

Appendix A – Suicide-specific content in the ibobbly app

Note on app content co-design: Much of this content of the ibobbly app was provided by focus groups comprised of Indigenous youth. We expected this would reduce some of the sensitivities in delivering suicide specific content to Indigenous youth. There are three main areas where the input of Indigenous community members in the app is apparent;

- (1) The language used is “real”, non-clinical and relevant to the target communities.*
- (2) The content was very much supported by the use of original artwork and graphic design created by Indigenous artists.*
- (3) Male and female audio voiceovers provided by Indigenous youth were used to accompany all text.*

1. Suicide-specific content of introductory video;

All app users followed a pathway of sequential activities. The very first activity involved watching an introductory animation on the purpose of the app. In plain English this animation spoke about the highs and lows of life, spoke of suicide and feeling suicidal and also provided hope and alternative options through the use of the app.

2. Suicide-specific content of self-assessments;

Specific assessment questions were asked about current suicidal ideation and about suicide plans, followed by a variety of help-seeking options such as help-lines (suicide specific and general). The validity of thoughts were questioned here in addition to the agency an individual has in relation to acting or not acting upon thoughts (of suicide). These self-assessments were mandatory before progressing to the larger content modules. As these

assessments were recorded, they also provided valuable feedback to the users as to how their moods fluctuated through the trial and gave them some perspective as they progressed.

3. Suicide-specific content in module 1;

In the first module there was content in relation to identifying personal thoughts of suicide/self-harm (and other thoughts). For example thoughts such as “I wish I was dead”, “I don’t want to be here anymore”, “Everyone would be better off if I was dead” and “I’m a burden to others” featured. This activity was completed by identifying the related feelings and behaviours that may accompany such thoughts around suicide/self harm or self destruction.

4. Suicide-specific content in module 2;

In the second module, content demonstrating alternatives to suicide such as acceptance of difficult thoughts and feelings was presented. Emotional regulation activities were practiced to reduce and diffuse the power of suicidal or unwanted thoughts and feelings. This was achieved through psychoeducation videos and through diffusion exercises. The diffusion exercises focused on specific thoughts (such as thoughts of suicide if selected) and attempted to reduce the impact these thoughts have on the app user. Mindfulness techniques were also taught in this module, as were relaxation techniques and ideas on distracting oneself and choosing healthy activities. Finding meaning in psychological pain also featured in this module.

5. Suicide-specific content in module 3;

Module 3 mainly encouraged the user to work on personal values. This module attempted through multiple activities to identify the personal values of the app user. Following identification of their values, app users then worked on goal setting and activities in line with

their values. It was expected that through their valued action the user could live a more authentic and meaningful life and thereby reduce symptoms of suicidality and/or psychological distress.