Appendices
Volume II

List of Figures

List of Tables

Appendix A. Ethical Approval Letters

Appendix A.1: Ethical Approval for study in Chapter 2

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Ciara Mahon

School of Psychology Research Ethics Committee

6th March 2018

Dear Ciara,

The School of Psychology Research Ethics Committee has reviewed your application entitled "The patterns, motives and effects of social media use on body image and psychological wellbeing of youths" and I am pleased to inform you that it was approved.

Please note that you will be required to submit a completed **Project Annual Report Form** on each anniversary of this approval. The form is available for download from the ethics website.

Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2

Appendix A.2: Ethical Approval for study in Chapter 3

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Ciara Mahon
Approval ID: SPREC072018-01

School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2

3rd September 2018

Dear Ciara,

The School of Psychology Research Ethics Committee has reviewed your application entitled "The patterns, motives and effects of social media use on body image in youths" (A psychometric scale development and evaluation study)" and I am pleased to inform you that it was approved.

Please note that you will be required to submit a completed **Project Annual Report Form** on each anniversary of this approval, until such time as an **End of Project Report Form is submitted** upon completion of the research. Copies of both forms are available for download from the Ethics section of the School website.

Please note that you must be familiar with and adhere to the attached 'Safety Protocol for Adults'. Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

Appendix A.3: Ethical Approval for study in Chapter 4

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Ciara Mahon

School of Psychology Research Ethics Committee

30th April 2018

Dear Ciara,

The School of Psychology Research Ethics Committee has reviewed your application entitled "The patterns, motives and effects of social media use on body image and psychological wellbeing of youths" and I am pleased to inform you that it was approved.

Please note that you will be required to submit a completed **Project Annual Report Form** on each anniversary of this approval, until such time as the research is complete and the thesis is submitted. The form is available for download from the Ethics section of the School website.

Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2

Appendix A.4: Ethical Approval study in Chapter 7

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Ciara Mahon
Approval ID: SPREC062019-02

School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2

19st September 2019

Dear Ciara,

The School of Psychology Research Ethics Committee has reviewed your application entitled "FEASIBILITY AND ACCEPTABILITY OF A DIGITAL RESILIENCE PROGRAMME IN IRISH ADOLESCENTS"and I am pleased to inform you that it was approved.

Please note that you will be required to submit a completed **Project Annual Report Form** on each anniversary of this approval, until such time as an **End of Project Report Form is submitted** upon completion of the research. Copies of both forms are available for download from the Ethics section of the School website.

Please note that you must be familiar with and adhere to the attached 'Safety Protocol for Adults'. Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

Appendix A.5: Approval of additional named research assistants study in Chapter 7.

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Aoife Fennelly,

School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2
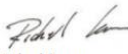
29th October 2019

Dear Aoife,

The School of Psychology Research Ethics Committee recognises you as a named investigator on the project entitled "*A feasibility and acceptability trial of a Digital Resilience programme in Irish adolescents*" which received ethical approval in September 2019.

Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

F.A.O. Jennifer Barry

School of Psychology Research Ethics Committee

SCHOOL OF PSYCHOLOGY
Arás an Phiarsaigh
Trinity College
Dublin 2
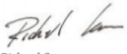
20th November 2019

Dear Jennifer,

The School of Psychology Research Ethics Committee recognises you as a named investigator on the project entitled "A feasibility and acceptability trial of a Digital Resilience programme in Irish adolescents" which received ethical approval in September 2019

Adverse events associated with the conduct of this research must be reported immediately to the Chair of the Ethics Committee.

Yours sincerely,

Richard Carson
Chair,
School of Psychology Research Ethics Committee

Appendix B. Study Protocols for focus group studies Chapter 2 and 4

Appendix B.1: Participant Information Sheet (Chapter 2)

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

INFORMATION SHEET

"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

What is the study?
You are invited to participate in this research study which aims to investigate the effects of social media use on body image.

What is the purpose of the study?
By documenting the patterns, motives and effects of social media use on body image it is hoped that this study will inform efforts to promote positive body image among social media users.

What does the study involve?
The study involves taking part in a single focus group session which is expected to take between 1 hour / 1hr 30mins. In the session, you will be asked a series of questions relating to your use of social media and how this use influences your experiences and understandings of body image.
You will be free to take breaks at any point in the session, however there will be a structured ten-minute break scheduled after the first hour of the study during which refreshments will be provided.

What are the possible benefits of participation?
By participating you will be providing a valuable contribution to psychological research on this important and pressing topic and the findings may inform future intervention efforts.
Please note that you will not receive any money or gifts for participating in this study. However, undergraduate psychology students may earn 2/3 credits for participation.

What are the possible risks of participation?
While the questions have been designed to be as neutral as possible, you might feel uncomfortable telling us things about your life, your use of social media or your experiences of body image on social media. If there is a question that you don't want to answer, you do not have to.

It is not anticipated that participation should cause psychological distress above and beyond that experienced in everyday life. However, should you experience any emotional or psychological distress as a result of participation, a list of counselling services and their contact details has been provided on this information sheet.

What are my rights if I join the study?
Participation in the study is entirely voluntary and if you agree to participate you have the following rights:

1.The information from this study will be kept strictly confidential and will not be made available to any other people.
2.This focus group will be audio recorded for research purposes. We will aim to publish our results in scientific journals but any information we have will be completely anonymous and presented as a group.
3.As participation is completely voluntary, you are free to withdraw from the study at will, without explanation and without penalty. You are free to withdraw at any time up to the point of thesis submission (Sept 2021).
4.Under the Freedom of Information Act (2014), you can have access to any information we store about you, if requested.

Contact Details
If you have any other questions relating to the research, please do not hesitate to contact a member of the research team

Ciara Mahon, PhD Student, (01)353 1896, mahonc1@tcd.ie
Prof. David Hevey, Project Supervisor (01)896 3914**,** heveydt@tcd.ie
 School of Psychology, Áras an Phairsaigh, Trinity College, Dublin 2.

Appendix B.2: Participant Consent (Chapter 2)

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

PARTICIPANT CONSENT FORM

"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

I, the undersigned, give my informed consent to participate in the study, "The patterns, motives and effects of social media use on body image and psychological wellbeing of youths", conducted by the School of Psychology, Trinity College Dublin.

Full Name:_____

Signed:_____

Age:_____

Gender:_____

Date:_____

Appendix B.3 Parental/Guardian/Student Information sheet (Chapter 4)

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

PARENT/GUARDIAN/STUDENT INFORMATION SHEET
"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

Dear Parent/Guardian/Student,

Purpose of this form?
[This form is a request for your permission to allow your child participate in a psychology study. This form aims to provide you (as the parent/guardian of a prospective research participant) with information that may affect your decision to allow your child to partake in this research study or not].

What is the study?
You*[r child*] is invited to participate in this research study which aims to investigate the effects of social media use on body image [*on youths aged 13-18 years].*

What is the purpose of the study?
By documenting the patterns, motives and effects of social media use on body image it is hoped that this study will inform efforts to promote positive body image among social media users.

What does the study involve?
The study involves taking part in a single focus group session which is expected to take between 30mins-1 hour. In the session, you*[r child]* will be asked a series of questions relating to your *[their]* use of social media and how this use influences your *[their]* experiences and understandings of body image. Focus groups will contain between 6-8 other adolescents and will be conducted on the school premises during school hours. You*[r child]* will be free to take breaks at any point in the session, however there will be a structured ten-minute break scheduled after the first hour of the study during which refreshments will be provided.

What are the possible benefits of participation?
By participating you*[r child]* will be providing a valuable contribution to psychological research on this important and pressing topic and the findings may inform future intervention efforts.
Please note that you*[r child]* will not receive any money or gifts for participating in this study.

What are the possible risks of participation?
While the questions have been designed to be as neutral as possible, you*[r child]* might feel uncomfortable telling us things about your *[their]* life, your *[their]* use of social media or your *[their]* experiences of body image on social media. If there is a question that you*[r child]* doesn't want to answer, you *[they]* do not have to.

It is not anticipated that participation should cause psychological distress above and beyond that experienced in everyday life. However, should you*[r child]* experience any emotional or psychological distress as a result of participation, a list of counselling services and their contact details has been provided on this information sheet.

What are my child's rights if they join the study?
Participation in the study is entirely voluntary and if you*[r child]* provides informed consent and your parent *[you also]* agree to allow your child to participate, these are the following participation rights:

a) The information from this study will be kept strictly confidential and will not be made available to any other people. However, data confidentiality may be breached in circumstances where the researchers have concerns about the safety of a participant or other individual. In such circumstances, the research team is required to act in accordance with the relevant directives and with statutory law in the Republic of Ireland.

b) This focus group will be audio recorded for research purposes. We will aim to publish our results in scientific journals but any information we have will be completely anonymous and presented as a group.

c) As participation is completely voluntary, you[r child is] are free to withdraw from the study at will, without explanation and without penalty. *You*[re parents] are also allowed to withdraw you[*r child from this study*]. You[r child is] are free to withdraw, or you[’re parent] is free to withdraw *[your child*], at any time from the time of providing consent up to the point of thesis submission (September, 2020). You *[and your child is*] are also free to withdraw their data at the conclusion of their participation should they/you so wish. If you or your child choses to withdraw from the study after data has been collected from them, this data will be removed from the analyses and destroyed.

d) Under the Freedom of Information Act (2014), you and [your child] parent can have access to any information we store about you[r child], if requested.

Contact Details

If you have any other questions relating to the research please do not hesitate to contact a member of the research team

Ciara Mahon, PhD Student, Telephone: 01 896 3914, Email: mahonc1@tcd.ie
Prof. David Hevey, Telephone: (01) 8968494, Email: heveydt@tcd.ie
School of Psychology, Áras an Phairsaigh, Trinity College Dublin, Dublin 2

Helplines
Bodywhys, Tel: 1890200444, Email: alex@bodywhys.ie
Teenline Helpline, Tel: 1800 833634, Email: info@teenline.ie

Appendix B.4: Parent/Guardian/Student Consent form Study in Chapter 4

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

PARENT/GUARDIAN CONSENT FORM

"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

I, the undersigned, give my informed consent for my child to participate in the study, "The patterns, motives and effects of social media use on body image and psychological wellbeing of youths", conducted by the School of Psychology, Trinity College Dublin.

Participant Full Name:_____

Parent/Guardian Full Name:_____

Signed:_____

Date:_____

Appendix B.5 Participant demographic detail sheet (Chapter 4)

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

Participant Details

Participant Name:_____

Age:_____

D.O.B:_____

Gender:_____

School Year:_____

School:_____

Appendix B.6 Interview schedule and script used in focus groups Chapter 2 & 4

Introductory Script

"Hello everyone, first of all, thank you all very much for coming in today. Your participation in this research is much appreciated. My name is (Researcher 1) and this is (Researcher 2). I will be conducting the focus group today and (Researcher 2) will be taking notes and keeping track of time. In today's focus group, I will be asking some questions about social media use and its possible influence on body image. We really value your personal opinions and encourage you to express yourself freely throughout the discussion. However, if there are questions that you do not feel comfortable in answering, you do not have to. Participation is voluntary and you have the right to withdraw from the study at any point. Bear in mind that there are no right or wrong answers and every opinion is valued and of equal importance. We would ask that you listen to and respect the opinions of other members of the group. We would also ask that you do not share what you have heard or discussed in the focus group with others to ensure confidentiality. This discussion will be audio recorded for research purposes, but all data will be anonymized. This means that we will not be using your names and you will not be identified as an individual in our report of this discussion.

Today's focus group will last approximately 1 hour /1 hour 30 mins *[30 mins – 1 hour]*. There will be a scheduled 10 minute break after 1 hour during which refreshments will be provided, but feel free to take breaks if you need them throughout the study. Before we begin I would ask that you read the Information sheet carefully and if you are happy to participate in the study I would ask that you please sign the consent form attached. If you have any questions about the focus group session or the content of the information sheet, please do not hesitate to ask. If there are no further questions, we will proceed with the discussion.

Focus Group Questions

Opening Question; To begin with, I would just ask you to introduce yourselves by stating your name and sharing a sentence or two about yourself.

GENERAL SOCIAL MEDIA USE
1. What social media platform(s) do you use and which one(s) do you use most?
2. What do you think are the most popular social media platforms used by people of your age?
3. In your opinion, what are the most common reasons why people use social media?
4. What is the most popular content that is generally sought out or engaged with by people of your age?
5. Do you think social media places a heavy emphasis on the body or physical appearance? Do you think individuals are exposed to a lot of content about body image?

PERSONAL SOCIAL MEDIA USE AND EFFECTS ON BODY IMAGE PERCEPTIONS
6. What is your understanding of body image?
7. Has your understanding of body image been influenced/changed from your use of social media? If so, how?
8. What messages about the (male and/or female) body do you think are portrayed by social media?
   1. What do you think about these messages?
   2. Do you think social media messages have positive and/or negative effects on body image of youths in general?
9. Has your social media use changed how you perceive or feel about yourself or your own body?

PERSONAL SOCIAL COMPARISON BEHAVIOURS ON SOCIAL MEDIA
Thinking about your own personal use;
10. Do you seek out content relating to the body on social media?
   1. Do you follow or engage with body-related content such as media pages/people/ hashtags/body image communities?
   2. If so what are the prominent individuals/communities/hashtags/trends that you follow?

11. Do you compare your appearance to others on social media?
   1. If so who do you compare with?
   2. Do you compare your appearance you're your friends/celebrities/social media influencers?

     3. If so what aspects of your appearance do you compare?

12. If you compare to others online, what motivates you to do this? (Prompts; To gain information/to self-improve/to self-evaluate/to boost self-esteem?)

13. Do you post pictures of yourself online?
     1. If so, do you think about how you present your body in these posts?
     2. Do you think about how you will compare to others when posting content about yourself on social media?

SOCIAL MEDIA USE IN RELATION TO BODY IMAGE (PERCEPTION OF GENERAL TRENDS)
14. What social media activities/behaviours do you think promote positive body image?
15. What characteristics of social media platforms promote positive body image (eg. community element/progress monitoring/feedback)?
16. What social media activities/behaviours do you think harm body image perceptions?
17. What characteristics of social media platforms have a negative impact on body image perceptions (eg. increased accessibility/ the increasingly intimate/hyper-sharing/ visual emphasis)?

----------------------------------10 Minute Break---------------------------------

Brief summary of discussion will be provided.
Q. Does this summary accurately reflect today's discussion?

Closing Questions
Is there anything you would like to add? Are there any other issues in relation to social media and body image or that you feel need to be addressed/discussed?

Closing remarks
If there are no further comments we will conclude the session. Thank you very much for sharing your thoughts and opinions with us. We encourage you all to read the debriefing sheet which provides more information about the aims of the research. If you have any more questions, (Researcher) contact details are provided on the debriefing form, so please feel free to get in touch.

Appendix B.7 Participant Debrief form for studies in Chapter 2 and 4

Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin
Ollscoil Átha Cliath | The University of Dublin

DEBRIEFING FORM

"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

Dear Participant,

Thank you for taking part in this study investigating the patterns, motives and effects of social media use on body image and psychological wellbeing of youths.

Body image refers to a person's perception of their physical self and the thoughts and feelings that arise from this perception. Body image perceptions can be positive, negative or both, however negative body image has been associated with a number of adverse outcomes for psychological and physical wellbeing. Identifying the factors that impact on body image perceptions is important for the design of interventions to counter negative and promote positive body image (Perloff, 2014).

Body image is influenced by a number of individual and environmental factors. Traditional media (magazines/TV etc.), which convey stereotypical body ideals for males and females, have been found to influence body image perceptions in positive, but mainly negative ways.

However, to date, very little research has investigated the effects of social media on body image perceptions (Fardouly & Vartanian, 2016).This is a gap that needs to be filled given the widespread use of social media, with approximately 96% of Irish youths engaging regularly with at least one social media platform and are estimated to spend on average 1h50m per day using social media (O'Grady & Carroll, 2014). Moreover, social media differs from traditional media in that it is more visual, easily accessible and interactive in nature, and these characteristics may produce unique effects on body image (Cohen et al. 2017).

Research has not yet comprehensively investigated the patterns, motives and effects of social media use on body image perceptions. This study aimed to redress this gap by investigating three questions;

2. How is social media used to gain information about the body?
   a) What sites do individuals use?
   b) What is the frequency of use?
   c) What are the specific behaviours engaged with and at what level of engagement?

3. What motivates individuals to engage with social media in this way?
   a) What are the characteristics of social media platforms that encourage these usage patterns?
   b) Which, if any individual differences in weight status, investment in appearance etc. influence activity patterns and how?
4. What effects do these selective social media exposures have on body image and mental wellbeing of youths?

By documenting the patterns, motives and effects of social media use on body image it is hoped that this study will inform efforts to promote positive body image among social media users. If you wish to read more about this topic, a list of references for further reading is also provided below.

If you have any questions about the study please contact a member of the research team. We would like to remind you that your data will remain confidential and that you are free to withdraw form the study at any point in time. If you have experienced any distress as a result of taking part in this study, contact details for BodyWhys and the Samaritans support services are provided below. *[contact details for BodyWhys and the Teenline support services are provided below.]*

Ciara Mahon, PhD Student, (01)3531896, mahonc1@tcd.ie
Prof. David Hevey, Project Supervisor, (01)896 3914, heveydt@tcd.ie

School of Psychology, Áras an Phairsaigh, Trinity College, Dublin 2.

Helplines
Bodywhys
Tel: 1890200444
Email: alex@bodywhys.ie

Samaritans Helpline
Tel: 01 116 123
http://www.samaritans.org

Teenline Helpline, Tel: 1800 833634, Email: info@teenline.ie

 Further Reading

Cohen, R., Newton-John, T., & Slater, A. (2017). The relationship between Facebook and Instagram and appearance focused activities and body image concerns in young women. *Body Image* (23), 183-187.

Fardouly, J. & Vartanian, L.R. (2016) Social media and body image concerns: Current research and Future Directions. *Current Opinion in Psychology*. 9, 1-5.

O'Grady, S. & O'Carroll, A. "*Would you rather cut your leg off or your mobile phone connection? An investigation of how communicative technologies (mobile phones, social media etc.) affect aspects of the lives of young people today*"

Perloff, R.M (2014) Social media effects on young women's body image concerns; Theoretical perspectives and an agenda for research. Sex Roles, 71 (11), 363-377

Appendix C. Study Protocol (Chapter 3)

Appendix C.1 Information sheet for online survey

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

INFORMATION SHEET

"The patterns, motives and effects of social media use on body image and psychological wellbeing of youths"

What is the study?
You are invited to participate in this research study which aims to investigate the effects of social media use on body image.

What is the purpose of the study?
By documenting the patterns, motives and effects of social media use on body image it is hoped that this study will inform efforts to promote positive body image among social media users.

What does the study involve?
The study involves completing a series of questionnaires which is expected to take approximately 30mins. In the questionnaires, you will be asked a series of questions relating to your use of social media and how this use influences your experiences and understandings of body image.

What are the possible benefits of participation?
By participating you will be providing a valuable contribution to psychological research on this important and pressing topic and the findings may inform future intervention efforts.
Please note that you will not receive any money or gifts for participating in this study. However, undergraduate psychology students at Trinity College Dublin may earn 1 credit for participation.

What are the possible risks of participation?
While the questions have been designed to be as neutral as possible, you might feel uncomfortable telling us things about your life, your use of social media or your experiences of body image on social media. If there is a question that you don't want to answer, you do not have to.

It is not anticipated that participation should cause psychological distress above and beyond that experienced in everyday life. However, should you experience any emotional or psychological distress as a result of participation, a list of counselling services and their contact details will be provided.

What are my rights if I join the study?
Participation in the study is entirely voluntary and if you agree to participate you have the following rights:
1. The information from this study will be kept strictly confidential and will not be made available to any other people.
2. This survey will be completely anonymous. No one will link any personal information that you provide to the identifying information that you may provide. All data provided will be protected using encrypted software and will be held solely by the research team.
3. As participation is completely voluntary, you are free to withdraw from the study at will, without explanation and without penalty. You are free to withdraw at any time up to the point of thesis submission in September 2021.
4. Under the Freedom of Information Act (2014), you can have access to any information we store about you, if requested.

Contact Details
If you have any other questions relating to the research, please do not hesitate to contact a member of the research team
Ciara Mahon, PhD Student, (01)3531896, mahonc1@tcd.ie
Prof. David Hevey, Project Supervisor, (01)896 3914, heveydt@tcd.ie

School of Psychology, Áras an Phairsaigh, Trinity College, Dublin 2.

