP-E.

Scenarios

The two scenarios used in the survey were adapted from previous HRP surveys (Healthy Relationships Plus Program: Youth survey for general program evaluation, 2017) and were developed based on HRP-E manual topics that coincide with some statements from the Likert-scales. The scenarios serve as a basis of examining knowledge gained from the program as they require youth to think about the actions they might take in a high-risk situation.

Validity Evidence

Face Validity. Face validity is a characteristic of psychological measures and the individual items within the measure. Face validity is defined as the appropriateness or relevance of a measure and its items as they appear to the respondents (Holden & Jackson, 1979). Face validity asks whether a measure and its items seem valid and meaningful to those completing the measure (Holden & Jackson, 1979). This survey was intended to be face-valid in that participants should be able to easily comprehend what is being asked. Effective questions ask about information that survey respondents can access readily (Synodinos, 2003). The developed questions all relate to the HRP-E and are concepts that the youth would have learned. Thus, the survey was tailored to its intended audience as the respondents should be well-versed with the survey topics (Synodinos, 2003). As mentioned previously, the survey uses clear, direct statements relevant to HRP-E material to support face validity. This might be important in research with vulnerable young populations that may have low literacy skills, as the survey should not be confusing or hiding what it intends to examine.

Convergent Validity. Open-ended and scenario questions will be used as a form of convergent validity to provide context for the youth self-reported retrospective pre and post ratings. Individual participant interviews will be conducted in a future study with a subset of

youth who have completed the survey. The interviews will support the data gained from the survey. Interviews will also provide insight into youths' thoughts about what was responded in the survey as well as ease of use and specifics about the survey's design. Finally, some of the survey's Likert-scale items were implemented in a separate pre-post quasi-experimental study being conducted by the CSMH. Using the same questions in a quasi-experimental study will provide another point of validation in the future when more data are available, as it will allow us to investigate the presence and extent of response-shift bias.

Initial Survey

Based on the steps described above, an initial pool of 47 Likert-scale items, two scenarios, and 11 open-ended questions were developed (see Appendix A). This set of proposed survey items provided the basis for initial feedback and expert review. Two versions of the survey were developed for counterbalancing—a retrospective pre + post version (aka Survey 1) and a post + retrospective pre version (aka Survey 2). The content of the surveys is identical, the retrospective pre Likert-scale section is either placed before or after the post Likert-scale section.

Expert Reviews

After the initial survey draft was completed, the next step was to contact expert reviewers to provide their feedback on the draft of the survey through focus groups or interviews. These expert reviews serve as questionnaire pretesting (Ikart, 2019). For this study, I recruited subject matter experts. Subject matter experts are tasked to ensure any factual details within the survey are correct and that the survey meets the research objectives. In particular, I recruited those who have knowledge about the HRP-E and research with vulnerable youth and/or practical experience working with youth.

In most expert review procedures, participants review a drafted survey and provide a

critique of the questions and items as a method to identify questionnaire problems, potential measurement errors or challenges in the answering process (Olson, 2010). Further, expert reviews provide a fresh perspective to critically examine the survey items, as the survey developer may not be able to see all potential issues when working with the material (Ikart, 2019).

Survey revisions were done in a semi-iterative process. An initial focus group was conducted with internal team members from the Centre for School Mental Health (CSMH). Following the first round of basic revisions based on the team members' suggestions, such as typos, fixing items for clarity, and adding/re-working the memory cues and survey introduction statement. Interviews were conducted with four external expert reviewers on the revised survey. Major and final revisions were completed after I re-read and analyzed all focus group and interview transcripts. All focus group and interview data were combined in the results.

CSMH team members, external researchers, and HRP-E facilitators were selected as expert reviewers of the survey due to their familiarity with the HRP and experiences working with youth in both applied practice and research contexts. These individuals have a wealth of knowledge regarding the intricacies of conducting research with community organizations and vulnerable youth. Expert reviews provide us with evidence about whether the survey captures important program outcomes and is appropriate for the youth. The experts' feedback was applied to the survey to improve it and best match the needs of community organizations and youth.

Method

Participant Recruitment

Purposive and convenience sampling was used to recruit and select participants. Participants were selected on the basis of their familiarity with the HRP-E in either a research or

applied context. Recruitment also depended on participants' availability and logistics. Internal team members from the CSMH, external researchers, community partners, and HRP-E facilitators were selected to serve as expert reviewers of the survey. Twelve internal team members, five community partners, and two external researchers were contacted via e-mail. Internal team members were e-mailed with a letter of information (LOI) and consent form attached, and other participants were provided a link to an online LOI and consent form within Qualtrics survey software. The LOI and consent form described the study and their proposed tasks as a participant (see Appendix B, C, D for internal team, facilitator, and external researcher LOI and consent forms, respectively). All prospective participants were introduced to the project's objective, the purpose of the survey, and their role as a participant in the LOI. The activities involved reviewing the initial drafted survey and providing feedback for its improvement in an audio-recorded semi-structured focus group or interview. Participants were informed that interviews would be audio-recorded to enable verbatim transcription and accurate coding. The participants were also informed that the survey would have two versions, but contain the same content. A follow-up e-mail was sent one week after the initial recruitment e-mail if a prospective participant had not responded. If the participant consented, they were provided with the draft of the survey and interview questions (See Appendix E, F, and G for interview protocols) electronically to review at least five days before the scheduled interview date. The focus group and interview questions asked about the survey's content, design, the potential environmental needs to complete the survey, and revisions. The final question asked about the expert's final comments/thoughts. Ten prospective participants were unavailable due to either scheduling conflicts, other commitments, or were unresponsive to recruitment e-mails. All

procedures were approved by Western University's Non-Medical Research Ethics Board (Appendix H).

Participants

In total, nine expert reviewers participated—one was a facilitator of the HRP-E from a community agency, four were researchers, and four were both researchers and facilitators of the HRP-E. Thus, a few of the selected participants brought the unique lens of being both a researcher and facilitator of the program. All participants served as subject matter experts, and two participants concurrently served as questionnaire experts with knowledge about best practices regarding survey methodology. The participants have a range of roles in academia or in the community. Participants included two postdoctoral researchers, two PhD graduate students, a project manager, a child protective services worker (child and family support worker), a youth services coordinator from a community mental health organization, an Executive Director/Chief Executive Officer from a community mental health organization, and an Assistant Professor from an external academic institution. Five participants hold PhD degrees, two hold MA degrees and are working towards their PhD, one participant holds an MA degree, and one participant has a diploma in the area of child and youth work with over 25 years of experience working at a child protection agency. Two participants are males, and seven are females. In the results, the focus group participants are denoted as participants one to five, community partners are denoted as participants six to eight, and our external academic researcher is denoted as participant nine.

Procedure

Focus Group

I facilitated one in-person focus group with five CSMH team members. The team members who participated included graduate students, post-docs and a project manager, all very

familiar with the HRP-E—two as researchers and three as both researchers and facilitators of the program. The focus group was 70 minutes long. The team’s expertise provided information about research aspects of survey development, cognitive aspects of survey methodology, relevance to the program, feasibility and fit with the targeted population, and insight about the considerations of conducting research with vulnerable youth populations in community settings. The audio recording of the focus group was transcribed and revised via Trint transcription software. The transcription was reviewed with the audio recording and revised as necessary. A word document version of the transcript was downloaded for further analysis. Preliminary ideas were coded and categorized. Revisions of the survey were completed in a semi-iterative process, with changes made to the survey upon completion of the focus group before the survey was distributed to other experts.

Researcher and Facilitator Interviews

The next group of expert reviewers contacted were external researchers and facilitators; three were community partners who consistently implement the HRP-E in their respective settings. A total of four external facilitators and researchers participated in interviews as reviewers of the survey. Two participants were from the same community mental health organization, one was from child protective services, and one was from another academic institution. I conducted one interview via Zoom and two in-person. Two people were interviewed together for efficiency as they were from the same organization. Interviews were audio-recorded and semi-structured, where interviewees were asked a set of pre-planned questions, but allowed for flexibility during the interview process to share any feedback and suggestions about the survey. For the focus group and interviews, I brought in two copies of the survey, one for

participants to refer to, and the other to write notes based on any feedback brought up by the participants.

The interviews were audio-recorded and ran anywhere from 20 minutes to 70 minutes. Upon completion of the interviews, the audio files were uploaded onto Trint for transcription. Once the transcribed files were examined for accuracy, the files were downloaded for review and coding procedures. I followed procedures for independent thematic analysis of the interview data. Minor suggestions about revisions to the survey, such as correcting typos, were not coded, as the goal was to examine the major themes that emerged from the expert reviewers' feedback.

Inductive Thematic Analysis

The thematic analysis of focus group and interview data followed the phases outlined by Braun and Clarke (2006) to organize, find patterns, and extract meaning. Table 2 provides an overview of the phases to conduct a thematic analysis. The transcribed documents served as the data for the qualitative thematic analysis. An inductive approach was taken for the analysis, as the purpose of the interviews was pragmatic and straightforward—to gain feedback on the survey. Therefore, codes were primarily data-driven, in that codes and themes were developed from the raw data (Erlingsson & Brysiewicz, 2017). However, themes were also developed based on the project's goal (structural coding), to determine what changes or revisions should be made to the survey to be appropriate for youth in community settings. The goal of the thematic analysis was to systematically transform the large amount of transcribed text into an organized and concise summary of key and common themes based on the participants' feedback. Thematic analysis also involves the search of repeated patterns across the texts, in this case, across the focus group and interviews. A similar method was applied in a study by Hanberg and colleagues (2019), where the authors wanted youths' input on a measure. The authors conducted a thematic

analysis of youth focus group data to revise their measure and make it more suitable for youth respondents.

Table 2

Phases of Thematic Analysis (Braun & Clarke, 2006)

Phase	Description
1. Familiarizing yourself with your data	Transcribing data, reading and re-reading the data, noting initial ideas/thoughts/reactions.
2. Generating initial codes	Coding interesting features of the data across the data set, organizing data relevant to each code.
3. Searching for themes	Collating codes into potential themes, collecting all data relevant to each potential theme.
4. Reviewing themes	Examining whether the themes make sense in relation to the coded extracts (indicated as Level 1) and the entire data set (indicated as Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Continuous analysis to refine the details of each theme, and the overall story of the analysis, developing definitions and names for each theme.
6. Producing the report	Selecting example excerpts, final analysis of selected excerpts, relating the analysis to the research objective and literature, reporting the analysis.

Phase 1. Familiarizing Yourself with Your Data

I followed the six phases of conducting thematic analysis, as outlined by Braun and Clarke (2006). The first phase was to become familiar with the data. Developing a familiarization of the data involved transcribing the interviews, reading and re-reading the interviews actively, and noting down initial ideas. I was very familiar with the data as I was the interviewer for all interviews and the focus group, and transcribed the audio files after the fact. The qualitative data were analyzed separately by interviews and merged at the end to analyze

major themes that emerged throughout all transcribed documents. The interview transcripts were read through one time before starting to search for codes and themes actively. In the familiarization process, I condensed the raw information into smaller units, called meaning units (Erlingsson & Brysiewicz, 2017). The interview transcripts were read and re-read at least three times before dividing up the texts into meaning units. In the process of reading and re-reading the transcripts, the researcher wrote notes in the margins about initial reactions to the text. I read the transcripts with an open mind to new perspectives and ideas that participants brought about to deter from bias. The transcripts were examined line by line, and meaning units were developed based on transcribed lines, sentences, or paragraphs, as long as there was one idea pertaining to each. The meaning units were then condensed further if they were lengthy (Appendix I for sample meaning units and condensed meaning units). The process of condensing meaning units involved shortening the verbatim text while still preserving its core meaning or message.

Phase 2. Generating Initial Codes

The next phase involved generating initial codes through the process of coding noteworthy details in the data across the whole data set. I formulated codes in an iterative process. Transcripts from the focus group and interviews were uploaded to the cloud-based program Dedoose (V8.3.17), a mixed-methods analysis software. Dedoose was used to count and organize codes. I was the sole coder for all documents, as the interview data was clear and straightforward in terms of changes to be made to the survey. Responses were direct and conveyed an understanding of the goal for this phase of the research—to improve the survey to best suit community organizations and youth. Condensed meaning units (condensations) were labelled by formulating codes in the process of iterative, open coding. In open coding, the

researcher created codes/concepts based on the meaning or message of the condensed interview text. The formulated codes serve as labels that described what the condensed meaning units were about. These codes provide an easier way to identify connections between meaning units. After open coding, I identified any connections or similarities between initial codes. Lastly, final codes were developed to cover patterns of codes and remove redundancies (see Appendix J for final codes applied to condensed meaning units).

Codebook. I developed a codebook to deliver a formal operationalization of the codes (DeCuir-Gunby et al., 2011). The codebook included the code label, a definition, a description, and an example quote from the interview transcripts (Appendix K). The process of creating the codebook was integrated into the inductive thematic analysis.

Phase 3. Searching for Themes

Once all transcripts were coded separately (per interview), the researcher searched for common themes that emerged across interviews and collated codes into potential preliminary themes. Searching for themes and gathering data relevant to each theme is phase three in Braun and Clarke's (2006) procedure for thematic analysis. In this phase, I analyzed the developed codes from the second phase and considered how different codes combined to form an overarching theme. I searched for themes systematically by forming categories from the code units to combine codes that prompted the same type of issue (see Appendix L for categories). Developed codes were collated into potential themes, and excerpts relevant to each potential theme were collected.

Phase 4. Reviewing Themes

Phase four in the process of thematic analysis involved reviewing the list of initial themes to examine whether the developed themes properly connect to the developed codes (Level 1) and

data set as a whole (Level 2). To do this, meaning units developed into codes were re-read once again to ensure they fit with the generated theme. Next, I examined the individual themes in relation to the entire data set by re-reading the data set once again to determine whether the developed themes accurately reflect the meanings that emerged from the data. In this phase, themes were either collapsed into one theme if they were very similar, removed if there was not enough data to support them, or were broken down into separate themes.

Phase 5. Defining and Naming Themes

Phase five involved defining and naming themes in the process of further refinement of themes. In this phase, I identified whether or not the developed themes contain any sub-themes. Developed themes were defined clearly, noting what they are and what they are not. Although the themes have working titles at this stage, this phase involves finalizing the name to best suit the data.

Phase 6. Producing the Report

The sixth and final phase to thematic analysis involves the write-up of the themes with the narrative and evidence supporting them, found below.

Results

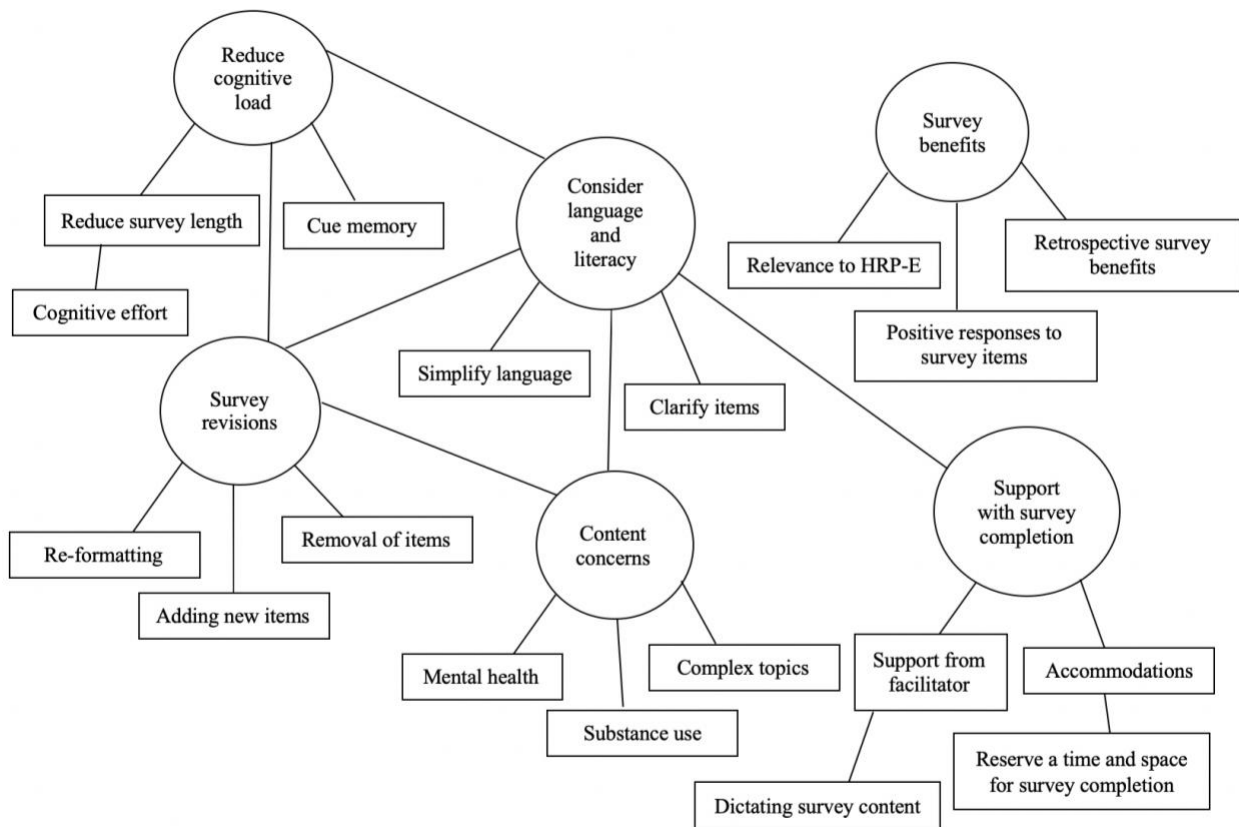
Upon coding and analyzing the themes of the focus group and interviews, results showed two major themes with sub-themes—these present the most relevant, important, and talked about topics throughout the focus group and interviews. The results also highlight how experts view the survey for youth, the factors that should be considered when revising or developing a survey for youth and community organizations, and the necessary revisions to be made to the initial survey to best suit youths' needs. These findings informed the important revisions to make the survey most appropriate for youth and community organizations.

