

## Supplement 1 (online only)

Dr. Heather Shaw trained Drs. Line Wisting and Maartje de Wit to rate adherence to the intervention and overall therapeutic competence for session delivery, and to provide clinical supervision based on these ratings. Dr. Shaw rated fidelity and competence and provided supervision for groups conducted at Stanford and Joslin. Dr. Wisting did this for groups conducted in Norway and Dr. de Wit did this for groups conducted in the Netherlands. All sessions from the first group of each pair of facilitators were recorded for supervision and quality control. Facilitators received feedback offering praise and constructive suggestions. Reviewed sessions were also coded for intervention fidelity and competence. Key components of each session were rated for presentation accuracy and fidelity (10-point scale from 1 = “No adherence; the section was skipped” to 10 = “Perfect; all material in the section was presented as written”; a score of 7 was “good” and a score lower than 4 is considered “inadequate”). Clinical competence was rated with 12 items using 10-point scales with five behavioral anchors for each item (e.g., leaders express ideas clearly and at an appropriate pace, leaders attempt to provide equal speaking time for all members) using a 10-point scale with five individualized behavioral anchors for each item (e.g., 2 = “Poor; leaders are difficult to follow and session proceeds at an uncomfortable pace” 10 = “Superior; leaders are unusually articulate and express ideas in way that all group members understand; perfect pace”; a score of 6 was considered “Good/average” and a score lower than 4 is considered “inadequate”). These same measures have been used for all the other Diabetes Body Project studies and fidelity ratings and competence ratings have shown inter-rater agreement (ICC = .92 and = .96, respectively) for the original Body Project (Stice, E., Rohde, P., Gau, J., Shaw, H., *An effectiveness trial of a dissonance-based eating disorder prevention program for high-risk adolescent girls*. J Consult Clin Psychol, 2009. 77(5): p. 825-834).

### Adherence measure

#### **Diabetes Body Project Session Adherence Session 1**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped (90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
_____	Introduction (10 min)
_____	Voluntary Commitment and Overview (5 min)
_____	Definition and Origin of the Thin Ideal (20 min)
_____	Costs of Pursuing the Thin Ideal (8 min)
_____	Home Exercises: (1): Letter to Younger/Adolescent Girl (2): Mirror Exercise (10 min)

**Diabetes Body Project**  
**Session Adherence**  
**Session 2**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped(90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
_____	Reinforcing Voluntary Commitment (2 min)
_____	Letter Recording and Debriefing (20 min)
_____	Mirror Exercise Debriefing (12 min)
_____	Role Plays to Discourage Pursuit of the Thin Ideal (20 min)
_____	Home Exercises: (1) Rewind Response letter, (2) Top 10 list (5 min)

**Diabetes Body Project**  
**Session Adherence**  
**Session 3**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped(90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
___	Reinforcing Voluntary Commitment (2 min)
___	Rewind Response Letter Debriefing (15 min)
___	Role-Play: Responding to Insensitive and Uninformed Comments about Diabetes (15 min)
___	Behavioral Challenge (10 min)
___	Top 10 List Debriefing (10 min)
___	Home exercises: (1) Body Activism, (2) Letter to Younger Self, (3) Behavioral Challenge (7 min)

**Diabetes Body Project**  
**Session Adherence**  
**Session 4**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped(90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
_____	Reinforcing Voluntary Commitment (2 min)
_____	Behavioral Challenge Debriefing (10 min)
_____	Body Activism Debriefing (10 min)
_____	List/Letter to Younger Self Debriefing (10 min)
_____	Social Comparison Section (10 min)
_____	Social Media (10 min)
_____	Home exercises: (1) Social Comparison Tracking, (2) Social Media Exercise (8 min)

**Diabetes Body Project**  
**Session Adherence**  
**Session 5**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped(90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
_____	Introduction (2 min)
_____	Social Comparison Debriefing (10 min)
_____	Social Media Debriefing (10 min)
_____	Living with Type 1 Diabetes (15 min)
_____	Insulin (15 min)
_____	Home exercises: (1) Advice for a good life with T1D Letter, (2) Tribute to Insulin (5 min)

