# DOORS

**Digital Outreach for Obtaining Resources and Skills**

# Digital Outreach for Obtaining Resources and Skills (DOORs)

## Group Facilitator's Guide

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# Preface

**Background**

The pervasiveness of mobile technology, specifically smartphones, in routine clinical care is clear. Whether it is through the use of patient portals, telehealth visits, or mobile health applications, the healthcare system has begun to integrate technology into its daily operations, and efforts to intensify this integration will only increase in the future. Data has shown that patients have high rates of access to smartphones and interest in digital health offerings [1], even among patients with severe diagnoses including serious mental illnesses [2,3]. In the simplest terms, access to smartphones offers access to novel means and portals of care. The myriad of apps available today promise to help those with health conditions to monitor symptoms, connect with care, self-manage symptoms, and even predict relapse. The potential of on-demand health services only a fingertip away has fueled unprecedented interest manifested by the over 350,000 related apps available today for immediate download [4]. But the closing of this first digital divide has revealed a second [5].

The increasing access of smartphones and availability of digital health apps has not yet transformed the field or patient trajectories. Rather the initial excitement of a panacea has transformed into an understanding that realizing the potential of digital health requires not only developing new apps but also developing new skills for people using these technologies [5]. This second digital divide is no longer focused on material access to digital tools like smartphones or apps but rather the knowledge, skills, and confidence required to actually utilize these novel tools towards improving health. While less immediately tangible than the first digital divide of access, even a brief clinical experience around actual use of fitness trackers to smartphone apps and virtual reality to smart home devices immediately reveals the extend of this new digital divide [6]. Calls to close the second digital divide have become more widespread [7,8].

But it is possible to bridge this second digital divide. Interest in digital health must and can now be met with hands-on training and functional education that offers people the skills to meaningfully engage with technology towards their recovery. The Digital Outreach for Obtaining Resources and Skills (DOORs) program presented here represents an evidence-based effort to formally bridge this new digital divide and deliver on the potential of digital health. Developed in diverse clinical settings including a first episode psychosis program, a mental health clubhouse program, and a busy state sponsored outpatient clinic, DOORs has evolved as a collaboration between those with lived experiences, social workers, and psychiatrists. Though developed in settings targeted towards those with a mental illness diagnosis, the resources and skills offered by DOORs span a broad range of digital literacy skills and can be used in diverse populations of patients who want to learn how to use their smartphones to improve their general well-being. Today, DOORS represents a program of pragmatic and interactive lessons designed to develop new functional skills for accessing and utilizing the promise of digital health. With two published studies highlighting the development and impact of DOORs, the program uniquely offers peer-reviewed programming [9,10]. Tomorrow, we hope DOORs represents a progressive mindset towards digital health where what we now label digital tools become instead personalized resources. Towards this vision of accessible and personalized health, we are pleased to share this manual.

## References

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6. Hoffman L, Benedetto E, Huang H, Grossman E, Kaluma D, Mann Z, Torous J. Augmenting Mental Health in Primary Care: A One-Year Study of Deploying Smartphone Apps in a Multi-Site PrimaryCare/Behavioral Health Integration Program. Frontiers in psychiatry. 2019;10:94.
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10. Rodriguez-Villa, E., Camacho, E., & Torous, J. (2021). Psychiatric rehabilitation through teaching smartphone skills to improve functional outcomes in serious mental illness. *Internet interventions*, *23*, 100366. https://doi.org/10.1016/j.invent.2021.100366

For more info, please visit: https://www.digitalpsych.org/

## Goals & Objectives

**Equip patients with digital health knowledge, skills, and resources for:**

❚ Gaining new skills useful towards daily living
❚ Managing health symptoms
❚ Gaining insight into their lived experiences
❚ Supporting healthy lifestyle changes
❚ Making informed decisions around technology
❚ Advocating for safe, effective, and usable digital health tools
❚ Accessing new digital resources

**After completing this training patients will be able to:**

❚ Gain access to a smartphone
❚ Navigate the majority of built-in applications on their smartphones
❚ Better understand their personal patterns
❚ Generate technology-supported wellness goals
❚ Make informed decisions when downloading apps
❚ Identify smartphone resources that may support heathly lifestyle habits

**Apps mentioned in this manual:**

Apps mentioned in this manual offer useful examples but are not endorsed or recommended. Apps frequently change and update; and those mentioned here may be different at the time you access this manual.

## Smartphone Surveys

Each session will begin with a pre-session survey intended to gauge the psychological state of participants and baseline facility with different digital skills. The same survey will be given at the end of each session to measure participants' improvement across the session, immediate learning of the presented digital literacy skill, and impact on any clinical outcome. The surveys only assess the digital skills that are reviewed in that session. As the digital skills presented in each session are different, each session will have its own corresponding survey (see Appendix). Clinical questions remain consistent across all sessions. All surveys have been translated in Spanish and these materials can be requested. If staff deem that completing these surveys does not align with their organization's goals, then staff are able to conduct the program without this component.

The smartphone surveys have been developed and iterated over years of conducting DOORs [1,2]. For example, the survey previously scored participants' responses on a 1-5 Likert scale, and was changed to a 1-10 scale as the expanded scale is more sensitive to participants' improvement. The digital skills that the surveys assess were taken from the United Kingdom's Essential Digital Skills Framework [3,4] and have been adapted to reflect smartphone use. DOORs participants, clinicians, community partners, and research staff have been included throughout the surveys' design, implementation, and revision. All surveys are de-identified and collect no personal health information. Staff are encouraged to anonymously mark the surveys to identify each individual's pre and post-session survey, allowing for more robust measurements of improvement and skill retention.

When distributing the surveys, staff are instructed to provide participants minimal assistance. Redirecting participants to completing the survey fully, translating the survey in real-time to support non-English or Spanish speakers, and clarifying any questions that participants do not understand what is being asked of them are all appropriate support strategies and should be initiated. Staff should refrain from clarifying any of the answer choices or hinting at the correct answer. If participants seem frustrated or confused, staff should tell participants "to try their best and that this is not a test. These surveys are used to gauge how well staff teach the material. It is ok not to know all the answers right now. That is what DOORs is for." Participation in completing these surveys is voluntary. If participants seem agitated, irritated, or are uncooperative, staff should be flexible and refrain from demanding that the survey be completed. Verbal informed consent from each participant should be provided prior to the completion of the survey.

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# Overview

**Session 1: Establishing Core Smartphone Skills**

Digital health technology can capture elements of our lived experiences (e.g. behavior, symptoms, mood), inform health-related goal-setting, encourage self-management strategies, and provide support in managing day-to-day tasks. But, before participants are able to utilize their smartphones in these diverse ways, they must feel comfortable performing basic tasks on their device.

Group members' level of comfort and confidence in using digital technology may differ significantly from person to person. An important component of this first session is for staff to gauge the comfort level and baseline digital literacy of the group. The session begins with a discussion of how group members are already using technology and wearables as part of their daily lives. The session then transitions to hands-on activities that teach participants how to set up their smartphone for comfortable use such as adjusting the brightness, switching to night shift mode, and increasing the font size of text. The session ends with a discussion and hands-on activity about connecting to Wi-Fi. These skills promote participants' comfort using a smartphone, which will be crucial for their engagement and full participation in future weeks.

Finally, the session concludes with discussing participants' access to technology and determining if any participant is eligible to receive a free smartphone from the government through Project Lifeline. It is important for staff to determine participants' eligibility for Project Lifeline during the first session. Participants will receive their smartphone prior to the conclusion of DOORs and can use their free phone in future sessions, improving their engagement and buy-in.

**Outline:**

- Explore group participants' knowledge of smartphone technology
- Practice core smartphone skills
- Discuss and practice connecting to Wi-Fi
- If necessary, guide participants through Project Lifeline resources

**Skill of the week:** Connecting to Wi-Fi

**Recommended readings:**

1. Torous, J., Friedman, R., & Keshavan, M. (2014). Smartphone ownership and interest in mobile applications to monitor symptoms of mental health conditions. *JMIR mHealth and uHealth*, *2*(1), e2. https://doi.org/10.2196/mhealth.2994
2. Wisniewski, H., Liu, G., Henson, P., Vaidyam, A., Hajratalli, N. K., Onnela, J. P., & Torous, J. (2019). Understanding the quality, effectiveness and attributes of top-rated smartphone health apps. *Evidence-based mental health*, *22*(1), 4–9. https://doi.org/10.1136/ebmental-2018-300069

## Session 2: Building Wellness Habits

After learning core digital literacy skills and gaining comfort using a smartphone, it is important for participants to understand how their smartphones can be used to promote healthy habits. The term "wellness" can mean different things to different people and can encompass more than just mental and physical health. In helping participants explore what wellness means to them, the session starts with a discussion around what participants already do to make them feel well. The session transitions to highlighting specific, actionable recommendations for how participants can use their smartphones to enhance their wellness. While participants often believe that they can remember how they felt, how much they exercised, or how much they slept on any given day, accurately recalling this information can be challenging without the assistance of self-monitoring technology. The step count exercise in this session illustrates this point by comparing the accuracy of participants' perception of how many steps they took the previous day and the actual number captured by their smartphone. This activity highlights the utility of self-monitoring technologies in participant's everyday lives.