Searching for Themes (Phase 3 of Thematic Analysis)

An initial thematic map was developed to organize the relationships among codes and topics and consider the themes that they belong to. Some codes themselves were developed into a major theme (Figure 2). Figure 2 also presents the relationships between the initially developed themes and the codes that belong to each.

Figure 2

Initial Thematic Map (phase 3 of thematic analysis)



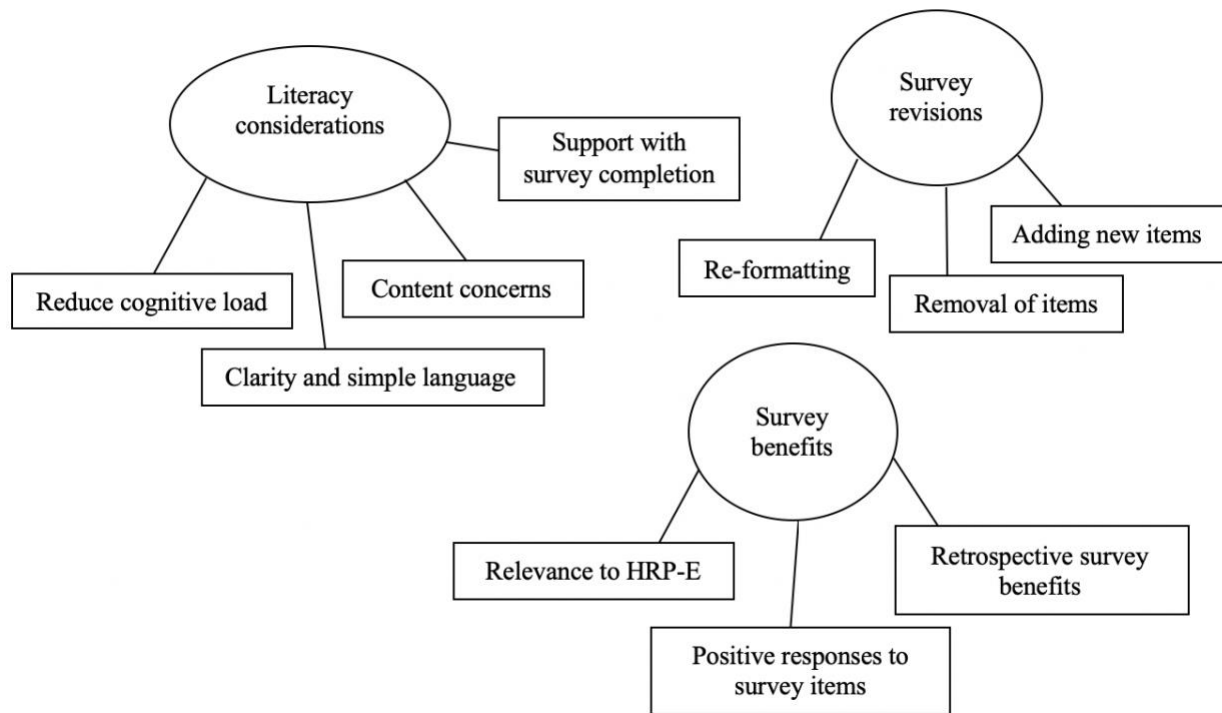
Reviewing Themes (Phase 4 of Thematic Analysis)

From the initial thematic map, it was observed that most themes related to youth literacy, in that the topics that participants discussed were associated with how youth would need support to complete the survey, the revisions to be made, and the content that they would have to interact with, and the aspects of the survey that may make the survey cognitively demanding. Further, the

theme outlining the revisions to be made was connected to content concerns and reducing cognitive load. The revised thematic map took this into account and narrowed down the main themes into three: *literacy considerations*, *necessary revisions*, and *survey benefits* (Figure 3). This second stage of themes streamlined the participants' expressed ideas. However, upon reviewing the transcripts once more, the thematic map was refined further.

Figure 3

Revised Thematic Map



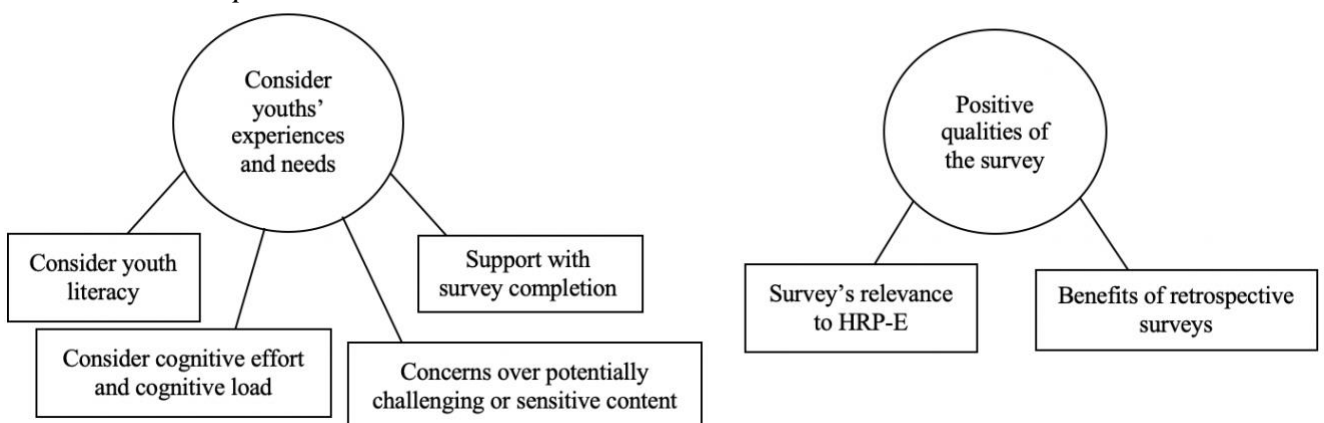
Initially, *literacy considerations* seem to fit many sub-themes and thus was selected as a major theme. The next major themes were *necessary revisions*, which initially was thought to be separate from the other major themes, and was chosen to fit all instances where participants thought that certain survey revisions were important. The final theme for the revised thematic map was *survey benefits*, as it was an important but separate overarching topic in the transcripts.

Defining Themes (Phase 5 of Thematic Analysis)

A finalized thematic map was developed based on the revised thematic map after reviewing the themes once more (Figure 4). Looking through the transcripts an additional time, it seemed that *literacy considerations* as a major theme did not accurately reflect all sub-themes. In the transcripts, it was clear that participants were discussing youth experiences and needs more generally than strictly concerns with literacy. Additionally, since both the themes of *literacy considerations* and *necessary revisions* were related to youths' experiences and needs, it made more sense to incorporate them into one main theme. *Necessary revisions* did not fit as its own theme as revisions that participants discussed concerned changes to the survey to fit youths' needs. For this reason, *necessary revisions* as a theme was removed. The final thematic map was developed to reflect two major themes: *consider youths' experiences and needs* and *positive qualities of the survey*. Most sub-themes, therefore, related to modifying the survey to best suit youth. The theme title *survey benefits* was changed to *positive qualities of the survey* because benefits cannot be touted before having piloted the survey. Instead, *positive qualities of the survey* better fits the narrative of the participants' discussions. The two major themes and their sub-themes are defined below.

Figure 4

Final Thematic Map



Major Themes

Common topics were brought up across the expert review focus group and interviews. Namely, participants provided feedback about youths' lived experience and current position, language, literacy, clarity, survey length, survey content, cognitive effort, cognitive load, relevance to the HRP-E, and the potential benefits of the survey (i.e., its retrospective format). In the end, I developed two major themes as a result of the feedback interviews. The two themes encompassed several sub-themes that reflected the main overarching themes but were more specific.

Theme: Consider Youths' Experiences and Needs. One prominent, overarching theme that all participants shared with their feedback was to consider youths' lived experience, vulnerable position, and their needs when developing and revising questions or items and when considering the survey's format. This theme was frequently brought up by several individuals numerous times across all interviews and the focus group. This theme was one main theme as participants' feedback about survey revisions directly related to modifying the survey to fit the needs of vulnerable youth, specifically, those who have complex lives and may have high needs (e.g., communication challenges, behavioural challenges, disabilities, previous adverse experiences, etc.). The concerns that were brought up by participants consistently dealt with youth needs and youth experiences. This theme is not surprising, as all participants were prompted to think about the youth completing this survey in community organization settings. Participants also expressed the diverse experiences of youth who are a part of different organizations, such as shelters, justice settings, mental health care, and welfare care. Participants with experience working with youth were able to provide valuable insights into youths' needs that informed survey edits and modifications. Finally, the sub-themes developed from

participants' feedback are directly related to the theme of considering youths' unique experiences and their needs.

Sub-Theme: Consider Youth Literacy. Participants, particularly community partners, noted that some of the youth they work with have high needs and low literacy. This theme highlights the need to consider youth literacy when developing or editing survey items.

Participants who had provided youth with other surveys in the past expressed the difficulties youth encountered with language, complex topics, and unfamiliar terms. Thus, the terms, items, and questions used in the survey should be simplified, easy to read, and easy to understand.

Using plain, everyday language that can be understood by all survey respondents corresponds to best practices in query development as it reduces the variability of interpretation (Dolnicar, 2013). It is important for survey items to be as clear and precise as possible so that respondents can interpret items as intended and understand what is being asked (Synodinos, 2003).

Modifying the survey with youths' literacy needs in mind was important to all participants. If youth have a difficult time reading or comprehending what is being asked in the survey, they will not be willing to complete it and could, in turn, become discouraged. For people with low literacy skills, reading can demand a great deal of cognitive effort (Doak et al., 1996). The language and terms used in the survey should not add to the cognitive effort that is already required from reading. Questions should use a simple structure with familiar, easy to read words and avoid any jargon (Synodinos, 2003). Facilitators of the HRP-E work with a range of youth, and the survey should be developed to be feasible enough for most youth.

Results from Dedoose showed that the codes *simplify language* and *clarify items* were mentioned 23 and 29 times, respectively, by participants across all interviews and the focus group. Each participant expressed the need to simplify the language or clarify items at least once.

These two codes were the most frequently applied, signifying that changing the survey's language was of the highest importance to participants. Participants shared that the language used in the survey overall was too advanced or sophisticated for the population of youth who will be completing the survey, "*And what struck me about this survey overall is the language was too sophisticated. It presupposes both the short-term memory, but also the processing...*"

(Researcher 8). "*[The] vocabulary [in the survey] is pretty advanced for [the youths'] developmental and life experiences perspective*" (Researcher/facilitator 2). "*I was going to add to that, you know, maybe simplifying the language for the open-ended questions, too...*"

(Researcher 4). Participants expressed the need for the language within the survey to be simplified either by reducing the complexity, reducing it to component parts/shortening items, or making questions/items easier to understand by using simple terms that are more familiar to youth. Participants also voiced the need for questions/items in the survey to be clarified by removing vague language, defining and describing terms, editing items, or incorporating terms from HRP-E sessions to prompt the youth to the meaning of terms.

The one thing I did notice is some of the items I think could just be tweaked to be a little more straightforward. Like, if I could give an example, where [the survey says] 'I'm confident that I can effectively make an apology when needed.' I think you might be able to just say, 'I am confident that I can make an apology.' Some of [the items] were a little academic-sounding. (Researcher/facilitator 5)

I thought that [the open-ended questions] are really good, and I think they'll work really well with some of our youth. And then with others who have some literacy issues or might maybe even be resistant to writing... I do a lot of scribing for them or ask them to just do things verbally. So that would be my only worry. So, I think that with some youth, I think you'll have some awesome information out of this, and then others are going to skip by. So yeah, I think you'll get a variety of quality. (Facilitator 6)

Where I saw both a benefit and perhaps a detriment is I thought that some of the questions like in the multiple-choice [section] were quite wordy. But I can appreciate that you were trying to make sure that they were in the right context, like you knew how substance abuse impacted your life, and now you know. (Facilitator 6)

That's my other concern. Even with the [gift] card, if it's too overwhelming, it's too sophisticated, too whatever, they're out. Because it's causing them more stress and making them feel not smart, and they would rather just pull away than to plow on through and get the [gift] card at the end. (Researcher 8)

These results correspond to the literature on vulnerable populations, their educational needs and their literacy needs (Kinard, 2001; Leone et al., 2002; Perez & Widom, 1994; Sanders & Fallon, 2018; Stone & Zibulsky, 2015). Some vulnerable youths may struggle with reading, writing, and comprehension, and could have learning disabilities or developmental delays, which need to be considered (Jaggers et al., 2018; Hogan et al., 2010; Quinn et al., 2005). It was of utmost importance to modify our survey to fit these youths' needs, and revise items for language and clarity, as many participants suggested.

The question response process alone consists of five stages: comprehension, retrieval, judgment, response selection, and response reporting (Podsakoff et al., 2003). In any one of these phases, there can be potential biases or cognitive interruptions. Therefore, it is important to facilitate the process by simplifying language for respondents, which can especially ease comprehension.

Sub-Theme: Consider Cognitive Effort and Cognitive Load. Another topic that was frequently mentioned was the idea of reducing cognitive effort and cognitive load for survey respondents. Cognitive effort refers to our processing capacity when completing a task and the level of cognitive demand it requires (Tyler et al., 1979). Cognitive load refers to the necessary working memory resources required to process the information (Sweller et al., 2011). When considering youth with high needs, it is important not to overwhelm them with content or confuse them with complex formatting that may impede their ability to process the information at hand. Reducing the cognitive effort and load also meant shortening the survey. Survey length was an issue identified by all participants; they felt that the survey would be too long for youth

and may contribute to fatigue, frustration, and incomplete survey responses. One participant expressed that surveys 30 minutes or over are especially lengthy for younger youth, “*Thirty minutes is going to be long for the younger age range*” (Researcher 9).

If you are a youth with some cognitive processing deficits, poor impulse control, challenge with focus; you may have an undiagnosed learning disability, you may have a traumatic brain injury or acquired brain injury; you’re not going to get through this. Even with the incentive of a gift card, you’re probably going to bail on this or get frustrated, distracted or whatever. (Researcher 8)

Your 30-minute [survey], I guarantee looking at this, this to me was 45 to an hour. And they’re going to bail on parts. So, you also have to go through this and find questions where you’re like, do I really need to ask that? And I would suggest that you still look to shorten it. (Researcher 8)

Participants suggested reducing the number of items and questions within the survey to reduce its total length. “*You also get like a visual burden when you see a lot of sentences on the screen—so going forward, if you can cut down even the length of these sentences to make things clear*” (Researcher/facilitator 2).

And again, just my opinion, if it would make more sense to make some of these questions into one question or I don’t know if that would measure the same. I don’t know. I don’t know if you want to do that; it would reduce the number of questions. (Facilitator 6)

As this survey has a retrospective component, participants suggested adding memory cues to all sections where relevant. Since thinking retrospectively already requires substantial cognitive effort, it is essential to support their memory whenever possible. “*And then for all this, the headings like ‘Knowledge’ I would just put, ‘before I did the group...’ just cue the person each time. And similarly, just re-put the anchors throughout for each of them*” (Researcher 1).

What you need to do is you need to have a little thing that’s a stand-alone screen that says like ‘Try to remember back six months ago. What were you doing, who were you with, try to remember what your relationships were like then before this? So that you’re accessing episodic memory. And then you could ask them. But you need to keep re-cueing that episodic memory. (Researcher 1)

Sub-Theme: Concerns Over Potentially Challenging or Sensitive Content. Some participants who have worked with vulnerable youth populations had concerns over some of the survey content, specifically around the topics of mental health, suicide, substance use, and dating violence. Traumatic stress and mental health challenges are often associated with involvement in child welfare and juvenile justice systems (Ko et al., 2008). Since the HRP-E is implemented in these settings, many of the youth participating have had previous adverse experiences. Consequently, they may be at increased risk of feeling some discomfort or distress when asked about certain events, particularly those associated with abuse and violence (Priebe et al., 2010). Therefore, it is reasonable that some participants, particularly community partners, had concerns over sensitive content. Participants noted that topics such as mental health, suicide, substance use, and dating violence might be challenging or particularly sensitive for youth who have had negative past experiences in these areas or are uncomfortable with the subject matter. Some participants also expressed the need to change or modify items due to the potentially challenging or sensitive content or adding a notice in the introduction of the survey that some questions might be upsetting.

