EAB

Meeting the Escalating Demand for Mental Health Services

Targeted Interventions for Key Student Segments

Student Affairs Forum

Student Affairs Forum

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Implementation Toolkit

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Scope of Care Statement

Purpose of the Tool

Scope of care statements help students, families, and campus partners understand the goals and limitations of campus mental health services. These statements help establish upfront expectations about the types of services available on campus and what types of concerns might require off-campus support. Below is a scope of care statement from Elon University. The statement can be accessed online on the Counseling Services website.

Elon University's Counseling Services Scope of Care Statement

ELON UNIVERSITY

Scope of Care Statement

The following Scope of Clinical Care Statement is intended to inform students and the Elon community about the general parameters of the services provided for students at Counseling Services and in what instances they might expect to be referred to a different type and/or level of care.

Scope of Clinical Care:
Counseling Services strives to facilitate the development of Elon University students by providing brief, strengths-based psychological support and crisis intervention to address the emotional, social and academic needs of Elon University students.

Counseling Services has three essential roles for participating in the educational mission of Elon University: 1) providing clinical services that help students achieve their academic and personal goals; 2) educating the campus community about the psychological and developmental needs of students through community level interventions, including outreach programming and consultation; and 3) responding to the psychological effects of crisis impacting individual students and the campus community.

The primary focus of the center's clinical services is on providing students with appropriate mental health care and assisting with personal development. Clinical services include initial intake assessment, brief individual counseling, group counseling, and referral to community resources where appropriate. Clinical services are aimed at helping students succeed academically, personally and interpersonally.

All students seeking clinical care who are eligible for services will receive an opportunity for an initial intake assessment in order to determine the specific needs of the student and how best to meet those needs. Consideration is given as to whether the student's needs fall within the role and scope of Counseling Services. The decision about whether or not the needs of the student fall within the scope of clinical care of Counseling Services will be made after an initial intake meeting with a counselor, or if needed after additional appointments for further assessment and/or consultation with staff counselors and/or the Director.

To assist in promoting high quality clinical care decisions, the following factors are considered in determining which students may not be appropriate for clinical services at Elon's Counseling Services. The professional judgment of Counseling Services mental health providers will govern the determination in a particular case. This document reflects general guidelines and is intended only as a guide. Each case will be specifically evaluated in accordance with professional standards and failure to follow this guide does not evidence breach of professional standards or duties in any particular case.

Featured prominently on counseling services webpage

Text clearly outlines educational mission and center scope

Explicit guidelines with examples for cases that may require treatment off campus

For additional guidance on setting your institution's scope of care, access EAB's implementation guide, *Establishing a Sustainable Scope of Campus Mental Health Services*, online now at eab.com.

Sources: Elon University; EAB interviews and analysis.

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Scope of Care Orientation Letter

Purpose of the Tool

Baylor University sends this letter to all incoming students prior to orientation. The letter explains the scope of Baylor University's Health Center and Counseling Center. The letter also invites students and families to learn more about campus services and off-campus referrals during orientation.

Baylor University's Orientation Letter

BAYLOR UNIVERSITY
1845

June 1, 2017

«First_Name» «Last_Name»
«Address_Line_1»
«City», «State» «ZIP_Code»

Dear «First_Name»,

The Division of Student Life is excited that you are joining the Baylor family and Waco community! We look forward to your arrival and want to make your transition into college life as smooth as possible. Staff members in Student Life are committed to helping every student experience Baylor with a healthy mind, spirit, and body. We would like to introduce you to two specific departments within our division dedicated to this effort: the Baylor University Health Center and the Baylor Counseling Center.

The Health Center, accredited by the Accreditation Association for Ambulatory Health Care, provides services in a primary care setting. Services include routine physical exams, well woman exams, acute care issues (colds, infections, sprains, cuts, etc.), immunizations, allergy shots, TB screening, and psychiatric care. Some chronic health needs are also covered, although these are best followed by a physician at home or a specialist in town. As part of the comprehensive services offered, students may be referred to the physical therapist by their own doctor or one of ours and fill prescriptions in the full-service pharmacy.

To meet as many student needs as possible, the Counseling Center offers a range of services including consultation, workshops, online therapy, group therapy, and individual therapy. If you currently see a professional for counseling in your hometown and can continue to see him/her, our recommendation is that you continue care with your current provider. If you are seeking specialized/intensive clinical services that require meeting with the same therapist beyond one semester or meeting more than once per week, we recommend receiving care by a specialist in town. Please read more about our services at www.baylor.edu/counseling_center.

If you would like to know more about the services in the Counseling Center or need help to transfer care, Teran Yaklin, LCSW Clinical Case Manager, is available via phone or by appointment to provide assistance. Please call (254) 710-2467 for questions or to schedule an appointment during Orientation in June.

We look forward to helping your years at Baylor be healthy ones!

Sharon Stern, M.D.
Medical Director
(254) 710-1010
baylor.edu/health_center

Jim Marsh, Ph.D.
Executive Director for Counseling Services
(254) 710-2467
baylor.edu/counseling_center

Every incoming student receives letter prior to attending orientation

Off-campus care suggested for long-term needs

Students and families invited to make an appointment to learn about local and campus services

For additional guidance on setting your institution's scope of care, access EAB's implementation guide, *Establishing a Sustainable Scope of Campus Mental Health Services*, online now at eab.com.

Sources: Baylor University; EAB interviews and analysis.