Helplines
Bodywhys
Tel: 1890200444
Email: alex@bodywhys.ie

Samaritans Helpline
Tel: 01 116 123
http://www.samaritans.org

Appendix C.2. Participant Consent Form Online Survey

By ticking this box you are agreeing that: a.) you have read and understood the Participant Information Sheet, b.) questions about your participation have been answered satisfactorily, c.) you are aware of the potential risks (if any) of participation and d.) you are taking part in this research voluntarily (without coercion).

By ticking this box you are agreeing that you are aged between 18-30 years

Appendix C.3 Questionnaire used in study (Chapter 3)

Social Media and Body Image Study

Welcome to the Body Image Survey

Thank you for participating in our survey. Your feedback is important!

* 1. ELECTRONIC CONSENT
Please select your choice. Clicking on the "Agree" button indicates that you

a.) Have read and understood the above information
b.) Voluntarily agree to participate
c.) Are aged between 18-30 years
d.) Use social media

☐ Agree   ☐ Disagree

Social Media and Body Image Study

Demographic details

Try to read every question carefully and remember to take a break once in a while to stay focused

Please tell us a bit about yourself before you begin the survey

*   2. Your age

[   ]

*   3. Gender

○ Female   ○ Other

○ Male

*   4. Nationality (E.g. IRE= Irish)

[   ]

*   5. Which of the following social media platforms do you currently have an account with? (Check all that apply)

- ☐ Instagram
- ☐ Snapchat
- ☐ Facebook
- ☐ Youtube
- ☐ Other (please specify)
- ☐ Reddit
- ☐ Pinterest
- ☐ Twitter

[   ]

* 6. How frequently do you engage with social media platforms?
- ◯ Multiple times per hour
- ◯ Multiple times per day
- ◯ Once a day
- ◯ Once a week
- ◯ Less than once a week

* 7. Which of the following social media platforms do you use the most? (Please select only one option).
- ◯ Instagram
- ◯ Snapchat
- ◯ Facebook
- ◯ Reddit
- ◯ Other (please specify)
- ◯ Pinterest
- ◯ Twitter
- ◯ Youtube

[   ]

Social Media and Body Image Study

The Motives to use Instagram questionnaire

Below is a series of statements relating to Instagram use.

If you do *NOT* use Instagram, please think of the social media *PLATFORM* that *YOU USE THE MOST OFTEN* and answer the statements as applied to that social media platform.

If the statements are not applicable to your most used social media platform, please click the N/A option

8. How often do you use Instagram (or other social media platform) for the following reasons?

	Never	Rarely	Sometimes	Quite often	Very often	N/A
To depict my life through photos	○	○	○	○	○	○
It is fun	○	○	○	○	○	○
To become popular	○	○	○	○	○	○
To share my life with other people	○	○	○	○	○	○
To create art	○	○	○	○	○	○

9. How often do you use Instagram (or other social media platform) for the following reasons

	Never	Rarely	Sometimes	Quite often	Very often	N/A
To remember something important	○	○	○	○	○	○
To follow my friends	○	○	○	○	○	○
To see what other people share	○	○	○	○	○	○
To "like" my followers' photos	○	○	○	○	○	○
To self-promote myself	○	○	○	○	○	○

10. How often do you use Instagram (or other social media platform) for the following reasons?

	Never	Rarely	Sometimes	Quite often	Very often	N/A
To escape from reality	○	○	○	○	○	○
To avoid loneliness	○	○	○	○	○	○
To relax	○	○	○	○	○	○
To show off	○	○	○	○	○	○
To follow people I respect	○	○	○	○	○	○
To keep up with the fashion	○	○	○	○	○	○
For inspiration	○	○	○	○	○	○
To edit/filter existing photos	○	○	○	○	○	○

11. How often do you use Instagram (or other social media platform) for the following reasons?

	Never	Rarely	Sometimes	Quite often	Very often	N/A
It is cool	◯	◯	◯	◯	◯	◯
To find people with whom I have common interests	◯	◯	◯	◯	◯	◯
To document the world around me	◯	◯	◯	◯	◯	◯
To commemorate an event	◯	◯	◯	◯	◯	◯
To see "visual status updates" of my friends	◯	◯	◯	◯	◯	◯

12. How often do you use Instagram (or other social media platform) for the following reasons?

	Never	Rarely	Sometimes	Quite often	Very often	N/A
To remember special events	◯	◯	◯	◯	◯	◯
To provide "visual status updates" for my friends	◯	◯	◯	◯	◯	◯
To creep through other people's posts	◯	◯	◯	◯	◯	◯
To show off my photography skills	◯	◯	◯	◯	◯	◯
To browse the daily lives of celebrities	◯	◯	◯	◯	◯	◯

Social Media and Body Image Study

Appearance Comparison on Social Media Scale

When you engage with social media,
i.e · Scrolling through news/photo-
feeds
· **Looking at photos or profiles**
· **Viewing stories or live feeds**

13. How much of this time would be spent scrolling through photos or posts of your friends?

◯ Almost none of the time   ◯ A lot of the time

◯ A little of the time   ◯ Almost all of the time

◯ Sometimes

14. How often do your friends post content related to their bodily appearance on social media?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

15. How often do you compare your bodily appearance to your peers?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

Peer comparisons on social media

When engaging in these comparisons with peers...

16. Do you tend to compare to peers whose bodies are .... your own?

○ Worse than

○ the same as

○ Better than

17. How do you typically feel about yourself after comparing your body with that of your peers?

○ Very dissatisfied

○ Dissatisfied

○ Neutral

○ Satisfied

○ Very satisfied

18. How similar is your body to the bodies of the peers you typically compare yourself with?

○ Not at all similar

○ Not very similar

○ Don't know

○ Quite similar

○ Very similar

19. How often do you compare to peers in order to evaluate how your body measures up to theirs?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

20. How often do you compare to your peers in order make yourself feel better about your own body?

○ Never   ○ Often

○ Rarely   ○ Always

○ Sometimes

21. How often do you compare to your peers in order to motivate yourself to improve your own body?

○ Never   ○ Often

○ Rarely   ○ Always

○ Sometimes

Social influencers and health/fitness bloggers

When you engage with social media,
i.e ·   Scrolling through news/photo-
feeds
· **Looking at photos or profiles**
· **Viewing stories or live feeds**

22. How much of this time would be spent following social influencers or health/fitness bloggers?

○ None of the time   ○ Almost all of the time

○ Almost none of the time   ○ All of the time

○ Sometimes

23. How often would these social media blogger accounts/pages post content related to their bodily appearance?

○ Never   ○ Often

○ Rarely   ○ Always

○ Sometimes

24. How often do you compare your bodily appearance to social influencers or health/fitness bloggers?

○ Never   ○ Often

○ Rarely   ○ Always

○ Sometimes

Comparisons with social influencers/bloggers

When engaging in comparisons with these social influencers or health/fitness bloggers ....

25. Do you tend to compare to social influencers/bloggers whose bodies are .... your own?

◯ Better than

◯ Much the same as

◯ Worse than

26. How do you typically feel about your own body after comparing your body with these social influencers/bloggers?

◯ Very dissatisfied   ◯ Satisfied

◯ Dissatisfied   ◯ Very satisfied

◯ Neutral

27. How similar is your body to the bodies of the social influencers/bloggers that you typically compare yourself with?

◯ Not at all similar   ◯ Quite similar

◯ Not very similar   ◯ Very similar

◯ Don't know

28. How often do you compare your body to social influencers/bloggers in order to evaluate how your body measures up to theirs?

◯ Never   ◯ Often

◯ Rarely   ◯ Always

◯ Sometimes

29. How often do you compare your body to social influencers/bloggers in order to make yourself feel better about your own body?

◯ Never   ◯ Often

◯ Rarely   ◯ Always

◯ Sometimes

30. How often do you compare your body to social influencers/bloggers in order to motivate yourself to improve your own body?

◯ Never   ◯ Often

◯ Rarely   ◯ Always

◯ Sometimes

Celebrities/sports stars on social media

When you engage with social media,
i.e ·   Scrolling through news/photo-feeds
·   **Looking at photos or profiles**
·   **Viewing stories or live feeds**

31. How much of this time would be spent following celebrities/sports stars?

◯ Almost none of the time   ◯ A lot of the time

◯ A little of the time   ◯ Almost all of the time

◯ Sometimes

32. How often would these celebrities/sports stars post content related to their bodily appearance?

◯ Never   ◯ Often

◯ Rarely   ◯ Always

◯ Sometimes

33. How often do you compare your bodily appearance to celebrities/sports stars?

◯ Never   ◯ Often

◯ Rarely   ◯ Always

◯ Sometimes

Social Media and Body Image Study

Comparisons with celebrities/sports stars

When engaging in comparisons with these celebrities/sports stars........

34. Do you tend to compare to celebrities/sports stars whose bodies are .... your own?

◯ Better than

◯ Much the same as

◯ Worse than

35. How do you typically feel about your own body after comparing your appearance with these celebrities/sports stars?

◯ Very dissatisfied   ◯ Satisfied

◯ Dissatisfied   ◯ Very satisfied

◯ Neutral

36. How similar is your body to the bodies of the celebrities/sports stars that you typically compare yourself with?

◯ Not at all similar ◯ Quite similar

◯ Not very similar ◯ Very similar

◯ Don't know

37. How often do you compare your body to celebrities/sports stars in order to evaluate how your body measures up to theirs?

◯ Never ◯ Often

◯ Rarely ◯ Always

◯ Sometimes

38. How often do you compare your body to celebrities/sports stars in order make you feel better about your own body/appearance?

◯ Never ◯ Often

◯ Rarely ◯ Always

◯ Sometimes

39. How often do you compare your body to celebrities/sports stars in order to motivate yourself to improve your own body?

◯ Never ◯ Often

◯ Rarely ◯ Always

◯ Sometimes

Self-generated content

40. How much of the time do you post images/photos/videos of yourself on social media?

◯ Almost none of the time ◯ A lot of the time

◯ A little of the time ◯ Almost all of the time

◯ Sometimes

41. How often would you post content relating to your own bodily appearance?

◯ Never ◯ Often

◯ Rarely ◯ Always

◯ Sometimes

Comparisons on self-generated content

When you post content on social media, i.e

· **Post photos/videos/stories/live feeds**

· **Create and update personal social media profiles**

42. How often do you compare how you look in your social media profile, to how your peers look in their profiles?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

43. How often do you compare the amount of "likes" you receive on your posts versus the amount of "likes" peers receive for similar posts?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

44. The perception I have of my body is influenced by the amount of likes I receive on my posts relative to my peers

○ Not at all

○ Not a lot

○ Somewhat

○ Quite a lot

○ To a great extent

45. I use the number of likes received on a photo to evaluate my level of bodily attractiveness in the photo

○ Not at all

○ Not a lot

○ Somewhat

○ Quite a lot

○ To a great extent

46. Receiving more likes than peers on photos makes me feel better about my body

○ Not at all

○ Not a lot

○ Somewhat

○ Quite a lot

○ To a great extent

47. How often do you compare the amount of likes you receive to peers in order to evaluate how your body measures up to theirs?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

48. How often do you compare the number of likes you receive to peers in order to make you feel better about your own bodily appearance?

- Never
- Often
- Rarely
- Always
- Sometimes

49. Receiving less likes than my peers makes me feel less satisfied with my bodily appearance

- Not at all
- Quite a lot
- Not a lot
- To a great extent
- Somewhat

Multidimensional Body-Self Relations Questionnaire

50. The following page contains a series of statements about how people might think, feel, or behave.

You are asked to indicate the extent to which each statement pertains to you

personally. Neither agree nor

	Definitely Disagree	Mostly disagree	disagree	Mostly agree	Definitely agree
My body is sexually appealing	○	○	○	○	○
I like my looks just the way they are	○	○	○	○	○
Most people would consider me good looking	○	○	○	○	○
I like the way I look without my clothes on	○	○	○	○	○
I dislike my physique	○	○	○	○	○
I am physically unattractive	○	○	○	○	○

Upward/Downward Appearance Comparison Scale

51. I compare to those who are better looking than me rather than those who are not

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

◯	◯	◯	◯	◯

52. I often compare myself to those who are less physically attractive

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

53. I tend to compare my own physical attractiveness to that of magazine models

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

54. I find myself thinking about whether my own appearance compares well with models and movie stars

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

55. At the beach or athletic events (sports, gym, etc.) I wonder if my body is as attractive as the people I see there with very attractive bodies

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

56. I tend to compare myself to people I think look better than me

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

57. When I see a person who is physically unattractive I think about how my body compares to theirs

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

58. When I see a person with a great body, I tend to wonder how I 'match up' with them

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

59. At parties I often compare my looks to the looks of unattractive people

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

60. When I see good-looking people I wonder how I compare to them

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

◯	◯	◯	◯	◯

61. At parties or other social events, I compare my physical appearance to the physical appearance of the very attractive people

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

62. I tend to compare my body to those who have below average bodies

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

63. I find myself comparing my appearance with people who are better looking than me

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

64. I compare my body to people who have a better body than me

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

65. I compare myself to people less good looking than me

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

66. At the beach, gym, or sporting events I compare my body to those with less athletic bodies

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

67. I think about how attractive my body is compared to overweight people

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

68. I tend to compare my physical appearance with people whose bodies are not as physically appealing

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
◯	◯	◯	◯	◯

69. Please indicate the extent to which you agree or disagree with the following statements

Neither agree nor

	Definitely disagree	Mostly disagree	disagree	Mostly agree	Definitely agree
It is important for me to look athletic	☐	☐	☐	☐	☐
I feel pressure from family members to improve my appearance	☐	☐	☐	☐	☐
I want my body to look very thin	☐	☐	☐	☐	☐
Family members encourage me to get in better shape	☐	☐	☐	☐	☐
I think a lot about looking thin	☐	☐	☐	☐	☐

70. Please indicate the extent to which you agree/disagree with the following statements

Neither agree nor

	Definitely disagree	Mostly Disagree	disagree	Mostly agree	Definitely agree
I feel pressure from family members to look thinner	○	○	○	○	○
I think a lot about looking muscular	○	○	○	○	○
Family members encourage me to decrease my level of body fat	○	○	○	○	○
I want my body to look like it has little fat	○	○	○	○	○
My peers encourage me to get thinner	○	○	○	○	○
I feel pressure from my peers to improve my appearance	○	○	○	○	○

71. Please indicate the extent to which you agree/disagree with the following statements

Neither agree nor

	Definitely disagree	Mostly disagree	disagree	Mostly agree	Definitely agree
I spend a lot of time doing things to look more athletic	☐	☐	☐	☐	☐
I get pressure from my peers to decrease my level of body fat	○	○	○	○	○
I want my body to look very lean	☐	☐	☐	☐	☐
I feel pressure from the media to improve my appearance	☐	☐	☐	☐	☐
I spend a lot of time doing things to look more muscular	☐	☐	☐	☐	☐

72. Please indicate the extent to which you agree/disagree with the following statements

Neither agree nor

	Definitely disagree	Mostly Disagree	disagree	Mostly agree	Definitely agree
I feel pressure from my peers to look in better shape	○	○	○	○	○
I think a lot about looking athletic	○	○	○	○	○
I feel pressure from the media to look thinner	○	○	○	○	○
I think a lot about having very little body fat	○	○	○	○	○
I feel pressure from the media to decrease my level of body fat	○	○	○	○	○
I feel pressure from the media to look in better shape	○	○	○	○	○

Social Media and Body Image Study

Rosenberg Self-Esteem Scale

73. Rate the items using the following scale:

	Strongly agree	Agree	Disagree	Strongly disagree
I feel that I am a person of worth, at least on an equal basis with others	◯	◯	◯	◯
I feel that I have a number of good qualities	◯	◯	◯	◯
All in all, I am inclined to feel that I am a failure	◯	◯	◯	◯
I am able to do things as well as most other people	◯	◯	◯	◯
I feel I do not have much to be proud of	◯	◯	◯	◯

74. Rate the items using the following scale:

	Strongly agree	Agree	Disagree	Strongly disagree
I take a positive attitude toward myself	◯	◯	◯	◯
On the whole, I am satisfied with myself	◯	◯	◯	◯
I wish I could have more respect for myself	◯	◯	◯	◯
I certainly feel useless at times	◯	◯	◯	◯
At times I think I am no good at all	◯	◯	◯	◯

Social Media and Body Image Study

Physical Appearance Comparison Scale 3 (PACS-3)

People sometimes compare their physical appearance to the physical appearance of others. This can be a comparison of their weight or shape, muscularity or overall appearance. Below you will find a list of different contexts in which people may engage in these types of physical appearance comparisons.

For each type of comparison, please do the following:

Step 1: First indicate how often you make these kinds of comparisons (using the scale provided, *Never* to *Almost Always*)

Step 2: If you *never* engage in a particular type of comparison (i.e rated the item as "Never"), then go directly to the next set of items. However, if you rate an item as "Seldom", "Sometimes", "Often" or "Almost Always" please also rate how you felt you

looked relative to the comparison target (*Much better* to *Much Worse*) and how that comparison made you feel (*Very Positive* to *Very Negative*).

75. When I'm at a party or social gathering, I compare my overall appearance to the appearance of others

Never	Seldom	Sometimes	Often	Almost Always
○	○	○	○	○

76. When I make these comparisons, I typically believe I look _____ than the person to whom I am comparing myself

Much better	Better	The same	Worse	Much worse
○	○	○	○	○

77. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Social Media and Body Image Study

Question 2 PACS-3

78. When I'm out in public, I compare my weight/shape to the weight/shape of others

Never	Seldom	Sometimes	Often	Almost Always
○	○	○	○	○

79. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself

○
○ Much better   ○ Worse

Better   ○ Much worse

○ The same

80. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Social Media and Body Image Study

Question 3. PACS-3

81. When I meet a new person (same sex), I compare my weight/shape to his/her weight/shape

Never	Seldom	Sometimes	Often	Almost always
○	○	○	○	○

82. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing with

Much better	Better	The same	Worse	Much worse
○	○	○	○	○

83. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Social Media and Body Image Study

Q4 PACS-3

84. When I watch movie, I compare my overall appearance to the appearance of the actor/actresses

Never	Seldom	Sometimes	Often	Almost Always
○	○	○	○	○

85. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself.

Much better	Better	The same	Worse	Much worse
○	○	○	○	○

86. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Social Media and Body Image Study

Q5 PACS-3

87. When I watch television, I compare my weight/shape to the weight/shape of the actors/actresses

Never	Seldom	Sometimes	Often	Almost Always
○	○	○	○	○

88. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself

Much better	Better	The same	Worse	Much worse
◯	◯	◯	◯	◯

89. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
◯	◯	◯	◯	◯

Social Media and Body Image Study

Q6 PACS-3

90. When I see a model in a magazine I compare my weight/shape to his/her weight/shape

Never	Seldom	Sometimes	Often	Almost always
◯	◯	◯	◯	◯

91. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself.

Much better	Better	The same	Worse	Much worse
◯	◯	◯	◯	◯

92. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
◯	◯	◯	◯	◯

Social Media and Body Image Study

Q7 PACS-3

93. When I see a model in a magazine, I compare my muscularity to his/her muscularity

Never	Seldom	Sometimes	Often	Almost always
◯	◯	◯	◯	◯

94. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself.

Much better	Better	The same	Worse	Much worse
◯	◯	◯	◯	◯

95. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative

○   ○   ○   ○   ○

Q8 PACS-3

96. When I watch a movie, I compare my muscularity to the muscularity of the actors/actresses

Never	Seldom	Sometimes	Often	Almost always
○	○	○	○	○

97. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself.

Much better	Better	The same	Worse	Much worse
○	○	○	○	○

98. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Q9 PACS-3

99. When I'm out in public, I compare my muscularity to the muscularity of others

Never	Seldom	Sometimes	Often	Almost Always
○	○	○	○	○

100. When I make these comparisons, I typically believe that I look _____ than the person to whom I am comparing myself.

Much better	Better	The same	Worse	Much worse
○	○	○	○	○

101. When you make these comparisons, how does it usually make you feel?

Very positive	Positive	Neutral	Negative	Very negative
○	○	○	○	○

Full debrief

Survey complete!!

Thank you for taking the time to fill out this questionnaire! Your contribution is very much appreciated!

