

Adolescents' views of the relationship between wellbeing and mental health difficulties: Exploring the Dual-Factor Model with 16- to-17 year-old students in England.

Focus Group Topic Guide:

Part 1: Introduction: Explore how participants make sense of mental health and wellbeing (10-15 minutes)

- Ice breaker activity.

Example question:

- Write down three terms or phrases you associate with good mental health and wellbeing?
- Write down three things that improve or are important for good mental health and wellbeing?
- What does the term 'mental health' mean to you?
- What does 'wellbeing' mean to you?

Part 2: Explore how participants see the relationship between good mental health and mental health difficulties (10-15 minutes).

Example questions:

- How does wellbeing relate to mental health difficulties?
- Can people have high/good wellbeing and experience a mental health difficulty or illness?
- Introduce the dual-factor model of mental health and explore whether participants find it helpful. Contrast to categorical (illness or health) or continuum (illness to health) framing. See example graphic on next page to be shown to students.

Part 3: Activity: Ask participants to create a poster describing mental health and wellbeing to other young people, using the dual-factor model to inform this if they find it helpful (10-15 minutes).

Part 4: Re-group: Ask participants to explain why they decided to include what they did on their definition sheets or posters (10-15 minutes).

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Principal Investigator: Charlotte Soldan

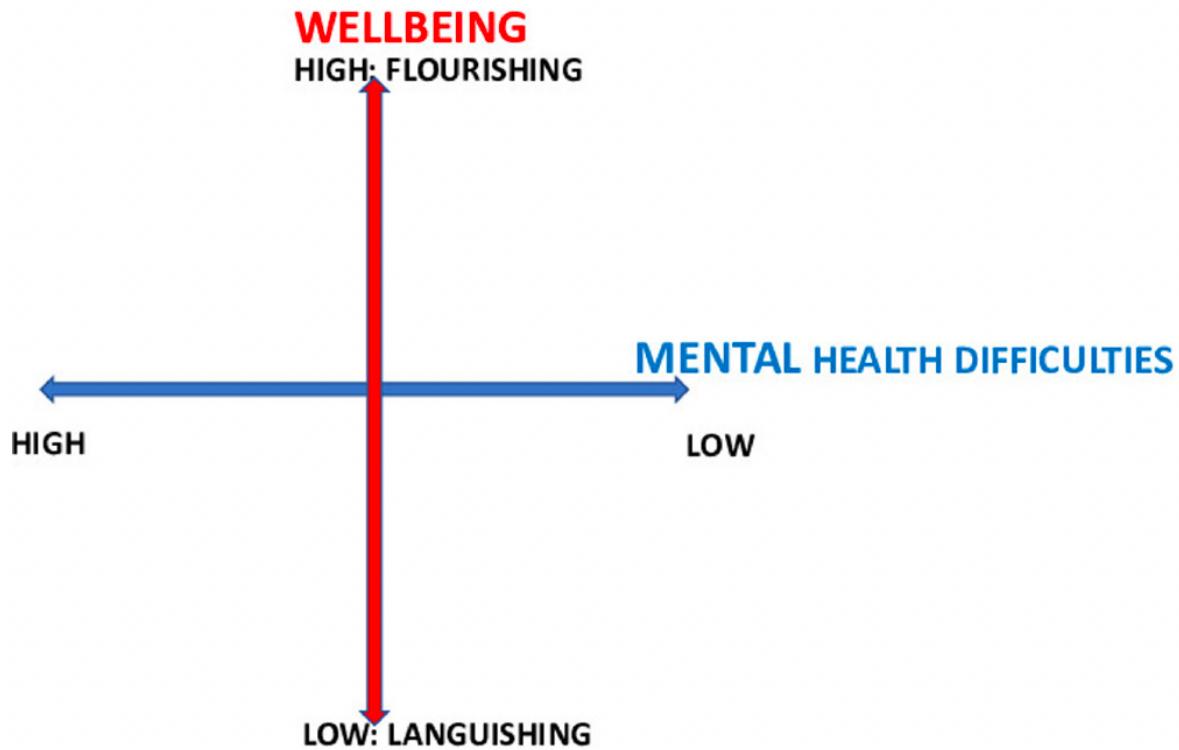
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Example graphic of the Dual-Factor Model to be shown to participants:



Taken from: Norwich B, Moore D, Stentiford L, Hall D. A critical consideration of 'mental health and wellbeing' in education: Thinking about school aims in terms of wellbeing. *British educational research journal*. 2022;48(4):803-20. Available from: DOI: 10.1002/berj.3795

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