

# Something Haunting You?

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**YOUNGANDWELL**  
Cooperative Research Centre

  
An Australian Government Initiative



  
University of  
South Australia

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# Table of contents

<b>ACKNOWLEDGEMENTS .....</b>	<b>IV</b>
<b>TABLE OF CONTENTS .....</b>	<b>V</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>VIII</b>
<b>INTRODUCTION .....</b>	<b>1</b>
STUDY DESIGN .....	2
THEORETICAL MODEL .....	2
ETHICAL CONSIDERATIONS .....	3
CAMPAIGN THEMES .....	4
METHODOLOGY .....	4
<b>SYNTHESIS OF LITERATURE (SUB-STUDY 1) .....</b>	<b>6</b>
<b>RESEARCH AND DESIGN OF A CAMPAIGN TO PROMOTE HELP-SEEKING BY YOUNG MEN (SUB-STUDY 2) .....</b>	<b>10</b>
AIMS .....	10
METHODS .....	10
ANALYSIS AND FINDINGS .....	12
CAMPAIGN 3: SOMETHING HAUNTING YOU .....	17
DISCUSSION .....	19
<b>EVALUATING A CAMPAIGN TO PROMOTE HELP-SEEKING BY YOUNG MEN (SUB-STUDY 3) .....</b>	<b>20</b>
AIMS .....	20
METHOD .....	20
RESULTS A: THE CONTEXT: SAMPLE DEMOGRAPHICS .....	23
RESULTS B: THE CONTEXT: YOUNG PEOPLE'S HEALTH AND WELLBEING .....	24
RESULTS C: THE CONTEXT - YOUNG PEOPLE'S ONLINE EXPERIENCES .....	26
RESULTS D: YOUNG PEOPLE'S RESPONSE TO <i>SOMETHING HAUNTING YOU?</i> .....	31
RESULTS E: RESPECT FOR SELF AND OTHERS .....	32
RESULTS F: HELP-SEEKING .....	33
RESULTS G: THE MODEL OF GOAL DIRECTED BEHAVIOUR .....	35
DISCUSSION: HEALTH AND WELLBEING CONTEXT .....	41
<b>MAPPING ONLINE ENGAGEMENT VIA DIGITAL TRACKING (SUB-STUDY 4) .....</b>	<b>43</b>
AIMS .....	43
METHOD .....	43
RESULTS .....	44
DISCUSSION .....	49
<b>HELP-SEEKING: AN UP-CLOSE VIEW (SUB-STUDY 5) .....</b>	<b>50</b>
AIMS .....	50
METHOD .....	50
RESULTS .....	50
DISCUSSION .....	55
<b>PROJECT CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>57</b>
<b>RECOMMENDATIONS .....</b>	<b>61</b>
<b>REFERENCES .....</b>	<b>62</b>
<b>APPENDICES .....</b>	<b>67</b>
APPENDIX 1: FINDINGS FROM THREE PHASES OF PARTICIPATORY DESIGN .....	67

# List of Figures and Tables

## Figures

Figure 1 Model of Goal Directed Behaviour .....	2
Figure 2 Safe and Well Online Sub-studies and Project Process .....	4
Figure 3 Participatory Design Framework for Campaign 3 <i>Something Haunting You?</i> .....	10
Figure 4 Campaign aim and objectives .....	15
Figure 5 Storyboards from creative agency (left) and developed by young men (right) .....	16
Figure 6 Video image .....	17
Figure 7 Zombie image from <i>Something Haunting You</i> .....	17
Figure 8 Survival Guide image .....	18
Figure 9 The cohort research process .....	22
Figure 10 Total sample by age in years ( $N = 1,695$ ) .....	23
Figure 11 The most stressful problem as identified by young people from a ranked list .....	25
Figure 12 Scores for depression, anxiety and stress against frequency of Internet usage .....	27
Figure 13 Social connectedness, offline and online against frequency of internet usage .....	28
Figure 14 Means for females for depression, anxiety and stress by online gaming frequency .....	28
Figure 15 Means for males for depression, anxiety and stress by online gaming frequency .....	28
Figure 16 Means for females for social connectedness by online gaming frequency .....	29
Figure 17 Means for males for social connectedness by online gaming frequency .....	29
Figure 18 Scores for males for cyberbully, cybervictim and cyber bully-victim against frequency of Internet usage .....	30
Figure 19 Scores for females for cyberbully, cybervictim and cyber bully-victim against frequency of Internet usage .....	30
Figure 20 Highly unlikely or unlikely help-seeking behaviours of young people .....	34
Figure 21 Attitudes by total sample .....	36
Figure 22 Social Norms by total sample .....	36
Figure 23 Positive and negative emotions by total sample .....	37
Figure 24 Control, Intentions and Desire by total sample .....	37
Figure 25 Model 1 Initial MGB: Predicting Help-seeking .....	37
Figure 26 Model 2 Refined MGB: Predicting Help-seeking .....	38
Figure 27 Model 3 Refined MGB: Predicting Social Norms (Time 2) with Control and Campaign Engagement .....	39
Figure 28 Model 4 Refined MGB: Predicting Social Norms (Time 2) with Attitudes and Campaign Engagement .....	39
Figure 29 Model 5 Refined MGB: Predicting Social Norms (Time 2) with Social Norms (Time 1) and Campaign Engagement .....	40
Figure 30 Model 6 Refined MGB: Predicting Social Norms (Time 2) with Control, Social Norms, Social Connectedness Online (Time 1) and Campaign Engagement .....	41
Figure 31 Number of daily events on the “ <i>Something Haunting You?</i> ” site through survey (pre-public release), campaign (public release) and tail periods (post-public release) .....	45
Figure 32 Histogram of time spent on the site by individuals .....	46
Figure 33 Information/knowledge seeking (help level1) by age .....	48

## Tables

Table 1 Year 3 Participatory Design Participants and Activities .....	11
Table 2 Sample of supporting quotes for Something Haunting You (from co-design workshops and online discussions).....	15
Table 3: Safe and Well Online Project Summary – Campaigns 1 - 3 .....	19
Table 4 Campaign 3 supplementary strategies by sample numbers .....	22
Table 5 Parent population and Campaign 3 pre-survey sample by States/Territories compared with Campaign 2 .	23
Table 6 DASS21 constructs by total sample by Year 1, 2 & 3.....	24
Table 7 Cyberbullying status in Campaign 2 & Campaign 3 by total sample.....	29
Table 8 Main themes for liking or not liking the creative .....	32
Table 9 Comparison of help-seeking behaviours by the youngest and oldest age group .....	34
Table 10 Data collection strategy for the survival guide .....	44
Table 11 Number of participants and passive analytics data collected via Google Analytics by pre-public; public and post-public, release periods.....	46
Table 12 Number of cohort individuals (n= 846) responding to choices in scenarios .....	47
Table 13 Help-seeking frequencies of everyday problems during survey period (pre-public release) .....	47



# Executive Summary

Young people possess capabilities, knowledge and creativity to live healthy and happy lives. However, in Australia, similar to elsewhere in the world, young people report high levels of psychological distress brought about through such everyday events as: managing uncertain life transitions; peer pressures and influences; bullying and cyberbullying; and discrimination. Despite high levels of mental health literacy, many young people - especially young men - are reluctant to seek help for physical or mental health problems, preferring to try and resolve the issues themselves as part of their burgeoning independence and autonomy. These are not new challenges. Novel and creative strategies are needed to respectfully and effectively communicate with young men in particular, and connect them to information and support when they need it.

Social marketing, especially using digital media, holds enormous potential for engaging young people, and especially young men in promoting new ways of dealing with their stressors and concerns. Many campaigns, such as [Movember](#) and those by [Reachout.com](#), demonstrate the potential power of online campaigns for shifting individual, community and social attitudes on issues critical to men's health and wellbeing. However, there is a need to examine how evidence and effective online social marketing approaches can be applied to younger audiences. Understanding how help-seeking intersects with other factors, such as: online practices e.g. gaming; respect for self and others; mental health and wellbeing; social connectedness; cyberbullying; cultural context and background also are under-explored.

The most successful online social marketing campaigns require sustained and long term investment to see substantial change at a population level. Yet there are many aspects of online social marketing campaigns which are still poorly understood: how can they be effectively developed from a young person's point of view; and, especially, how can evaluations go beyond reach in order to understand impact on attitudes and behaviours? With the proliferation of online resources, programs and apps, and as traditional services such as counselling and telephone helplines go online, a broader digital e-mental health ecosystem (Burns et al, 2014) is emerging. Supporting young people to connect with and navigate this ecosystem in an engaging and relevant way is also necessary. Online social marketing campaigns may provide a mechanism to organise and communicate parts of the ecosystem that are most relevant to young people in order to encourage and support help-seeking. The social ecology of the actors within this ecosystem (the relationships and links between the information, services and tools) then also requires some attention.

These challenges are associated with all campaigns, but become even more complex when applied to undertaking *research* on the needs, views and practices of child and youth audiences. Working within 20<sup>th</sup> century ethical research frameworks in a dynamic online environment presents real challenges to recruiting and enabling young people's informed participation in digital research. Adding to this complexity, are the theoretical and methodological challenges associated with: 'containing' campaign research during set periods of data collection processes in online environments; mapping/tracking online engagement; and determining subsequent attitudinal and behavioural change exacerbate that complexity.

In response to these challenges, the Safe and Well Online project has focused on examining how online social marketing campaigns can be created in partnership with young people and other stakeholders, and the extent to which the social marketing campaigns which promote safety and wellbeing positively influence young people's attitudes and behaviours. Moreover, it asks how effective the online experiences, platforms and modes of delivery are in facilitating potentially sustainable, positive attitudinal and behavioural change to promote young people's safety and wellbeing.

This report presents the findings from the research, development and evaluation of the third campaign in the Safe and Well Online project. This five year engaged research project has examined the role of online campaigns for promoting young people's safety and wellbeing (see Spears et al 2015a; b). It is a collaboration led by the University of South Australia with Western Sydney University, Queensland University of Technology and Zuni.

## The study

The objectives of the third Campaign were to co-develop a campaign to promote help-seeking by young men aged 15 years. The project was comprised of five sub-studies: 1) thematic literature review of help-seeking by young people, particularly young men; 2) participatory design of an online campaign that is 3) evaluated using a cohort study 4) passive data collection, and 5) qualitative interviews.

The study examined the following research questions:

- How can help-seeking be reframed in order to be meaningful to young people (especially men)?
- To what extent do online social marketing campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?
- To what extent are the online experiences, platform and mode of delivery trialled in Campaign 3 effective in facilitating potentially sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?
- What are young people's perceptions of the *Something Haunting You?* campaign and what is the nature of their engagement with the content?
- Does survey and passive data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001) and to what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?
- How can the complex relationships between online/offline activities and wellbeing be better characterised?

## Methods

The project was comprised of five interlinking sub-studies:

**Sub-study 1 Synthesis of Literature:** Providing a context about young people, respect for self and others, and help-seeking intentions and behaviours of young men.

**Sub-study 2 Research and design of a campaign to promote help-seeking by young men:** A Participatory Design (PD) process was adopted. Methods included paired interviews, online discussions, reviews and workshops. 133 young people, including twelve 'campaign collaborators' were involved in all stages of the campaign research and development. A Project Reference Group comprised of ten key sector partners and project team members reviewed and provided feedback on each stage of problem definition, campaign brief, idea selection and content review.

**Sub-study 3 Evaluating a campaign to promote help-seeking by young men:** An experimental design methodology, consistent with that previously used in the pilot study Campaign 1 ([Keep It Tame](#)) and Campaign 2 ([Appreciate A Mate](#)) was employed for Campaign 3: [Something Haunting You?](#) Young people aged 12 to 18 were invited to complete an online pre- and post- survey linked with their engagement with the *Something Haunting You?* Campaign. Scales were included to measure: internet use and practices, including gaming; notions of respect and help-seeking; experiences of cyberbullying; constructs related to the Model of Goal-directed Behaviour (MGB: Perugini & Bagozzi, 2001) and; the health and wellbeing of young people, including a focus on young men. These are consistent across each Campaign and provide insights into youth contexts associated with each campaign over the five year period of the project. The fundamental premise of: *respect for self and others* again underpinned this campaign. The tracking process continued to be developed as part of the experimental mapping design. Participants were allocated to control and exposure groups and matched with a Unique ID within the survey instrument which was then collected in Google Analytics: to achieve a comprehensive profile of participant engagement. The MGB was applied via structural equation modelling with pre, post survey and 'time stamped' Google Analytics data, to test if the data fitted the model and to examine mediation (Sub-study 4).

**Sub-study 4 Mapping online engagement via digital tracking:** Design and trial of a digital tracking methodology: to map/track engagement with the online campaign and link to survey responses by Unique ID. This operated across three platforms: Qualtrics; the Web-based creative and; Google Analytics.

**Sub-study 5 Help-seeking- an up-close view:** Qualitative data collected from interviews with 23 young people following the survey focused on their responses to key themes and the design of the campaign (e.g. Respect and help-seeking intentions and behaviours) as well as examining the relationship of these to the Model of Goal Directed Behaviour.

## Sub-study Findings

### Sub-study 2

- From young people's perspectives help-seeking can be reframed from an act of weakness or failure and carrying risk of adverse social consequences, to something that is empowering and socially desirable by recasting it as *a strategy to beat your 'problem zombies'*.
- Configuring the dark humour that appeals to many young men, their online practices (consuming video content, gaming) as well as their preference to 'take action' as *strengths* to underpin the design and mechanic of the campaign.
- Campaigns should encourage diverse pathways towards help-seeking. Young people emphasised that there is no single solution to any one problem and their views towards help-seeking can change



depending on their context and feelings at the time. Campaigns should offer a range of small steps and choices so young people have opportunity to explore a help-seeking pathway that is most relevant to them and their situation.

- Use of popular online practices and platforms (eg. YouTube) in campaign executions both improves relevance and reach, but is also viewed as a respectful way to nudge users towards further engagement and online resources
- The campaign *Something Haunting You?*, adopted a multi-modal approach including a website, video and comic-based content and offered pathways to a broad range of strategies, resources and services

### Sub-study 3

#### ***Young people's mental health and wellbeing generally***

- Young people felt generally well connected to others in both on- and offline settings and indicated positive attitudes towards help-seeking for everyday common problems
- Females, however, were more likely than males to feel depressed, anxious and stressed, and older participants reported poorer mental than younger participants
- School-related concerns, such as exam stress and school work anxiety, ranked as the highest stressors for young people

#### ***Young people's online experiences and relationships with mental health***

- 75% of young people accessed the internet at least many times throughout the day, with most of the remaining participants (20.9%) going online once or twice a day
- 70% of young people play online games at least once a week, whilst 20% play many times a day
- As internet use increases, there is a broad trend to worsening health and wellbeing, but this increase is not linear
  - Internet use after 11pm appears to be an indicator of poorer mental health and lower levels of social connectedness
  - There was positive relationship between online social connectedness and gaming
  - Levels of depression, anxiety and stress increase for a small frequency of gaming but reduce with more game playing and are at an optimum at gaming at once a day for females and several times a day for males.
- Cyberbully-victims continue to present as a vulnerable sub-sample
- Males are more likely to be involved in cyberbullying than females

#### ***Young people's response to Something Haunting You?***

- The '*Something Haunting You?*' campaign was accessed by 84% of participants, with approximately three quarters of young people reporting they liked it
- Young people were able to clearly identify the campaign message 'of seeking help'

#### ***Young people's notions of respect***

- Most young people felt they behaved respectfully across various contexts and settings, including home, school and online, with females behaving more respectfully than males

#### ***Help-seeking***

- Parents/carers and friends were identified as primary sources of help for young people
- Despite the majority of young people generally feeling positive towards seeking help for everyday problems, they were unlikely or highly unlikely to access online sources of help
- There were significant but expected differences in help-seeking behaviours between younger and older participants, with older age groups less likely to seek help or advice from parents/carers, teachers and school counsellors and more likely to connect with their peers for help when compared to younger people in our sample

#### ***MGB investigations***

- Online social connectedness was an important predictor of engagement with the campaign
- Promoting: positive social norms around young people's help-seeking practices; online social connectedness; and anticipated emotions, are important focus areas for shifting young people's help-seeking responses to common everyday problems

### Sub-study 4

- On average during the survey period, a user of the '*Something Haunting You?*' web page spent 1.87 minutes (112 seconds) on site and was involved in some 7.4 events
- In the initial call to action on the *Something Haunting You?* website, males were more likely than females to choose to 'deal with it' rather than 'ignore it'. This finding is consistent with those highlighted throughout this report that young men have a preference for action-oriented problem solving

- Consistent with pre-survey responses, analytics revealed exams were clearly a topical everyday issue (20% of web users). Whilst this might be expected given that exam stress was the focus of the video on the '*Something Haunting You?*' landing page, the theme for the video was co-generated as part of the participatory design process. Additionally, the pre-survey data (prior to young people's exposure to the campaign) also revealed that exam and school-related anxiety were key stressors for young people. The findings from this data and method triangulation highlights the critical need for the education sector to consider targeted interventions to support young people to manage this stress. Other stressors identified included family trouble (13%) and sleep (13%)
- Analytics indicated that *Something Haunting You?* demonstrated engagement across three levels of help-seeking. Some 380 (45%) different individuals used the survival guide for information about an everyday problem (First level help), and some 177 (20%) accessed a tool/strategy in relation to that issue (Second level help), with 88 (10%) clicking on a link to a service provider (Third level help)
- Mapping a user's interaction by a more sensitive unit/measure e.g. timestamps by seconds has the potential to facilitate more accurate interpretation of a user's engagement with a website
- A research design that involves both contained and 'in the wild' research data i.e. survey and analytics can yield both confirmatory and predictive insights

## Sub-study 5

- Young people's on- and offline identity and connections, their assessment of the problem at hand, along with their attitudes to help-seeking, all play an important part in young people's decision-making about seeking help and ultimately how they respond when faced with a problem
- Perceived and actual social consequences and young people's sense of what is normal may impact and influence young people's receptiveness to help-seeking and the way they engage in help-seeking practices
- Reframing 'help' from one that suggests a deficit or position of weakness to one that is empowering and enabling e.g. advice, consultation, mentoring, is better received by males and provides a subtle way for them to manage their identity
- Feelings of online connectedness can potentially afford great capacity to support young men's online help-seeking and provide an opportunity for their preferred action-orientated help-seeking behaviours.
- Young people perceive that the on- and offline environments address different needs when seeking help or information about an issue
- There is an opportunity to promote online and offline support as complementary but diverse elements of a service ecology which is designed for, and with, young people to maximise relevance and effectiveness

## Key Learnings

This project highlights the complex and necessary process of co-producing and evaluating a social marketing campaign with and for young people. Consideration of the broader mental health and wellbeing contexts of the young people in this study, especially young men, highlight the everyday stressors and challenges they face and their help-seeking intentions and behaviours. We find there is an important role for campaigns in addressing these by normalising help-seeking and connecting young people to an eco-system of support. The study advances a model for evaluating the efficacy of campaigns, but identifies persistent challenges and key opportunities:

### 1. Online campaigns can reinforce positive help-seeking practices and norms and nudge young people towards new attitudes and practices in help-seeking, generally and for young men in particular

To be effective, digital campaigns to promote help-seeking should be underpinned by respect for self and others. For a mainstream youth audience, online social marketing campaigns for help-seeking can usefully reinforce existing positive practices and norms. To be effective, campaigns must: 1) forefront young people's conceptions of key issues, reframing them from adult understandings to new ways of thinking about a problem; 2) employ targeted efforts towards identified subpopulations e.g., young men; 3) position the messaging as positive and enabling by drawing upon young people's strengths rather than deficits. A participatory design approach supports these goals by surfacing the views and existing practices of young people. To map these to relevant social norms, attitudes, emotions and behaviours and their inter-relationships, the Model of Goal Directed Behaviour can be used to determine key intervention points for nudging young people towards new attitudes and practices in help-seeking.

### 2. Combining self-report and de-identified tracking data provides a valid assessment of the relationship between campaign engagement and attitudes towards help-seeking

Triangulating self-report and passive data by Unique ID is innovative in social science research and extends conventional triangulation approaches employed in traditional mixed methodologies. Passive data collection at the Unique ID level is complex and requires identifying relevant and useful campaign analytics/touch points to accurately measure the nature and extent of participant engagement. Moreover, greater consideration is required to ascertain if and how existing reliable and valid measures and instruments can be modified and applied to align and integrate with online practices.

### **3. The nexus between ethical requirements to conduct research with minors and dynamic online practices requires ongoing conversations and action at the highest level if innovative online research is to be acknowledged and respected worldwide**

Given the significance and relevance of young people's online engagement to their mental health and wellbeing, there is a need for ethical requirements to align with the online practices and digital rights of young people. Stakeholder discussions, regarding what constitutes low-risk online surveys for minors is needed to enable youth to engage with bonafide research in ways that mirror their online behaviours and which will further maximise representation across the youth population. The online setting has created a dynamic environment, where innovation often is realised via new online platforms and applications. This extends to opportunities for applying pioneering and ethically sound research methods such as passive data collection and advances in online survey methodologies. However, consistent parameters that are benchmarked internationally, particularly with regard to online sampling and recruitment of minors, are necessary, to enable the delivery of online social research and international comparisons. Working collectively with all stakeholders to streamline ethical processes, and promote the importance of involvement in innovative and ethically approved online research, which emphasises duty of care, harm minimisation and beneficence, is critical for minimising social and economic cost of research and importantly for advancing research in the field of young people's wellbeing.

### **4. Responding to challenges in youth mental health: Industry, business and university partnerships underpin research innovation and translation to policy and practice**

Innovations in social marketing campaigns for young people's mental health and wellbeing require cross-sectoral and youth collaboration, which leverage existing corporate expertise, knowledge and resources. However, campaigns that aim to effectively respond to challenges in this field should consider the service ecology, that is, the relationships and interactions between the stakeholders and the available help-seeking services, applications, information/resources, and the context within which they operate. Creating new understandings and knowledge regarding these actors and their interactions through processes such as participatory design research, project reference and advisory groups, can contribute to powerful synergies through a collective and common purpose, to provide an online eco-system of accessible services and support, where needs and responses are aligned. Strong partnerships are critical for informing future directions in the field of youth mental health and wellbeing. However, whilst industry engagement undoubtedly can value-add to traditional research outputs, challenges can surface when communicating with discipline- or sector-specific language. A willingness to thoroughly and comprehensively interrogate the processes employed by each partner in the overall development and delivery of campaigns, and a willingness to learn about, and from, each other's practices, together with open discussions, can help to build trusting, sustainable partnerships that work towards achieving the translation of innovation to policy and practice.

## **Conclusions**

There is an ongoing challenge to understand and address the diverse ways in which young people think about and approach help-seeking. Linear and formulaic conceptions are not sufficient. Co-creating help-seeking responses with young people to empower them to be part of the solution is critical. Reframing help-seeking from something that signifies weakness, to something that is underpinned by respect for self and others, expands their notion of help-seeking, to that which is tangible and considered part of "normal", healthy practices. Campaigns that build on cultural insights and digital practices of young people provide an opportunity for nudging the attitudes and behaviours – particularly of young men – along help-seeking pathways.

While offering clear options for dealing with a problem (eg. do something, read something, contact someone) campaigns can helpfully reflect the broader service eco-system, by understanding and leveraging the relationships between multiple actors, voices, methods, practices and technologies across multidisciplinary channels. Although complex, this can support the reframing of help-seeking, reinforce positive attitudes and challenge negative views of help-seeking.

The application of the MGB (Perugini & Bagozzi, 2001) has been useful for investigating and measuring young people's decision-making processes associated with help-seeking practices. Perugini & Bagozzi (2001) highlighted the need to examine the inclusion of other explanatory variables in the model. This study has done so; by applying both self-report data and data that measures actual behaviours (analytics) to the model, through psychometrically sound constructs. This innovation and extension of the model has provided valuable insights into the relationship between young people's engagement with a social marketing campaign that promotes help-seeking, and attitudinal and behavioural change. It has demonstrated that attitudes, social norms and negative anticipated emotions are potentially key entry points for young people generally, and in particular young men, for nudging change in organic ways that are authentic and sustainable.

# Introduction

Young people possess capabilities, knowledge and creativity to live healthy and happy lives. However, in Australia, similar to elsewhere in the world, young people report high levels of psychological distress brought about through such everyday life stressful events as: managing life transitions; peer pressures and influences; bullying and cyberbullying; and discrimination. Despite high levels of mental health literacy amongst youth, most are reluctant to seek help for physical or mental health problems, preferring to try and resolve the issues themselves, as part of their burgeoning independence and autonomy. Of particular concern is young men's unwillingness to reach out for help and support. These are not new challenges. Novel and creative strategies are needed to tackle stigma and respectfully engage with young men in particular, and connect them to information and support when they need it.

Social marketing, especially using digital media, holds enormous potential for engaging young people, and particularly young men in promoting new conversations with, and among, young men regarding stressors and concerns. Many campaigns, such as [Movember](#) and those by [Reachout.com](#), demonstrate the potential power that online social marketing holds for shifting individual, community and social attitudes on issues critical to men's health and wellbeing. However, efforts to translate these findings and apply them to younger audiences – with a focus on help-seeking – continue to require considerable effort and input. Understanding how help-seeking intersects with other factors, such as: online practices e.g. gaming; respect for self and others; mental health and wellbeing; social connectedness; cyberbullying; cultural context and background also are under-explored.

The most successful online social marketing campaigns require sustained and long term investment to see substantial change at a population level. Yet there are many aspects of online social marketing campaigns which are still poorly understood: how can they be effectively developed from a young person's point of view; and, especially, how can evaluations go beyond reach in order to understanding impact on attitudes and behaviours? With the proliferation of online resources, programs and apps, and as traditional services such as counselling and telephone helplines go online, a broader digital e-mental health ecosystem (Burns et al, 2014) is emerging. Supporting young people to connect with and navigate this ecosystem in an engaging and relevant way is also necessary. Online social marketing campaigns may provide a mechanism to organise and communicate parts of the ecosystem that are most relevant to young people in order to encourage and support help-seeking. The social ecology of the actors within this ecosystem (the relationships and links between the information, services and tools) then also requires some attention.

Whilst these challenges are associated with all campaigns, they become even more complex when applied to undertaking *research* on the needs, views and practices of child and youth audiences. Working within 20<sup>th</sup> century ethical research frameworks in a dynamic online environment presents real challenges to recruiting and enabling young people's informed participation in digital research. Adding to this complexity, the theoretical and methodological challenges associated with: 'containing' campaign research during set periods of data collection processes in online environments; mapping/tracking online engagement; and determining subsequent attitudinal and behavioural change exacerbate that complexity.

To address these issues, and contribute to new knowledge in this area, the Safe and Well Online project brought together researchers, digital strategists, young people, creative agencies and industry partners to specifically examine how online social campaigns can effectively address attitudes and behaviours which could compromise young people's safety and cause harm. The objective of Campaign 3 was to co-develop and evaluate a campaign to promote help-seeking by young men aged 15 years. The study examined the following research questions:

- How can help-seeking be reframed in order to be meaningful to young people (especially young men)?
- To what extent do online social marketing campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?
- To what extent are the online experiences, platform and mode of delivery trialled in Campaign 3 effective in facilitating potentially sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?
- What are young people's perceptions of the *Something Haunting You?* campaign and what is the nature of their engagement with the content?
- Do survey and passive data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001) and to what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?
- How can the complex relationships between online/offline activities and wellbeing be better characterised?

Using Participatory Design and drawing on insights from a literature review and the two previous campaigns (Spears et al, 2014: a, b), the campaign *Something Haunting You?* was developed and evaluated. This report describes the study design and process and presents findings which suggest the value of such campaigns in promoting help-seeking by young men and young people generally.

## Study Design

A key challenge for online social marketing campaigns is to meaningfully understand and translate audience insights of the problem and potential solution to a complex mediated communication environment where users interact with issues, information and each other across multiple settings and time-scales.

Moreover, campaigns must effectively target key drivers and barriers to attitude and behaviour change. In an effort to achieve this, Safe and Well Online adopted a Participatory Design and a theoretical framework based on the Model of Goal-Directed Behaviour (MGB; Perugini & Bagozzi 2001) and Nudge Theory (Thaler and Sunstein, 2008) to research and develop Campaign 3 – the third in a series of four campaigns directed towards young people over a period of five years.

The study employed mixed methods and utilised methodological, data, investigator and theory triangulation (Denzin, 1998). The project was comprised of five sub-studies: 1) Synthesis of the literature on help-seeking by young people, particularly young men; 2) participatory design of an online campaign that is 3) evaluated using a cohort study 4) passive data collection, and 5) qualitative interviews. Overall, the study has corroborated evidence from different individuals and sources, methods of data collection and both passive and survey data at the Unique ID level.

Campaign 3 development and evaluation was informed by findings from Campaigns 1 and 2 (Spears et al. 2015; a, b), which resulted in greater emphasis being placed on the Participatory Design component for the development of the campaign creative; and continued refinement of the research and evaluation components, to meet the demands of developing and evaluating a web-based creative that was interactive and non-linear in nature.

## Theoretical Model

The project has drawn on two key theories to guide the development of campaigns for behaviour change. Firstly, an extension of Azjen's (1991) theory of planned behaviour, the Model of Goal-Directed Behaviour (MGB) (Perugini & Bagozzi 2001) postulates that action is directly determined by intention to act and indirectly determined by attitude towards the act, subjective norms, and perceived behavioural control (e.g. Leone, Perugini & Ercolani 2004). The frequency of past behaviour also influences desire, intention and execution of the behaviour, while recency of past behaviour directly impacts the likely occurrence of the behaviour. In this model, anticipated emotions involve an appraisal of the achievement of personal goals and as such, function as important antecedents of the decision making process associated with behavioural intention, while desire provides the motivational impetus for behavioural intention. In previous studies, the MGB has been employed to examine child vegetable consumption (Hingle et al. 2012), software learning (Leone et al. 2004), smoking cessation (Thomson, Shaw & Shiu, 2007) and gambling behaviour (Song et al. 2012).

In Safe and Well Online, the MGB (Perugini & Bagozzi, 2001) (Figure 1) was tested and applied to investigate its usefulness as a theoretical guiding model in online settings.