For **more information** about the study please follow this link https://mahonc1.wixsite.com

For SurveyCircle users (www.surveycircle.com): The Survey Code is: E4MU-7JNT-G68M-X6H2
Redeem Survey Code with one click: https://www.surveycircle.com/E4MU-7JNT-G68M-X6H2

If you have further questions you can contact a member of the research team

Researcher Contact Details

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Prof. David Hevey (PhD supervisor)
School of Psychology, Áras an Phiarsaigh, Trinity College Dublin, Dublin 2
Telephone: 01 896 3914
Email: heveydt@tcd.ie

If participation gave rise to any distress, here are some Helpline Contact Details

Bodywhys
Tel: 1890200444
Email: alex@bodywhys.ie

Samaritans Helpline
Tel: 116123
http://www.samaritans
.org

Appendix C.4. Opt in/Opt out consent for test-retest reliability

Survey Completed!
Thank you for taking the time to fill out this questionnaire! Your contribution is very much appreciated!

Would you be able to help us further?

Would you be willing to fill out a shortened version of this questionnaire which will be emailed to you 2 weeks from now?
This shortened version will take no longer than 5-10 minutes to complete and you will have 7 days from receipt of the email to complete this shortened version.

By ticking this box you are agreeing to fill out a shortened version of this questionnaire which will be emailed to you two weeks from now.

☐

If you do not wish to fill out the shortened version of the questionnaire and complete participation, please tick the box below.

☐

Appendix D. Study Protocol Chapter 7

Appendix D.1. Information pack for school principals (Chapter 7)

DIGITAL SMART

Social Media Adolescent Resilience Training

Trinity College Dublin
The University of Dublin

1 What is it?

A 5 session digital resilience program for TY students

Equips them with the knowledge and psychological tools to navigate social media environments in self-protective ways

An evidence-based mind training approach that physically changes the brain to improve wellbeing

"Physiotherapy for the Brain"

Involves psychoeducation, mindfulness practices, reflective and active exercises

2 What are the benefits?

You will be among the first schools in Ireland to receive the program from a trained expert in CMT

Students have opportunity to participate in active psychology research

The course is offered completely free of charge

Can enhance student wellbeing by increasing compassion, resilience, mindfulness & emotional regulation. Decreasing body image concerns & self-criticism.

3 Why is it important?

1 in 3 Irish adolescents have experienced mental health difficulties	Social media use is associated with poorer mental health
Coping skills and strategies are crucial for good mental health	Adolescents use social media extensively 96% are users, av. 3hrs p/d
Need to equip students will tools to manage their mental health online	Strong evidence that CMT is effective at improving wellbeing

4 Getting involved in the research

This mind training program has been rolled out in UK schools

Is being trialled in Ireland via this research study

Program progress/outcomes will be assessed

Students will receive certificates of completion

5 To participate: Contact

Ciara Mahon, PhD Student of Health Psychology
mahonc1@tcd.ie
Prof. David Hevey, Head of School & PhD Supervisor
heveydt@tcd.ie

Digital SMART
Social Media Adolescent Resilience Training

I would like to invite your school to participate in a research-based digital resilience mind training programme (Digital SMART) which is being offered to Transition Year students. This study is being conducted by researchers at Trinity College Dublin and aims to evaluate the effectiveness of this digital resilience programme in improving adolescent wellbeing.

What is purpose of the Digital SMART Programme?
This is a five-session programme that aims to equip students with the knowledge and psychological tools to navigate social media environments in self-protective ways. Digital resilience will be cultivated using a combination of psycho-education, mindfulness practices and reflective exercises that are grounded in the principles of Compassionate Mind Training. Compassionate Mind Training (CMT) is an evidence-based psychological approach that aims to improve emotional regulation and coping skills and while also providing more helpful ways of relating to oneself. CMT has been found to produce substantial and sustained improvements in psychological wellbeing in addition to positively altering neurophysiology of the brain and even strengthening the immune system (Gilbert & Farley, 2016). Students will learn about how their brain works and will develop transferable skills and competencies in social/emotional awareness and self-regulation which they can apply to improve their experience of social media and psychological wellbeing.

Learning Objectives
- To cultivate skills in awareness, mindfulness, non-judgement, reflection, conscientiousness, openness, compassion and self-management
- To decrease scores on body dissatisfaction, self-criticism, body ideal internalisation and appearance comparison scales
- To improve scores on self-compassion, resilience, body appreciation, psychological wellbeing

What will the sessions involve?
Each session will last 40 minutes (a single class period) and will introduce a different theme/topic related to mind training and resilience building. During each session students will be invited to reflect on taught topics and relate them to their own experiences. Students will also be introduced to specific mind training activities that will help them regulate their brain functioning and deal with unwanted effects of social media. Outside of class, students will be invited to practice mind-training skills and answer short prompts in reflective journals.

Course Curriculum
- Week 1: How Social Media Hijacks the brain and what can we do about it?
- Week 2: Understanding how our tricky brains work.
- Week 3: How to manage my inner critic on social media and activate my "soothing system".
- Week 4: What is self-compassion and how can I develop it?
- Week 5: Cultivating a compassionate self. Course review.

How will the programme be delivered?
The sessions will take place in the school building during scheduled school hours. One lesson will be delivered each week for five weeks and each lesson will last for the duration of a single class. It will be delivered by the programme coordinator, Ms Ciara Mahon who is a PhD Health Psychology researcher at Trinity College Dublin. Ciara has garda clearance and is certified in the Compassionate Mind Training approach adopted in this digital resilience programme.

What are the benefits of participation?
Your school will be among the first in Ireland to receive this programme. This programme is currently being rolled out in schools in the UK, however no school in Ireland has received this training.
This digital resilience programme promises provide knowledge and transferable skills to boost resilience on social media, improve self-perceptions and enhance overall psychological wellbeing. Given the extensive role social media plays in the lives of adolescents it is essential to equip them with the tools to manage their online experiences safely and effectively.
The programme will be offered free of charge and will be delivered by a certified expert in this mind training approach. In addition to receiving a certificate of completion on finishing the programme, students

will also have the unique opportunity to engage in active research process and gain valuable insights into the world of psychology research.

Furthermore, the Digital SMART programme fulfils SEL and OECD learning objectives and aims, which are increasingly desired in schools.

What are the possible risks of participation?

Occasionally, reflecting on difficult experiences or on sensitive issues such as body image and social media use can be uncomfortable for some students. The role of the facilitator, who is certified in delivering this mind training approach, will be to guide students on this path of inner-directed inquiry in a safe and controlled manner.

Students will be reminded that participation in any activity is voluntary and only to engage in activities to a level they feel comfortable with. They will never be asked to do or say something they do not wish.

Furthermore, the limits of confidentiality will be made clear to all students and if the researcher has concerns that a student has been particularly affected by the group they will talk to the child first and then if necessary their parent/guardian. If required, issues will then be referred to a designated contact point in the school (i.e. guidance counsellor) or relevant statutory bodies.

Although it is considered unlikely, if students do experience any emotional or psychological distress as a result of participation, a list of counselling services and their contact details will be provided to students.

It will be emphasised that this is a mind skills training programme, not a therapeutic psychology programme and if students express concerns about their mental health, they will be recommended to visit their General Practitioner (GP).

What does the research study involve?

This randomized control trial aims to evaluate the effectiveness of a digital resilience programme in improving psychological wellbeing in adolescents. Class groups will be randomly assigned to either an intervention group who receive the programme immediately in September, or a waitlist control group, who won't receive the intervention until November. This research method is designed to help us to evaluate if the digital resilience programme is effective by comparing students who received the intervention with students who did not.

Students' progress and the efficacy of the programme will be assessed using valid and reliable skill-based inventories that measure; psychological resilience, social media use, appearance comparisons, body image perceptions and psychological wellbeing outcomes. Students will be asked to complete the measures before, after, and again at 3 months following programme completion. Reflective journaling will help ascertain the level of student engagement with the programme. A small number of students will be invited to take part in an optional focus group discussion to explore their experiences of the programme.

Participants assigned be to the waitlist control group will be asked to complete the same measures at the same time points as the immediate start group, without doing the intervention, to see if the digital resilience intervention causes changes to occur. The waitlist participants will then be invited to participate in the group 8 weeks later in November.

In order for students to participate they must receive signed parental consent and must provide written assent themselves. Students will be issued with an information pack containing parent and student information sheets and consent forms detailing their participation rights and what participation involves prior to study commencement.

This study will comply fully with GDPR and research ethics guidelines and will attain approval from Trinity Research Ethics committee prior to study commencement.

Study findings will be used to guide the future development of health and wellbeing curricula in Irish Secondary schools.

What is required from the school to facilitate this programme?

What we require of the school is to firstly agree to host the study and provide a written note/letter of this agreement.

We also ask that the school assign a 40-minute (single class) time slot in the school schedule and provide a venue for the programme to run on a weekly basis for 5 weeks before the Autumn midterm break and 5 weeks after the Autumn midterm break.

We also request the allocation of a 40-minute class in a computer room at three time points to enable students complete pre, post and 3-month follow up questionnaires in an online format. The school would also be asked to facilitate 30 minute focus groups with a sample of students (6-8 students) in each class two weeks post programme completion.

Finally, for child protection reasons we would ask that the school designate a contact point in the school (i.e. guidance counsellor) to refer any issues/concerns that the researchers may have of students causing potential harm to oneself or others, if they should arise.

Figure 1: Stepped process chart indicating the order of progression of steps of the study. Areas coloured in blue signify that all participants are involved. Areas coloured orange identify parts carried out by group A only, while green signifies parts completed by croup C only.
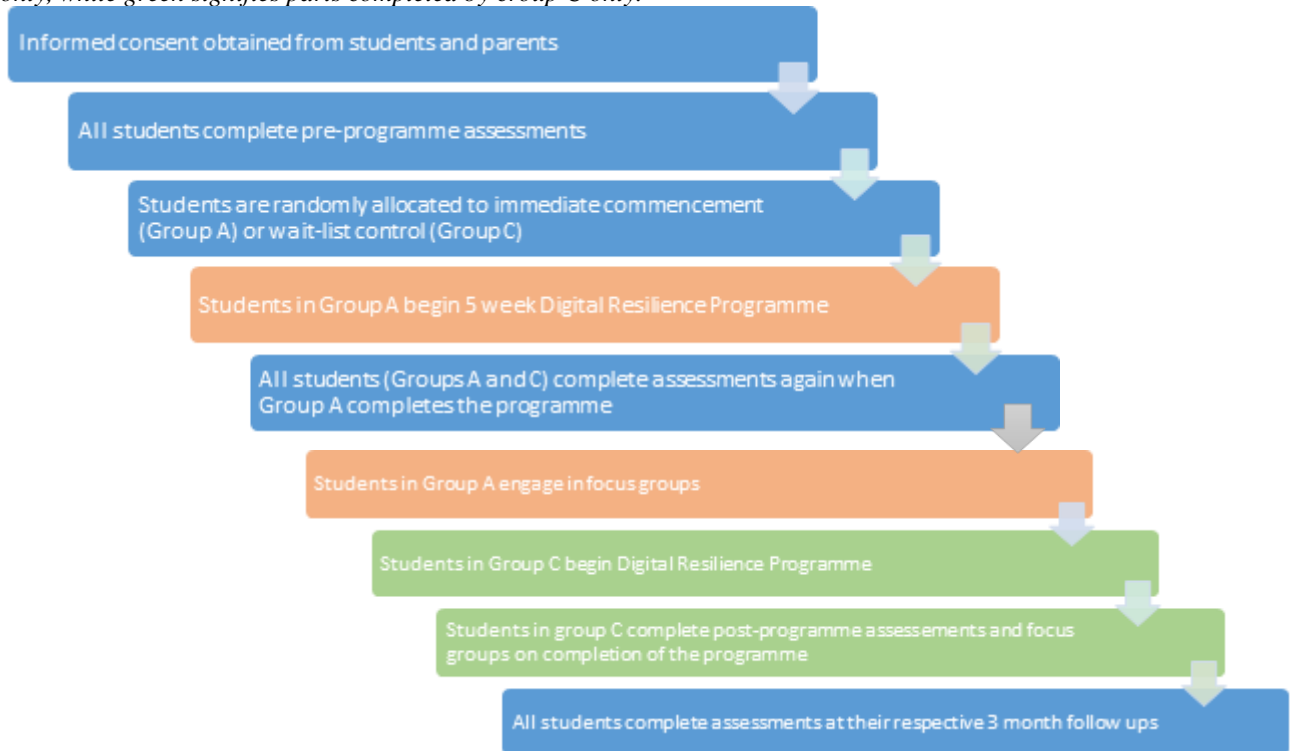
Proposed Calendar of Events (Approximate)

= Recruitment period (consent forms returned)

= Group 1 (5-week programme) [3 month follow up assessment in Jan]

= Group 2 (5-week programme) [3 month follow up in March]

How can my school get involved?
This is a fantastic opportunity for your students and school to improve student psychological wellbeing and be involved in a scientific research process. If you wish to be involved in this programme or if you have any further questions, please do not hesitate to get in touch with the primary researcher or the project supervisor.

Primary Researcher: Ms. Ciara Mahon, PhD student of Health Psychology, Trinity College Dublin
Telephone: (01) 89693913
Website: https://mahonc1.wixsite.com/mysite
Email: mahonc1@tcd.ie

Project Supervisor: Prof David Hevey, Head of School of Psychology, Trinity College Dublin
Telephone: 01 896 3914
Email: heveydt@tcd.ie

Appendix D.2 Parent/Guardian Information sheets (Chapter 7)

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

The Digital SMART programme; Social Media Adolescent Resilience Training
Information and invitation to participate in a randomized control trial evaluating the effectiveness of a digital resilience programme in improving adolescent psychological wellbeing

Dear Parent/Guardian,

I would like to invite your child to participate in a research-based digital resilience mind training programme (Digital SMART) which is being offered to Transition Year students in your child's school. This study is being conducted by researchers at Trinity College Dublin and aims to evaluate the effectiveness of this digital resilience programme in improving adolescent wellbeing. This form aims to provide you with information that may affect your decision to allow your child to partake in this research study. If you are willing to allow your child to participate, please sign the attached consent form.

What is purpose of the Digital SMART Programme?
This is a five-session programme that aims to equip students with the knowledge and psychological tools to navigate social media environments in self-protective ways. This evidence-based mind-training programme aims to improve emotional regulation and coping skills and while also providing more helpful ways of relating to oneself. Digital resilience will be cultivated using a combination of psycho-education, mindfulness practices and reflective exercises. Students will learn about how their brain works and will develop transferable skills and competencies in social/emotional awareness and self-regulation which they can apply to improve their experience of social media and psychological wellbeing.

What will the sessions involve?
Each session will last 40 minutes (a single class period) and will introduce a different theme/topic related to mind training and resilience building. During each session students will be invited to reflect on taught topics and relate them to their own experiences. Students will also be introduced to specific mind training activities that will help them regulate their brain functioning and deal with unwanted effects of social media. Outside of class, students will be invited to practice mind-training skills and answer short prompts in reflective journals.

How will the programme be delivered?
The sessions will take place in the school building during scheduled school hours. One lesson will be delivered each week for five weeks and each lesson will last for the duration of a single class. It will be delivered by the programme coordinator, Ms Ciara Mahon who is a PhD Health Psychology researcher at Trinity College Dublin. Ciara has garda clearance and is certified in the Compassionate Mind Training approach adopted in this digital resilience programme.

What are the benefits of participation?
This digital resilience programme promises provide knowledge and transferable skills to boost resilience on social media, improve self-perceptions and enhance overall psychological wellbeing. Given the extensive role social media plays in the lives of adolescents it is essential to equip them with the tools to manage their online experiences safely and effectively.

This digital resilience programme is grounded in the principles of Compassionate Mind Training (CMT) which is a psychological approach, informed by cutting edge neuroscientific and psychology research. There is a strong evidence base suggesting that this mind training approach produces, substantial and sustained improvements in wellbeing by lowering levels of anxiety, depression and body dissatisfaction and increasing levels of social and emotional wellbeing (Gilbert, 2014; Basran et al., 2017). It has also been found to positively alter the neurophysiology of the brain and even strengthen the immune system (Gilbert & Farley, 2016).

The programme will be offered free of charge and will be delivered by a certified expert in this mind training approach. In addition to receiving a certificate of completion on finishing the programme, students will also have the opportunity to engage in active research process and gain valuable insights into the world of psychology research.

What are the possible risks of participation?

Occasionally, reflecting on difficult experiences or on sensitive issues such as body image and social media use can be uncomfortable for some students. The role of the facilitator will be to guide students on this path of inner-directed inquiry in a safe and controlled manner.

Students will be reminded that participation in any activity is voluntary and only to engage in activities to a level they feel comfortable with. They will never be asked to do or say something they do not wish. Furthermore, the limits of confidentiality will be made clear to all participants and if the researcher has concerns that a child has been particularly affected by the group they will talk to the child first and then if necessary their parent/guardian. If required, issues will then be referred to a designated contact point in the school (i.e. guidance counsellor).

However, should your child experience any emotional or psychological distress as a result of participation, a list of counselling services and their contact details has been provided on this information sheet. It must be emphasised that this is a mind skills training programme, not a therapeutic psychology programme. If you or your child has concerns about their mental health it is recommended that you visit your General Practitioner (GP).

What does the research study involve?

This randomized control trial aims to evaluate the effectiveness of a digital resilience programme in improving psychological wellbeing in adolescents. Students' progress and the efficacy of the programme will be assessed using valid and reliable skill-based inventories that measure; psychological resilience, social media use, appearance comparisons, body image perceptions and psychological wellbeing outcomes. Reflective journaling will help ascertain the level of student engagement with the programme. A small number of students will be invited to take part in an optional focus group discussion to explore their experiences of the programme. Study findings will be used to guide the future development of health and wellbeing curricula in Irish Secondary schools.

What does participation in this research study involve for my child?

This is a randomised controlled study. This means if you consent for your child to participate they will be randomly assigned to either the intervention group or a waitlist control group, who won't receive the intervention for 6 weeks. This research method is designed to help us to evaluate if the digital resilience programme is effective by comparing students who received the intervention with students who did not.

If your child is assigned to the intervention programme, they will commence the digital resilience programme at the end of September. They will be required to complete measures (questions) related to the study. They will be asked to complete the measures immediately before the first programme, immediately after the final programme and once more 3 months after the programme has finished. Students will also have the option to partake in an optional short focus group discussion about their experience of the programme. You can opt your child in/out of participating in the focus group part of the study in the attached consent form.

Participants assigned be to the waitlist control group will be asked to complete the same measures at the same time points, without doing the intervention. This allows us to see if the digital resilience intervention causes changes to occur. The waitlist participants will then be invited to participate in the group 8 weeks later in November.

All participants who attend sessions and complete all sets of measures at time-points will receive a certificate of completion.

What are my child's rights if they join the study?

Participation in the study is entirely voluntary and if your child provides informed consent and you also agree to allow your child to participate, these are the following participation rights:

1.Personal and sensitive data (name, age, gender, school attended, [nationality, ethnicity (sensitive data)],) of your child will be collected to enable us carry out the health research objective of evaluating the feasibility and acceptability of a digital resilience program to improve body image and psychological wellbeing. Only necessary personal data will be collected, and it will be used for the purpose of this research objective alone.

Personal data will be kept accurate and up to date and will not be processed in a way that is likely to cause damage or distress to your child.

2.The information from this study will be kept strictly confidential and will not be disclosed unless disclosure is required by law. Data confidentiality may be breached in circumstances where the researchers have concerns about the safety of a participant or other individual. In such circumstances, the research team is required to act in accordance with the relevant directives and with statutory law in the Republic of Ireland.

3.All data collected will be anonymised and stored to very high standards of security. All data will be anonymised and kept on a password protected encrypted file on a PC, accessible only to the lead researcher and project supervisor. Completed consent and assent sheets and any other hard copies of data pertaining to the study will be kept separately in locked filing cabinets with restricted access within Trinity College Dublin for a period of 12 months, after which they will be destroyed. We will aim to publish our results in scientific journals but any information we have will be completely anonymous and presented as a group. Your child's data will not be subject to further processing that is incompatible with the purpose of the present studies. This study will use SurveyMonkey to administer study questionnaires. SurveyMonkey participates in the EU-U.S. Privacy Shield Framework and is considered GDPR compliant.