I think at the front, you could consider, under the completing the survey is voluntary, you could consider maybe explaining, giving a piece on 'if you're not comfortable answering a question, just go the next one,' maybe explaining the potential situation like why they might not be comfortable. So, some of the material might be challenging to talk about or express your opinion on or something along that line. Just to kind of preface the survey because some of the topics might be challenging. But I think in just saying, if you're not comfortable, is a bit vague. So maybe just saying some of the questions might be challenging or upsetting even. (Researcher/facilitator 3)

One participant suggested omitting potentially challenging or sensitive items.

Item eight, 'does this scenario remind you of something that happened in your life or close friends' life?' So, what is the point of that, in the sense that all you're giving them is a response of yes or no? If they say yes. What does that do? It triggers to be thinking about something that may not be good to be thinking about, but there's nowhere that you

take them in this. So, do you even need that question? [That question] has to come out, I see it as potentially doing more harm than good. (Researcher 8)

So, when I get to this one. This one is about the 'I'm confident that I can identify signs or symptoms of mental health issues among my friends.' So, I think that's a pretty high bar. There's lots of us out there with PhDs and afterwards, you know, so I have my grad experienced practitioners and social workers shaking their head, saying, how did I not see that my spouse was depressed? How did I not see? I have all this clinical expertise. So, this is a really high bar. And I read the item, and I felt like it was a setup to fail in the sense that how could I ever in good faith actually say that I am confident. Right? If you've got people who are middle-aged, experienced practitioners who say, I'm not confident, I do my best, but I'm not confident that 100 percent of the time I would accurately figure it out. (Researcher 8)

Another participant suggested being mindful of the more challenging topics such as mental health and suicide that might inadvertently trigger some youth to think about their negative experiences.

One of the scenarios was kind of concerning. In fact, I think it might actually hit really close to home for one of the participants. [He could] maybe be writing about his life in this scenario even. Like it's really close to home. So that would be my concern about that one. I just thought that it was maybe a little. They might respond a little bit to that one. So that was scenario B. (Facilitator 6)

When asked whether the scenario inferring to suicide should be removed, the participant said that removing it may not be necessary, but that we do need to be mindful and have support for youth who connect with some of these more challenging topics.

I just think that we need to be mindful I guess that this one might be one that is responded to a little bit, with kind of a bit of emotion attached to it. And like I said, it seems kind of quite parallel with the life of one I've worked [with], two of our participants actually, but the one particularly is a male, and some really heavy things are going on in their home. And I thought, oh, that sounds like them. So that was my only concern with that particular question, that I was the only one that kind of made me bristle a little, I guess. And maybe that was with him in mind. (Facilitator 6)

Sub-Theme: Support with Survey Completion. Due to some youths' high needs, low literacy, or potential concerns with challenging topics, support from their facilitators to complete the survey may be necessary, as highlighted by some participants, particularly those who are

community partners. Although youth should be familiar with the content of the survey, as they have already finished the program before completing the survey, it may be necessary for a facilitator to scribe, read-aloud, or clarify items for understanding. Along with support for completing the survey, participants also expressed that accommodations may need to be made for youth, such as providing space, extra time, or alternative options such as having a paper survey (versus completing it online).

I think there would be a benefit to having somebody there to even prompt them not necessarily with the answers, but maybe even just [saying to the youth] “just slow down and take your time.” If you could have somebody there, you know, when you see them or not. Many of them [have] really high needs, [and are] easily agitated. If you had somebody there, it’s OK. It’s going to take a few minutes. (Facilitator 6)

I think the advantage of having a day [to do the survey] that’s not the group day too... they don’t know who is completing it and who’s not completing it. Whereas if we did do it on a group day, it’s going to be obvious who’s doing the survey, who’s not doing the survey. And I think that was an issue with other researchers. (Facilitator 6)

This participant also suggested that paper surveys may best suit the youth at their organization.

Flexibility in data collection was important to this participant. Both paper and online versions (via Qualtrics survey software) of the survey are made available to accommodate organizations.

So, it might be beneficial to do a paper survey. A lot of the youth are going to be using their school email address, which they won’t have access to in summertime as well. And it might not go year to year. So, you might not have a long term ability to connect with them. (Researcher/facilitator 7)

Participants who are community partners also discussed accommodations already being made for youth to complete other surveys at their organization. A participant noted that they schedule a period for youth to complete the survey and additional time if youth need support with reading and understanding questions or navigating complex topics, “*I am scheduling with that in mind. I do a single session just for the surveys with all of the youth*”

(Researcher/facilitator 7). Since the community partners work directly with youth on a daily

basis, they were more concerned with accommodations and supporting youth while they are completing the survey than were the other participants.

Theme: Positive Qualities of the Survey. The second overarching theme encompassed the positive feedback that all participants provided in support of the developed survey. In the focus group and interviews, participants expressed their support of a one-time retrospective survey for youth, their approval of many items in the survey, and their agreement with the survey being a face-valid measure of the HRP-E. This major theme includes the instances where participants noted any positive qualities regarding the survey.

Sub-Theme: Benefits of Retrospective Surveys. In their responses, many participants, particularly those who are researchers, provided examples of why a retrospective survey may be beneficial. Participants' responses included the issue of response-shift bias. In particular, participants noted that response-shift bias is prevalent in programming or skills training and that pre-post surveys may not accurately capture participants' learning. "*We do see the opposite [in pre-post surveys] where people feel very confident and learn the material and feel less confident*" (Researcher/facilitator 3). "*[Response-shift bias] happens with social skills training all the time. Kids think they know social skills [at pre]*" (Researcher/facilitator 2). "*[Response-shift bias] also happens with safety education in hospitals and other institutions*" (Researcher 1).

Participants also expressed the need for a feasible survey for youth and the usefulness of this survey as a resource for evaluating the HRP-E. Participants were pleased that a retrospective survey could be an alternative way of obtaining participant data and evaluating programming without using traditional pre-post surveys.

I mean, I think the whole idea of doing a retrospective pre-post is wonderful. I think the survey itself is its biggest strength. I think it's going to be such a helpful tool for program evaluation, and they'll actually capture a lot of stuff that you can't capture in a traditional just pretest-posttest. (Researcher 1)

[The survey] looks good. Just a couple of things [to revise] and I'm excited. I think it's cool you're doing this. I think it can have really big implications if you can get quality data. Like, not having to always do the pretest because it's so hard sometimes.
(Researcher 9)

And having an idea of what their own measurement of success is [beneficial]. Because, how do we evaluate otherwise? I mean, you know, you maybe hear from workers if youth are doing better in school or doing better in their peer relationships and that sort of thing. But mostly, I think we need to have self-reporting from them to hear what kinds of changes are happening. (Facilitator 6)

Finally, I asked the three participants from community organizations whether the survey would be practical to use in their settings, and all three responded positively. In particular, two participants from community organizations stated that if the length was reduced and some of the language was changed, then it would be a practical survey for their youth. *"If it's shortened and the language is changed, then yes, I think so"* (Researcher/ facilitator 7).

Sub-Theme: Survey's Relevance to HRP-E. Participants saw the alignment between the survey's content and the material in the HRP-E. In the focus group and interviews, participants shared their views that the survey is representative of the HRP-E. *"[The survey] seems to have a lot of face validity reading through the items. [The items] seem like the types of things you would hope the program would show a pre-post change in"* (Researcher 1). The survey's face validity and alignment to the program material is important to consider, as the variables being evaluated in the survey should match the concepts that the program targets. In evaluating the HRP-E, we must examine changes in knowledge, self-efficacy or behavioural intentions that are relevant to the program's teachings. A survey that directly aligns with the program material (i.e., a face-valid survey) also supports participants completing the survey to more easily understand what is being asked of them since they will be able to connect the survey material with program topics.

Participants who were both researchers and facilitators of the HRP-E agreed that the survey matched the program's key topics. *"I think it definitely captures most, if not all, of the things that HRP at least attempts to target in the interventions"* (Researcher/facilitator 2). *"I think you really cover all of the things that we talk about [in the program]"* (Researcher/facilitator 5). *"I think it connects really, really well with the HRP and the content that's in the program"* (Researcher/facilitator 3). *"I think the most important thing coming out of those [HRP-E] sessions is understanding help-seeking. So where look for help, how to find support. And there's items in [the survey] about help-seeking already. So, you've got that covered"* (Researcher/ facilitator 7). A program facilitator also noted the survey's relevance to the HRP-E, *"I think it's super relevant to the program and the youth that we serve and it's definitely a measure of the program"* (Facilitator 6).

Revision Decisions

Once transcripts were read, re-read, coded, and major themes were analyzed, the suggested revisions were implemented to develop a finalized version of the survey (see Appendix M for Survey 1). Decisions on which suggestions and revisions to implement were left to my discretion, with direction from my supervisor. The feedback applied to revise the survey required alignment with the goal of the project, to develop a feasible survey for community organizations and youth participating in the Healthy Relationships Plus – Enhanced program.

Feedback Implemented

Survey Length. One major concern expressed across all participants was the survey's length. Particularly, participants had concerns that the survey would take over 30 minutes to complete, and that youth would feel overwhelmed and unmotivated to complete it due to its lengthiness. *"Look what I wrote in my working notes: too long for some youth. It's the client*

population we work with. My suggestion to you is, overall, is think about how you can maybe streamline this ...” (Researcher 8). A researcher/facilitator discussed the CSMH’s HRP-E pilot survey for reference of length. The participant discussed how a survey claiming to be 30 minutes underestimates the amount of time it would actually take youth who may have higher needs.

I’ve done the pre surveys with one group so far. And the 30-minute timeline is not accurate for the youth that we work with. For one youth, [it] took him about 45 minutes to get through the survey. And the second youth was about 35 minutes. So, they are higher needs, the ones that we’re working with. So, 30 minutes is a little bit of an underestimation. (Researcher/facilitator 7)

With all edits made, Qualtrics survey software estimates the survey completion time for the finalized survey to be 15.9 minutes.

Open-ended Questions. Open-ended questions were well-liked. However, there were concerns about the amount of time that the youth would take to answer them. Some participants suggested re-working or cutting down on the number of open-ended questions. *“I just would worry that [youth] would be overwhelmed with the number of questions”* (Facilitator 6). *“I was torn on these open-ended questions. I thought that for the population we work with. This is where we’re taking this now into an hour-long process”* (Researcher 8). *“These [questions] totally, they’re great questions, but I just might try and narrow it down”* (Researcher 9).

But also, even when we look at question 4 and 10 (for the open-ended), there’s like three sentences that they have to dissect and understand. So, I don’t know if it’s possible just to simplify, not just the language, but the way that the information is presented. (Researcher 4)

They’re all good [questions]. These last like questions three to nine, they’re going to be slow. [The youth] really think about it and then they start writing, and they get distracted, I don’t know that you’re going to be able to include all of these [open-ended questions]. (Researcher 9)

The suggestion of removing most open-ended questions was integrated as it aligned with the project’s goal for a more feasible survey. Having youth complete several open-ended

questions would not be feasible, as this would increase cognitive effort and the amount of time it would take to complete the survey. Open-ended or “free-response” questions also tend to be burdensome to some respondents, so it is best to limit them (Synodinos, 2003). The initial survey included 11 open-ended questions, and the final version of the survey only includes two. One question prompted respondents to think about their knowledge before the program and to reflect on anything that they may have answered differently. The second open-ended question was an open response if participants wanted to add any other comments about their experiences participating in the HRP-E, as suggested by Researcher 9.

I might try to [ask], ‘What would you like to see different?’ just so [the youth] don’t feel like you’re just asking for positive stuff. You know, [at] the end, you could put ‘Comments: e.g., what would you like to see different?’ so you don’t have to add another question. (Researcher 9)

Likert-scale Items and Matrixes. Participants also had concerns over the number of Likert-scale items and the formatting of the Likert-scale matrixes. Participants thought that there were too many Likert-scale items and that some were repetitive and should be removed or condensed. The original Likert-scale matrixes included upwards of 19 items per section (i.e., knowledge, self-efficacy, and behavioural intentions), which participants felt was overwhelming to look at, “*I think when you first look at [the survey], it’s a bit overwhelming*” (Facilitator 6). Additionally, the original Likert-scale matrixes were not separated onto different pages, but were instead continuous from one page to the next. The youth had also previously provided feedback to their facilitator about a different survey they completed, noting that it was too long. “*There [were youth saying], ‘I just kept skipping’ or ‘I didn’t finish’ or ‘it got long,’ and that’s why I’m giving you that feedback because that’s what [the youth] were saying*” (Facilitator 6). The facilitators’ feedback about reducing the number of Likert-scale items was taken into

consideration for the finalized survey. The final survey consists of two sets of five Likert-scale matrixes with seven items.

Language. Another common suggestion from participants was that the language of the items needed to be simplified. The wording was too complex for many items in the survey and thus would not be easy for the youth to comprehend. Straightforward revision suggestions such as fixing typos, clarifying items, and simplifying language were applied to the survey.

Response Reflection Questions. The initial draft of the survey included a response reflection portion to use as a potential verification of survey respondents' answers. One participant from a community organization was strongly opposed to having these reflection questions in the survey. This participant stated that these questions might damage a sense of trust that we have in youth responding to the survey items.

So, then the questions at the end about 'I told the truth.' Again, I would take that out. That's your sort of a researcher cross-check. For this target audience, it's more time, and you're going to lose them. And for many of them, well, what we've messaged in programming as part of our relationship [is], 'We have confidence in you, we implicitly trust you.' Because we're saying to the youth, 'We're building some skills, and we're supporting you to go off and try something and come back and use it again.' And now they're hit with all these questions that risk looking like we don't trust them and it's going to reflect on their relationship with us. Because even though it's this sort of in the distance monolithic, there's somebody at Western who is collecting the data. Who do they have the relationship with? They have with [facilitator], or they have it with [facilitator], or they have it with [facilitator]. And that's whose relationship is going to be impacted by this being in their head. So, again, I would take that out. (Researcher 8)

That was a concern I had, that I didn't want it to negatively impact on the worker's relationship with the client. Many youth that we work with, because of their trauma histories, they have huge issues with trust. Often it takes a lot of work to build a trusting relationship. Sometimes we're the gateway to building that relationship and rebuilding it with schools and whatnot. I mean, some will have kids who they'd rather come see us than their probation officer. So, I'm just sensitive to not wanting to present something that creates risk and then that [youth-facilitator] relationship is jeopardized. (Researcher 8)

This participant's sentiment is in line with some principles of trauma-informed practice, those being developing and maintaining trustworthiness and transparency (Wilson et al., 2015) and developing a therapeutic alliance between the clinician/practitioner and the client (Knight, 2015). As could be the case in this participant's community organization, some clients may have worked hard to develop a mutual trusting relationship with a facilitator. Thus, we do not want any questions to elicit a sense of mistrust towards the youth and the credibility of their survey responses. For these reasons, the response reflection was omitted in the final version of the survey.

As part of the response reflection, survey respondents are also asked whether any questions on the survey made them upset. If respondents answer yes, they had the option to provide feedback on which question(s) made them upset and why. One participant (external researcher) stated that unless we have a formal protocol to support these youth if they say "yes," then it is best to leave a statement at the end of the survey noting that they may reach out for help from trusted adults (i.e., facilitators, youth workers, teacher, etc.) or contact a help line.

So, do you have a protocol for if they hit 'yes' the question made them upset? Because, what I do is I review all the surveys within 24 hours, and if someone hits yes, I read their open-ended feedback and we would only break confidentiality if it was immediate risk to harm or others. If you're not going to be doing that, I don't know if facilitators can do that. But if you're going to ask that then you need to have [a] protocol [in place]. Or, you could put please type out which questions made you upset and then in bold, note, 'This information will not be reviewed for several weeks, if you want help call this [phone] number.' Because then that would take the pressure off you. So that might be more reasonable in your situation. So it might be easier just to say, 'If you're upset no one is going look at this, but call this number.' (Researcher 9)

Since we will not have a formal protocol due to feasibility and confidentiality, I decided to remove this question and leave in the Kids Help Line phone number with a statement about where youth can seek support if they felt distressed.

Feedback Not Applied

Some suggestions were not implemented if they did not coincide with the objective of the overall project. Deciding on which revisions to put into place had to align with our goal—to develop a feasible survey for community organizations and youth. Below are decisions I made on particularly contradictory or challenging revision suggestions, and the process of deciding what to implement to the survey.