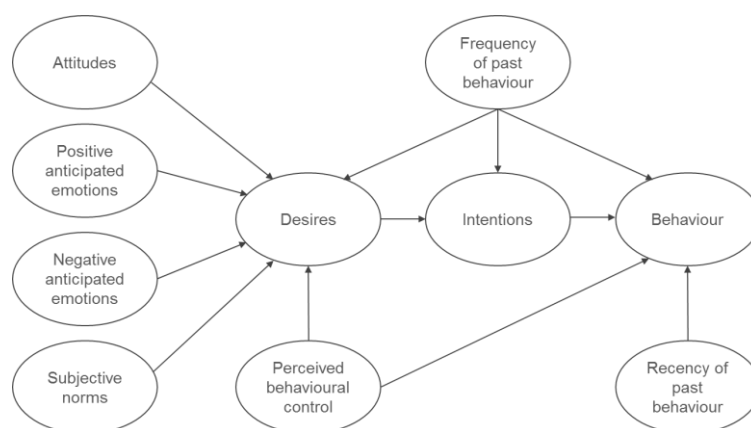


Figure 1 Model of Goal Directed Behaviour



Additionally, the MGB underpins the marketing strategy in that the campaign aims to 'nudge' (Thaler & Sunstein, 2008) young people to behave respectfully online, and in the case of Campaign 3: *Something Haunting You?*, for young men in particular to seek help for everyday problems, by positively mediating the relationship between intentions and behaviours.

This model offers a number of potential opportunities for changing attitudes and behaviours, including:

- Building subjective norms that encourage a positive orientation towards help-seeking amongst young people
- Developing a young person's capacity to feel in control of seeking help for everyday problems.
- Promoting positive anticipated emotions by highlighting the potential emotional benefits of seeking help for everyday problems
- Providing opportunities that could potentially alter the recency and frequency of a past behaviour: by engaging young people in a campaign that encourages the very behaviour (seeking help for everyday/common problems) that constitutes the desired outcome (help-seeking behaviours)

Secondly, Nudge Theory (Thaler and Sunstein, 2008) is informed by behavioural economics with a focus on explaining behavioural choice. 'Nudging' refers to the process of steering "*people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives*" (2008, p6), towards goals that are considered to be in the best interests of society (Brown, 2012).

A key element is that it is a passive exchange where the decision is based on intuitive responses to environmental prompts, for example, or by accepting a default option. An example of a nudge is encouraging people to purchase more fruit and vegetables by having a designated space for them in the supermarket trolley. This tactic harnesses the human tendency to go along with pre-set options: if there is a fixed space for fruit and vegetables, it will be filled (Hawkes, 2011). Generally, there is little cognitive engagement by the individual and nudging will involve "mindless choosing" influenced by tactics aimed at bringing about socially desirable behaviour (French, 2011).

Social marketers employ nudge tactics as one way to *shape behaviour and navigate people towards making positive decisions about their behaviours, without telling them what they should or ought to do*. This avoids forcing or hectoring people into change (French, 2011), and is particularly appropriate when targeting young people to shape behaviour in an indirect and less intrusive way.

However, it is only one tool that is used in a mix of interventions, and it is important to employ the right mix. In cases where active goal setting is necessary, it is more appropriate to employ an active exchange where people consider rationally the benefits and costs of the behavioural change for them. The Model of Goal-Directed Behaviour (MGB), for example, requires that people have the desire to change their behaviour, which would entail a different social marketing approach. Once the decision has been made regarding the desire, however, nudging can be employed to assist people in reaching their goal(s).

## Ethical Considerations

Designing and conducting research with minors involving active informed parental consent, in rapidly evolving online environments in accordance with the NHMRC principles and in conjunction with parental concerns about data being collected online over time, again proved a complex process.

In line with Campaign 2, Campaign 3 again employed an online research panel provider. Establishing ethical research protocols for engaging with minors when employing external recruitment agencies, becomes paramount. Decisions regarding the treatment of solicited versus unsolicited data: that is, data collected via 'uncontrolled' means which can occur when recruiting via social media avenues, requires careful consideration, as there are implications for the validity and reliability of the data and duty of care responsibilities when conducting research with minors.

The Human Research Ethics Committee (HREC) at the University of South Australia granted ethics approval for the study, with the University of Western Sydney, the Queensland University of Technology.



## Campaign Themes

Literature across a wide range of issues relative to young people's safety and wellbeing consistently identifies *respect for self and others* (including feeling respected by others) as a key protective factor. Sense of respect and respectful behaviour is expected to be associated with key baseline measures (wellbeing, psychological distress) as well as social connectedness and help-seeking.

Aligned with the aims of the study and across the life of the project, four campaigns seek to address the following, relative to safety and wellbeing: respectful behaviour (generally, as well as online); positive body image and self-perception; and, help-seeking. The evaluation examines these themes in relation to: cyber-bullying and cyber-victimisation; internet use, including gaming; social connectedness; mental health and wellbeing.

Based on the concept of 'a spiral curriculum' (Bruner, 1960), Safe and Well Online has developed a program of campaigns based on inter-related, coherent and holistic strategies, rather than "one-off events". The expectation is that, combined, they cumulatively build attitudinal and behavioural change over time, nudging young people towards being considerate and respectful of self and others online in relation to various issues – including help-seeking. For example, Campaign 1 *Keep It Tame* (pilot study) (Spears et al, 2015) focused on *respect for self and others* as an attitudinal underpinning, with an expectation that this followed through as a fundamental construct in subsequent campaigns (Figure 2). Campaign 2 *Appreciate A Mate* (Spears et al, 2015) built upon this theme of respect for self and others, by providing opportunity for *affirming others through the distribution of positive messages* via a unique, purpose-created and co-designed app. Campaign 3 *Something Haunting You?* sought to further enhance respect for self and others through recognition that *seeking help for everyday stress and problems* is a positive, empowering step to take, for yourself and for those around you. In particular, Campaign 3 focuses on supporting young men to find ways of seeking help for everyday problems.

## Methodology

The project is comprised of five inter-related sub-studies (Figure 2).

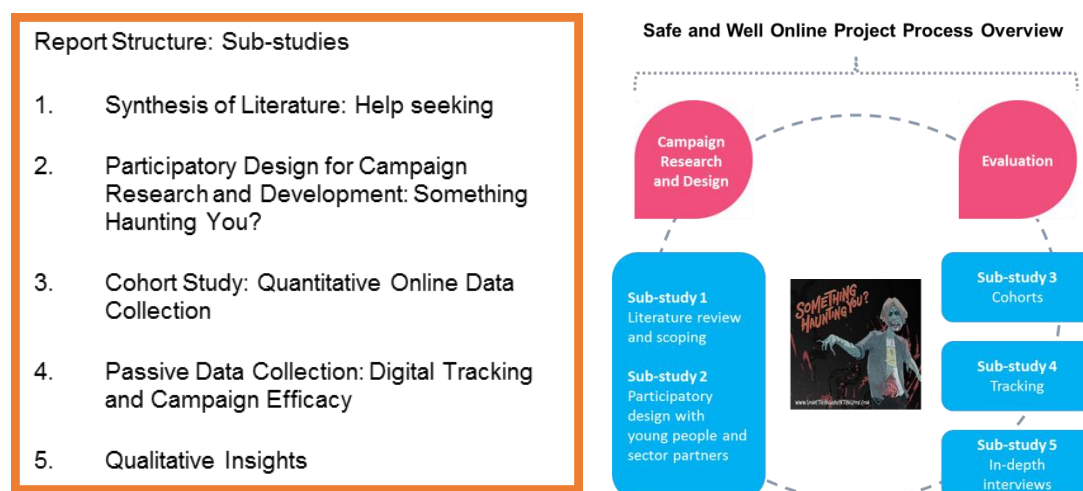


Figure 2 Safe and Well Online Sub-studies and Project Process

**Sub-study 1 Synthesis of Literature:** Providing a context about young people, respect for self and others, and help-seeking intentions and behaviours of young men.

**Sub-study 2 Research and design of a campaign to promote help-seeking by young men:** 133 young people were involved in paired interviews, online discussions, reviews and workshops. This included 12 'campaign collaborators' involved in all stages of the campaign research and development. A Project Reference Group comprised of ten key sector partners and researchers reviewed and provided feedback on each stage of problem definition, campaign brief, idea selection and content review.

**Sub-study 3 Evaluating a campaign to promote help-seeking by young men:** An experimental design methodology, consistent with that previously used in the pilot study Campaign 1 ([Keep It Tame](#)) and Campaign 2 ([Appreciate A Mate](#)) was employed for Campaign 3: [Something Haunting You?](#) Young people aged 12 to 18 were invited to complete an online pre- and post- survey linked with their engagement with the *Something Haunting You?* Campaign. Scales were included to measure: internet use and practices, including gaming; notions of respect and help-seeking; experiences of cyberbullying; constructs related to the Model of Goal-directed Behaviour (MGB: Perugini & Bagozzi, 2001) and; the health and wellbeing of young people, including a focus on young men. These are consistent across each Campaign and provide insights into youth contexts associated with each campaign over the five year period of the project. The fundamental premise of: respect for self and others again underpinned this campaign. The tracking process continued to be developed as part of the experimental mapping design. Participants were allocated to control and exposure groups and matched with a Unique ID within the survey instrument which was then collected in Google Analytics: to achieve a comprehensive profile of participant engagement. The MGB was applied via structural equation modelling with pre, post survey and 'time stamped' Google Analytics data, to test if the data fitted the model and to examine mediation (Sub-study 4).

**Sub-study 4 Mapping online engagement via digital tracking:** Design and trial of a digital tracking methodology: to map/track engagement with the online campaign and link to survey responses by Unique ID. This operated across three platforms: Qualtrics; the Web-based creative and; Google Analytics.

**Sub-study 5 Help-seeking- an up-close view:** Qualitative data collected from interviews with 23 young people following the survey focused on their responses to key themes and the design of the campaign (e.g. Respect and help-seeking intentions and behaviours) as well as examining the relationship of these to the Model of Goal Directed Behaviour.

This project operated across three universities and several education jurisdictions. The study has surfaced and grappled with many challenges regarding research online with minors. Details regarding these challenges and the recommended responses can be found in the technical report and Spears, et al 2015b. This research had reciprocal human ethics approval from the Western Sydney University (H10228), University of South Australia (No.29639) and Queensland, New South Wales and South Australian Education departments in order to work with young people.

# Synthesis of Literature (Sub-study 1)

Help-seeking is often considered to have negative connotations and viewed from a deficit perspective (Taplin, Yum, Jegede, Fan & Chan 2007) – whereby individuals who seek help can be perceived to be in a position of weakness, need and vulnerability. However, the evidence suggests it is a much more complicated phenomena and more nuanced approaches are required. There are a numerous factors that influence attitudes towards help-seeking. Kessels and Steinmayr (2013) for example, found that girls had more positive attitudes towards help-seeking than boys, whilst other studies have shown that young people normalise problems and feel that they should be able to solve issues independently (Clegg, Bradley & Smith, 2006). Addressing this complexity is therefore a significant challenge for campaigns to promote help-seeking behaviours.

In keeping with a spiral curriculum framework where constructs are revisited to build new understandings and awareness (Bruner, 1960), respect once again provided a fundamental, core underpinning for Campaign 3, building on the previous campaigns that have promoted: respect online (Keep It Tame); and respect for others through positive affirmations (Appreciate A Mate). Spears et al. (2014) found that young people commonly linked respect for 'self' to showing respect for others. Given that a lack of self-respect can compromise an individual's ability to respect others (Hill, 1973), and a reluctance to seek help may compromise a young person's wellbeing, encouraging young people to reach out for help for common everyday problems they face as an aspect of self-respect is potentially an important precursor for also building an individual's capacity to support others. As such, reframing help-seeking within the overarching construct of respect for self and others, so that it is viewed as empowering, embedded within a repertoire of positive, enabling behaviours, tangible and relevant, may help nudge young people, and in particular young men, towards help-seeking.

## Help-seeking, young men and online campaigns

The need to find new and innovative ways to promote young men's mental health has never been more important. A recent study found 15% of young men in Australia experienced high to very high psychological distress, 28% reported moderate psychological distress and nearly 20% felt that life was not worth living (Burns et al., 2013). While self-harm is higher in young women, young men are four times more likely to commit suicide (McNamara, 2013) and are more likely to be involved in antisocial behaviour and alcohol and substance misuse problems (Ellis et al., 2013). Research routinely reports young men's reluctance to seek help for both physical and mental health problems: 13% for young men as compared with 31% for young women in Australia (Ellis et al., 2013). If not addressed, problems can become serious, with significant costs to individuals, families and communities (Wilson, Bushnell, & Caputi, 2011, p. 34). The economic impact of young men's poor mental health alone is estimated at 3.27 billion dollars per annum, with 9 million working days lost per year and lower rates of educational attainment: resulting in 559 million dollars of lost earning potential (Degney et al., 2012). Improving the help-seeking practices of all young people, and young men in particular, has the potential to enhance quality of life and benefit the community at large.

Help-seeking can be defined as 'the behaviour of actively seeking help from other people' (Rickwood, Deane, Wilson, & Ciarrochi, 2005, p. 4). That is, it is a *problem-focused* coping behaviour, where the problem is addressed, and not ignored. 'Other people' can refer to informal help sources such as friends or family or formal sources such as face-to-face counselling with a psychologist (Gulliver, Griffiths, Christensen, & Brewer, 2012). Rickwood et al. (2005) explain young people's help-seeking as a progressive process: beginning with one's own *awareness* of whether they need help; followed by *expressing what the problem is*; *how* they can be helped; the *availability* of help; and finally the *willingness* of the person to express why they need help (Rickwood, et al., 2005).

The internet, operating as a 24/7 environment, has enhanced avenues to seek help without direct interpersonal communication: simply by logging on, a wealth of information is available to those who may need it. Similarly, many online tools and programs have been developed specifically for young people to promote mental health and address specific issues (Shandley, Austin, Klein, & Kyrios, 2010). Furthermore, there are calls to design services for young men based on their experiences and needs rather than a desire to 're-educate' them (Burns et al., 2010)

## Formal and informal help-seeking by young men

The distinction between formal and informal help sources traditionally delineates between help from a professional source and help from within one's social network. Offline formal help sources traditionally include general practitioners (GP), counsellors and mental health professionals, while informal sources offline generally include family and friends (Yap et al., 2013). Informal sources of help play a pivotal role in young men's help-seeking behaviours given that young men are more likely to seek help from their friends or family than reach out immediately to a formal mental health service (Yap et al., 2013) and can act as a bridge for a young person to reach the appropriate mental health service they may need. The distinctions between formal and informal sources of help become blurred when considered in the online setting, as professionals can be accessed via information websites and friends can provide support online via messaging services. Furthermore, this service ecology now inclusive of online content, programs and mobile apps, extends the opportunities for support beyond face-to-face contact.

However, when compared to women, men are reluctant to seek any kind of help for diverse problems such as depression, substance abuse and stressful life events, regardless of age (Husaini, Moore, & Cain, 1994), nationalities (D'Arcy & Schmitz, 1979) and ethnicity (Neighbors & Howard, 1987). This is often explained by the *gender role socialisation theory* (Mackenzie, Gekoski, & Knox, 2006; Pleck, Sonenstein, & Ku, 1993). According to Pleck (1981), social environments from the level of culture down to individual social relationships, teach men and women to display distinct gender-typed attitudes and behaviours. Seeking help for a mental health problem thus challenges mainstream western perceptions of the male gender role. In these accounts, a man must stay in control of his emotions and be independent, moreover, seeking help may result in feelings of failure to live up to stereotypical masculine ideals (Moller-Leimkuhler, 2002; Vogel, Wester, & Larson, 2007). Gender role socialisation theory seems particularly relevant for young men (O'Brien, Hunt, & Hart, 2005).

Indeed, research on young men's help-seeking attitudes and behaviours finds they initially prefer informal sources of help (Ellis et al., 2013; Highet, Hickie, & Davenport, 2002; Melas, Tartani, Forsner, Edhborg, & Forsell, 2013; Yap et al., 2013). For example, the Young and Well Cooperative Research Centre investigated young men's preferred sources of help by asking survey respondents to imagine a friend had come to them with a mental health problem and to indicate how they would respond (Burns et al., 2013). Overwhelmingly, providing interpersonal supports such as encouragement to get help (57.3%) and talking with and listening (45%) were the key responses. Just 12.6% would recommend getting help from a counsellor or therapist; 11.4% from a GP; and 6.6% from an online counselling service or help line (Burns et al., 2013). Wilson, Deane, Ciarrochi, & Rickwood (2005) and Bradford and Rickwood (2012) employed the General Help-seeking Questionnaire (GHSQ) to examine gender differences in seeking help through various means. They found that with regard to employing formal channels, males were 1.66 times more likely to prefer *online* treatment than face-to-face treatment, when compared with females. Coupled with research by Ellis et al. (2013), which found that young men often *seek out information* online about mental health problems, the internet can be seen as a viable mechanism and resource for mental health service provision to young men in particular. Moreover, ICT-based mental health initiatives that target young men and provide opportunities to seek information and support autonomously and anonymously via video sharing and social network services "may also provide a powerful tool to promote social connectedness of young men that can support help-seeking" in particular (Ellis, et al, 2012, p. 8).

In addition, young men with "moderate" to "very high" psychological distress tend to spend significantly longer and more frequent periods online as compared to young men with "low" psychological distress (Burns et al., 2013). These young men also were significantly (by 21%) more likely to talk about their problems online with other young people, where *two-thirds (66%) found these online conversations helpful* (Burns et al., 2013) further indicating the potential of the Internet as an important resource to promote help-seeking.

## The internet as a resource for help-seeking

There is considerable evidence that young people – particularly young men – spend significant amounts of time online and feel more comfortable looking for information and talking about their problems online than offline (Ahlfors, 2010; Collin et al., 2011; Burns et al, 2010; Burns et al, 2013). Young people indicate that they feel that they can seek help online without feeling shame (Spears et al., 2012). Formal and informal online help sources offer a number of benefits that traditional help sources cannot accommodate such as: providing a level of anonymity when reaching out for help; easy accessibility at all times of the day; and a small or oftentimes non-existent financial burden (Bradford & Rickwood, 2012). Additionally, those with highly severe cases of mental distress and suicidal ideation have reported a stronger preference toward online help sources (Rickwood et al., 2005; Ybarra & Eaton, 2005; Burns et al., 2013) and are more likely to be online and look for help late at night (Burns, et.al. 2010; Burns, et.al., 2013; Spears et al, 2015b). Services such as Reachout.com present a compelling case for developing multi-faceted approaches that provide a 'gateway' between culturally relevant and evidence-based content and communication and formal support both online and offline (Collin et al., 2011; Reavley, Cvetkovski, & Jorm, 2011). However, evaluations of such services show gender differences among service users reflect broader data on help-seeking.

Exploring innovative ways to engage young men in online help-seeking is in its infancy, however evidence would suggest that utilising their existing interest in online practices, e.g. gaming, may provide avenues for connecting them to a service ecology which would support tentative steps towards reaching out for help.

For example, in a study of help-seeking in avatar-based online games, Lehdonvirta et al. (2012) proposed strategies which can be applied to other areas of 'e-helping', for example, designing opportunities for indirect help-seeking such as "low-bandwidth and avatar-mediated communication. This could be explored further as an informal means to improve clinical outcomes by temporarily setting men free from the male gender role which deems that they need to resolve issues themselves to preserve their masculine identities" (Lehdonvirta et al., 2012: p. 41).

The online space has benefits not only for the promotion of help-seeking and mental health service provision, but also for the general wellbeing of young people. Specific affordances and modes of online communication, such as social media, offer particular promise. In the past 3 years, social media has been able to reach the target audience of young Australian men (51%) between the ages of 18-25 years old (86%), in both rural (46%) and urban areas (56%) and almost equally across States and Territories (ABS, 2011). Given this wide reach of audiences in both rural and urban areas, social marketing practitioners are now implementing social media as tools for behavioural change where academia is also beginning to research the effectiveness of this medium (Hastings, Angus, & Bryant, 2012).

ReachOut.com was among the first mental health interventions that utilised social media to encourage help-seeking as well as games, apps and a range of other integrated strategies including campaigns (Collin et al., 2011). As an 'eMental Health service platform' (Burns et al., 2007) Reachout.com might usefully be thought of as a 'blueprint' for orienting young people, via issues and based on their digital practices, to a vast range of online and offline mental health resources, tools and services. Burns et al have described the potential organisation of digital tools for mental health as an 'ecosystem' (Burns et al., 2014) in which social marketing campaigns can play a key role. Social media campaigns such as 'R U OK Day' (<https://www.ruokday.com/>) have also shown great success in raising awareness of mental health issues, and engaging people in a conversation with their friends and family about mental health, both online and in a face-to-face manner. Online social marketing campaigns are an increasingly popular strategy for engaging, informing, and influencing young people on issues relating to their safety and wellbeing. To design and deliver them in efficacious ways requires understanding the current strategies, barriers and opportunities that frame young people's help-seeking. Furthermore, as the online and offline eMental Health landscape expands and diversifies (including user-generated content, social networking service interaction, gaming and search engine algorithms to serve 'evidence-based' results) strategies to support young people to navigate the system – including via campaigns – will become increasingly important.

The concept of 'wayfinding' (Volbracht & Domik, 2000) offers a useful lens for understanding how this navigation might occur as a strategy for young people achieving their desired goals. From the media studies field, Pearson and Kosicki (2016) highlight how the digital world has changed how news is consumed and produced and align this with the journey of wayfinding; this is a key disruption of the 'gatekeeping paradigm' which was "primarily about filtering information and producing the best packet of information for your audience"(p. 2). In the context of youth studies, we suggest 'youth wayfinding' can be understood as the diverse pathways which are navigated by young people in a networked society and negotiated via social and material resources and support. In drawing on the affordances of participatory design, youth cultures and social media, Mainsah and Morrison (2012) suggest that empowering young people to find their way cannot be a linear process; it needs to be a 'bi-directional dynamic' that recognises the complexity of "mapping and making meaning in landscapes we have yet to travel together" (p. 8).

## Coping strategies, barriers to help-seeking and cultural considerations

*Problem-focused* coping behaviour is an adaptive coping approach where the *problem is addressed rather than ignored*. It begins with problem recognition and leads to the decision to seek help to intentionally solve a problem and in coming to that decision, may challenge one's personal abilities and self-beliefs (Barker, 2007; Cornally & McCarthy, 2011). However there are two competing coping behaviours which have been identified in this process which can impede the individual progressing to *actually* seeking help: *problem denial* (McMillen, Marshall, Murphy, Lorenzen, & Waugh, 2004; Pulford et al., 2009; Wilson & Deane, 2001) and *self-reliance* (Evans & Delfabbro, 2005; Pulford et al., 2009). While problem denial is a particular challenge, self-reliance can be viewed as a strength upon which to build positive attitudes towards help-seeking.

*Emotional-focused* coping refers to behaviours such as *avoidance* through the use of distracting behaviours (e.g. gambling) or *escaping* through fantasy, denial and substance use (Nower, Dervensky, & Gupta, 2004). This suggests that some young people may use potentially harmful behaviours such as excessive drinking and gaming as a *tool* to modify their moods or as *avoidant behaviour* for dealing with prior mental health issues like depression or stress. By way of example: those who engage excessively in gambling are often conceptualised as using a maladaptive coping behaviour to deal with negative mood states like stress or depression (Blaszczynski & McConaghy, 1989; Getty, Watson, & Frisch, 2000).



Similarly in Griffiths' (2010) online gaming case studies, addicted gamers used gaming as tool for modifying mood to escape from other problems in life. In several South Korean studies, *escapism* was found to be the most important factor predicting Internet gaming addiction, pathological gaming and depression (Li, Liao, & Khoo, 2011; Kwon, Chung, & Lee, 2011). Help-seeking then becomes a non-priority in these circumstances, as these temporary coping measures either address the emotional problems in the short term or, in some cases, exacerbate existing mental health concerns, making help-seeking improbable.

Help-seeking also is related to how wellbeing and mental health are conceptualised from a socio-cultural perspective (Hamilton & Redmond, 2010) in which language and meaning play a crucial role. For example, Tse, Petchkovsky and Manaia (2005) indicated that many Aboriginal and Torres Strait Islander Peoples prefer the term 'social and emotional wellbeing' to 'mental health' because it is perceived as reflecting a more positive approach to health, and more reflective of the holistic view held by community. Some young Aboriginal and Torres Strait Islanders are particularly vulnerable to emotional and psychological problems stemming from neglect and abuse, poor health and past governmental policies that have inflicted substantial grief, loss and discrimination (Price & Dalgeish, 2013).

Barriers to seeking help in this particular cultural context need sensitive consideration as they include shame, fear and intergenerational trauma and stigma (Price & Dalgeish, 2013). This is often alongside service delivery that is not aligned with an Aboriginal and Torres Strait Islander conceptualisation of wellbeing (Dudgeon, Milroy, & Walker, 2014). In addition, Aboriginal and Torres Strait Islander young men reported seeking help from informal sources, yet their social networks of help are reported as being more limited when compared with others (Price & Dalgeish, 2013). This highlights the importance of working directly with people who stand to benefit from a particular policy or strategy to understand how help-seeking is framed and the particular needs and hopes of their communities.

Barriers to seeking help for young migrants and refugees also reflect service access and delivery. A Centre of Multicultural Youth report acknowledges that service underutilisation seems to be an issue for these young people, noting that "they may be at an increased risk of mental health problems due to their life experiences and possible trauma, confounded by having greater difficulty accessing mental health care, should they require it" (2014, p. 7). de Anstiss and Ziaian (2010) highlight how refugee adolescent mental health utilisation and help-seeking is still underexplored: with a reluctance across refugee adolescents to seek help beyond close friendship networks. Young people in rural areas identify similar social barriers to seeking help, as well as fear of lack of confidentiality and insufficient resourcing (Fullagar, 2005).

What is evident when considering diverse cultures and experiences is that deeper understanding of the diverse settings, experiences and hopes of young people are key to identifying and tailoring opportunities for overcoming barriers at the personal and community level. If seeking help is to become normalised – seen as a strength, particularly among young men - initiatives must first reflect the socio-cultural needs of young people and these communities and their conceptualisation of health and wellbeing.

## Conclusions

There are many challenges to promoting help-seeking behaviours in young people - particularly by young men – including socio-cultural constructions of masculinity (gender-role theory); stigma; meaningful culturally-relevant and strategies that are appropriate – in both a cultural and scientific sense. Yet it is clear that the internet has the potential to play an important role in the provision and promotion of mental health services, information and, potentially, help-seeking. Whilst this review has highlighted some of the main barriers and influences of young men's help-seeking behaviour, further research and investigation is required to fully understand the role online resources can play in improving help-seeking among young men, particularly via social media, gaming sites and the online spaces and networks with which young men already engage. Any future research and initiatives must design tailored interventions, including gamification, that are relevant and engaging for identified subgroups of young people.

Instead of positioning 'youth-at-risk' (Kelly, 2000) – it is important to ask how best to work with young people to understand their views and ideas about help-seeking. Understanding the experiences and ideas of young people from different cultural backgrounds, geographical contexts, as well as sexual and gender groups is integral to understanding how the online space can be most effectively utilised to positively influence young people's attitudinal and behavioural change in relation to help-seeking. These perspectives are vital, as "culture and context affect how problems are defined, whether help is sought, and where it is received" (Cauce et al, 2002, p. 50) and will help to ensure reach and impact is maximised. Working with the concepts of 'wayfinding' and helping young people towards an eMental Health ecosystem may enhance both the research and design of campaigns to promote help-seeking.



# Research and design of a campaign to promote help-seeking by young men (Sub-study 2)

## Aims

A Participatory Design (PD) approach was used to conceptualise, design and develop a campaign to promote help-seeking, particularly by young men. PD explores ways of working “with young people in defining the problems and issues that affect them and can lead to new understandings about the source of such problems as well as potential responses” (Hagen et al., 2012, p. 6). Building upon the experiences and learnings from research for the first two campaigns (Spears et al., 2015; a. b) the PD research in year 3 aimed to investigate the following:

- How can help-seeking be reframed to be meaningful to young people?
- What would a successful campaign outcome be from the point of view of young people?
- How can the campaign motivate early, informal help-seeking especially by young men, aged 15-17?
- What do young people see as the benefits of engaging with this campaign?
- How can the usability of the website build on young people's online practices?

This sub-study used an iterative and collaborative process involving young people, researchers, digital strategists and creative agency professionals, as well as stakeholder partner organisation representatives (Figure 3). This enabled research teams to generate grounded evidence (for example how young men frame help-seeking) that could be considered in relation to the literature, and the expertise and practices of industry and sector partners.

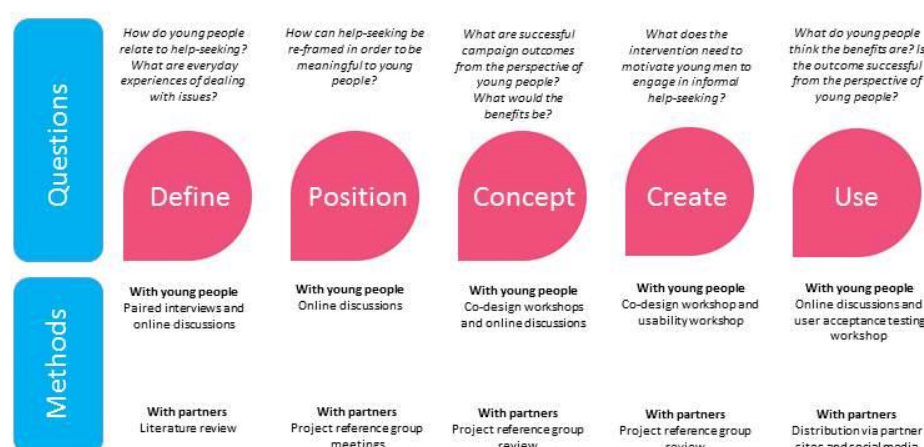


Figure 3 Participatory Design Framework for Campaign 3 *Something Haunting You?*

## Methods

Strategies and methods used in all phases of research and design of the campaign are presented in Figure 3. These included:

- **Paired interviews:** Young people from a co-educational government school were invited to explore how they related to the issue of help-seeking in friendship pairs. These interviews were conducted in the meeting room of their school library and went for between 25 – 35 minutes.
- **Online discussions:** Online discussions offer a collaborative space and ‘unobtrusive method’ (Hine, 2011) where geographically disparate young people can assemble and share their thoughts and insights when convenient to them. Twelve young people aged 12 – 17 year took part in online discussions throughout the project. A separate group of online discussions were conducted with members of the Young and Well CRC Youth Brains Trust. Both of these online discussion groups took place via Podio (an online communications platform).

- **Workshops:** Eight workshops (generative, co-design, usability and User Acceptance Testing: UAT) helped to: build a shared understanding of the issues; generate feedback and responses to designs and prototypes; generate and critique content, navigation and architecture; and test the final campaign website. The workshops involved brought together young people, researchers and digital /creative agency representatives.
- **Project Advisory Group Teleconference Meetings:** NGO and academic partners to the Young and Well CRC took part in three teleconferences and two online consultations. These discussed the literature review, the campaign brief, campaign ideas and reviewed the creative and final content for the website.