4.As participation is completely voluntary, your child is free to withdraw from the study at will, without explanation and without penalty. You are also allowed to withdraw your child from this study. Your child is free to withdraw, or you are free to withdraw your child, at any time from the time of providing consent up to the point of thesis submission (September, 2020). You and your child are also free to withdraw their data at the conclusion of their participation should they/you so wish. If you or your child choses to withdraw from the study after data has been collected from them, this data will be removed from the analyses and destroyed.

5.Under GDPR regulations you, and your child have the following rights in relation to the data provided; the right to be informed if, how, and why your data are being processed; the right to access and get a copy of your data; the right to have your data corrected or supplemented if it is inaccurate or incomplete; the right to have your data deleted or erased; the right to limit or restrict how your data are used; the right to data portability; the right to object to processing of your data; and the right not to be subject to automated decisions without human involvement, where it would significantly affect you.
You, or your child may exercise your rights by submitting a Subject Access Request form or by contacting the Data Protection Officer (see contact details below). For the purposes of the applicable data protection legislation, primary researcher and project supervisor are the data controllers of your child's personal information, and can be contacted via the details provided below.
This study has been approved by the School of Psychology's Research Ethics Committee, and a data impact assessment of the study has been carried out and has been reviewed by the appointed data protection officer.

Contact Details
If you have any other questions relating to the research, please do not hesitate to contact a member of the research team

Ciara Mahon, Primary Researcher & PhD Student, Telephone: (01) 89693913, Email: mahonc1@tcd.ie
Prof. David Hevey, Head of School of Psychology & Project Supervisor, Telephone: (01) 8963914 ,
Email: heveydt@tcd.ie Áras an Phiarsaigh, School of Psychology, Trinity College Dublin, Dublin 2.

Mr. John Eustace, Data Protection Officer, Trinity College Dublin

Address: Secretary's Office, Trinity College Dublin, Dublin 2, Ireland.

Trinity College data protection office emaill: dataprotection@tcd.ie

Appendix D.3 Participant Information Sheet (Chapter 7)

The Digital SMART programme; Social Media Adolescent Resilience Training
Information and invitation to participate in a randomized control trial evaluating the effectiveness of a digital resilience programme in improving adolescent psychological wellbeing

Dear Student,

I would like to invite you to participate in a research-based digital resilience mind training programme (Digital SMART) which is being offered to Transition Year students in your school. If you wish to participate, please sign the attached consent form.

What is the Digital Resilience Programme?
Resilience is the ability to overcome challenges, adapt, and keep going after something difficult has happened in your life. Resilience is something that is constantly learned and developed helps us get back on our feet when life gets hard.

While social media has many advantages, it can at times be a difficult space that makes us feel pressured to look a certain way and live a certain kind of lifestyle, when it is often the last thing we feel. We often can't help comparing ourselves and worrying about how others think about us, yet it is nearly impossible to step away from it. Resilience is important in helping you overcome the some of these challenges you might face.

This digital resilience programme (called Digital SMART) aims to provide you with knowledge and skills that might help you to overcome the battle for "likes", to challenge unhelpful thoughts arising from social comparisons and take control of your newsfeed. This programme informs you about how your brain works and how you can regulate and control your thoughts and emotions when social media tries to hijack the brain. This programme also involves breathing exercises, mindfulness meditations and imagery practices which can help you to manage your thoughts and feelings.

What is this research study?
Research has found this mind training programme to be effective in reducing anxiety, depression and stress and improving body image perceptions, resilience and psychological wellbeing. This research study will evaluate whether these benefits are experienced by Irish adolescents who do this programme.

What does it involve?
This study involves engaging in one 40-minute session (one class) per week for five weeks. The sessions will take place in the school building during scheduled school hours. You will be invited to engage in classes, practice mind-training skills and answer short prompts in reflective journals.
The programme will be delivered by a PhD Health Psychologist from Trinity College Dublin.

What will participation mean for me?
In order to assess if this programme is effective you will be asked to fill out some short questionnaires about your psychological wellbeing and social media use before commencing the programme, immediately after completing the programme and again three months after you complete the programme. You will be asked to attend all classes and engage as much as possible in class activities. You will either be assigned to receive the programme before Halloween or after Halloween. You will also be invited to participate in an optional focus group discussion about how you found the programme. You can do the programme without also having to do the focus group.

What are the possible benefits of participation?
- You might develop skills that will help you manage your on and offline worlds. Specifically, this programme may help you to improve your resilience, your body image, your ability to manage emotions and thoughts and your experiences on social media.
- If you attend sessions and complete sets of measures at all time-points you will receive a certificate of completion.
- You will also have the opportunity to engage in active research process and gain valuable insights into the world of psychology research.

What are the possible risks of participation?
Occasionally, reflecting on difficult experiences or on sensitive issues such as body image and social media use can be uncomfortable for some students. The role of the facilitator will be to guide you on this path of inner-directed inquiry in a safe and controlled manner. Remember, participation in any activity is voluntary and you will be asked only to engage in activities to a level that you feel comfortable with. You will never be asked to do or say something that you do not wish. If you do experience distress as a result of participation, a list of counselling services and their contact details has been provided on this information sheet.

What are my rights if I join the study?
- Participation in the study is entirely voluntary and if you agree to participate you have the following rights:

- Personal and sensitive data (name, age, gender, school attended, [nationality, ethnicity (sensitive data)],) will be collected to enable us carry out the health research objective of evaluating the feasibility and acceptability of a digital resilience program to improve body image and psychological wellbeing. Only necessary personal data will be collected, and it will be used for the purpose of this research objective alone. Personal data will be kept accurate and up to date and will not be processed in a way that is likely to cause you damage or distress.

- The information from this study will be kept strictly confidential and will not be made available to any other people. However, if you disclose any information that relates to potential harm of yourself or others, we will have to breach confidentiality.
-
- All data collected will be anonymised and stored to very high standards of security. We will aim to publish our results in scientific journals but any information we have will be completely anonymous and presented as a group. Completed assent sheets and any other hard copies of data pertaining to the study will be kept separately in locked filing cabinets with restricted access within Trinity College Dublin for a period of 12 months, after which they will be destroyed. Your data will not be subject to further processing that is incompatible with the purpose of the present studies.

- As participation is completely voluntary, you are free to withdraw from the study at will, without explanation and without penalty. You are free to withdraw at any point in time, from the time you sign up for the study until thesis submission in September 2020. If you or your parent chose to withdraw after data has been collected from you, this data will be removed from the analysis and destroyed.

- Under GDPR regulations you have the following rights in relation to the data you provide; the right to be informed if, how, and why your data are being processed; the right to access and get a copy of your data; the right to have your data corrected or supplemented if it is inaccurate or incomplete; the right to have your data deleted or erased; the right to limit or restrict how your data are used; the right to data portability; the right to object to processing of your data; and the right not to be subject to automated decisions without human involvement, where it would significantly affect you.

You may exercise your rights by submitting a Subject Access Request form or by contacting the Data Protection Officer (see contact details below). For the purposes of data protection legislation, the primary researcher and project supervisor are the data controllers of your personal information and can be contacted via the details provided below.
This study has been approved by the School of Psychology's Research Ethics Committee, and a data impact assessment of the study has been carried out and has been reviewed by the appointed data protection officer.

Contact Details
If you have any other questions relating to the research, please do not hesitate to contact a member of the research team

Ciara Mahon, Primary Researcher & PhD Student, Telephone: (01) 89693913, Email: mahonc1@tcd.ie
Prof. David Hevey, Head of School of Psychology & Project Supervisor, Telephone: (01) 8963914 , Email: heveydt@tcd.ie
 Áras an Phiarsaigh, School of Psychology, Trinity College Dublin, Dublin 2.

Mr. John Eustace, Data Protection Officer, Trinity College Dublin

Address: Secretary's Office, Trinity College Dublin, Dublin 2, Ireland.

Trinity College data protection office emaill: dataprotection@tcd.ie

Helplines
Bodywhys, Tel: 1890200444, Email: <u>alex@bodywhys.ie</u>
Teenline Helpline, Tel: 1800 833634, Email: <u>info@teenline.ie</u>

Thank you for taking the time to read this information sheet

Appendix D.4 Parent/Guardian/Student Consent Form (Chapter 7)

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

TITLE OF STUDY: FEASIBILITY AND ACCEPTABILITY OF A DIGITAL RESILIENCE PROGRAMME IN IRISH ADOLESCENTS
There are 3 sections in this form. Each section contains a number of statements. You are asked to your initials in the box beside the statement if you agree. If you do not agree with a statement, leave the box blank. The end of this form is for the researchers to complete. **Please ask the researchers <u>any</u> questions you may have when reading each of the statements. Thank you for participating.**

GENERAL	**Parent, Guardian, Student Initials**
I confirm I have read and understood the **Information Leaflet** for the above-named study. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	
That participation in this study **is entirely voluntary [for my child], and if I [my child] decide[s] that I [they] do not want to take part, I [they] can stop taking part in this study at any at time thout giving a reason**.	
I understand that I [my child] **will not be paid for taking part in this study**.	
I know how to contact the research team if I need to.	
I agree to my parents [to] being contacted by researchers by email as part of this research study.	
I agree to [have my child] take part in this research study having been fully informed of the **risks, benefits and alternatives** which are set out in full in the information leaflet which I [my child and I] have been provided with.	

DATA PROCESSING	**Parent/ Guardian Initials**
I give my permission for my [child's] data to be processed in line with the aims of the research study, as outlined in the information leaflet.	
I understand that there are **no direct benefits [to my child]** from participating in this study.	
I understand that **results from analysis of my [child's] personal information will not be given to me**.	
I understand that, under the Freedom of Information Act (2014), I [my child] and my parent/guardian [I] can have access to any identifiable information the study team stores about my child, if requested.	
I understand that the personal information collected in the study will be kept strictly confidential and will only be made available to qualified scientists who are part of the study team.	
I understand that I [my child] **can withdraw my permission to take part in this study** at any time **up until the data are anonymised and combined for analysis (September, 2020)** without giving a reason. I understand that in this case, the researchers will delete all information	

related to me [my child] and I [my child] will be removed from the study. I understand that after **[September 2020]**, I [my child] will no longer be able to withdraw or access my study information, as all links between the study data and my identity will be destroyed.	
I understand that personal (identifying) information about me[my child], including the transfer of this personal information about me outside of the EU, will be protected in accordance with the General Data Protection Regulation.	

I understand that confidentiality may be breached in circumstances in which;
    1.   The research team has a strong belief or evidence exists that there is a serious risk of harm or danger to either the participant or another individual. This may relate to issues surrounding physical, emotional and/or sexual abuse, concerns for child protection, rape, self-harm, suicidal intent or criminal activity.
    2. Disclosure is required as part of a legal process or Garda investigation. In such instances, information may be disclosed to significant others or appropriate third parties without permission being sought. Where possible, a full explanation will be given to the participant regarding the necessary procedures and also the intended actions that may need to be taken.	

RETENTION OF RESEARCH SAMPLES FOR FUTURE RESEARCH	**Parent, Student, Guardian Initials**
I understand that fully anonymised data (which has had all identifying information about me [my child] removed) will be retained [indefinitely/for a period of 10 years] by the study team.	
SHARING OF INFORMATION	**Parent, Guardian, Student Initials**
I give permission for my [child's] data, to be shared with the scientific community and general public anywhere in the world, not just the EU. ***I understand that my [child's] data will be fully anonymised before sharing - no personally identifying data will be shared***. I understand that by sharing data in this way, my [child's] data might be used for other, future research projects in addition to the study I am currently participating in. Those future projects can focus on any topic and might be completely unrelated to the goals of this study. I understand that once the data are shared, ***they cannot be destroyed, withdrawn, or recalled, because they can no longer be linked with me.*** I understand that it is possible that some of the research conducted using my child's shared information eventually could lead to the development of new research methods, new diagnostic tests or other commercial products. I understand that should this occur, there is no plan to provide me, the study team, or TCD with any part of the profits generated from such products, nor will I, the study team, or TCD have any ownership rights in the products.	

Parent/Guardian/Student Name (Block Capitals) ---

Parent/Guardian/Student Signature --

Date: ---
-

To be completed by the Principal Investigator or nominee:
I, the undersigned, have taken the time to fully explain to the above participant the nature and purpose of this study in a way that they could understand. I have explained the risks and possible benefits involved. I have invited them to ask questions on any aspect of the study that concerned them. I have given a copy of the information leaflet and consent form to the participant with contacts of the study team

Researcher name:
Title and qualifications:
Signature:
Date:

Appendix D.5. Questionnaire Pack used in Chapter 7

(Note all in colour, but printed in black and white below)

Digital Resilience Programme Questionnaire

* Please tell us a bit about yourself...

Your age

- ○ 14
- ○ 15
- ○ 16
- ○ 17

* Ethnicity

- ○ White (caucasian)
- ○ Black/African
- ○ Hispanic/Latino
- ○ Asian
- ○ Mixed race
- ○ Other (please specify)

* Which social media platform do you use the most?

- ○ Instagram
- ○ Snapchat
- ○ Facebook
- ○ VSCO
- ○ Other (please specify)

* How much time on average do you spend on social media per day?

- ○ 3 or more hours
- ○ 2-3 hours
- ○ 1-2 hours
- ○ Less than 1 hour
- ○ No time at all

* School name

Type in your answer...

* Gender

- ○ Male
- ○ Female

Next

Digital Resilience Programme Questionnaire

Right now, how satisfied do you feel with your body?

0=Not at all satisfied   100= Very satisfied

Digital Resilience Programme Questionnaire

How much did you compare your body to the person's body in the image?

0=not at all   100= a lot

0

Right now, how satisfied are you with your body?

0

Previous   Next

qpoint Powered by QPoint

57

Digital Resilience Programme Questionnaire

How much did you compare your body to the person's body in the image?

0=not at all   100= a lot

`0` [_____]

Right now, how satisfied do you feel with your body?

0= not at all satisfied   100=very satisfied

`0` [_____]

[Previous]   [Next]

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Digital Resilience Programme Questionnaire

How much did you compare your body to the person's body in the image?

0=not at all   100= a lot

`0` [_____]

Right now, how satisfied do you feel with your body?

0= not at all satisfied   100=very satisfied

`0` [_____]

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Digital Resilience Programme Questionnaire

How much did you compare your body to the person's body in the image?

0=not at all   100= a lot

Right now, how satisfied do you feel with your body?

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Previous   Next

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Digital Resilience Programme Questionnaire

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Digital Resilience Programme Questionnaire

How much did you compare your body to the person's body in the image?

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0
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Right now, how satisfied do you feel with your body?

0= not at all satisfied   100=very satisfied

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Previous   Next

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Digital Resilience Programme Questionnaire

Please read each statement carefully before answering. Indicate how often you behave in the stated manner.

	Almost never	Rarely	Sometimes	Often	Always
When I fail at something important to me I become consumed by feelings of inadequacy.	O	O	O	O	O
I try to be understanding and patient towards those aspects of my personality I don't like.	O	O	O	O	O
When something painful happens I try to take a balanced view of the situation.	O	O	O	O	O
When I'm feeling down, I tend to feel like most other people are probably happier than I am.	O	O	O	O	O
I try to see my failings as part of the human condition.	O	O	O	O	O
When I'm going through a very hard time, I give myself the caring and tenderness I need.	O	O	O	O	O

Please read each statement carefully before answering. Indicate how often you behave in the stated manner.

	Almost never	Rarely	Sometimes	Often	Always
When I'm feeling down I tend to obsess and fixate on everything that's wrong.	O	O	O	O	O
When I fail at something that's important to me, I tend to feel alone in my failure	O	O	O	O	O
When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.	O	O	O	O	O
I'm disapproving and judgmental about my own flaws and inadequacies.	O	O	O	O	O
I'm intolerant and impatient towards those aspects of my personality I don't like.	O	O	O	O	O

[Previous] [Next]

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61

Digital Resilience Programme Questionnaire

The following page contains a series of statements about how people might think, feel or behave. You are asked to indicate the extent to which each statement pertains to you personally.

	Definitely disagree	Disagree	Neither agree nor disagree	Mostly agree	Definitely agree
I like my looks just the way they are	O	O	O	O	O
Most people would consider me good looking	O	O	O	O	O
I dislike my physique	O	O	O	O	O
I am physically unattractive	O	O	O	O	O
I like the way my clothes fit me	O	O	O	O	O

Previous   Next

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Digital Resilience Programme Questionnaire

Please read each of the following items carefully and indicate the number that best reflects your agreement with the statement.

	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree
It is important for me to look athletic.	O	O	O	O	O
I think a lot about looking muscular.	O	O	O	O	O
I want my body to look very thin.	O	O	O	O	O
I want my body to look like it has little fat.	O	O	O	O	O
I think a lot about looking thin.	O	O	O	O	O
I spend a lot of time doing things to look more athletic	O	O	O	O	O
I think a lot about looking athletic	O	O	O	O	O
I want my body to look very lean	O	O	O	O	O
I think a lot about having very little body fat	O	O	O	O	O
I spend a lot of time doing things to look more muscular	O	O	O	O	O

Answer the following questions with relevance to the SOCIAL MEDIA

	Definitely disagree	Mostly disagree	Neither agree nor disagree	Mostly agree	Definitely agree
I feel pressure from social media to look in better shape.	O	O	O	O	O
I feel pressure from social media to look thinner.	O	O	O	O	O
I feel pressure from social media to improve my appearance.	O	O	O	O	O
I feel pressure from social media to decrease my level of body fat	O	O	O	O	O

[Previous] [Next]

Digital Resilience Programme Questionnaire

Social media can at times be a difficult space that makes us feel pressured to look a certain way and live a certain kind of lifestyle, when it is often the last thing we feel. We often can't help having negative and self-critical thoughts and feelings. These may take the form of feeling worthless, useless, or inferior, etc. However, people can also try to be supportive of themselves when using social media. Below are a series of thoughts and feelings that people sometimes have.

Read each statement carefully and choose the response that best describes how much each statement is true for you.

When I see things on social media that challenges/upsets/annoys me ...

	Not at all like me	A little bit like me	Moderately like me	Quite like me	Extremely like me
There is a part of me that feels I am not good enough.	O	O	O	O	O
I am able to remind myself of positive things about myself.	O	O	O	O	O
I find it difficult to control my anger and frustration at myself	O	O	O	O	O
I find it easy to forgive myself.	O	O	O	O	O

Read each statement carefully and choose the response that best describes how much each statement is true for you.

	Not at all like me	A little bit like me	Moderately like me	Quite like me	Extremely like me
I call myself names.	O	O	O	O	O
I think I deserve my self-criticism.	O	O	O	O	O
There is a part of me that wants to get rid of the bits I don't like.	O	O	O	O	O
I encourage myself for the future.	O	O	O	O	O
I do not like being me.	O	O	O	O	O

Read each statement carefully and choose the response that best describes how much each statement is true for you.

	Not at all like me	A little bit like me	Moderately like me	Quite like me	Extremely like me
I remember and dwell on my failings	O	O	O	O	O
I still like being me.	O	O	O	O	O
I have a sense of disgust with myself.	O	O	O	O	O
I can still feel lovable and acceptable.	O	O	O	O	O
I stop caring about myself.	O	O	O	O	O

Previous   Next

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64

Digital Resilience Programme Questionnaire

When you engage with social media, i.e

Scrolling through news/photo-feeds

Looking at photos or profiles

Viewing stories or live feeds

How often do you compare you appearance to your peers?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

How do you typically feel about yourself after comparing your body with that of your peers?

- ○ Very dissatisfied
- ○ Dissatisfied
- ○ Neutral
- ○ Satisfied
- ○ Very satisfied

How often do you compare your bodily appearance to celebrities/sports stars?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

How do you typically feel about your own body after comparing your appearance with these celebrities/sports stars?

- ○ Very dissatisfied
- ○ Dissatisfied
- ○ Neutral
- ○ Satisfied
- ○ Very satisfied

How often do you compare your bodily appearance to social influencers OR health/fitness bloggers?

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

How do you typically feel about your bodily appearance after comparing your body with these social influencers/bloggers?

- ○ Very dissatisfied
- ○ Dissatisfied
- ○ Neutral
- ○ Satisfied
- ○ Very satisfied

Previous   Next

Digital Resilience Programme Questionnaire

When you post content on social media, i.e

Post photos/videos/stories/live feeds

Create and update personal social media profiles

How often do you compare how you look in your own profile, to how your peers look in their profiles?

