

# BEST PRACTICE GUIDELINES TO INFORM SELECTION OF E-MENTAL HEALTH RESOURCES

Given school mental health professionals' limited time to review best practice literature on online mental health support, this infographic guide was developed **to support the selection of e-mental health resources for adolescents.**

## WHAT IS E-MENTAL HEALTH?





E-mental health comprises not only online manualized programs but resources such as **websites, interactive infographics, mobile phone applications, and online interventions.**

"As a school psychologist, I find this guide helps me evaluate online resources so that I have confidence that what I recommend will be beneficial for adolescents"

## HOW TO USE THIS?



-  Use the attached **evidence-based criteria** to inform your selection of e-mental health resources. Ideally, all of the essential criteria should be checked off before making a recommendation. The **value-added** criteria indicates an even higher quality of resource but are not essential. The prompting questions are there to guide you and provide further clarification about what each criterion entails.
-  Refer to the **supplemental guide** for an example of how to apply the essential criteria and value-added criteria to a sample online resource.

## HOW WAS THIS CREATED?



This infographic guide was informed **by a review of the scientific literature** on youth-targeted e-mental health resources. For further reading, please check the reference list: [CLICK HERE](#)

## CONTACT INFORMATION

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# BEST PRACTICE CHECKLIST - ESSENTIAL CRITERIA

## INTERACTIVE



- Are there opportunities for the user to interact with the information being provided (e.g., through quizzes, videos, audios, etc.)?

## VISUALLY APPEALING



- Is the information presented in a creative & interesting way that will keep adolescents engaged?

## INCLUSIVENESS



- Are the visuals diverse in terms of race, ability/disability, gender, etc.?
- Do the visuals avoid reinforcing stereotypes (e.g., sad/depressed visuals are female; angry/externalizing are male)?

## CLEAR NAVIGATION/USE OF RESOURCE



- Is the navigation of the resource well-designed and easy to use?
- Can information easily be found in this resource (e.g., no need to click abundantly before finding information)?

## ACCESSIBILITY FOR DIVERSE LEARNERS



- Does the resource present the information in a variety of formats (e.g., audio, visual) to engage students based on their learning preferences?

## GENERAL ACCESSIBILITY



- Is the resource free or low cost? Is paid membership necessary to have full access?
- Can it be accessed through a variety of modalities (e.g., desktop, tablet, mobile- both IOS and android)?

## DEVELOPMENTALLY APPROPRIATE



- Is the information presented in a simple manner (e.g., not too technical or jargon)?
- Is the text concise?
- Is the tone used respectful towards adolescents (i.e., not too childish)?

## SAFETY/CONFIDENTIALITY



- Is there a clear privacy policy (e.g., does the resource follow appropriate internet security/privacy/confidentiality measures)?
- Is the resource discrete (e.g., is it easy to conceal on a phone or computer)?

## EVIDENCE-BASED



- Is the evidence base referred to, referenced, or available somewhere within the resource?



# BEST PRACTICE CHECKLIST - VALUE-ADDED

## MENTAL HEALTH PROVIDER FOLLOW-UP



- Does the resource provide opportunities to share with mental health providers (MHPs) or a profile of activities that can be shared with MHPs?
- Are there opportunities for the MHP to follow up on progress or engage in discussion?

## SOCIAL INTERACTIONS



- Does the resource provide a moderated platform for students to connect with peers facing similar challenges as well as share stories and experiences?

## BREADTH & DEPTH



- Does the resource present strategies/support for a variety of mental health difficulties adolescents may experience?
- Does the resource include sufficiently detailed information?

## PERSONALIZATION



- Does the resource offer the opportunity to create a personalized profile? Select personalized content, activities, or resources?