Transitioning from self-monitoring technology, the session concludes with a discussion of patient portals. To help promote participants' use of their portal, how portals benefit participants and portals' real-world applicability are emphasized. A hands-on activity facilitates participants' enrollment in their patient portal.

**Outline:**

▌ Explore group members' conception of wellness and introduce SAMHSA's "8 dimensions of wellness" model
▌ Practice viewing step count on a smartphone
▌ Practice monitoring screen time on a smartphone
▌ In small groups, facilitate participants' use of their patient portal

**Skill of the week:** Signing up for a patient portal

**Recommended readings:**

1. https://store.samhsa.gov/product/Creating-a-Healthier-Life-/SMA16-4958
2. Firth, J., Solmi, M., Wootton, R. E., Vancampfort, D., Schuch, F. B., Hoare, E., Gilbody, S., Torous, J., Teasdale, S. B., Jackson, S. E., Smith, L., Eaton, M., Jacka, F. N., Veronese, N., Marx, W., Ashdown-Franks, G., Siskind, D., Sarris, J., Rosenbaum, S., Carvalho, A. F., … Stubbs, B. (2020). A meta-review of "lifestyle psychiatry": the role of exercise, smoking, diet and sleep in the prevention and treatment of mental disorders. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, *19*(3), 360–380. https://doi.org/10.1002/wps.20773
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## Session 3: Managing Responsibilities

Part of maintaining a healthy lifestyle includes keeping track of one's tasks and commitments including but not limited to doctor's appointments, professional meetings, and personal events. Smartphones have digitized the tools that can help organize participants' duties and promote their productivity and active engagement in their communities. Two of these tools will be the focus of this session. The session will focus on gaining facility using the calendar and map app that are already downloaded on participants' smartphones. After this session, participants will be able to use their smartphones to visually organize the important events in their life. They will also be able to independently search for directions and understand how they can physically arrive at a desired location. By helping participants use their smartphones to tell them what events they have scheduled and how they can arrive at these events, this session works towards promoting participants' productivity, independence, and access and potential utilization of resources.

The session concludes with a discussion around safe password practices. In this digital era, many websites or apps require participants to create a password. Thus, a core component of using digital resources and managing one's responsibilities is to keep track of one's passwords safely and effectively. After the group discussion, participants are provided actionable recommendations that they can implement immediately to ensure they are creating strong passwords and managing these passwords well.

### Outline:

- Explore participants' daily responsibilities
- Practice adding an event to participants' digital calendar
- Practice using a map on a smartphone
- In a group discussion, review safe password practices

**Skill of the week:** Using the calendar app to make an appointment or set a reminder

**Recommended readings:**

1. Mbao M, Zisman Ilani Y, Gold A, Myers A, Walker R, Fortuna KL. Co-production development of a decision support tool for peers and service users to choose technologies to support recovery. Patient Experience Journal. 2021;8(3):45-63.
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## Session 4: Staying Connected with Friends

The core function of any phone is to provide a means of communication to other people who are not physically proximal to the user. Smartphones have advanced and expanded the number of ways that we can communicate with others. Yet, those with limited digital literacy skills might not be aware of or feel comfortable using all the different social features available on one's device. With few ways to connect with others, participants have a limited ability to initiate social interactions and engage in their communities, which in turn heightens their risk of feeling isolated and lonely. This session works to mitigate this disparity and shows participants how they can use their phones to socialize with loved ones and friends in casual settings. More professional communication will be explored in the following session.

This session focuses on two skills taught through hands-on instruction: how to send a text message and how to initiate a video call. By learning how to send a text message and initiate a video call, participants can engage more easily with their loved ones, friends, or acquaintances. Facility in initiating video calls is also important for engaging with one's healthcare system as telehealth visits are increasingly utilized. The last communication method that is discussed is social media. In another group discussion, participants are asked what the pros and cons of social media apps are. Participants collaboratively reflect on their experience using social media. This discussion provides participants with information to make more informed decisions about their social media presence. The session concludes with a fun, interactive activity that assesses participants' knowledge of different social media apps. The activity is designed to engage participants and increase their awareness of the diversity of social media platforms available.

**Outline:**
▮ Practice sending a text message
▮ Practice video calling
▮ Explore participants' positive and negative experience using social media applications

**Skill of the week:** Video calling a friend

**Recommended readings:**

1. Predmore ZS, Roth E, Breslau J, Fischer SH, Uscher-Pines L. Assessment of Patient Preferences for Telehealth in Post–COVID-19 Pandemic Health Care. *JAMA Netw Open.* 2021;4(12):e2136405. doi:10.1001/jamanetworkopen.2021.36405
2. Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social Media and Mental Health: Benefits, Risks, and Opportunities for Research and Practice. *Journal of technology in behavioral science*, *5*(3), 245–257. https://doi.org/10.1007/s41347-020-00134-x

## Session 5: Communicating Professionally

We do not solely use our smartphones to communicate in casual settings. Rather, most professional interactions with employers or other professionals are initiated or conducted, at least in part, digitally. With limited digital literacy, our participants are unable to take advantage of opportunities and resources online. For example, they are unable to email a possible employer for any open positions. They are also unable to receive important communication from their healthcare professionals via email or voicemail. This session helps to promote participants' ability to communicate with professionals, and thus expand their ability to attain employment, receive important notifications, and advocate for themselves.

The session begins with a group discussion focused on participants' understanding of professionalism and how smartphones can improve their professionalism. Building off of the communication skills learned in the last session, the session then presents concrete ways that participants can communicate more professionally by setting up a voicemail greeting and sending an email. Hands-on activity and ample one-on-one instruction ensure that all participants gain utility with these two skills. Both skills are achieved in a few steps and use apps native to participants' smartphones, and thus are feasibly reproducible by those with limited digital literacy skills.

**Outline:**
- Discuss participants' understanding of professionalism and how smartphones can be used to enhance their professionalism
- Demonstrate professional communication by setting up voicemail greetings and sending an email

**Skill of the week:** Sending an email

**Recommended readings:**

1. Torous, J., & Nebeker, C. (2017). Navigating Ethics in the Digital Age: Introducing Connected and Open Research Ethics (CORE), a Tool for Researchers and Institutional Review Boards. *Journal of medical Internet research, 19*(2), e38. https://doi.org/10.2196/jmir.6793
2. Baras Shreibati J. When Low Tech Wins. New England Journal of Medicine. 2021 Aug 12;385(7):581-3.BibTeXEndNoteRefManRefWorks

## Session 6: Expanding your knowledge

Smartphones have revolutionized the transmission of information. With a device that fits into one's back pocket, a user is able to receive and send information from diverse, international sources. Access to seemingly endless amounts of information in an instant can both promote active engagement and awareness in one's community and be a potential source of misinformation and harm. This receival and transmission of information is central to a smartphone's functionality and thus, navigating the information landscape is the topic of this week's session.

The session begins with a discussion centered around how participants currently use the internet. Through this discussion, staff and fellow participants can begin to understand the diversity of how information is consumed. In addition, staff can show participants how they can translate their current habits onto their smartphones.

The session provides instruction of finding information on one's device. First, participants are shown how to search for a topic of interest on Google and how to bookmark a webpage. Then, Youtube is presented as a resource that participants can watch videos on. After each resource is discussed, hands-on activities give participants the opportunity to gain familiarity with each resource and determine if the resource meets their needs. During these activities, participants should search for content that aligns with their personal interests or goals. To sustain engagement throughout the session, it is important that participants feel they are learning about resources that are useful and directly applicable to their expressed needs.

After this session, participants will be able to use online information resources independently. Thus, increasing their awareness of misinformation on the internet is crucial for their safe utilization of these resources. Discussions about information accuracy are weaved throughout the session. Participants are also provided a three-question screener that allows them to quickly but effectively gauge baseline information quality. With few, concrete tools, participants will gain an understanding of how to identify an accurate resource online.