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

How often do you compare the amount of likes/comments you receive on your posts versus the amount of likes/comments your peers receive for similar posts?

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

The perception I have of my body is influenced by the amount of likes I receive on my posts relative to others

○ Not at all
○ Not a lot
○ Somewhat
○ Quite a lot
○ To a great extent

I use the number of likes received on a photo to evaluate my level of bodily attractiveness in the photo

○ Not at all
○ Not a lot
○ Somewhat
○ Quite a lot
○ To a great extent

Receiving more likes than others on photos makes me feel better about my body

○ Not at all
○ Not a lot
○ Somewhat
○ Quite a lot
○ To a great extent

Receiving less likes than others makes me feel less satisfied with my bodily appearance

○ Not at all
○ Not a lot
○ Somewhat
○ Quite a lot
○ To a great extent

Previous   Next

Digital Resilience Programme Questionnaire

I appreciate the different and unique characteristics of my body

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often

I feel like I am beautiful even if I am different from media images of attractive people (e.g. models, actors/actresses)

- ○ Never
- ○ Seldom
- ○ Sometimes
- ○ Often
- ○ Always

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Appendix D.6. Reflection booklet for Digital SMART programme

Digital SMART Notebook

SOCIAL MEDIA ADOLESCENT RESILIENCE TRAINING

CIARA MAHON

NAME: _____

Week 1

Activity Sheet

HOW SOCIAL MEDIA HIJACKS THE BRAIN AND WHAT CAN I DO ABOUT IT?

Directions: Complete the following feedback sheet by circling the numbers that describe you best.

How easy/difficult did you find the session?

1	2	3	4	5
Very easy	Easy	Alright	Difficult	Very difficult

How helpful did you find this session?

1	2	3	4	5
Very helpful	Helpful	Somewhat helpful	Not very helpful	Not at all helpful

Any comments?

Activity Sheet
HOW SOCIAL MEDIA HIJACKS THE BRAIN AND WHAT CAN I DO ABOUT IT?

Instructions: After learning about the ways social media hijacks the brain, can you spot these in action? Over the coming week, keep an eye on your social media use and see if you recognise any of hijacks (attention grabbing/social comparison/FOMO etc.). Fill in your responses to the prompts in the boxes below.

Which of the hijacks (if any) affect you? How do they affect you?

Does awareness of the Does awareness of these hijacks change the way you feel about your social media use? Yes/ No. Explain.

Soothing Breathing Rhythm
HOW SOCIAL MEDIA HIJACKS THE BRAIN AND WHAT CAN I DO ABOUT IT?

Directions: This is a short meditation that can take between 1 and 5 mins. We suggest that you practice this at least once a week. If you have a few minutes spare, find a quiet space and comfortable space. You can also do this at school, at home or when you are out walking.

'Seat yourself comfortably in your chair, place your feet firmly on the ground, hip distance apart with your shoulders in line with your hips. Bring your shoulders back to open up your chest

'Close your eyes or pick a spot on the floor and allow your gaze to become unfocused.

Bring a gentle warm expression to your face – maybe a slight smile'

Gently begin to notice your breathing, breathing in and out of your nose'

Slow down and deepen your breathing to find a breathing rhythm that feels soothing and calming'

Allow the in-breath and the out-breath to be smooth and even'

Use your attention to focus on your breathing and how it feels in your body (maybe you feel your chest rise and fall. Imagine you are breathing in through your heart.

Feel your body grounded and resting on the chair

You might explore whether it helps to slow down the breathing by counting. Breathe in for 1,2,3. Breathe out 1,2,3. Breathe in 1,2,3. Breathe out 1,2,3. Can we slow down our breathing a bit more and breathe in for 1,2,3,4 and breathe out 1,2,3,4. And can we slow it even further 1,2,3,4,5 and out 1,2,3,4,5. Now continue at a pace that suits yourself

As you find your mind wandering, gently bring your attention back to breathing

When you are ready, bring your awareness back to the room and gently open your eyes.

Week 2
Activity Sheet
HOW TO MANAGE MY SELF-CRITIC ON SOCIAL MEDIA

Directions: Complete the following feedback sheet by circling the numbers that describe you best.

How often did you get to practice the soothing breathing exercise over the past week?

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Very Frequently

_____

On completion of today's session…

How easy/difficult did you find today's session?

1	2	3	4	5
Very easy	Easy	Alright	Difficult	Very difficult

How helpful did you find today's session?

1	2	3	4	5
Very helpful	Helpful	Somewhat helpful	Not very helpful	Not at all helpful

Any comments?

Week 2

Activity Sheet
HOW TO MANAGE MY SELF-CRITIC ON SOCIAL MEDIA

Instructions: After learning about the ways our minds can get caught up in loops, can you notice any self-critical loops you get caught in on social media? Over the coming week, keep an eye on your social media use and see if you notice any loops or self-critical thoughts. Fill in your responses to the prompts in the boxes below.

Can you describe a self-critical loop you noticed (if not on social media, a mind loop in general)?

How did you manage this loop?

How did this loop arise? Did it occur multiple times or a once off?

Body Scan Meditation
HOW TO MANAGE MY SELF-CRITIC ON SOCIAL MEDIA

'Seat yourself comfortably in your chair, place your feet firmly on the ground, hip distance apart with your shoulders in line with your hips. Bring your shoulders back to open up your chest

'Close your eyes or pick a spot on the floor and allow your gaze to become unfocused.

Bring a gentle warm expression to your face – maybe a slight smile'

Slow down and deepen your breathing to find a breathing rhythm that feels soothing and calming'

Now bring your attention to your left foot. For a minute, explore the sensations you feel in your left foot.

Now bring your attention to your right foot. For a minute, explore the sensations you feel in your right foot. Maybe you focus on your toes, or the sole of your foot or how your foot feels within the shoe

Now bring your attention to your left hand, what sensations do you feel in your right hand. You might sense the temperature of the room or feel the texture of your clothes against your palm.

Rub your fingertips against your thumb and experience the sensations associated with this movement. Imagine that you are experiencing this for the first time.

Now bring your attention to your right hand, what sensations do you feel in your right hand?

Again, rub your fingertips against your thumb and experience the sensations associated with this movement.

As you find your mind wandering, gently bring your attention back to breathing and sensing

When you are ready, bring your awareness back to the room and gently open your eyes.

Week 3

Activity Sheet
UNDERSTANDING HOW OUR TRICKY BRAINS WORK

Directions: Complete the following feedback sheet by circling the numbers that describe you best.

How often did you get to practice the body scan exercise over the past week?

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Very Frequently

_____

On completion of today's session…

How easy/difficult did you find today's session?

1	2	3	4	5
Very easy	Easy	Alright	Difficult	Very difficult

How helpful did you find today's session?

1	2	3	4	5
Very helpful	Helpful	Somewhat helpful	Not very helpful	Not at all helpful

Any comments?

Activity Sheet
UNDERSTANDING HOW OUR TRICKY BRAINS WORK

Instructions: After learning about the three systems of the brain can you document your experience of the three systems on social media this week. Fill in your responses to the prompts in the boxes below.

What things activated threat on social media (or in general) for you?

What things activated drive on social media (or in general) for you?

What things activated soothing on social media (or in general) for you?

How might you bring more balance to these systems?

Compassionate/Safe Place Imagery
UNDERSTANDING HOW OUR TRICKY BRAINS WORK

'Seat yourself comfortably in your chair, place your feet firmly on the ground, hip distance apart with your shoulders in line with your hips. Bring your shoulders back to open up your chest

'Close your eyes or pick a spot on the floor and allow your gaze to become unfocused. Bring a gentle warm expression to your face – maybe a slight smile'

Slow down and deepen your breathing to find a breathing rhythm that feels soothing and calming'

Now bring to mind a place that you feel safe and happy. It might be a place that is outdoors or indoors. A place that you have been to before or a place that you have never been. It can be real or imagined.

Now gently visualise this place where you feel contented, calmed and relaxed.

What do you see? Do you see an ocean, a mountain, animals, objects? What colours do you see?

Now focus on what you can feel. Maybe you can feel the warmth of the sun on your face or a light breeze against your skin. Or can you feel soft, silky sand under your feet?

What do you hear? Maybe the rustling of leaves, or the trickle of water or sounds of the birds chirping or the rhythm of the waves on the sand?

Now focus on what you smell. Maybe the scent of grass, or sweet flowers or the smell of freshly baked bread.

When you bring your safe place to mind, let your body relax. Think about your facial expression; allow it to have a soft smile of pleasure at being there.

Don't worry if your 'distractions' seem overwhelming at times, just gently smile to yourself, go back to soothing rhythm breathing, and try to stay with the exercise as best you can.

When you are ready, bring your awareness back to the room and gently open your eyes.

WHAT IS SELF-COMPASSION AND HOW CAN I DEVELOP IT?

Directions: Complete the following feedback sheet by circling the numbers that describe you best.

How often did you get to practice the safe place imagery exercise over the past week?

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Very Frequently

_____

On completion of today's session…

How easy/difficult did you find today's session?

1	2	3	4	5
Very easy	Easy	Alright	Difficult	Very difficult

How helpful did you find today's session?

1	2	3	4	5
Very helpful	Helpful	Somewhat helpful	Not very helpful	Not at all helpful

Any comments?

Week 4

Activity Sheet
WHAT IS SELF-COMPASSION AND HOW CAN I DEVELOP IT?

Instructions: After learning about the qualities of compassion, can you apply these to yourself? Can you imagine what your compassionate voice would say and can you put this compassionate self into action? Fill in your responses to the prompts in the boxes below.

How would your compassionate-self talk to a friend when they hit a set back? What kinds of things would it say?

How would your compassionate voice talk to **you** when you hit a set back? What kinds of things would it say?

How might you manage your self-critic using your compassionate voice?

Loving Kindness Meditation
WHAT IS SELF-COMPASSION AND HOW CAN I DEVELOP IT?

Seat yourself comfortably in your chair, place your feet firmly on the ground, hip distance apart with your shoulders in line with your hips. Bring your shoulders back to open up your chest

'Close your eyes or pick a spot on the floor and allow your gaze to become unfocused. Bring a gentle warm expression to your face – maybe a slight smile'

Slow down and deepen your breathing to find a breathing rhythm that feels soothing and calming'

Now bring to mind a person that you care about. If not a person then think of an animal that you care about. Allow yourself to think of that person and the connection you feel with this person or animal.

Now think of this person/animal as you repeat the phrase

May you be well

May you be happy

May you be free of suffering

In your head repeat these phrases really meaning what you say for this person you care about.

(Repeat 3 times)

Ok now think of yourself. Add your name after these phrases if it feels comfortable for you.

May you be well

May you be happy

May you be free of suffering

In your head repeat these phrases to yourself, meaning what you say (Repeat ^ 3 times)

Gently repeat these phrases in your head at your own rhythm.

As you find your mind wandering, gently bring your attention back to breathing

When you are ready, bring your awareness back to the room and gently open your eyes.

Week 5

Activity Sheet
BUILDING A COMPASSIONATE SELF

Directions: Complete the following feedback sheet by circling the numbers that describe you best.

How often did you get to practice the loving kindness meditation exercise over the past week?

1	2	3	4	5
Never	Rarely	Occasionally	Frequently	Very Frequently

_____

On completion of today's session…

How easy/difficult did you find today's session?

1	2	3	4	5
Very easy	Easy	Alright	Difficult	Very difficult

How helpful did you find today's session?

1	2	3	4	5
Very helpful	Helpful	Somewhat helpful	Not very helpful	Not at all helpful

Any comments?

Activity Sheet
BUILDING A COMPASSIONATE SELF

Instructions: After learning how to develop a compassionate self and how to practice compassion in daily life, can you decide how you would like to put these practices into action yourself? Fill in your responses to the prompts in the boxes below.

How might you apply some of the things you have learned in this programme to your life?

How might you incorporate some of the exercises/practices in your day to day life?

What kinds of things might you work on to build your compassionate self?

Qualities of Compassion Meditation
BUILDING A COMPASSIONATE SELF

Seat yourself comfortably in your chair, place your feet firmly on the ground, hip distance apart with your shoulders in line with your hips. Bring your shoulders back to open up your chest

'Close your eyes or pick a spot on the floor and allow your gaze to become unfocused. Bring a gentle warm expression to your face – maybe a slight smile' Slow down and deepen your breathing to find a breathing rhythm that feels soothing and calming'

Now I am going to invite you to imagine that you are a deeply compassionate person. Remember it doesn't matter if you believe you are a compassionate person or have the qualities we are going to focus on. This is an imagery practice, so we are just imagining.

We will start with the quality of wisdom. Imagine in the deep compassion that you hold that you have great wisdom. Wisdom to remember that we have tricky brains, we are very prone to getting stuck in loops, we didn't get to choose our brains, didn't get to choose the families or societies or cultures that we grew up in.

And yet all of these things have a profound impact on the different versions of us. When in fact so much of what causes us to suffer is not our fault. So, your compassionate self holds this wisdom, can remember it when things get tough. Can remember that it's not our fault.

Now we are going to move on to the quality of strength. So imagine having great strength. And with this strength confidence, maturity and authority in your life. In your compassionate strength imagine that you can tolerate even very difficult emotions and engage with them.

Imagine for a moment walking through the world with this strength. How you might stand or sit. How you might interact with other people. Feel that confidence in your strength and wisdom.

Next imagine that you have a deep caring commitment to yourself and your wellbeing. And also to being compassionate to other people. It's this commitment that helps you when you realise that things are not your fault, that it is your responsibility to change them when you can so that your suffering and sometimes that of other people is alleviated.

And this caring commitment helps you to keep going as you develop your compassionate self. To train your mind in compassion.

So just spend a moment bringing those three qualities together; wisdom, strength and deep caring commitment. Imagine that you can see yourself expanding with these qualities, knowing that you can walk through the world as a deeply compassionate person. To develop our compassionate selves, you can practice this exercise everyday or chose to focus on one quality.

When you are ready, bring your awareness back to the room and gently open your eyes.

Appendix D.7 Full lesson plan for Digital SMART programme

Table 1

Course Content of the Five-week Digital SMART programme, including Psychoeducational Topics, exercises and learning outcomes

Topic area	Brief description of topic	Exercises	Brief description of exercises	Key learning outcomes
Week 1				
How Social Media Hijacks the brain and what can we do about it	Social media designed to be addictive – not our fault	Soothing breathing rhythm	1.Focus on breath in body (5 mins)	Understanding of course aims (build resilience to deal with challenges on social media)
	4 ways social media hijacks brain	2.Class reflection	2. Describe ways social media is designed to exploit brains	Learn how to engage soothing breathing rhythm
	How we can deal with this using CMT skills	3. Journaling	3. Homework journaling exercise based on prompt; can you identify ways social media influences you?	Understand class ground rules
Week 2				
How to deal with the self-critic on social media	How inner critic interacts with social media and makes us feel bad.	1.Spotlight of attention/Body scan meditation	1. To help guide/focus attention to body parts	Recognising that if we pay attention to inner critic we can feel negative.
	How attention works	2. Reflection dyads	2. How it feels to focus attention?	Appreciating that we can change how we talk to ourselves
		3.Reflection written	3. Reflection: How does my social media get me stuck in self-critical mind loops	Understanding that what we pay attention to guides our thoughts and behaviours

Week 3				
Understanding our tricky brains and problem thought loops	Brains have evolved	1.Circles of compassion drawing activity	1.To reflect on own time spent in each system	Able to describe three brain systems
	Tricky brains and way they work is not our fault	2.Case study reflection	2.Provided with scenario and must identify which systems are active – thoughts/feelings behaviours associated	Can classify emotions/thoughts and feelings according to appropriate brain systems
	Describing the three motivational systems	Journaling	Homework; Identify activation of threat, drive and soothing in own life	Reflect on own problematic loops (self-awareness; self-management of social media behaviours)
	Introduction to imagery practices	Safe place imagery	Activating soothing system by going to safe place (can go there when stressed)	Realise how imagination is powerful for changing brain functioning
Week 4				
What is compassion?	Defining compassion	1.Compassion Bingo/checklist	1.To understand what compassion is (words describing)	Able to define what compassion is and what it is not
	Understanding what it is like to give/receive compassion to/from others and to self.	2.Compassion from another (imagery practice)	2.To experience receiving compassion from another	Understand the importance of compassion
		3.Role-play acting in dyads giving compassion to another	3.To experience act of giving compassion	Experience and reflect on what compassion feels like
		4. Loving kindness meditation	4. To direct loving-soothing thoughts to others and self	Understand how giving ourselves compassion can

				support us in difficult times
		5. Reflection	5.Reflect on giving compassion to oneself (homework)	
Week 5				
The compassionate self	Describing the qualities of compassionate people	Meditating on qualities of compassion	To ponder the qualities of compassion (strength, wisdom, commitment)	Identify key characteristics of compassion
Course recap	Building a compassionate mindset	Modelling a compassionate person	Identifying person (real/fictional) who characterise compassionate attributes and applying to self	Embody this compassionate mindset/behaviours on day-to-day basis (apply knowledge to self)
Resources to practice	applying self-compassion to body and social media	Audio clips of famous people who apply self-compassion to help with challenges of body image and social media	To know how self-compassion has benefited others in day-to-day life	Understand how to apply compassion to social media and body image.
	Tips to practice and resources to help provided			Summarise key points of the course
	How to enact compassionate self day-to-day			

Appendix D.8. Interview schedule for focus groups (Chapter 7)

    a)   How did you feel about the Programme generally?

Prompt: Was there anything that stayed with you afterwards?

    b)   What parts did you like most?

Prompt: learning about the brain, different meditation skills, talking together.

    c)   What parts did you not like so much?
    d)   What does being compassionate mean to you?

Follow-up : Did your understanding change during it?

Could you use that in daily life? On social media? Relating to your body image?

    e)   What was it like implementing the exercises at home?

Probe: Easier or harder in class?

What got in the way?

    f)   Have you noticed any change in your thinking or what you do on social media now compared to before?

Follow-up: Or in relating to your body image?

    Or generally in daily life?

    g)   If you were in charge of the class what would you change about it?
    h)   Additional: exploration of contributions from other FGs (e.g. what were your expectations of the class?; how helpful was the idea of the Inner Critic?; do you have much on mental health in school?)

Appendix D.9: Participant debrief form for Digital SMART programme

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PARTICIPANT DEBRIEF FORM

The Digital SMART programme; Social Media Adolescent Resilience Training

A randomized control trial evaluating the effectiveness of a digital resilience programme in improving adolescent psychological wellbeing

</div>

Dear participant

Thank you for participating in this study investigating the effectiveness of a digital resilience programme in improving psychological wellbeing.

The Digital SMART programme aimed to provide you with knowledge and skills that might improve your resilience on social media. This programme aimed to boost resilience by informing you about how your brain works and how you can regulate and control your thoughts and emotions when social media tries to hijack the brain. This program also taught you some breathing exercises, mindfulness meditations and imagery practices which can help you to manage your thoughts and feelings.

If you want to practice these breathing exercises, mindfulness meditations or imagery practices here are some useful resources

Websites:

· www.compassionatemind.co.uk

· www.irishcentreforcompassionfocusedtherapy.com (see the listen tab)

Apps:

In addition to *Calm* and *Headspace* which have subscription rates, these tabs are free to download and use

· *Breathe 2 relax* – this app helps you practice your soothing rhythm breathing with a timer and background images

· *Stop, breathe and think* – this app allows you to do a brief check in with yourself and suggests mindfulness practices for you are feeling

If you want to learn more about how this mind-training approach works, here are some resources;

· *Compassion Focused Therapy for Dummies.* Mary Welford (2016)

· *The Compassionate Mind.* Paul Gilbert (2009)

· *Self-compassion.* Kirsten Neff (2011)

Here are some interesting videos/web links;

· http://www.tristanharris.com/essays/ (Tristan Harris, google design ethicist talks about how social media hijacks the brain)

· https://player.fm/series/happy-place/natalie-dormer (Game of Thrones actress Natalie Dormer talks about the importance of compassion and how her acting career has helped her develop this quality)

· https://player.fm/series/happy-place/chessie-king (Social media influencer and body positive advocate Chessie King discusses her struggles with her body and social media and how she manages both)

https://www.bbc.co.uk/programmes/p05b8pln (Greg James and Chris Stark talk about male body image pressures and social media)

If you have any questions about the study please contact a member of the research team.

