

## **Supplementary Appendix 1: Interview Guide**

### **INTERVIEW GUIDE**

#### **Exploring the perspectives of child health strategy stakeholders on resilience and well-being in children and youths in Singapore: A qualitative study**

##### Introduction Script

Thank you so much for agreeing to be interviewed for our project. We are conducting a qualitative study to learn about your perspectives on resilience and well-being in children and youths in Singapore. Your sharing would help us greatly in understanding the enablers, barriers and challenges of resilience and well-being faced by the children and youths, and inform stakeholders in child health strategy.

This interview will be audio recorded for transcription purposes and it should not take more than an hour. If you are not keen to be audio-recorded, please let me know now and you do not have to continue with the interview. I may be taking notes as we chat. If you feel uncomfortable answering any of the questions posed, kindly let me know and we will move on to the next question. You are also free to request to postpone or terminate the interview at any time, without giving any reason.

Your sharing will be kept confidential and anonymous and will only be shared with our team members for analysis purposes. There is no right or wrong answer to any questions in this interview and I hope you will share your views freely with me.

If you have any questions about the study, please feel free to let me know and I would be happy to answer you.

May I have your consent to start audio recording the interview?

| Topics                    | Questions   |
|---------------------------|---|
| Demographics              | <ul style="list-style-type: none"> <li>• Refer to Annex 1</li> </ul>  |
| Resilience and well-being | <ul style="list-style-type: none"> <li>• What does resilience and well-being mean to you and why?</li> </ul> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Definition of resilience: Resilience is defined by the capacity to prepare for, withstand, adapt and progress in the face of adversities, as an individual with the support of a community.</li> </ul>  |
| Context                   | <ul style="list-style-type: none"> <li>• Can you describe the factors that contribute to a child’s resilience and well-being?</li> <li>• What challenges do you think the children and youth face nowadays?</li> <li>• What are some of the issues that you think are most pressing for children and youth in Singapore today?</li> <li>• What do you think led the children and youths to have these issues in today’s context?</li> <li>• In your opinion, what do you think can be done better to improve the resilience and well-being of children and youths today?</li> </ul> |
| Content                   | <ul style="list-style-type: none"> <li>• What are some of the programs and initiatives that you are aware of to build up resilience and well-being in children and youths, and what do you think about them?</li> <li>• What components do you think a child health strategy should have?</li> <li>• [Prompt: Child and Maternal Health and Well-being action plan]</li> </ul>  |
| Actors                    | <ul style="list-style-type: none"> <li>• Who do you think are important to work on building the resilience of our children and youths?</li> <li>• How do you think they are able to work together towards building up the resilience levels in our children and youth?</li> <li>• Which of these stakeholders do you identify with most and why?</li> <li>• Which of these stakeholders would you like to work with the most and in what capacity would that be?</li> </ul>   |
| Processes                 | <ul style="list-style-type: none"> <li>• In your opinion, what do you think can be improved in the current existing programs and initiatives to build up resilience and well-being in children and youths?</li> <li>• What are some of the barriers that you think exist that slows down the progress of building up resilience and well-being?</li> <li>• How do you think we can promote the building up of resilience and well-being so that it is of a higher priority at the national level?</li> </ul>  |

Closing remarks

We have now come to the end of our interview. Thank you for your sharing. This will help us greatly in understanding the enablers, barriers and challenges of resilience and well-being faced by the children and youths, and inform stakeholders in child health strategy. Here is a \$20 voucher as a token of appreciation for your participation in this study.

### **Demographic Survey**

**1. Age:**

- 20-30
- 31-40
- >40

**2. Gender:**

- Female
- Male

**3. Marital status:**

- Married with no children
- Married with child
- Unmarried

**4. Ethnicity:**

- Chinese
- Malay
- Indian
- Others: \_\_\_\_\_

**5. What is your highest education?**

- O Level/ A Level/ Diploma
- Degree
- Post-graduate (Master, PhD)
- Others: \_\_\_\_\_