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Care Plan Worksheet for Students and Families

Purpose of the Tool

Ideally, students with preexisting or intensive mental health conditions work with their families to establish a treatment plan before coming to campus. Institutions can support this transition by prompting a conversation about key details, such as insurance coverage and available providers. Use the questions below as a template for a worksheet that students and families can use to identify and discuss information key to ensuring continuity of care as students transition to campus.

Key Questions for Students and Families

1 What are the names and contact information of my providers in my **home community**?

Provider Type:	Provider Type:
Provider Name:	Provider Name:
Contact Information:	Contact Information:
Available to continue care? Y or N	Available to continue care? Y or N

2 What are the names and contact information of potential providers **near campus**?

Provider Type:	Provider Type:
Provider Name:	Provider Name:
Contact Information:	Contact Information:

3 What are my transportation options for reaching an off-campus appointment?

- ☐ Campus shuttle
- ☐ Community Bus
- ☐ Personal vehicle
- ☐ Walking
- ☐ Biking
- ☐ Family or friend
- ☐ Ride-sharing service (e.g., Uber or Lyft) or taxi
- ☐ Other _____

4 What insurance information do I need for an appointment with an off-campus provider?

(e.g., insurance provider, policy number, subscriber, login information)

5 How will I pay for care if my insurance does not fully cover off-campus treatment?

(e.g., cash, credit card, share costs with family member)

Source: EAB interviews and analysis.

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Quick Audit for Community Partnerships

Purpose of the Tool

Use the following questions to identify community agencies and local organizations that could provide additional mental health care options for high-need students or special populations on campus that require treatment beyond the scope of the campus counseling center.

Discussion Questions

1. How do you currently work with local organizations? What do you need in a partnership with a local organization to ensure a smooth referral and continuity of care for students?

2. Who are the key stakeholders at the university and at the partner organization that need to be involved in managing the partnership or contract?

3. What other student populations might be well suited for referral to a community behavioral health organization or social services agency?

   (e.g., students requiring treatment for eating disorders)

4. List potential partner organizations and their target populations or area of expertise:

1. National Eating Disorder Association	1. *(e.g. eating disorders)*
2.	2.
3.	3.
4.	4.
5.	5.

Source: EAB interviews and analysis.

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Local Provider Database

Purpose of the Tool

Colleges and universities are increasingly working with local mental health providers to refer students off campus for longer-term or specialized care. Institutions can create a database of local providers that includes centralized information about providers and key information about the services they offer. These databases make it easier for students and/or clinicians to find information about available off-campus resources and can streamline the off-campus referral process.

There are two primary types of local provider databases: internal and external. Internal databases can be shared Google documents or Excel files that are accessible only to campus staff. Internal databases are beneficial because they are easy to set up and can contain confidential information, such as students' feedback about community providers. External databases are often housed online. They can be accessed by students, families, clinical staff, or broader members of the campus community. While external databases require more work to set up and maintain, they are directly useful to a wider audience of users.

The following pages include sample categories for an internal database of local providers and an example of an external database.

Source: EAB interviews and analysis.

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Local Provider Database (cont.)

Sample Categories for an Off-Campus Referral Database

Category	Information to Include	Additional Notes
Provider Name		
Provider Contact Information	• *Address* • *Phone Number* • *Email and Website*	
Personal Identities	• *Gender* • *Religion* • *Race/Ethnicity*	
Languages Spoken		
Degree or Licensure	• *LSW* • *PhD* • *PsyD*	
Specialty	• *ADHD* • *Anger Management* • *Couples Counseling* • *Depression* • *Eating Disorders*	
Nearest Public Transportation	• *Bus line* • *Subway or light rail* • *Campus shuttle*	
Distance from Campus	• *Driving, biking, and walking distances*	
Hours of Availability	• *Evening hours* • *Weekend hours*	
Fee Structure	• *Regular fee* • *Pro bono* • *Sliding scale*	
Forms of Payment Accepted	• *Major credit cards* • *Cash or check*	
Forms of Insurance Accepted	• *Major insurance carriers* • *Medicare/Medicaid*	
Other		

Source: EAB interviews and analysis.