**Outline:**

▮ Discuss how participants use the internet
▮ Use Google to search for more broad needs
▮ Discuss misinformation and identifying accurate sources
▮ Practice bookmarking websites of high personal interest
▮ Identify how Youtube can be used to learn new skills

**Skill of the week:** Watching a video on Youtube to learn a new skill

**Recommended readings:**

1. Wisniewski, H., & Torous, J. (2020). Digital navigators to implement smartphone and digital tools in care. *Acta psychiatrica Scandinavica*, *141*(4), 350–355. https://doi.org/10.1111/acps.13149
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## Session 7: Navigating safely

The session will focus on helping patients make informed decisions when downloading mobile apps. At present, there are an estimated 350,000 health apps available for immediate download. This large number demonstrates the great interest among consumers in downloading a health app. Yet, many health apps are not supported by a strong evidence-base and fall outside the scope of FDA regulation. Given this lack of regulatory oversight, many apps fail to safeguard users' personal health information and protect users' data. When deciding whether to download an app, people often consider star ratings, user reviews, and the app's visual design, but do not take into account other important considerations related to privacy and security. This session begins with a review of how to safely navigate websites, and quickly discusses how to identify suspicious links. The rest of the session discusses mobile apps and a discussion focused on participants' current habits and considerations when downloading an app is facilitated. This discussion is designed to prompt participants' reflection on the session's topic and show staff what are the common considerations that participants use to inform their decision making.

The session transitions to presenting an app evaluation framework. The framework is multifaceted and can be too complex for some groups. Suggestions of how to tailor the presentation of the app evaluation framework are made in the session outline. The framework is simplified into 5 yes/no questions that participants can utilize throughout their decision making. The app evaluation activity that follows will help participants not only gain comfort with the app evaluation framework, but also understand the importance of reviewing an app's privacy policy, determining whether the source is trustworthy, checking when the app was last updated, and considering input from friends/family/health care professionals around the app's general quality and usefulness.

**Outline:**
- Review online information accuracy
- Explore participants decision-making process when reviewing apps' descriptions prior to downloading; identify top evaluation criteria
- Introduce new criteria for participants to consider as part of their app evaluation process (e.g. privacy/security, app developer, recommended by trustworthy person, updates within the past 6 months)
- Evaluate two apps using group criteria and determine whether they are of sufficient quality to download and use

**Skill of the week:** Downloading a wellness app that protects your privacy

**Recommended readings:**

1. Henson, P., David, G., Albright, K., & Torous, J. (2019). Deriving a practical framework for the evaluation of health apps. *The Lancet. Digital health*, *1*(2), e52–e54. https://doi.org/10.1016/S2589-7500(19)30013-5
2. Torous, J., Andersson, G., Bertagnoli, A., Christensen, H., Cuijpers, P., Firth, J., Haim, A., Hsin, H., Hollis, C., Lewis, S., Mohr, D. C., Pratap, A., Roux, S., Sherrill, J., & Arean, P. A. (2019). Towards a consensus around standards for smartphone apps and digital mental health. *World psychiatry : official journal of the World Psychiatric Association (WPA)*, *18*(1), 97–98. https://doi.org/10.1002/wps.20592
3. Huckvale, K., Torous, J., & Larsen, M. E. (2019). Assessment of the Data Sharing and Privacy Practices of Smartphone Apps for Depression and Smoking Cessation. *JAMA network open*, *2*(4), e192542. https://doi.org/10.1001/jamanetworkopen.2019.2542

## Session 8: Enjoying downtime

This final group session is designed to be a fun, light-hearted, and interactive end to DOORs. Staff and participants should view this session as a celebration of all the concepts and skills retained over the previous eight weeks. In this light, participants are taught how to have fun on their smartphones. By showing participants how they can use their smartphones to have fun, this session will also promote their engagement and consistent use of their device after DOORs instruction ends.

The session begins with a group discussion of activities that participants enjoy doing in their free time and how they currently use their smartphones to have fun. Staff are encouraged to highlight the ways that participants' answers to the two questions are congruent and different. For example, if a participant loves to cook in her free time, but does not describe that her smartphone helps her cook, then staff can encourage this participant to download an app that contains new recipes. All session instruction should be personalized to align with group's preferences. This session, in particular, is subject to revision and should be viewed as purely a suggestion from our past experiences conducting DOORs.

Hands-on activities allow participants to practice using their phone for common past-times including listening to music, watching movies, and playing games. Free resources that allow for whole group engagement are encouraged and examples are provided in the session outline.

During the final wrap-up, group participants will consolidate the information by reflecting on what they learned during the 8-week course, what they're curious to learn more about, and how they might continue using digital health technology to develop self-management strategies and improve their overall health and well-being.

**Outline:**

▐ Discuss what activities participants enjoy doing in their free-time and their current smartphone past-time habits
▐ Explore music listening apps
▐ Introduce participants to different ways they can access games and entertainment on their device
▐ Identify digital skills acquired over 8 weeks and resources for continued learning

**Skill of the week:** Create a playlist on a music listening app

**Recommended readings:**

1. Szinay D, Jones A, Chadborn T, Brown J, Naughton F. Influences on the Uptake of and Engagement With Health and Well-Being Smartphone Apps: Systematic Review. Journal of Medical Internet Research. 2020;22(5):e17572.
2. Triana AJ, Gusdorf RE, Shah KP, Horst SN. Technology Literacy as a Barrier to Telehealth During COVID-19. Telemedicine and e-Health. 2020 May 19.

# Session Outlines

## Session 1: Establishing Core Smartphone Skills

The purpose of this session is to provide an introduction to digital and smartphone technology in terms of its function and use within everyday life. Through group discussion, participants will have the opportunity to share about their experience using smartphone technology and their reasons for attending this group. Participants will learn how to make their smartphones more comfortable to use by adjusting the brightness, switching to night mode, increasing font size. Participants will learn the core smartphone skill of connecting to Wi-Fi. All these skills enhance participants' comfort and utility with smartphones, which will promote their engagement in future sessions during which more advanced skills will be covered. Any participant who does not currently own a smartphone will be guided through governmental resources to determine their eligibility for receiving a free smartphone.

**Time:** 1.5 hours

**Skill of the week:** Connecting to Wi-Fi

**Session outline:**

1. Introductions
2. Group rules
3. Pre- session survey
4. What is a smartphone?
5. Skill building: adjusting brightness, switching to night mode, and increasing font size
6. Connecting to Wi-Fi
7. Goal setting
8. Signing up for Project Lifeline
9. Summary and post-session survey

**Facilitator pre-session preparation:**

▮ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▮ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, smartphone surveys (see Appendix), and Project Lifeline worksheets (see Appendix)

1) **Introductions**

"Over the next eight weeks we are going to be learning about how you can use your smartphone to better your well-being. We're hoping that by the end of the eight weeks you will have gained more skills in using your smartphone and more tools to help you with managing your health.

Before we dive in, perhaps we could all go around the room and say who we are and why we're interested in this group?"

> Group facilitators and staff should introduce themselves and state why they are interested in digital health or why they're excited to be participating in the group. This may encourage participants to share more about why they are attending the group and what they hope to get out of it.

2) **Group rules**

> ➔ Establish group rules in terms of respecting each other, being supportive, and respecting privacy.

3) **Pre-session survey**

> ➔ Staff administer smartphone survey and assist any participant (see Appendix)

4) **What is a smartphone?**

"Before I go any further, though, we wanted to talk a little bit about what we mean when we use the word "smartphone" to make sure that we're all on the same page. What is a smartphone? What makes smartphones different than flip phones or landlines? What are the ways that you like to use your phone? Have you ever used your smartphone to do any of these things?

What can a smartphone do?

5) **Skill Building**

"Now that you all have connected to Wi-Fi, let's see what else our phones can do. When we buy our phones, they are set up for us. But, sometimes these settings do not match with what we want our phones to look like. There are ways that we can make our phones easier to use. We will cover three of those ways."

**Adjusting Brightness**

"First, we will learn how we can adjust the brightness on our phones. How can adjusting the brightness on our phone make our phones easier to use? Let's say we are in a really sunny room. We would need to increase the brightness on our phone, so we can actually see the screen. Let's say we are in a really dark room. We would need to decrease the brightness on our phone, so the light coming from the screen does not hurt our eyes"

"Does anyone know what app they need to press to adjust the brightness? Practice finding the settings app. There are instructions on the screen outlining how to adjust the brightness on your phone. Please try to follow them and we will be coming around and assisting anyone who needs help."