'Artefacts' - "tangible and sharable products and tools used to represent the intended design, communicate research findings, and progress the design process" (Hagen et al., 2012, p. 2) - were produced to capture the rich range of knowledge, expertise and data throughout the PD process. These included: campaign proposition; user goals; brand/design guidelines; personas; creative concept briefs; story-boards; mood-boards; film-scripts; campaign website wireframes; user journeys; campaign content and the website prototype. These artefacts operated as 'boundary objects' (Star, 2010), communicating and sharing knowledge from diverse perspectives: young people; researchers; digital strategists; creative agency; and mental health sector professionals.

## PARTICIPANTS AND ACTIVITIES

Ten sector partners (including government departments and agencies, non-government and community organisations and technology providers) contributed their knowledge and expertise in relation to a variety of campaign aspects, such as: audience and messaging, research, creative campaign and reporting. These partners were involved throughout the campaign development via teleconferences and online reviews.

During the participatory design phase of this project 133 young people (103 male and 30 female) aged 12–27 years from across Australia participated in online and face to face activities (Table 1).

Table 1 Year 3 Participatory Design Participants and Activities

Date	Participants	Methods	Purpose
April 2014	Young people, Western Sydney	Paired interviews	Define key issues and desired outcomes
May 2014	Campaign Collaborators	Online tool review	Investigate current landscape of wellbeing apps and websites Position help-seeking from young people's perspectives
	Youth Brains Trust	Online discussion	
June 2014	Young People, Western Sydney	Co-design workshops 1 & 2	Develop the campaign concept
July 2014	Young people, Adelaide	Co-design workshop 3	Review and develop campaign creative
	Campaign Collaborators	Online discussion	Review campaign creative
	Youth Brains Trust	Online discussion	Review campaign creative
August 2014	Young People, Western Sydney	Co-design workshop 4	Review and develop campaign creative
September 2014	Young People, Inner City Sydney	Co-design workshop 5	Review and develop campaign creative
	Campaign Collaborators	Online discussion	Review campaign creative
	Youth Brains Trust	Online discussion	Review campaign creative
October 2014	Young People, Western Sydney	Co-design workshop 6	Review campaign creative
November 2014	Young People, Inner City Sydney	Usability workshop 7	User experience
January 2015	Young People, Inner City	User Acceptance Testing Workshop 8	User Testing

The following groups were engaged throughout the process:

- **Campaign Collaborators:** Twelve young people aged 12–17 years were recruited online via the Young and Well CRC network as 'Project Collaborators'. Project Collaborators worked online with a researcher throughout the PD process to discuss key questions, undertake small peer research activities and provide regular review of research and campaign materials such as the campaign brief, creative ideas, language and prototypes.
- **High School Students:** 27 high school students from the inner west and greater western regions of Sydney who attended: a co-educational government school; a private school for girls, and a private school for boys. Students engaged in activities including paired interviews, co-design and usability workshops.
- **Young men aged 15-17:** 74 young men were recruited via a professional recruitment agency and participated in co-design, usability and user-acceptance testing (UAT) workshops in Adelaide, Parramatta and Ultimo. These young men were recruited from the general public and did not identify as having been actively involved previously in mental health or youth issues.
- **Youth Brains Trust 2014/15:** A group of around 20 young people from around Australia advise the Young and Well CRC Board, research programs and teams on issues relating to youth, technology and wellbeing.

While sequential, these activities involved an iterative and non-linear process where steps in the cycle overlapped and informed one another (Hagen et al., 2012, p.10).

## Analysis and Findings

### Reframing help-seeking

The participatory design process of this campaign explored young people's perceptions of help-seeking and how this could inform the campaign development. A negative, deficit-based approach has been shown to influence stigma and reticence around help-seeking – especially among males (see Synthesis of Literature – Sub-study 1). In contrast, strengths-based approaches encourage ways to build the knowledge and networks which empower young people to understand the range of people, places and technology which can assist in addressing their issues in relevant and respectful ways: "This fundamental shift means working with and facilitating rather than fixing, pointing to health rather than dysfunction, turning away from limiting labels and diagnosis to wholeness and well-being" (Hammond & Zimmerman, 2012, p. 4). Such a collaborative and supportive approach can be understood as a process of 'wayfinding' (Volbracht & Domik, 2000) where young people are empowered to select the social and material resources to suit their particular needs and circumstances.

This phase explored how to convey the concept of strengths-based help-seeking in order to be relatable and relevant for young people, in particular young men. Activities provided grounded insights of their perceptions of help-seeking and digital practices which informed how the campaign should be framed in terms of being strengths-based and contributing to a broader 'service ecology' in which young men navigate their unique journey. Potential key concepts on which to base the campaign and engagement strategies also were identified, such as: diversity of help-seeking; interrelationship between place, people and technology; as well as obstacles and opportunities for help-seeking. Discussions and activities explored young people's online practices (the blend of their offline and online experiences), their views on the role of digital media for help-seeking, and identified key influences upon attitudes and behaviours related to help-seeking.

The following key themes informed both the reframing of help-seeking and importance of 'wayfinding': the various combinations of socio-material resources and support which can empower young people to negotiate and navigate their unique help-seeking pathways.

### Diverse pathways

Paired interviews revealed a **range of online and offline issues young people might need to seek help for**, including: anxiety and stress, being cyberbullied, being bullied offline, feeling depressed, dealing with the death of a relative, being bullied by an adult, finding it hard to study at school, peer-pressure, being left out. While some issues stemmed from particular situations (for instance, the death of a relative, or being cyberbullied), others related to specific situations and broader aspects of young people's wellbeing (such as anxiety, stress, levels of concentration, feelings of acceptance and belonging). This spectrum of issues shows that there needs to be a repertoire of socio-material resources and support which young people can access not only at any time – but also which they can tailor their engagement with. Feeling lost and helpless can potentially be shifted toward feeling supported and empowered through signposting a variety of achievable choices and opportunities.

Interviewees also highlighted that a range of factors influence their attitudes to help-seeking, including: levels of trust, previous experiences, suggestions from friends, recommendations from family, immediacy of access, feelings of safety, as well as the design and content of resources. Significantly they emphasised help-seeking as complicated and messy:

*"I think it's a lot more complex and drawn out than 'I need help'" (14 years old male, Western Sydney; paired interview)*

Young people described a complicated relationship between the **variety of choices and triggers for help-seeking**. These included the nature of the issue they were facing, what else was going on in their lives, what their previous experiences had been as well as how sure or uncertain they were about the personal and social costs or benefits of seeking help. Many described indirect ways of asking for help, such as 'dropping hints', or even silence. For some young people the stigma of asking for help was significant – extending to concerns for emotional and physical safety: *"some people don't really come out if they really need help because they might be scared, like something might happen or they'll get teased about it"* (15 year old male, Western Sydney; paired interview). Having a range of help options – or routes - was seen as a way to bring down the perceived 'cost' and anxiety regarding help-seeking. The accessibility of these options and routes, or 'micro-actions', are key to a strengths-based help-seeking approach. Goals become clearly visible and achievable and form part of a young person's repertoire of skills which they can then draw on in other situations and share their new knowledge with others.

### Interrelationship between places, people and online tools

*"If I was going through any of these issues, I would basically go to my friends first because I trust them and I see them nearly every day". (14 year old male, Western Sydney; paired interview)*

In keeping with the extant research, paired interview participants identified friends and peer relationships as central to attitudes towards help-seeking. They also described a much more complex interrelationship between online and offline places, people and tools in ways which can scaffold help-seeking. Informal help-seeking often was described as embedded in everyday media practices and online tools that help them reflect, communicate and identify possible actions. For example, searching for content on particular issues via YouTube or sending a snapchat or sms to a friend based on how they're feeling. This means that technology provided a prompt and scaffold to think about help-seeking, share information with others – or contact people or organisations which could assist in addressing an issue.

Also apparent was the **mix and range of formal and informal places young people seek help (both online and offline)**. These included, youth centres and services, online help forums, sporting and other interest clubs, Facebook, Twitter, Google, Yahoo answers, Bing, the police, group therapy, advocacy services, beyondblue, Kids Helpline, Crisis Helpline, Lifeline, eheadspace and instant messaging. They also indicated how the role of school still plays a very prominent role in their lives and shaped how they approached many problems – for example, through providing information or advice about particular issues.

Participants described a **variety of peers, adults and older people from whom they seek help**. Intergenerational relations and communication form an important part of the cultural context of their help-seeking. This includes: family, friends, counsellors, trusted adults, mutual friends, grandparents and psychologists. Choices regarding who to seek help from depended upon levels of trust, accessibility, confidentiality, perceived ability to offer expertise and the issue of concern. Friends were a primary source of help owing to a perception that they are supportive, accessible and trust-worthy. One 15 year old female participant from the paired interviews described how: *"they give you support emotionally in many ways ... they can share their worries with you"* – emphasising that context and relationships can be significant along with access to information, support and services. A 14 year old male from the paired interviews noted the value of storytelling and hearing about other people's experiences: *"Even [online] forums, - looking up other people's experiences of similar events. Seeing what other people have done and how they get through it, getting advice from people"*. This reflected extant research that young people are often at ease both asking peers for help online as well as giving support to others – demonstrating the need to leverage these capacities in campaigns aimed at fostering early, informal help-seeking.

The diversity of ways in which young people seek help online and give support to others were reflected in a review of online tools undertaken by Project Collaborators. This highlighted three main desirable features in online tools to enhance confidence in seeking help:

- **Reflect** (how to articulate a situation/mood and potential actions to feel better)
- **Communicate** (how to express a situation/mood, promote self-efficacy and plan support)
- **Present options** (what to do, which information to access, who to contact or connect with to feel better and potential actions and support).

In addition, the **opportunity for sustained strategies to address wellbeing** was identified. Some issues faced by young people relate to much broader physical and mental aspects, rather than just being sparked by a particular isolated incident. Strategies young people can learn to address issues such as anxiety and stress were highlighted, such as “*They can learn relaxation, meditation techniques*” (15 year old female, Western Sydney; paired interview). This illustrated the need to not just focus upon the linearity of ‘fixing’ something (which may then quickly arise again) – but to also explore how diverse strategies can support sustained practices that foster the wellbeing of young people. This invites strategies for self-efficacy and agency not simply as problems arise – but as an ongoing journey which will help them in future situations. Raising awareness of the ecosystem of socio and material support and resources which young people can re-mix and tailor to their needs is therefore key.

The complex interrelationship between people, place and technology raised by young people is important for enhancing our understanding of how campaigns can be co-constructed. This requires extending Rickwood et al’s (2005) notion of help-seeking toward highlighting the role online resources, or technology, play in young people’s help-seeking practices. This spotlight on technology does not seek to substitute other settings but rather, enhances the case for campaigns and other initiatives to contribute to an online ecosystem of services and support (Burns et al, 2014). Empowering young people to find their way – or ‘wayfinding’ – requires close attention to the complexity of people, places and technology which can enable or constrain their help-seeking pathways.

### **Obstacles and opportunities: bridges, barriers and strengths-based strategies**

*“I think you should be aware that young people have diverse patterns of help-seeking. Some are more proactive, others are less likely to seek help due to fear of being stigmatised. I think its good to be aware of that and see how you can reach these different “segments” of young people to reach as many of us as possible” (23 years old female: Youth Brains Trust Online Discussion)*

In workshops and online discussions a range of barriers, bridges and strategies were identified. **Barriers to help-seeking** included: recognising the problem and linking it to getting help; trying to fit in with perceived social norms/groups; community pressures/traditions that still exist; prevailing misconceptions about mental health. A discussion about help-seeking differences between boys and girls brought out strong opinions about the **role of gender**. For example, a 15 year old from Western Sydney who participated in a co-design workshop shared her view of how society still stereotypes males as needing to be ‘macho’, or needing to protect a certain type of reputation “Society stereotypes them”, and “If they do have a problem they don’t want to seek help because they don’t want it to affect their reputation”. It was also raised that an online help-seeking campaign/tool is valuable because it affords anonymity.

**Bridges to help-seeking** included: safe environments, friendship groups, support networks, positive spin/framing, normalising the language of help-seeking for mental health in schools and universities. In a workshop young men highlighted humour as central to many of their digital practices. Examples of the range of things young men find humorous ranged across ads, movies, TV shows and YouTube, including: exaggerated stereotypes/parodies, relatable but chaotic/random things, unique/inventive/innovative/original ideas, witty banter, physical humour, cultural humour, practical jokes, self-deprecation, base/dirty humour, abstract humour and schadenfreude.

These insights highlighted opportunities for **strengths-based and goal-oriented strategies** which help reconfigure qualities that may be seen as part of the problem (e.g. ‘masculinity’, isolation, avoidance manifest in digital practices such as excessive gaming or surfing YouTube) into part of the ‘positive response’ by highlighting other qualities such as humour, problem solving or redefining masculinity. Furthermore, members of the Youth Brains Trust advocated for **diverse, pre-emptive strategies**:

*“I think prevention strategies are great because it aims to decrease the number of incidents in the first place and reduce the number of interventions needed. It works on people who feel stigmatised too because by using simple strategies to keep themselves well (eg. promoting healthy eating and exercise, time management, effective study habits, joining social groups) they are less likely to be depressed and require further help (which they are unlikely to do in the first place)”. (23 year old female; Youth Brains Trust Online Discussion)*

Diverse, pre-emptive strategies take into view the broader, longer term physical, social and mental dimensions of wellbeing – thereby assisting in fostering young people’s ongoing capabilities and literacies (rather than focusing solely upon ‘quick-fix’ solutions to problems which may arise again or reconfigure over time). This reinforces the need to develop an ecosystem which has a range of socio-material support and resources which enhance young people’s help-seeking capacities.

Young people highlighted the diverse pathways of help-seeking, the interrelationship between people, place and technology – alongside the variety of obstacles and opportunities. Bridges toward a strengths-based approach included identifying the role of safe environments, friendship groups and support networks; in addition, a focus on a positive spin/framing of help-seeking and normalising the language around it were viewed as key to supporting proactive approaches. This shift aligns with literature focused on adult male help-seeking which highlights the need to reframe help-seeking as ‘taking action’ and to “challenge the perception among men that asking for help is a



weakness” (Hughes, 2012, p. 59). A summary of the key questions, artefacts, activities and findings for reframing help-seeking are in Appendix 1.

## Qualities, Concept and Content of the Campaign

Once insights were synthesised into campaign aims and objectives (Figure 4), cycles to generate a campaign concept, review and revise a campaign strategy commenced. Online discussions and co-design workshops focused on what the campaign would need to do to nudge early, informal help-seeking by young men, aged 15-17. These workshops brought together young people, researchers and digital /creative agency representatives to explore what the value of the campaign should be, what it should aim to achieve and what the campaign would need to ‘do’ to be engaging and goal-oriented from young people’s point of view.

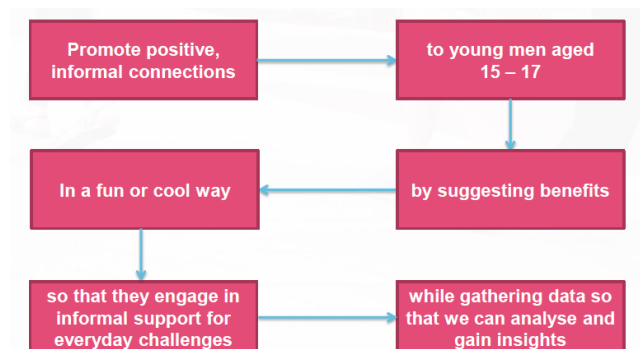


Figure 4 Campaign aim and objectives

These findings were used to brief the creative agency which then produced a set of campaign ideas. While the initial campaign options were unviable, review processes generated insights that fed into the second round of concepts. Firstly, young men responded well to a clever idea that was innovative, fun, engaging, cool and interactive which encouraged young men to talk about everyday problems. In further brainstorming, drawing and evaluative activities, the strengths of the concept were elucidated as new, exciting, different, interesting, funny, interactive and fun with potential for personalisation and helping a mate.

The findings related to key questions were carried forward to the second phase of concept and prototype creation which identified three creative ideas: using skateboarding and street art to engage young men to talk about everyday problems while engaging in social activities; creating music samples to represent problems they face; and, an interactive video-based campaign in which young people are challenged to battle everyday problems – depicted as zombies. A review process with young people identified that the question of “What if your everyday problems had a physical manifestation?” behind the campaign idea *Something Haunting You* was the favourite. This was due to the following factors (see Table 2); that it was:

- **Current/cool:** taps into ‘zombie hype’ (potential for strong uptake with target audience, plus circulation within social media)
- **Creative:** represents everyday problems and solutions in a new way (innovative way of showing connection between issues and informal support)
- **Relevant:** zombie is a metaphor for everyday problems that follow/niggle you (e.g. are mundane, bothersome, persistent)
- **Funny:** humour can help break stigma around everyday problems (to prompt reflection and call to action)

Table 2 Sample of supporting quotes for *Something Haunting You* (from co-design workshops and online discussions)

Reason	Supporting quotes
Symbolism	“The idea of something following you is really cool, especially because of the issues of teenagers”
Cultural trope	“Zombies are very cool now so great to have them involved”
Humour	“Humour can reveal the lighter side of things”
Diversity of challenges	“...it covers a wide range of topics and uses a prompting character in this case a zombie”



A further workshop explored the different types of everyday challenges facing young men: exams, driving, drugs. These informed the range of scenarios (Figure 6) developed by the creative agency. A key insight from a discussion about these scenarios was the **non-linearity of everyday challenges**: participants viewed the zombie as being better represented by appearing in a variety of ways: not just from behind, but as an obstacle 'in the future' as well. This highlighted how everyday problems can come from any direction and that there needs to be greater awareness of the variety of strategies available to overcome these issues and achieve their goals. This resonates again with the concept of 'wayfinding' and the need for a socio-material ecosystem of support and resources which enhances young people's choices and opportunities to find the best way which suits their unique situation.



Figure 5 Storyboards from creative agency (left) and developed by young men (right)

Scriptwriting and storyboarding activities with young people in online discussions and co-design workshops generated a range of alternate endings to the scenarios produced by the creative agency (Figure 5 – image left), new scenarios (bullying, tackling a fear, anxiety), as well as language insights were elicited. A key insight stemming from these generative activities of storyboarding (Figure 5 - image right) and scriptwriting was the idea of **autonomy, agency and empowerment**: that guys can get rid of zombies themselves (highlighting the positive impact and repercussions of connecting with informal support).

The two creative agency representatives present at the workshop presented a range of mood boards reflecting a range of visual styles. A key insight stemming from this dialogue was that **humour needs to be key to the graphic style chosen** (choice of visual style needs to convey a sense of humour in campaign). A summary of the key questions, artefacts, activities and findings from the Concept and Create is in Appendix 1.

## Reviewing the usability and future use of the online campaign

The final phases of campaign development engaged with young men to refine the campaign “so that is useful and useable by young people and safe and effective from a mental health and wellbeing perspective” (Hagen et al., 2012, p. 8). In the usability testing workshop facilitated at an inner-city community centre, young people highlighted particular qualities that the campaign needed to encompass. Participants examined wireframes (an artefact prepared by the creative agency from previous PD phases) to share usability insights; plus a card-sorting activity highlighted user journey steps that the target audience would engage with most. Key insights for engagement and usability with the target audience included:

- **Multimodal interface design**: a video was understood as the most popular starting point for the user journey and participants would view both options ('do something' and 'do nothing'), plus would share content if funny. Sound and movement were also viewed as central to user experience/design e.g. zombie grunts, or zombie eyes follow you.
- **Diversity of 'survival guide' content**: participants highlighted the range of pressures which would engage young men: e.g. body issues, girlfriends (having one, pressured that you need one), school (to perform better, fit in), balancing priorities, becoming a man (masculinity, responsibility, choices), relationships (family, friends, girlfriends), bullying and the range of help options.
- **User-generated and meme-like media promotion**: a range of media promotion strategies were suggested by young people, including: public participation/user-produced content (create your own comics, competitions); utilising other digital platforms (e.g. Snapchat, Doodle); having replay value (constantly update and be funny); being interactive and intuitive (to keep it appealing) e.g. with interesting facts and funny things (comics, memes, videos, pictures).
- **Motivations for sharing**: share on Facebook (if it's funny); private messaging/recommendation if someone really needs it.

In a user acceptance testing workshop conducted in a university computer lab in Sydney's inner city young men tested the prototype campaign website. The purpose of the workshop was: to understand how young men navigate, respond and engage with the website; to evaluate how the website relates to the campaign aim, target group and the survival guide; and, for young men to identify minor bugs/issues so as to improve the website plus to explore ways young men would re-name, promote and share the campaign.

Overall, the navigation, ordering of content, links, visual style, language and video were rated highly. Some alternative language to describe the nagging experience of being followed by a zombie was proposed ('something stressing you' and 'something bothering you') and participants suggested novel ways to promote via sharing – for example, by uploading the video content to humour sites (e.g. the LAD bible and College Humor), using YouTube ads, Instagram and Snapchat strategies (Appendix 1.)

## Campaign 3: Something Haunting You

*"This campaign is great, and really important. When young men are stressed they usually hide it and say that everything is ok, so something targeted to them has been needed for a long time. The website has been designed by other young people, so it is relevant to what young boys go through and gives good, practical advice."* (19 year old male, Project Collaborator and Youth Brains Trust member)

The result from this PD process was the [Something Haunting You](#) campaign. Through a series of zombie-inspired interactive videos and comics, this campaign explores common challenges such as exam stress, driving test pressure and drinking, using humour to engage with young people and encouraging them to think through alternative endings to each scenario. A 'survival guide' highlights the various tools available to young people to tackle common 'problem zombies'. This campaign sought to engage young men by synthesising engagement tactics (humour), a cultural trope (the zombie), graphics (comics), existing popular digital practices (YouTube videos) plus online resources (links to formal and informal support) to reframe help-seeking from being a reactive response to a proactive strategy; thereby signposting pathways and practical ways to overcome common challenges from a strengths-based perspective.

Humour was a key feature that young men viewed as key to this campaign. Humour can be deployed in a variety of ways among young males – from increasing affiliation and cohesion, to excluding others (Huuki et al., 2010); this campaign draws upon the positive, sharing aspects of humour. The zombie as a cultural trope has had a comeback in popular culture attributed to a new blend of "digital technologies and online cultural practices, plus a fascination with the zombie's ambiguous, transitional state" (Hubner et al., 2014).

The video relating to the challenge of exam stress (Figure 6) asks viewers "What would you do? Deal with it, or ignore it?" – then leading into the option of "What will you do next? Do something, or give into the problem zombie?". This choice of alternate endings offers a playful way to explore distinct outcomes associated with different courses of action. Embedded video also accessed on a branded YouTube channel locates the campaign within a relevant online platform for young people where: "the barriers for them to participate are low, their creation is easily circulated and shared, informal mentorship and instructions facilitate their developing identity, their level of contributions matter, and they feel socially connected to peers within their community" (Chau, 2010, p.73).



Figure 6 Video image



Figure 7 Zombie image from Something Haunting You

'Something Haunting You?' is the tag-line of the campaign posed by a zombie. Zombie visuals (Figure 7) are key to the design and narrative of the campaign, including comics relating to the themes of pressure (to pass a driving test) and obstacles to goals (such as excessive drinking). After viewing the challenge which the young man is going through in comic-style form, the campaign again asks the viewer: "What will you do next? ... Do something, or Give in to the problem zombie?" Comics are a graphic form of communication which can often express 'difficult life situations' such as substance abuse, bullying, social awkwardness and personal identity issues: "Readers can identify with the characters in the comics and see them going through the same problems, showing them that they are not alone" (Schack, 2014, p. 17).

In addition to the video and comics, the campaign contained a 'survival guide' (Figure 8) inviting the user to 'know your zombie'. This encompassed three 'levels' of help-seeking as a strategy to 'nudge' those engaging with the campaign towards help-seeking. Level 1 is an entertaining description of a common problem, such as 'relationship problems'. Level 2 involves clicking into the help section titled 'Handle it by'. The third level was to click onto a help option, taking the user through to an external link for either an information, service or tool that could help 'deal with the zombie problem'.

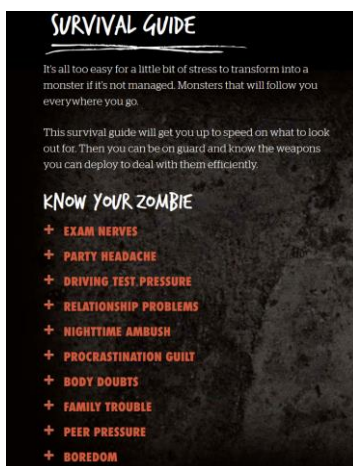


Figure 8 Survival Guide image

For example, clicking on 'exam nerves' shows ways to address this challenge: get help (links to 'Surviving Year 12' via BeyondBlue); communicate with a friend (links to 'Tips for Communicating' via ReachOut.com); speak out (links to 'Who can support you?' via BeyondBlue); and sleep and exercise (links to Recharge sleep app via ReachOut.com).

The communications and media campaign predominantly featured programmatic video media (automated, targeted and on-demand audiences), together with a targeted Google AdWords campaign and further PR activity. Some key insights from the campaign include:

- All targeted media was specifically aimed at 15-17 year olds; using online gaming and associated interests
- Pre-roll advertising, whereby an online video commercial appears prior to an online video, was the predominate media choice
- Leveraging our long standing relationship with Student Edge to deliver targeted communications, we received strong email communication rates through our campaign
- During the period 28 June 2015- 4 Sep 2015
  - There were over 13,000 sessions/visits on the website during the campaign period
  - 14.3% of all website visitors were returning users, who remained on the site longer than first time visitors (30 seconds longer)
  - Our teaser video has been viewed 135,000 times, with the vast majority of individuals watching the whole video
  - 61.3% of all website users were driven to the site via paid media advertising
  - Facebook accounted for nearly 55% of all referral traffic
  - 40% of all visitors interacted with the video on the homepage
  - The main video has been watched 3,000 times on YouTube

By leveraging our long term relationships, we negotiated \$1,500 of pro bono advertising from Facebook, which also resulted in strong outcomes, with over 120,000 people being reached and an engagement rate of 0.16% (standard industry average stands at 0.02%). In some instances, publishers such as AOL and Android Video player achieved Click Through Rate (CTR) of 2% and over, with a video view completion rate exceeding 89%. This means the creative was not only interesting and relevant enough to attract our audience to click through on the message, but the message itself was viewed from beginning to end in a high proportion of video views.

Our strong partnerships with key stakeholders resulted in a social media presence with direct youth audiences across: Orygen; NCPIC; VicHealth; MensLine Australia; Mindframe; Michael Carr-Gregg; NEDC; Western Sydney University; TopBlokes Foundation.

To date, most social marketing campaigns measure impact and effectiveness by generic website analytics, such as those mentioned above. Whilst these insights can provide useful information about campaign reach, the evaluation of the *Something Haunting You?* campaign has been innovatively extended by tracking participants' engagement with the campaign at the Unique ID level, and then matching this to survey data (see Sub-study 4).

## Discussion

Through a participatory design process, 133 young people and more than 30 adults were involved in the research and development of the campaign *Something Haunting You?* Rather than positioning ‘youth-at-risk’ (Kelly, 2000) – the PD process enabled us to ask how can we work *with* young people to understand their views and ideas about help-seeking: moving from a unidirectional, deficit-based approach to a ‘strengths-based perspective’ (Hammond & Zimmerman, 2012). While some challenges were raised in negotiating multiple perspectives, intergenerational expertise and overlapping deadlines, the approach rendered important insights. Importantly, the perspectives of young people (the majority young men) were privileged and remained central to the process of Campaign 3. There was considerable alignment with the three principles underpinning PD (Hagen et al., 2012, p. 7): to engage young people as participants throughout the design process; to engage with them as contributors through idea generation, concepts and content creation; and to continually evaluate the campaign development from the perspective of young people. These principles guided this process and helped maintain young people’s ideas and insights as central while navigating the inevitable challenges of multi-stakeholder, engaged research projects. Though the views of sector partners are not explored in this report, their expertise and insights were communicated via artefacts/boundary objects such as a literature review and project minutes. Key to translating young people’s responses and ideas was the direct participation of digital and creative agency staff in co-design, usability and user-testing workshops.

The learnings from this PD approach produced clear insights into how young people experience and think about the challenges of help-seeking in the digital age. We suggest this can be understood as a process of ‘wayfinding’ (Volbracht & Domik, 2000), or online navigation, where young people are offered a range of options to suit their particular needs and circumstances to steer their unique journey. With the density of online and offline resources and information available, there is a clear need to support their ‘wayfinding’ through exploration of common issues and links to informal support for everyday challenges. The humour of popular culture icons (zombie trope), peer-to-peer sharing affordances (YouTube video), interface design (wayfinding) and reframing help-seeking for young males (as goal-oriented) emphasise the cultural, socio-technical and motivational aspects informing the campaign design and development. Such insights can also inform future campaigns for promoting help-seeking among young men to navigate, or find their own unique way, for addressing everyday challenges. In many ways, these campaigns are not complete products, as ‘ends in themselves’ – but rather offer knowledge for future iterations and adaptations in the design of campaigns and other interventions to foster young men’s wellbeing.

Co-creating a campaign using a PD approach is not a smooth or simple process. A multi-layered project that utilises PD must recognise the uneven and complex processes are involved in bringing together diverse expertise and intergenerational knowledge. Engaging in the participatory design process in the context of co-designing social marketing campaigns with young people recognises that this process is always partial and contingent on the diversity of resources, perspectives and expertise made available. How this relates to artefacts, social arrangements and practices over the course of this project (Table 3) highlights how we are building a range of insights about behaviours that shape young people’s wellbeing – in particular respect, digital citizenship, body image, self-esteem and help-seeking. Ongoing dialogue among parts of the service ecosystem is required to co-create and curate interventions which young people value and share with their peers. This service ecology and the broader ecosystem of support can enrich young people’s choices, opportunities and ‘wayfinding’ in our complex and rapidly changing world.

Table 3: Safe and Well Online Project Summary – Campaigns 1 - 3

Purpose (Behaviour)	Artefacts (Products)	Social arrangements	Practices
<b>Campaign 1</b> <i>Promoting respect and digital citizenship</i>	Keep it Tame (interactive online video)	Creating attachments that trigger respect for self and others	Engaging with ways to ‘help’, ‘know’ and ‘act’
<b>Campaign 2</b> <i>Promoting positive body-image, self-esteem and social connectedness</i>	Appreciate-a-mate app  Inspirational messages to share	Creating attachments that trigger positive self-esteem and social connectedness	Engaging with ways to feel good about self, as well as make others feel good  Sharing inspirational messages as ways of fostering self-esteem and social-connectedness
<b>Campaign 3</b> <i>Promoting positive, informal help-seeking (with a focus on young men, aged 15-17)</i>	Zombie app and videos  Humorous skits to share	Creating attachments that trigger self-reflection and positive, informal connections	Engaging in informal support for everyday challenges  Sharing humorous videos to break stigma of addressing everyday problems



# Evaluating a campaign to promote help-seeking by young men (Sub-Study 3)

## Aims

The evaluation of the campaign used an experimental cohort design methodology, consistent with that previously used in the pilot study Campaign 1 (*Keep It Tame*) and Campaign 2 (*Appreciate A Mate*).