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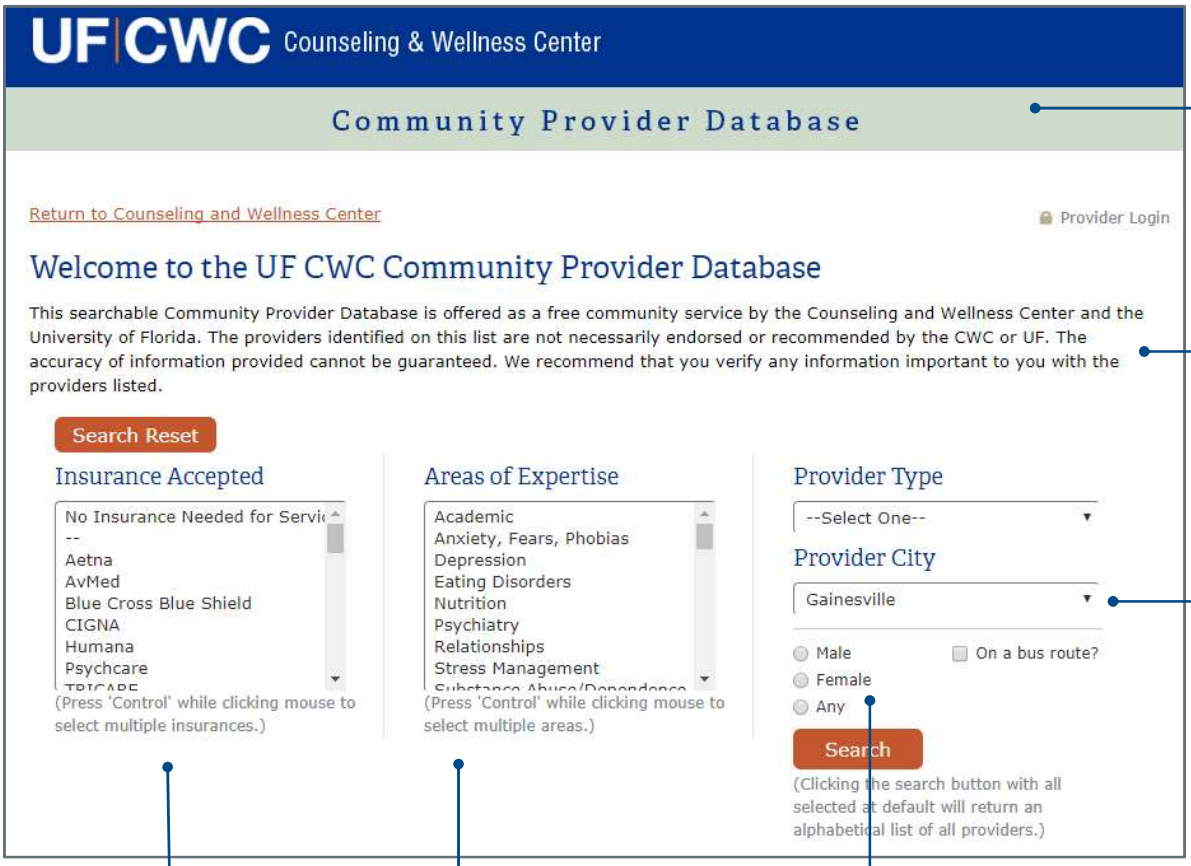
Local Provider Database (cont.)

University of Florida's Online Community Provider Database

Below is a screenshot of University of Florida's Community Provider Database. EAB recommends choosing search filters that map to student considerations when identifying a provider, such as location and area of expertise.



Featured prominently on UF's CWC webpage with university branding

Disclaimer encourages students to verify provider information before scheduling appointment

Results can be filtered by location and proximity to local bus routes

Users can search by single or multiple insurance options

Users can search by single or multiple areas of expertise

Users can specify if they are looking specifically for a male or female provider

Sources: University of Florida, https://pdb.counseling.ufl.edu/providers-search.aspx; EAB interviews and analysis.

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Wellness Action Plan

Purpose of the Tool

Rutgers University uses the Wellness Action Plan found below during their intake process to help instill a goal-oriented focus in student engagements with the counseling center. The plan provides an overview of the student's diagnosis, treatment goals, specific interventions, and expected outcomes. Use this example, and the call-out boxes highlighting key elements, to build an action plan document on your campus.

Wellness Action Plan

Patient: (Pulled in) Provider: (Pulled in)

Date: (Pulled in)

Initial Plan ☐ Revision/Update ☐ (If checked, "Revision Date" required)

Diagnoses: Free text (not pulled in). Reminder on template: "Must be an active diagnosis in Medicat."

PHQ-9 score: _____ Other scores: _____(Add DASS?)

1. Goal 1: (Patient and Therapist agreed on)

_____

_____

2. Interventions you will use to work towards this goal: (Patient and Therapist agreed on)

A. _____

B. _____

C. _____

3. Proposed Number of sessions: ____

4. How will progress be measured towards this goal? (What measures will be used?)

_____

5. (Student): How will you know that you have improved? (What will be different for you?)

_____

6. We have discussed alternative treatment options and risks and benefits of each? ☐Yes ☐No

7. The following out-of-session practices and/or in session work will be utilized:

_____

_____

I agree with the above goals and interventions and will complete practices between sessions.

_____ (Student signature)

I agree with the above goals and interventions.

_____ (Provider Signature)

Plan is stored in student's electronic health record; can be revised as needed

Student and provider data can be automatically pulled in from electronic health record

Primary treatment goal is jointly set by the student and provider

Clearly listed interventions and progress indicators help student stay on track with treatment

Additional "homework," such as self-help modules or workshops, is included

Student and provider signatures underscore importance of action plan and emphasize student accountability for completing treatment steps

Sources: Rutgers, The State University of New Jersey; EAB interviews and analysis.

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Data-Driven Group Offerings Checklist

Purpose of the Tool

Many institutions struggle with underutilized group therapy programs for a variety of reasons, including topic resonance and scheduling.

Group therapy programs work best when the groups match students' specific needs. Use this quick checklist to review your group therapy program's topics and scheduling practices to ensure that you're reaching the greatest number of students on campus. EAB recommends evaluating your program on a regular basis, either biannually or annually.