## Skill Building: Brightness

**Apple**

1. Settings
2. Display and Brightness
3. Under "brightness"
   a) Move to the left to darken
   b) Move to the right to lighten
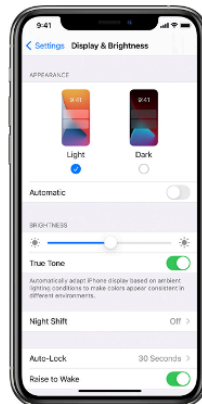
**Android**

1. Settings
2. Display
3. Press "Brightness"
   a) Move to the left to darken
   b) Move to the right to lighten

➔  Staff members assist participants with adjusting the brightness.

All skills should be taught and all examples should be given on both iPhone and Android devices.

**Switching to Night Mode**

"Now that we can all adjust the brightness on our phone, let's see how we can further change the light coming from the screen. Has anyone ever tried to use their smartphone at night or in a dark room? Did the light coming from the phone hurt your eyes? There is a way that we can change the light coming from our smartphone so that it does not hurt our eyes."

"This setting is called night shift mode or night light depending on what phone you have. When you turn this setting on, your phone screen will become a yellow color. This color does not hurt our eyes as much as the bluer color the phone screen usually has. There are instructions on the screen of how to switch your phone to night mode. We will also be coming around and assisting anyone who needs help."

## Skill Building: Night Shift

**Android**

1. Settings
2. Display and Brightness
3. Find "Night Light"
4. Turn on
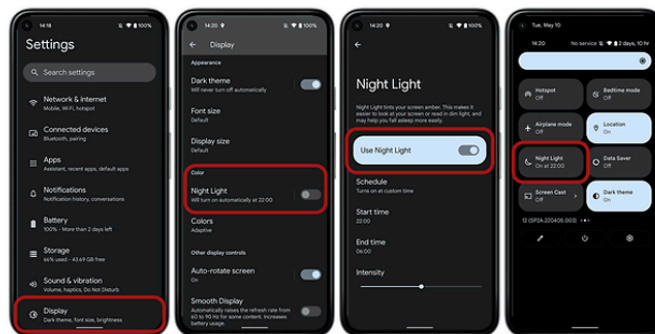


➔ Staff members assist participants with switching their phone to night mode.

🏗️ Staff members should ensure that all participants are comfortable with the previously presented skill before progressing to the next skill.

**Increasing Font Size**

"So far today, we learned how to adjust the brightness and switch our phones to night mode. We will learn one more way that we can change the settings on our phone so that it is more comfortable to use. Has anyone thought that the font size on their phone is really small? Is it hard to see what is written on the screen?"

"We will now teach you how to increase the font size on your smartphone so that it is easier to read the text on the screen. There are instructions on the screen of how to increase the font size on your phone. We will also be coming around and assisting anyone who needs help."

## Skill Building: Font Size

**Apple**
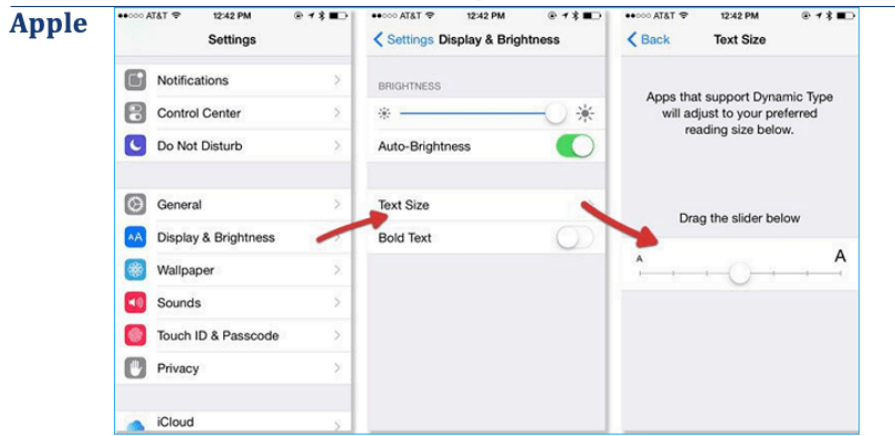


> ➔ Staff members assist participants with increasing the font size.

> 🏭📲 The skills presented in this section can be taught in any order or replaced with skills that better align with participants' needs. It is important that these skills remain foundational and use apps that are already download onto the smartphone as how to download an app has not been taught.

6) **Connecting to Wi-Fi**

"It sounds like you all like to use your smartphones in different ways. It's amazing all of the things that smartphones can help us with in our daily lives."

"Does anyone have an idea what Wi-Fi is or how to use it?  Have some of you connected to the Wi-Fi in this building? Does anyone know what some of the differences between Wi-Fi and data are?" Here are some of the differences. It's generally best to use Wi-Fi if you can because it's free."

**What's the difference between Wi-fi and Data?**



**Wi-fi**
- Free
- Can't access everywhere
- Available at the Dunkin' Donuts, etc.

**Data**
- Costs money
- Can have pre-paid plans or contracts
- Usually need data to make calls

"We will now show you how to connect to Wi-Fi. Please read and try to follow the step-by-step guide. We will be coming around and assisting anyone who needs help."

## Practice: WiFi

**Connect to WiFi on iPhone**
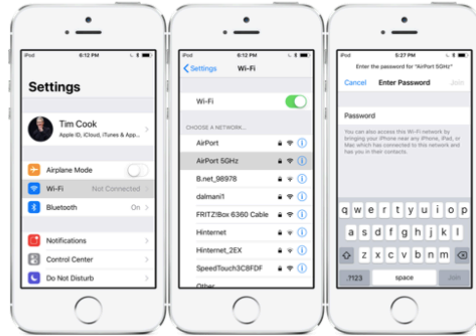


**Step 1.** Click on the 'Settings' app

**Step 2.** Click on 'Wi-Fi'

**Step 3.** Select a network

**Step 4.** Enter password if needed

➔ Staff members assist participants with connecting to Wi-Fi.

7) **Goal setting**

"So, today we learned how to adjust the brightness, switch to night mode, increase the font size, and connect to Wi-Fi. We want to make sure that future sessions are most productive to you. Therefore, if there is any specific skill that you would like to learn about, please let us know."

## Goal Setting

- Is there anything you would like help with on your phone?

- What do you want to learn about your phone?

- Is there anything you need more practice with?



8) **Signing up for Project Lifeline**

"For anyone who does not have a smartphone and is interested to see if they are eligible to receive a free smartphone from the government, we can help you sign up for Project Lifeline. We have no involvement in this program, and thus do not determine who is eligible and who is ineligible to receive a free smartphone. Though we can answer your basic questions regarding eligibility, enrollment, and what benefits you receive, we might need to direct you to the program's customer service to answer more detailed and specific questions."

🏭 If all participants have access to a smartphone or Project Lifeline is not a suitable resource for the specific community, this section can be skipped or replaced with a more appropriate resource.

9) **Summary and post-session survey**

"As we come back together, does anyone want to share one thing they learned today? How are you planning to use this new skill over the next week?"

"We want to show you what we will be learning over the next seven weeks together. Today is the first session. Next week, we will be learning about how we can use our smartphones to stay healthy."

# Digital Skills Overview

**Session #1**
What are smartphones?
How can we use them?

**Session #2**
How can we use smartphones to stay healthy?

**Session #3**
How can our smartphones help us stay organized?

**Session #4**
Using our smartphones to connect with friends

**Session #5**
Using our smartphones to communicate professionally

**Session #6**
Learning new skills with the help of our smartphones

**Session #7**
Staying safe and making smart choices on our smartphones

**Session #8**
Enjoying downtime on our smartphones

🏭 Depending on group engagement and functioning, you might choose not to share this outline if you think it might be overwhelming.

➔ Staff administer post-session survey and assist any participant (see Appendix).

## Session 2: Building Wellness Habits

This session's purpose is to show participants how they can use their smartphones to promote healthy habits. "Wellness" is an abstract term that can have a multitude of meanings. To ensure participants share a common understanding, the session will start with a discussion and review of what the term "wellness" means and SAMHSA's 8 dimensions of wellness (physical, mental, emotional, social, environment. financial, spiritual, and vocational). Participants will be encouraged to think of individual physical or emotional wellness goals, and how their smartphone can help support these goals. Participants will be shown built-in functionalities that promote healthy habits including step tracking and monitoring screen time. The session concludes with a group discussion and hands-on activity focused on patient portals. The pace and content of this session is highly dependent on the group's digital literacy level. Throughout the session outline, recommendations for customization are made.