Key research questions in Campaign 3: *Something Haunting You?* were:

- How can help-seeking be reframed in order to be meaningful to young people (especially men)?
- To what extent do online social marketing campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?
- To what extent are the online experiences, platform and mode of delivery trialled in Campaign 3 effective in facilitating potentially sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?
- What are young people's perceptions of the *Something Haunting You?* campaign and what is the nature of their engagement with the content?
- Does survey and passive data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)?
- To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?
- How can the complex relationships between online/offline activities and wellbeing be better characterised?

Young people aged 12 to 18 were invited to complete an online pre- and post- survey linked with analytics data of their engagement with the *Something Haunting You?* Campaign. Although the Safe and Well Online project is focused on 12–17 year olds, this study extended to 18 year olds given the likelihood of some Year 12 students turning 18 in their final year at school.

Findings from Year 1: Pilot Study *Promoting Respect Online* and Year 2 *Appreciate a Mate: Helping others to feel good about themselves* have informed the development and refinement of the research measures and analyses in Campaign 3 and comparisons are noted where relevant.

## Method

### Surveys and measures

Measures employed in the Campaign 3 survey were aligned with those used in the previous two campaigns to provide the youth health and wellbeing context into which the campaign would be released and refined to align with the Campaign 3 theme of '*seeking help for everyday problems*'. Specifically, scales were included to measure: internet use and practices; notions of respect, help-seeking; experiences of cyberbullying (Cross et al., 2009); constructs related to the MGB (Perugini & Bagozzi, 2001) and; the health and wellbeing of young people. Measures used in this study to provide a comprehensive wellbeing profile of young people. Mental Health Continuum Short Form (MHCSF: Keyes, 2002; 2007) measured general wellbeing (14 items,  $\alpha = .96$ ); DASS 21 (Lovibond & Lovibond, 1995), examined the constructs of: Depression (7 items,  $\alpha = .95$ ); Anxiety (7 items,  $\alpha = .93$ ); Stress (7 items,  $\alpha = .92$ ); Social Connectedness Scale (Lee et al., 2008; Lee et al., 2001) examined belonging and interpersonal associations and connections with others in their social environments: Online: (15 items,  $\alpha = .88$ ); Offline (15 items,  $\alpha = .92$ ); and Help-seeking (Rickwood et al., 2005), examined future help-seeking intentions (15 items,  $\alpha = .86$ ).

In regard to internet use and practices, it was noted that given the ubiquitousness of internet use generally in the population, measures previously employed to examine young people's frequency of internet use were not sensitive enough to accurately capture variation amongst high end users. A need to interrogate young people's internet use more accurately and the need to differentiate high end users resulted in the development of the following item:

*How often are you online?*

- Pretty much all the time
- Many times during the day
- Once or twice a day
- Once or twice a week
- Once or twice a month
- Less than once a month
- Hardly ever

The notion of social respect was initially examined in Campaign 2 as an 11-item construct. For Campaign 3 a revised scale comprising six items ( $\alpha = .89$ ) was used: *Consider the following statements and indicate if this is like you or not on a three point scale - Not like me, Sometimes like me, Like me:*

- I accept people as they are
- I respect the opinions of others
- I treat others as equals
- I support people who are different from me
- I can learn something from people who are different from me
- I am considerate of others' likes and dislikes

Additionally, respect was examined as an outcome variable, comprising four items (4 items;  $\alpha = .90$ ): *I behave respectfully towards others at home/ at school/ online/ all the time*, on a response scale of: 'Not at all like me; Slightly like me; Moderately like me; Very like me; Completely like me'

The survey was hosted on an online survey platform (Qualtrics, Provo, UT), and involved a pre-post data collection process during a nominated 'contained research period' for the creative (throughout July 2015). This was prior to the public launch, on 5 February 2016.

Staged testing is a critical part of the data collection process, particularly when: utilising both passive and survey data collection methods; multiple parties are involved in the data collection process; and when mapping data by Unique ID across multiple platforms, namely, Qualtrics (survey hosting) and Google Analytics (a web analytics service provided by Google to track and report website engagement and traffic). The staged testing included: in-house testing with researchers involved in the project; and a 'soft testing' stage with a small sample to ensure tracking/mapping of data was successfully achieved before progressing to full launch of the recruitment process.

## Survey data analysis

Data were cleaned and matched to registration data, and data files of participants' pre and post surveys were assembled and merged using a Unique ID. The key findings listed here are supported by statistical analyses conducted with IBM SPSS Statistics for Windows, Version 22.0 (IBM Corp. 2010) and AMOS Graphics Version 22.0 (IBM Corp. 2010). Where effect sizes are reported, the following guidelines are applied: for Cohen's  $d$ , .30 is small; .50 is medium and .80 is large (Cohen, 1992), and for eta squared  $\eta^2$  and Cramer's  $V$ , .01 is small; .06 medium; and .14 large (Cohen, 1988).

## Recruitment

Campaign 3 recruitment strategies were multi-faceted:

- 1) Primary sample via online research panel provider: My Opinions
  - a. Recruitment of the primary sample via My Opinions achieved 1,695 participants for the pre-survey and 854 for the post-survey after data cleaning removed partial incompletes, non-consents and flatliners, i.e., those who mark each answer the same. Only those who completed the pre-survey were invited to the post-survey.
- 2) Supplementary sample: Past participants (Table 4)
  - a. school and community-based organisations
  - b. university project partners
  - c. Student Edge, an online student membership group
  - d. iCumulus who, via transactional leads, provided contact data from permissioned consumers, that is parents/carers who had indicated interest in the study after completing an online transaction
- 3) New registrations obtained via promotion on the Young and Well CRC website

Desired number of completions was based on: numbers required to conduct path modelling; numbers required to establish statistical power; dropout rates due to incompatible devices, non-consents, non-qualifiers; and available budget.



Table 4 Campaign 3 supplementary strategies by sample numbers

Past recruitment strategy	Invited to complete the Pre-survey (n = 2,096)	Reminder Email for Pre-survey (n = 2,045)	Completed Pre-survey (n = 79)	Invited to the post-survey* <sup>1</sup> (n = 31)	Completed Matched Pre & Post surveys (n = 19)
School and community based	206	195			
Student Edge	623	607	79* <sup>2</sup>	31* <sup>3</sup>	19* <sup>4</sup>
iCumulus	1,265	1,243			
New registrations	2	-			
<b>Total</b>	<b>2,096</b>	<b>2,045</b>			

\*1 In line with the survey design, participants were only invited to the post-survey if they had consented and completed the pre-survey

\*2, \*3 \*4 Represent numbers achieved across strategies managed exclusively by the project researchers

\*3 Participants were not invited to the post-survey if the timing extended beyond the contained research period

\*4 This number was further reduced as part of the data cleaning process

## Full campaign cohort research process

Figure 9 details the cohort research process and sample numbers from both the survey and interview data.

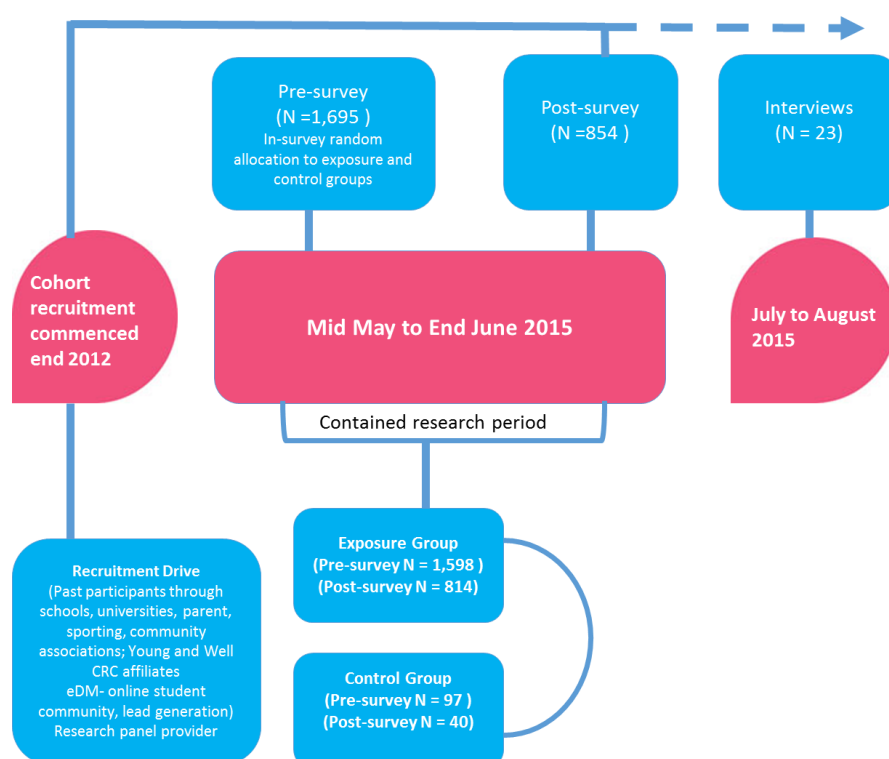


Figure 9 The cohort research process

Following on from the Safe and Well Online Year 1 and Year 2 studies, Internet use including gaming, mental health and wellbeing, pro- and anti-social behaviours including respect and cyberbullying, and help-seeking behaviours continued to be examined to provide the important on- and offline contexts for the campaign. In addition, young people were asked about their attitudes and behaviours towards seeking help for everyday problems and their thoughts about the *Something Haunting You?* campaign.

The theory of the MGB was employed with Year 3 data to help establish if firstly the model can be successfully applied to predict behaviour and attitudinal change and secondly if *Something Haunting You?* mediates (intervenes) or moderates (changing the strength) relationships between key constructs of the model, including the relationship between intention to seek help and actual help-seeking behaviours.

## Results A: The context: Sample Demographics

Of the total pre-survey sample (N = 1,695) in Campaign 3 (see Table 5), there was a relatively even distribution of males (48.4%; n = 820) and females (51.6%; n = 875), with the following demographic characteristics reflecting national figures: 5.5% (n = 93) reported a disability (7% nationally for 0 – 17: ABS, 2014); 2.5% (n = 42) identified as Aboriginal or Torres Strait Islanders (2.5% nationally: ABS, 2011) and 14.9% (n = 252) indicated they spoke a language other than English (19% nationally: ABS, 2013) with Cantonese, Mandarin, Arabic, Greek and Italian identified as the most common languages spoken.

Table 5 Parent population and Campaign 3 pre-survey sample by States/Territories compared with Campaign 2

Australian State/Territory	Campaign 3 Safe and Well Online study (N = 1,695)	Campaign 2 Safe and Well Online study (N = 2,212)	Parent population (ABS, 2014)
New South Wales	31.64%	24.4%	32.04%
Victoria	26.09%	34.1%	24.95%
Queensland	21.43%	19.0%	20.10%
South Australia	9.73%	11.4%	7.15%
Western Australia	6.75%	5.5%	10.91%
Tasmania	2.45%	3.1%	2.18%
Northern Territory	0.24%	0.5%	1.03%
Australian Capital Territory	1.67%	2.0%	1.64%
	100.0%	100.0%	100.0%

Figure 10 shows the distribution of the sample by age (years). The majority of the sample falls within the 15 to 17 age group. This aligned very closely with the target age group of the *'Something Haunting You?'* campaign.

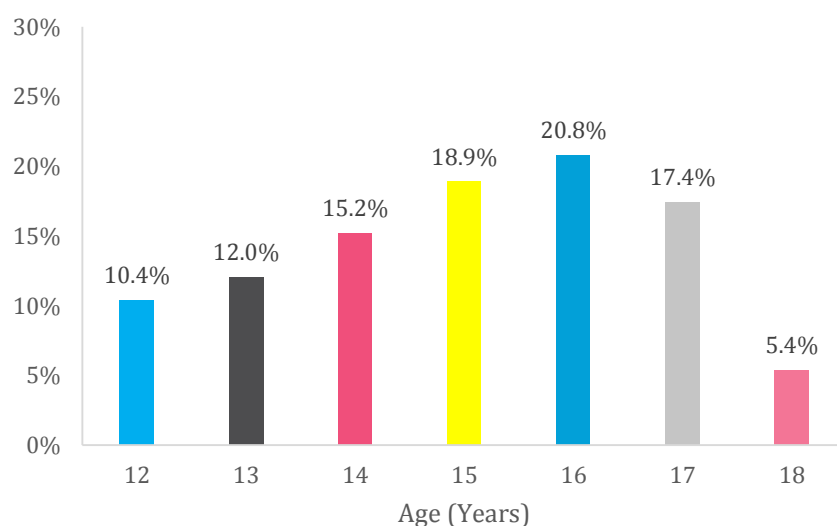


Figure 10 Total sample by age in years (N = 1,695)

## Results B: The context: Young people's health and wellbeing

### Key Highlights: Mental health and Social Connectedness

- Most young people are generally well and have a positive outlook on life
- Younger age groups had better mental health than participants who were in the older age groups
- Young people feel generally well connected to others in both on and offline settings
- School related concerns, such as exam stress and school work anxiety ranked as the highest stressors for young people

Whilst the majority of the total sample of young people fall within the normal range for depression (64%), anxiety (64%) and stress (70.7%), consistent with findings from Campaigns 1 and 2, there continues to be a concerning percentage of young people whose responses suggest they are experiencing severe or extremely severe levels of depression (16.3%), anxiety (20.7%) and stress (11.8%). Caution is advised when interpreting results as they are from separate age cohorts (Table 6).

Table 6 DASS21 constructs by total sample by Year 1, 2 & 3

	Depression			Anxiety			Stress		
	Year 1 (N=112)	Year 2 (N=1,875)	Year 3 (N=1,695)	Year 1 (N=112)	Year 2 (N=1882)	Year 3 (N=1,695)	Year 1 (N=112)	Year 2 (N=1885)	Year 3 (N=1,695)
<b>Normal</b>	72 (64%)	1301 (69%)	1085 (64.0%)	65 (58%)	1354 (72%)	1085 (64.0%)	83 (73%)	1456 (77%)	1199 (70.7%)
<b>Mild</b>	9 (8%)	116 (6%)	123 (7.3%)	16 (14%)	139 (7%)	129 (7.6%)	10 (9%)	128 (7%)	139 (8.2%)
<b>Moderate</b>	18 (16%)	235 (12.5%)	210 (12.4%)	13 (12%)	112 (6%)	130 (7.7%)	12 (11%)	155 (8%)	158 (9.3%)
<b>Severe</b>	9 (8%)	105 (4.5%)	131 (7.7%)	9 (8%)	80 (5%)	92 (5.4%)	4 (3.5%)	99 (5%)	137 (8.1%)
<b>Extremely Severe</b>	4 (3.5%)	118 (6%)	146 (8.6%)	9 (8%)	197 (10.5%)	259 (15.3%)	4 (3.5%)	47 (2%)	62 (3.7%)

The mean of the total sample ( $N = 1,695$ ,  $M = 45.49$ ,  $SD = 16.09$ ) suggests that generally the majority of young people from each age cohort study are feeling positive about life: Range 0 to 70.

An independent samples  $t$ -test analysis did reveal a significant effect of gender on depression  $t(1693) = 3.10$ ,  $p < .002$ ,  $d = .15$ , anxiety  $t(1693) = 2.72$ ,  $p < .007$ ,  $d = .13$ , and stress  $t(1693) = 3.81$ ,  $p < .000$ ,  $d = .19$ , with:

- females ( $n = 875$ ,  $M = 4.81$ ,  $SD = 5.46$ ) more likely to feel depressed than males ( $n = 820$ ,  $M = 4.00$ ,  $SD = 5.21$ )
- females ( $n = 875$ ,  $M = 4.12$ ,  $SD = 5.03$ ) more likely to feel anxious than males ( $n = 820$ ,  $M = 3.46$ ,  $SD = 4.88$ )
- females ( $n = 875$ ,  $M = 5.81$ ,  $SD = 5.19$ ) more likely to feel stressed than males ( $n = 820$ ,  $M = 4.85$ ,  $SD = 5.11$ )

Whilst no significant differences were found between males and females on the MHCSF, consistent with Campaign 2 findings, a bivariate correlation analysis revealed a significant negative correlation between MHCSF and age,  $r = -.11$ ,  $p = .01$ ,  $N = 1,695$ . This suggests that the older participants in the sample had poorer mental health. An analysis of variance (ANOVA) revealed a significant effect of age on mental health ( $F(6,1688) = 3.69$ ,  $p = .001$ ,  $\eta^2 = .01$ ). A Tukey post-hoc test revealed that those aged 12 ( $n = 176$ ) reported significantly better mental health ( $n = 176$ ,  $M = 49.20$ ,  $SD = 14.78$ ) compared to those in the older age groups: 16 year olds, ( $n = 352$ ,  $M = 44.13$ ,  $SD = 16.85$ ),  $p = .011$ ; 17 year olds ( $n = 295$ ,  $M = 43.51$ ,  $SD = 16.06$ ),  $p = .004$ ; and 18 year olds ( $n = 91$ ,  $M = 42.76$ ,  $SD = 15.70$ ),  $p = .031$ . There were no other statistically significant differences between remaining age groups at  $p < .05$ .

## Social connectedness

For Campaign 3, social connectedness (the feeling of belonging) was disaggregated and examined as on- and offline constructs. To our knowledge this is an innovative application of this measure. Fifteen items were used to examine the construct of *Offline* Social Connectedness and 15 items were used to examine *Online* Social Connectedness (adapted from Lee et al., 2008; Lee et al., 2001).

The mean score for the total sample across both online and offline environments is consistent, offline ( $M = 64.71$ ,  $SD = 15.84$ ,  $N = 1,695$ ) and online ( $M = 64.54$ ,  $SD = 13.68$ ,  $N = 1,695$ ), range 15 to 90, which suggested the majority of young people feel socially connected in both on and offline settings. Analysis of offline and online social connectedness by gender revealed no significant differences between females ( $M = 64.60$ ,  $SD = 16.32$ ,  $n = 875$ ) and males ( $M = 64.83$ ,  $SD = 15.31$ ,  $n = 820$ ); and females ( $M = 64.69$ ,  $SD = 14.10$ ,  $n = 875$ ) and males ( $M = 64.39$ ,  $SD = 13.22$ ,  $n = 820$ ) offline and online, respectively.

## Stressors for young people

Young people were asked to rank a list of common everyday problems that aligned with those highlighted in the *Something Haunting You?* campaign, from the most to the least stressful. School-related stressors ranked most highly for young people, with 'exam nerves' and 'school work anxiety' identified by over half the sample (57.40%) as being most stressful for them (Figure 11).

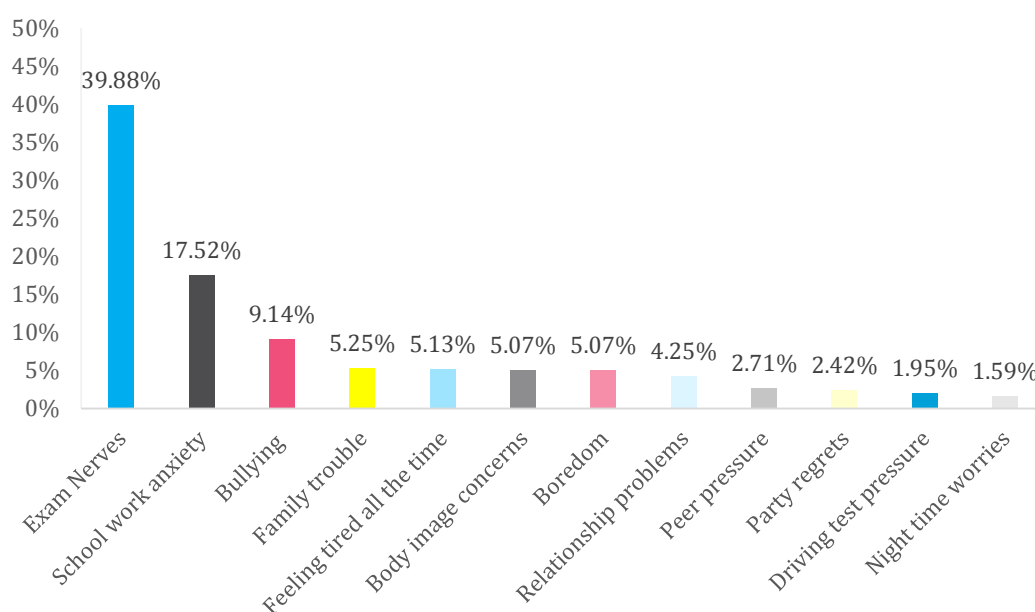


Figure 11 The most stressful problem as identified by young people from a ranked list

Examination of the three highest ranking problems by gender revealed significant differences,  $t(1,692.93) = 6.212$ ,  $p = .000$ ,  $d = .30$  with females ( $M = 2.47$ ,  $SD = 1.16$ ,  $n = 875$ ) more stressed about exams than males ( $M = 2.13$ ,  $SD = 1.08$ ,  $n = 820$ ), and also experienced more school work anxiety ( $M = 3.04$ ,  $SD = 1.18$ ,  $n = 874$ ) than males ( $M = 2.69$ ,  $SD = 1.16$ ,  $n = 820$ ),  $t(1,692) = 6.24$ ,  $p = .000$ ,  $d = .30$ . There was no significant effect of gender on bullying.

## Results C: The Context - Young people's online experiences

### Key Highlights

- 75% of young people accessed the internet at least many times throughout the day, with most of the remaining participants (20.9%) going online once or twice a day
- As anticipated, younger age groups are less likely to be online after 11pm compared to older youth
- 70% of young people play online games at least once a week, whilst 20% play many times a day
- Measures that more accurately capture variation amongst high end users are required
- As Internet use increases, however, there is a broad trend to worsening health and wellbeing, but this increase is not monotonic (linear) and local decreases suggest some relatively “healthier” levels of use
- Young people who did not access the internet after 11pm had better mental health than their peers who were online after 11pm
- However, young people who accessed the internet after 11pm felt less socially connected than their peers who were not online after 11pm
- Whilst gaming can impact on an individual's mental health and social connectedness, there is a complex interplay of factors related to frequency of use, highlighting the need to consider differential levels of gaming
- Nonlinear relationships between gaming and wellbeing measures suggest there may be critical points of usage that require consideration
- Notably, there was a positive relationship between online social connectedness and gaming
- Young people who were not involved in cyberbullying were less likely to spend time on the Internet after 11pm
- Cyberbully-victims were most at risk of poor mental health
- Cyberbully-victims were more likely to display narcissistic traits

In order to provide the online context for the study, internet access and practices of young people were examined.

One quarter ( $n = 430$ ) of all young people use the internet “pretty much all the time” and half of all young people ( $n = 841$ ) many times during the day, with most of the remaining participants (20.9%;  $n = 354$ ) reporting that they used the internet once or twice a day. Internet use also demonstrably increases with age ( $N=1685$ ),  $\chi^2(36) = 161.7$ ,  $p < .001$ ). Some 10% of 12 year olds use the internet pretty much all the time compared to some 41% of 18 year olds.

Just over a third of participants (34.7%;  $n = 589$ ) reported they were online after 11pm at night, with 41.5% of these young people doing so on 4 or more nights a week. This is consistent with findings from Campaign 2. Additionally, some 15% of all participants in this study access the Internet after 11pm on most week nights.

Further analysis confirmed a significant relationship between age and time of internet use,  $\chi^2(6) = 174.36$ ,  $p < .001$ ), Cramer's  $V = .321$ . Examination of adjusted standardised residuals in crosstabulations indicated that 12, 13 and 14 year olds were significantly less likely to be online after 11pm than the average total (34.7%), 10.8%, 17.2% and 22.6% respectively. In contrast 16, 17 and 18 year olds were significantly more likely than the total average to be online after 11pm, 43.5%, 52.2%, and 63.7% respectively.

Crosstab investigations revealed no significant association between gender and time of internet use.



In a recent study, Burns et al. (2013) reported a relationship between increasing distress and internet use for young men. These findings highlight the importance of interrogating the online environment further; for example, online gaming for young men's wellbeing as a context for this campaign.

The time of day young people use the internet had a significant effect on mental health scores (MHCSF). As Levene's test indicated unequal variances, degrees of freedom were adjusted,  $t(1,095) = 6.69, p = .000, d = .35$ . Specifically, response patterns highlighted that young people who accessed the internet after 11pm ( $n = 589, M = 41.83, SD = 16.97$ ) had poorer mental health than those peers who did not access the internet after 11pm ( $n = 1106, M = 47.43, SD = 15.25$ ). This relationship warrants further investigations.

It is broadly understood that there is a general increase of depression, anxiety and stress with increasing Internet use, however this increase is not monotonic. As Figure 12 below demonstrates, depression, anxiety and stress initially trend downwards with increasing internet usage. But beyond 'once or twice a day', these trends reverse direction, suggesting that there is a critical usage issue in terms of mental health.

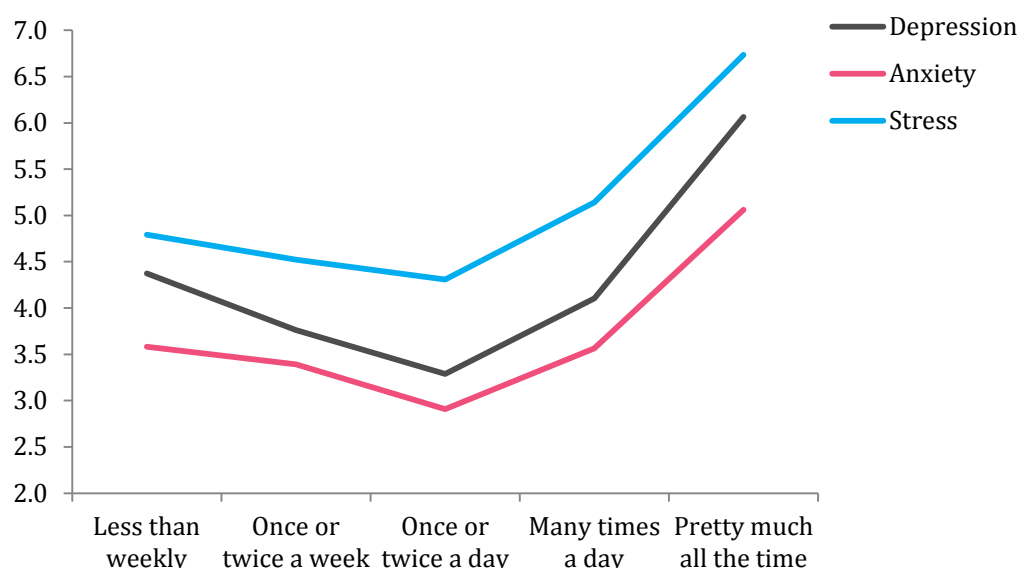


Figure 12 Scores for depression, anxiety and stress against frequency of Internet usage.

Significant differences in social connectedness scores, in both Offline:  $t(1,693) = 7.62, p = .000, d = .38$  and online:  $t(1,693) = 3.36, p = .001, d = .17$  environments were found with regard to time of internet use. Specifically, response patterns indicated that young people who accessed the internet after 11pm ( $M = 60.76, SD = 16.27, n = 589$ ) felt less socially connected offline than their peers who did not access the internet after 11pm ( $M = 66.80, SD = 15.20, n = 1106$ ) and also felt less socially connected online ( $M = 63.02, SD = 13.80, n = 589$ ) than their peers who are not online after 11pm ( $M = 65.36, SD = 13.55, n = 1106$ ). This does highlight the need to better understand what occurs online after 11pm. The finding further suggests young people in this group may be particularly at risk and vulnerable given they are not feeling socially connected and going online at a time when there is likely to be limited, if any, supervision.

The relationship between social connectedness and internet use is demonstrated in Figure 13 below. Social connectedness in the offline environment seems to increase with small to moderate use of the Internet and decrease with higher use. One interpretation would be that even small amounts of internet use can directly enhance social connectedness offline, but excessive use may negatively impact on this, and may cut into time for offline social engagement.

Social connectedness in the online environment seems to stagnate at low levels of use but to increase as the internet is used more. One interpretation would be that only substantial use of the internet will confer increased social connections, however, online social connectedness seems to fall with the saturation of Internet use.

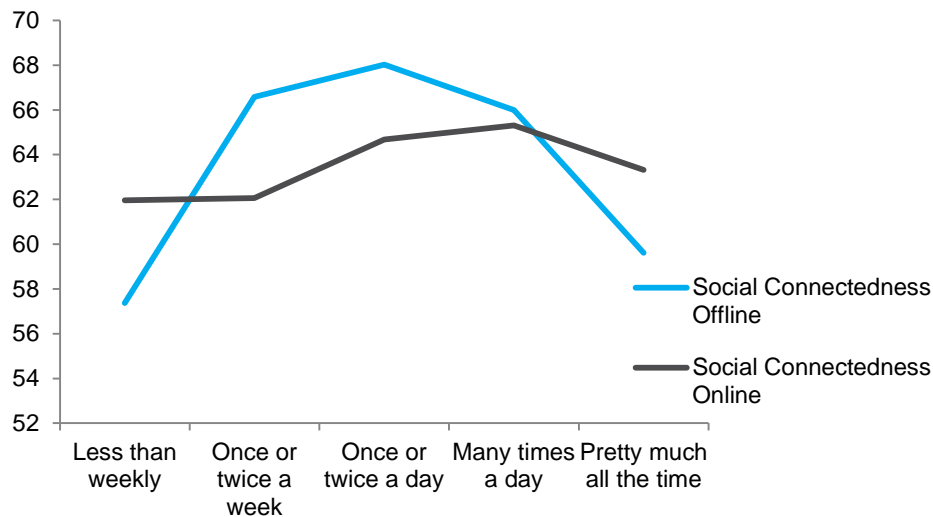


Figure 13 Social connectedness, offline and online against frequency of internet usage.

Additionally, young people were asked how often they played games on a five-point scale from never to several times a day. Analysis of gaming frequency and various mental health and wellbeing measures shows the rich and complex relationship. These findings extend understanding concerning the impact of gaming on mental health and wellbeing.

Just over a third of participants (35.7%;  $n = 605$ ) reported they play games online once or more times a day and a further 23.5% ( $n = 398$ ) indicated that they play several times a week. This finding suggests that online gaming is prevalent among young people, with some 70% playing online games at least once a week, and some 20% playing many times a day.