Evaluation Checklist

Area for Evaluation	Data to Review	How to Use the Data
Group Topic	❑ Attendance records at previous group therapy offerings ❑ Students' evaluations of groups and instructors ❑ Students' top presenting concerns on campus ❑ National trends regarding presenting concerns ❑ Emerging student segments that might benefit from dedicated group support	✓ Determine the most and least popular offerings ✓ Roll back underutilized groups ✓ Increase investment in popular groups ✓ Offer new group topics that resonate with rising areas of concern
Scheduling Considerations	❑ Clinician availability and preferences ❑ Trends in student schedules (e.g., busiest class times, typical evening activity times, etc.) ❑ Past attendance records (e.g., days or times with highest attendance) ❑ Features of the academic calendar that might impact attendance (e.g., breaks, exams) ❑ Availability of physical space	✓ Determine which groups need to have preset dates/times and which groups to set based on participants' schedules ✓ Offer sessions that accommodate students and clinician schedules ✓ Create a comprehensive schedule that reflects student needs across the year

Source: EAB interviews and analysis.

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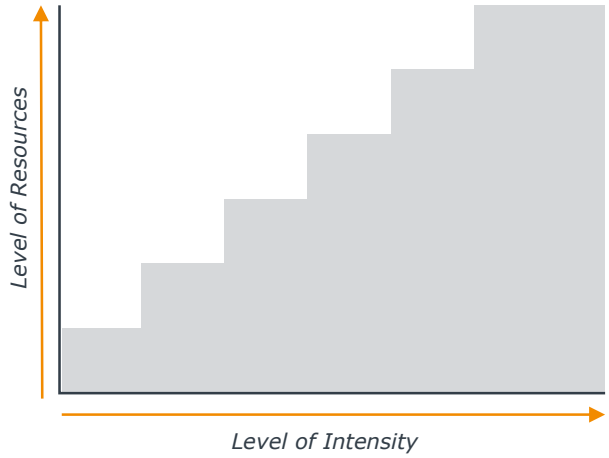
Stepped Care Model Builder

Purpose of the Tool

A stepped care model for campus mental health services provides an array of mental health support options for students that allow them to step up or step down the intensity of care as needed. In this model, individual therapy is just one care option among a much larger suite of services, often ranging from online self-help to off-campus care. The stepped care model allows institutions to map campus support services and mental health resources to students' levels of need and risk.

Building Options for Students

A Conceptual Model of Stepped Care



Key Principles of Stepped Care

- Care is stepped up or down as needed, based on students' changing concerns
- Prioritizes the least intensive and most effective treatment option
- Saves the most limited and intensive clinical resources for students who need them most
- Depends on a wide range of services, including self-help resources, peer support, online tools, and on- and off-campus therapy

One of the first steps to exploring a stepped model of mental health support is to brainstorm the online, campus, and community resources that are available to students and map them onto a stepped continuum. Use the following tools to brainstorm the resources that are available on your campus and sketch out your institution's stepped care model. The following pages include:

- An example of a complete stepped care map from Calvin College,
- A map template (based on Calvin College's map), and
- A blank stepped care map that you can tailor for your campus.

Once you establish a stepped care model, it is important to communicate it with students, families, and campus partners. EAB recommends posting it online and through social media (with hyperlinks to relevant resources and information pages) and posting hard copies across campus.

Sources: Calvin College; EAB interviews and analysis.

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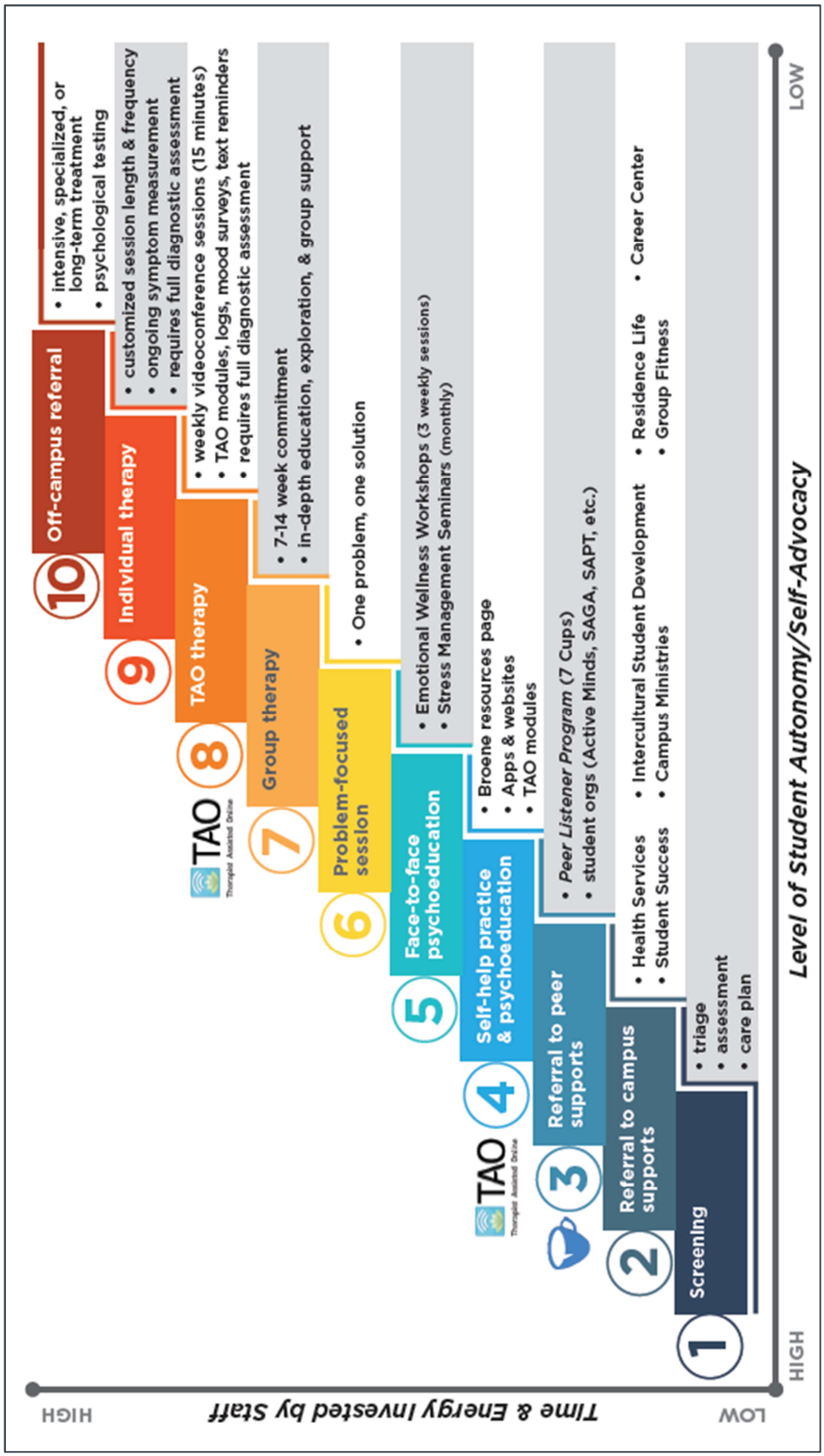
Stepped Care Model Builder (cont.)