**Time:** 1.5 hours

**Skill of the week:** Signing up for a patient portal

**Session outline:**

1. Pre-session survey
2. Check-in
3. What is wellness?
4. Step-count
5. Monitoring screen time
6. Signing up for a patient portal
7. Summary and post-session survey

**Facilitator pre-session preparation:**

▌ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is including in the building
▌ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

➔ Staff administer smartphone survey and assist any participants (see Appendix)

2) **Check- in**

"Welcome to our second week! Last week we learned how to connect to Wi-Fi. Did anyone try to connect to Wi-Fi in different places? Does anyone have any questions about connecting to Wi-Fi?"

🏭📷 If participants are having difficulty recalling the skills from last week, it may be helpful to pull up a visual from the previous presentation.

3) **What is wellness?**

"The purpose of this group is to help you develop smartphone skills and knowledge that can also be used to improve your overall wellbeing. Technology can be fun to use and can sometimes help us work towards our wellness. Last week, we defined what smartphones are and this week, I was thinking we could also figure out what the term "wellness" means to us."

**Discussion prompts:**

▌ Does anyone have some initial ideas that they'd like to share?
▌ Is wellness just about not being sick or is there more to it?
▌ What are some things that you do to feel well?
▌ How do we know when we're feeling well?

> "Wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Wellness is more than being free from illness, it is a dynamic process of change and growth."
>
> – UC Davis Student Health *https://shcs.ucdavis.edu/wellness/what-is-wellness*

"What's interesting about the concept of wellness is that it can mean a number of different things to different people. What helps me to feel well, might be different than what helps you to feel well. I found this image that shows 8 dimensions of wellness.

**Discussion prompts:**

▌ Is there anything surprising on here?
▌ Which dimension makes sense to you personally?
▌ Which dimension would eating vegetables go in?

"Today, we will be focusing on physical and emotional wellness and showing you how can you use your smartphone to improve your physical and emotional wellness"



**8 Dimensions of Wellness**

### 4) Step Count

"We can use our phones to measure some of our physical activities. Our phones can measure how many steps we take in a day. Before, we look at how many steps we took yesterday, call out how many steps you think you took yesterday. Remember that number. On the screen, you will see step-by-step instructions of how to look at your step count. Please try to follow these steps and we will be coming around and assisting anyone who needs help."



## Skill Building: Step-Count

### How To View **Step-Count** on Android
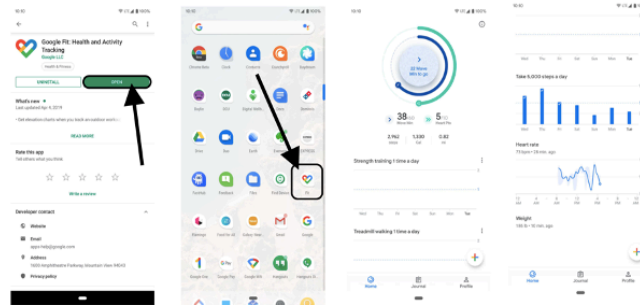
→ Staff members assist participants in finding their step count and should compare this number to participants' previous guess.

🏭 This is also an opportunity for staff to start a discussion on physical exercise, and if participants present initial interest, to encourage and help participants find ways to increase their step-count and other physical exercise activities.

### 5) Monitor Screen Time

"Another part of staying healthy is seeing how much time we spend on our phones. How can knowing how much time we spend on our phones contribute to our health? Though our phones are useful, there are other activities that we might enjoy that do not use our phones such as reading a book, spending time with loved ones, and cooking. If we spend too much time on our phones, we might miss some of these activities that we enjoy."

"On the screen, you will see step-by-step instructions of how to look at your screen time. Please try to follow these steps and we will be coming around and assisting anyone who needs help."

# Skill Building: Screen Time
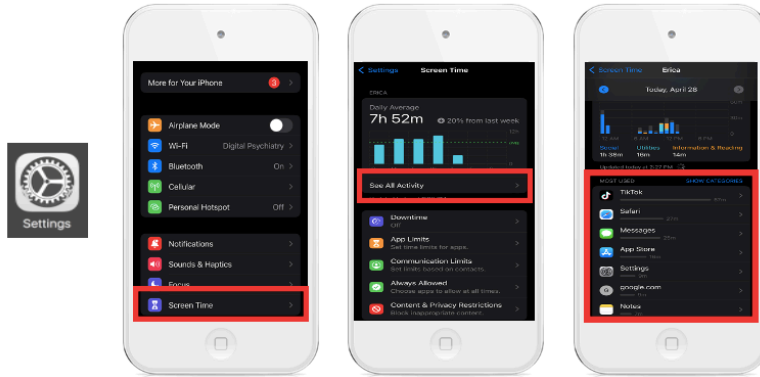


> ➔ Staff members assist participants in looking at their screen time and should ask participants if they expected to see this number

6) **Signing up for a patient portal**

"We've looked at two ways that everyone can use their phone to track themselves and see if they are meeting any of their healthy lifestyle goals. Now we want to discuss another way that your phone can help you maintain a healthy lifestyle. Has anyone heard of or used a patient portal before?"

**Discussion prompts:**

▌ What is a patient portal?
▌ What can I use a patient portal for?
▌ Why would I want to sign up for a patient portal?"
▌ How can using a patient portal contribute to my health and well-being?

# Patient Portal Discussion

Do any of your <u>doctors</u> use websites or apps?

What are some things we can use a patient portal for?



> If the digital literacy of the group is low, then staff members should dedicate more time to discuss the utility of patient portals. It is important to emphasize the benefits to participants if they actively engage with this resource.

" Now, that we know what a patient portal is and the benefits of using one, we will help you all sign up for your doctor's patient portal. Some hospitals and healthcare systems use different patient portals. So, depending on where you see your doctor, you might need to sign up for a different patient portal than your neighbor. The instructions on the screen show how to sign up for Beth Israel Deaconess Medical Center's patient portal. Though you might not need to sign up for this specific patient portal, most enrollment processes are pretty similar. "



## Skill Building: Sign up for Patientsite

1. Press register on the Patientsite homepage

2. Type your provider's first and/or last name

3. Click Search

Patientsite sends a request to your provider. Your provider will have to approve your request, so you can access the portal

➔ Staff members are encouraged to screen share their device and show participants how to sign up for a patient portal

➔ Staff guide participants in small groups or one-on-one through the enrollment procedure

🏥 The example provided here is illustrative of how to sign up for the patient portal that Beth Israel Deaconess Medical Center in Boston, Massachusetts is using on the date of this manual being written. Staff should change the instruction to reflect their own regional patient portal.

🏥 If participants have already enrolled in their patient portal, staff should revise the discussion and activity to help participants navigate their patient portals and promote their active engagement with this resource.

7) **Summary and post-session survey**

"As we come back together, does anyone want to share their experience with signing up for their patient portal? After today, you all know how to track your steps and screen time using your phone. You also have signed up for a patient portal. We will be checking in next week to see if you can access and navigate your patient portal. Does anyone have any remaining questions?"

# Digital Skills Overview

**Session #1**
What are smartphones?
How can we use them?

**Session #5**
Using our smartphones to
communicate professionally

**Session #2**
How can we use
smartphones to stay healthy?

**Session #6**
Learning new skills with the help of
our smartphones

**Session #3**
How can our smartphones
help us stay organized?

**Session #7**
Staying safe and making smart
choices on our smartphones

**Session #4**
Using our  smartphones to
connect with friends

**Session #8**
Enjoying downtime on our
smartphones

> Staff may want to present this overview at the beginning or end of each session to show participants their progress throughout DOORs and preview the content of upcoming sessions. This information can also be overwhelming especially if the digital literacy of the group is low, and thus can be omitted.

➔ Staff administer smartphone survey and assist any participant (see Appendix)

# Session Outlines

## Session 3: Managing Responsibilities

This session has two purposes: (a) gain utility using the calendar and maps apps on participants' smartphones and (b) understanding safe password practices. Calendars allow participants to visually organize and remember important events, which in turn promotes their productivity and active engagement in their communities. Maps allow participants to navigate their communities and be able to physically attend different events, reinforcing their engagement and utilization of community resources. Creating strong passwords and remembering them allows participants to use a myriad of digital resources safely and effectively. By focusing on these three digital skills, this session helps participants gain a sense of independence, productivity, and organization through the use of their smartphone.