Demographic Categories. Participants from the focus group suggested adding more extensive, detailed categories regarding demographic questions into the survey. *“I think having some [more demographic] boxes that they could check off would give you some quantitative data also”* (Researcher/facilitator 3). Another participant from the focus group also suggested adding demographic items from established surveys *“If we’re thinking about sexuality and identity, I think the Trans PULSE [items] will be really good”* (Researcher 4).

Three participants from the focus group suggested adding an option for selecting ‘click all that apply’ when survey respondents identify their racial categories to cover those who identify as mixed-race.

I had a similar idea for the ethnic [demographic category], that if you’re mixed-race or you identify with multiple racial categories, there’s not really the option to do that here. So, I just suggested you could have a ‘click all that apply.’ If you didn’t want to click all that apply, you could have like a mixed-race box and then say like, what’s your ethnicity? (Researcher/facilitator 2)

Although obtaining and analyzing detailed demographics is interesting for measuring identity multiplicity and intersectionality, this suggestion was not implemented due to the nature of community organizations and the feedback received from participants working directly with youth in community organizations. In smaller organizations, obtaining detailed demographics from a participant can lead to a risk in dismantling confidentiality, as it may become apparent

which youth completed which survey. In addition, two participants from a community organization noted that completing detailed demographics questions will overwhelm or confuse the youth they serve, particularly if they have high needs and would result in lower survey completion.

You could take it out and worry less about the demographics and more about just trying to get a sense of do they have [the skills]. Because we, for our data that we will be able to describe and say, look, this is the range. This is what we sense the gender mix is. To the extent that we have the identity data, because if they're justice involved, they may have had to complete something else anyway. But we can give an overview narratively of some basic demographics, so you don't even have to ask this group. And then you're really just jumping into the, you know, it's about the intent of the program and what they got out of it. [Researcher/facilitator 7] would be able to say, you know, over the period of 18 months, this is kind of eye level where this group is from. (Researcher 8)

In the first [Trans PULSE questions from a separate survey], there were ten genders that you could choose from. One of my youth sat there for five minutes reading each and every one and being like, 'What is that?' You know, it was just really distracting for them. (Researcher/facilitator 7)

These two participants also noted that their organization obtains demographics data in other ways, and it would not be a priority to collect these data in the youth HRP-E survey, “*And I do keep a spreadsheet myself of ages [and] gender identification*” (Researcher/facilitator 7).

Contradicting feedback, such as the aforementioned example, had to be resolved by thinking about the goal of developing a feasible survey for youth and community organizations. Only two short demographic questions were added to the survey (gender and age) and placed at the end. The demographic questions were placed at the end because they are easy to answer, and it allows the beginning and middle sections of the survey to focus on items that take more time to process (Ikart, 2019).

Open-ended Questions. Some participants thought the open-ended questions in the initial survey had the potential to provide rich information alongside Likert-scale data. However, the decision was made to delete all open-ended questions except one. The decision to delete all

but one open-ended questions from the initial survey was because the brevity of the survey was emphasized as important by most participants, especially those who work directly with youth in community organizations. The open-ended questions required too much cognitive effort for the target population and posed a risk of overburdening participants and thus had the potential of getting lower completion rates. Again, the final survey included two open-ended questions—one new question and one from the initial survey.

Sensitive Topics (mental health, substance use, dating violence). Three participants voiced their concerns with topics such as mental health, suicide, and substance use being implemented in the survey. These participants were concerned that the topics would be potentially challenging for youth.

I don't know what you would potentially change it to, but there's a self-efficacy question. 'I'm confident that I can identify signs and symptoms of suicide.' And I just remember, with the [community partner] group that I facilitated. They had a really challenging time talking about suicide. I know it's just a Likert-scale, and you just click it off, but just the topic of suicide was challenging for them. And then off of that, I think question 6 there, 'In what way can substance abuse negatively affect a person's life?' Again, with the [community partner] group, I'm not saying that they should be excluded, but I mean, some of the youth may have been apprehended because of their parents' use of substances. So, it might be challenging for them. (Researcher/facilitator 3)

I was actually surprised to see anything in here about mental health and suicide—either pre or post. I would even suggest maybe just taking those right out. It's really just it's just a touch on as a backdrop to some other ongoing bigger key messages that want to be made about healthy relationships. So, I would actually take those out because otherwise, you've got to really worry, too, about wording them in a sensitive way and not wanting to trigger the youth. And there were items that I was absolutely confident would be triggering. Whereas the other stuff that I see in here is more grounded in what I would think of this more pre-post kinds of content like this. (Researcher 8)

Although mental health, suicide, and substance use are not the focus of the survey, the HRP-E discusses these topics and thus should be represented in the survey in some form. A compromise was made, where confidence regarding mental health topics was not asked—participants were concerned that this would be a difficult question to ask as mental health is so complex, and even

some adults lack confidence in the area. Instead, most mental health and substance use items were stated in the form of help-seeking rather than self-efficacy or confidence (e.g., I would ask for help from a professional or trusted adult if I was having a problem with alcohol or drugs). The items regarding mental health and substance use were also re-worded for clarity. Additionally, a warning was added to the cover page of the survey, indicating that some questions or statements in the survey may be challenging as they discuss mental health, dating violence, and substance use. Finally, our larger research team is working with a child protection agency to screen for youth readiness to participate in the HRP-E and providing an information sheet of considerations for counsellors to support their clients who are participating in the HRP-E.

HRP-E Terms. Another suggestion was made to revise survey items by describing activities rather than using HRP-E terms. Two participants noted that youth may not remember specific terms from the program and suggested describing them instead of using the actual HRP-E term.

The other thing I was thinking is that for a lot of the youth that I work with, recall for some of the terms just isn't there...So, some of the terms that you're using, even though they're accurate for the type of curriculum that we are giving to the youth, they're not going to remember the terms. So, ones that I'm noticing specifically with the kids, the negotiation, refusal, delay—they can't remember negotiation, refusal, delay, but they do remember the activities. So, if there's some way that you can get out of using those specific terms with them but still collect that data. (Researcher/facilitator 7)

However, two different participants thought that using terms from the HRP-E would be helpful to trigger youths' memory about the topics discussed. *"I think using the language [from the program], you know, refuse, delay, negotiate, reminds them of exactly the skills, so I see the value in using [those] words"* (Facilitator 6). *"And use the language that we use in the group. Like I like that you say, delay, refusal, like those words that we use [in the program]"*

(Researcher/facilitator 5). Since this feedback was conflicting, I decided to use terms from the HRP-E and also describe them for clarity. That way, youth who were familiar with the terms can more easily remember the activities, and youth who were not explicitly taught terms or would not remember them could see a clear description of what concept or topic the items are referring to.

Likert-scales. One participant suggested changing the design of the Likert-scale portion of the survey. Instead of having multiple Likert-scale matrixes within separate sections of retrospective pre and post, it was suggested that each retrospective pre and post item be placed together (pre and post for each item at the same time) because it would reduce the cognitive load.

So, I think retrospective thinking is a very added, it's a very demanding cognitive skill, and particularly we're working with our enhanced youth, who might have a lot of cognitive and academic interruptions. This might be a significant change to your instrument design, and some people might disagree, but I think it's much more easier rather than doing pre-post to assess each item at the same time. So, like ranking it. So, before the intervention, I would give myself ten on this scale. But after the intervention, I would give myself this. (Researcher/facilitator 2)

However, completing individual pre and post items directly after one another increases response bias because individuals may be more likely to want to demonstrate change for each item. Using this format would also increase cognitive load, as they would have to think about each individual Likert-scale item in a pre and post manner one item directly after the same item, unlike the drafted format where the pre and post Likert-scale items were in separate sections of the survey. To further reduce cognitive load and maintain the original format, I added stand-alone screens/spaces to cue youth about how they should be completing each section—either thinking retrospectively (pre) or thinking about themselves at the current moment (post). I also reduced the number of items within the matrixes and reduced the number of Likert-scale items in the survey in general to reduce survey length and cognitive load.

Scenarios. Another researcher suggested adding the scenarios in both pre and post sections of the survey to note direct changes in the way that youth answer.

These [scenarios can be done] pretty quick. The thing I thought if it be random. If you're doing [the survey] online, you can randomly assign a scenario, and then just make sure they just get one of the scenarios, and you make sure they get the same one at posttest. (Researcher 9)

However, adding the scenarios in both pre and post sections would be confusing for youth.

Youth would need to complete a set of questions by thinking retrospectively about how they would respond to a real-world scenario, then complete the same scenario thinking about how they would respond to the issue currently, after finishing the program. It would be too cognitively demanding to answer written questions thinking retrospectively about what they think they would have done in specific scenarios, unlike the simpler Likert-scale items.

Two Survey Versions. Two community partners suggested developing two different versions of the survey, a long and short version so that they could be tailored to youth depending on their circumstances. The participants suggested that the long version contain the Likert-matrixes, scenarios and all open-ended questions, and the short version should remove all or most open-ended questions. The participant felt that youth who have higher needs would benefit from a shorter version of the survey, such as the population their organization works with.

If you find that [our community mental health organization] is about really streamlining it because of our clients, but you know, another agency was like 'Oh yeah, you can leave [the survey as it is].' Maybe you can have two versions and two lengths. You'll have more in-depth data that you're getting from [another agency] because the group that they're doing is with youth out in the community who can come to the public library—they might be pretty high functioning and curious. They'll gladly sit and do the whole [survey], and it's a non-issue for them. If that's who the target audience is, they may not give you the kind of feedback that we gave. So, you might want to have almost like a short version and a long version. And their copy is the long version because it's going to that setting and the other one is going to [our community mental health organization] because our population needs the short version. (Researcher 8)

Long and short versions were not developed. Instead, only a shorter version of the survey was realized, omitting most open-ended questions.

Re-formatting. Finally, three participants suggested re-formatting the survey so that all the open-ended questions would be placed at the front because they would require a lot of thought and youth may be more motivated to complete them at the beginning. *“Just I think in terms of the ordering. Having open-ended questions at the end of the survey is pretty challenging. I wonder about popping those up front”* (Researcher/facilitator 3).

And if you’re not able to cut [open-ended] questions, how about following on from what [participant] said, where you could ask specifically about the knowledge at the beginning because they were switched on, and then asking about the very sort of mellow, what are your experiences at the end? So, you have open-ended, survey, open-ended. But the experiences actually close the entire survey. (Researcher 4)

But I was wondering, this is just my input, and there may be some differences of opinion, but I wonder if it made more sense to start with the more written questions. Or do you think the others would trigger some answers? I’m not sure. I would worry that they would get to the end and be over it. And I think that’s just a thought. (Facilitator 6)

However, since I ultimately decided to cut all but two open-ended questions, the Likert-scale items remained at the start of the survey. Additionally, one participant noted that any demographic questions should be at the end of the survey.

For this population, I would flip [demographics questions to the end] because if for some reason they bail, or they start to skip questions, you’ve at least got the core data to see...is this a person who feels like there was a difference made for them? So, I would take those [demographics], and I would put them at the end. (Researcher 8)

Only two demographic questions (i.e., gender and age) were kept in the survey and were placed at the end.

Discussion

The purpose of this study was to develop and gain feedback about a retrospective self-assessment survey for youth, with the goal of implementing the revised survey in community

organization settings in the next study. The first phase involved developing the survey. I developed the survey based on the HRP-E manual and previous HRP surveys. I followed guidelines regarding test construction literature and retrospective self-assessment designs to develop the survey based on best practices.

After an initial draft was developed, I recruited experts with a familiarity of the HRP-E to participate in a review of the survey. These experts participated in either a focus group or interview to provide feedback about the survey—particularly regarding its content, feasibility, and suitability for youth. The focus group and interviews were beneficial in gaining perspectives from experts that are familiar with both research aspects of programming and implementation of the program with youth. Participants' feedback was coded and analyzed to extract major themes and important considerations for developing a survey for community-based research. It is important to note that not all suggestions made by participants were implemented in the survey for the reasons discussed above.

Upon analyzing the participant data, Qualtrics survey software was used to develop online versions of the paper survey. I developed online and paper versions of the survey to accommodate the needs of partnering organizations and youth, as some organizations, in particular, have preference for one or the other. Again, two versions of the survey were developed for counterbalancing—a retrospective pre + post version and a post + retrospective pre version, with the content of both being the same.

Interestingly, some themes were picked up much more strongly by our community partners than by our internal team. For instance, community partners had strong thoughts about the accommodations necessary to complete the survey. This makes sense, as these individuals are on the front lines of community work with youth, and they have extensive experience in the

area. These individuals understand the types of accommodation youth would need to engage in research and complete surveys. Community partners also more strongly expressed the need to reduce the survey's length due to youths' high needs and potential challenges with literacy. Across the three community partners, the code *reduce survey length* was applied 18 times, compared to five times within our internal team, and three times from the external researcher. The internal team was the only group that suggested adding additional items to the survey, such as more detailed demographics; the team could have been more in tune to survey methodology or practices to gain as much data possible. Team members and researchers also expressed the benefits of retrospective surveys more than community partners did. However, this could also be due to familiarity with issues in survey methodology, such as response-shift bias.

All participants were able to highlight in some way that the survey must accommodate the needs of the youth that have been/will be participating in the Healthy Relationships Plus – Enhanced program. Youth who participate in the HRP-E may have complex needs, and the survey must be suitable for a wide range of youth, otherwise, the experiences and voices of the most vulnerable youth will continue to be excluded from program evaluation. Participants also acknowledged positive aspects of the survey that strengthen it.

In future studies, it would be beneficial to allow participants to review the updated survey draft after changes have been made, and continue to develop the survey iteratively to gain an even more refined measure. In the present study, two community partners reviewed the updated survey and approved the final version, as they requested it from me.

Moreover, it would be critical to ask additional community partners from different organizations to provide their feedback and suggestions because they work with different populations of youth. However, it seemed as though saturation was reached based on the current

interviews. Even so, the participants' feedback from this first study allowed me to make important revisions to the survey that would better suit the needs of youth and community organizations.

Limitations

Although this study presents important findings, it had some limitations. First, it could have been beneficial to recruit youth at the outset to review the drafted survey in order to get their feedback. This would allow youth to add their voice into the survey development phase and would provide a more formal face validity check and could help to examine content validity (Hanberg et al., 2019). However, since youth do not have experience with survey design, having them do the survey first before providing feedback may increase the relevancy of their feedback. Gaining youths' feedback on the survey will be done in the future stages of the project.

Second, additional community partners should be contacted in the future to gain their perspectives on our developed survey. In the present study, only three community partners were available to provide their expertise and feedback. It would be crucial to gain different perspectives from other organizations serving distinct populations of youth.

Though focus groups provide a space where a group of recruited experts in a field can participate in a planned discussion and share their thoughts about a particular issue (Hollis et al., 2002), they can have some weaknesses. Focus groups create the potential for censoring and conforming, which may result in groupthink where responses might be tailored to agree with the perceptions of the other group members (Hollis et al., 2002). To limit censoring and conformity with the focus group, I stated at the start the importance of honest feedback, thoughts, and opinions, and to share anything that came to mind, positive or negative because this would ultimately help improve the survey.

Although the initial survey and interview questions were provided to the participants at least five days before their scheduled interview, the responsibility was on the participants to look over the survey carefully before the interview to provide appropriate, informed feedback. If participants did not have a chance to carefully examine the survey prior to their interview, their feedback could be incomplete. Moreover, I have working relationships with most participants. This can also introduce bias, as participants could be modifying their responses, purposely or not, to satisfy my study.

Finally, thematic analysis involves the active interpretation of the researcher handling the data, as themes do not simply emerge (Braun & Clarke, 2006). The primary researcher plays a creative and active role in identifying patterns/themes, choosing themes of interest, and reporting them to readers (Braun & Clarke, 2006). Therefore, thematic analysis may involve some bias on my part. If feasible, a secondary coder should be used for future analyses to mitigate potential bias.

Future Directions

An important direction for future research will be to complete a larger field test of the survey with youth in community organizations as was initially intended. Completing a pilot study with this revised survey will also determine the feasibility of a future larger study with the survey. Along with field testing, a subset of youth will be recruited to participate in interviews to gain their feedback about the survey and their experience completing it. Youth interviews will also allow the youth to share their experiences about the HRP-E as a whole and the skills they potentially gained. Facilitators of youth who have completed the HRP-E and our survey will also be recruited to complete an implementation survey at the end of the program to share their experiences implementing the program. Finally, future research will include triangulation of

youth surveys, youth interviews, and facilitator implementation surveys to uncover important similarities or differences in the datasets and highlight significant findings from the survey.