Calvin College's Stepped Care Graphic



Sources: Calvin College; EAB interviews and analysis.

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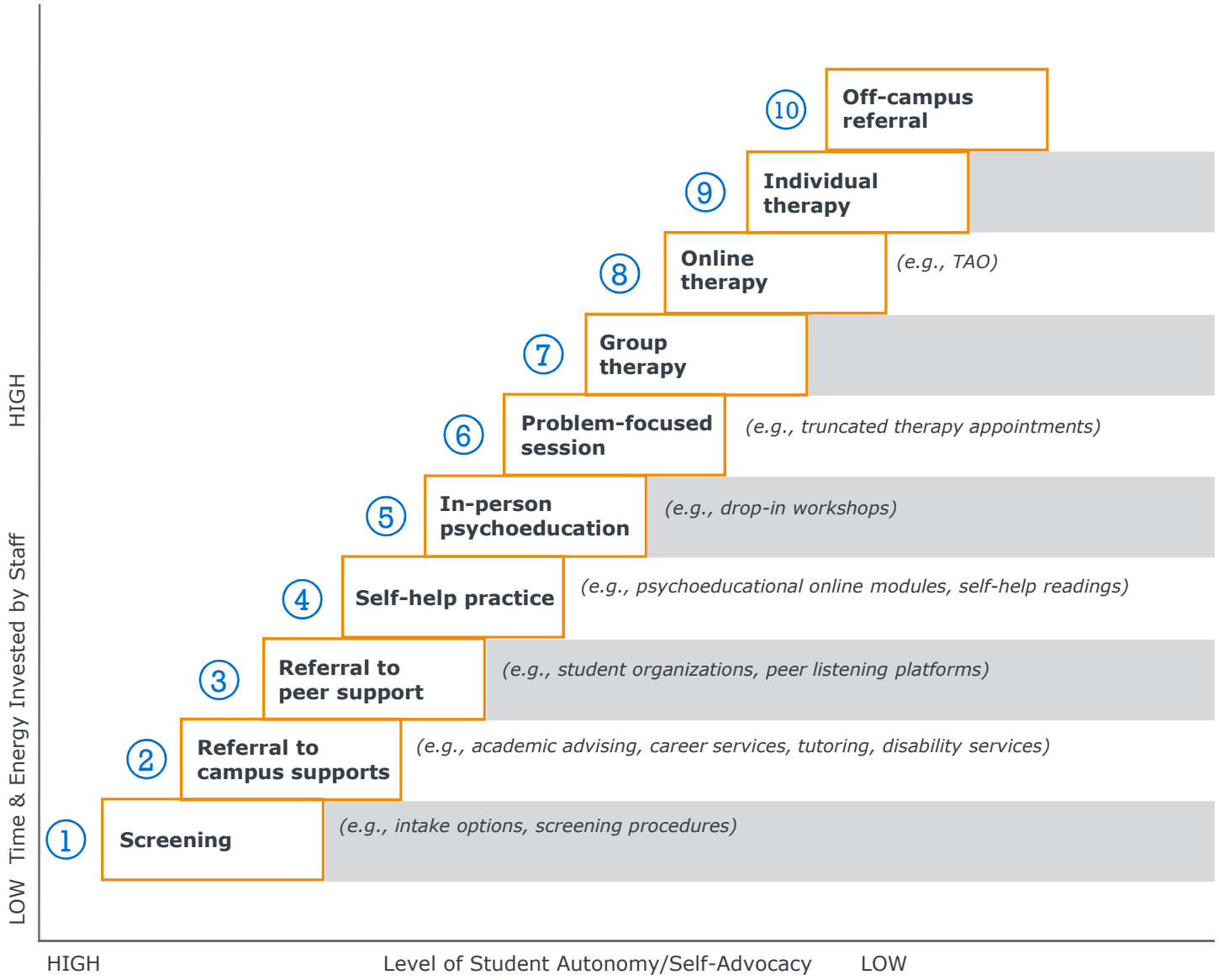
Stepped Care Model Builder (cont.)



