




Suicide Prevention Based on the Lived Experience of Students Who Attempted Suicide (A Case Study of Lower Secondary School Girls in Delfan, Lorestan Province)

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E d i t o r	R e v i e w e r s
Seyed Ali Darbani  Assistant Professor, Department of Psychology and Counseling, South Tehran Branch, Islamic Azad University, Tehran, Iran Ali.darbani@iau.ac.ir	Reviewer 1: Parvaneh Mohammadkhani  Professor, Department of Clinical Psychology, University of Rehabilitation Sciences and Social Health, Tehran, Iran. Email: Pa.mohammadkhani@uswr.ac.ir Reviewer 2: Mehdi Rostami  Department of Psychology and Counseling, KMAN Research Institute, Richmond Hill, Ontario, Canada. Email: dr.mrostami@kmanresce.ca

1. Round 1

1.1. Reviewer 1

Reviewer:

The transition from psychological to sociological perspectives is conceptually sound, but the discussion could benefit from clearer definitions of “structural contributors” and “transitional societies,” with at least one concrete Iranian example.

The snowball method may introduce bias. Please describe how you mitigated selection bias and ensured diversity of perspectives in the sample.

The manuscript lacks demographic information about the participants (e.g., age range, socio-economic background, mental health history). Adding this information is crucial for assessing the generalizability of the findings.

Please report the internal consistency (Cronbach’s alpha) of the Beck Suicide Ideation Questionnaire within your sample to support its reliability in the current study.

The thematic results are insightful, but the themes could benefit from illustrative quotes from participants to validate authenticity and provide emotional depth.

This culturally sensitive element is compelling. Consider expanding briefly on how specific Rumi metaphors or stories were adapted and received by participants.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

This paragraph mixes theoretical exposition (logotherapy) with empirical justification. Consider splitting into two paragraphs to distinguish between theoretical rationale and application evidence.

The study rationale is solid, but the final sentence would be strengthened by stating the research gap explicitly—for example, “To date, no intervention in Iran has systematically combined lived experience and logotherapy for suicide prevention in schools.”

Please clarify which specific phenomenological method was used (e.g., Interpretative Phenomenological Analysis, Colaizzi’s method), and cite an appropriate methodological source to enhance transparency.

The effect size is unusually large. Please consider adding a footnote or explanation discussing possible reasons—e.g., high intervention fidelity, small group variability, or overfitting due to small sample size.

Please provide more information about the validation process—e.g., the number of experts consulted, their fields of expertise, and whether inter-rater agreement (e.g., Cohen’s Kappa) was used.

While this is a strong claim, it would benefit from citation to existing youth-participatory design literature to reinforce the value of experiential approaches in intervention science.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.