The objective of the future study will be to pilot the finalized survey and conduct preliminary validation analyses by means of across-method triangulation (Floyd, 1993), also known as between-method triangulation (Kimchi et al., 1991). Across-method triangulation involves using both quantitative and qualitative data collection methods. In the future study, quantitative data will consist of the youth surveys (Likert-scale items) and facilitator implementation surveys. Qualitative data will consist of youth interviews and open-ended responses to some survey questions. Individual youth interviews may support convergence to highlight significant findings from the survey. Methodological triangulation can also help enhance validity if the different data collection methods produce convergent findings (Adams et al., 2016). Specifically, we may be able to see changes in youths' knowledge, skills, and attitudes by the end of the program.

Implications

Social service organizations focused on assisting the most vulnerable populations often do not have the time, resources, or expertise to conduct rigorous evaluation efforts for implemented programs. Alternatively, if they are using a program that has been found to be evidence-based in the context of an RCT, they may be more interested in monitoring ongoing impacts of the program versus trying to establish efficacy. Retrospective self-assessments may be one solution to help understand the effects of a program on participants while at the same time using a real-world approach to program evaluation to work through the barriers that community organizations may face.

This project also strongly considers youths' effort in research participation. Our goal of creating a more user-friendly survey will make measures more accessible to a wider range of youth voices. Youth will not be required to read through and complete a lengthy measure for their thoughts and opinions to be recorded. By providing a feasible, real-world measure, we may produce a more respectful form of program evaluation with vulnerable youth populations.

The retrospective survey was designed to assess questions about knowledge, perceived self-efficacy, help-seeking, and behavioural intentions related to HRP-E content. For community organizations looking to use our developed survey for evaluation of the HRP-E, the tool may help to answer certain questions around youths' changes in these areas. The scenario questions can also answer questions about how youth are able to apply the skills they learned from the HRP-E to real-world scenarios. Furthermore, the open-ended questions may support organizations to provide qualitative information for reporting on the HRP-E around successes and benefits, suggested improvements, or general program feedback from youth.

Fourth R programs are used from coast to coast to coast in Canada and beyond. The Centre for School Mental Health often gets requests for an evaluation measure by different organizations implementing the programs. In some of these cases, we are contacted by people who want to apply for funding, and they need to provide an evaluation plan as part of their proposal. In cases where comparison groups are not feasible, and there are logistical constraints, we hope to provide a measure for these organizations to monitor the impacts, collect the data required for funders, and capture the story of the impact of programming for a broader stakeholder audience.

Very broadly, the study is one part of the larger literature aiming to bridge the gap between rigorous intervention research efforts and evaluation in real-world organizations.

The findings from this study have important implications for survey developers and program evaluators working with community organizations examining youth programming. Using the voices of experts—researchers and front line community workers, these findings present important considerations when developing a feasible survey for vulnerable youth populations and crucial feedback for the enhancement of our youth survey. In sum, the research team will be able to more confidently pilot this survey with youth in our next research phases because of the feedback and advice we received from researchers and community partners.

Conclusion

Due to the challenges that come with rigorous research procedures, community organizations may have more difficulty monitoring or evaluating programs implemented in their settings. As previously stated, monitoring of program effects for organizations is crucial in terms of accountability, ethical responsibility, program improvement, and receiving continual funding. Evaluation measures and activities are also critical for measuring a program's impact on youth on different outcomes. In work with vulnerable populations, there is a need for program evaluation to be more practical, efficient, and considerate of youths' time and effort in participation. The challenges that limit community organizations from participating in program evaluation research calls for a more feasible approach to evaluation in these settings.

The present study addressed the issues with rigorous evaluation in community settings and highlights one alternative method for program evaluation with respect to the Healthy Relationships Plus – Enhanced program. The use of this new survey could provide organizations with a potentially more efficient process of evaluation in terms of time and effort, while also curbing the issue of response-shift bias. I hope that this survey offers a practical approach for community organizations to engage in continuous program evaluation when more rigorous

methods are not realistic. Future research should continue to look into more feasible evaluation tools that are accessible to both community organizations and youth.

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Appendix A

Healthy Relationships Plus Enhanced Program Youth Survey (Initial Draft)

This survey includes questions about how you cope with stress, positive mental health and well-being, social supports, self-esteem, who you might seek support from, dating and dating violence, and questions about your identities. The survey takes approximately 30 minutes to complete. **There are no right or wrong answers.**

Take your time and be sure to answer each question based on what you really think. Please be as honest as you can – all of your answers are private and confidential and no one from home or school will see what you write. Your name is not included on any part of this survey and it will not be used in any report.

Completing this survey is voluntary. At any time, you can choose to stop the survey or not answer a particular question. If you are not comfortable answering a question just go on to the next one. Completing the survey has no influence on your participation in any other programs.

Please create a 6-digit ID for yourself using the first initial of your middle name (If you do not have a middle name, write X), the first initial of your first name, the day of your birth, and the last two digits of your phone number. For example, CM0365.

This will **not** link your responses to your identity.

1) How old are you, in years?

Drop down list of 12 – 25

2) How many months has it been since your last birthday?

Drop down list of 1 – 12

3) What is your gender?

Female

Male

You do not have an option that applies to me. I identify as (please specify)

4) Please select the group(s) that best describe you:

<input type="radio"/>	African/Caribbean
<input type="radio"/>	East Asian (e.g., China, Taiwan, Hong Kong, Japan, South Korea, North Korea, etc.)
<input type="radio"/>	Filipino
<input type="radio"/>	First Nations
<input type="radio"/>	Inuit
<input type="radio"/>	Latin American
<input type="radio"/>	Métis
<input type="radio"/>	Middle Eastern/West Asian (e.g., Afghanistan, Israel, Iran, Palestine, Saudi Arabia, Syria, etc.)
<input type="radio"/>	South Asian (e.g., Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka, etc.)
<input type="radio"/>	Southeast Asian (e.g., Cambodia, Thailand, Vietnam, Indonesia, Laos, Malaysia, Philippines, etc.)
<input type="radio"/>	White/Caucasian
<input type="radio"/>	Don't know/no answer
<input type="radio"/>	Other, please specify: _____

Retrospective Pre + Post Survey

- Please reflect on your knowledge or thoughts about the topic BEFORE you started the program. It is important to answer the statements **honestly**.
- Please be aware that the responses range from *strongly disagree* to *strongly agree*. There is also an option to select "I don't know."
- Again, think back on your knowledge or thoughts BEFORE you started the program.

Please check (v) the box that is the best answer.

	BEFORE you started the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
Knowledge					
I am aware of how stereotypes and gender roles may affect how someone is treated by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how outside influences affect relationships (i.e., the media, gender stereotypes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the positive qualities to look for in new dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how friends/ family/ dating partners may influence my actions, thoughts, and behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what it looks like when someone wants power and control in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how substance misuse can have a negative influence on a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the impact that substance use/abuse may have on a person's life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why a harm reduction approach can be useful in some cases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the difference between conflict and violence in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what a healthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what an unhealthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the early warning signs of dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to talk to a friend who is in an abusive relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the warning signs of exploitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the connection between healthy relationships and good mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the skills to use when I want to help a friend in crisis/conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I know the skills to use if I have to break up with someone in a respectful, healthy way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of what equality looks like in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my personal boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-efficacy					
I am confident that I can think critically about the messages shown in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use healthy strategies to cope with life stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can choose a positive dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can make a safety plan if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help a friend if substance use is having a negative impact on their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can handle a situation where my consent is being ignored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use assertive communication to voice my needs, concerns, and thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can effectively make an apology when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use delay, refusal, and/or negotiation in a situation where I feel pressured or in a situation of conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could help a friend who is facing a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can identify signs/symptoms of mental health issues among my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can identify signs/symptoms of suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can recognize if I was having mental health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help a friend who is having a problem in their relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that I can remain calm in a heated situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can resist pressure to do something (e.g., drugs, fight) that could get me in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to keep myself safe in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to keep myself safe if I am using substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to seek help for myself or a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioural intentions					
If I was having a personal problem with alcohol or drugs, I would ask for help from a friend, professional, or trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I was having a mental health issue, I would ask for help from a friend, professional, or trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in a situation where I feel pressured, I will use delay, refusal, or negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would make a genuine apology if I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use assertive communication to voice my needs, concerns, and thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would stand up for myself if I was being treated unfairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would walk away from a fight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy relationship with someone I was dating or going out with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy relationship with a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Post + Retrospective Pre Survey

- Please reflect on your knowledge or thoughts about the topic NOW, after going through the program. It is important to answer the statements **honestly**.
- Please be aware that the responses range from *strongly disagree* to *strongly agree*. There is also an option to select "I don't know."
- Again, think about your knowledge or thoughts NOW, after you have completed the program.

Please check (v) the box that is the best answer.

	NOW, at the end of the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
Knowledge					
I am aware of how stereotypes and gender roles may affect how someone is treated by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how outside influences affect relationships (i.e., the media, gender stereotypes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the positive qualities to look for in new dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how friends/ family/ dating partners may influence my actions, thoughts, and behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what it looks like when someone wants power and control in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how substance misuse can have a negative influence on a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the impact that substance use/abuse may have on a person's life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why a harm reduction approach can be useful in some cases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the difference between conflict and violence in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what a healthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what an unhealthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the early warning signs of dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to talk to a friend who is in an abusive relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the warning signs of exploitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the connection between healthy relationships and good mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the skills to use when I want to help a friend in crisis/conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I know the skills to use if I have to break up with someone in a respectful, healthy way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of what equality looks like in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my personal boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-efficacy					
I am confident that I can think critically about the messages shown in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use healthy strategies to cope with life stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can choose a positive dating partner/friend	<input type="radio"/>				
I am confident that I can make a safety plan if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help a friend if substance use is having a negative impact on their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can handle a situation where my consent is being ignored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use assertive communication to voice my needs, concerns, and thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can effectively make an apology when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can use delay, refusal, and/or negotiation in a situation where I feel pressured or in a situation of conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I could help a friend who is facing a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can identify signs/symptoms of mental health issues among my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can identify signs/symptoms of suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can recognize if I was having mental health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help a friend who is having a problem in their relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can remain calm in a heated situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am confident that I can resist pressure to do something (e.g., drugs, fight) that could get me in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to keep myself safe in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to keep myself safe if I am using substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to seek help for myself or a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioural intentions					
If I was having a personal problem with alcohol or drugs, I would ask for help from a friend, professional, or trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I was having a mental health issue, I would ask for help from a friend, professional, or trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am in a situation where I feel pressured, I will use delay, refusal, or negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would make a genuine apology if I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use assertive communication to voice my needs, concerns, and thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would stand up for myself if I was being treated unfairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would walk away from a fight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy relationship with someone I was dating or going out with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy relationship with a friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of how stereotypes and gender roles may affect how someone is treated by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how outside influences affect relationships (i.e., the media, gender stereotypes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the positive qualities to look for in new dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenarios

Scenario A: Taylor is always texting her boyfriend in class and they spend all their spare time together. Taylor seems happy, but she has started to distance herself from her figure skating team and stopped doing homework regularly. She always has to ask her boyfriend for permission before she hangs out with any of her friends, including you.

Questions

1. In scenario A above, do you think Taylor is having a social, emotional, or mental health problem?
- | | |
|-----------------------|-----------------------|
| Yes | No |
| <input type="radio"/> | <input type="radio"/> |

2. **If yes**, in a brief response please describe the problem you believe Taylor is facing.

3. Do you think Taylor needs help from someone to cope with what is going on?
- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Definitely | Probably | Maybe | No |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. If you think they need help, whom would you recommend to them?

5. If Taylor was your friend, what could you do to help them?

6. Reflecting on question 5, how likely are you to help Taylor?
- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Definitely | Probably | Maybe | No |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. How realistic do you think the scenario with Taylor is?
- | | | | | |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not very realistic | | | | Very realistic |
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Scenario B: Jordan is 14. He is teased and picked on because he is smaller than the other guys in his grade 9 gym class. People think he is gay and his friends know this and make fun of him for it. At home, Jordan often feels like he is an annoyance to his mother. They never have enough money to do anything fun. Jordan is wondering if there is a purpose to his life anymore, or if he would be better off dead.

Questions

1. In scenario B above, do you think Jordan is having a social, emotional, or mental health problem?

Yes	No
<input type="radio"/>	<input type="radio"/>

2. **If yes**, in a brief response please describe the problem you believe Jordan is facing.

3. Do you think Jordan needs help from someone to cope with what is going on?

Definitely	Probably	Maybe	No
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you think they need help, whom would you recommend to them?

5. If Jordan was your friend, what could you do to help them?

6. Reflecting on question 5, how likely are you to help Jordan?

Definitely	Probably	Maybe	No
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How realistic do you think the scenario with Jordan is?

Not very realistic 1	2	3	4	Very realistic 5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-ended questions

1. What was the most important thing that you learned in the program? Why was this the most important?

2. Which skills learned from the program do you use or think will use the most often?

3. Name three healthy things you can do to cope with stress.

4. Which is the most effective way to communicate: using passive communication, assertive communication, or aggressive communication? Provide two reasons for your choice.

5. How do your relationships and your mental health affect each other? How are they connected?

6. In what ways can substance abuse negatively affect a person's life?

7. What can you do to help a friend who is in an unhealthy relationship?

8. If you had a friend that you thought was depressed, how would you support your friend?

9. What are some important things to consider if you are ending a relationship with someone who has been violent towards you in the past?

10. Could you tell us about a time when you used a skill that you learned from the HRP? Or, think back to a time where a situation did not go as planned, and how your newly learned skills could have helped in that situation.

11. Do you think that this program increased your ability to form healthy relationships?

Yes	No
○	○

Comments:

If you have any other comments about the HRP, please write them below.

Response Reflection

Thinking about your responses on this survey, please answer the following questions:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I told the truth on this survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The answers I have to questions on this survey were true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I paid attention to how I answered questions on this survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No		
Did any of the questions on this survey make you upset?	<input type="radio"/>	<input type="radio"/>		

If yes:

Please provide feedback on what question(s) made you upset and why:

Debrief

Thank you for participating in this survey. If you are feeling uncomfortable about any of the topics raised in the survey, we encourage you to talk to a trusted adult (e.g., youth worker, youth group leader, teacher, etc.). Youth can also access the Kids Help Line if they wish to talk to a supportive adult at any time of the day or night at [REDACTED].

Appendix B

Internal Team Letter of Information and Consent Form



Internal Team Letter of Information and Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Study Information

You are being invited to participate in this study as a research team member at the Centre for the School Mental Health. We are conducting focus groups to gain feedback on a newly developed survey that will assess the impact of the Healthy Relationships Plus Program for youth.

Study Procedures

If you agree to participate, we will invite you to participate in a focus group. You will be provided with a survey via email before the scheduled focus group. During the focus group, you will be asked questions about the survey's content and your recommendations to improve it. The focus group will last approximately one hour and will take place at Western University. It is mandatory for the focus group to be audio-recorded to accurately capture your responses. The information provided in the focus group will be used to make changes and improvements to our new survey. A researcher will take notes to record participants' comments. The data from the focus groups will be reported as summarized group data and are not linked to your identifiable information. Direct quotes may be used in the reported findings but will not be linked to your identifiable information.

Possible Risks and Harms

There are no known or anticipated risks or discomforts associated with participating in this study.

Possible Benefits

There are no personal benefits for participating in this study. The information provided by you will help us develop surveys to evaluate the impact of the Healthy Relationships Plus Program for youth.

Voluntary Participation

Participation in this study is voluntary. You may refuse to participate with no effect on your involvement in the Healthy Relationships Plus Program or any other programs. You do not waive any legal rights by signing this consent form. You may refuse to answer any specific questions at any time. You have the right to withdraw from the study at any time. If you would like to withdraw from the study, please contact the research team listed below. However, in the event you choose to withdraw from the study after the focus group, we will not be able to remove your information because it is not linked to your personal information.

Confidentiality

All data collected will remain confidential and is only accessible to authorized staff at the Centre for School Mental Health at Western University. Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus

groups prevents the researchers from guaranteeing confidentiality. The researchers would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others.

Your data will be kept on a secure server through the Centre for School Mental Health for a period of seven years and then it will be destroyed. The Trint and Dedoose software used to transcribe and analyze the data are encrypted and located in secure servers based in the United States. Following transcription, the audio files will be destroyed. All data collection from this study will be destroyed after seven years. Representatives of the University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

Compensation

You will not be compensated for participating in the focus group.

Consent

To indicate your consent, please fill out the attached consent form.

Contacts for Further Information

If you have any questions about your participation in this research please contact the principal investigator, Dr. Claire Crooks ([REDACTED]) or research assistant, Maria Ibanez ([REDACTED]).

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics ([REDACTED]). This office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

Please keep a copy of this letter for your records.



Internal Team Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Contact Information: [REDACTED]

I have read the Letter of Information and understand what I have read. The study has been explained to me and all questions have been answered to my satisfaction. My signature indicates that I consent to participating in this study:

Your Name (please print): _____

Your Signature: _____

Date: _____

My signature indicates that I have explained the study to the research participant named above and I have answered the participant's questions.