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We would like to remind you that your data will remain confidential and that you are free to withdraw from the study at any point in time.

You may exercise your rights by submitting a Subject Access Request form or by contacting the Data Protection Officer

John Eustace, Data Protection Officer, Trinity College Dublin

Address: Secretary's Office, Trinity College Dublin, Dublin 2, Ireland.

Email: dataprotection@tcd.ie

If you have experienced any distress as a result of taking part in this study, contact details for BodyWhys and the Teen line support services are provided below.

<div align="center">Helplines</div>

Bodywhys	Teenline Helpline
Tel: 1890200444	Tel: 1800 833634
Email: alex@bodywhys.ie	Email: info@teenline.ie

We hope that you found some benefit from the programme. Thank you for participation!

Appendix E. Coding Frames & Thematic maps for Thematic analysis

Appendix E.1: Coding Frame Focus groups (Chapter 2)

Table 2

Coding Frame and Frequency of Code-Occurrence (Ch 2)

Code System	Frequency
Code System	1355
Body image conceptualisations	5
Societal messages about the body	51
Fitness/work out/work hard	46
Overweight body	19
Male body ideal	34
Female body ideal	25
Causal chain body ideals = success	6
Social media influence	8
Efforts to attain ideals	9
Desire	7
Social media does not influence individual	4
Body image discrepancies - normalising unrealistic ideals	7
Illusion of attainability of body ideals/lifestyles	34
Distorting normality - presentation	30
Pressure	35
Awareness	18
Social media affordances	36
Saturated/bombarded with content	11
Pushing extremes	9
Algorithms	23
Visual/compelling platform -appearance focused	42
Development of body image	0
Body image/ideal development in males	19
body image/ideal change in development in females	10
Adolescence	0
More susceptible to body image	19
Appearance focus	15
Individual differences	7
Personal control over social media use	32
Temporal factors (mood/mindset)	9
Personality characteristics - risk factor (stable factors)	24
Negative influence	17
Unhealthy lifestyles pushed	13
Regulation/responsibility (lack of)	22
Extremes = problematic	16

Narcissistic	12
Self-generated content	0
Idealised representations	12
Self-presentation	58
Feedback/validation	48
Motives of use	0
Curiosity/to learn	5
Validation/acceptance	12
Make self feel better (self enhance) downward comparisons	6
Self-evaluate	8
Improvement/achieve goals	29
Promoting positive body image	8
Body positivity movement	15
Increasing realistic depictions of the body	23
Protective filtering of content	12
Selective content	28
Increased representation/diversity	8
Acknowledge limits of body change	7
Put self-worth in other dimensions of appearance	13
De-emphasise importance of appearance	9
Functional vs appearance focus	19
Body acceptance	0
Limits of body acceptance	25
Achieving body acceptance	9
Body acceptance	21
Social comparison	0
Similar and relatable	22
General comparison	28
Downward comparison	14
Self-comparison (temporal- me last year versus now)	7
Social influencer comparison	43
Celebrity comparison	32
Peer comparison	30
Positive effects	3
Limits of positive effects	10
Helpful advice/support	9
Motivating health/fitness	22
General social media use	44
Consumerist model	27
Social media role in body image concerns	15
Additional codes/themes	0

Appendix E.2: Coding frame focus groups (Chapter 4)

Table 3

Coding Frame and Frequency of Code Occurrence (Ch4)

Code System	Frequency
Code System	1176
Body ideal	1
Perfection	3
Importance of body image	22
Gender differences in how body image experienced	24
Male body ideal	5
Functional ideal	11
For sport interested in	5
Stigma male body image	7
Disparage/dislike skinny/small	1
Muscle/body builder	13
Dislike/disparage fat	5
Female body ideal (other perfect attributes)	23
Natural beauty	4
Body attributes	5
Curvy	3
Thin	11
Athletic/fit	7
Unrealistic body ideals	0
Misleading presentations	35
Distorts perception of normality	25
Ability to identify distortions/editing	7
Attainability of body ideals	32
Individual differences (how take it)	7
Temporal factors influence effects (mood)	7
Comparisons	4
Peer comparison	32
Celebrity/sports star comparison	34
Social influencer comparison	17
Comparison with the generalised other	6
Weighing up/evaluating the comparison	24
Downward comparison	4
Similar/relatable	0
Promoting positive body image on social media	0
Relatable targets (age)	5
No feedback	2
Content is temporary	1
Diversity/plus size	6
Body positive movement	6

Strategies to protect self on social media	0
Avoid/ignore	8
Use social media less	2
Compassionate response	1
Be positive/filter content positively	4
Reality check/remind unrealistic	10
Share/express concerns	1
Self acceptance/put up with	7
Look at inspiring content	4
Other	5
Social media affordances	3
Visual focus (pictures)	30
Addictive	6
Platform seriousness	13
Followers	7
Feedback/likes	26
Social media literacy: branding/advertisement	7
Algorithms	22
Perceived control	10
Self-generated content	0
Conscious of the audience/self-conscious/judgement	38
Comparing when posting own content/popularity	11
Careful curation of posts	23
Presentation gender differences	15
Negative Social media influence	17
Competition for likes	26
Self-doubt/doubt self-worth	8
Influences behaviours	17
Actions (likes/comments) are not genuine	4
Male objectification	6
Pressure/guilt	37
Social trade off if dont use social media	1
Desire	20
Judgement	20
Body shaming/teasing comments	3
Highlights discrepancies/dissatisfaction	26
Self-criticism	23
Mixed messages/discrepancies in message	5
Heightens vulnerabilities	1
Earlier use of social media = problematic for bi	1
Role of social media in initiating body image issues	7
No influence/not care	13
Social media positive influence	4
Body acceptance/positivity	2
Disillusioned with/sceptical of body positivity	13
Motivation	15
Social media General Use	0
Changes in social media usage patterns	11

Boredom alleviation		5
Frequency of use		11
Aesthetic/beauty content		12
Lifestyle (food/exercise)		35
	Scrolling/passive	5
	More social without social media	6
	Material possessions	21
	Communication	10
	Entertainment	17
Platforms		0
	Snapchat	15
	Instagram	31
	Facebook	9
	Vsco	16
	Twitter	2
Motives of use		0
	To fit in/validation/acceptance	14
	Self-improvement	10
	Desire lifestyle/appearance	8
	To be valued/viewed as worthy	1
	Self-promotion/show off (posting for enjoyment)	2
	Keeping up/monitoring/not falling behind	5
	Purpose of health behaviours	0
	Health/fitness	7
	Appearance	2

Appendix E.3. Coding frame for Focus Groups (Chapter 7)

Table 4

Coding Frame and Frequency of Code Occurrence (Ch 7)

Code System	Frequency
Code System	929
1. Lessons learned/take homes	3
Not change thoughts/behaviours	20
Increased self-acceptance	10
Able to self-soothe/regulate emotions	15
Greater understanding of thoughts/behaviour "the why"	7
Body compassion	9
Unconscious difference	5
Sense of common humanity- others struggle too	5
Added to pre-existing knowledge	4
Changed relationship w social media - less negatively affected	24
Increased self-awareness/mindfulness	12
More compassionate/less harsh on yourself/changed self talk	21
Changed understanding of self-compassion	12
2. Understanding self-compassion	11
3. Male different perceptions	
Male issues: FOMO	2
Boys different issues and different responses to programme	3
Male issues: comparisons idealised lives	1
7. Barriers/facilitators	0
Personality factors	1
Not need help	1
Not interested to learn about/care about brain	2
Not the "kind" of person influenced by social media	10
Not compare to ideals/use social meida - not benefit	21
Fear/scepticism of self-compassion	3
Being self-critical for not being self-compassionate	3
Body image not issue, not helpful	14
Not self-critical at outset	4
Engagement	0
Accessed additional resources	2
Completed booklet	2
Privacy in doing exercises by oneself	4
Difficult to implement outside class	10
Guidance/direction made it easier	4
Difficulty concentrating	10

		Competing activities/homework	7
		Forgetting to do tasks	6
	Not engaging extensively with task		6
	Not practice meditation		9
		Self-critical of ability to do breathing	9
	Practiced exercises		10
	Difficult to open up/discuss topics		18
		Agreeing for sake of it	2
		Self-protect, not trust others to share	14
	Felt comfortable to share thoughts		10
		Instructor shares struggles/experiences	3
		Non-judgemental atmosphere	3
		Being invited to answer, not being forced	1
	Peer pressured to remain in the programme		1
	Fatigued hearing about mental health		9
	Not new/thought provoking enough		7
	New content/approaches to mental health		7
			0
8. Suggestions for improvement	More humour/light-hearted		3
	Less meditation		3
	Longer sessions		5
	Normalising that meditation is not beneficial for everyone		2
	Preferable outside of school environment		4
	Smaller rather than big issues		4
	More general than specific aim of programme		7
	More meditation		2
	Less one-on-one		1
	Tailor content to specific issues of group		2
	More active participation		11
	Preference for 1-to-1		2
	Preference for a group		9
	Asking students for their opinions		9
	Filling out booklets in class		9
	More varied pictures/graphics		3
	More real-life situations		9
			0
9. What didn't work	Discipline		3
	Too much talk by deliverer/too slow		4
	Energy lost over time		5
	Content		1
		Audioclips not good	1
		Animal analogies not helpful	4
		Repeating things known/heard of before	17
		Difficult to catch up if missed a class	1
		Teaching teens about sm is condescending	3
		Brought up uncomfortable truths	6

Theme	Subtheme	Sub-subtheme	Count
		Assumed all same problems	2
		Explanation of brain too simplified	2
	Pair work or role plays - awkward		8
	Not like doing surveys		7
		Not filling in surveys accurately	1
		Surveys not relevant to personal concerns	3
	Not like doing booklets		2
	Awkward silence/reluctance to share		6
	Sessions not long enough to produce change		7
	Not like meditations		18
		Meditation: body scan	1
		Not like visualisation meditations	4
			0
10. Negative feedback	Difficult to remember		5
	Difficulty relating examples to self		6
	Difficulty to relate programme to social media		9
	Skepticism over programme aims		9
	Confusing/difficulty understanding		16
	Not useful/helpful		12
	Boring/not interesting		12
	Not relatable		21
	Disimproved mood		1
			0
11. What worked	Improved mood		3
	Content		0
		Talking to yourself like a friend	3
		Learning about three systems	12
		Learning about inner critic	7
		Relevant content	3
		Learning about how brain works - evolutionary perspective	3
		Learning about social meida works (hijacks)	2
		Unrealistic social media and comparisons	11
	Delivery		0
		YouTube clips helpful	8
		Liked animal analogies	4
		Meditation/breathing exercises	28
		Visualisation (safe place)	9
		Stories/scenarios/examples useful	3
		Doing exercises/reflections outside class	3
		Talking in pairs	15
		Get better understanding from one another	9
	Same sex groups		3
	Addressed issues not normally addressed in school		8
	Normalised struggles/issues		4
	Small group liked		4
			3
12. Positive feedback	Enjoyable		3
	Able to relate to personal life		1

Nice break from normal school	11
Interesting	15
Perceptions of instructor	4
Relatable	7
Helpful/informative	25
Able to understand	7
Relaxing/calming	18
	18
13. Acknowledge benefit but caveat	2
14. Ambivalent	6
15. Misunderstood the lesson	5
16. Hostility between group members or towards interviewer	

Appendix E.4 Coding frame for content analysis of reflection booklets (Chapter 7)

Table 5

Themes, Subthemes, Codes and Quotes of Content Analysis Illustrating Engagement and Comprehension of Digital SMART Programme (Chapter 7)

Theme	Subtheme	Code	Example	Frequency
1.Perceptions of the course		Interesting/informative/enjoyable	"It was interesting, easy to understand, helpful" "I enjoyed the course"	8
		Helpful/useful	"I thought the session was very helpful" "Learned a lot more about having compassion and how to apply it to myself, my life and others"	6
			Although good to hear other techniques, I did not find them helpful. My meditation is when I am kayaking.	
		Easy to understand, structured well	"Easy to understand" "It was very well thought out, so organised"	4
		Delivery	[Instructor] explained everything very well and gave me a good understanding of how our brains work	2
2.Comprehension and personal reflection of course	*2.1 Challenging aspects of social media*	Seeing & comparing self to idealised images/photos	Social comparison affects me - makes me focus on others "perfect" lives and makes me feel bad about myself	5
		Addictive/attention grabbing	The attention grabbing because as soon as a notification goes off, I feel like I have to look at who it's from or what it is	10
		Having to stay up to date (FOMO)	FOMO affects me as you feel as if you are missing out on something important that could be referenced in the future	4
		Algorithms/advertisements,	Affected by the constant and infinite feeds:	4
		No negative effect	Not really affected by social media	2
	2.2 Self-criticism on social media	Seeing & comparing self to idealised images/photos	A self-critical loop I have noticed is when I keep on looking at these "perfect" people on social media and compare myself to them	8

	Self-criticism when things go wrong	If I say something stupid or if my hair is not working the way I want to	7
	No negative effect	Did not notice any self-critical loops while using social media	3
	Self-criticism occurred multiple times	It arose when I first started using social media. It has happened multiple times.	6
	Self-criticism occurred once off	It occurred once or twice usually when start to compare their features to my own	4
2.21 Managing self-critical loops on social media	Monitoring/limiting social media use	Yes, there is, I can monitor how much time I spend on social media and limit it	3
	Meditate/clear thoughts/relax	Yes, by going for a walk to clear my head and get rid of the loops from my mind	4
	Social support	talking with friends	3
	Cognitive reframing/think positively/with gratitude	I would try to think of positive things of things that I'm happy/grateful for	3
	Acknowledge SM is unrealistic	Yes, realise that not everything online is real	2
	Ignore/distract	I usually just move on and not think about it, I don't exactly manage it,	1
	No strategies	I don't know!	2
2.3: Three systems	Threat: Upsetting content	Seeing videos of photos of animals and/or humans being hurt	3
	Threat: Likes/comments	The fear the people don't like me (in general - likes and comments)	5
	Threat: Seeing & comparing self to idealised images/photos	Seeing pictures of models and comparing yourself to them.	2
	Drive: Sport & competition	When you see people in the gym or accomplishing things it makes you want to go out and do great things to	7

	Drive: not activated on social media	I don't really get drive from social media	3
	Soothing: Social support	Talking with friends and family	5
	Soothing: Comforting/inspiring things	Sending memes to my friends, seeing happy quotes, seeing someone open up or talk about their struggles or problems	8
2.3: Three systems: balancing them	Increased self-awareness	Try to be conscious of a balance between my three systems	3
	Meditate/clear thoughts/relax	Practice more soothing techniques to cancel out threat or drive feelings	5
	Cognitive reframing/think positively/with gratitude	Forgetting about what people think and focusing on what I think and who I want to be	3
	Avoid threatening things	I could try and avoid stuff that may seem like a threat	2
	Monitoring/limiting social media use	Unfollow certain pages	2
2.4 Compassionate Qualities	Caring/kind/compassionate	"Be nicer to myself" "being kind to other people and myself"	34
	Wisdom/understanding	Being understanding and not being harsh on myself	18
	Strength/confidence/resilience	Strength some more resilience. "to be more confident"	13
	Supportive/encouraging,	Reassuring, saying that everybody can make a mistake, the most important thing is reaching!" I know this is hard, but you have to keep going "you can do it!"	17
	Self-acceptance/self-love	"like myself more" "More accepting of myself" Accept that I've made a mistake, don't beat myself up, live and learn	7
	Commitment	Commitment to myself and my goals/activities	4
	Mindful/aware	Listen to people's problems, help them as much as I can but also make sure I'm not draining myself	5
2.5 Missed the point	Missed the point	I used the wrong boxes	5
		Is there a way you can deal with/manage this loop ANS "not eat takeaway"	

3.Impact/a pplication of course	Increased awareness of social media use	Yes, knowing about social media helps me be aware as I know what to expect	12
	Empowered to manage social media use	Yes, I don't spend as much time comparing myself to others	3
	Social media use not changed by increased knowledge	No because I still seem to compare my life to others	6
	Common humanity: not alone in struggles	I found today good as I realised, I wasn't alone in the self-critique and it made me feel much better	5
	Common humanity: recognition failures/struggl es are normal	help myself, be nicer to me, realise my feelings are valid, I'm human and it's ok not to be ok	2
	Greater self-awareness	I would take time out like even once a week to think of the good qualities I have	7
	Using self-compassion when struggling	I like to do these exercises sometimes to help me fall asleep at night, or sometimes if I just feel stressed for some reason	10
	Try to be less harsh on self/more compassionate	"I will be less harsh on myself"	17
	Changing self-talk	"Cutting down negative thoughts about self" "I try to talk to myself in the same way I would talk to my friends"	6
	Learning how to meditating/do breathing exercises	I really like the meditation; I think I'm going to do it every day before going to bed	13
	How to calm/self-soothe	It helped me understand how to calm down and relax myself also helped me to learn how to strengthen my soothing region	2

Appendix E.5: Process of Theme Refinement and Thematic Map Example (Chapter 4)

Figure 1.

Initial Themes (Chapter 4)

Theme 1: Body Ideals

o Importance of body image to males/females
o Stigma male body image
o Male ideal
- Functional
- Muscular
- Disparage fat
- Disparage skinny

Female ideal

- Thin
- Athletic
- Curvy
- Natural beauty
- Perfection

Theme 2: Perception of Body Ideals

- Unrealistic body ideals
- Distort perceptions of normality
- Ability to identify body distortions
- Attainability of body ideal beliefs

Theme 3: Factors moderating social media's influence

Temporal factors (mood/feelings)

Individual differences (personality/esteem)

Theme 4: Comparison behaviours

- Peer comparisons
- Celebrity comparison
- Social influencer comparison
- Similarity/relatability
- Downward

Theme 5: Changing social media affordances to improve body image

- Increased diversity
- Content is temporary
- No feedback
- Relatable targets (age)

Theme 8: Self-presentation influences body image

- Careful self-presentation
- Conscious of audience
- Comparing with peers when posting
- Hypervigilance of self

Theme 6: Personal strategies to promote body image

- Avoid/ignore
- Look at positive content
- Protective processing
- Reality check
- Acceptance

Theme 7: Social media affordances that influence body image

- Visual focus
- Platform seriousness
- Likes/comments
- Followers
- Social media literacy
- Branding/advertising
- Algorithms
- Perceptions of control

Theme 9: Negative social media influence

- Desires
- Behaviours
- Conceptualisations
- Self-doubt
- Pressure
- Guilt
- Dissatisfaction
- No influence
- Younger more negative

Theme 11: General social media use

- Frequency
- Aesthetic/beauty content
- Food/exercise
- Platforms
- Behaviours
- Views on social

Material possessions

Communication

Entertainment

Boredom allevation

Theme 10: Motives of use

- Validation/acceptance
- Self-improvement
- ~~Self-promotion~~
- Desire lifestyle
- Viewed as worthy
- Not falling behind
- Exercise motives

Figure 2.