As a relevant aspect of internet use by young men, levels of gaming were examined by gender in regard to: mental health as measured by DASS21; and on- and offline social connectedness, which refers to the extent to which young people connect with others (see Results C for further exploration in relation to mental health).

Visual inspection of the data in Figures 14 and 15 shows that, gaming once a day for females corresponded with lower levels of depression, anxiety and stress. Conversely, for males, it appears healthier for them to engage in moderate levels of gaming, however trends indicated that higher levels of gaming may be congruent with an increase in depression, anxiety and stress. This highlights the complexity of the relationship.

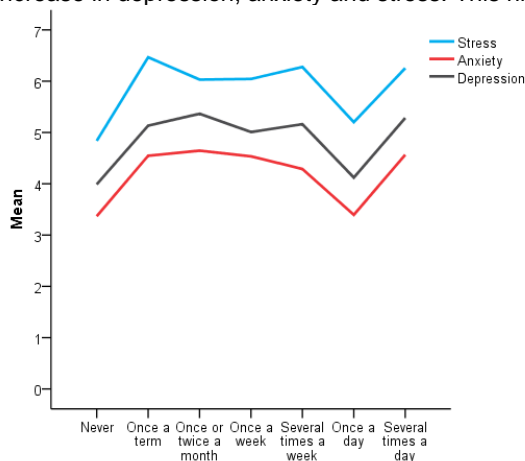


Figure 14 Means for females for depression, anxiety and stress by online gaming frequency

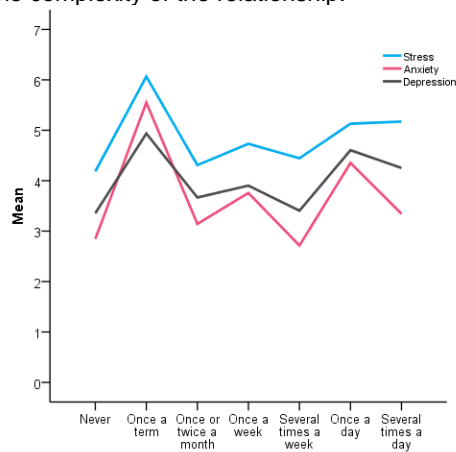


Figure 15 Means for males for depression, anxiety and stress by online gaming frequency

For both males and females, social connectedness online seems to increase monotonically with game play, whilst social connectedness offline seems to increase with moderate gaming, but decreases at higher levels (Figure 16 & 17). As such, gaming can provide opportunities for facilitating social connections online amongst young people, and whilst it also may support offline connections with moderate use, excessive gaming may compromise connectedness offline.

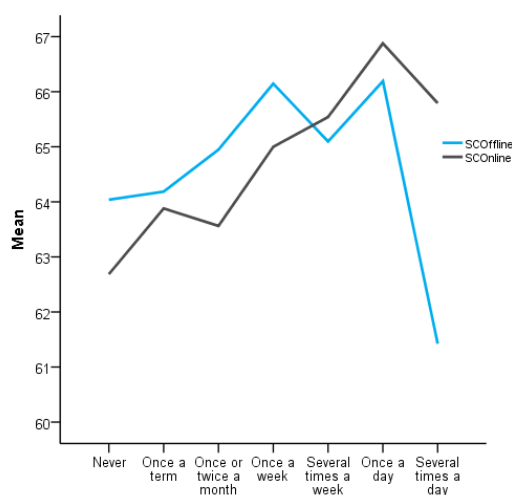


Figure 16 Means for females for social connectedness by online gaming frequency

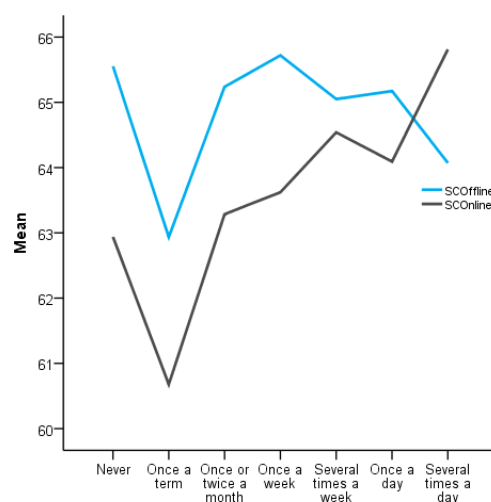


Figure 17 Means for males for social connectedness by online gaming frequency

As a relevant indicator of respectful behaviours online, a cyberbullying context is briefly provided.

Using criteria which determines that once or more often is enough in online settings due to the spreading or viewing by others (repetition) (Frisén, 2013) categories of cyberbullying status were constructed in line with previous campaigns (Spears et al., 2015) and indicate consistent patterns across categories (Table 7).

Table 7 Cyberbullying status in Campaign 2 & Campaign 3 by total sample

	Campaign 2 Data		Campaign 3 Data	
	(N = 1,934)	%	(N = 1,695)	%
<b>Non-involved</b>	1000	51.7%	774	45.7%
<b>Cybervictim</b>	535	27.7%	480	28.3%
<b>Cyberbully</b>	34	1.8%	37	2.2%
<b>Cyber bully-victim</b>	365	18.9%	404	23.8%
<b>Total</b>	1,934	100%	1,695	100%

As a context to the campaign, where cyber/bullying was identified as a stressor in the survival kit (see Stressors section below), the relationship between internet use and cyberbullying behaviours was examined. There is no denying the trend to increased cyberbullying behaviours with higher internet usage, but the increase is by no means monotonic. As Figure 18 and 19 suggest, any efforts to address this stressor is best targeted to young people who are online *pretty much all of the time*.

Examination of gender effects on cyberbullying behaviours for young people who indicated they were online *pretty much all of the time* revealed significant differences. Specifically:

- Males ( $n = 201$ ,  $M = 6.84$ ,  $SD = 14.82$ ) were more likely to be engaged in cyberbullying behaviours than females ( $n = 229$ ,  $M = 3.41$ ,  $SD = 10.72$ ),  $t(428) = 2.77$ ,  $p = .006$ ,  $d = .27$
- Males ( $n = 201$ ,  $M = 9.69$ ,  $SD = 16.46$ ) were more likely than females ( $n = 229$ ,  $M = 5.97$ ,  $SD = 12.34$ ) to be cybervictims  $t(428) = 2.67$ ,  $p = .008$ ,  $d = .26$
- Males ( $n = 201$ ,  $M = 16.53$ ,  $SD = 29.85$ ) were more likely than females ( $n = 229$ ,  $M = 9.38$ ,  $SD = 21.63$ ) to be cyberbully-victims  $t(428) = 2.87$ ,  $p = .004$ ,  $d = .27$

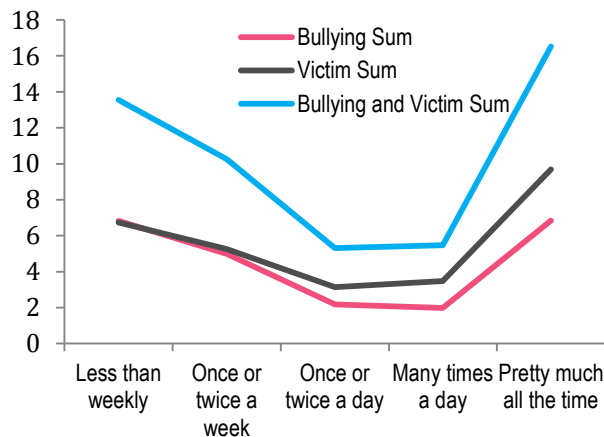


Figure 18 Scores for males for cyberbullying, cybervictim and cyber bully-victim against frequency of Internet usage

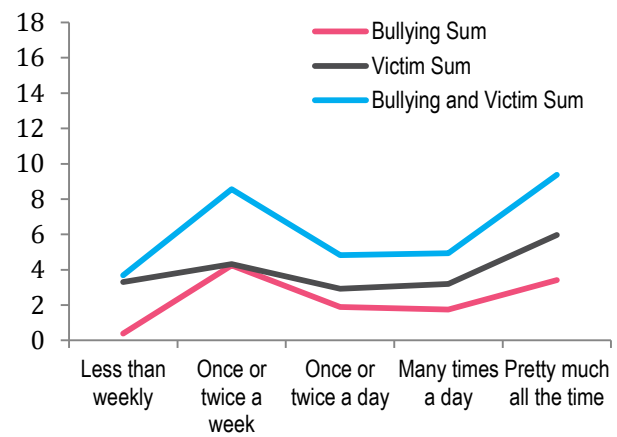


Figure 19 Scores for females for cyberbullying, cybervictim and cyber bully-victim against frequency of Internet usage

The relationship between cyberbullying status and Internet access after 11pm was analysed and found to be consistent with Campaign 2: young people who were not involved in cyberbullying in any way were significantly less likely (30.1%) than the total overall average (34.7%) to spend time on the Internet after 11pm,  $\chi^2(3, 1695) = 26.58$ ,  $p < .001$ ; Cramer's  $V = .125$ . Cyberbully-victims, on the other hand, were significantly more likely than the total average to spend time on the Internet after 11pm (45%).

Despite the overall association between access to the Internet after 11pm and Bully-Victim status for two of the subcategories, we cannot conclude that the percentage of victims or bullies who access the Internet after 11pm is significantly higher or lower than the overall average percentage of 34.7%.

In efforts to further understand the participants' wellbeing in relation to internet use, the sense of self (the childhood narcissism construct: Thomaes et al. 2008) was examined by cyberbullying status in the post survey. Thomaes et al. (2008) suggest that a core aspect of a narcissistic personality is an individual with 'a grandiose yet vulnerable view of self and adversarial personal orientation'. An ANOVA revealed the effect of narcissism was significant,  $F(3, 850) = 10.24$ ,  $p = .000$ ,  $\eta^2 = .03$ . Post hoc comparisons with Bonferroni corrections indicated that cyberbully-victims are significantly more narcissistic ( $n = 208$ ,  $M = 12.42$ ,  $SD = 6.46$ ), than victims ( $n = 240$ ,  $M = 9.71$ ,  $SD = 5.59$ ,  $p = .001$ ,  $d = .45$ ) and those non-involved ( $n = 392$ ,  $M = 9.80$ ,  $SD = 5.96$ ,  $p = .001$ ,  $d = .42$ ).

This finding suggests this subset of the sample is vulnerable on many levels with examination of the DASS21 showing there was a significant effect of cyberbullying status on depression,  $F(3, 1691) = 76.90$ ,  $p < .000$ ,  $\eta^2 = .10$ ; anxiety,  $F(3, 1691) = 74.99$ ,  $p < .001$ ,  $\eta^2 = .10$ ; and stress,  $F(3, 1691) = 89.88$ ,  $p < .001$ ,  $\eta^2 = .08$ . Consistent with findings from Campaign 2, analysis of the DASS21 showed once again that cyberbully-victims are a group particularly at risk and were significantly ( $p < .001$ ) more:

- depressed ( $n = 404$ ,  $M = 7.29$ ,  $SD = 5.91$ ) than those non-involved ( $n = 774$ ,  $M = 2.67$ ,  $SD = 4.25$ ,  $d = .90$ ), cybervictims ( $n = 480$ ,  $M = 4.89$ ,  $SD = 5.42$ ,  $d = .42$ ), and bullies ( $n = 37$ ,  $M = 3.54$ ,  $SD = 4.40$ ,  $d = .72$ )
- anxious ( $n = 404$ ,  $M = 6.50$ ,  $SD = 5.85$ ) than those non-involved ( $n = 774$ ,  $M = 2.23$ ,  $SD = 3.82$ ,  $d = .86$ ), cybervictims ( $n = 480$ ,  $M = 4.13$ ,  $SD = 4.84$ ,  $d = .44$ ), and bullies ( $n = 37$ ,  $M = 3.19$ ,  $SD = 4.21$ ,  $d = .65$ )
- stressed ( $n = 404$ ,  $M = 8.20$ ,  $SD = 5.24$ ) than those non-involved ( $n = 774$ ,  $M = 3.48$ ,  $SD = 4.35$ ,  $d = .98$ ), cybervictims ( $n = 480$ ,  $M = 6.02$ ,  $SD = 5.14$ ,  $d = .42$ ), and bullies ( $n = 37$ ,  $M = 4.51$ ,  $SD = 4.49$ ,  $d = .76$ )

These results demonstrate that young people's online experiences provide a differential basis for informing campaign content and delivery, which may ultimately impact on the uptake and reach.

## Results D: Young people's response to *Something Haunting You?*

### Key Highlights

- The creative '*Something Haunting You?*' was accessed by 84% of participants
- 79% of young people liked the '*Is Something Haunting You?*' campaign
- The majority (60.5%) preferred the video as opposed to the comics
- Young people were able to clearly identify the campaign message 'of seeking help'

A key consideration when creating online campaigns for young people centres on currency and consideration of the type of platforms that should be utilised in order to optimise the life of the creative, whilst not compromising the potential reach. This can cause a dilemma for creative agencies and researchers, because in many instances young people may have inherited their parent's/carer's devices which operate older browsers that may not be compatible with newly released applications. Therefore it was important to establish the extent to which the creative worked on participant's devices. Encouragingly, 84.3% ( $n = 1,347$ ) of young people reported that '*Something Haunting You?*' worked on their device.

To help establish if the main message of the creative around seeking help for common problems was effectively and clearly communicated to the target audience, participants also were asked about the main purpose of the '*Something Haunting You?*' website/creative. Young people's perceptions of the purpose of the website/creative as extracted from the survey data included to:

- Encourage young people to seek help
- Provide help avenues for everyday/common problems
- Encourage seeking help early, not to ignore problems
- Show that you are not alone.

The following written responses from the survey illustrate the above themes:

*"That if you work on your problems or worries then they will go away and they weren't as bad as they seemed...It is better than doing nothing or letting the problem grow into something worse."*

*"The main purpose is to make you aware that you can do something if something is haunting you and it is OK to get help."*

*"To encourage and motivate young teens/ youths to challenge their everyday problems instead of letting them take control of their lives."*

The majority of young people, 79.2% ( $n = 1,067$ ), reported they liked the '*Something Haunting You?*' website, and 1,397 young people gave various reasons why they liked or didn't like the creative (Table 8). There was no significant effect for gender,  $t(1,343) = 0.328$ ,  $p = .743$ , indicating that the campaign appealed to all young people regardless of gender.



Table 8 Main themes for liking or not liking the creative

Reasons for Liking	Liked % (n)	Reason for Not liking	Not liked % (n)
Helpful	14.3% (193)	Too scary/ creepy	2.6% (35)
Interesting/ cool	7.3% (99)	Did not like it/ don't like zombies	1.9% (26)
Easy to use/ navigate/ simple	4.3% (58)	Confronting/ dark/ depressing design	1.3% (18)
Easy to relate to	2.5% (34)	Boring/ not interesting	1.2% (16)
I like it all	2.2% (30)	Corny/ childish/ try hard	0.8% (11)
Good site	2.2% (30)		
Gives good advice	2.0% (27)		
Easy to understand	1.9% (26)		
Exam stress	1.2% (16)		
Fun	0.7% (10)		

The "Something Haunting You?" website contained both video and comics and young people were asked which delivery mode they preferred. Findings revealed the majority, 60.5% ( $n = 815$ ), preferred video whilst the remaining, 39.5% ( $n = 532$ ), preferred the comics. A number of young people also provided detailed insights into their perceptions about the design of the website:

*Comics seemed a little unusual ([am] not a comic kind of guy) however they made a "large" problem appear small and achievable! [sic]. Very well created site which was interesting to explore! Well done to the creators and I loved the comics more than I thought I would.*

*I did not like the colours used on this website- they are dark and gloomy, which ultimately makes someone feel unhappy instead of relieved. Because dark colours are used, some may translate that stress/anxiety is a dark subject, which, in turn, could make someone less willing to talk about it.*

## Results E: Respect for self and others

### Key Highlights

- Most young people felt they behaved respectfully across various contexts and settings, including home, school and online
- Young people who have engaged in some form of cyberbullying reported behaving less respectfully than those who had either not been involved or those who had been victimised
- Young people who were not online after 11pm were more likely to report they behaved respectfully than those who were online after 11pm
- The more time young people spent online the less likely they were to report they behaved respectfully.

As a fundamental theme of the Safe and Well Online project overall and for providing the context for the campaign, *Respect* was again examined as two core constructs:

- Social Respect (for self and others) and
- Respect as an outcome measure across different contexts (at home, school, online and all the time: see Methodology) by age, gender, internet use and cyberbullying.

Across the total sample, most young people thought they were socially respectful ( $n = 854$ ;  $M = 15.97$ ;  $SD = 2.41$ ), with no significant differences in reported levels of being socially respectful across age or gender.

Mean analysis of the outcome index ( $n = 854$ ,  $M = 15.82$ ,  $SD = 2.92$ ), suggests the majority of young people felt they behaved respectfully across various contexts and settings.

An analysis of variance revealed no significant differences between age groups on respectful behaviours at Time 2,  $F(6,847) = 0.86$ ,  $p = .525$ ). There was a significant effect of gender on the respect outcome index (at home/school/online/all the time) at Time 2  $t(852) = 2.11$ ,  $p = .035$ ,  $d = .14$ , with females ( $M = 16.03$ ,  $SD = 2.84$ ,  $n = 418$ ) reported behaving more respectfully than males ( $n = 436$ ,  $M = 15.61$ ,  $SD = 2.98$ ).

Examination of bivariate correlations revealed significant correlations between frequency of internet use and the respectful behaviour index,  $r(854) = -.069$ ,  $p = .043$ . Whilst this finding suggests that the more time young people spend online the less likely they were to report they behaved respectfully, caution is advised due small effect size and warrants further investigation.

An independent samples  $t$ -test analysis revealed a significant effect of internet access time on respectful outcome index  $t(852) = 3.642$ ,  $p < .001$ ,  $d = .27$ , with those not online after 11pm ( $M = 16.07$ ,  $SD = 2.92$ ,  $n = 572$ ) more likely to report they behaved respectfully when compared to young people who were online after 11pm ( $M = 15.30$ ,  $SD = 2.86$ ,  $n = 282$ ).

There was a statistically significant difference between cyberbully-victim status and respectful behaviours as determined by one-way ANOVA ( $F(3,850) = 20.24$ ,  $p < .001$ ,  $\eta^2 = .07$ ). A Bonferroni post-hoc test revealed that those in the non-involved category had higher respect scores ( $n = 392$ ,  $M = 16.52$ ,  $SD = 2.75$ ), compared to those in the cybervictim category ( $n = 240$ ,  $M = 15.68$ ,  $SD = 2.76$ )  $p = .002$ , and those in the cyberbully-victim category ( $n = 208$ ,  $M = 14.64$ ,  $SD = 3.06$ ),  $p < .001$ . Additionally, results showed that cybervictims reported behaving more respectfully than cyberbully-victims  $p = .001$ . The findings suggest that young people who have engaged in some form of cyberbullying report behaving less respectfully than those who have either not been involved or those who have been victimised.

Overall, findings demonstrated most young people were respectful of self and others and across most contexts, but some variation was evident with internet use and aspects of cybervictimisation.

## Results F: Help-seeking

### Key Highlights

- Parents/carers and friends were identified as primary sources of help for young people
- Online sources of help were unlikely or highly unlikely to be accessed by young people
- There were significant differences in help-seeking behaviours between young age groups in the sample and older participants

Young people were asked from whom they might seek help or advice if they were to experience an everyday problem. Consistent with findings from Campaigns 1 and 2, across the total sample, parents/carers (69%) and friends (47%) were identified as the primary sources of help for young people aged 12 to 18. Conversely, online sources of help were unlikely or highly unlikely to be accessed (Figure 20). Given that young people have indicated they are online at least many times during the day, it does reinforce the need for better understanding of the potential barriers and facilitators for young people in accessing and using online help available through apps and dedicated websites that promote help-seeking tools and resources.

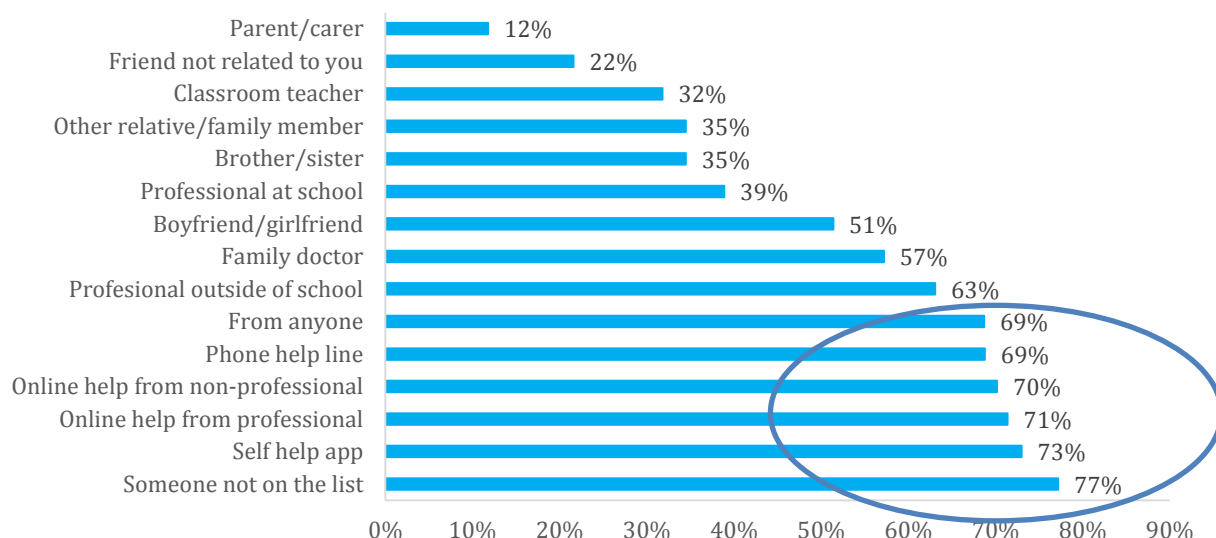


Figure 20 Highly unlikely or unlikely help-seeking behaviours of young people

Help-seeking behaviour trends also were examined by age group. Findings reflect expected trajectories with regard to help-seeking behaviours: with older age groups less likely to seek help or advice from parents/carers, teachers and school counsellors, and more likely to connect with their peers for help when compared to younger people in our sample.

To establish if help-seeking behaviours differed significantly between the oldest and youngest participants, and to specifically identify upward and downward behaviour patterns, age group categories of 12/13 year olds and also 17/18 year olds were created, and an independent samples *t*-test analysis was performed. Analyses (Table 9) revealed that older youth were less likely to seek help from parents/carers, relatives/family members, teachers and professionals at school than younger age groups, but more likely to seek help from a boyfriend or girlfriend.

Table 9 Comparison of help-seeking behaviours by the youngest and oldest age group

Downward Trends	12/13 yr olds ( <i>n</i> = 380)	17/18 yr olds ( <i>n</i> = 386)	Cohen's <i>d</i>	<i>t</i> values
Parents/Carers	<i>M</i> = 4.22 <i>SD</i> = 1.05	<i>M</i> = 3.80 <i>SD</i> = 1.15	<i>d</i> = .38	<i>t</i> = 5.25; <i>p</i> < .001
Relative/Other family member	<i>M</i> = 3.31 <i>SD</i> = 1.23	<i>M</i> = 2.80 <i>SD</i> = 1.19	<i>d</i> = .42	<i>t</i> = 5.87; <i>p</i> < .001
Teacher	<i>M</i> = 3.34 <i>SD</i> = 1.14	<i>M</i> = 2.77 <i>SD</i> = 1.20	<i>d</i> = .49	<i>t</i> = 6.69; <i>p</i> < .001
Professional at School	<i>M</i> = 3.12 <i>SD</i> = 1.17	<i>M</i> = 2.65 <i>SD</i> = 1.26	<i>d</i> = .39	<i>t</i> = 5.39; <i>p</i> < .001
Upward Trends	12/13 yr olds ( <i>n</i> = 380)	17/18 yr olds ( <i>n</i> = 386)	Cohen's <i>d</i>	<i>t</i> values
Boyfriend/girlfriend	<i>M</i> = 2.11 <i>SD</i> = 1.30	<i>M</i> = 2.76 <i>SD</i> = 1.43	<i>d</i> = .48	<i>t</i> = 6.65; <i>p</i> < .001

## Results G: The Model of Goal Directed Behaviour

### Key Highlights

- Young people have generally positive attitudes towards seeking help for everyday/common problems
- Females are more likely to feel bad if they ignore an everyday problem than males
- Males had more negative perceptions of social norms around seeking help than females
- Social norms around young people's help-seeking practices and online social connectedness featured as important constructs in path modelling investigations and have highlighted potential areas of focus for subsequent studies in this area
- Campaign engagement predicted Social Norms at Time 2 (post exposure)
- Continued research is required to examine what constitutes meaningful measures of authentic engagement with online social marketing campaigns that are evaluated within contained and constrained research timeframes

### Constructs of the Model of Goal Directed Behaviour

Perugini and Bagozzi (2001) postulate that the core constructs of the MGB: *attitudes*, *anticipated emotions*, *social norms* related to the behaviour; *perceived behavioural control* to be able to perform the behaviour; *desires*; *frequency* and *recency* of past behaviour; and *intentions to enact the behaviour*; contribute either directly or indirectly to determining the behaviour. As such, the psychometric properties and descriptives of each of these constructs are examined in the first instance in the following section, before being applied to the MGB path modelling analyses.

Whilst descriptives draw on the total sample ( $N = 1,695$ ), investigations specific to the Structural Equation Modelling with the MGB draw on smaller sample numbers ( $n = 854$ ) as participants only were included if they had completed the pre- and post- surveys and also had their ID successfully mapped on Google Analytics.

For detailed results, please contact the research team.

### Model Constructs: Psychometrics

Each MGB construct was aligned with the theme of help-seeking for everyday problems. Investigations revealed good psychometric properties (George & Mallery, 2003), with measures demonstrating good internal consistency (see Cronbach's alphas reported below).

- Attitudes (8 items,  $\alpha = .95$ )
- Control (4 items,  $\alpha = .76$ )
- Positive Anticipated Emotions: (4 items,  $\alpha = .88$ )
- Negative Anticipated Emotions: (4 items,  $\alpha = .90$ )
- Social Norms (12 items,  $\alpha = .87$ ). This index measures the young people's perceptions of social norms (from parents, friends and teachers) in relation to *helping others to feel good about themselves* online as aligned with the campaign messaging
- Desires (4 items,  $\alpha = .88$ )
- Intentions (4 items,  $\alpha = .85$ )
- Frequency Recency Time 1: (13 items,  $\alpha = .92$ )
- Recency (1 item)
- Outcome variable *Seeking help for everyday problems* (4 items,  $\alpha = .80$ )

Top line findings across the total sample ( $N = 1,695$ ), are outlined below<sup>1</sup>.

Investigations into young people's *attitudes* towards seeking help for everyday problems were measured on eight sliding scales (Range 0 to 100) resulting in a possible aggregate range of 0 to 800 and revealed no significant differences between age groups or gender, with findings suggesting that young people feel generally positive towards seeking help for everyday problems (Figure 21).

The construct of *social norms* was examined by asking young people what they thought the parents/carers, teachers and friends would think about them if they sought help for an everyday problem. Young people demonstrated relatively strong positive social norms around help-seeking (Figure 22). Analysis showed gender did have a significant effect on Social norms around help-seeking for everyday problems,  $t(1,693) = 3.64$ ,  $p < .001$ ,  $d = .18$ , with females ( $n=875$ ,  $M = 48.38$ ,  $SD = 6.81$ ),  $p < .001$ , reporting more positive perceptions of social norms around seeking help than males ( $n=820$ ,  $M = 47.17$ ,  $SD = 6.84$ ),  $p = .018$ . Age differences for social norms were only significant  $F(6,1695) = 2.11$ ,  $p = .050$ ) between 12 year olds ( $n = 176$ ,  $M = 49.39$ ,  $SD = 6.64$ ) and 15 year olds ( $n = 320$ ,  $M = 47.28$ ,  $SD = 7.20$ ),  $p = .018$ ,  $d = .30$ ; and between 12 and 17 year olds ( $n = 295$ ,  $M = 47.44$ ,  $SD = 6.52$ ),  $p = .046$ ,  $d = .30$ . Caution is advised when interpreting this result given the overall very small effect size of the ANOVA  $\eta^2 = .007$ .

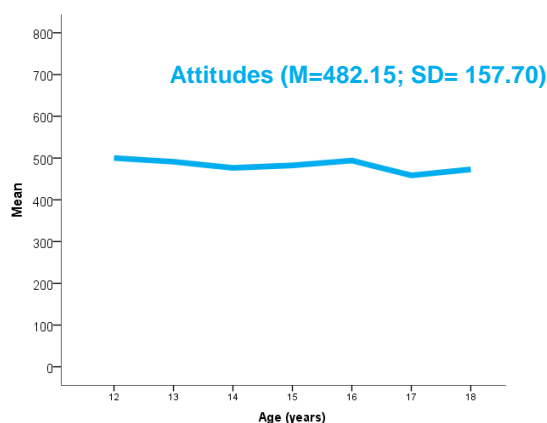


Figure 21 Attitudes by total sample

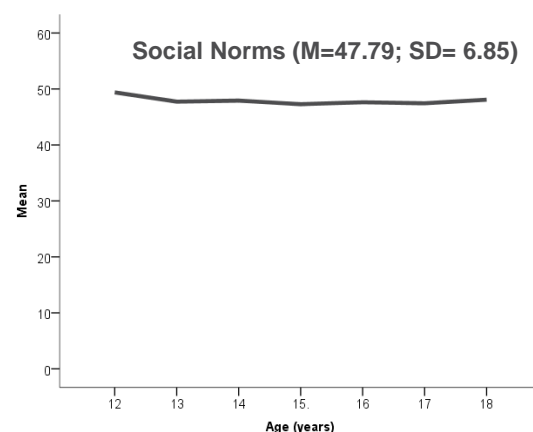


Figure 22 Social Norms by total sample

Findings concerning negative anticipated emotions (NAE: Figure 24) ( $N = 1,695$ ; Range 4-20) were measured by the items, 'If I were to ignore something that is bothering me I would feel... disappointed, angry, worried, guilty' revealed that generally most young people would have a negative emotional response if they were to ignore an everyday problem. Whilst there was no significant effect of age on negative anticipated emotions, there were significant gender differences  $t(1,693) = 3.04$ ,  $p = .002$ ,  $d = .15$  with females ( $n = 875$ ,  $M = 13.23$ ,  $SD = 3.51$ ) more likely to feel bad if they ignored an everyday problem than males ( $n = 820$ ,  $M = 12.73$ ,  $SD = 3.34$ ).

