Appendix 1: Criteria

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| **Scope Consistent with IAPT LICBT** | | | | |
| Ensures intervention meets criteria for a LICBT intervention and consistent with the NICE evidence-base. Criteria also address whether the intervention is written to be *guided* as implemented within the IAPT programme, or self-administered. Criteria acknowledge both supported and self-administered LICBT interventions. However, separate recommendations are made for these two types of support. | | | | |
| **Indicate the Extent You Feel Each Criterion is Met** | | | | |
| ***Single Strand*** – Represents a ‘single-strand’ LICBT intervention derived from CBT. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Targeted*** – Directed at a CMH difficulty recognised by NICE for treatment at Step 2. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Psychoeducation*** – Includes information about the mental health difficulty and treatment using LICBT. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Relevant*** – Targeted LICBT intervention specific to the CMH difficulty being treated **or** broadertreatment strategy recognised by NICE for Step 2 treatment of CMH difficulties. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Complementary*** – Written in a manner that highlights the active role of support within the LICBT intervention to address areas such as a lack of understanding, difficulties engaging with the intervention or limited motivation to continue. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |

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| **Accurate and Clear Information** | | | | |
| Criteria ensures all information provided within the intervention is accurate and clear concerning the individual or team responsible for intervention development. The ‘Transparent’ criterion represents disclosure of any interests that could potentially be viewed as influencing the evidence base informing the intervention. That the intervention is free to use, conditions informing use should be made explicit within a copyright statement if specified. | | | | |
| **Indicate the Extent You Feel Each Criterion is Met** | | | | |
| ***Accurate and Reliable*** – LICBT intervention derived from, and consistent with, appropriate intervention used in HICBT. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Revision*** – Stated publication and review dates specified. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Competency-Based*** ­– Produced by an individual or organisation with appropriate qualification and/or expertise in LICBT. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Transparent*** – Authorship, organisation(s) and permitted use of intervention stated within copyright. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |

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| **Engagement** | | | | |
| Active and collaborative interaction with treatment is more likely to bring about change. Greater levels of engagement with the LICBT intervention can be achieved when written in a way making the patient feel acknowledged, understood and hopeful. Adapting the language, imagery and illustrative case-studies to meet the needs of specific populations can have further additional benefits for engagement. Adaptations to address preferences expressed by specific populations are additionally acknowledged. | | | | |
| **Indicate the Extent You Feel Each Criterion is Met** | | | | |
| ***Collaborative*** – Intervention facilitates collaboration with the PWP (health professional) supporting the intervention. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Interactive*** – Intervention actively encourages engagement through the completion of worksheets and completion of planned activities. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Empathic*** – Communicates empathic understanding of the experience of living with the CMH difficulty. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Illustrated*** – Includes convincing case examples with which the user can identify and case study supports intervention engagement. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Positive*** – Establishes hopeful but realistic expectancies of change. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| **Only complete this if the intervention targets a specific population.** | | | | |
| ***Adapted*** – Intervention adapted (case study, imagery, language, worksheets, font size etc) to accommodate differences and enhance engagement in populations with diversity, sensory or cultural differences | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |

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| **Usability** | | | | |
| Effective and engaging LICBT interventions reflect the ability to be easily and safely used by patients. Usability is associated with features such as clarity, the intervention supporting the patient to comprehend and understand their presenting difficulty, presentation of content not spread across pages, not overwhelming and active engagement with the worksheets. | | | | |
| **Indicate the Extent You Feel Each Criterion is Met** | | | | |
| ***Potential for Harm*** – Intervention does not advise actions that are acknowledged to be harmful as informed by the evidence-base. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Support Risk Management*** – Intervention directs patient to take appropriate action when concerns are raised regarding potential for harm. [REVISION: Intervention has a specific section that directs patient to take appropriate action and signposts to sources of support when concerns are raised regarding potential for harm.] | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Readable*** – Intervention is easy to read for the intended audience, with necessary amendments to reading age made to meet needs of specific audiences. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Worksheets*** – Understandable, clear and easy to engage with. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Inviting Presentation*** – Pages are uncluttered, do not have large amount of unbroken text and makes appropriate use of white space, graphics, pictures and/or images. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |

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| **Behavioural Principles** | | | | |
| The intervention should include behavioural change principles complementing specific LICBT technique. These include those at a macro-level such as setting and reviewing goals, planning ‘homework’ tasks to complete between support sessions and address relapse prevention to maintain treatment gains. Micro-level principles explicitly included within the worksheets further help facilitate daily and/or weekly self-monitoring. Principles help to promote motivation, learning and an awareness concerning progress facilitating ongoing engagement with the LICBT intervention. | | | | |
| **Indicate the Extent You Feel Each Criterion is Met** | | | | |
| ***Goal-Focused*** – Personal setting and review of goals established within the intervention. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Action-Focused*** – Intervention specifies ‘active’ treatment components for completion as ongoing ‘homework’ tasks. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Self-Monitored*** – Worksheets support patient self-monitor engagement with the specific technique being addressed. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Preventive*** – Supports relapse prevention techniques to manage recurrence of symptoms/ problems. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |
| ***Signposting*** – Information is provided to signpost the patient to additional forms of support during or following intervention use. | | | | |
| Not at All | Slightly | Moderately | Very Much | Completely |
| 1 | 2 | 3 | 4 | 5 |