Refined Themes (Chapter 4)

Theme 1: Overall social media influence

- Negative outweighs positive
- Heightens vulnerabilities (especially body image)
- Initiator/amplifier of body image concerns
- Younger ages = more problematic
- Despite neg influence, social obligation to use

Theme 3: Influence of Self-presentation on BI

Subtheme 1: affordance; images of oneself, appearance focus personal profiles, feedback on self-presentation, editing/filtering

Subtheme 2: influence of self-presentation on bi

- Self-consciousness/focus
- Self-criticism/ Self-doubt
- Judgement

Subtheme 3: motives of self-presentation

- Desirable
- Liked

Self-presentation strongly influenced by peer feedback/judgement – why peer and self-presentation overlap – similar

Theme 4: Influence of peers on social media

Subtheme 1: Source of influence: peer comparisons and feedback indices

Subtheme 2: Influence of peer comparisons

- Competition
- Evaluation

Subtheme 4: Motives for comparisons with peers

- Belong/validation
- Status/popularity
- Keep up with (not fall behind)

Theme 2: Influence of Idealised body-related content on SM

Subtheme 1: Source of influence: exposed to body ideals via celeb/social influencer comparisons

Subtheme 2: Nature of body ideals on social media

Subtheme 3: Influence of body ideals

- Conceptualisations of body ideals
- Desires
- Dissatisfaction
- Pressures/guilt (behaviour)

Subtheme 4: Perceptions of body ideals

- Unrealistic
- Attainability beliefs
- Distorts normality
- Desire despite unattainability

Subtheme 5: motives to engage with idealised-body related content

- Validation/acceptance
- Self-improvement

Theme 5: Strategies to deal with social media's influence on body image

Subtheme 1: Avoidance strategies

Subtheme 2: Selection strategies

- Body positive

Subtheme 3: Processing strategies

- Social media literacy

Subtheme 4: Distancing strategies

Characterising social media use

- Frequency
- Platforms used
- Behaviours
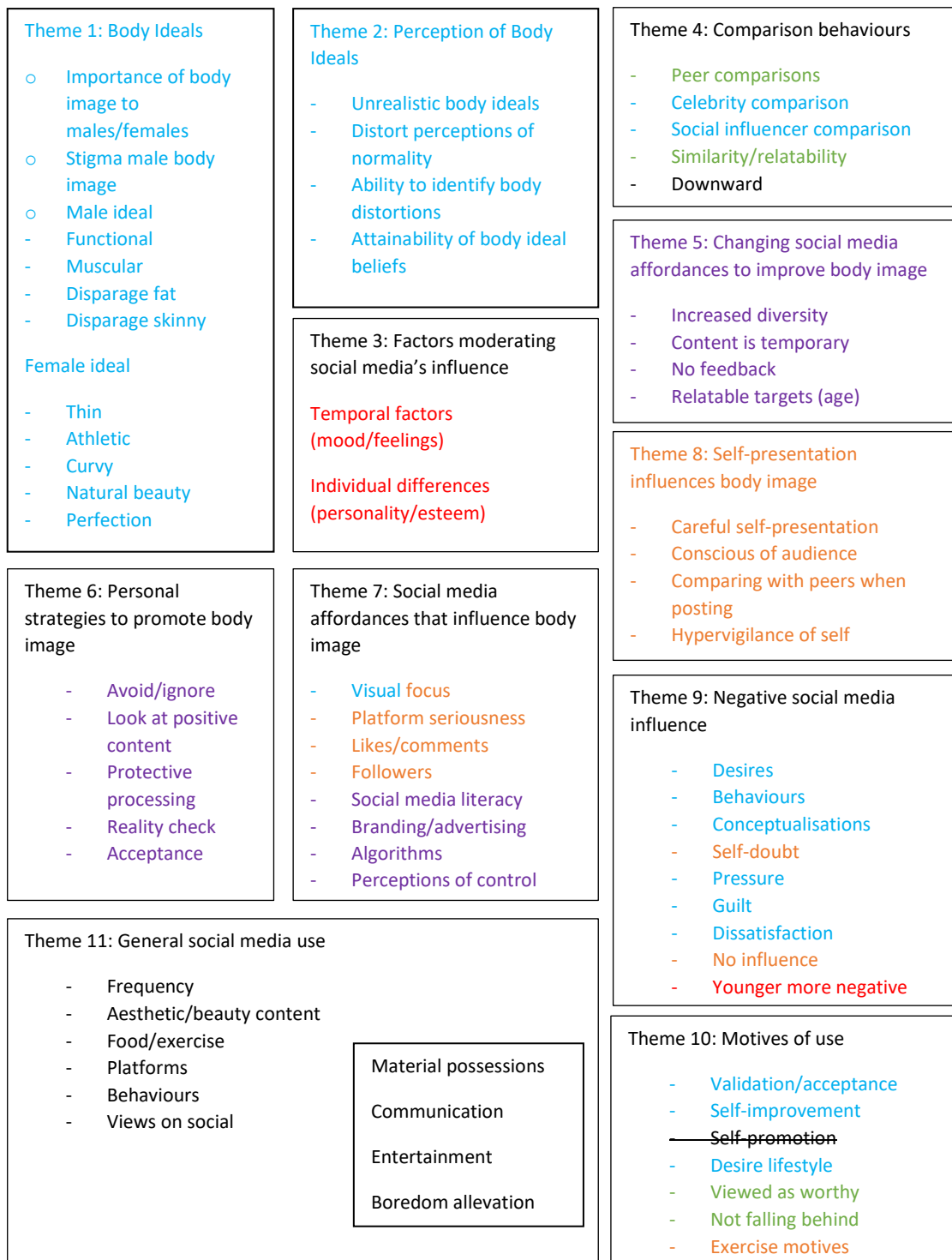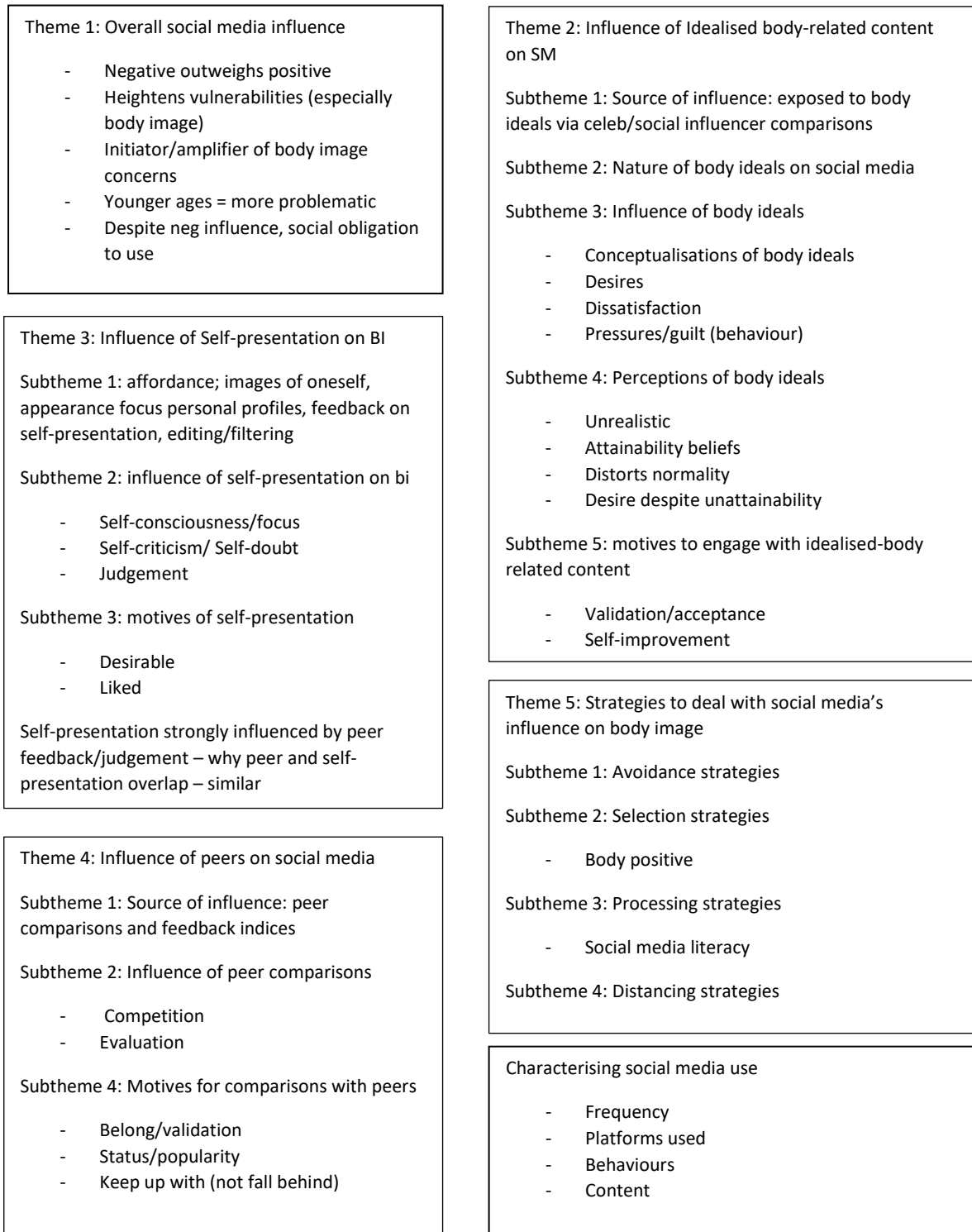- Content

Appendix E.6. Axial coding & Inter-coder agreement in MAXQDA

Figure 3

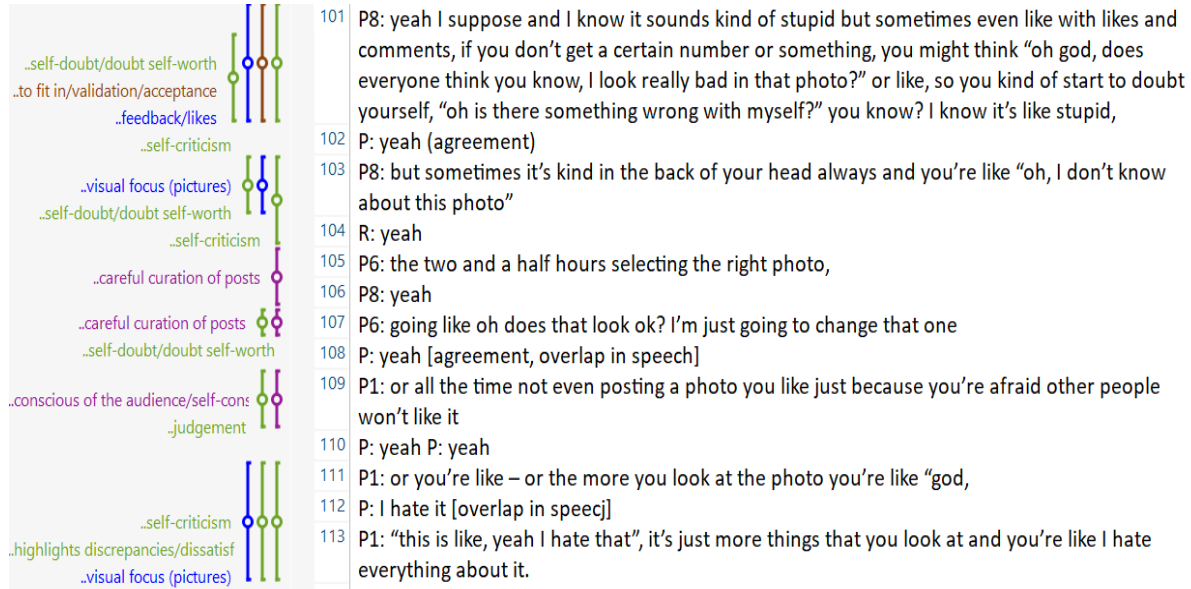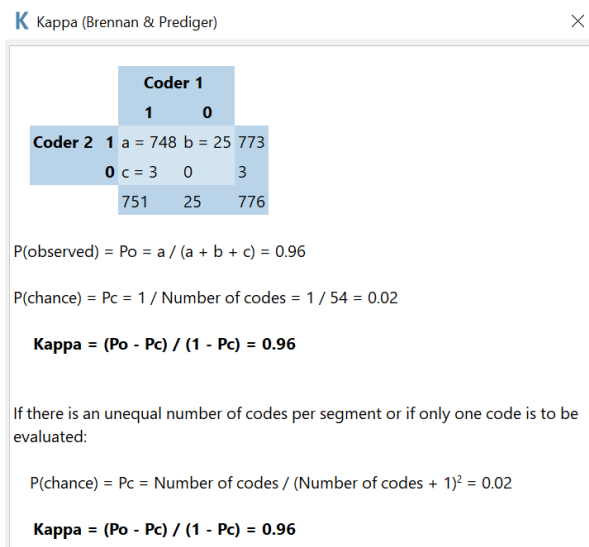*Visual Demonstration of how Codes were Applied to Text in MAXQDA (example from Chapter 7)*

..self-doubt/doubt self-worth	101 P8: yeah I suppose and I know it sounds kind of stupid but sometimes even like with likes and comments, if you don't get a certain number or something, you might think "oh god, does everyone think you know, I look really bad in that photo?" or like, so you kind of start to doubt yourself, "oh is there something wrong with myself?" you know? I know it's like stupid,
..to fit in/validation/acceptance	
..feedback/likes	
..self-criticism	102 P: yeah (agreement)
..visual focus (pictures)	103 P8: but sometimes it's kind in the back of your head always and you're like "oh, I don't know about this photo"
..self-doubt/doubt self-worth	
..self-criticism	104 R: yeah
..careful curation of posts	105 P6: the two and a half hours selecting the right photo,
..careful curation of posts	106 P8: yeah
..self-doubt/doubt self-worth	107 P6: going like oh does that look ok? I'm just going to change that one
..conscious of the audience/self-cons	108 P: yeah [agreement, overlap in speech]
..judgement	109 P1: or all the time not even posting a photo you like just because you're afraid other people won't like it
	110 P: yeah P: yeah
	111 P1: or you're like – or the more you look at the photo you're like "god,
..self-criticism	112 P: I hate it [overlap in speecj]
..highlights discrepancies/dissatisf	113 P1: "this is like, yeah I hate that", it's just more things that you look at and you're like I hate everything about it.
..visual focus (pictures)	

Figure 4

Graphical Depiction of how Coder 1 and Coder 2 Codes were Compared (example from Chapter 7)

Figure 5

Visual Depiction of Inter-Coder Agreement Calculations using Kappa Coefficient Statistic (example from Chapter 7)

K Kappa (Brennan & Prediger)   ✕

		Coder 1		
		1	**0**	
Coder 2	**1**	a = 748	b = 25	773
	0	c = 3	0	3
		751	25	776

P(observed) = Po = a / (a + b + c) = 0.96

P(chance) = Pc = 1 / Number of codes = 1 / 54 = 0.02

Kappa = (Po - Pc) / (1 - Pc) = 0.96

If there is an unequal number of codes per segment or if only one code is to be evaluated:

P(chance) = Pc = Number of codes / (Number of codes + 1)^2 = 0.02

Kappa = (Po - Pc) / (1 - Pc) = 0.96

Appendix F. Supplementary Statistical Tables/Figures from Chapter 7

Appendix F.1 Regression analysis output

Table 6

Interaction and Main effects for Regression Analysis of Change Scores

| Construct | Interaction effects | | | Main effects | | | | | |
| | | | | Baseline | | | Condition | | |
	b	t	p	b	t	p	b	t	p
Body dissatisfaction	0.06	0.26	0.8	0.25	0.06	0.95	-0.49	-1.5	0.14
Body satisfaction	-0.22	-1.41	0.16	-0.81	-0.02	0.98	28.88	0.91	0.37
Body appreciation	-0.19	-1.14	0.26	1.93	1.18	0.24	-0.04	-0.2	0.84
Self-compassion	-0.1	-0.55	0.59	3.1	0.42	0.67	0.08	0.31	0.75
Self-criticism	-0.02	-0.14	0.89	0.7	0.13	0.9	-0.11	-0.59	0.56
Body ideal internalisation	0.03	0.165	0.87	0.93	0.13	0.89	-0.17	-0.8	0.41
Appearance comparisons on social media	0.12	0.45	0.66	-2.4	-0.34	0.73	-0.38	-1.3	0.21
Appearance comparisons	0.15	0.72	0.47	61.08	1.98	0.05	-22.8	-0.94	0.35

Note. The independent variable is the condition (experimental/control), the dependent variable is the difference between mean scores at pre and post intervention for each variable (post-pre), and the moderator is the baseline score for each variable.

Appendix F.2 Repeated Measures ANOVA output ITT

Table 7

Descriptive and Summary Statistics for Repeated Measures Analysis (Pre, Post- and Three-month Follow up for the Intention to Treat Group)

	M	SD	F	p	np2
Body dissatisfaction**			3.05	0.08	0.12
Baseline	15.31	2.71			
Post-intervention	16.01	3.10			
Three month follow up	16.43	3.04			
Body appreciation			2.50	0.09	0.11
Baseline	9.77	2.62			
Post-intervention	9.86	2.59			
Three month follow up	10.46	2.39			
Body satisfaction			3.65	0.03	0.14
Baseline	200.00	78.20			
Post-intervention	205.26	73.18			
Three month follow up	220.17	73.79			
Self-compassion			1.27	0.29	0.05
Baseline	37.83	7.33			
Post-intervention	38.23	7.50			
Three month follow up	39.35	7.57			
Self-criticism**			2.86	0.08	0.12
Baseline	35.08	10.48			
Post-intervention	34.46	10.25			
Three month follow up	33.04	10.17			

Body ideal internalisation**			0.24	0.73	0.01
Baseline	35.41	8.17			
Post-intervention	34.59	9.52			
Three month follow up	35.27	9.48			
Appearance comparisons on social media			2.44	0.10	0.10
Baseline	23.31	4.78			
Post-intervention	24.77	5.66			
Three month follow up	24.27	5.33			
Appearance comparisons			0.19	0.83	0.01
Baseline	70.26	70.97			
Post-intervention	73.00	73.24			
Three month follow up	76.17	75.91			

Note. **indicates that Mauchly's test was significant and a Greenhouse Geisser correction was used.

Appendix F.3. Repeated Measures ANOVA output PP

Table 8

Descriptive and Summary Statistics from Repeated Measures ANOVA for Pre-, Post and Follow up

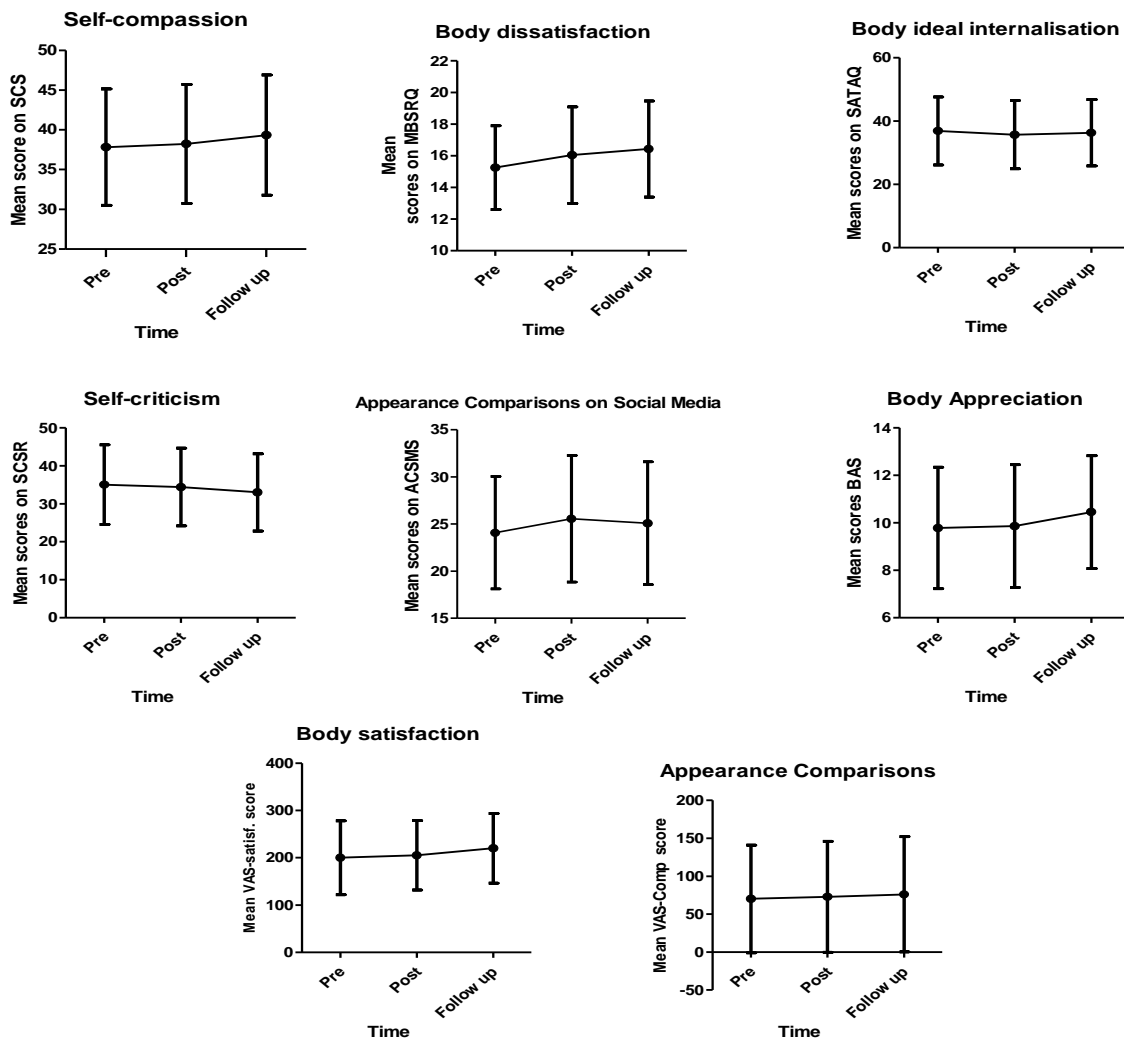|	Intervention group, N=7 (PP)		Repeated measures ANOVA		
	Mean	*SD*	*F*	*Sig*	*n2p*
<u>Body dissatisfaction</u>			0.67	0.53	0.10
Baseline	15.71	4.11			
Post-intervention	16.86	3.34			
Three month follow up	17.86	2.41			
<u>Body appreciation</u>			**6.78**	**0.01**	**0.53**
Baseline	10.14	2.27			
Post-intervention	10.71	2.87			
Three month follow up	12.14	1.57			
<u>Body satisfaction</u>			1.5	0.26	0.20
Baseline	227.43	91.04			
Post-intervention	233.86	63.43			
Three month follow up	253.71	62.61			
<u>Self-compassion</u>			**3.93**	**0.05**	**0.4**
Baseline	36.71	7.95			
Post-intervention	40	4.24			
Three month follow up	42.57	5.77			
<u>Self-criticism**</u>			2.34	0.18	0.28
Baseline	38.34	12.64			
Post-intervention	29.22	6.26			
Three month follow up	27.86	6.59			
<u>Body ideal internalisation</u>			1.55	0.25	0.21
Baseline	36.71	15.05			
Post-intervention	32.52	13.97			
Three month follow up	33.29	13.01			
<u>Appearance comparisons on social media</u>			0.54	0.6	0.08
Baseline	24.31	5.82			
Post-intervention	24	7			
Three month follow up	22.86	5.3			
<u>Appearance comparisons</u>			0.56	0.59	0.08

Baseline	87.71	89.24
Post-intervention	52.86	75.85
Three month follow up	68.14	76.56

Note. ** On the SCSR (self-criticism) Mauchy's test was non-significant $\chi^2 (2) = 13.93$, p<.001, indicating that the assumption of Sphericity was violated, therefore degrees of freedom were corrected using the Greenhouse-Geisser estimates of sphericity ($\varepsilon=.52$). Significant effects are highlighted in bold.