In relation to positive anticipated emotions (PAE: Figure 23) ( $N = 1,695$ ; Range 4-20) measured by the items, 'If I were to deal with something that was bothering me I would feel... happy, satisfied, proud, excited', findings revealed most young people would experience a positive emotional response to seeking help for everyday problems, with no significant age or gender effects.

Mean analysis ( $N=1,695$ ; Range 1 to 400), revealed no significant differences across age groups or gender for the model constructs of perceived control, desires and intentions. Whilst young people generally appear to feel they have control to seek help for everyday problems, their desire and intention to seek help was less evident (Figure 24).

<sup>1</sup> Time 1 refers to pre-exposure survey, and Time 2 refers to post-exposure survey



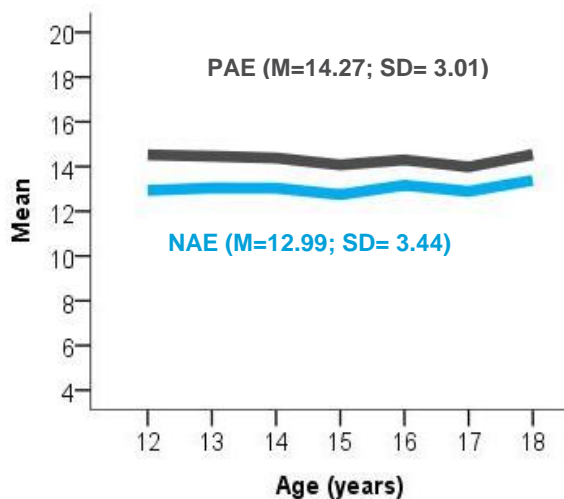


Figure 23 Positive and negative emotions by total sample

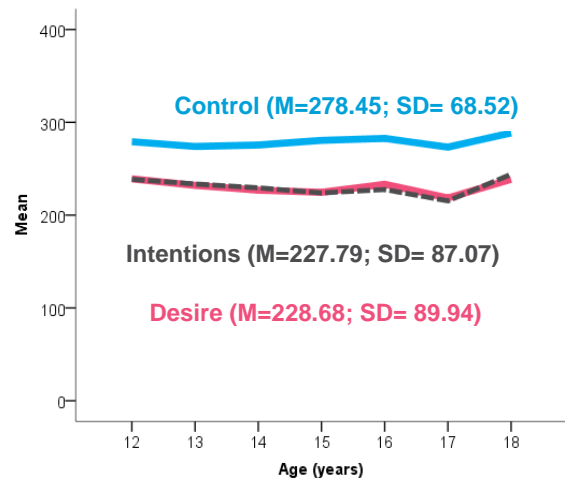


Figure 24 Control, Intentions and Desire by total sample

## Model Assessment

Investigations into the path model, including mediation analyses, were conducted to establish if engagement with the ‘*Something Haunting You?*’ campaign mediated relationships between the constructs of the MGB. Mediation analyses examine how or by what avenues an independent variable affects a dependent variable through possible mediating variables (Preacher & Hayes, 2008). This was measured by the frequency of participants’ selection of the option: ‘*Do something*’ on the three scenarios presented on the website (exam stress, driving test, setting goals). The collection of de-identified and aggregated data at the Unique ID level across the Google Analytics platform, and in the online pre and post-survey enabled these analyses to be conducted.

Figures of each of the models below provide a visual representation of the path analyses.

### Initial MGB: Model 1 Predicting Help-seeking

Model 1 (Figure 25) represents the initial hypothesis of the MGB (Perugini & Bagozzi, 2001).

*Attitudes; Control; Social Norms; Positive Anticipated Emotions; Negative Anticipated Emotions; Desires and Intention;* data are from Time 1 (pre) and are aggregates, whilst the proposed outcome variable (help-seeking) is from Time 2 (post). The help-seeking outcome variable is an aggregate of four manifest variables: ‘If an everyday problem is bothering me I seek help... *at home; at school; online and; wherever I can*’. Whilst correlation analyses revealed that social norms was positively correlated with the remaining variables in the model ( $r = >.01$ , two tailed), and a positive predictor (standardised coefficient = .25), when examined in model investigations as a sole independent variable, once control and attitudes were introduced as independent variables, the relationship between social norms and desires became insignificant. Within this specific model, it was apparent that control and attitudes perform as strong explanatory variables, whose impact diminishes the valance associated with social norms.

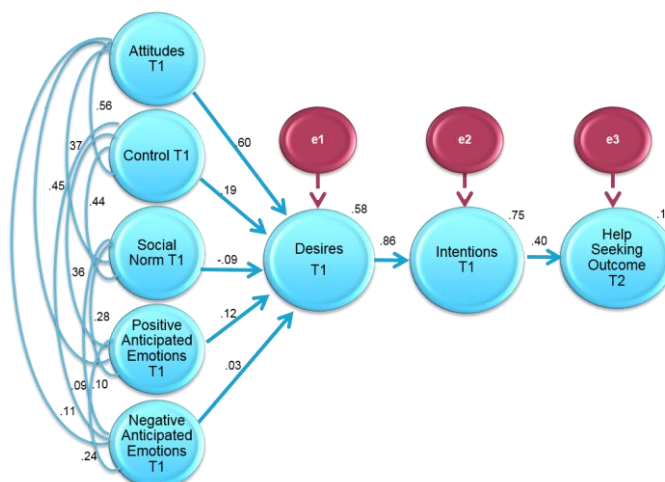


Figure 25 Model 1 Initial MGB: Predicting Help-seeking

### Model 2 Refined MGB: Predicting Help-seeking

Review of Model 1 (Figure 26) revealed a number of paths were not significant and model fit was poor. The removal of the non-significant paths: Social Norms (Time 1); Positive anticipated emotions; Negative anticipated emotions, improved the model and an acceptable fit was achieved (Model 2: Figure 26). Additionally, investigations showed that model fit could be further improved by combining (aggregating) Desires and Intention. Investigations into both these variables across data from each of the three Safe and Well Online campaigns suggests they may not be mutually exclusive concepts. This may be due to the age group of our sample and difficulty in differentiating between the two constructs. Model 2 accounts for 16% of the variance with reasonable fit indices,  $\chi^2(2) = 12.30$ ,  $p = .002$ ;  $CMIN/DF 6.149$ ;  $CFI = .992$ ;  $RMSEA = .078$ .

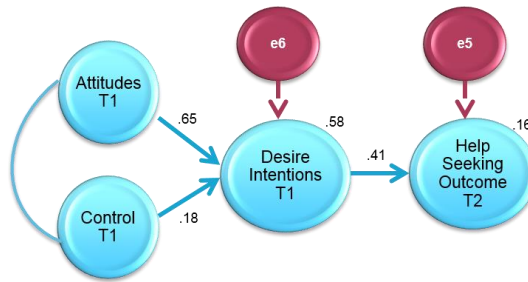


Figure 26 Model 2 Refined MGB: Predicting Help-seeking

### Model 3 Refined MGB: Predicting Social Norms (Time 2) with Control

Investigations were conducted into relationships between measures of ‘app engagement’ and the model constructs of attitudes, control, desire/intentions to help establish if exposure to a campaign that attempted to nudge young people to ‘do something’ about an everyday problem rather than ‘ignore it’, could change young people’s behaviours to actively seek help. Analyses revealed no significant paths with the identified constructs: furthermore, engagement did not predict the help-seeking outcome Time 2 variable.

A refinement process was undertaken and investigations with other potential behaviour outcome variables, including an aggregate that measured *specific online help-seeking practices*, for example, ‘search on YouTube for help’, ‘find and use an app which helps’, which also revealed no significant predictive relationships.

Additionally, in acknowledging that behaviour change would be unlikely given the timeframe for campaign exposure (approximately two weeks), and that some members of the cohort may not have had a reason or need to seek help, investigations were conducted to examine if engagement with the campaign would *predict* a change in attitudes at Time 2. Whilst this relationship was not significant, the finding is important and contributes to the evidence base regarding *what constitutes an adequate timeframe for achieving attitudinal and behavioural change in online settings. It highlights the need for further investigations into the area and the need for research designs that incorporate ongoing mapping/tracking of participant engagement beyond the contained research period.* This does of course, have resource and ethics implications, discussion of which extends beyond the scope of this report.

Whilst **social norms** at **Time 1** was not a significant predictor of Desires/Intentions in Model 1 above, given peer connections and relationships are critical considerations for the age group of this sample, *Online Social Connectedness* was examined further as an independent variable and predictor of **social norms at Time 2** ( $n = 854$ ,  $M = 48.83$ ,  $SD = 6.84$ ). It was further hypothesised that engagement with the campaign would predict young people’s social norms around seeking help at Time 2: which could be considered a precursor to their attitudes.

Model 3 (Figure 27) revealed a good model fit  $\chi^2(1) = 1.541$ ,  $p = .215$ ;  $CMIN/DF 1.541$ ;  $CFI = .998$ ,  $RMSEA = .025$ , with the model accounting for 23% of the variance.

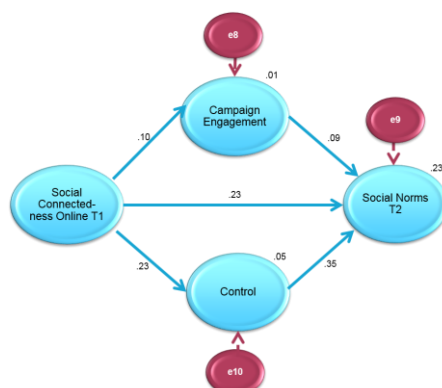


Figure 27 Model 3 Refined MGB: Predicting Social Norms (Time 2) with Control and Campaign Engagement

Complementary mediation is evident in Model 3 (Figure 27). *Control partially mediated the relationship between Online Social Connectedness and Social Norms at Time 2*. The direct effect of Online Social Connectedness on Social Norms at Time 2 was significant,  $\beta = .32, p < .001$ . The total effect of Online Social Connectedness on Social Norms at Time 2 with control was significant,  $\beta = .24, p < .001$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path also was significant, indicating complementary mediation,  $\beta = .08, p < .001, 95\% CI [.056, .109]^2$ .

Analysis also suggested '*Campaign Engagement*' partially mediated the relationship between Online Social Connectedness and Social Norms at Time 2. The direct effect of Online Social Connectedness and Social Norms at Time 2 was significant,  $\beta = .32, p < .001$ . The total effect of Online Social Connectedness and Social Norms at Time 2 with the Campaign Engagement measure was also significant,  $\beta = .31, p < .001$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path was also significant, indicating possible complementary mediation,  $\beta = .01, p < .001, 95\% CI [.005, .022]$ . However, caution is advised when interpreting this result, given that the direct path between Online Social Connectedness to Social Norms at Time 2 only changed marginally with the addition of 'Campaign Engagement' to the model.

#### Model 4 Refined MGB: Predicting Social Norms (Time 2) with Attitudes

Review of Model 4 (Figure 28) revealed an excellent model fit  $\chi^2(1) = 2.798, p = .094$ ;  $CMIN/DF 2.798$ ;  $CFI = .991$ ,  $RMSEA = .046$ , with the model accounting for 16% of the variance.

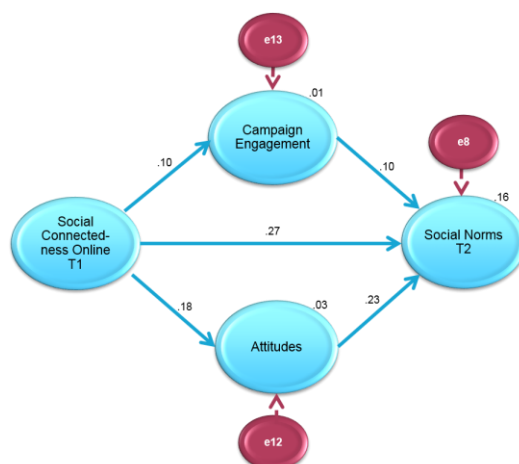


Figure 28 Model 4 Refined MGB: Predicting Social Norms (Time 2) with Attitudes and Campaign Engagement

Complementary mediation is evident in Model 4. *Attitude partially mediated the relationship between Online Social Connectedness and Social Norms at Time 2*. The direct effect of Online Social Connectedness on Social Norms at Time 2 was significant,  $\beta = .32, p < .001$ . The total effect of Online Social Connectedness on Social Norms at Time

<sup>2</sup> Confidence intervals indicate the degree to which one can be confident that the resulting value of the indirect effect is indeed significant. In this case, when both intervals lie above the absolute value of zero the researcher and reader can be 95% confident that a significant indirect effect has been observed. Conversely, when the lower interval lies below the absolute value of zero, and the upper interval lies above it, one cannot be confident in the accuracy of the indirect effect obtained.

2 with Attitudes also was significant,  $\beta = .28, p < .001$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path was also significant, indicating complementary mediation,  $\beta = .043, p < .001, 95\% CI [.026, .063]$ . Model 4 represents a complementary mediation model. *'Campaign Engagement' partially mediated the relationship between Online Social Connectedness on Social Norms at Time 2*. The direct effect of Online Social Connectedness on Social Norms at Time 2 was significant,  $\beta = .32, p < .001$ . The total effect of social connectedness on social norms with 'Campaign Engagement' was significant,  $\beta = .31, p < .001$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path also was significant, indicating complementary mediation,  $\beta = .01, p < .001, 95\% CI [.005, .022]$ . Once again caution is advised when interpreting this result, given that the direct path between Online Social Connectedness to Social Norms at Time 2 only changed marginally with the addition of 'Campaign Engagement' to the model.

#### Model 5 Refined MGB: Predicting Social Norms (Time 2) with Social Norms (Time 1)

Investigations were conducted to establish the extent to which Social Norms at Time 1 predicted Social Norms at Time 2 (Figure 29). Whilst paired samples  $t$  test revealed a higher mean at Time 2, this did not reach significance,  $t(854) = 4.64, p < .001, d = .13$ , but as hypothesised, model investigations showed the relationship between the two variables was significant, with analysis of Model 4 demonstrating an acceptable model fit  $\chi^2(1) = 5.951, p = .015$ ;  $CMIN/DF 5.951$ ;  $CFI = .992, RMSEA = .076$ , with the model accounting for 44% of the variance.

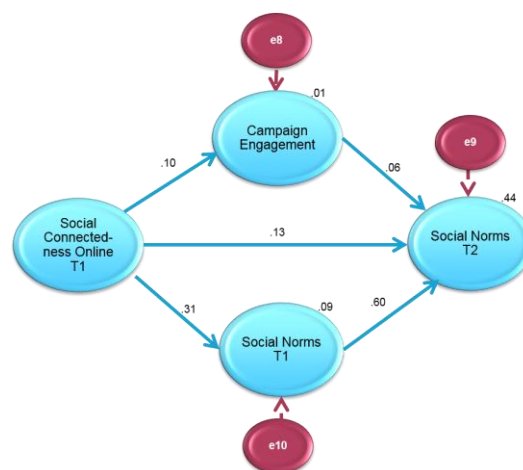


Figure 29 Model 5 Refined MGB: Predicting Social Norms (Time 2) with Social Norms (Time 1) and Campaign Engagement

Complementary mediation is evident in Model 5 (Figure 30). *Social Norms at Time 1 partially mediated the relationship between Online Social Connectedness and Social Norms at Time 2*. The direct effect of Online Social Connectedness on Social Norms at Time 2 was significant,  $\beta = .32, p < .001$ . The total effect of Online Social Connectedness on Social Norms with Social Norms at Time 1 as the mediator also was significant,  $\beta = .14, p < .012$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path was also significant, indicating complementary mediation,  $\beta = .186, p < .001, 95\% CI [.149, .220]$ .

Additionally, analyses indicated 'Campaign Engagement' partially mediated the relationship between Online Social Connectedness and Social Norms at Time 2. The direct effect of Online Social Connectedness on Social Norms at Time 2 with the 'Campaign Engagement' measure was significant,  $\beta = .31, p < .001$ . Bias-corrected bootstrapping (5000 samples) revealed that the indirect path also was significant, which suggested complementary mediation,  $\beta = .01, p = .009, 95\% CI [.005, .020]$ .

However, as advised previously, caution is recommended when interpreting this result, given that the direct path between Online Social Connectedness to Social Norms at Time 2 whilst significant only changed marginally with the addition of 'Campaign Engagement' to the model.

#### Model 6 Predicting Social Norms (Time 2)

When bringing each of the presage variables together in the one Model (Figure 30), the relationship between attitudes to Social Norms at Time 2 did not remain significant, however the remaining paths demonstrated an acceptable model fit  $\chi^2(1) = 3.019, p = .049$ ;  $CMIN/DF 6.038$ ;  $CFI = .995, RMSEA = .049$ , with the model accounting for 45% of the variance.

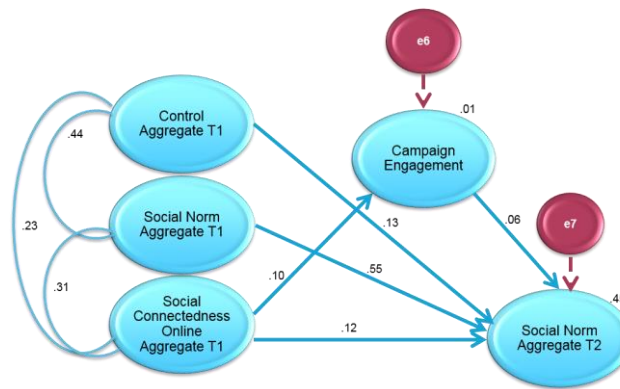


Figure 30 Model 6 Refined MGB: Predicting Social Norms (Time 2) with Control, Social Norms, Social Connectedness Online (Time 1) and Campaign Engagement

## Discussion: Health and wellbeing context

Most young people in this study reported that they felt safe and well and were socially connected, with a positive outlook on life. Regardless of age or gender, most also thought that they were socially respectful across various contexts and settings. This encouraging finding is consistent across previous campaigns (*Keep It Tame* and *Appreciate A Mate*) suggesting that for the majority of young people the interplay between their engagement online and their contemporary lives is largely positive.

Consistent with other studies, young people indicated they were: online many times throughout the day, played online games at least once a week, with frequency of internet use and online activity after 11pm increasing with age. However, given that young people are online almost constantly and with increased connectivity and accessibility, higher end use/activity needs to be differentiated beyond simple frequencies e.g. *How often: daily, weekly* etc.

For some subsamples however, there are many intersecting influencing factors contributing to their wellbeing, such as their social and cyberbullying status and interpersonal characteristics/traits. Where there appears to be a broad trend to worsening health and wellbeing in conjunction with increased internet use, caution is advised as there is evidence that this is not always a linear trajectory, as is commonly reported, and the type of internet activities and time of day young people are online also may be important considerations.

For example, the more time young people spent online and/or being online after 11pm, the less likely they were to report behaving respectfully. Conversely, those who had not been involved in cyberbullying, were less likely to spend time on the internet after 11pm. Cyberbully-victims were found to be most at risk of poor mental health overall. Importantly, being online after 11pm appears to be a risk factor for cyber-victimisation, social connectedness, mental health and wellbeing for some. Consistent with the finding that cyberbullies are least socially respectful, young people with higher levels of narcissism were likely to be cyberbully-victims. Finally, there is a complex interplay between the frequency of online game playing, cyberbullying status, social connectedness, and mental health that needs ongoing investigation. The nonlinear nature of the relationships between gaming and mental health and wellbeing highlights that generalisations, which claim high levels of gaming are necessarily problematic, should be avoided. In some cases there could be a protective mechanism for some young people through their social connectedness online.

Those who accessed the “*Something Haunting You?*” creative reported liking the campaign and could identify that the campaign was about help-seeking. These findings suggest that the campaign as it was designed met key objectives of engaging young people and further analyses indicated it resonated with young men. School-related challenges such as exam stress and school anxiety were identified by young people as primary concerns highlighting the importance of developing their strategising and avenues of support in relation to help-seeking.

Help-seeking has been framed as an important protective factor for young people and those in this study identified parents/carers and friends as primary sources of help, but what was not apparent is whether this was in off- or online contexts. Surprisingly, formal online sources of help, for example, phone help lines or professional online counselling did not feature highly in young people’s preferences overall given the amount of time they spend online. This could be an artefact of the manner in which help-seeking has been understood by young people or a need for greater promotion of apps, tools and services to young people as part of an accessible and available, diverse service ecology. Qualitative responses indicated that young people were prioritising independent problem solving



for minor issues over seeking help, choosing either to ignore or endeavouring to solve the problem themselves (see Sub-study 5). Expected age-related trajectories with regard to help-seeking behaviours were evident with older youth more likely to connect with peers and boyfriends/girlfriend relationships for support than younger participants. As is evident from above, some subsamples experience highly complex relationships across online settings and their wellbeing, but what is promising is that this campaign has resonated with young men and demonstrated effective ways of reframing help-seeking through the use of humour and relevant themes, underpinned by respect for self and others.

## The Model of Goal Directed Behaviour

The *Something Haunting You?* campaign presented young people with the option to *do something* and reach out for help if they had something that was bothering them. *It aimed to present proactive help-seeking as 'normal' behaviour.* By reinforcing this notion, it is possible that young people's existing social norms about seeking help could have been strengthened after engagement with the campaign.

*Something Haunting You?* is a web-based design requiring users to engage with multiple layers of help-seeking options, including watching videos or viewing comic strips and/or visiting partner websites. The application of this model to sophisticated campaigns is unique and any findings will inform the attempts to determine actual attitude and behaviour change in response to campaigns. Whilst the findings below indicate the usefulness of the MGB, continued research is required to examine what constitutes meaningful measures of authentic engagement with online social marketing campaigns that are evaluated within contained and constrained research timeframes and unique creatives. Findings from the path modelling investigations revealed the following:

Overall, young people reported generally positive attitudes towards help-seeking for everyday/common problems. In this model, attitudes predict the desire and intention to change behaviour, and therefore campaigns such as *Something Haunting You?* have the potential to nudge and stimulate positive behavioural change. Similar to previous Safe and Well Online campaigns, attitudes continues to be an important predictor of desires to change behaviour. The additional findings from this campaign indicated that social norms (influences from others) and anticipated emotions (how they might feel) also may provide the key points to target, for shifting young people's responses to everyday problems.

*Online social connectedness was an important predictor of engagement with the campaign.* The more socially connected young people were online, the more likely they were to engage with the campaign across each of the three scenarios presented on the website: exam stress, setting goals, and driving test pressure. Given the importance of peer connections and relationships for young people, being socially connected would appear to be a key strategy for nudging help-seeking actions and behaviours.

*Social Norms at Time 1 (pre-survey) was a strong predictor of Social Norms at Time 2 (post-survey).* Additionally, no significant differences between social norms at Time 1 and Time 2, suggests that young people who have positive social norms around help-seeking prior to exposure to a social marketing campaign, will more than likely, and at the very least, have the same positive social norms around help-seeking after exposure at Time 2. This is a positive finding as it suggests that there is not an iatrogenic effect of the campaign on existing social norms: that is, the campaign has not had an inadvertent negative effect on their social norms.

Importantly, young men were found to be less inclined than young women to feel bad if they ignored a problem and did not seek help. Young men may not feel worried or disappointed if they do not seek help because they may perceive that seeking help *is not expected of them, whereas independently solving the problem is.* This is potentially related to young men's social norms associated with their perceptions of their own masculinity and ability to solve problems on their own. In recognising that formal help is not always required and independent problem solving is an important aspect of a young person's growth and development, ongoing and strategic efforts are necessary to continue to shift attitudes and social norms among young males, so that the inactivity of '*not seeking help*' triggers emotions which initiate a positive, proactive response to help-seeking as and when needed.

Path modelling investigations indicated *that the more often young people engaged with the website through actively clicking on the option 'do something', the more positive their social norms were around seeking help for everyday problems as measured following the campaign.* Caution is advised here however, as this is a weak finding requiring further investigations. De-stigmatising and reframing help-seeking for young men in particular is an important first step in enhancing positive social norms in relation to reaching out to others for support. Investigations have revealed there are further opportunities for developing strategies and campaigns that specifically address young men's perceptions of social norms around help-seeking. There is a need to more strongly promote that seeking help is not a sign of weakness but rather is a positive aspect of 'normal' and healthy behaviour, and part of their repertoire of choice. Developing campaigns then, that help to build a culture among young men that is receptive to seeking help, and most importantly demonstrates and encourages peer acceptance of reaching out, is essential.

# Mapping online engagement via digital tracking (Sub-study 4)

## Aims

Passive data, obtained through real-time collection of data from users as they engage with devices, has continued to be a critical aspect of the quantitative component of this Safe and Well Online project in order to measure attitudinal and behaviour change. Whilst the terms “mapping” or “tracking” can conjure considerable suspicion, possibly due to lack of transparency regarding its positive uses in some contexts, it is increasingly being used to profile online users’ *behaviours*, particularly in the marketing sector, to personalise the advertising experience. From a social marketing and evaluative perspective, this component of the study aims to utilise digital tracking at the *Unique ID participant level* to: measure participants’ *actual engagement behaviours* at the individual level; extend research beyond self-reported data; and apply passive data to the MGB (Perugini & Bagozzi, 2001).

Key research questions for Sub-study 4 were:

- What is the nature and extent of young people’s *actual* engagement with the *Something Haunting You?* website?
- Is it possible to map the sequence of an individual’s experience of the *Something Haunting You?* website?
- Can passive data complement survey data from the cohort study and can *actual* engagement then be examined by sub-samples e.g. gender and applied as an intervening/mediating variable in the MGB (Perugini & Bagozzi, 2001)?
- To what extent can any demonstrated help-seeking in the contained research period (pre-public release) be extrapolated to behaviours ‘in the wild’ (post-public release)?

## Method

Passive data collection most often occurs without any dedicated or explicit actioning or consent from a user. Metrics are developed and aggregated to provide insights into users’ interactions, preferences and demographic context. As an example, clicks or time spent on a page might be alternate metrics for engagement of a user, while the aggregation of these metrics across many users may relate to age e.g. a younger participant is unlikely to be accessing driving test help.

Following Spears et al. (2015), a Unique ID was recorded against both pre and post survey data and tracking data recorded on the Google analytics platform was used to collect and map data about the user interaction with the ‘*Something Haunting You?*’ website. This occurred at the individual level of engagement through pre-identified data touch points and a Unique ID assigned to each participant.

Reports were generated as required, with user interactions including the Unique ID extracted from Google Analytics and then merged with pre and post survey data. Rigorous testing was undertaken to confirm that user level data could be extracted from Google Analytics and assembled into SPSS data sets.

In the first page of the pre-survey, participants were randomly allocated to the exposure or control group according to a 19:1 ratio by employing a JavaScript process: where a random number generator was employed to assign participants to the research groups. Survey logic was then used to enable the survey items to be tailored to the various groups. For example, participants in the control group did not see the link to the *Something Haunting You* website, nor were they asked evaluative questions about the web site. Young people who took the pre survey and were allocated to the exposure group were sent to the ‘*Something Haunting You?*’ website via a link that carried their Unique ID (see above). This Unique ID and various interactions within the creative were then recorded at the event level in Google Analytics. Customised reports were generated. Data on page access, timing, and clicks on various affordances (Operating System events) and custom “events” were collected. Unique IDs and time stamping, in minutes, was used to help sequence an individual’s experience of the web site.

Useful data collection touch points on the website included (1) the video interaction, (2) any “*Do Something*” events, and (3) various elements of the “*Survival Guide*” corresponding to every day issues. Table 7 below demonstrates the data collection strategy for 2 of the 10 survival guide problems and shows user events. It was possible to attribute to each event a user frequency corresponding to how often this event was activated. It also was possible to attribute to each event a “duration”, defined as the time between the time on the time stamp of the event in question and the time on the time stamp on the next subsequent event.

Analytics data were collected throughout varying stages of the research process: cohort contained research period (pre-public release); the media campaign period (public release); and 'in the wild' (post-public release), that is, when the *Something Haunting You?* website became accessible to the wider public (Table 10).

Table 10 Data collection strategy for the survival guide

		First Level Help-seeking Outcomes	Second Level Help-seeking Outcomes	Third Level Help-seeking Outcomes
1	Exams	Exam Accordion Expanded	Exams Tips & Tools Exams Communicate Exams Speak Up Exams Sleep & Exercise	Get help- Yes Try this- Yes Act now- Yes Find out more- Yes
2	Sleep	Sleep Accordion Expanded	Sleep Tips and Tools Sleep Speak Out (on site; Up in HTML) Sleep Make a Schedule	Find out more Yes Try this- Yes Act now- Yes

NB: Two survival issues shown

Every event within the web site was logged and potentially accessible for analysis. Thus a website experience could be re-constructed from the Google analytics data *for each user*. However, it proved practical for statistical purposes to work mostly with various *aggregations of events*, for example all "Do Something Events", or all first level help-seeking events.

After the contained research period, the *Something Haunting You?* site was promoted in a social media campaign and the site became public. Whilst generic Google analytics data for this period "in the wild" was accessible, it was not possible to re-construct user experiences as this was outside the contained research period (pre-public release) and users in the wild did not carry a unique research identifier.

Software used for data manipulation and analysis were Filemaker 11; SPSS 22, and Excel 14. Website data collection used Google Analytics.

## Results

This section reports on analytics in the:

- Cohort contained research period (survey period): on the individual user experience of *Something Haunting You?* at the Unique ID level – aggregated where relevant
- Media campaign in the wild period: on collective experience of visitors to the *Something Haunting You?* website
- 'Tail' in the wild period (i.e., after both the contained research period and the media campaign in the wild): on the collective experiences of visitors to the *Something Haunting You?* website

Figure 31 presents the passive data collection across the survey, campaign and tail period days. The survey period started May 10, 2015, and is represented in Figure 3 days 0-42, campaign period days 43-88 and the tail period days 88-345, ending April 21, 2016.