**Time:** 1.5 hours

**Skill of the week:** Using the calendar to make an appointment or set a reminder

**Session outline**:

1. Pre-session survey
2. Patient portal check-in
3. Routine and responsibilities discussion
4. Practice using the calendar app
5. Practice using a maps app
6. Good password practices
7. Summary and post-session survey

**Facilitator pre-session preparation:**

▌ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▌ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

2) **Patient portal check-in**

"Last week, we discussed what wellness can mean to each one of us. We learned how to track our steps, monitor our screen time, and sign up for a patient portal. Does anyone want to share their experience with using their patient portal?"

3) **Routine and responsibilities discussion**

"During today's group, we're going to talk about how we can use our smartphones to help us stay organized. First, what are some of your daily responsibilities?

**Discussion prompts:**

▌ What does your daily routine look like?
▌ What are you other commitments?
▌ What are some events that you want to remember?

## What are your daily responsibilities?



- Take care of your hygiene
- Cook meals
- Go to work or school
- Do laundry

- Make your bed
- Do the dishes
- Relaxation
- Exercise
- Drink water

4) **Calendar**

"Now, we will learn one way that our smartphones can help us remember all the things that we have to do. Has anyone ever used a physical calendar to remind themselves of important events? Our phones have a digital calendar on them. Has anyone ever used a calendar on their phone? Let's try to open and view our calendar on our phones. We will be coming around and assisting anyone who needs help."

## Skill Building: Calendar & Reminder

### How To View **Calendar** using Google Calendar
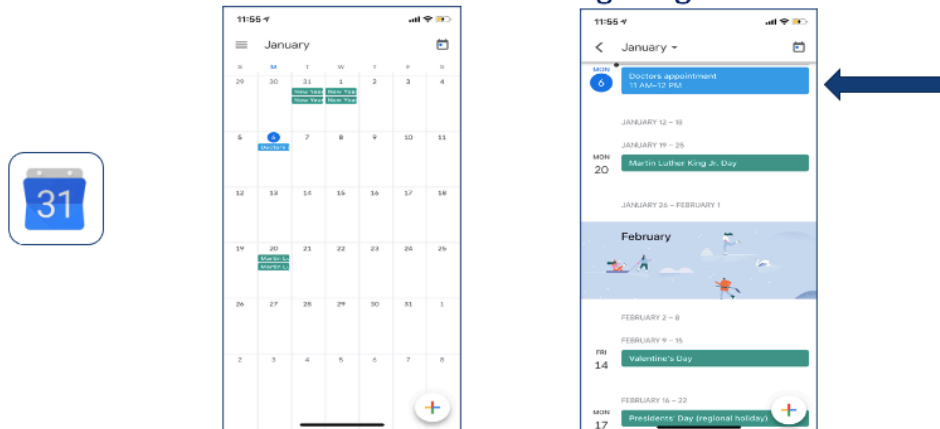
➔ Staff assist anyone in finding and viewing their calendar

"We will now practice adding an event and setting a reminder for that event on our calendar. We will add that this digital skills group will meet next week during this day and time. We will also add a notification, so our phones can remind us that we should attend this group next week."

## Practice: Calendar & Reminder

1. Open the Calendar app

2. Create a new event titled 'Digital Skills Group' for a week from today

3. Add a notification of your choosing (ex. 1 day before or 30 mins before)

🏗️ Depending on time and the digital literacy of the group, then staff can also assist participants in creating events that are personally important to them (i.e. doctor's appointments, family members' birthdays)

5) **Maps**

" Now that we know what important events we have to attend, we need to know how we can get to these events. What do you currently use to get from place to place? How do you know where to go? Has anyone used a physical map before?"
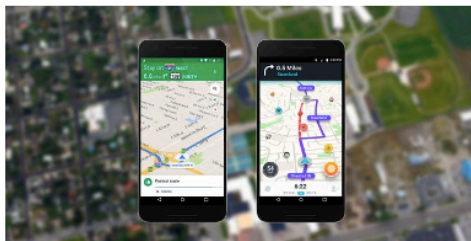
# Skill Building: Maps

| Google Maps | Apple Maps | Waze |
|---|---|---|
| –Wheelchair Accessible | –Make pit stops | –Connect FB events |
| –Delete location data | –Send map from Mac | –Share ETA |
| –Orient yourself by tilting the phone | –"Flyover" button | –Change voice |

"Our smartphones have maps on them. These maps can tell us how long it will take us to get to where we want to go, what the fastest route is, and which mode of transportation we can use such as walking, buses, or driving. Has anyone used the maps on their smartphone before?"

"There are several different map apps. On the screen, we listed some of the differences between them. If you have an iPhone, Apple maps is already on your phone. If you have an Android, Google maps is already on your phone. You can use the map apps that is already on your phone. If you do not like it or if you want a feature that another app has, then you can download a new maps app onto your phone. Let's all find the maps app on our phones and decide if we want to use that app or download a new one."

🏗️ Depending on the digital literacy of the group and the accuracy of different map apps in differing geographic locations, staff can choose to pre-determine which app they will teach in this section.

"Now that we all have found the maps app on our phone, let's practice using this app. Try to find the answer to the questions listed on the screen. We will come around and assist anyone who needs help."

**Possible activities:**

🚗 How long would it take to drive to your house from here?

👣 How long would it take to walk to your house from here?

🏡 How do you save your home address?

📖 How long would it take to take public transportation to the nearest library?

> → Staff assist participants in finding directions and saving their home address

6) **Good password practices**

"Today, we learned how to use the calendar and maps app. The last thing that we will do today is talking about passwords. Why are passwords an important part of managing our responsibilities? Many websites or apps will require you to create and then remember your password. We will talk about both creating and then remembering your passwords. First, what makes a good password?"

"When you have created a strong password, how do you keep passwords safe?"

**Recommendations:**

🔒 Don't show anyone your passwords

📝 Write them down in a safe place

✳✳✳ Use a different password for every account

AA Use numbers, uppercase letters, and symbols

⚠ When prompted, update your password

7) **Summary and post-session survey**

"As we come back together, does anyone want to share what events they will add to their calendar or where they want to get directions for? How will you use the calendar and map over the next week? After today, you all know how to use the calendar and maps app on your smartphone. You also know how to keep your passwords safe. We will be checking in next week to see if you added more events to your calendar. Does anyone have any remaining questions?"

> → Staff administer smartphone survey and assist any participants (see Appendix)

# Session Outlines

## Session 4: Staying Connecting with Friends

This session's purpose is to teach participants how they can use their phones to connect with others casually. Limited comfort using the social features available on one's smartphone hinders participants ability to initiate social interactions and engage in their communities, which in turn heightens their risk of feeling isolated and lonely. This session works to show participants several different ways that they can use their phones to facilitate social interactions. The session begins by teaching participants how they can interact with loved ones, friends, or acquaintances by sending a text message or video calling. A discussion of the pros and cons of social media apps conclude the session and provides participants with information to make more informed decisions about their social media presence.

**Time:** 1.5 hours

**Skill of the week:** Videoing call a friend

**Session outline:**

1. Pre-session survey
2. Calendar check-in
3. Sending a message
4. Video calling/telehealth
5. Social media discussion
6. Summary and post session survey

**Facilitator pre-session preparation:**

▌ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▌ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, social media quiz (see Appendix), and smartphone surveys (see Appendix)

1) **Pre-session survey**

➔ Staff administer smartphone survey and assist any participant (see Appendix)

2) **Calendar check-in**

"Last week, we discussed how to stay organized with our smartphones. We learned how to use the calendar and maps app. Does anyone want to share any events that they added to their calendar? Did your phone remind you about today's digital skills group? Were there any challenges?"

3) **Sending a message**

"How can you use your phone to connect? Have you used your phone to connect with other people before?"

> 🏭 Depending on the group's answers and digital literacy level, this section can be skipped or replaced with a connection feature that is more advanced (i.e. texting a photograph, starting a group chat).

"One way that you can connect with other people is by sending a text message. Has anyone sent a text message before? There are different ways that we can send a text with our smartphones. Our phones already have texting apps downloaded on them. There are also other apps that we can download to send a text message. These apps usually have additional features."

## Skill Building: Messaging

**Apps**
- Often free
- Use WiFi and/or Data
- Require download & an account
- Usually multi-feature

**Texting/iMessage**
- Already on phone
- Use WiFi and/or Data
- 1 function: texting

"We will now practice sending a text message with the apps that are already downloaded on our phones. Send a text that answers the questions on the screen. Try sending that text to the number listed on the screen."

