

## Supplemental File 1: Interview guides and accompanying slides

### Interview Guide - Consumer

#### Using Scenario 1 and fictional character Ana to elicit participant perspectives

We have spoken with people who have recently visited an Emergency Department (which we call ED) for care for a mental illness. After listening to their experience, our research group has decided to create some fictional characters so that when we are designing improvements in the ED we help those making improvement suggestions to connect or engage with the human life world of people presenting to ED and their situation. This scenario [provide Scenario 1 to participant] represents a fictional person (Ana) who has presented to an Emergency Department.

1. We would now like to ask you a few questions about this fictitious character named Ana. Can you help me think about Ana's situation?
  - a. What would be the main concerns for Ana when they arrive in the Emergency Department?
  - b. What things (e.g. staff interactions, physical environment) could be done to best support Ana in the Emergency Department?
  - c. What would Ana value in the care they receive in the Emergency Department?

#### Creative exercise to enrich the fictional character Ana introduced in Scenario 1

2. Soon, we will be arranging some co-design workshops with consumers and clinicians to come up with ideas about how Emergency Departments can be improved. In the workshop, we will be using one or two fictional characters to help workshop participants think about these improvements. We would like to show you an example character card (Example 1). Thinking about how the information is designed and presented:
  - a. Are there elements on the character card that you like?
  - b. How could the character card be improved?
3. Thinking about the scenario we first discussed and this example character card, we would like your help to create a character card for Ana. This will help our research team design fictional characters for the workshop.
  - a. Can you suggest some information that we could add to Ana's card that would help workshop participants understand Ana's Emergency Department experience?  
Prompt: Demographics, Medical history, Experience goals, Main concerns, Frustrations, Emotional state while in ED, Support systems

#### Using Scenario 2 and fictional character Bill to elicit participant perspectives

We would now like to look at a different scenario also written by our research team after listening to the experiences of people [provide Scenario 2 to participant]. This scenario is about a fictional person (Bill) who has presented to an Emergency Department.

4. We would now like to ask you a few questions about this fictitious character named Bill. Can you help me think about Bill's situation?
  - a. What would be the main concerns for Bill when they become conscious that they are in the Emergency Department?
  - b. What things (e.g. staff interactions, physical environment) could be done to best support Bill in the Emergency Department?
  - c. What would Bill value in the care they receive in the Emergency Department?

*Creative exercise to enrich the fictional character Bill introduced in Scenario 2*

5. We would like to show you a different example character card (Example 2). Thinking about how the information is designed and presented:
  - a. Are there elements in the character card that you like?
  - b. How could the character card be improved?
6. Thinking about the scenario we have just discussed and this example character card, we would like your help to create a character card for fictional person Bill. This will help our research team design characters for the workshop.
  - a. Can you suggest some information that we could add to Bill's card that would help workshop participants understand Bill's Emergency Department experience?  
 Prompt: Demographics, Medical history, Experience goals, Main concerns, Frustrations, Emotional state while in ED, Support systems

*Comparison of enriched characters: Ana and Bill*

We would like to ask you about both characters.

7. Which character presentation do you like better (character card 1 or 2)?
  - a. What are your reasons?
8. Which character presentation was more helpful when answering questions about the Emergency Department (i.e. the questions just asked about main concerns, care and support)?
  - a. What are your reasons?
  - b. Is there information not captured in the cards that would be helpful to include?

*Co-design evaluation*

9. Finally, we would like to ask you about the co-design workshop we will be hosting soon. Our research team wants to ensure consumers have a good experience during the workshop. What things do you think are most important for participants?
10. Are you able to suggest questions that we should ask consumers about their participation in the workshop? It could be questions like, 'I had enough information to contribute to the topic being discussed' or 'I feel that my views were heard'.

*We have now come to the end of the interview. Did you have any questions or comments? Thank you for participating in this project.*

**PowerPoint slides presented in consumer  
interviews**

# Scenario 1

Ana is sitting in the Emergency Department waiting area. She has been struggling with university, a new job, and recently her best friend died in a car accident. Ana has had little sleep for a week and told her mum she just wants it all to stop. Her mum rang the GP as she is worried about her, but they told her to take Ana to the ED. Her Mum dropped her off but had to go home to look after her younger siblings.

Ana feels like she has told the same information (her name, date of birth etc.) to lots of people in the Emergency Department but nobody has told her how they can help. The waiting room is crowded. A man sitting across from her is whispering to himself and staring. She doesn't feel safe. Ana is so tired. Feeling alone and forgotten, she thinks she will leave the Emergency Department and go home to try to sleep.

