

Supplementary table 1: Summary of iDiD online treatment sessions

Session	Content
1. What is end-stage renal failure?	<p>-Psycho-education including information about:</p> <ul style="list-style-type: none"> -ESKD and its treatment. -Expectation management concerning the effectiveness of dialysis treatments and its psycho-social consequences. -The rationale for specific ESKD treatments (i.e. improving physical health) and psychological interventions (i.e. improving emotional health). -Normalising the experience of distress in the context of dialysis.
2. Why do I feel distressed?	<p>-Recaps on information learnt about in session 1.</p> <p>-Self-generation of a personal model of distress. Patients self-identify their own vicious cycle to improve their understanding of the inter-relationships between ESKD specific stressors (triggers), feelings, thoughts, behaviours, and physical symptoms.</p> <p><i>Between session task:</i> Recap on the content of session 2 by re-reading the session.</p>
3. Dealing with my negative feelings	<p>-Recaps on information learnt about in session 2.</p> <p>-Revision of reinforcing relationship between unhelpful coping behaviours and the maintenance of psychological distress.</p> <p>-Explanation of positive emotion regulation strategies including: behavioural activation, emotional expression, graded exposure, and tips for improving the quality of sleep. Patients are also informed of the value of acceptance, relaxation, and physical exercise.</p> <p><i>Between session task:</i> Selection of a helpful coping strategy for managing negative emotions before completion of next online session.</p>

<p>4. Tackling unhelpful thoughts about end-stage renal disease</p>	<p>-Recaps on information learnt about in session 3.</p> <p>-Examples of unhelpful thoughts typical in people with ESKD provided.</p> <p>-Information and skill development on the identification of unhelpful thoughts using thought records.</p> <p>-Explanation of how to challenge and gradually alter unhelpful thinking styles by generating alternatives.</p> <p><i>Between session task:</i> Continue working on goals from session three (if useful) and complete a thought record if relevant to their personal needs.</p>
<p>5. Goal setting and problem solving</p>	<p>-Recaps on information learnt about in session 4.</p> <p>-The rationale for “SMART” goals and how to use the technique is explained in depth.</p> <p>-Information about the value of activity monitoring, behavioural activation, and action planning.</p> <p>-Explanation of the seven steps to problem solving technique is introduced. Use to foster confidence in illness self-management.</p> <p><i>Between session task:</i> Continue working on goals from previous sessions that remain useful and relevant. If applicable implement one of the following: i) “SMART” goal techniques, ii) activity monitoring/behavioural activation, or iii) seven steps to problem solving approach.</p>
<p>6. Managing difficult social relationships</p>	<p>-Recaps on information learnt about session 5</p> <p>-Case examples of social situations people with ESKD find challenging (i.e. dealing with medical</p>

	<p>professionals) provided.</p> <ul style="list-style-type: none"> -Introduction to assertiveness concept and its effects on physical and psychological health. -Case examples provided of how others behave assertively in ESKD specific social contexts to allow participants to adapt for their own use. -Reflection on social support network and whether there is scope to improve it to meet physical, emotional, and informational needs. <p><i>Between session tasks:</i> Continue working on goals from previous sessions that remain useful and relevant. If feasible/applicable implement: a potential assertive responses to a stressful social situation or reflect on social support networks and how to optimise them.</p>
<p>7. Progress recap and preparing for the future</p>	<ul style="list-style-type: none"> -Recaps on the progress made over the previous six sessions by encouraging patients to reflect on their new skills and achieved goals. -Generation of action plans to continue using skills moving forward. Identification of a specific action plan to implement when an acute stressful situations arises.