Questions to Consider

- What resources can students access online, either freely or through existing institution subscriptions?
- What resources do you already have on campus?
- What resources are available to students in the local community?
- What resources might your campus need to invest in to more fully support students?

Sources: Calvin College; EAB interviews and analysis.

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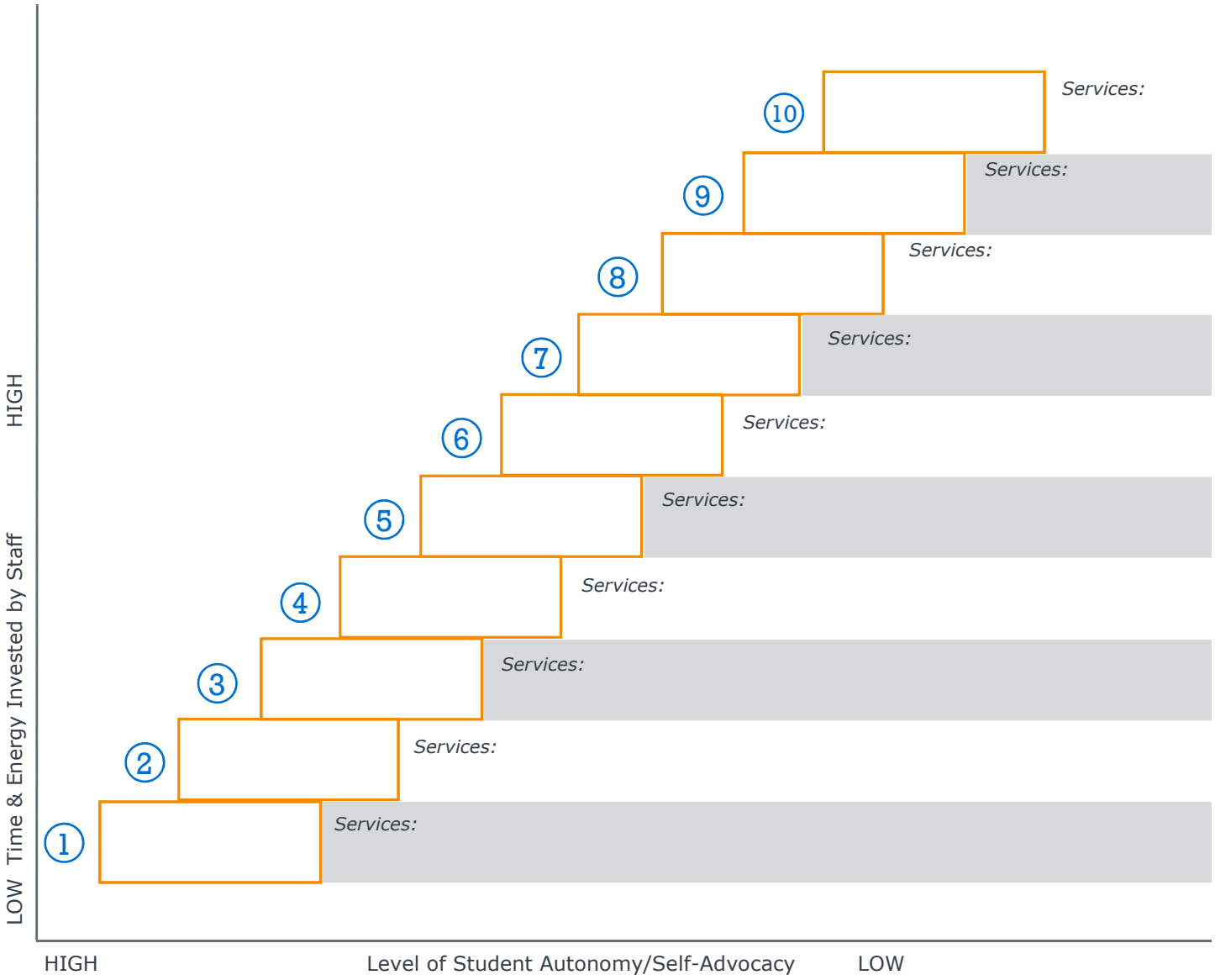
Stepped Care Model Builder (cont.)



Quick Tips

- Include online, peer, campus, and community resources
- Include resources outside of the campus counseling center
- Prioritize the top 3-5 resources per level
- Use language that is easily understood by students (e.g., avoid acronyms)

Source: EAB interviews and analysis.

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Behavioral Prescription Pad

Purpose of the Tool

Behavioral prescriptions personalize mental health care recommendations for individual students. George Washington University clinicians use the form below to recommend a range of resources and treatment options to students. This written document outlines the breadth of services available on campus and in the community. The form serves as a written record of next steps that can be stored in students' electronic health records and revisited during future interactions.