Appendix F.4. Descriptive statistics for pre, post and three month follow up

Figure 6

*Mean and Standard Deviation Scores on Outcome Variables for ITT at Pre-, Post- and Three-Month
Follow up*

Figure 7

Mean and Standard Deviation Scores for Male and Female Participants on Outcome Variables across Pre-Post and Three month Follow Up

Figure 8

Descriptive Statistics of Girls in the Intervention group Graphed on the Basis of School Attended
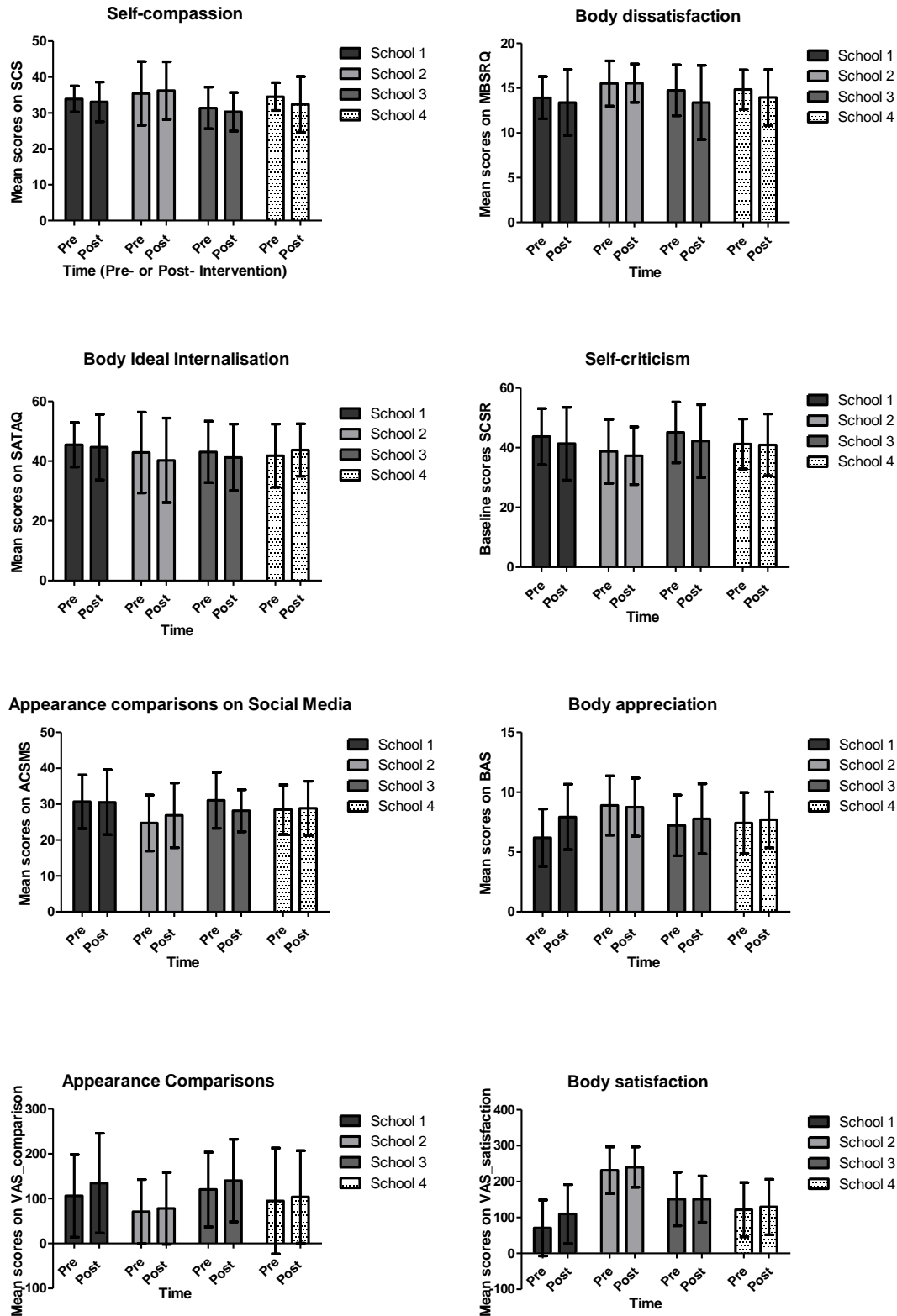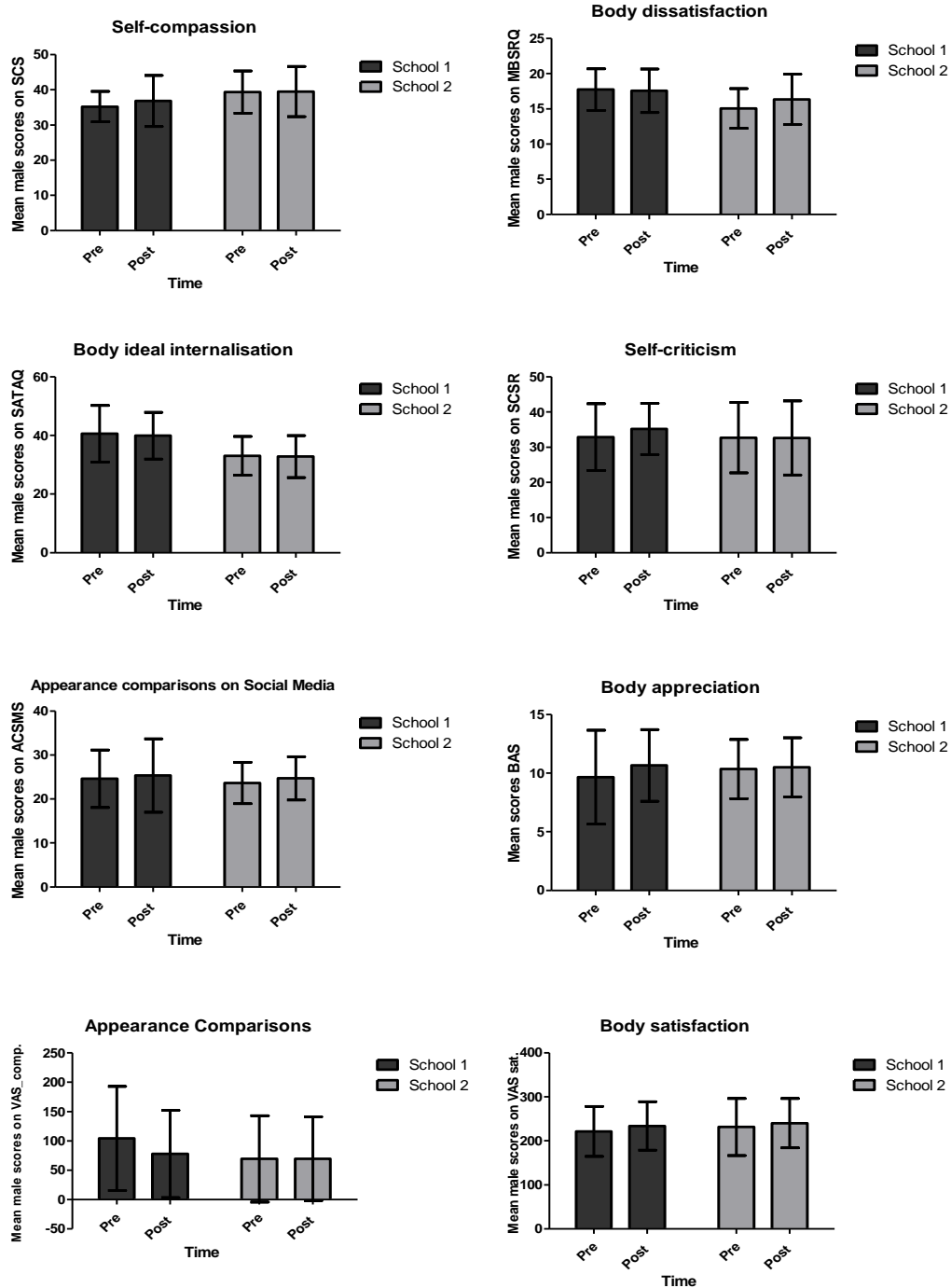
Figure 9

Mean and Standard Deviation Scores of boys in experimental group's pre and post intervention scores by school.

Appendix F.7. Paired t-tests of visual analogue satisfaction scores across images at pre- and post-intervention for boys and girls

Table 9

Paired t-tests of Boy's and Girl's Visual Analogue Satisfaction Scores at Pre and Post Intervention

	Pre vs Post intervention	Mean diff	SD	95% CI of Difference		df	t	
		Post-Pre		Lower	Upper			ta
Female	Pre-exposure	1.52	16.49	2.98	6.02	53	-0.68	
	Image 1	0.85	21.60	5.04	6.75	53	-0.29	
	Image 2	3.94	19.30	1.32	9.21	53	-1.50	
	Image 3	4.48	18.40	0.54	9.50	53	-1.79	
Male	Pre-exposure	4.08	17.23	0.92	9.09	47	-1.64	
	Image 1	3.10	18.71	2.33	8.54	47	-1.15	
	Image 2	2.77	18.27	2.53	8.08	47	-1.05	
	Image 3	2.98	17.08	1.98	7.94	47	-1.21	

Appendix G: Fieldnotes of the Digital SMART programme organised into codes and themes

	Code	School 1	School 2	School 3	School 4
School Structure & environment	School type, location, size, gender breakdown, TY year group size, SES	This is an interdenominational community school, located in a small town (population: 1,500, CS) 2016), although attachment areas are predominantly rural. The school contains 556 students, 290 male, 266 females (DES, 2019). The Transition Year group size is approx. 50 students.	This a fee paying, Church of Ireland, Secondary school, located in a residential suburb, containing 5, 680 residents. There are 371 students, 172 female, 199 males. The TY group is approx. 40 students.	This is a multidenominational "Irish speaking" (Gaelscoil) vocational school, with 294 students, 146 female and 148 males. This school is located in an urban area with a population of 32,600 (CSO, 2016). The TY group size is approx. 30 students.	This is an interdenominational, community school containing 456 students, 195 female and 261 males. This school is a DEIS (Delivering Equality of Opportunity in Schools) school, which means that the school students are economically and socially disadvantaged and the state provide additional resources and funding to promote educational opportunities for these students. It is an urban school, located in a suburb containing 12, 698 residents. The TY group contains approx. 60 students.
Timing of intervention	Class time	Both groups were allotted a 9am slot for the intervention on a Monday morning.	Both groups were allocated an 8.45 slot on Friday morning.	Both groups were allocated a 1.10pm slot on Friday afternoons.	Both groups were allocated an 8.45am slot on Tuesday mornings.
TY Co-ordinator	Facilitatory nature of coordinator (organisation of space/time/students)	Practical support was provided, i.e. time and date were established, venue was booked, students were directed to venue, resources for delivery were provided (computers,	Practical support was provided, i.e. time and date were established, venue was booked, students were directed to venue, resources for delivery were provided (computers,	Practical support was provided. Dates for each class decided prior to programme commencement. Room booked exclusively for study. Student class lists provided, with	Practical support was provided, i.e. time and date were established, venue was booked, students were directed to venue, resources for delivery were provided (computers,

		projectors etc). At times there were issues with disorganisation where the coordinator forgot or failed to reschedule programme. However, they were verbally invested and enthusiastic about the programme with and checked in weekly with the researcher to ascertain how the class was going.	projectors etc). There were some organisational and miscommunicati on issues, however the co-ordinator was verbally invested in the programme, but after the first session there were few check-ins/discussions.	notes for student absence. Enthusiastic and organised facilitator. Weekly check ins, enquiries about the programme and students. Was highly efficient and organised and ensured smooth and optimal programme delivery for students.	projectors etc). Help from two teachers was given on the first day of the study to help manage students. Enthusiastic, organised facilitator. Weekly check ins about the programme and students.
	Compromises/wor karounds	Many compromises and workarounds were required to facilitate the delivery of the programme. Had to accommodate student absence due to work experience, group trips etc. by delivering classes on different days (the male group class was delivered twice on a Tuesday at 9 am) or postponing classes by a week. Classes usually started approx. 5-7 minutes later than official start time (9am) because of coordinator trying to locate students and direct them to the correct room or taking roll call. School was	Many compromises and workarounds were required to facilitate delivery of the programme in this school. Commencement of the programme was delayed by 1 week to facilitate the collection of parental consent forms by the TY coordinator. Programme postponed by a week to facilitate school trip. Room booking clashes for the last sessions of digital resilience programme which hampered delivery of programme. Male focus group rescheduled from before to after Christmas	Few workarounds or compromises. School requested that girls partake in programme first because of student engagement in another programme later in the term. Only one lesson rescheduled to suit the researcher's timetable. Class occurred consistently, in consecutive weeks. Class started on time.	Some compromises and workarounds. Delivery of programme to students in group 1 were haphazard - school closure, work experience and midterm clash elongated the delivery from 5 to 8-week duration. School not very rigid about school start time. Class often started 5-7 minutes later than scheduled start time (8.45) because of time it took students to come from assembly. Classes were sometimes rushed with this group and sometimes content had to be revisited in the next class. all content was

		not very rigid on school start time. Week 4 of male class delayed by almost 15 mins because coordinator forgot about date reschedule, and a different teacher had to find a new room and locate the students. This meant that often classes were tight on time in terms of delivery. But content was fully delivered in most instances.	because of low attendance and miscommunication about the presence/absence of students on that day. Students were very punctual, and class started on time. School were rigid in start and finish times for class.		covered. Projector failed to play videos on the screen, so students watched videos/audio through researcher's personal computer.
Student engagement	Hierarchies/friendships/group relations	Class sizes were medium (approx. 15 students). Students mostly sat in the same seats and interacted with the same friends each week. Some friend pairs were difficult to manage as they often talked and had to be separated. A few dominant personalities guided discussions and class interaction, but efforts were made to encourage all students to contribute at various points if comfortable.	Class sizes were small (approx. 10 students) Students mostly sat in the same seats and interacted with the same friends. Often students didn't interact with each other when free time arose (before/after class). A few dominant personalities guided discussions and class interaction, but efforts were made to encourage all students to contribute at various points if comfortable.	Class sizes were medium (approx. 15 students). Students mostly sat in the same seats and interacted with the same friends. Students appeared to be very close and friendly with other classmates. Distinct groups/cliques of friends were evident.	Class sizes were small (approx. 10 students). Students mostly sat in the same seats and interacted with the same friends. Some students in this group consistently chose to sit alone and aloof from others. Strong personalities in the group and appeared to sometimes make snide comments which were difficult to detect and act on.
	Attendance	Attendance was generally good and consistent. Absences were generally due to school absence, work experience	Attendance was inconsistent and generally poor. Students were pulled away from class frequently for	Attendance was very good and consistent. Students missing due to class absence or work experience (for	Attendance was inconsistent and varied. School wide issues with attendance, not just for this class.

	(for males) or sports matches (males). Attendance for the girl group was more consistent than the boy group.	sports matches and school trips. Very hard to compete for time/attention because so many activities were ongoing. Attendance for the boy group was generally more consistent than the girl group.	1-2 students). Reasons for absence were provided by coordinator (in words or verbally).	Researcher was informed of this by facilitator and involved in corroborating attendance sheets. Students missed class due to absence, not because of other activities.
Student engagement in class activities	Students engaged relatively well on first day of intervention, where the discussion was about social media use. Engagement waned in subsequent lessons, particularly when talking about more sensitive or difficult issues. While some students were actively engaged, some were not engaged or minimally so. Answers were very short. Engagement improved slightly in female participants towards the end of the programme.

Occasionally students would be asked to stop speaking, one or two boisterous students were separated to discourage continuous talking. | Students were very well engaged. They were attentive and took in information. They discussed theory and knowledge but struggled a bit with opening up about feelings and kept things very much at surface level. They readily engaged in mindfulness/meditation practices. | Students generally engaged well with the programme, worked co-operatively and contributed confidently and constructively to learning activities and class discussion. | There was poor engagement with programme by students Little engagement in discussion, had to work hard to prompt conversation and even when conversation was prompted single one/two-word answers were provided. Discipline was an issue in this school. On the first day of the programme a teacher sat in on the class to deal with discipline issues specifically. The school decided to allow researcher to deliver programme in the absence of the teacher in the second week, however class disruptions were a regular occurrence. Occasionally students would be asked to stop speaking, one or two boisterous students were separated to discourage |

					continuous talking.
	Rapport/interaction with students	Difficult to establish a rapport in the beginning with females, really had to work to try and open conversations, however by 4th week felt that a decent rapport established, far more open and forthcoming in discussions. Established a better rapport with males at the start, males were more open in initiating conversations about general topics, but not sensitive issues.	Felt that "an ok" rapport was developed with with males and females. Some students, especially females openly engaged in general discussion, but a lot (especially males) were shy or not open in general discussions. Students generally did not initiate conversations, but did engage in conversations, but appeared more reserved than other students in schools.	Felt that a good repertoire was established with female students. Students engaged in open discussion without much prompting. Discussed other day-to-day experiences in school outside of the class.	Difficult to establish a rapport with female students. Tried to engage general conversations but students were not forthcoming in contributions. This eased a bit towards the end of the programme.
School culture	Awareness and prioritisation of mental health	Not overtly a central aspect in the school. Some mental health awareness taught in religion which overlapped a little with mindfulness self-care practices (as obtained by word of mouth). Mental health was mentioned as a focus of care for students in the school's mission statement. Students had not done meditation before. School was keen on trying to promote mental health on social media - were particularly	A big culture of mental health awareness in the school. Mental health constituted a big part of SPHE. Also had a mental health awareness week and a mental health awareness flag attained by the school. A small few students had done mindfulness/meditations before.	Not overly central aspect in the school. School were very keen to promote mental health and student opportunities in general and took pride in the development of their TY programme. Some students had encountered mindfulness/meditation before.	Very overt focus on mental health in interactions with principal who viewed it as a top priority for the school and she had actively increased the hours devoted to self-care and mental health in the school significantly over the past few years. Focus on care of students evident in mission statement also. However, students seemed largely unaware of mental health - none had done mindfulness before.

	concerned about cyberbullying.