



## **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.**

### **Expanded Focus Group Guide used during interviews:**

#### **15 mins – Set up**

- Consent forms
- Name tags: first names only
- Statement about project/reflexivity statement
- Ground rules & trigger warning

#### **10 mins – Part 1: Icebreaker: Big sheet of paper in the middle, sticky notes**

- Write down three things that are yellow
- Write down three things that improve our mental health?
  - o Share what you have written & why
  - o Discuss similarities and differences

#### **15 mins – Part 2: Definitions**

- What does the term 'mental health' mean to you?
  - o Write down three words or phrases you associate with the term mental health
  - o How would you define 'mental health'?
  - o When someone says 'mental health' is this positive, negative or neutral?
- What does the term 'wellbeing' mean to you?
  - o Write down three words or phrases you associate with the term wellbeing.
  - o How would you define 'wellbeing'?
  - o What is a person with wellbeing like?
  - o What does wellbeing allow us to do?
- How does wellbeing relate to mental health?
  - o Are they the same or different?

#### **15mins – Part 3: Relationship**

- How does mental health relate to mental health difficulties or illness (for example anxiety or depression)?
- How does wellbeing relate to mental health difficulties or illness?
  - o Can people have low/poor wellbeing and not have a mental illness?
  - o Can people have high/good wellbeing and have a mental illness?



- Introduce models: Categorical, Continuous and Dual Factor (see below)
  - o Dual factor: the mental health/wellbeing dimension is distinct, but related to the mental illness/mental health difficulty dimension. Can have a mental health difficulty and be flourishing and equally languishing without a psychiatric disorder.
  - o Which model makes the most sense to you?
  - o What do you like/not like about these models?
  - o Is there anything missing?
  - o Do you think these models are helpful for you/people your age?
  - o **Particularly is the dual factor model helpful?**

#### **15 mins - Part 4: Activity: Poster sheets and pens**

- Create a poster explaining 'mental health and wellbeing' to other young people, use the ideas we have discussed and any of the models if you find them helpful (or make up your own!)
- In pairs/small groups or on their own

#### **15mins - Part 5: Re-group:**

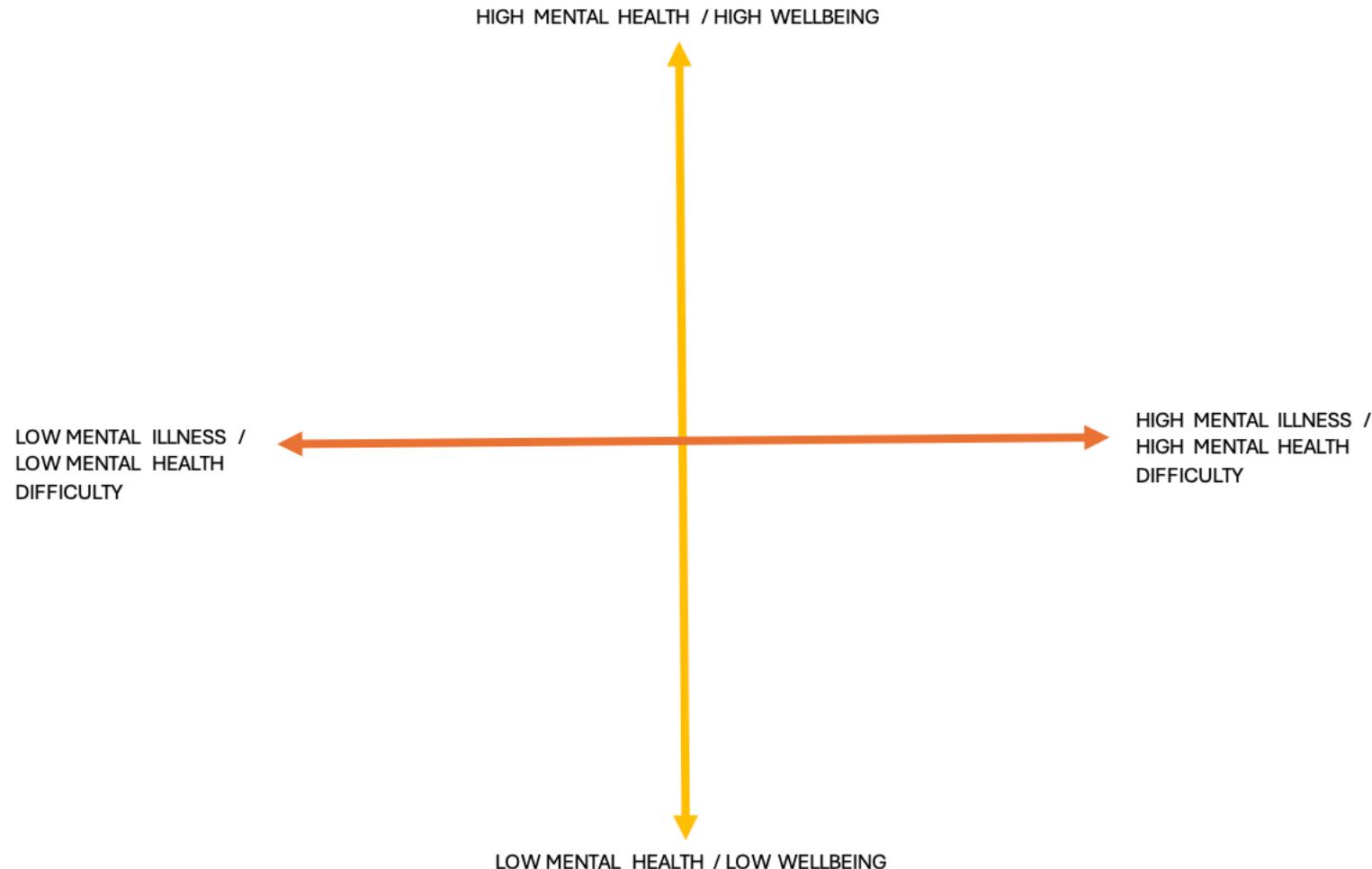
- Ask participants to explain why they decided to include what they did on their posters

#### **10mins - Debrief and thank you**



Models shown to participants

## Dual Factor Model: Illness and Health



### Categorical: Illness or Health





## Continuous: Illness to Health