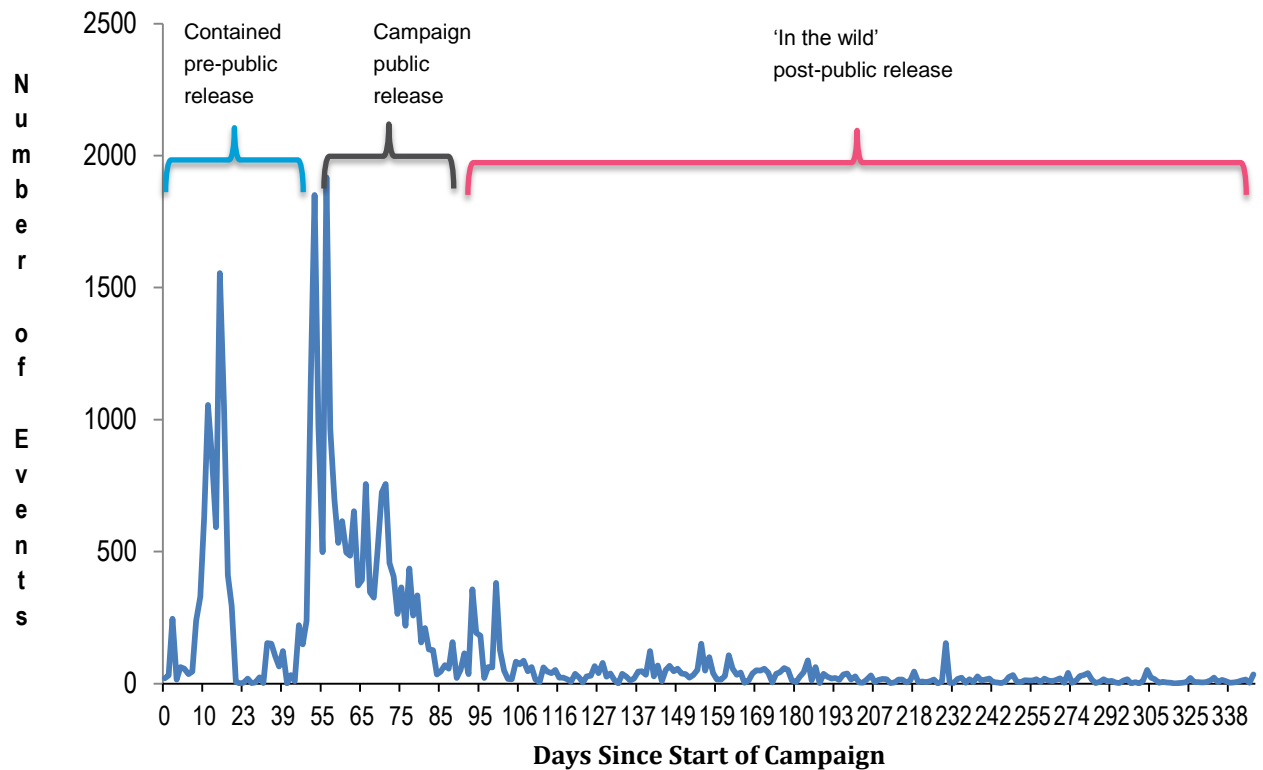


Figure 31 Number of daily events on the “*Something Haunting You?*” site through survey (pre-public release), campaign (public release) and tail periods (post-public release)

Table 11 below shows the number of participants and events in varying stages of the research process, the media campaign and the subsequent public engagement ‘in the wild’ (post-public release) of the “*Something Haunting You?*” site. Website data collection during the survey period was achieved for some 846 of 1598 experimental participants (52.9%) and could be matched and merged at the level of Unique ID with pre-survey data. Some 316 experimental participants (20%) did not reach the website and some 436 (27%) reached the site but did so with a corrupted or empty Unique ID field, that is, the Unique ID was not able to be matched. Some 430 website users could be matched out of the 814 possible experimental participants in the post-survey (52.8%).

Table 11 Number of participants and passive analytics data collected via Google Analytics by pre-public; public and post-public, release periods.

	Participants	Control	Experimental
<b>Surveys</b>			
<b>Pre-Survey</b>	1695 participants	97 participants	1598 participants
<b>Post Survey</b>	854 participants	40 participants	814 participants
<b>Research Period</b>	<b>Web site analytics</b>	<b>User Experiences Reconstructed</b>	<b>User Experiences Matched</b>
<b><i>Something Haunting You?</i> Survey Period (Pre-public release) 10.05.15 – 22.06.15</b>	1492 sessions, 1282 individuals, 8291 events 6355 events with useable IDs	846 reconstructed user experiences with IDs	846 matched to pre-survey 430 matched to post-survey
<b><i>Something Haunting You?</i> Media Campaign Period (Public Release) 23.06.15 - 06.06.15</b>	9852 sessions, 8566 individuals, 19179 events, 195 individuals per day	none	none
<b><i>Something Haunting You?</i> Tail Period (Post-public release) 07.08.15 – 21.04.16</b>	1949 sessions, 1493 individuals, 6705 events, 6 individuals per day	none	none

**Case Study: Typical Engagement profile (analytics) from the survey contained research period (pre-public release)**

On average during the survey period, a user of the '*Something Haunting You?*' web page spent 1.83 minutes (112 seconds) (SD=3.04 minutes) on site and was involved in some 7.26 events (SD=6.71). A typical user will watch the introduction video on the exam and choose the "Do something" option to face their fears/stressors. Often this same person will examine some of the issues available in the survival guide, for example, "Family Trouble" and expand the accordion for more information. Commonly this person will look at the "Family Trouble Tips and Tools" and occasionally follow the link to a service addressing just that issue.

However there is much variation in individual responses to '*Something Haunting You?*'. Figure 32 shows the distribution of time spent on the site by individuals.

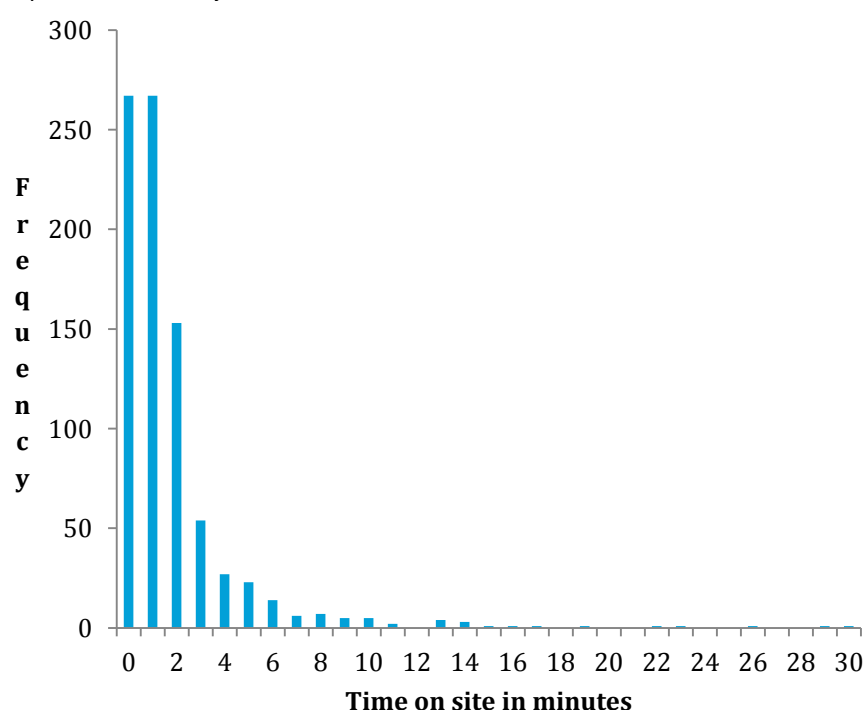


Figure 32 Histogram of time spent on the site by individuals



Clearly many interacted only a short time with the site, but some persisted and explored many features. Some 15 out of 846 individuals came back for a second session (defined as after 30 minutes of inactivity) and 2 individuals return three times. Of the 846 individuals 464 (54.8%) were females and 382 (45.2%) were males. There were no significant gender differences in time on site or number of sessions.

The theme of ‘*Something Haunting You?*’ gave licence to the co-creators and designers to create engaging and challenging scenarios that called for pro-active decision making, informed judgement and choice. The exams video and the animated graphics for goals and stress each provided one such choice where the individual could either simply give in to their fears/stressors or address it more directly. These responses during the survey period are listed in Table 12 below.

Table 12 Number of cohort individuals (n= 846) responding to choices in scenarios

Scenario		Do Something		Give In	
		Number	Proportion	Number	Proportion
Exams	Females	140	78%	40	22%
	Males	125	87%	19	13%
	Total	265	82%	59	18%
Goals	Females	21	62%	13	38%
	Males	17	71%	7	29%
	Total	38	66%	20	34%
Stress	Females	122	79%	33	21%
	Males	105	88%	15	13%
	Total	227	83%	48	17%

Clearly individuals mostly chose to take an active decision to face their issues. Of the total number of cohort individuals 31.3% chose to do something about exams. However, individuals tended to explore many paths and repeatedly examine ones that interested them or appealed to them depending on the mode of delivery e.g. comics versus video.

Some 119 individuals watched the “do something” video 5 times, while some 20 individuals watched the “give in” video 5 times. It is entirely reasonable to conclude that such repeated web engagements enabled the positive messaging to be reinforced and strengthened the associated desirable help-seeking behaviours. A crude ratio of 4 “deal with it” to 1 “ignore” might be argued. There are apparent gender differences here in the initial call to action, the ratio of “do something” to “give in” for males is almost twice that for females across the three scenarios (differences are significant at  $p < .001$  via Z testing of proportions).

Table 13 Help-seeking frequencies of everyday problems during survey period (pre-public release)

Help-seeking for everyday problems	Everyday problems	First level-knowledge			Second level-tools/strategies within the <i>Something Haunting You?</i> site			Third level- dedicated external Help-seeking links and resources		
		All	Female	Male	All	Female	Male	All	Female	Male
1	Body Image	96	63*	33	43	34	9	12	11	1
2	Boredom	93	49	44	33	20	13	4	2	2
3	Driving Test	79	42	37	24	15	9	1	0	1
4	Exams	165	93	72	69	41	28	21	15	6
5	Family Trouble	106	66	40	42	28	14	16	8	8
6	Partying	79	44	35	13	6	7	2	1	1
7	Peer Pressure	77	44	33	2	1	1	21	12	9
8	Procrastination	83	41	42	33	20	13	15	10	5
9	Relationship Trouble	87	55*	32	22	14	8	3	2	1
10	Sleep	106	51	45	41	27	14	10	7	3
	All Issues	380	219	161	177	113*	64	88	55	33

Table 13 details the levels of help-seeking for everyday problems in the survival guide, during the survey period (pre-public release). Numbers of individuals interacting with aspects of the web site are displayed. The highlighted asterisk indicates significantly larger proportion of this sub-group at  $p < .05$  via Z score testing.

Some 380 (45%) different individuals used the survival guide for information about an everyday problem, and some 177 (20%) accessed a tool/strategy in relation to that issue, with 88 (10%) clicking on a link to a service provider. Consistent with survey responses, analytics revealed exams were clearly a topical everyday issue (20% of web users), followed by family trouble (13%) and sleep (13%). Some 5% or more individuals are interested in tools or strategies around body image, exams, family trouble and sleep. Over 1% of individuals will click on a link to a service on these very issues as well as peer pressure and procrastination. The drop off from seeking help at the first level and to that of seeking help at subsequent levels is evident, with about a halving of the help-seeking incidence occurring at each transition. There are no differences in the proportions of males and females seeking knowledge (Help-seeking level 1: expand accordion) or following links (Help-seeking level 3), but females are more likely to use tools than males (Help-seeking level 2). Females seem to be more interested in help on body image and relationship trouble than do males.

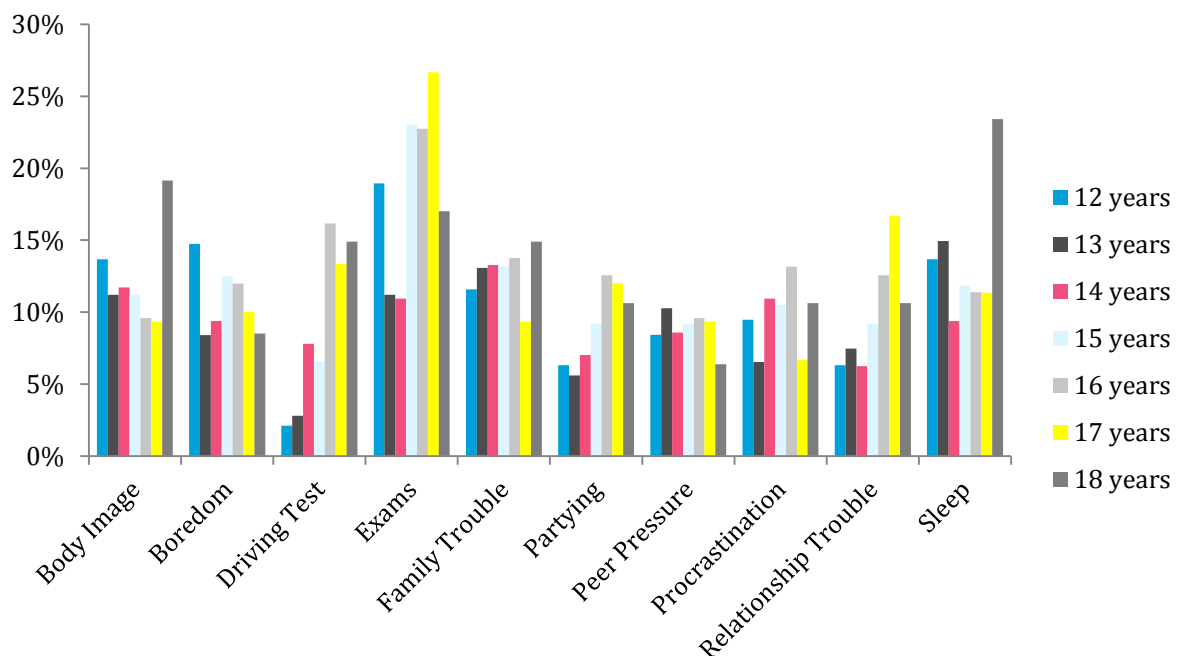


Figure 33 Information/knowledge seeking (help level1) by age

In Figure 33 the bars show the percentage of each age group seeking help for everyday problems. Young people under 15 are not really interested in seeking help about driving. Exams become an increasing concern for older age groups. Relationship matters are an increasing concern for the older the individual, as are partying issues. Other matters might be a surprise: 18 year olds are concerned with sleep and body image more than other age groups, whilst peer pressure and family trouble seem to be consistent across ages.

### Engagement analytics 'in the wild' (Post-public release)

The data in the survey period (see above figures and tables) can be used to estimate the engagement with the 'Something Haunting You?' website. Specifically, average behaviours in the survey period (pre-public release) (see Table 13) can be used as a baseline where each user's experience can be quantified. This baseline can be used to estimate the number of different users participating 'in the wild' (post-public release), for which Google Analytics only provides aggregations of events and anonymous user data. In this way the number of users who engage in various help-seeking levels, can be estimated 'in the wild'.

Extrapolating from the baseline (pre-public release) to the campaign period (public release), we would expect: 3800 different users accessing help-seeking knowledge or information; 1700 different users, using tools or strategies; and 850 visiting services. In the eight months of the tail (post-public release) we would expect some: 650 accessing knowledge or information; 300 using tools or strategies; and 150 visiting services. We would expect some 2700 individuals to "do something" about exams in the campaign (public release period) and some 460 in the tail (post-public release period). Accessing of first level help such as family trouble would occur for some 1100 individuals in the campaign (public release period) and 190 in the tail (post-public release period to April 21, 2016). After only about three quarters of a year in the wild (post-public release period), a much longer tail for 'Something Haunting You?' still may contribute to youth help-seeking well into the future.

## Discussion

The analytics collected across all periods indicated that *Something Haunting You?* demonstrated engagement across three levels of help-seeking, and whilst not all participants engaged across all three help-seeking levels (Table 13), it would appear that the campaign provided considerable benefit with regard to providing help-seeking options for participants. A substantial number of young people engaged in various ways such as: seeking information on an explicit everyday problem listed in the 'Know Your Zombie' survival guide; accessing a tool/strategy in relation to that issue or, utilising the direct connections to professional services in the 'How To Survive' section of the website. Whilst there is a drop-off across each help-seeking level, this may reflect their needs have been met and they have no further need for help-seeking information. Consistent with survey data, analysis of passive data revealed exam stress was a primary area of concern for young people. Whilst this finding might be expected given that exam stress was the focus of the video on the '*Something Haunting You?*' landing page, it is important to note that the theme for the video was developed with young people as part of the participatory design process. Additionally, the pre-survey data (prior to young people's exposure to the campaign) also revealed that exam and school-related anxiety were key stressors for young people. Findings from this data and method triangulation indicates that the campaign aligned well with young people's key, everyday/common stressors and suggests a need for concentrated efforts, particularly in the education sector, to identify effective ways to build young people's capacity to deal with school-related stressors. Findings from this sub-study also provided interesting insights into the ways in which males interact with social marketing campaigns, given that males were more likely than females to choose to 'deal with it' rather than 'ignore it' in the initial call to action. Whilst ongoing research is required to further examine this, it appears that males are potentially more likely to want to 'do something' to actively respond to an issue as opposed to 'ignoring it'. There are a number of factors which may have contributed to this finding. It may be a direct intended outcome of the campaign design and the way in which the 'help-seeking' messaging was packaged in the creative. Specifically, as a result of the co-design and co-generation of the creative with young people, not only did the Zombie trope provide a way of communicating the theme of help-seeking in a way which resonated with young men through a relevant visual, but the call to action right up front may have aligned with male tendencies to wanting to 'fix' problems. Giving young men 'something to do' or 'action' very early on when attempting to engage them in potentially sensitive topics, especially if trying to promote preventative, protective behaviours, may provide an effective strategy for facilitating the important initial connection and the first decision-making step.

Importantly, the dedicated contained research period in this study has allowed the impact of a creative to be benchmarked. The individual experiences of approximately 40% of participants were reconstructed by successfully merging analytics data by Unique ID with pre and post survey data. Creating an integrated data set from social research methods and the individual experience of an Internet-based creative, which was achieved by merging survey data (Qualtrics) and analytics data (Google Analytics) at the individual Unique ID level in combined databases, has provided in-depth insights into an average user's engagement with *Something Haunting You?*. Additionally, it has enabled the mapping of self-reported data against 'actual' behaviours: it is not only what participants told us they do in relation to help-seeking generally, but also what they 'actually' did when engaging with a help-seeking resource (*Something Haunting You?*) that enabled a comprehensive picture of a participant's help-seeking practices and behaviours to be formulated. This approach has the potential to provide exciting opportunities for informing social marketing campaigns so that they are accurately tailored to the needs and actual behaviours of intended users.

Considerations when incorporating passive data collection in social research, include: 1) communicating to potential participants (and if minors) their parents/carers, that there can be a moral and ethical purpose to passive data collection: e.g. for the provision of information related to the social good of the community. This can be in contrast to some marketing objectives that are often perceived to be primarily about financial gain; 2) engagement online is rarely linear, for example users are likely to have multiple applications open on a device, with notifications coming in from various platforms. When mapping a user's interactions by timestamps, the challenge lies in establishing what a realistic delay is from one interaction to another on a website, rather than an indication that a participant has left the site or left the site idle on another tab. This can impact on the accuracy of the data collected and highlights the critical importance for the need of timestamps by unit of seconds in order to accurately map the sequence of engagement: a user's journey of their interactions with the website; and 3) the value and importance of mapping passive data collected in the contained research periods (whereby only those in the study have access) against analytics data collected in the wild. Such comparisons can inform discussions about the authenticity of engagement with online interventions in a contained research environment versus organic engagement that occurs in the wild when released to the wider public. Ongoing conversations and investigations therefore are required in this field so that potential benefits of passive data collection can be fully realised in rigorous ways within research contexts.

It is important to note, that in order to move through the help-seeking experience on the *Something Haunting You?* website and view external links and strategies, participants were engaged in a sequence of decisions and active behaviours: from the initial call to action Deal with it? or Ignore it? to identifying their Zombie followed by choosing options regarding strategies to 'Handle it'. As such, there was a certain level of investment and commitment by participants who chose to explore the various available options and strategies. It would seem then that *Something Haunting You?* did facilitate the 'help-seeking' decision-making process, subtly guiding and nudging participants from the initial call to action to proactively respond to dealing with their Zombies.

# Help-seeking: an up-close view (Sub-study 5)

## Aims

In this component of the study, a qualitative investigation with a sub-sample of cohort participants was conducted, approximately one month after they had engaged with the campaign, to explore, in-depth: their views and experiences of the *Something Haunting You?* campaign; and their attitudes towards, and influences on, help-seeking in on- and offline contexts. The aim of the qualitative interviews was to increase our understanding of the help-seeking and social processes and responses that impact on youth wellbeing.

Key questions included:

- Do young people seek help? If so, how, when and why? If not, why?
- How do young people evaluate their problems and how aware are they of other people's problems?
- Do young people prefer online or offline help-seeking and how connected are they in these spaces?

## Method

Semi-structured telephone interviews were conducted with 23 young people aged between 12 and 18 years: 10 females and 13 males. The ten girls recruited were aged 12 to 17 years across four states in Australia, mean age was 15.2 years. The thirteen boys were aged from 12 to 18 years across five states in Australia, mean age 15 years. Interview participants were recruited through My Opinions panel from a pool of 62 individuals who indicated within the study survey that they were willing to participate in a telephone interview. Telephone interview data were collected between 27th July and 17th August 2015.

Two researchers from the University of South Australia conducted the interviews using a semi-structured telephone interview script to ensure consistency. The interview schedule covered core elements of the MGB including attitudes, perceived behavioural control, social norms, and anticipated emotions and desires. MGB questions were linked to help-seeking and included asking participants to describe what they/other people think about seeking help for any every day problem (attitudes/social norms), how they would feel about seeking help (anticipated emotions), the control they have in seeking help (perceived behavioural control), the motivation for seeking help (desires) and their intentions in seeking help. In addition, respondents were asked open-ended questions about the '*Something Haunting You?*' website and concepts of help-seeking, social comparison and online/offline contexts.

Interviews lasted between eight and 35 minutes; the mean interview time was 20 minutes. Interviews were audio recorded and fully transcribed. Two researchers conducted the analysis. One researcher took responsibility for the analysis of the males and the other the female analysis. The analyses were then combined and differences/similarities highlighted and investigated further. Synthesis of findings enabled reflection, interrogation and checking of the data analysis. Synergy between the two researchers allowed for interpretation of themes and coding of transcription to be checked and clarified ensuring reliability.

Themes were identified by adopting a priori themes together with an inductive approach where issues of interest or relevance were identified from the interview data. The former were based on the MGB model and core elements of help-seeking. Emergent themes were then identified from the data and adopted as a reporting framework. In doing so the analysis reflected the participants' conceptualisation of their own experiences and perceptions (Lincoln & Guba, 1985) as well as adopting pre-existing themes or categories to assist in developing insights into the social processes operating.

## Results

### Responses to '*Something Haunting You?* Campaign

*"I guess it was quite creative in the way it approached the message. I think the way they use that analogy of zombies, it was brilliant... It was a good way to represent someone's stress, someone's... what do you call it, incapability to handle stress as a [zombie]... but I like that idea" (16 year old male)*

Generally, interviewees responded positively to the campaign although gender appeared to be a key determinant in the evaluation of the website. Of the ten adolescent girls interviewed, only one girl stated that she liked the website, found it easy to use and thought it would be helpful for teens to deal with their problems. The other nine girls interviewed were unable to recall information about the website and thus were unable to provide any meaningful evaluative comments. In comparison, when we examined the evaluation provided by the male participants a different picture was evident. *The majority of the males interviewed had positive things to say about the '*Something Haunting You?*' website.* Out of the thirteen males interviewed 8 were very positive about the website, 4 did not remember the website and one didn't like the fact that it was a website.

The high number of participants failing to recall the website could suggest that for these young people the website held less appeal or did not captivate them or hold their attention in the same way as those who recalled it. However it appeared that the forgetting was more to do with the lack of cognitive processing at encoding and lack of processing time which has been shown to have a negative effect on recall (Craig & Lockhart, 2008; 1972). Participants could have skipped quickly over the website in order to decrease their survey completion time. Also time-based decay (Burgess & Hitch, 2006) and/or interference (Brown, Neath & Chater, 2007) could have been a factor here as the interviews were conducted approximately two to four weeks after the participants viewed the website.

Nevertheless, a high proportion of young men found the website extremely appealing and it was viewed as being a creative way of presenting information about seeking help and solving problems, with one noting *"It was really well presented, it was really appealing, it had a nice look to it....it was very relatable"* (17 year old male) while another called it a *"pretty sick website"* (17 year old male). The zombie theme clearly resonated and the young men understood the meaning of, and liked, the Zombie character:

*I think the zombie was like ...a, ...some sort of like an analogy of that stress that just sits on your shoulder... or you know ...on the back of your mind all the times, like... you know makes you feel like the walking dead I suppose. But that sort of analogy, ... so I think that was the point of the zombie, the whole zombie thing. I think it's pretty good actually because it does feel, well maybe ... like a zombie but stress is one of those lingering fears of dread, ... you know you had that fear or that dread in the pit of your stomach that you know is probably a bit like being followed by a zombie all the time, and makes you feel like a bit of a zombie as well. You know.... I know when I get stressed particularly over exams and a few other things there... you know you can get a bit, ....you're not your normal self, ...you're someone quite different. So yeah a bit like a zombie I suppose. (16 year old male)*

The response was mixed about whether they would recommend it to a friend. However this could be more about the stigma attached to sharing personal information than the quality of the website. As one young man indicated, *"I don't know whether I'd recommended to someone, depends, I would probably use it myself"* (16 year old male). Others reported they would share it with a friend.

The links to the external sites were viewed as being a valuable add-on to the website.

*They are like extra references you know, for anybody, like... anybody ...teenager to just go towards, obviously the links that were provided were obviously the most renowned, most well-known, you know. I think they're helplines, depression helplines I think, yeah, Watchdogs and there's Beyond Blue. (16 year old male)*

## Help-seeking

When asked about helping seeking 22 out of the 23 young people interviewed said that they did seek help for their problems, including all the young males interviewed. There were varying levels of help-seeking and different strategies utilised. The girls differed in their reasons for seeking help with girls using emotions and feelings to describe their help-seeking behaviour. For example, one girl said she seeks help because she doesn't want her emotions to build up and another girl stated, *"it makes me feel better."* Males on the other hand talked more about solving problems and taking action to address an issue.

For all young people interviewed, help-seeking reflected a decision-making process, which involved evaluating whether the young person can solve the problem themselves, the degree of severity of the problem, the context and the type of problem. This was the same for males and females. In all cases, problems classified by the young person as 'minor' would be ignored and help would not be sought.

*It depends on the degree... if it's a degree that I cannot help myself I will go for counselling and go for help. (16 year old male)*

*Related to school ...most definitely ...and practical things for sure. I usually go on-line and stuff, but if it's personal I don't bother anyone about it because it's something I tend to just to keep in the back of my mind, ...I just don't bother anyone; I think I'm bothering people with it, so I just think no, I don't want to annoy anyone with my complaining or personal life, ...so I don't seek help with personal issues, just day to day issues like school work and stuff. (17 year old male)*

Additionally, the place, location, type and perceived risks of seeking help play a role in shaping decisions to seek assistance:



*Well if I had a problem, I'd probably... it depends on the time and place that... If it was like... if it just hits me at school, obviously the first.... well, the source of information I'd go for would be teachers... teachers that I trust, and career's advisors or that sort. You know the school counsel, that sort of stuff. Or if it was in the home setting, obviously it would change towards firstly family, parents, elder siblings and then the internet is available too. Obviously Beyond Blue, or all those organisations are available, they have internet websites that have loads of information, and then also they have phone numbers that I could call, so I usually, ...or it depends on where I'm at ...which avenue I go down. But those would be my choices, yeah. (16 year old male)*

The distinction between different types of problems continued when discussing online and offline help seeking:

*With the personal issues I have I only go on-line... I only look on the internet because I feel like... I don't know... it's just secluded and no one will judge me and stuff if I have problems. (16 year old male)*

Young people wanted to solve the problems themselves, although there was the realisation that this is not always possible.

*But I'd say you can do it on your own... it depends on the mental capacity of that person, you know? You can do it on your own if you want to... I'd say, burden yourself with that responsibility to tackle that issue on your own. If you can well that's fine, some people can, and some people can't. (16 year old male)*

Interviewees highlighted that the social risks associated with sharing a problem or being seen to need help significantly influenced their decisions:

*In case.. like I'm getting bullied... I wouldn't seek help because like... I'm a bit worried that... like kids will pick on me even more. (14 year old male)*

For some young people, online help-seeking was important because it could be anonymous and was less likely to result in social consequences. However, for others, having online connections did not necessarily translate to having effective support available. As one young man put it:

*Online it's... I don't know... see I can talk to more people... but it's not as effective. (12 year old male).*

The networks of support young people relied on were made up of key family members (parents, siblings or other relatives). Friends and teachers were also mentioned by participants when thinking about who to go to for help. For younger males, friends appeared not to be a port of call. Indeed one 13 year old boy said that he thought friends would make it worse because they say it is ok when actually it isn't and they joke about it. Older males also tended not to discuss problems with other male friends:

*a lot of them probably don't talk too much about that ..or if they do they only talk to their girlfriend or their boyfriend about it or maybe their parents, ...they wouldn't you know necessarily cough up to me as to how they are, ...how they might be feeling or whether they're feeling stress ....I think especially between guys is probably, yeah I'm sure it's different between close girlfriends, I think they definitely share a lot more than we do. (16 year old male)*

When asked about the barriers to help-seeking the girls identified embarrassment, shame, being judged, worrying about perceptions of friends, not wanting parents to know, and not feeling comfortable talking about personal matters. Males noted similar themes but in addition mentioned getting picked on, the perception that it is complaining and thinking that they need to 'battle through it alone'. Many saw the problem getting worse as the major limit to resolving problems on their own.

*Well, if it started becoming, like ...really serious ... like they started verbally abusing you and possibly even physically abusing you, then yeah ... I'd definitely tell people. (12 year old female)*

*For me it's generally something that's like the final straw, ...I think... well I've got to do something about this because it's just holding me back too much, or I've lost a friendship over it or you know my parents keep getting pissed off with me over the same thing. Or even that's probably not strong enough,... it's probably got to come from me more than from what people are saying to me or about me (16 year old male)*

*Well if you felt guilty about something... then you probably wouldn't want to seek help as much. (18 year old male)*

Interestingly, whereas the girls liked the term help-seeking, the boys preferred the terms 'advice', 'consultation', 'life skills' 'survival kit' or 'mentoring' over that of help-seeking. This appears to signal a difference in the language preference according to gender, with boys tending not to like the word 'help' as it indicates to them, weakness.

*Mentoring is a more ... word that gives people a feeling that I'm trying to help you, trying to improve yourself, trying to get you out of situations. (18 year old male)*

*I think even getting away from the word help, because helps sort of got a bit of a, ...maybe even sounds a bit like ...a defeatist, like ... you've been defeated by ... you know ...you need assistance. Maybe advice or a better word for advice would be more ... would be more appealing and useful. (16 year old male)*

## Social Comparison

When asked about their awareness of other people's problems, most of the girls (9 out of 10 girls) said they were aware of other people's problems and try to help out their friends when they have problems. Of these, two girls discussed actively comparing themselves and their problems with others (social comparison). Social comparison theory was proposed by Festinger (1954) and can be seen as an examination of the accuracy of one's self-beliefs and attitudes. It encapsulates the idea that other people provide the standards against which one can judge oneself. A few talked about comparisons in a positive light.