Example 1



Ana

Age: 22 years

Summary quote  
to explain Ana’s  
main goal or  
concern

| Personal background                                                          | Personality | Experience goals | Thoughts/feelings                                                                                           | Support systems |
|------------------------------------------------------------------------------|-------------|------------------|-------------------------------------------------------------------------------------------------------------|-----------------|
| Attends university<br><br>Started a new job<br><br>Best friend died recently |             |                  | So tired, can’t sleep<br><br>Wants it all to stop<br><br>Doesn’t feel safe<br><br>Feels alone and forgotten | Lives at home   |
| I want ED staff to....                                                       |             |                  | Main concerns                                                                                               |                 |
|                                                                              |             |                  |                                                                                                             |                 |

## Scenario 2

Bill arrived at the Emergency Department by ambulance. He has anxiety and depression and usually takes antidepressants. He was drinking at home and fell over. He was found on the floor by his partner. She called the ambulance as he wasn't making any sense and couldn't get up.

In the ambulance, Bill blew a blood alcohol reading of 0.25 (over 4 times the legal limit). Bill doesn't remember much, but the paramedics have also shown the Emergency Department staff cuts on Bill's wrist. The Emergency Department area is noisy and busy. Bill is too intoxicated to go to the waiting room and remains on the ambulance stretcher. Bill tells the nurse that he can see his brother who is deceased. He admits that this often happens after he's used 'ice and grass'. Bill doesn't have anything with him. He has left his phone at home and is worried that his family won't know where he is. Bill is becoming increasingly angry, calling out and threatening staff.

## Example 2

### Background

Anxiety and depression  
Heavy drinking  
Drug use  
Cuts on wrist  
Hallucinations  
Lives at home with family  
Angry and threatening behaviour

### Values



**Bill**

“ [Insert quote] ”

### Challenges

### Goals



Ana

Age: 22 years

Summary quote  
to explain Ana’s  
main goal or  
concern

| Personal background                                                  | Personality | Experience goals | Thoughts/feelings                                                                               | Support systems |
|----------------------------------------------------------------------|-------------|------------------|-------------------------------------------------------------------------------------------------|-----------------|
| Attends university<br>Started a new job<br>Best friend died recently |             |                  | So tired, can’t sleep<br>Wants it all to stop<br>Doesn’t feel safe<br>Feels alone and forgotten | Lives at home   |
| I want ED staff to....                                               |             | Main concerns    |                                                                                                 |                 |
|                                                                      |             |                  |                                                                                                 |                 |

Background

Anxiety and depression  
Heavy drinking  
Drug use  
Cuts on wrist  
Hallucinations  
Lives at home with family  
Angry and threatening behaviour

Values



Bill

“ [Insert quote] ”

Challenges

Goals

## Interview Guide - Provider

### Using Scenario 1 and fictional character Ana to elicit participant perspectives

We have spoken with people who have recently visited an Emergency Department (ED) for care for a mental illness and ED clinicians. After listening to these experiences, our research group has created this scenario [provide Scenario 1 to participant] to represent a fictional person (Ana) who has presented to an Emergency Department.

1. We would now like to ask you a few questions about this fictitious character named Ana:
  - a. What would be the main concerns for Ana when they arrive in the Emergency Department?
  - b. What would be the typical patient journey for Ana while she is being treated in the ED?
  - c. What things (e.g. staff interactions, physical environment) could be done to best support Ana in the ED?
  - d. What would ED clinicians experience in delivering care to Ana?

### Exercise to create a fictional character of an ED doctor treating Ana

2. Soon, we will be arranging some co-design workshops with consumers and clinicians to come up with ideas about how the care experience for patients and staff in Emergency Departments can be improved. In the workshop, we will be using one or two fictional characters to help workshop participants think about these improvements. We would like to show you an example patient character card (Example 1). Thinking about how the information is designed and presented:
  - a. Are there elements on the character card that you like?
  - b. How could the character card be improved?
3. Thinking about the scenario we first discussed and this example character card, we would like your help to create a character card for an ED doctor treating Ana. This will help our research team design fictional characters for the workshop.
  - a. Can you suggest some information that we could include in the ED doctor's card (Example 2) that would help workshop participants understand the ED doctor's experience treating Ana?  
Prompt: Demographics, Care delivery goals, Main concerns, Frustrations, What they are trying to balance at work (workload, teaching, junior staff, previous experiences, how to communicate best), Support systems

### Using Scenario 2 and fictional character Bill to elicit participant perspectives

We would now like to look at a different scenario also written by our research team after listening to the experiences of patients and clinicians [provide Scenario 2 to participant]. This scenario is about a fictional person (Bill) who has presented to an Emergency Department.

4. We would now like to ask you a few questions about this fictitious character named Bill:

- a. What would be the main concerns for Bill when they arrive in the Emergency Department?
- b. What would be the typical patient journey for Bill while he is being treated in the ED?
- c. What things (e.g. staff interactions, physical environment) could be done to best support Bill in the ED?
- d. What would ED clinicians experience in delivering care to Bill?