Researcher's Name (please print):

Researcher's Signature:

Date:

Appendix C

Facilitator Letter of Information and Consent Form (Online via Qualtrics)



Facilitator Letter of Information and Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Study Information

You are being invited to participate in this study as a facilitator of the Healthy Relationships Plus Program. We are holding interviews with facilitators to gain their feedback on a newly developed survey that will assess the impact of the Healthy Relationships Plus Program for youth.

Study Procedures

If you agree to participate, we will invite you to participate in an individual interview. You will be provided with a survey to look over, and we will then ask you questions about the survey's content and your recommendations to improve it. The interview will last approximately one hour and will take place in a private office at your location or over the phone. It is mandatory for the interview to be audio-recorded to accurately capture your responses. The information provided in the interview will be used to make changes and improvements to our new survey. Interview responses will not be linked to your identifiable information. Direct quotes may be used in the reported findings but will be reported as aggregated data and will not be linked to your identifiable information.

Possible Risks and Harms

There are no known or anticipated risks or discomforts associated with participating in this study.

Possible Benefits

There are no personal benefits for participating in this study. The information provided by you will help us develop surveys to evaluate the impact of the Healthy Relationships Plus Program for youth.

Voluntary Participation

Participation in this study is voluntary. You may refuse to participate with no effect on your involvement in the Healthy Relationships Plus Program or any other programs. You do not waive any legal rights by signing this consent form. You may refuse to answer any specific questions at any time. You have the right to withdraw from the study at any time. If you would

like withdraw from the study, please contact the research team listed below.

Confidentiality

All data collected will remain confidential and is only accessible to authorized staff at the Centre for School Mental Health at Western University. Electronic data will be stored on a secured server at Western University. The Trint and Dedoose software used to transcribe and analyze the data are encrypted and located on secure servers based in the United States. Following transcription, the audio files will be destroyed. Following transcription, the audio files will be destroyed. All data collection from this study will be destroyed after seven years. Representatives of the University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

Compensation

You will not be compensated for participating in the interview.

Consent

To indicate your consent, please fill out the consent form on the following page.

Contacts for Further Information If you have any questions about your participation in this research please contact the principal investigator, Dr. Claire Crooks ([REDACTED]) or research assistant, Maria Ibanez ([REDACTED]).

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics [REDACTED]. This office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

Please keep a copy of this letter for your records



Facilitator Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Contact Information: [REDACTED]

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. **Please check which activities you agree to participate in:**

I agree to participate in an interview.

I consent to direct quotes being extracted from the audio-recorded interview for the reporting and analysis of data. To ensure your confidentiality and anonymity direct quotes will not be linked to identifiable information.

By checking this box and typing my name below, I am electronically signing this consent form.

Your name:

Date:

If you consented to participate, **please provide your email address below.** It will be used to schedule an interview.

Please click the arrow to the right below to submit your consent form.

Appendix D

External Researcher Letter of Information and Consent Form (Online via Qualtrics)



Researcher Letter of Information and Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Study Information

You are being invited to participate in this study as a researcher who is familiar with the Fourth R/Healthy Relationships Plus Program. We are holding interviews with researchers to gain their feedback on a newly developed single-point survey for youth that will assess the impact of the Healthy Relationships Plus Program.

Study Procedures

If you agree to participate, we will invite you to participate in an individual interview. You will be provided with a survey to look over, and we will then ask you questions about the survey's content and your recommendations to improve it. The interview will last approximately one hour and will take place in a private office at Western University or over the phone. It is mandatory for the interview to be audio-recorded to accurately capture your responses. The information provided in the interview will be used to make changes and improvements to our new survey. Interview responses will not be linked to your identifiable information. Direct quotes may be used in the reported findings but will be reported as aggregated data and will not be linked to your identifiable information.

Possible Risks and Harms

There are no known or anticipated risks or discomforts associated with participating in this study.

Possible Benefits

There are no personal benefits for participating in this study. The information provided by you will help us develop surveys to evaluate the impact of the Healthy Relationships Plus Program for youth.

Voluntary Participation

Participation in this study is voluntary. You may refuse to participate with no effect on your role in any research projects. You do not waive any legal rights by signing this consent form. You may refuse to answer any specific questions at any time. You have the right to withdraw from

the study at any time. If you would like withdraw from the study, please contact the research team listed below.

Confidentiality

All data collected will remain confidential and is only accessible to authorized staff at the Centre for School Mental Health at Western University. Electronic data will be stored on a secured server at Western University. The Trint and Dedoose software used to transcribe and analyze the data are encrypted and located on secure servers based in the United States. Following transcription, the audio files will be destroyed. Following transcription, the audio files will be destroyed. All data collection from this study will be destroyed after seven years. Representatives of the University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research.

Compensation

You will not be compensated for participating in the interview.

Consent

To indicate your consent, please fill out the consent form on the following page.

Contacts for Further Information

If you have any questions about your participation in this research please contact the principal investigator, Dr. Claire Crooks ([REDACTED]) or research assistant, Maria Ibanez ([REDACTED]).

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics [REDACTED] [REDACTED]. This office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

Please keep a copy of this letter for your records



Researcher Consent Form

Project Title: Exploring the Validity of a Single Point Survey to Evaluate the Effects of a Healthy Relationships Program (114293)

Principal Investigator: Claire Crooks, PhD, Director of Centre for School Mental Health
Faculty of Education, Western University

Research Assistant: Maria Ibanez, MA student, School and Applied Child Psychology, Faculty of Education, Western University

Contact Information: [REDACTED]

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. **Please check which activities you agree to participate in:**

I agree to participate in an interview.

I consent to direct quotes being extracted from the audio-recorded interview for the reporting and analysis of data. To ensure your confidentiality and anonymity direct quotes will not be linked to identifiable information.

By checking this box and typing my name below, I am electronically signing this consent form.

Your name:

Date:

If you consented to participate, **please provide your email address below.** It will be used to schedule an interview.

Please click the arrow to the right below to submit your consent form.

Appendix E

Focus Group Protocol (Expert Review)

The objective of the focus group is to obtain expert feedback on the newly developed single-point measure from researchers who are familiar with the Fourth R/Healthy Relationships Plus Program. The focus group will elicit discussion about recommendations and improvements to the measure. Additionally, the focus groups will assess the quality of the measure for the youth and whether the measure aligns with the Healthy Relationships Plus program.

Logistics

The participants and Western researchers will be present in the room. The structure will be semi-structured interviews using open-ended questions. The focus group will take place in a conference room at Western University or via teleconference call.

Structure

The questions below will provide the framework for the focus group discussion. Answers provided by the participants may affect the order in which the questions are asked and what types of additional questions/prompts are used. Follow-up questions may be used, when appropriate, to gather further information.

Materials Required

- Computer to record responses.
- Audio recorder to audio record responses.

Focus Group Outline

PART 1: Introduction

This should be read by the Western researcher. “The purpose of this focus group is to get your expert opinion and feedback on our newly developed youth survey for the Healthy Relationships Plus program. This new survey aims to be a practical, user-friendly measure for community organizations to evaluate the Healthy Relationships Plus program for youth. It is a single-point survey that youth will only be completing soon after they have finished the program. Our findings from this focus group will be used to make changes and revisions to the new measure before piloting it; so please share your honest feedback, positive or negative, that will help improve the measure. Please note that everything you say will be kept confidential and identifying information will not be used in any reports.”

PART 2: Open-Ended Questions

Content

- Is the survey content relevant to the Healthy Relationships Plus program?
- Is the survey content complete, accurate, important in relation to the Healthy Relationships Plus program?
- Thinking about the content of the Healthy Relationships Plus program, is there anything important that should be added to the survey?
- Do you have any concerns with certain questions or statements?
- What do you think about the scenarios? Are they realistic? Appropriate?
- What do you think about the open-ended questions?

Design

- Are the instructions clear? Do they match the needs of youth?
- Will the survey design appeal to youth and fit their ability level?
- How easy is the survey to use?
- Are the questions or statements clear?
- If some questions do not make sense, which ones, in particular, are unclear?
- What do you think about the survey length?
- Should this survey be provided online only or should we provide an option for a paper survey?

Environment

- Could youth complete this survey without help?
- Would facilitators or the organization have the right tools to administer this survey?
- Do you think this is a practical and/or feasible survey to use in community settings?

Revisions

- What would you change about the survey?
- Thinking about the content of the Healthy Relationships Plus program, is there anything in the survey that is not relevant and should be removed?
- How would you improve the survey?
- Is there anything you would add to the survey?

General Questions

- What are the greatest weaknesses/strengths of the survey?
- What do you think about the overall design of the survey (user-friendliness)?
- Would you use this survey? Why or why not?
- Do you think the survey is a good resource for program evaluation?
- Do you have any other comments about the survey?

Appendix F

Interview Protocol for Facilitators (Expert Review)

Objective

The objective of the individual in-person or telephone interviews is to obtain expert feedback on the newly developed single-point survey from facilitators who have facilitated the Healthy Relationships Plus program.

Interview Guide

Interviews will take place at the community partner locations where resources may be accessible should the interview evoke emotional responses. If participants prefer a telephone interview, I will give them a phone call. The interview will follow a semi-structured format and will be audio recorded. The interview will follow the procedure below. Questions for follow-up, clarification and probing will be asked when it is necessary and appropriate to addressing the objectives of the interview.

Interview Procedure

Audio-Recording Set-Up

The researcher will first confirm that the participant consented to participating in an audio-recorded interview in their consent form. The audio-recording device will then be set up in the room (or over the phone) prior to the participant arrival. When the participant is ready, the researcher will ask the participant “Just as a reminder this interview is being audio-recorded. Are you still comfortable with participating in an audio-recorded interview?” If the participant responds that they are still comfortable with participating in an audio-recorded interview proceed to Introduction Script. If the participant responds that they are not comfortable with participating in an audio-recorded interview turn off the recorder and do not proceed with the interview.

Introduction Script

The researcher will introduce the interview to the participant: “The goal of this research is to gain an expert opinion and feedback on our newly developed youth survey for the Healthy Relationships Plus program. This new survey aims to be a practical, user-friendly measure for community organizations to evaluate the Healthy Relationships Plus program for youth. It is a single-point survey that youth will only be completing soon after they have finished the program. I will be asking you some questions, but please feel free to share anything at any time. You are welcome to skip any question if you do not want to answer them. As well, you can stop the interview at any time. Do you have any questions before we get started?”

Potential probe questions:

- *Tell me more...*
- *Can you elaborate...*
- *Please expand...*

Questions

Content

- Is the survey content relevant to the Healthy Relationships Plus program?
- Thinking about the content of the HRP, is there anything missing that should be added to the survey?
- Do you have any concerns with certain questions or statements?
- What do you think about the scenarios? Are they realistic? Appropriate?
- What do you think about the open-ended questions?

Design

- Are the instructions clear? Do they match the needs of youth (i.e., literacy)?
- Are the questions or statements clear?
- If some questions do not make sense, which ones, in particular, are unclear?
- What do you think about the survey length?
- What do you think about the overall design/layout of the survey (user-friendliness)?

Environment

- Could youth complete this survey without help?
- Do you think this is a practical survey to use in community settings?

Revisions

- Is there anything in the survey that is not relevant and should be removed?
- How would you improve the survey/ what would you change?
- Is there anything else you would add to the survey?

General Questions

- Do you think the survey is a good resource for program evaluation?
- What demographics information do you need for reporting to your funders/stakeholders?
- Do you have any other comments?

Appendix G

Interview Protocol for External Researchers (Expert Review)

Interview Protocol

Objective

The objective of the individual in-person or telephone interviews is to obtain expert feedback on the newly developed single-point survey from researchers or facilitators who are familiar with the Fourth R/Healthy Relationships Plus program.

Interview Guide

The interview will follow a semi-structured format and will be audio recorded. The interview will follow the procedure below. Questions for follow-up, clarification and probing will be asked when it is necessary and appropriate to addressing the objectives of the interview.

Interview Procedure

Audio-Recording Set-Up

When the participant is ready, the researcher will ask the participant “Just as a reminder this interview is being audio-recorded. Are you still comfortable with participating in an audio-recorded interview?” If the participant responds that they are still comfortable with participating in an audio-recorded interview proceed to Introduction Script. If the participant responds that they are not comfortable with participating in an audio-recorded interview turn off the recorder and do not proceed with the interview.

Introduction Script

The researcher will introduce the interview to the participant: “The goal of this research is to gain an expert opinion and feedback on our newly developed youth survey for the Healthy Relationships Plus program. This new survey aims to be a practical, user-friendly measure for community organizations to evaluate the Healthy Relationships Plus program for youth. It is a single-point survey that youth will only be completing soon after they have finished the program. I will be asking you some questions, but please feel free to share anything at any time. You are welcome to skip any question if you do not want to answer them. As well, you can stop the interview at any time. Do you have any questions before we get started?”

Potential probe questions:

- *Tell me more...*
- *Can you elaborate...*
- *Please expand...*

Questions

Content

- Is the survey content relevant to the Healthy Relationships Plus program?
- Thinking about the content of the HRP, is there anything missing that should be added to the survey?
- Do you have any concerns with certain questions or statements?
- What do you think about the scenarios? Are they realistic? Appropriate?
- What do you think about the open-ended questions?
- What demographics information do you need for reporting to your funders/stakeholders?

Design

- Are the instructions clear? Do they match the needs of youth (i.e., literacy)?
- Are the questions or statements clear?
- If some questions do not make sense, which ones, in particular, are unclear?
- What do you think about the survey length?
- What do you think about the overall design/layout of the survey (user-friendliness)?

Environment

- Could youth complete this survey without help?
- Do you think this is a practical survey to use in community settings?

Revisions

- Is there anything in the survey that is not relevant and should be removed?
- How would you improve the survey/ what would you change?
- Is there anything else you would add to the survey?

General Questions

- Do you think the survey is a good resource for program evaluation?
- Do you have any other comments?

Appendix H

Western University Ethics Approval



Date: 11 October 2019

To: Dr. Claire Crooks

Project ID: 114293

Study Title: Evaluation of the Healthy Relationships Plus Enhanced Program

Short Title: HRP-Enhanced Evaluation

Application Type: NMREB Initial Application

Review Type: Delegated

Full Board Reporting Date: November 1 2019

Date Approval Issued: 11/Oct/2019

REB Approval Expiry Date: 11/Oct/2020

Dear Dr. Claire Crooks

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the above mentioned study, as of the date noted above. NMREB approval for this study remains valid until the expiry date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

This research study is to be conducted by the investigator noted above. All other required institutional approvals must also be obtained prior to the conduct of the study.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
Component 1_Facilitator Pilot Email Recruitment Script - V1	Recruitment Materials	13/Sep/2019	1
Component 1_Facilitator Pilot Online LOI-Consent_V1	Written Consent/Assent	13/Sep/2019	1
Component 1_Facilitator Pilot Recruitment Reminder - V1	Recruitment Materials	13/Sep/2019	1
Component 1_Guardian LOI and Consent-V1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 1_Youth LOI and Assent-V1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 1_Youth LOI and Consent-V1-20191010 clean	Written Consent/Assent	10/Oct/2019	1
Component 1_Youth Pre-Post Pilot Survey-V1 20191010-clean	Online Survey	10/Oct/2019	1
Component 1_Youth Survey Reminder-V1	Recruitment Materials	13/Sep/2019	1
Component 1_Youth Tracking Sheets_V1	Paper Survey	13/Sep/2019	1
Component 1_Youth Verbal Recruitment Script V1	Oral Script	13/Sep/2019	1
Component 2_External Researcher Email Recruitment Reminder - V1	Recruitment Materials	13/Sep/2019	1
Component 2_External Researcher Email Recruitment V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_External Researcher Interview Guide V1_Phase 1	Interview Guide	13/Sep/2019	1
Component 2_External Researcher Interview Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1

Component 2_External Researcher Online LOI and Consent V1_Phase 1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Facilitator Email Recruitment Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Facilitator Email Recruitment Script V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Facilitator Interview Guide V1_Phase 1	Interview Guide	13/Sep/2019	1
Component 2_Facilitator Interview Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Facilitator Online LOI and Consent V1_Phase 1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Guardian LOI and Consent V1_Phase 1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Internal Team Email Recruitment V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Internal Team Focus Group Guide V1_Phase 1	Focus Group(s) Guide	13/Sep/2019	1
Component 2_Internal Team Focus Group Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Internal Team LOI and Consent V1_Phase 1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Youth Interview Email Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Youth Interview Guide V1_Phase 1	Interview Guide	13/Sep/2019	1
Component 2_Youth Interview Phone Reminder V1_Phase 1	Recruitment Materials	13/Sep/2019	1
Component 2_Youth LOI and Assent V1_Phase 1-20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Youth LOI and Consent V1_Phase 1 20191010-clean	Written Consent/Assent	10/Oct/2019	1
Component 2_Youth Verbal Recruitment Script V1_Phase 1	Oral Script	13/Sep/2019	1
Component 3_Facilitator Recruitment Reminder - V1	Recruitment Materials	13/Sep/2019	1
Component 3_Facilitator Email Recruitment Script - V1	Recruitment Materials	13/Sep/2019	1
Component 3_Facilitator Online LOI-Consent_V1	Written Consent/Assent	13/Sep/2019	1
Components 1 and 3_Facilitator Implementation Survey-V1 20191010-clean	Online Survey	10/Oct/2019	1