➔ Staff project a phone number and questions that participants can answer via text

➔ Staff assist participants with sending a text message

## 4) Video calling/telehealth

"There are other ways that our smartphones can help us connect. Has anyone tried video calling a friend or loved one? What are the advantages of video calling someone versus calling them on the phone?"

"There are apps that are already downloaded onto your phone that allow you to video call other people. There are instructions for both iPhones and Android devices on the screen detailing how to video call a friend, loved one, or acquaintance. Please follow the instructions and we will be coming around and assisting anyone who needs help."



### Practice: Video Call (iPhone)

1. Find the Facetime app

2. Press "New Facetime"

3. Type the name or number of who you want to Facetime
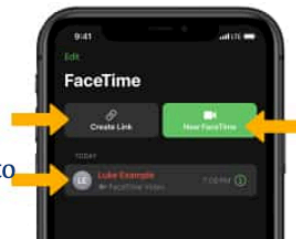
4. Press the green "Facetime" button
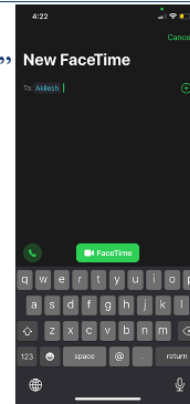
→ Staff assist participants with video calling a friend.

> Depending on the group's digital literacy level and goal of the program, this section can be replaced with a discussion around telehealth and using telehealth platforms such as Zoom.

## 5) Social media discussion

"There is one last way that we can use our phones to connect with others. Has anyone ever downloaded a social media app before? What is social media? What are some pros and cons to using social media?"

| Pros 👍 | Cons 👎 |
|---|---|
| ▍ Connecting with others | ▍ Misinformation |
| ▍ Share events that are important to you | ▍ Spend more time on our smartphones |
| ▍ Free to use | ▍ Lack of privacy |

"If you decide to download and use a social media app, what are some things you can do to stay safe? You never want to share any information that you do not want other people to know. You never want to share someone else's information without them knowing. If you would not say that comment to the person, then please do not write it on social media."

"There are many different social media apps available. We want to see how many social media apps you can recognize. We want you to name each social media app that appears on the screen. Try your best! The point of this activity is not for you to download and use each of the social media apps that we will present. We want you to have an understanding of the diversity of social media apps out there and recognize some common names."

## Practice: Social Media



> ➔ Staff administer social media activity (see Appendix)

> 🏭 Staff should confirm that the app icons on the social media quiz are reflective of the most updated version and encouraged to customize the apps included on the quiz to better align with the group's preferences.

6) **Summary and post-session survey**

"As we come back together, does anyone want to share what they have learned today? Who will you text or video call? After today, you all know how to use your phone to connect with others. You know how to send a text and video call. We will be checking in next week to see if you video called someone. Does anyone have any remaining questions?"

> ➔ Staff administer post-session survey and assist any participant.

# Session Outlines

## Session 5: Communicating Professionally

Building off of the communication skills learned last week, this session focuses on how participants use their smartphones to communicate in more professional ways. By setting up a voicemail and sending a professional email, participants learn concrete ways that they can improve their professionalism through their smartphones. These two skills have few steps, and thus are feasibly reproducible by those with limited digital literacy skills. Recommendations for more advanced skills are made if the baseline digital literacy of the group is higher.

**Time:** 1.5 hour

**Skill of the week:** Sending an email

**Session outline:**

1. Pre-session survey
2. Check-in
3. Professionalism discussion
4. Setting a voicemail greeting
5. Sending an email
6. Summary and post-session survey

**Facilitator pre-session preparation:**

▌ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▌ Confirm access to large screen to (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

➔ Staff administer pre-session survey and assist any participant

2) **Check-in**

"Last week, we discussed how we can use our phones to connect with others. We learned how to send a text, set up a voicemail, and send an email. Did anyone send an email last week? Did anyone receive an email last week? Were there any challenges?"

3) **Professional discussion**

"There are other ways that our smartphones can help us connect. We do not only talk to family members or friends, but we can connect with our co-workers or boss using our phones. In this way, our phones can help us be more professional."

**Discussion prompts:**

▌ What is professionalism?
▌ What ways do you try to be more professional?
▌ How do you think your phone can help you be more professional?

4) **Setting up a voicemail**

"One way that our phones can help us be more professional is by setting a voicemail greeting. Does anyone know what a voicemail is? When we have a voicemail greeting, those who have called us can leave a message and let us know why they called us. We can then listen to these messages. This way we do not miss or forget about important phone calls. On the screen, there are instructions of how to set up a voicemail. We will come around and assist anyone who needs help."

## Practice: Setting a Voicemail Greeting (Android)

1. Tap the Phone app

2. Dial your phone number (or the number 1)

3. Follow instructions to make a voicemail greeting

➔ Staff assist participants in setting up a voicemail

🏭 If participants already have their voicemail set up, staff can assist them in listening to voicemail messages or cleaning their voicemail inbox.

**5) Sending an email**

"If you had to communicate with a co-worker or boss, what other ways can you connect with them? You can send them an email. Why would you email our boss, and not text him or her? Has anyone sent a professional email before?"

"There are a few different types of apps that allow us to send emails. If you an iPhone, look for the mail app. If you have an Android, look for the Gmail app. These apps both allow you to send emails. We recommend using the app that is already predownloaded on your phone."

"Does anyone not have an email address? Most of you should have an email address because you need an email address to download apps on your phone. If you do not have an email address, we will help you create one now. If you do have an email address, practice sending a professional email."
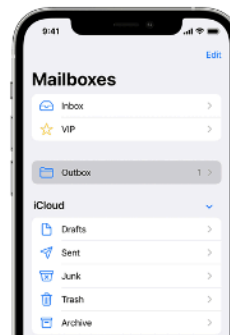
## Practice: Sending an Email

**Do you have an email address?**

    **Ex. Yahoo, Gmail, Hotmail, AOL**
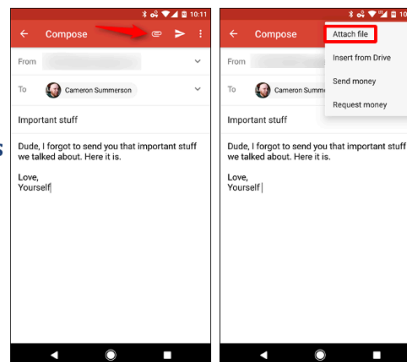
**If not, go to Gmail.com → Create a new account**

**If you do have an email → Practice sending a professional email**

➔ Staff assist any participant with sending an email.

## Practice: Adding an attachment

1. Open the email app
2. Start a new email
3. Type in recipient's email address
4. Type in message/subject
5. Tap
6. Choose file you want to attach

"Now that we know how to send an email. Let's try adding an attachment. What is an attachment? Over email, we can also send documents, pictures, and videos. When you add an document, picture, or video to an email, it is called an attachment. Let's practice adding an attachment to our emails."

➔ Staff assist any participant with adding an attachment.

🏭 If the group presents with higher digital literacy, then more advanced skills such as resume building and Linkedin can be introduced.

6) **Summary and post-session survey**

"As we come back together, does anyone want to share what they have learned today? Who will you send an email to over the next time? After today, you all know how to use your phone to connect professionally. You know how to check your voicemail and send a professional email, We will be checking in next week to see if you sent an email to someone. Does anyone have any remaining questions?"

➔ Staff administer post-session survey and assist any participant.

# Session Outlines

## Session 6: Expanding your knowledge

The purpose of this week is to give participants the understanding and tools to use their smartphones to receive information and learn new skills with the myriad of resources that are freely available. Smartphone have revolutionized how we consume information. To actively engage in the digital world, participants must learn how to navigate the internet on their mobile device. This session begins with a discussion of how participants engage with the internet currently. Two resources (Google and Youtube) are presented. Each resource is free, allowing all participants to partake in hands-on activities and practice searching for relevant information. To help participants better identify misinformation, the session has a group discussion where three concrete questions are presented and give participants a quick guide of assessing baseline information quality.

**Time:** 1.5 hour

**Skill of the week:** Watching a Youtube video to learn a new skill

**Session outline:**

1. Pre-session survey
2. Check-in
3. Internet discussion
4. Google
5. Accurate information discussion
6. Bookmarking
7. Finding help online
8. Watching a video on Youtube
9. Summary and post-session survey

**Facilitator pre-session preparation:**

▌ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▌ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

> ➔ Staff administer pre-session survey and assist any participant

2) **Check-in**

"Last week we learned how we can use our smartphones communicate with professionals. We learned how to look set up a voicemail and send an email. Did anyone send an email over the past week? Did you experience any challenges?"