George Washington University's Behavioral Prescription Pad (Bx)

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

GW | Colonial Health Center

Mental Health Services
Bx - Stepped Care Behavioral Prescription
202/994-5300 (24/7/365) • healthcenter.gwu.edu
Cloyd Heck Marvin Center Ground Floor
800 21st Street, NW
Washington, DC 20052

Client's Name:_____ GWID:_____

TREATMENT RECOMMENDATIONS

☐ Informational Self-Help e.g. Readings, research	
☐ Interactional Self-Help e.g. Smart phone apps	
☐ Online, Telephonic, or In-Person Coaching, Drop-In Workshop(s)	
☐ Group Therapy	
☐ Short-term Individual Therapy	
☐ Specialized Services e.g. Referral to Community Provider(s) for Long-Term/ Specialized Treatment, Referral to CHC/Psychiatry/DSS/ ISO/Financial Aid,etc.	
☐ Acute Care/In-patient	

Clinician's Name (Please Print):_____

Clinician's Signature:_____ Today's Date:_____/_____/_____

UCC_1516_4

Key Elements of George Washington University's Bx

- ✔ Prominent university branding and counseling center contact information
- ✔ Include full range of wellness services from self-help to in-patient treatment
- ✔ Ensure student and counseling center retain a copy for follow-up
- ✔ Clinician name and signature underscore recommendations

Sources: George Washington University; EAB interviews and analysis.

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Technology Vendor Quick Guide

Purpose of the Tool

Colleges and universities are increasingly adopting new technologies, such as apps, websites, and software platforms, to support students' mental health concerns. Use this quick guide to review some of the most commonly used platforms and tools in higher education.

Vendor Quick Guide

talkspace
therapy for how we live today

Profile:	Online therapy platform connects users directly to therapists via web and mobile apps	
Price:	Costs for institutional partners not publicly available	
Selected Partners:	Alpha Tau Omega National Chapter	
Selected Features:	• Comprehensive online screening • Private text-based chat room	• Audio, video, picture messaging • Nationwide network of licensed therapists
Website:	https://www.talkspace.com/	

7 CUPS

Profile:	On-demand emotional health service that connects users to listeners in a one-on-one chat	
Price:	Costs for institutional partners not publicly available	
Selected Partners:	Calvin College	
Selected Features:	• Secure chat platform • Connect to a listener quickly	• Supplemental wellness modules • Private-label version available for institutions
Website:	https://www.7cups.com/	

WellTrack

Profile:	Self-help interactive therapy mobile app	
Price:	Costs for institutional partners not publicly available	
Selected Partners:	35+ institutions, including Georgia State University, Boston College, and UC Santa Cruz	
Selected Features:	• Guided therapy • Secure sharing with a counselor	• Daily mood tracker • Personal progress dashboard
Website:	http://www.welltrack.com/	

Source: EAB interviews and analysis.

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Technology Vendor Quick Guide (cont.)

TAO
Therapy Assistance Online

Profile:	Digital platform of therapeutic tools and educational materials
Price:	Costs for institutional partners not publicly available
Selected Partners:	52+ institutions, including Baylor University, Texas A&M, and University of Florida
Selected Features:	• Comprehensive screening instrument • Secure messaging • Practice tools and exercises • HIPAA Compliant Video Conferencing
Website:	https://www.taoconnect.org/

SilverCloud

Profile:	Evidence-based digital mental and behavioral health programs
Price:	Costs for institutional partners not publicly available
Selected Partners:	Colorado State University, College of William & Mary, Brigham Young University
Selected Features:	• Detailed analytics and reports • Dedicated supporter monitors progress • Library of behavioral health programs • Personalized user dashboard
Website:	https://www.silvercloudhealth.com/

SMH Screening for Mental Health®

Profile:	Online self-screening for mood and anxiety disorders, eating disorders, and substance abuse
Price:	Costs for institutional partners not publicly available
Selected Partners:	Yale Health Center, University of California – Berkeley, Georgetown University, Colby College
Selected Features:	• Customizable individual site • Reporting feature to aggregate data • Mobile-friendly interface • Supplemental educational resources
Website:	https://mentalhealthscreening.org/

Source: EAB interviews and analysis.

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Self-Serve Technology Evaluation Rubric

Purpose of the Tool

The market for online and app-based self-help and psychoeducational technologies is expanding rapidly. Institutions need a standard way of evaluating new tech services to determine which ones are the best fit for campus.

The University of British Columbia (UBC) developed a Self-Help Technologies Evaluation Protocol to systematically evaluate each psychoeducational intervention technology using a standardized process. You can see UBC's evaluation protocol on the following pages. Then, you can use the included blank rubric to evaluate new technologies that you're considering for your campus. Use this rubric each time you evaluate a new app, website, or software platform.

Source: EAB interviews and analysis.

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UNIVERSITY OF BRITISH COLUMBIA

Last updated: August 3, 2016

Self-Help Technologies Evaluation Protocol

Purpose

Systematically evaluate each psychoeducational intervention technology using a standardized process.

Criteria Development

The evaluation criteria and protocol developed by the Implementation Team (Educational Resources and Therapist Assisted Online Programs) is based on the systematic multi-domain review by Coulon, Monroe, & West (2016) and adapted to meet the needs of the UBC health and wellbeing service providers.

Evaluation Process

At this time, the primary purpose of evaluating each technology is to systematically gather information. Based on the information collected, further conversations will take place to determine which technologies will be recommended moving forward. The evaluation of each technology has been divided into four sections.

1) Each technology will be evaluated by two people. For sections that require clinical expertise, a clinical staff member is advised to be the evaluator.

2) The evaluations of each technology will be collated into a final evaluation. In this process, any discrepancies between the assessments will be discussed and resolved.