**Diabetes Body Project**  
**Session Adherence**  
**Session 6**

100 = Perfect! Absolutely all material in the section was presented exactly as written (100%).  
90 = Excellent. All key concepts and almost all material in the section were presented (95%).  
80 = Very good. All key concepts were presented but some supporting material skipped (90%).  
70 = Good. Most key concepts of the section were presented (80%).  
60 = Fair. One key concept was not presented (70%).  
50 = Mediocre. The majority of key concepts were presented but significant gaps (60%).  
40 = Minimal adherence. The majority of key concepts were presented but poorly (50%).  
30 = Poor. The majority of the key concepts were not presented (<50%).  
20 = Very poor. Material of this section was mentioned only very briefly (10%).  
10 = No adherence. The section was skipped entirely.

Rating	Segment/Content
_____	Introduction (2 min)
_____	Home Exercise Debrief (15 min)
_____	Role Play (10 min)
_____	Discussion of Benefits of the Group (10 min)
_____	Reciprocal Self Affirmation Exercise (10 min)
_____	Home Exercises: (1) Self Affirmation Exercise, (2) Body Activism (10 min)
_____	Closure (3 min)

## Fidelity measure

### General Competence Ratings

#### 1. Leaders express ideas clearly and at an appropriate pace

SCORE = \_\_\_\_\_

100	Superior	Leaders are unusually articulate and express ideas in way that all group members understand. Perfect pace.
90		
80	Excellent/Above average	Ideas are expressed in very clear manner. Pace follows needs of group members.
70		
60	Good/Average	Ideas are expressed in a clear manner and at a pace which is easy to follow.
50		
40	Fair/Below Average	Ideas are expressed in clear manner <u>or</u> pace is appropriate but not both.
30		
20	Poor	Leaders are difficult to follow and session proceeds at an uncomfortable pace.
10		

#### 2. Leaders are organized

SCORE = \_\_\_\_\_

100	Superior	Session runs seamlessly.
90		
80	Excellent/Above average	Leaders appear very organized and well-prepared.
70		
60	Good/Average	Leaders appear organized and well-prepared in session.
50		
40	Fair/Below Average	Leaders appear marginally organized or prepared in session.
30		
20	Poor	Leaders appear disorganized or ill-prepared in session.
10		

#### 3. Leaders keep group members on task during session

SCORE = \_\_\_\_\_

100	Superior	Leaders are unusually skillful at keeping group on topic, expertly deflecting several attempts by different members to go off-topic.
90		
80	Excellent/Above average	Leaders very skillfully keep members on task. No off-topic discussion.

70		
60	Good/Average	Leaders keep members on task, tactfully limiting discussions off the topic. Less than 1 minute of off-topic discussion.
50		
40	Fair/Below Average	Leaders occasionally allow discussion to stray from the task at hand, but this is a small problem; 1-2 minutes of off-topic discussion.
30		
20	Poor	Leaders frequently allow discussion to stray from the task at hand, and off-topic discussion is a major problem.
10		

4. Leaders attempt to provide approximately equal speaking time for all members      SCORE = \_\_\_\_

100	Superior	Leaders do an unusually skillful job of handling very outspoken and/or very quiet group members.
90		
80	Excellent/Above average	Leaders do an excellent job of promoting equal speaking time for all.
70		
60	Good/Average	Leaders tactfully promote <u>approximately</u> equal speaking time for all group members.
50		
40	Fair/Below Average	Leaders either tactfully draw out quiet individuals or avoid domination of the group by a few outspoken members <u>but</u> not both.
30		
20	Poor	Leaders allow domination of the group by a few outspoken members <u>and</u> fail to draw out quiet members.
10		

5. Leaders solicit feedback      SCORE = \_\_\_\_

100	Superior	Leaders do an unusually good job of soliciting feedback from <u>all</u> group members to ensure that material is clearly understood by all.
90		
80	Excellent/Above average	Leaders are especially adept at eliciting and responding to verbal and nonverbal feedback throughout the session.
70		



