<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>AI</th>
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<tbody>
<tr>
<td>Co-production</td>
<td>A collaborative approach in which researchers, practitioners and the public work together on a research project, from the start to the end. It involves active participation, shared decision-making and responsibility among all stakeholders. Co-production emphasizes the value of diverse perspectives, knowledge and resources to achieve higher quality and more impactful research, focused on the needs of those who will ultimately benefit from it.</td>
<td>No</td>
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<tr>
<td>Co-researcher</td>
<td>Someone who collaborates with others on a research project. They work alongside other researchers, sharing responsibilities, insights, and contributions to the study. Co-researchers typically contribute their expertise, skills, and perspectives to help conduct research, analyse data and draw conclusions.</td>
<td>Yes</td>
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<tr>
<td>Context</td>
<td>Any feature of the circumstances in which an intervention is conceived, developed, implemented and evaluated. I.e., a social, political, economic, or geographical context.</td>
<td>No</td>
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<tr>
<td>Dependent variable</td>
<td>The variable that is intended to occur or change as a result of the independent variable. An example of a DV would be mental health symptoms, which are measured and tested as a variable that is dependent on the manipulation of the independent variable (i.e., intervention).</td>
<td>No</td>
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<tr>
<td>Design thinking</td>
<td>A problem-solving approach that prioritises understanding the needs of users or stakeholders, generating creative solutions and iteratively testing and refining these solutions. It’s a human-centered method that emphasizes empathy for the people affected by the problem, collaboration across disciplines, and a willingness to experiment and learn from failure.</td>
<td>Yes</td>
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<tr>
<td>Dose</td>
<td>How much of the original programme has been delivered. This is sometimes referred to as quantity, intervention strength, etc.</td>
<td>No</td>
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<tr>
<td>Engagement</td>
<td>The process of actively involving stakeholders, such as community members, organisations, or end-users, in the research process.</td>
<td>Yes</td>
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<tr>
<td>Fidelity</td>
<td>The extent to which the intervention has been delivered in keeping with the original intended programme. This is sometimes referred to as adherence, compliance, integrity, faithful replication, etc.</td>
<td>No</td>
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<tr>
<td>Inclusive design</td>
<td>The intention and proactive consideration of diversity, equity, and inclusion throughout the research process. It involves recognising and addressing the needs, perspectives and experiences of all individuals, including those from underrepresented or marginalised groups.</td>
<td>Yes</td>
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<tr>
<td>Independent variable</td>
<td>A variable that is manipulated by the researcher that is assumed to occur before the dependent variable and to have an effect on the dependent variable. An example of an IV would be an intervention.</td>
<td>No</td>
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<tr>
<td>Indicated prevention</td>
<td>Interventions offered to targeted subgroups of the population that are already experiencing some level of difficulty but do not currently have a formal diagnosis.</td>
<td>No</td>
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<tr>
<td>Intervention</td>
<td>In the context of mental health, any intentional programme of activities designed to result in an improvement in symptoms of common mental health conditions.</td>
<td>No</td>
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<tr>
<td>Living laboratory</td>
<td>A specific type of intervention or experimental space where there are opportunities for collaboration (or ‘co-creation’ or ‘co-production’) between researchers, participants, and other important stakeholders to help generate, pilot, and test ideas.</td>
<td>No</td>
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<tr>
<td>Macro</td>
<td>Larger-scale phenomena that occur at the societal, institutional or systemic level. It examines broader social structures, cultural norms, institutional policies, and historical trends that shape society and influence individual and group behaviour. Examples: analysing patterns of income inequality, studying the impact of government policies on social welfare, examining cultural shifts over time, and exploring global trends in population dynamics.</td>
<td>Yes</td>
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<tr>
<td>Mechanism</td>
<td>Processes that describe how an intervention or initiative produces change in a particular outcome.</td>
<td>No</td>
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<tr>
<td>Mediator</td>
<td>A statistical variable that explains the mechanism through which an independent variable influences a dependent variable.</td>
<td>No</td>
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<td>Meso</td>
<td>Encompasses intermediate-scale phenomena that occur within groups, organisations, or communities. It explores how individuals interact with each other and with larger social structures. Meso-level analysis often examines group dynamics, organisational culture, social networks, and community-level processes. Examples: studying team dynamics, organisational behaviour, social support networks, and community development initiatives.</td>
<td>Yes</td>
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<td>Micro</td>
<td>The micro level focuses on individual-level phenomena, such as thoughts, feelings, behaviours and interactions. It examines the characteristics, experiences, and actions of individuals within specific contexts. Examples: studying individual decision-making processes, cognitive processes, personality traits, and social interactions.</td>
<td>Yes</td>
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<tr>
<td>Outcome</td>
<td>Definition</td>
<td>Yes/No</td>
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<tr>
<td>Outcome</td>
<td>The result of an event, such as an intervention, and are, therefore, the intended measurement of the dependent variable.</td>
<td>Yes</td>
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<td>PPIEP</td>
<td>PPIEP stands for ‘Patient and Public Involvement and Engagement in Research’. It refers to the active involvement of patients, service users, caregivers and members of the public in the research process. PPIEP emphasizes the importance of including the perspectives, experiences, and priorities of these stakeholders in all stages of the research process, from development of research questions and study design to the dissemination of findings and implementation of results.</td>
<td>Yes</td>
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<tr>
<td>Promotion</td>
<td>Interventions offered to the general public or whole population groups with the aim of promoting positive mental health or well-being.</td>
<td>No</td>
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<td>Quality</td>
<td>Refers to how well the programme is delivered. In other words, whether the main program was delivered clearly and correctly, as a whole and in terms of its component elements.</td>
<td>No</td>
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<td>Responsiveness</td>
<td>Responsiveness refers to the degree to which the programme stimulates interest, holds participant attention, and engages them.</td>
<td>No</td>
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<td>Selective prevention</td>
<td>Interventions offered to targeted subgroups of the population that are identified as being at an elevated risk for disorder but do not currently have diagnostic-level difficulties.</td>
<td>No</td>
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<tr>
<td>System</td>
<td>A set of things that are interconnected in such a way that they produce their own pattern of behaviour over time.</td>
<td>Yes</td>
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<td>Treatment</td>
<td>Interventions offered to a subgroup of the population currently suffering from a recognized disorder</td>
<td>No</td>
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<tr>
<td>Universal prevention</td>
<td>Interventions offered to the general public or whole population groups with the aim of preventing onset of disorder.</td>
<td>No</td>
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