**6. What is your current occupation?** \_\_\_\_\_

**7. (If currently unemployed) What was your previous occupation?** \_\_\_\_\_

**8. How many years have you worked with children and youths?** \_\_\_\_\_

## **Supplementary Appendix 2: COREQ Checklist**

### **Consolidated criteria for reporting qualitative studies (COREQ): 32-item checklist**

Developed from: Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

**YOU MUST PROVIDE A RESPONSE FOR ALL ITEMS. ENTER NA IF NOT APPLICABLE**

Manuscript:

| <b>Item number</b>                             | <b>Guide questions/description</b>   | <b>Reported (page/details)</b>  |
|--|--|---|
| <b>Domain 1: Research team and reflexivity</b> |  |   |
| <i>Personal characteristics</i>                |  |   |
| 1. Interviewer/facilitator                     | Which author/s conducted the interview or focus group?   | Author – Chiong Yee Keow  |
| 2. Credentials                                 | What were the researcher’s credentials (e.g. PhD, MD)?   | Masters’ degree   |
| 3. Occupation                                  | What was their occupation at the time of the study?  | Full-time   |
| 4. Gender                                      | Was the researcher male or female?   | Female  |
| 5. Experience and training                     | What experience or training did the researcher have?   | Completed module in Qualitative Research                                |
| <i>Relationship with participants</i>          |  |   |
| 6. Relationship established                    | Was a relationship established prior to study commencement?  | For 50% of participants   |
| 7. Participant knowledge of the interviewer    | What did the participants know about the researcher? e.g. personal goals, reasons for doing the research   | Reasons for carrying out research were included in the invitation email |
| 8. Interviewer characteristics                 | What characteristics were reported about the interviewer/facilitator? e.g. bias, assumptions, reasons and interests in the research topic                | Potential bias and known interest in the topic                          |
| <b>Domain 2: Study design</b>                  |  |   |
| <i>Theoretical framework</i>                   |  |   |
| 9. Methodological orientation and theory       | What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis | Interpretative approach   |
| <i>Participant selection</i>                   |  |   |
| 10. Sampling                                   | How were participants selected? e.g. purposive, convenience, consecutive, snowball   | Purposive and snowball sampling   |
| 11. Method of approach                         | How were participants approached? e.g. face-to-face, telephone, mail, email  | Email   |
| 12. Sample size                                | How many participants were in the study?   | 16  |
| 13. Non-participation                          | How many people refused to participate or dropped out? Reasons?  | 5, no reasons given as they did not reply the email                     |

|  |   |  |
|--|---|--|
| <i>Setting</i>                         |   |  |
| 14. Setting of data collection         | Where was the data collected? e.g. home, clinic, workplace  | Online and face-to-face  |
| 15. Presence of non-participants       | Was anyone else present besides the participants and researchers?   | No   |
| 16. Description of sample              | What are the important characteristics of the sample? e.g. demographic data, date   | 16 participants who are parents or have occupations that work with children and youths |
| <i>Data collection</i>                 |   |  |
| 17. Interview guide                    | Were questions, prompts, guides provided by the authors? Was it pilot tested?   | Yes. No pilot testing done   |
| 18. Repeat interviews                  | Were repeat interviews carried out? If yes, how many?   | None   |
| 19. Audio/visual recording             | Did the research use audio or visual recording to collect the data?   | Yes, audio recording   |
| 20. Field notes                        | Were field notes made during and/or after the interview or focus group?   | Yes  |
| 21. Duration                           | What was the duration of the inter views or focus group?  | 23 to 1 hr 37 minutes  |
| 22. Data saturation                    | Was data saturation discussed?  | Yes  |
| 23. Transcripts returned               | Were transcripts returned to participants for comment and/or correction?  | Yes  |
| <b>Domain 3: Analysis and findings</b> |   |  |
| <i>Data analysis</i>                   |   |  |
| 24. Number of data coders              | How many data coders coded the data?  | 1  |
| 25. Description of the coding tree     | Did authors provide a description of the coding tree?   | In appendix  |
| 26. Derivation of themes               | Were themes identified in advance or derived from the data?   | Inductive and deductive methods  |
| 27. Software                           | What software, if applicable, was used to manage the data?  | QSR Nvivo 12 software  |
| 28. Participant checking               | Did participants provide feedback on the findings?  | Yes  |
| <i>Reporting</i>                       |   |  |
| 29. Quotations presented               | Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number | Yes, yes   |
| 30. Data and findings consistent       | Was there consistency between the data presented and the findings?  | Yes  |
| 31. Clarity of major themes            | Were major themes clearly presented in the findings?  | Yes  |
| 32. Clarity of minor themes            | Is there a description of diverse cases or discussion of minor themes?  | No   |

Once you have completed this checklist, please save a copy and upload it as a separate file with your manuscript. Please DO NOT include this checklist as part of the main manuscript document.