60	Good/Average	Leaders elicit feedback from all group members and ask enough questions to be sure that members understand the material.
50		
40	Fair/Below Average	Leaders elicit feedback from some members but do not ask enough questions to be sure that all members understand the material.
30		
20	Poor	Leaders do not ask for feedback to determine member's understanding of, and response to, the session.
10		

6. Leaders listen and understand

SCORE = \_\_\_\_\_

100	Superior	Leaders are extremely perceptive and empathic. Unusually good listening skills.
90		
80	Excellent/Above average	Leaders seem to clearly understand the members and are adept at communicating this understanding through appropriate verbal and nonverbal responses. Excellent listening and empathic skills
70		
60	Good/Average	Good listening skills, as indicated by ability to respond to subtle communications.
50		
40	Fair/Below Average	Leaders are usually able to reflect or rephrase what the members explicitly said but failed to respond to more subtle communication. Limited ability to listen and empathize.
30		
20	Poor	Leaders repeatedly failed to understand what the members explicitly said and thus consistently missed the point. Poor empathic skills
10		

7. Leaders communicate acceptance and respect

SCORE = \_\_\_\_\_

100	Superior	Leaders convey an unusually high level of genuine acceptance and respect of each and every group member.
90		
80	Excellent/Above average	Leaders clearly and consistently communicate acceptance and respect to all group members (acceptance should not be confused with approval of the person's behavior).

70		
60	Good/Average	Leaders communicate acceptance and respect to the group.
50		
40	Fair/Below Average	Leaders are inconsistent in communicating acceptance and respect.
30		
20	Poor	Leaders fail to communicate acceptance and respect and may be perceived as judgmental, harsh, disrespectful, or condescending.
10		

8. Leaders are enthusiastic

SCORE = \_\_\_\_\_

100	Superior	Leaders do an unusually good job of being genuinely enthusiastic about the course. They are infectious in their enthusiasm.
90		
80	Excellent/Above average	Leaders convey a very enthusiastic attitude about course and likelihood of improvement.
70		
60	Good/Average	Leaders convey a positive attitude about course and likelihood of improvement.
50		
40	Fair/Below Average	Leaders either (a) convey neither lively, positive attitude nor a tired, angry, or negative attitude, <u>or</u> (b) leaders vary from a lively, positive attitude to a tired, angry, or negative attitude.
30		
20	Poor	Leaders appear tired, angry, and/or lethargic, or convey a negative attitude about course and likelihood of improvement.
10		

9. Leaders are warm

SCORE = \_\_\_\_\_

100	Superior	Leaders convey a high degree of genuine warmth and interest in all group members.
90		
80	Excellent/Above average	Leaders convey warmth and interest in all group members.
70		
60	Good/Average	Leaders convey warmth and interest in group as a whole.
50		
40	Fair/Below Average	Neutral. Leaders are neither warm nor cold.

30		
20	Poor	Leaders appear detached and aloof, uninterested in group members.
10		

10. Leaders skillfully handled any special problems arising during the session SCORE = \_\_\_\_\_

100	Superior	Leaders were extremely skillful at handling several unusual problems.
90		
80	Excellent/Above average	Leaders were very skillful at handling a special problem/situation.
70		
60	Good/Average	Leaders were moderately skillful at handling a special problem.
50		
40	Fair/Below Average	Leaders' response to a problem was minimally adequate.
30		
20	Poor	Leaders could not deal adequately with special problems that arose during session.
10		
NA	Not Applicable	No special problems arose during the session.

If problems arose, please explain: \_\_\_\_\_

11. Overall tone of the session SCORE = \_\_\_\_\_

100	Superior	Tone of session is perfect -- engaged, fun, focused, and productive.
90		
80	Excellent/Above average	Tone of session is very positive.
70		
60	Good/Average	Tone of session is generally "up."
50		
40	Fair/Below Average	Tone of session is neutral or varies considerably
30		
20	Poor	Tone of session is generally "down."
10		

12. Overall Rating of Therapist Competence SCORE = \_\_\_\_\_

100	Superior, one of the best!
90	
80	Excellent/Above average
70	

60	Good/Average
50	
40	Fair/Below Average
30	
20	Poor
10	