Documents Acknowledged:

Document Name	Document Type	Document Date	Document Version
Component 3_Expert Reviews Draft Survey	Supplementary Tables/Figures	13/Sep/2019	1
Diagram of Components	Supplementary Tables/Figures	13/Sep/2019	1
Reference_Survey with time points	Supplementary Tables/Figures	13/Sep/2019	1
Summary of Documents by Component	Supplementary Tables/Figures	13/Sep/2019	1

No deviations from, or changes to the protocol should be initiated without prior written approval from the NMREB, except when necessary to eliminate immediate hazard(s) to study participants or when the change(s) involves only administrative or logistical aspects of the trial.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Appendix I

Meaning Units and Condensations – Focus Group Data

Meaning units	Condensations
“...[the survey] seems to have a lot of face validity reading through the items.”	Survey has face validity.
“[Items] seem like the types of things you would hope the program would show a pre-post change in.”	Items relevant to examining the impact of the program.
“I think in addition to these specific surveys, you also assess another way through the open ended questions, and so you’re not only relying on these survey statements, but also their open perspective.”	Open-ended questions provide added youth perspective.
“I think it definitely captures most, if not all, of the things that HRP at least attempts to target in the interventions.”	Survey captures what the HRP attempts to target.
“...also the scenarios at the end really tap into that knowledge, self-efficacy, as well as the behavioural piece.”	Scenarios provide information about knowledge, self-efficacy, and behavioural intentions.
“...and I think the demographic questioners at the beginning are really awesome too it’s tapping into, you know, that some of these marginalized youth have intersecting identities and different options to check off which identities or groups that they belong to.”	Demographic questions capture youths’ intersecting identities.
“...maybe adding those [extra demographics questions] would be helpful, but it depends on what outcomes you to study at the end.”	Demographic questions depend on the outcomes we want to see.
“But I think having some [more demographic] boxes that they could check off would give you some quantitative data also.”	Consider adding more demographic boxes to check off to gain extra quantitative data.
“...if we're thinking about sexuality and identity, I think the Trans PULSE [items] will be really good.”	Add more descriptive gender and sexuality categories.
“I don’t know if this kind of adds so much complexity to demographics, but I had a similar idea for the ethnic [demographic category], that if you’re mixed race or you identify with multiple racial categories. There’s not really the option to do that here. So, I just	Add more descriptive ethnic categories for demographics.

suggested you could have a ‘click all that apply.’ If you didn’t want to click all that apply, you could have like a mixed race box and then say like, you know, what’s your ethnicity?”

“I was going to say the same thing in our work, the pilot work we did with [researcher]. We had a ‘click all that apply.’ In terms of analyzing it...it’s really hard.”

“...you could ask your community partners. What do they usually need in terms of information for reporting. So that we’re not getting too deep into theory. Instead it’s just what the community needs.”

“I am vigilant about the length of the survey.”

“...just from experience of administering and facilitating the HRP I often think about, particularly for our enhanced youth, situations where they identify that I can actually apply these skills, given some of the complexity of their lives.”

“It might be helpful for monitoring efficacy is whether or not the situations in the manual are relevant to their lives.... If you want, I didn’t remember a question about...‘Did I see myself reflected in the examples of the program?’ or something like that, ‘were my life experiences reflected in the narratives given?’”

“I think you really cover all of the things that we talk about.”

“The one thing I did notice is some of the items I think could just be tweaked to be a little more straightforward. Like, if I could give an example, where [the survey says] ‘I’m confident that I can effectively make an apology when needed.’ I think you might be able to just say, ‘I am confident that I can make an apology.’ Some of [the items] were a little academic-sounding.”

“Just to do an overall review of the statements, because one of the recent comments that I received from one of my youth who just completed the HRP questionnaire, is that it’s just too hard to understand.

Difficult to analyze multiple demographic categories.

Need feedback from community partners about demographics reporting.

Consider survey length.

Ask youth how they can apply skills to their lives.

Ask youth if examples/scenarios from the program were relevant to their lives.

Survey covers material from HRP.

Simplify language, make items more straightforward and less academic sounding.

Vocabulary is too advanced for youth, need to simplify the language in the survey and make it easier to understand.

Because it's just a lot. Some of this vocabulary are pretty advanced for their developmental and life experiences perspective."

"And use the language that we use in the group. Like I like that you say, delay, refusal, like those words that we use, but just make it a little more clear."

"I was going to add to that, you know, maybe simplifying the language for the open ended questions, too, because, here, we're making, we're making a huge jump between how do your relationships and then your mental health affect each other. So, you have. That's like three phases of trying to critically think and then compare each other too right. So just maybe I don't know if it's the language itself that needs tweaking there."

"I don't know what you would potentially change it to, but there's a self-efficacy question. 'I'm confident that I can identify signs and symptoms of suicide.' And I just remember, with the [community partner] group that I facilitated. They had a really challenging time talking about suicide. I know it's just a Likert scale and you just click it off but just the topic of suicide was challenging for them. And then off of that, I think question 6 there, 'In what way can substance abuse negatively affect a person's life?' Again, with the [community partner] group, I'm not saying that they should be excluded, but I mean, some of the youth may have been apprehended because of their parents' use of substances. So, it might be challenging for them."

"One thing is that for the pre, the retrospective pre, I would just change all the language to past tense, instead of I am aware, I was aware."

"And then for all this, the headings like 'Knowledge' I would just put, 'before I did the group...' just cue the person each time. And similarly, just re-put the anchors throughout for each of them."

"And then, some of the things you use terms like assertiveness or mental health issue. I would just describe those descriptively, because you're, otherwise

Incorporate terms from the HRP-E sessions and make items clearer.

Simplify the language throughout the survey, including open-ended questions.

Questions about suicide and substance use may be upsetting for some youth. Consider revising items with potentially challenging or sensitive topics.

Use past tense for retrospective items.

For the retrospective items, cue the youth each time.

Describe concepts rather than using the term (e.g., describe assertive

what you're asking of the respondent is to recall the definition of that somewhat technical term and then think about in their life retrospectively and then read it."

"But also, even when we look at question 4 and 10 [for the open-ended], there's like three sentences that they have to dissect and understand. So, I don't know if it's possible just to simplify, not just the language, but the way that the information is presented.

"...for the efficacy items, I'm not sure that saying, asking about confidence pre-post will demonstrate an increase in self efficacy. And I think that that would be like a measurement error because I'm sure there is an increase in efficacy, but I might be as confident as hell before the program, then realize actually I know nothing and then feeling kind of confident at the end, and by using the word confidence, I'm not sure if there's other ways of capturing it."

"I think we actually see the backwards relationship with that often times. Which is kind of interesting. But yeah. The word confident. I feel like might catch some people off."

"But we do see the opposite [in pre-post surveys] where people feel very confident and learn the material and feel less confident."

"[Response-shift bias] happens with social skills training all the time. Kids *think* they know social skills [at pre]."

"[Response-shift bias] also happens with safety education in hospitals and other institutions."

"Personally, I like [the scenarios]."

"And I appreciate that the scenarios are nice and short."

"I also like question 5 and 6 [in the scenario section], part of the program it's really building social responsibility also and how to teach kids how to intervene, especially nowadays with social media."

communication), otherwise might be too complex.

Simplify the language and presentation of survey items and questions.

Re-work self-efficacy section by removing the word confident, potentially using another word.

Remove the word confident, it might not represent what we are looking for.

Response shift bias is an issue in typical surveys.

Response shift bias is common in social skills training.

Response shift bias is common when examining safety different organizations.

Scenarios are good.

Length of the scenarios is appropriate.

Scenarios target the examination of social responsibility.

“I was thinking it would be cool to have like an 8th question, which is ‘does this scenario remind you of something that happened in your life or in the life of somebody that you know?’”

Add a question about whether the scenarios remind youth of their own experiences.

“I think it’s great that you have [open-ended questions]. Because they really complement the things that have come prior. And it’s good to have them.”

Good to have open-ended questions in the survey, they complement the retrospective scales.

“I know it makes it less open ended, but I was wondering if some of these could have a drop-down list, so that it’s recognition instead of recall, like ‘which skills from the program do you use or think you will use most often?’”

Provide a checklist instead of open-ended questions to provoke recognition instead of recall (higher cognitive load if recall).

“I have another open-ish ended question that I’ve liked in the past research is, if we had a checklist of which adjectives we use to describe the program, click all that apply. And sometimes that’s really helpful from a qualitative quantitative stuff, you can just say... X number of youth said the program was helpful, because otherwise you’re sifting through all their narratives to catch these adjectives.”

Provide a checklist with adjectives for youth to describe the program.

“[Lack of responses at the end of surveys] also speaks to the length of the survey and how they just want to finish it.”

Keep in mind the length of the survey. Open-ended questions at the end may not provoke insightful responses.

“I really think that the big thing is just going through each one and like rewording. Because I think the content is great.”

Go through items and re-word. Survey content is great.

“So, I think retrospective thinking is a very added, it’s a very demanding cognitive skill and particularly we’re working with our enhanced youth, who might have a lot of cognitive and academic interruptions. This might be a significant change to your instrument design and some people might disagree, but I think it’s much more easier rather than doing pre post to assess each item at the same time. So, like ranking it. So, before the intervention, I would give myself ten on this scale. But after the intervention I would give myself this. Rather than, oh, I did this. And then when I go back and think about it again.”

Assess each item pre-post because it’s a lower cognitive load.

“And [that way] you are also shortening the survey. Because I was like, this [survey] really long.”

Look to shorten the survey.

“What you need to do is you need to have a little thing that’s a stand-alone screen that says like ‘Try to remember back six months ago. What were you doing, who were you with, try to remember what your relationships were like then before this? So that you’re accessing episodic memory. Yeah. And then you could ask them. But you need to keep re-cueing that episodic memory.’”

Add a stand-alone screen/statement to access episodic memory, cue the youth in the retrospective section.

“You also get like a visual burden when you see a lot of sentences on the screen. So even going if you can cut down even the length of these sentences to make things clear.”

Cut down the length of sentences in items/ cut down the length of items to make them clearer.

“You know when we finish when we do those trainings. Sometimes and it’s like great job. You’re done this part of the training now, even those like encouragements. Rather than just like, it’s much more interactive, like RISE-R can have like an emoji popping up.”

Add encouraging messages within the survey.

“And sometimes I feel that it helps the youth when I remind them, this is not a spelling test, you won’t be tested for your grammar or spelling. Because many of the youth may be discouraged from writing and they’re apprehensive about their spelling or their grammar. Or ‘you can write short forms.’”

Remind youth that the survey is not a test – so they are not discouraged about spelling/writing.

“Just I think in terms of the ordering. Having open ended questions at the end of the survey is pretty challenging. I wonder about popping those up front.”

Put open-ended questions at the start of the survey.

“And if you’re not able to cut [open-ended] questions, how about following on from what [participant] said, where you could ask specifically about the knowledge at the beginning because they were switched on, and then asking about the very sort of mellow, what are your experiences at the end? So, you have open-ended, survey, open-ended. But the experiences actually close the entire survey.”

Re-order survey sections, to have open-ended open and close the survey with retrospective items in between.

- “I do think just in terms of the items, I think you could go through and really think about if there’s any overlapping like what you’re really getting at.”
- Go through the survey and remove overlapping or repetitive items.
- “I think that any point when we’re giving out surveys to youth, regardless of the lived experience through education systems or not, I think the support is probably needed, or a prompt.”
- Support will probably be needed to complete the survey.
- “I agree. Having an adult who can help them do these questions or answer any questions I think would be important. Especially with this group, also might just help them to actually complete the survey. If they have some time set aside to complete it.”
- Having an adult to help youth complete the survey would be important.
- “And I feel like that’s feasible for some of these agencies, at least like if it’s in a group home setting, youth are there and frontline staff can sit with them and they don’t have to like watch them complete it, obviously, but it’s just being in the room.”
- Having adult support to complete the surveys is feasible in some settings.
- “...[You should] cut down on stuff. Clearly that’s my main thing. Making [the survey] as short as possible.”
- Cut down on the survey length.
- “...if we think about everyday language that children use, they may not necessarily use the word neutral, but they will say. In a natural teaching setting or learning setting. They would say, ‘I don’t know’ because they’re just sitting on the fence and so from a child’s perspective. I think in an educational framework, I don’t know is probably better than neutral. Neutral sort of tells you that this is sort of more for adults in a different setting.”
- Having an “I don’t know” option in the survey is beneficial and relevant to youth.
- “Yeah and they mean different things. Neutral is saying that I have no valence on this item as positive or negative. ‘I don’t know’ is saying this category doesn’t resonate with me at all.”
- “I don’t know” option in the survey provides information that an item potentially doesn’t resonate with the youth.
- “I think at the front, you could consider, under the completing the survey is voluntary, you could consider maybe explaining, giving a piece on ‘if you’re not comfortable answering a question, just go the next one,’ maybe explaining the potential situation like why they might not be comfortable. So, some of the material might be challenging to talk about or express
- Preface the survey with a warning that some questions might be upsetting.

your opinion on or something along that line. Just to kind of preface the survey because some of the topics might be challenging. But I think in just saying, if you're not comfortable, is a bit vague. So maybe just saying some of the some of the questions might be challenging or upsetting even."

"I think it connects really, really well with the HRP and the content that's in the program."

"I mean, I think the whole idea of doing a retrospective pre post is wonderful. I think the survey itself is its biggest strength. I think it's going to be such a helpful tool for program evaluation, and they'll actually capture a lot of stuff that you can't capture in a traditional just pretest-posttest."

Survey connects well with HRP-E content.

Retrospective survey is a helpful tool for program evaluation.

Appendix J**Coding of Condensed Meaning Units – Focus Group Data**

Condensations	Codes
Survey has face validity.	Survey content relevant to HRP-E
Items relevant to examining the impact of the program.	Survey content relevant to HRP-E
Open-ended questions provide added youth perspective.	Positive response to survey items
Survey captures what the HRP attempts to target.	Survey content relevant to HRP-E
Scenarios provide information about knowledge, self-efficacy, and behavioural intentions.	Positive response to survey items
Demographic questions capture youths' intersecting identities.	Demographic considerations
Demographic questions depend on the outcomes we want to see.	Demographic considerations
Consider adding more demographic boxes to check off to gain extra quantitative data.	Demographic considerations Adding questions/items
Add more descriptive gender and sexuality categories.	Demographic considerations Adding questions/items
Add more descriptive ethnic categories for demographics.	Demographic considerations Adding questions/items
Difficult to analyze multiple demographic categories.	Demographic considerations
Need feedback from community partners about demographics reporting.	Demographic considerations
Consider survey length.	Reduce survey length
Ask youth how they can apply skills to their lives.	Adding questions/items
Ask youth if examples/scenarios from the program were relevant to their lives.	Adding questions/items

Survey covers material from HRP.	Survey content relevant to HRP-E
Simplify language, make items more straightforward and less academic sounding.	Simplify language
Vocabulary is too advanced for youth, need to simplify the language in the survey and make it easier to understand.	Simplify language
Incorporate terms from the HRP-E sessions and make items clearer.	Clarify items
Simplify the language throughout the survey, including open-ended questions.	Simplify language
Questions about suicide and substance use may be upsetting for some youth. Consider revising items with potentially challenging or sensitive topics.	Content concerns
Use past tense for retrospective items.	Clarify items
For the retrospective items, cue the youth each time.	Cue memory
Describe concepts rather than using the term (e.g., describe assertive communication), otherwise might be too complex.	Clarify items
Simplify the language and presentation of survey items and questions.	Simplify language
Re-work self-efficacy section by removing the word confident, potentially using another word.	Clarify items
Remove the word confident, it might not represent what we are looking for.	Clarify items
Response shift bias is an issue in typical surveys.	Retrospective survey benefits
Response shift bias is common in social skills training.	Retrospective survey benefits
Response shift bias is common when examining safety different organizations.	Retrospective survey benefits