*You know that you're not the only one. (12 year old female)*

*We can sometimes get answers to our problems. (12 year old female)*

*You just like compare problems and then if everyone else is having the same ...it's kind of just like its normal and natural. (14 year old male)*

But there was also an understanding that comparison with others did not hold the key to help-seeking:

*People are very different, so comparing doesn't make sense. One thing could affect someone a little bit and something—the same thing—could affect someone else drastically. (15 year old female)*

Males appeared to be less aware of other people's problems and tended on the whole not to discuss their problems with friends.

*I've got some mates that I wouldn't have a clue really how really they're feeling. (16 year old male)*

*Oh I don't think we really talk about this stuff. We don't really have an opinion on this. We don't think about it actively I guess. (18 year old male)*

However, many males did appear to actively compare their problems online and although a couple of males said that they tend not to compare there was a recognition that other males did use this strategy:

*I'm definitely a comparer, ...I'm constantly think how I'm doing, even how I'm feeling compared to how I think my friends are feeling and how they're coping. You can think like envy and jealousy and anger and you know ...disbelief... at how some people handle some things so well and you know... I'm falling apart at an exam that's coming up or whatever it might be. I do it all the time. I think we all do, I'd be surprised if we don't. (16 year old male)*

*A lot of people do have the same issues, same struggles and everything so it's actually good to kind of relate and see how they've gone through it and how they've dealt with it and see if works the same for you... do you know what I mean? (17 year old male)*

Indeed online spaces such as a Q&A forums were seen by a number of young men as good places to seek help as they provided opportunities for social comparison:

*It is quite helpful because you also ask the other people ...providing advice to other people's problems ...and you can relate this back to your own problem I guess. So you wouldn't have to ask yourself I guess. If you felt like asking was scary I guess. (18 year old male)*

*(I) go to websites and look for a forum and I see whether anyone has the same similar problem with me, ...and I read that ... from the website ...to see whether it helps me or not in that regard. (16 year old male)*

Although social comparison appeared to be used as a tool for evaluating the severity of the problem and a way to evaluate whether help seeking was needed, there was also awareness that it can have downsides:

*I think it's a 2 edge sword really. It also helps me understand more about whom [sic] I am and how maybe even planning some strategies for how I can handle a situation better when I'm faced with a similar sort of thing next time around. So I think it's a learning experience by comparing with others, ...but sometimes it defeats me as well ...because there's such a big expectation to live up to you know, ...and you know that you're never going to be a great speaker or you get a bit embarrassed when you know you're the centre of attention. Whereas other people can handle those sort of things really well. (16 year old male)*

## Online/ offline Help Seeking

When asked about their help-seeking preferences, most young people reported they used both online and offline support. Further content analysis by gender, revealed that nine of the thirteen males interviewed, seek help both on and offline. For those who expressed a preference, offline help-seeking was preferred.

*If it's offline you can talk to a real person and they can respond. (12 Year old Male)*

*I think offline is better because you have a face to face interaction, you can relate more, you can tell the person more ... whereas online it's very difficult already to express the whole issue. (16 Year old Male)*

However, online was described as providing a safe place to get help which is free from judgment by others. As one young man put it, seeking help online "... Makes me feel a bit more protected and less vulnerable to judgement." (16 year old male) while another said "I only look on the internet because I feel like... I don't know ... it's just secluded... and no one will judge me and stuff if I have problems." (14 year old male)

At the same time young people were aware of the pitfalls and validity of websites, which for some appeared to be a barrier for online help-seeking:

*Online is quite defective I guess. People can ... you can put up a facade up online. It's not fully legitimate. (18 year old male)*

Other males and females said that they get help for some problems online and for some problems offline and that help-seeking was different online to offline. What came through was that there were different strategies for different problems.

For example, one girl stated that she would seek help offline for major problems "because you can go into more detail." Another girl said that if she needed help, she may text her friends so that they could direct her to a website that provided help for teenagers. Yet another girl said that it is easier to be anonymous online, so she may want to go online for some problems.

*Probably the offline stuff would be stuff like ... stress related... if I need help with dealing with it I can talk to my parents and they'll help me with that and they just help me calm me down ... And then there's other things like on-line ... would be like things that you feel like you can't really tell your parents if you know what I mean? (17 year old male)*

*When you're face to face with someone and you go, ...and you're talking about something you know fairly intimate or something that's really personal to you, you give off a lot more cues, people can read your mood and your body language and you know they get, ...I guess you can get more empathy going with, ...between physical ...you know people on a face to face basis. And you definitely lose that when you're online, I mean you don't have that sort of level of connection. Having said that maybe I'm a bit more thoughtful and maybe even a bit more precise talking about problems if I'm doing it online because I'm thinking a bit more about what I'm, ...what I want to say rather than just saying ...you know ..just going through the emotions or you know being angry or whatever you know. You know I think if you like expressing yourself online which I sort of do, I think you can, you can probably achieve, go a little bit further online in that regard, but it's a bit of a trade-off I think..., it's probably a bit of both, ...what you lose in one forum you might gain in another and vice versa. (16 year old male)*

Approximately half the young people interviewed said that they feel most connected *offline* and most others said that they *feel the same connection online and offline*. A small number of interviewees felt they had more connections online and therefore more opportunities to speak to someone, however at the same time they admitted that this does not necessarily mean it is where a person feels best understood by other people and online is not necessarily the best place to seek help. The vast majority of males and females stated that they felt best understood offline.

*Well I'm more connected online, as like I would speak to more people than I usually would offline. Online its, ...I don't know,.. see I can talk to more people... but it's not as effective. (12 year old male)*

A few participants did say that it depends. For example, one girl stated:

*"I think that I'm somewhat understood offline, however, online you do have that extra time to think about how you portray yourself since you can text. If you had...what are you going to say ... you don't have to say it immediately." (15 year old female)*

Offline was viewed by many participants as being the place you 'can be yourself' or 'your true self'. The word 'real' was used by the majority of participants when describing offline and offline help-seeking.

*Probably am more understood offline because I share my real self... kind of thing, I'm not afraid of I am who I am ...kind of thing. (17 year old male)*

*Online is like a society itself. It's like a veil... you don't see emotions... you use happy words, or you're looking at information, right? I feel like it has to be definitely offline, ..that you actually reveal your inner self, ...the other person can see who you are, that you're explaining actually not by typing a couple of words on the keyboard, ...but you're actually face to face, you reveal your entire self, you don't hide anything. (16 year old male)*

The findings have shown that young people's on- and offline identity and connections, how they perceive the problem at hand, along with their attitudes to help-seeking, all play an important part in young people's decision-making about seeking help and ultimately how they respond when faced with a problem.

## Discussion

The conversations held with young people have extended our understanding of their help-seeking attitudes, social norms and behaviours and the complex processes involved in seeking help. The interview findings further confirm the relevancy of core constructs in the MGB such as attitudes, social norms, control, desires and intent, as important predictors in determining the motivations to change behaviour.

Multiple steps were identified in young people's decision-making processes regarding seeking help, including: consideration of the: severity of problem; context of the problem; type of problem; how the problem compares with other people's problems; and whether the problem can be dealt with independently. These steps reflect Rickwood et al.'s (2005) notion that help-seeking is a *problem-focused* coping behaviour, where the problem is addressed, not ignored. They suggest that addressing a problem is a progressive process: beginning with one's own *awareness* of whether they need help; followed by *expressing what the problem is*; *how* they can be helped; the *availability* of help; and finally the *willingness* of the person to express why they need help (Rickwood, et al., 2005).

All young people interviewed indicated that they differentiated their response to a problem based on the severity of the issue and articulated that problems they deemed to be 'minor' would be ignored and help would not be sought. How they determined this level of severity however, is challenging, especially when young males expressed a lack of awareness of other people's problems around them, and therefore some sense of what might be considered "normal" or "minor" in that context.

Social comparison is one method used by young people to judge the severity of their problem and therefore whether it warrants help-seeking actions. Young males wanted solutions and to 'fix' problems rather than seeking help for them. Whilst offline was recognised by the majority as being the preferred avenue for seeking help, there still appeared to be a role for online support, particularly with regard to social norms and social comparison.

Social consequences shape both offline and online help-seeking. What people think of them, how they compare with others, embarrassment and ridicule, influence whether young people seek help and how they go about it. Perhaps in an effort to counter this, some young people feel the need to manage their online identities in different ways to their offline identity by assuming 'fake' identities. This transformation of identity may influence young people's help-seeking practices and as a consequence, the subsequent support they receive.

Whilst both young males and females reported experiencing similar barriers to seeking help, males in particular were worried about being victimised, bothering others and perceived to be complainers if they '*didn't battle through it alone*'. This highlights the role that masculine identity and peer acceptance and perceptions plays in their decision-making about seeking help. It also provides an insight into the power and persistence of the barriers to help-seeking and highlights that nudging young people towards desired behaviours and reframing and normalising help-seeking so that it de-stigmatises and reframes it for young males is critical. Personifying 'problems' as zombies and positioning the young person as empowered to tackle the problem zombie were clearly important reframing aspects of the *Something Haunting You?* campaign. Additionally, making it easy to explore 'problems' through a three step campaign architecture and utilising diverse delivery modes (video, comics) to connect with young men were salient design decisions, with qualitative data providing evidence of the website appeal and relevance of the Zombie theme to young men.

Feeling more connected online can support young men's online help-seeking because they can take concrete steps with an action orientation as opposed to discussion/exploration of experiences and feelings. They can access more information and be anonymous and more thoughtful about their issues and feelings, potentially facilitating their help-seeking. However, findings suggest the way in which 'help' is promoted and communicated is a fundamental consideration for campaigns that aim to encourage help-seeking. Specifically, framing online support in terms of advice, consultation, mentoring or a survival kit, such as *Something Haunting You?* website, appears to be better received by males as opposed to terms that specify 'help' which is perceived as revealing weakness and therefore something to avoid in order to preserve their identity.

Consideration of the multiple identities, which some young people portray and manage online, by crafting their image and deciding how they want others to perceive them, and how they are defined in relation to their peers, is important. Using the power of social comparison in online environments to help build positive social norms and to reframe and enhance the appeal and effectiveness of online services may provide a way forward and clearly warrants exploration in future studies.

Whilst the majority of young people interviewed preferred offline help-seeking and felt more connected and best understood offline and indicated offline can feel more 'real', concrete, safe and effective, they highlighted that online environments could offer anonymity, greater access to information and time to think about issues/feelings. Importantly there were different strategies for different problems. Some problems such as personal or embarrassing issues were considered best suited to online help-seeking, whilst others such as those related to school or home life were better suited to offline.

As part of reframing help-seeking, there is then an opportunity to promote online and offline support as complementary but diverse elements of a service ecology which is designed for, and with, young people and which also considers the importance of identity, relevance and connection.



# Project Conclusions and Recommendations

Safe and Well Online comprises five sub-studies which together demonstrate important learnings about the usefulness of social marketing campaigns for promoting young people's safety and wellbeing. In order to draw conclusions and propose recommendations across the sub-studies, the key research questions over the overall project are revisited with a view to informing the evidence base in this research area.

This third campaign builds upon the knowledge derived from the previous two campaigns: Keep It Tame and Appreciate A Mate. Conceptually, each campaign has built successively upon the previously established fundamental underpinning of respect for self and others. Importantly, *Something Haunting You?* was co-designed with young people to ensure relevancy and currency and employed cross-disciplinary and cross-sector expertise to come to realisation.

The sampling approach employed an online research panel and adhered to stringent consent and ethical protocols for research with minors: achieving national representation across 12 to 18 year olds. However, employing online test/re-test methodologies with informed consent from parents for minors' participation remains challenging. This methodology also provided opportunities for refining the application of standardised measures for their use in online surveys.

Responses to research questions review the effectiveness of social marketing campaigns across all of the sub-studies, in addition, the value of the Model of Goal Directed Behaviour to ascertain attitudinal and behavioural change is considered.

## Research Question 1: How can help-seeking be reframed in order to be meaningful to young people (especially men)?

Findings from this study demonstrate that help-seeking does not occur in a social vacuum. Young people emphasised the importance of identity in the help-seeking context, in relation to presenting, managing and articulating identity on and off line. Young people consider carefully how they compare with others, how they can avoid embarrassment and ridicule, and how they can best fit in with their peers. This awareness of self and how they portray themselves to others may influence young people's help-seeking decisions, behaviours and by default the type of support they access and receive.

Young people clearly view help-seeking in relation to issues relevant to them. In keeping with survey research (Mission Australia, 2014; Burns, 2014) the main issue of concern for young people was anxiety and stress associated with tests and exams. Along with other challenges they face (peer pressure, bullying, relationships, body image), these issues can help connect young men to campaigns but they also signal a need for broader action on education policy. In times of high stakes testing in schools, reframing help-seeking so that it affords young people, and young men in particular, opportunities to reach out in ways that are seen as fitting their sense of identity and peer reputation, are important. There is a clear message here for educators: test stress is a significant issue and is impacting on young people with potential subsequent career and life trajectory/mental health implications.

Reframing, normalising and destigmatising help-seeking by working with young people to develop tangible, relevant and accessible ways of 'nudging' people along help-seeking pathways for common everyday problems is important. Help-seeking unfolds in relation to an ever-expanding eMentalHealth ecosystem. This is comprised of interconnections between resources, tools and support which can enable or constrain help-seeking. Making help-seeking choices and opportunities more apparent and achievable within this ecosystem recognises that each young person's help-seeking journey is unique and a matter of finding their own way – or 'wayfinding'. As a relevant aspect of internet use amongst young men, gaming potentially can facilitate social connections online, creating a pathway to help-seeking that closely aligns with young men's internet practices.

Personifying 'problems' as zombies and positioning the young person as an empowered problem solver, as distinct from someone who is perceived to be "weak" and unable to help themselves was achieved by providing choices and delivering key messaging in different, but engaging ways. These were useful strategies for promoting help-seeking with young men in particular. Additionally, underpinning help-seeking with respect for self and others provided a coherent theme as a foundation for campaign development.

The social construction of masculinity is undoubtedly a key consideration for any initiative to promote help-seeking. Language that builds on the existing attitudes and practices and reflects their cultural and social preferences can establish a respectful basis for encouraging engagement. Adopting popular tropes can provide an effective way of generating authentic youth engagement with positive help-seeking messaging and behaviours, whilst disrupting negative perceptions of help-seeking that are often associated with weakness. Presenting help-seeking as a shared, safe and action-oriented endeavour is therefore key to campaign engagement. Providing a range of options reflecting the ecosystem of resources, tools and support can support positive attitudes and behaviours towards seeking help.

## **Research Question 2: To what extent do online social marketing campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?**

## **Research Question 3: To what extent are the online experiences, platform and mode of delivery trialled in Campaign 3 effective in facilitating potentially sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?**

In terms of the health and wellbeing context within which the social marketing campaign was delivered, most young people in the research cohort reported that they felt safe and well and were socially connected, with a positive outlook on life. Most also thought that they were socially respectful across various contexts and settings. Stressors which were identified as primary concerns were school-related: viz exam stress and school anxiety. Qualitative responses indicated that young people were prioritising independent action-oriented problem-solving for what they perceived to be "minor" issues, over seeking help from others, but that they did also want to talk with trusted adults and to reach out to family and friends for help. Independent problem solving strategies include making use of online support mechanisms, such as the *Something Haunting You?* campaign: to gain information, so that they can act in ways that are seen by their peers as being appropriate. The role of social comparison here could be significant and warrants further exploration.

This highly positive context then, means that in order to determine the effectiveness of the campaign, it is necessary to delve into the sub-populations of the cohort, to examine whether there were shifts in attitudes and behaviours at subtle levels for certain young people. It is well established that learning requires repeated exposure and engagement over time. What is relatively unknown is the time required in the online setting to effect behaviour change across the different subpopulations.

This study has demonstrated the potential of social marketing campaigns to influence precursors to desired behaviours, which given repetition and exposure beyond the research period have the potential to lead to changing actual behaviours. Young people overall reported generally positive attitudes towards help-seeking for everyday problems. If *attitudes* predict *desires* and the *intention* to do something new and different, then the *Something Haunting You?* campaign potentially nudged young people: through reinforcing positive attitudes; challenging negative ones; and engaging in micro forms of help-seeking that constitute a help-seeking pathway. Furthermore, *social connectedness predicted campaign engagement*: indicating that the more connected young people were *online*, the greater the likelihood of them *engaging with the campaign*.

Finally, the role of *social norms* was very important, both in terms of the barriers amongst young people to seeking help, *but also in terms of the campaign reinforcing existing positive behaviours*: the more young people *actively* engaged with the campaign through "clicking on links", the more positive their social norms for help-seeking *after* exposure to the campaign. Most importantly, the *Something Haunting You?* campaign did not have any iatrogenic (inadvertent negative consequences) effect on young people's existing positive attitudes.

In terms of online social marketing campaigns influencing attitudes and behaviours, they need to be considered across multiple levels not just across universal reach and impact. Findings from this study reflect offline intervention approaches. Specifically, online social marketing campaigns should reinforce young people's existing positive practices and norms, specifically target certain individuals as part of tailored, cogenerated interventions, and nudge others towards new ways of thinking for example, help-seeking for everyday problems rather than *ignoring* them.

## **Research Question 4: What are young people's perceptions of the year 3: *Something Haunting You?* campaign and what is the nature of their engagement with the campaign?**

As previously mentioned young people who accessed the campaign reported liking it and were able identify the key messaging of help-seeking. The theme resonated with young men, who especially identified with the Zombie trope. Young people clearly related to the stressors presented in the creative in particular school-related stressors e.g. exam stress was identified as a primary area of concern for them.

Qualitative data identified that males tended to not connect with the term *help* as they felt it suggested weakness. Rather, they offered terms such as, *mentoring*, *advice*, *survival kit* and *consultation* which they perceived to have a much more masculine feel to it. This reinforces the importance of co-designing campaigns with young people so that campaigns targeting particular cohorts are tailored and relevant for the intended audience.

**Research Question 5: Does survey and passive data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001) and to what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?**

**Research Question 6: Can both survey and passive data be applied to the MGB to measure changes in young people's behaviours and attitudes towards seeking help for everyday problems after engagement with the campaign?**

The theoretical model underpinning this study into young people's attitudinal and behavioural change is the Model of Goal Directed Behaviour. Campaign 3 has further demonstrated the usefulness of the MGB in online settings. Consistent with findings from Campaign 2, investigations revealed the MGB constructs are sound measures for research conducted online with a sample of young people: with the variables demonstrating good psychometric properties.

Whilst many studies have used the MGB to measure changes in behaviours, in many instances the measures have relied on self-reported data. In this study, passive and active data were successfully mapped across all platforms: Google Analytics and Qualtrics (pre and post- survey data) at the participants' level by Unique ID. As such, this study has extended the use of the MGB to further understand attitudes and behaviours in online settings and contributes significantly to the field as it uses *actual behaviours collected as part of the passive data collection process alongside what young people have reported in their responses*.

An important finding suggests the model fit could be improved *by collapsing desires and intentions into a single construct*. This could be an artefact of the age of our cohort in that they may have confounded the two notions. Additionally, we are still learning about the online setting, and the speed with which young people can and do respond to influences in this domain, hence continued investigations into timeframes within which to expect attitudinal and behavioural change are required.

It is recognised that behavioural change takes time. What is yet to be determined is how existing understanding of behaviour change translates to online environments in terms of change processes and timeframes. This study furthers our understanding of what might constitute realistic and accurate timeframes to achieve attitudinal and behavioural change in minors in online settings.

Campaign 3 builds on, and extends, the previous two studies, and collectively suggests that attitudes, social norms and anticipated emotions (for males) are potentially powerful entry points for initiatives, in order to maximise the positive nudge effort for young people.

**Research Question 7: How can the complex relationships between online/offline activities and wellbeing be better characterised?**

Findings from this study have revealed that the relationship between being online and offline practices and wellbeing is not necessarily linear: that is, very high internet use does not automatically indicate compromised wellbeing. Attempts to draw generic conclusions regarding the nature and frequency of internet use in relation to levels of mental health and general wellbeing are therefore somewhat challenging.

Given that the internet offers avenues for connecting young people both to each other for support and to help-seeking resources, it is important to continue to find ways to leverage the online space and increased internet connection to empower young people to be active agents in achieving and maintaining their safety and wellbeing. With increasing connectivity and the expansion of networks across objects and devices, this study has identified that the way in which internet use and connectedness is defined and measured needs to be more closely interrogated, so that it meets the needs of contemporary studies which reflect the ubiquitous connections, and almost constant usage now available to many. Ongoing efforts are thus required to develop and trial measures that more sensitively and accurately capture these practices. It is no longer adequate, for example, to seek to determine how often a young person or indeed anyone is online in terms of broad frequencies previously employed (e.g. many or several times a day). Rather, it may be required to determine when they are *not* online, or indeed how young people even define "being online" in a climate where connectivity is never "off".

Whilst there are likely to be methodological and ethical considerations and implications when integrating technological advances in the wellbeing research space with minors, ongoing investigations and conversations in this area will help researchers, service providers, parents and young people to better understand the complex relationship between online and offline activities and young people's mental health and to effectively and proactively respond to their wellbeing needs.

## Limitations and strengths

Strengths of this study include:

- working with a diverse range of stakeholders - including many young people – to co-design and co-develop the campaign
- the success in tracking actual behaviours of young people as they engaged with the ‘*Something Haunting You?*’ campaign via analytics, and then
- triangulating: pre and post self-report data with analytics to test the MGB in the context of young people’s attitudes and behaviours towards seeking help.

With regard to limitations, there is the potential for self-selection bias, particularly when incentives are used in research panels. However navigating ethical, legal and recruitment challenges is becoming an increasingly resource intensive exercise and as such, the provision of carefully managed incentive programs can help to engage participants, reduce attrition, particularly in test retest research design.

Another limitation concerns the complexity of the research and the applicability of the measures employed. Applying previously employed models and instruments from offline contexts, to online contexts, raises the question as to their validity in the new setting. This study is attempting to shed light on some of these issues, through extensive testing of the MGB in online, non-linear social marketing campaigns designed to contribute to young people’s actual attitude and behaviour change.

As this is not a longitudinal study, but a series of age-cohort designs, we cannot make claims regarding the efficacy of the campaign to directly change attitudes and behaviours during the contained research period. One of the learnings, however, is the importance of watching the “tail” as the campaign unfolds once released into the wild (post-public release). The cumulative effect of a spiral design, where each campaign builds upon the previous messaging, underpinned by the main constructs of respect for self and others, has merit. Promoting and identifying authentic engagement in naturalistic conditions (in the wild) as opposed to contrived engagement as required for participation in the study (contained period) should be considered in the research design in evaluations of social marketing campaigns. This study has triangulated young people’s survey data with interview data to validate findings, in particular young people’s perceptions of the campaign, and their help-seeking attitudes and behaviours.

# Recommendations

## Process recommendations

- When multidisciplinary teams are involved, extensive testing of all aspects of the research processes for both active and passive data collection is essential viz, mapping of the Unique ID; survey flow, privacy protocols; progressive consent processes.
- Ongoing commitment to, and engagement with, interdisciplinary and cross-sector collaborations to inform campaign research and development are required.
- Online research panel providers, which are reputable and apply ethical, rigorous recruitment processes should be considered as a valid strategy for achieving the required sample: particularly when engaging minors with informed parental consent in online settings.
- Establishing, sharing and aligning ethics protocols and processes at the national level across multiple stakeholders (e.g. parents, educators, health professionals, community leaders) concerning young people's participation in reputable online studies; recruitment strategies; innovative data collection methods; and technological advances, are required.
- As key sources of help for young people, consideration be given to including parents/carers as reference group partners in the development and execution of social marketing campaigns that address young people's health and wellbeing.

## Research recommendations:

- Participatory co-design methodologies with diverse young people should be widely adopted for the development of digital campaigns for all young people.
- Consideration needs to be given to the number and nature of 'touch points' (participant's actions) and time-stamps (duration and frequency of actions) included in passive data collection to achieve accurate representation of participant engagement.
- Ongoing consideration into the translation and application of existing reliable and valid measures and instruments for use in online studies and 'in the moment' data collection across divergent platforms and devices.
- There is a role for explicit de-identified tracking of individuals within social marketing campaigns so that actual behaviours are accurately captured to complement self-reported data in relation to engagement.

## Social marketing:

- Digital campaigns concerning help-seeking should: be underpinned by respect for self and others; consider MGB constructs of attitudes and anticipated emotions and recognise how youth connect, construct and enact social norms in relation to their peers (Social Comparison).
- Online social marketing campaigns for youth mental health and wellbeing should: reinforce existing positive practices and norms: impact significantly on identified subpopulations as part of tailored, co-generated interventions; and nudge others towards new ways of thinking about help-seeking.
- Research and evaluation must be an integral aspect of the development and execution of social marketing campaigns to inform impact and change in young people's attitudes and behaviours.



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# Appendices

## Appendix 1: Findings from three phases of Participatory Design

### Define and Position stage of campaign research and development

PD Phases	DEFINE & POSITION		
Key questions	How does the issue of help-seeking manifest in young people's everyday lives?	How can help-seeking be reframed in order to be meaningful to young people?	What is a successful campaign outcome from the point of view of young people?
Supporting Artefacts	Literature review, Sector Partner communications		
Activities	Paired interviews, co-design workshops and online discussions		
Findings	<p><b>Diversity of help-seeking pathways:</b> help-seeking manifests and unfolds in diverse ways in young people's everyday lives</p> <p><b>Socio-technical context:</b> help-seeking is a practice which stems from the interrelationship between people, places and online tools</p> <p><b>Help-seeking obstacles and opportunities:</b> identifying the range of barriers, bridges and strengths-based strategies which can constrain, or enable, young people locating help</p> <p><b>Role of gender:</b> that young men often feel stigma around help-seeking, plus expectations they need to maintain male stereotypes</p>	<p><b>Nudge behaviour:</b> reframing help-seeking as being strengths-based, or goal-oriented</p> <p><b>Provide multilayered content:</b> diversity of information, integrates with existing resources, stories from young people are invaluable</p> <p><b>Help-seeking pathways:</b> recognising diversity, plus signposting a range of support mechanisms</p> <p><b>Positive tone:</b> needs to be welcoming and supportive, foster empathy and stay positive</p> <p><b>Support way-finding:</b> helping to navigate young people's way through the density of online information (visually engaging, ease of access and navigation)</p> <p><b>Promote individual and peer-to-peer benefits:</b> helping others to seek help, privacy affordances, being a hub, promoting wellbeing.</p>	<p><b>Humorous and relatable:</b> The campaign will prompt young people to seek help in a fun and engaging way</p>
Artefacts produced that inform next phases	<p>Artefacts produced from the co-design workshops and online discussions:</p> <p>i) personas and scenarios (created by young people)</p> <p>ii) summaries of the activities and key insights (synthesised by the researcher), including:</p> <ul style="list-style-type: none"> <li><b>Proposition</b> "A succinct vision for the intervention and the issue being addressed" (Hagen et al 2012, p. 17)</li> <li><b>User goals:</b> "describe what the intervention needs to do to motivate young people to use it, and what they see as the benefits of using the intervention" (Hagen et al 2012, p. 17)</li> <li><b>Brand/design guidelines:</b> "the tone of content and behaviour of the intervention that make it meaningful or relevant in the context of young people's lives" (Hagen et al 2012, p. 17)</li> </ul>		

## Concept and Create Phases Summary

PD Phases	CONCEPT & CREATE	
<b>Key questions</b>	How can the campaign be co-designed and improved to motivate early, informal help-seeking among young men, aged 15-17?	What do young people see as the benefits of engaging with this campaign?
<b>Artefacts <u>utilised</u> in these phases</b>	Creative concept briefs, mood-boards, scenarios, plus website paper prototypes	
<b>Activities</b>	Co-design workshops, brainstorming, scriptwriting, storyboarding, online discussions, drawing, photo-elicitation	
<b>Findings</b>	<p>Campaign visuals/comics should show the possibilities of <b>autonomy, agency and empowerment</b> (by letting young people take control of the zombie)</p> <p>Campaign visuals/comics need to reflect the <b>non-linearity/different experiences of everyday challenges</b></p>	<p><b>Current/cool:</b> taps into 'zombie hype' (potential for strong uptake with target audience, plus circulation within social media)</p> <p><b>Creative:</b> represents everyday problems and solutions in a new way (innovative way of showing connection between issues and informal support)</p> <p><b>Relevant:</b> zombie is a metaphor for everyday problems that follow/niggle you (e.g. are mundane, bothersome, persistent)</p> <p><b>Funny:</b> humour can help break stigma around everyday problems (to prompt reflection and call to action)</p>
<b>Artefacts <u>produced from</u> these phases</b>	<p>Artefacts produced from the co-design workshops and online discussions (which informed findings) included:</p> <ul style="list-style-type: none"> <li>a) <b>scripts</b> and <b>storyboards</b> (created by young people).</li> <li>b) summaries of the activities and key insights (synthesised by the researcher) which informed: <ul style="list-style-type: none"> <li>• <b>brand/design guideline</b> development</li> <li>• <b>user goals</b> development</li> </ul> </li> <li>c) website <b>prototype</b> to inform the next phase of the PD process.</li> </ul>	

## Use Phase Overview

PD Phase	USE
Key question	How can the usability of the website engage with young people's digital media practices?
Artefacts <u>utilised</u> in these phases	Campaign wireframes, or prototype
Activity	User-acceptance testing workshop
Findings	<p><b>Multimodal affordances to support 'wayfinding':</b> develop multimodal interface design (e.g. foreground video, increase sound) to engage and guide the user on their interface journey</p> <p><b>Content diversity and design:</b> 'Survival Guide' content needs to be diverse (to reflect range of challenges and possible tactics for tackling them), links need to be less repetitive, plus language needs to be more concise</p> <p><b>Participatory and peer-to-peer practices:</b> Utilise user-generated and meme-like media promotion (e.g. promote via humour sites and social media)</p> <p><b>Nudge sharing affordances:</b> Enhance motivations for sharing (needs to be funny and relatable, plus make sharing options more prominent)</p>
Artefacts <u>produced from</u> these phases	<p>Artefacts produced from the co-design workshops and online discussions (which informed findings) included:</p> <ul style="list-style-type: none"> <li>a) <b>User journeys</b> (created by young people).</li> <li>b) Summaries of the activities and key insights (synthesised by the researcher) which informed finalisation of the campaign/<b>campaign website</b></li> </ul>