UNIVERSITY OF BRITISH COLUMBIA

Last updated: August 3, 2016

Section Assignment

Evidence-based behavioural change strategies	Psychologists, Counsellors, Physicians, Nurses
Structure	Psychologists, Counsellors, Physicians, Nurses
Transparency & Safety	Non-clinical Professional Staff, Student Staff, Psychologists, Counsellors, Physicians, Nurses
Functionality & User-friendliness	Non-clinical Professional Staff, Student Staff, Psychologists, Counsellors, Physicians, Nurses
General feedback	Non-clinical Professional Staff, Student Staff, Psychologists, Counsellors, Physicians, Nurses

Rubric Breakdown

Name of Technology	
Type of Technology	
Topics Covered	

Account/Registration	
Cost to user	
Storage Size	

Rubric

Evidence-based behavioural change strategies		**Assessment**		**Notes**
Evidence-based	Does the technology use one or more evidence-based interventions or strategies?	**YES**	**NO**	
Strategy 1		*e.g., diaphragmatic breathing*		
Strategy 2		*e.g., mindfulness strategies*		
Strategy 3		*e.g., visualizations*		
Strategy 4		*e.g., goal setting*		
Strategy 5		*e.g., cognitive restructuring*		

Structure		**Assessment**			**Notes**
Assessment	Provides an opportunity to complete a measure of target symptom and/or concern	**YES**	**NO**	**N/A**	
Self-monitor	Provides ongoing opportunities to rate or track perceived symptom and/or concerns and/or behavioural indicators of evidence based strategy	**YES**	**NO**	**N/A**	
Psychoeducation	Provides educational information on the benefits of evidence-based strategies and/or mechanisms of action	**YES**	**NO**	**N/A**	

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Transparency and Safety		Assessment			Notes
Authoritative	States the qualifications of the authors or developers; states degrees and/or specific training	**YES**	**NO**	**N/A**	*e.g., Anxiety BC,*
Complementary	States information should support, not replace, medical care and provider-patient relationship	**YES**	**NO**	**N/A**	
Confidentiality/ privacy	States the privacy and confidentiality securities for personal data submitted to the site by the user	**YES**	**NO**	**N/A**	
	Collects personal information	**YES**	**NO**	**N/A**	
	States how of user's identifying information is protected and maintained.	**YES**	**NO**	**N/A**	*e.g., does not report email address, only assessment scores*
	States how/where the data is stored.	**YES**	**NO**	**N/A**	*e.g., server in USA, Australia, Canada, on user's phone, in a cloud*
	States what data is collected and the purpose of collection.	**YES**	**NO**	**N/A**	*e.g., data collected will be used to improve program*
	Allows the user to set a password or adjust their privacy settings	**YES**	**NO**	**N/A**	
References	States the source(s) of published information, references an evidence-base grounded in mainstream science/peer review	**YES**	**NO**	**N/A**	
Emergency contact	Provides contact information of appropriate crisis support services.	**YES**	**NO**	**N/A**	*e.g., Australian crisis line, BC Crisis line, gives direct contact to crisis centre*

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Functionality and user-friendliness				
Ease of use	Screens can be reached in as a few clicks as possible, three or fewer; navigation is logical, intuitive, and adequately labeled; text size can be altered or a zoom feature is available	**GOOD**	**NEUTRAL**	**BAD**
Reliability and performance	User is able to navigate all areas of the app without it crashing; all app components are able to load within 10 seconds	**GOOD**	**NEUTRAL**	**BAD**
Appearance and design	The colour scheme is visually accessible (easy to read, consistent theme, font styles legible; the design is appropriate for an adult audience, and content is free of excessive typos and errors in presentation	**GOOD**	**NEUTRAL**	**BAD**

General Feedback	
Overall Impressions	*e.g., might be "too young" for university population*
Recommended for	*e.g., low levels of depression*
Other	

Name of Technology:	**Account:**
Type of Technology:	**Cost to User:**
Topics Covered:	**Storage Size:**

Transparency and Safety		**Assessment**			**Notes**
Authoritative	States the qualifications of the authors or developers; states degrees and/or specific training	**YES**	**NO**	**N/A**	
Complementary	States information should support, not replace, medical care and provider-patient relationship	**YES**	**NO**	**N/A**	
Privacy	States the privacy and confidentiality securities for personal data submitted to the site by the user	**YES**	**NO**	**N/A**	
	States how user's identifying information is protected and maintained	**YES**	**NO**	**N/A**	
	States how/where the data is stored	**YES**	**NO**	**N/A**	
	States what data is collected and the purpose of collection	**YES**	**NO**	**N/A**	
	Allows the user to set a password or adjust their privacy settings	**YES**	**NO**	**N/A**	

Transparency and Safety		Assessment			Notes
References	States the source(s) of published information, references an evidence-base grounded in mainstream science/peer review	**YES**	**NO**	**N/A**	
Emergency contact	Provides contact information of appropriate crisis support services	**YES**	**NO**	**N/A**	

Functionality and User-Friendliness		Assessment			Notes
Ease of use	Screens can be reached in as a few clicks as possible, three or fewer; navigation is logical, intuitive, and adequately labeled; text size can be altered or a zoom feature is available	**YES**	**NO**	**N/A**	
Reliability and performance	User is able to navigate all areas of the app without it crashing; all app components are able to load within 10 seconds	**YES**	**NO**	**N/A**	
Appearance and design	The color scheme is visually accessible (easy to read, consistent theme, font styles legible; the design is appropriate for an adult audience, and content is free of excessive typos and errors in presentation)	**YES**	**NO**	**N/A**	

General Feedback	
Overall impressions	
Recommended for	
Other	

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