Scenarios are good.	Positive response to survey items
Length of the scenarios is appropriate.	Positive response to survey items
Scenarios target the examination of social responsibility.	Positive response to survey items
Add a question about whether the scenarios remind youth of their own experiences.	Adding questions/items
Good to have open-ended questions in the survey, they complement the retrospective scales.	Positive response to survey items
Provide a checklist instead of open-ended questions to provoke recognition instead of recall (higher cognitive load if recall).	Reduce cognitive load
Provide a checklist with adjectives for youth to describe the program.	Adding questions/items
Keep in mind the length of the survey. Open-ended questions at the end may not provoke insightful responses.	Reduce survey length Reduce cognitive load
Go through items and re-word. Survey content is great.	Simplify language Clarify items Positive response to survey items
Assess each item pre-post because it's a lower cognitive load.	Reduce cognitive load
Look to shorten the survey.	Reduce survey length
Add a stand-alone screen/statement to access episodic memory, cue the youth in the retrospective section.	Cue memory
Cut down the length of sentences in items/ cut down the length of items to make them clearer.	Clarify items
Add encouraging messages within the survey.	Adding questions/items
Remind youth that the survey is not a test – so they are not discouraged about spelling/writing.	Reduce cognitive load

Put open-ended questions at the start of the survey.	Re-formatting
Re-order survey sections, to have open-ended open and close the survey with retrospective items in between.	Re-formatting
Go through the survey and remove overlapping or repetitive items.	Reduce survey length
Support will probably be needed to complete the survey.	Support
Having an adult to help youth complete the survey would be important.	Support
Having adult support to complete the surveys is feasible in some settings.	Support
Cut down on the survey length.	Reduce survey length
Having an “I don’t know” option in the survey is beneficial and relevant to youth.	Positive response to survey items
“I don’t know” option in the survey provides information that an item potentially doesn’t resonate with the youth.	Positive response to survey items
Preface the survey with a warning that some questions might be upsetting.	Content concerns
Survey connects well with HRP-E content. Retrospective survey is a helpful tool for program evaluation.	Survey content relevant to HRP-E Retrospective survey benefits

Appendix K

Codebook for Expert Review Focus Group and Interviews

Code label	Definition	Description	Example quote(s)
Simplify language	To make the language more straightforward or easier to understand.	Participant expresses the need for the language within the survey to be simplified (either by reducing the complexity, reducing to component parts/shortening, or streamlining questions/items) so that youth can more easily understand what is being asked.	<p>“[The] vocabulary is pretty advanced for [the youths’] developmental and life experiences perspective.”</p> <p>“And what struck me about this survey overall is the language was too sophisticated.”</p>
Clarify items	To make a statement less confused and more clearly comprehensible.	Participant expresses the need for questions/items in the survey to be clarified, i.e., clarifying vague language, defining terms, re-working/editing items, or incorporating terms from HRP-E sessions to prompt the youth to the meaning of terms.	<p>“And use the language that we use in the group. Like I like that you say, delay, refusal, like those words that we use, but just make it a little more clear.”</p>
Relevance to HRP-E	Survey content is closely connected or appropriate for the HRP-E.	Participant shares that the survey content aligns with, is relevant to, or covers the HRP-E content, manual, or topics.	<p>“So, I do think it’s relevant to HRP. I think that the question specifically, these detailed questions are super relevant, almost to like every point that we cover. So, I do think it covers like the entire breadth of what we discuss in the program for sure.”</p>
Reduce cognitive load	Lessening the demanding cognitive processes required to	Participant expresses that survey content requires extensive cognitive effort or working memory resources. Or,	<p>“I know it makes it less open-ended, but I was wondering if some of these could have a drop-down list, so that it’s</p>

	complete tasks. Lessening the amount of working memory resources needed to complete tasks.	participant provides feedback about how to reduce cognitive load.	recognition instead of recall, like ‘which skills from the program do you use or think you will use most often?’”
Reduce survey length	Decrease or cut down on the length.	Participant expresses the need for the survey to be shortened, i.e., states that the survey is too long or suggests removal of certain sections or items for the overall goal of reducing the survey’s length.	“...for [youth] it really does have to be under 30 minutes in practice. So, bearing in mind their processing speed and questions and things like that.”
Demographic item considerations	Thoughts or ideas about implementing demographic items or questions into the survey.	Participant provides feedback about demographics or things to consider when using demographic items in a survey.	“I don’t know if this kind of adds so much complexity to demographics, but I had a similar idea for the ethnic [demographic category], that if you’re mixed-race or you identify with multiple racial categories. There’s not really the option to do that here. So, I just suggested you could have a ‘click all that apply.’ If you didn’t want to click all that apply, you could have like a mixed-race box and then say like, you know, what’s your ethnicity?”
Positive response to survey item(s)	Favourable reactions or expressions to survey items, content, etc.	Participant provides a positive remark about an item or items, survey content, questions, or the survey in general.	“I do think [it’s a good resource for program evaluation]. Having an idea of what their own measurement of success is [beneficial]. Because, how do we evaluate otherwise? I mean, you know, you maybe hear from workers

			if youth are doing better in school or doing better in their peer relationships and that sort of thing. But mostly, I think we need to have self-reporting from them to hear what kinds of changes are happening.”
Cue memory	To assist memory, recall or recollection by providing cues or prompts.	Participant suggests that the survey include memory cues for survey respondents or discusses the need for memory cues. Participant may also discuss how to support respondents’ memory when completing the survey.	“What you need to do is you need to have a little thing that’s a stand-alone screen that says like ‘Try to remember back six months ago. What were you doing, who were you with, try to remember what your relationships were like then before this? So that you’re accessing episodic memory. And then you could ask them. But you need to keep re-cueing that episodic memory.”
Content concerns	Uncertainty or apprehension towards certain topics or subject matter.	Participant expresses concern with topics or survey content, noting that the content may be challenging, uncomfortable, or sensitive. The participant may also express the need to change or modify items due to the potentially challenging content.	“One of the scenarios was kind of concerning. In fact, I think it might actually hit really close to home for one of the participants. [He could] maybe writing about his life in this scenario even. Like it’s really close to home. So that would be my concern about that one. I just thought that it was maybe a little. They might respond a little bit to that one. So that was scenario B.”
Support	Providing necessary or	Participant describes instances where youth may need support from	“I think there would be a benefit to having somebody there to even

	requested assistance.	facilitators or other adults to complete the survey.	prompt them not necessarily with the answers, but maybe even just “just slow down and take your time.” If you could have somebody there, you know, when you see them or not. Many of them really high needs, easily agitated. If you had somebody there, it’s OK. It’s going to take a few minutes.”
Accommodations	Providing something for convenience or to satisfy a need. The process of adapting or adjusting to someone or something.	Participant describes instances where youth may need some type of accommodations (i.e., extra time, space, separate session, paper version) to complete the survey. Participant may discuss accommodations already being made for youth to complete other surveys.	“So, it might be beneficial to do a paper survey. A lot of the youth are going to be using their school email address, which they won’t have access to in summertime as well. And it might not go year to year. So, you might not have a long term ability to connect with them.”
Retrospective survey benefits	Advantages or favourable features of retrospective pre-post surveys.	Participant discusses the benefits of a retrospective survey—whether they say the term retrospective or not. Participant provides an example of how a retrospective survey may be beneficial.	“I mean, I think the whole idea of doing a retrospective pre-post is wonderful. I think the survey itself is its biggest strength. I think it’s going to be such a helpful tool for program evaluation, and they’ll actually capture a lot of stuff that you can’t capture in a traditional just pretest-posttest.”
Re-formatting	Give a new format to; revise or represent in another layout/design.	Participant suggests re-formatting the survey or arranging the survey differently.	“For this population, I would flip [demographics questions to the end] because if for some reason they bail, or they start to

			skip questions, you've at least got the core data to see...is this a person who feels like there was a difference made for them?"
Adding questions/items	Include additional questions or items.	Participant suggests adding a question, item, or section to the survey.	"It might be helpful for monitoring efficacy is whether or not the situations in the manual are relevant to their lives.... If you want, I didn't remember a question about... 'Did I see myself reflected in the examples of the program?' or something like that, 'were my life experiences reflected in the narratives given?'"

Appendix L

Preliminary Developed Categories from Collating Codes

Categories	Code label
Language and literacy	Simplify language Clarify items
Survey modifications	Adding questions/items Re-formatting
Cognitive load	Reduce survey length Cue memory Reduce cognitive load
Considerations	Support Accommodations Content concerns Demographic considerations
Positive survey qualities	Retrospective survey benefits Survey content relevant to HRP-E

Appendix M

Healthy Relationships Plus Enhanced Program

Youth Survey (Survey 1: Retrospective Pre + Post Survey)

Name: _____

After you return this survey, this page containing your name will be removed and your survey will be de-identified using a unique study identifier.

Healthy Relationships Plus Enhanced Program

Youth Survey: Survey 1

This survey includes questions about your knowledge and skills before and after completing the Healthy Relationships Plus Program. Some questions will ask about mental health and well-being, who you might seek support from, and dating violence. The survey takes approximately 30 minutes to complete. **There are no right or wrong answers.**

Take your time and be sure to answer each question based on what you really think. Please be as honest as you can – all of your answers are private and confidential and no one from home or school will see what you write. Your name is not included on any part of this survey and it will not be used in any report.

Completing this survey is voluntary. Some of the contents might be upsetting – we will be asking you about mental health, drug use, and relationship violence. You do not need to answer anything you don't want to. At any time, you can choose to stop the survey or not answer a particular question. If you are not comfortable answering a question just go on to the next one. Whether you choose to complete all, part, or none of this survey, has no impact on the services you receive from the agency.

Retrospective Pre Survey

These group of questions ask about your knowledge and skills **BEFORE** you started the Healthy Relationships Plus Program.

Try to remember what you were doing **BEFORE** the program. What were you like? What were your relationships like?

Think back to how you were before the program to answer the following questions:

Check (✓) the box that is the best answer for you.

BEFORE I started the program...	BEFORE you started the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I knew the positive qualities to look for in new dating partners/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew the signs of power and control in a relationship (i.e., emotional abuse, blame, using social status, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew how substance use could have a negative influence on a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood the difference between conflict and violence in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew what a healthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was aware of the early warning signs of dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew how to help a friend who is in an abusive (violent or aggressive) relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE I started the program...	BEFORE you started the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I knew the connection between healthy relationships and good mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew the skills to use to break up with someone in a respectful way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew what equality looks like in peer relationships (dating or friendship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I knew what an unhealthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could use healthy strategies to cope with life stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could have chosen a positive dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could have made a safety plan for myself if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE I started the program...	BEFORE you started the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I could help a friend if substance use was having a negative impact on their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could handle a situation where my consent was being ignored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could use respectful communication to voice my needs, concerns, and thoughts (assertive communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could make a respectful apology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could resist pressure to do something (e.g., drugs, fight, skipping school) that could get me in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could help a friend who is having a problem in their relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had strategies to seek help for a friend facing a mental health problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	BEFORE you started the program				
BEFORE I started the program...	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I had strategies to keep myself safe if using substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had strategies that I used to seek help for myself if I was having a problem in a relationship (i.e., dating violence, aggressive relationship, controlling relationship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have asked for help from a friend if I was having a problem with alcohol or drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have asked for help from a professional or trusted adult if I was having a problem with alcohol or drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have asked for help from a friend if I was having a mental health issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have asked for help from a professional or trusted adult if I was having a mental health issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have asked for help from a friend if I was having a problem in my relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BEFORE I started the program...	BEFORE you started the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I would have asked for help from a professional or trusted adult if I was having a problem in my relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have used resistance skills (i.e., delay, refusal, or negotiation) if I were in a situation where I felt pressured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have made a respectful apology if I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have used respectful communication to voice my needs, concerns, and thoughts (assertive communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have stood up for myself if I was being treated unfairly in a peer relationship (dating or friendship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have ended an unhealthy relationship with someone I was dating or going out with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have ended an unhealthy friendship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Post Survey

The next group of questions ask about your knowledge and skills **AFTER** you completed the Healthy Relationships Plus Program.

What are you like **NOW**? What are your current relationships like?

Think about how you are now, after the program, to answer the following questions:

Check (✓) the box that is the best answer for you.

NOW, after I completed the program...	NOW, at the end of the program				
	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I know the positive qualities to look for in new dating partners/friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the signs of power and control in a relationship (i.e., emotional abuse, blame, using social status, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how substance use can have a negative influence on a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the difference between conflict and violence in a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what a healthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the early warning signs of dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to help a friend who is in an abusive (violent or aggressive) relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOW, at the end of the program				
NOW, after I completed the program...	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I know the connection between healthy relationships and good mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the skills to use to break up with someone in a respectful way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what equality looks like in peer relationships (dating or friendship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what an unhealthy relationship looks like, sounds like, and feels like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use healthy strategies to cope with life stressors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can choose a positive dating partner/friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make a safety plan for myself if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOW, at the end of the program				
NOW, after I completed the program...	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I can help a friend if substance use is having a negative impact on their life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can handle a situation where my consent is being ignored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use respectful communication to voice my needs, concerns, and thoughts (assertive communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make a respectful apology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can resist pressure to do something (e.g., drugs, fight, skipping school) that could get me in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help a friend who is having a problem in their relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to seek help for a friend facing a mental health problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOW, at the end of the program				
NOW, after I completed the program...	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I have strategies that I can use to keep myself safe if using substances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have strategies that I can use to seek help for myself if I was having a problem in a relationship (i.e., dating violence, aggressive relationship, controlling relationship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would ask for help from a friend if I was having a problem with alcohol or drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would ask for help from a professional or trusted adult if I was having a problem with alcohol or drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would ask for help from a friend if I were having a mental health issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would ask for help from a professional or trusted adult if I were having a mental health issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would ask for help from a friend if I was having a problem in my relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NOW, at the end of the program				
NOW, after I completed the program...	Strongly Disagree	Disagree	Agree	Strongly Agree	I Don't Know
I would ask for help from a professional or trusted adult if I was having a problem in my relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would use resistance skills (i.e., delay, refusal, or negotiation) if I were in a situation where I felt pressured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would make a respectful apology if I did something wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would use respectful communication to voice my needs, concerns, and thoughts (assertive communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would stand up for myself if I was being treated unfairly in a peer relationship (dating or friendship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy relationship with someone I was dating or going out with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would end an unhealthy friendship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next part will describe two scenarios. This survey is not a test. Do not worry about spelling or grammatical errors when answering the questions. Feel free to use short sentences or bullet points.

Scenario A: Taylor is always texting her boyfriend in class and they spend all their spare time together. Taylor seems happy, but she has started to distance herself from her figure skating team and stopped doing homework regularly. She always has to ask her boyfriend for permission before she hangs out with any of her friends, including you.

Questions

1. In scenario A above, do you think Taylor is having a problem in her relationship?

No	Maybe	Yes	I don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. **If yes**, in a brief response please describe the problem you think Taylor might be facing.

3. Do you think Taylor needs help from someone to cope with what is going on?

No, not at all	Maybe	Probably	Yes, definitely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you think they need help, whom would you recommend to them?

5. If Taylor was your friend, what could you do to help them?

6. Reflecting on question 5, how likely are you to help Taylor?

Not likely at all	Not likely	Likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario B: Jordan is 14. He is teased and picked on because he is smaller than the other guys in his grade 9 gym class. People think he is gay and his friends know this and make fun of him for it. At home, Jordan often feels like he is an annoyance to his mother. They never have enough money to do anything fun. Jordan is wondering if there is a purpose to his life anymore, or if he would be better off dead.

Questions

1. In scenario B above, do you think Jordan is having a social, emotional, or mental health problem?

Yes	Maybe	No	I don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. **If yes**, in a brief response please describe the problem you think Jordan might be facing.

3. Do you think Jordan needs help from someone to cope with what is going on?

No, not at all	Maybe	Probably	Yes, definitely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you think they need help, whom would you recommend to them?

5. If Jordan was your friend, what could you do to help them?

6. Reflecting on question 5, how likely are you to help Jordan?

Not likely at all	Not likely	Likely	Very likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended Questions

1. Thinking back to your knowledge before the program, was there anything that you would have answered differently? (Example: Think about how you might have responded differently if you completed the scenario questions or survey questions before the Healthy Relationships Plus Program.)

2. How old are you, in years? _____

3. What is your gender?

Female

Male

You do not have an option that applies to me. I identify as (please specify)

If you have any other comments about the Healthy Relationships Plus Program (e.g., what you learned, what would you want to see done differently, etc.), please write them below.

End of survey.

Thank you for participating in this survey. **If you are feeling uncomfortable about any of the topics raised in the survey, we encourage you to talk to a trusted adult** (e.g., youth worker, youth group leader, teacher, etc.). You can also access the Kids Help Line if you wish to talk to a supportive adult at any time of the day or night at [REDACTED].

Curriculum Vitae

Name: Maria Claudia Ibanez

Post-secondary Education and Degrees: Western University
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2018-2020 M.A. Education Studies, School and Applied Child Psychology

Queen's University
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2013-2017 B.A. Honours Psychology

Honours and Awards: Queen's University Dean's Honour List
2015-2016, 2016-2017

Related Work Experience: Research Assistant
Centre for School Mental Health, Western University
2018-Present

Research Assistant
Wilfrid Laurier University
2017-2018

Teaching Assistant
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2016-2017

Research Assistant
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2014-2017