### **Appendix 3: Inductive analysis**

| <b>Main themes identified via inductive analysis</b>   | <b>Incidence</b> |
|--|------------------|
| Galvanising the whole of society to take ownership in the shaping of a child's resilience and well-being | 13               |
| Importance of parenthood support and guidance  | 13               |
| Outcome-focused mindset of society   | 10               |
| The importance of the child's community in bringing up and supporting the child                          | 9                |
| Excessive digital information and screen-time without proper regulation and guidance                     | 9                |
| Importance of parental role-modelling and guidance   | 8                |
| Pervasiveness of stigma surrounding mental health  | 8                |
| Parenting styles   | 7                |
| Importance of emotional and psychological safety from a child's relationships                            | 7                |
| Importance of intrapersonal and interpersonal relational skills  | 6                |
| Raising awareness  | 6                |
| Negative influence of social media   | 6                |
| Re-evaluating our society's values and direction   | 5                |
| Translation of theoretical concepts to real life   | 4                |

**10.4 Appendix 4: Deductive analysis**

| Topics                    | Questions   | Themes and subthemes  |
|---------------------------|---|---|
| Resilience and well-being | <ul style="list-style-type: none"> <li>• What does resilience and well-being mean to you and why?</li> </ul> <p>Prompts:</p> <ul style="list-style-type: none"> <li>• Definition of resilience: Resilience is defined by the capacity to prepare for, withstand, adapt and progress in the face of adversities, as an individual with the support of a community.</li> <li>•</li> </ul>   | <ol style="list-style-type: none"> <li>1. Definition of resilience and well-being               <ol style="list-style-type: none"> <li>1.1 Definition of resilience</li> <li>1.2 Definition of well-being</li> </ol> </li> </ol>  |
| Context                   | <ul style="list-style-type: none"> <li>• Can you describe the factors that contribute to a child’s resilience and well-being?</li> <li>• What challenges do you think the children and youth face nowadays?</li> <li>• What are some of the issues that you think are most pressing for children and youth in Singapore today?</li> <li>• What do you think led the children and youths to have these issues in today’s context?</li> <li>• In your opinion, what do you think can be done better to improve the resilience and well-being of children and youths today?</li> </ul> | <ol style="list-style-type: none"> <li>2. Factors contributing to resilience and well-being               <ol style="list-style-type: none"> <li>2.1 Parenting</li> <li>2.2 Friends</li> <li>2.3 School</li> </ol> </li> <li>3. Challenges children and youth face               <ol style="list-style-type: none"> <li>3.1 Social media</li> <li>3.2 Digital resilience</li> </ol> </li> </ol> |
| Content                   | <ul style="list-style-type: none"> <li>• What are some of the programs and initiatives that you are aware of to build up resilience and well-being in children and youths, and what do you think about them?</li> <li>• What components do you think a child health strategy should have?</li> <li>• [Prompt: Child and Maternal Health and Well-being action plan]</li> </ul>  | <ol style="list-style-type: none"> <li>4. Knowledge of current initiatives               <ol style="list-style-type: none"> <li>4.1 Existing programs                   <ol style="list-style-type: none"> <li>4.1.1 Physical</li> <li>4.1.2 Emotional</li> <li>4.1.3 Mental</li> <li>4.1.4 Social</li> </ol> </li> <li>4.1 Child health strategy components</li> </ol> </li> </ol>             |
| Actors                    | <ul style="list-style-type: none"> <li>• Who do you think are important to work on building the resilience of our children and youths?</li> </ul>   | <ol style="list-style-type: none"> <li>5. Stakeholders               <ol style="list-style-type: none"> <li>5.1 Parents</li> <li>5.2 Relatives</li> <li>5.3 Friends</li> </ol> </li> </ol>  |

|           |  |  |
|-----------|--|--|
|           | <ul style="list-style-type: none"> <li>• How do you think they are able to work together towards building up the resilience levels in our children and youth?</li> <li>• Which of these stakeholders do you identify with most and why?</li> <li>• Which of these stakeholders would you like to work with the most and in what capacity would that be?</li> </ul>   | <p>5.4 Schools<br/>5.5 Community<br/>5.6 Hospitals<br/>5.7 Policymakers</p> <p>6. Collaboration between stakeholders</p> |
| Processes | <ul style="list-style-type: none"> <li>• In your opinion, what do you think can be improved in the current existing programs and initiatives to build up resilience and well-being in children and youths?</li> <li>• What are some of the barriers that you think exist that slows down the progress of building up resilience and well-being?</li> <li>• How do you think we can promote the building up of resilience and well-being so that it is of a higher priority at the national level?</li> </ul> | <p>7. Enablers, barriers, challenges</p> <p>7.1 Enablers<br/>7.2 Barriers<br/>7.3 Challenges</p>                         |

### 10.5 Appendix 5: Example of QSR NVIVO 12 coding tree