Exercise to create a fictional character of an ED doctor treating Bill

5. We would like to show you a different example patient character card (Example 3). Thinking about how the information is designed and presented:
  - a. Are there elements in the character card that you like?
  - b. How could the character card be improved?
6. Thinking about the scenario we have just discussed and this example character card, we would like your help to create a character card for an ED nurse treating Bill (Example 4). This will help our research team design characters for the workshop.
  - a. Can you suggest some information that we could include in the ED nurse's character card that would help workshop participants understand the ED nurse's experience treating Bill?  
 Prompt: Demographics, Care delivery goals, Main concerns, Frustrations, Support systems

Comparison of enriched characters (ED providers)

We would like to ask you about both characters.

7. Which character presentation do you like better?
  - a. What are your reasons?
8. Which character presentation was more helpful when answering questions about the Emergency Department (i.e. the questions just asked about main concerns, clinician experience)?
  - a. What are your reasons?
  - b. Is there information not captured in the cards that would be helpful to include?

Co-design evaluation

9. Finally, we would like to ask you about the co-design workshop we will be hosting soon. Our research team wants to ensure clinicians have a good experience during the workshop. What things do you think are most important for participants?
10. Are you able to suggest questions that we should ask clinicians about their participation in the workshop? It could be questions like, 'I had enough information to contribute to the topic being discussed' or 'I felt that consumers and clinicians had a voice in the discussions'.

*We have now come to the end of the interview. Did you have any questions or comments?  
 Thank you for participating in this project.*

**PowerPoint slides presented in provider  
interviews**

# Scenario 1

Ana is sitting in the Emergency Department waiting area. She has been struggling with university, a new job, and recently her best friend died in a car accident. Ana has had little sleep for a week and told her mum she just wants it all to stop. Her mum rang the GP as she is worried about her, but they told her to take Ana to the ED. Her Mum dropped her off but had to go home to look after her younger siblings.

Ana feels like she has told the same information (her name, date of birth etc.) to lots of people in the Emergency Department but nobody has told her how they can help. The waiting room is crowded. A man sitting across from her is whispering to himself and staring. She doesn't feel safe. Ana is so tired. Feeling alone and forgotten, she thinks she will leave the Emergency Department and go home to try to sleep.

Example 1



Ana

Age: 22 years

Summary quote  
to explain Ana’s  
main goal or  
concern

| Personal background                                                          | Personality | Experience goals | Thoughts/feelings                                                                                           | Support systems |
|------------------------------------------------------------------------------|-------------|------------------|-------------------------------------------------------------------------------------------------------------|-----------------|
| Attends university<br><br>Started a new job<br><br>Best friend died recently |             |                  | So tired, can’t sleep<br><br>Wants it all to stop<br><br>Doesn’t feel safe<br><br>Feels alone and forgotten | Lives at home   |
| I want ED staff to....                                                       |             |                  | Main concerns                                                                                               |                 |
|                                                                              |             |                  |                                                                                                             |                 |



Gina

Age: 46 years

Summary quote to capture Gina’s goal for Ana

| Personal background | Personality | ED role | Challenges in ED      | Rewards in ED work |
|---------------------|-------------|---------|-----------------------|--------------------|
|                     |             |         |                       |                    |
| I want Ana to...    |             |         | Main concerns for Ana |                    |
|                     |             |         |                       |                    |

## Scenario 2

Bill arrived at the Emergency Department by ambulance. He has anxiety and depression and usually takes antidepressants. He was drinking at home and fell over. He was found on the floor by his partner. She called the ambulance as he wasn't making any sense and couldn't get up.

In the ambulance, Bill blew a blood alcohol reading of 0.25 (over 4 times the legal limit). Bill doesn't remember much, but the paramedics have also shown the Emergency Department staff cuts on Bill's wrist. The Emergency Department area is noisy and busy. Bill is too intoxicated to go to the waiting room and remains on the ambulance stretcher. Bill tells the nurse that he can see his brother who is deceased. He admits that this often happens after he's used 'ice and grass'. Bill doesn't have anything with him. He has left his phone at home and is worried that his family won't know where he is. Bill is becoming increasingly angry, calling out and threatening staff.

Background

Anxiety and depression  
Heavy drinking  
Drug use  
Cuts on wrist  
Hallucinations  
Lives at home with family  
Angry and threatening behaviour

Values



Bill

“ [Insert quote] ”

Challenges

Goals

Personal Values

Personality traits

Challenges for Bill in ED

Goals for Bill



Darius

“ [Insert quote] ”



Gina

Age: 46 years

Summary quote to capture Gina’s goal for Ana

| Personal background | Personality | ED role               | Challenges in ED | Rewards in ED work |
|---------------------|-------------|-----------------------|------------------|--------------------|
|                     |             |                       |                  |                    |
| I want Ana to...    |             | Main concerns for Ana |                  |                    |
|                     |             |                       |                  |                    |

| Personal Values           |
|---------------------------|
|                           |
| Challenges for Bill in ED |
|                           |



Darius

“ [Insert quote] ”

| Personality traits |
|--------------------|
|                    |
| Goals for Bill     |
|                    |