3) **Internet discussion**

"Today, we will learn about how we can access the internet on our smartphones. We will learn how we can read information and learn new skills. First, we will discuss what ways you currently use the internet?"

**Discussion prompts:**

▮ Who wrote it?
▮ When was it written?
▮ Are other sources saying similar things?

4) **Google**

"One way that we can search and find information on our smartphone is through Google.com. Has anyone ever used Google.com?"

"Google is a search platform that does not just let us search for news articles, but we can search for pretty much any information that we are seeking. For those who have used Google before, what are some topics that you have searched for?"

> ➔ If no participants have used Google prior to this session, staff should give examples and project a walk-through of how to search for terms on Google prior to the activity.

"We will now practice using Google. Let's think of a topic that we find interesting. Some examples are cooking recipes, ballet videos, or articles about baseball. We will use Google to find more information about this topic. Once you have a topic in mind, please read the instructions of how to access Google on your phone. We will be coming around and assisting anyone who needs help."

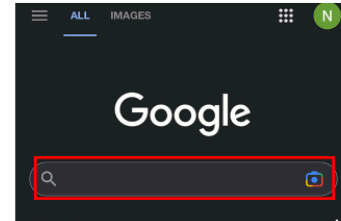# Practice: Google on iPhone

**1. Find the Safari app**

**2. Find the Search button**
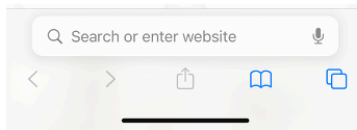
**3. Type "Google.com"**

**4. Type what you want to search in the search bar**

➔ Staff assist any participants in searching for their personal topic of interest.

🏭 If the digital literacy level of the group is high, staff can tailor this module to teach more advanced Google skills including using Google scholar and optimizing search terms to receive the most relevant information or staff can teach other search functionalities such as voice-enabled search including Siri.

5) **Accurate information online discussion**

"Now that we know how to access information online, let's talk about how to tell that the information we are reading is accurate. How do you currently decide if what you are reading is accurate?"

"Here are three questions that you can ask yourself when looking at a website to assess its quality"

**Three question screener for baseline information quality:**

▐ Who wrote it?
▐ When was it written?
▐ Are other sources saying similar things?

" Now, look at the website that you found on Google.com. Can you use these three questions and determine if the information on that website is accurate?"
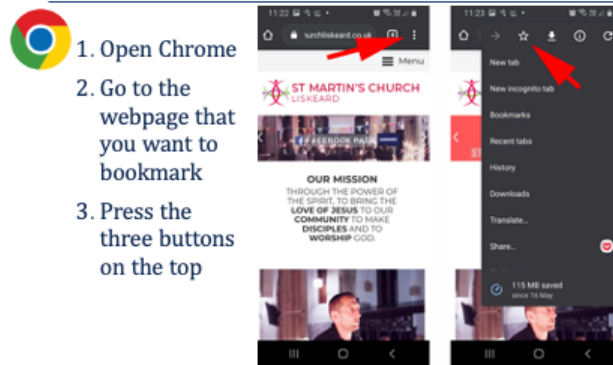
🏭 Staff can give examples of an accurate versus potentially inaccurate website prior to this activity.

## 6) Bookmarking

"Now that we know how to find accurate information on Google, we are going to learn how to bookmark a webpage. Has anyone ever heard of bookmarking? Why would we want to bookmark a webpage?"

"Bookmarking allows us to quickly access a website that we go to very often. Just like a physical bookmark guides you to a specific page in your book, a digital bookmark guides you to a specific website on the internet. The universal symbol for bookmark is a star. Please read the instructions on how to bookmark a website. We will come around and assist anyone who needs help."

### Practice: Bookmarking on Android



1. Open Chrome
2. Go to the webpage that you want to bookmark
3. Press the three buttons on the top
4. Press the star
5. When the page is bookmarked the star will be filled like this: ★

➔ Staff assist any participant with bookmarking a webpage

## 7) Finding help online

 "When you are navigating the internet, you might have a specific question in mind. For example, my phone is not connecting to Wi-Fi, how can I fix it? When is the public library open? There are several ways that websites help you find answers to your specific questions."

**Recommendations:**

Navigating to a frequently asked questions page

Online chat help

Calling customer service

🏭 If the digital literacy of the group is low, focusing on one of the recommendations presented above and leading a hands-on demonstration are recommended.

8) **Watching a video on Youtube**

"Now that we know how to use Google, let's learn a different way to find information online. Has anyone used Youtube before? Youtube is a website and app that other people can post videos on. I can post a video on Youtube. You can post a video on Youtube. Because anyone can post a video onto Youtube, Youtube has many different types of videos. If you have used Youtube, what kinds of videos did you watch on Youtube?"

> 🏭 The content of the Youtube discussion and activity should be determined by the digital literacy of the group.
> 🏭 If the digital literacy is low, staff are encouraged to discuss the features of Youtube (i.e. free, watch commercials, how to navigate safely) and demonstrate how to access Youtube and search for desired videos.
> 🏭 If the digital literacy is high, staff can tailor the discussion to participants' past usage of Youtube, how Youtube customizes the home screen, and how participants can use Youtube in new ways.

"Let's practice searching for videos on Youtube. Search for the prompt that is projected on the screen. We will come around and assist anyone who needs help."

## Skill Building: Using YouTube

### What was the last YouTube video watched?

### What shows up on your YouTube homescreen? Why?
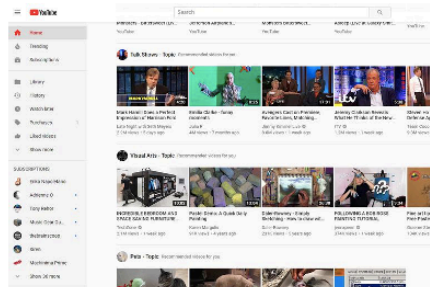


→ Staff project a prompt that participants can search videos for on Youtube

→ Staff assist any participant in searching for videos on Youtube

9) **Summary and post-session survey**

"As we wrap up, I wanted us to reflect on some of the things we have learned today. We learned how to search for information on Google, bookmark a webpage, and find a video on Youtube. Is there anything that I can clarify about these skills? Your assignment for the next week is search for a video Youtube that teaches you a new skill. We will ask you next week about what videos you have watched."

→ Staff administer post-session survey and assist any participant.

# Session Outlines

## Session 7: Navigating safely

At the present, among the hundreds of thousands of health apps available, few have scientific research supporting their claims and even fewer have been subject to regulatory review by the FDA. As a result, many apps do not do what they claim and have questionable data security and sharing policies. This session is focused on providing participants the awareness and tools to make more informed decisions when they download an app. In our experience, many participants rely on star ratings, user reviews, and number of downloads to determine if an app is safe and potentially effective. Yet, these metrics fail to consider privacy and data security and do not include what app attributes are personally important to the individual user. To gauge what app attributes are important to each participant, the session begins with a discussion about participants' current considerations when they download an app. The sessions transitions to highlight an app evaluation framework that prompts participants to consider an app's privacy policy, whether the source is trustworthy, when the app was last updated, and input from friends/family/health care professionals when deciding an app's general quality and usefulness.

**Time:** 1.5 hour

**Skill of the week:** Searching for and download a wellness app that protects your privacy

**Session outline:**

1. Pre-session survey
2. Check-in
3. Safe website and link discussion
4. Downloading an app
5. App evaluation
6. New considerations for evaluating apps
7. Summary and post-session survey

**Facilitator pre-session preparation:**

- Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
- Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

> ➜ Staff administer pre-session survey and assist any participant

2) **Check-in**

"Last week we learned how we can use our smartphones to learn new skills. We learned how to translate sentence using Google translate, find modules on Khan Academy, and watch videos on Youtube. What are some of the videos on Youtube that you watched over the past week? Did anyone learn anything new? Did you experience any challenges?"

3) **Safe website and link discussion**

"We have previously discussed how to tell if a website it safe. Can someone remind me those three questions that we asked when deciding if the information on a website is accurate?"

"Now, we will talk about how to tell if a link is safe to press. Has anyone ever been texted a link from a number that they did not recognize? Has anyone ever been texted a link about something that they were unfamiliar with? For example, you receive a text that an Amazon package has been delivered. But, you have not ordered anything from Amazon. Should you press that link?"

"If you receive links from numbers that you do not recognize or are about packages/subscriptions/events that you are not familiar with, that link is likely not a safe link. You should not press it. If you look at the screenshot of these two phones. Which one do you think is a safe link to press? Why?"
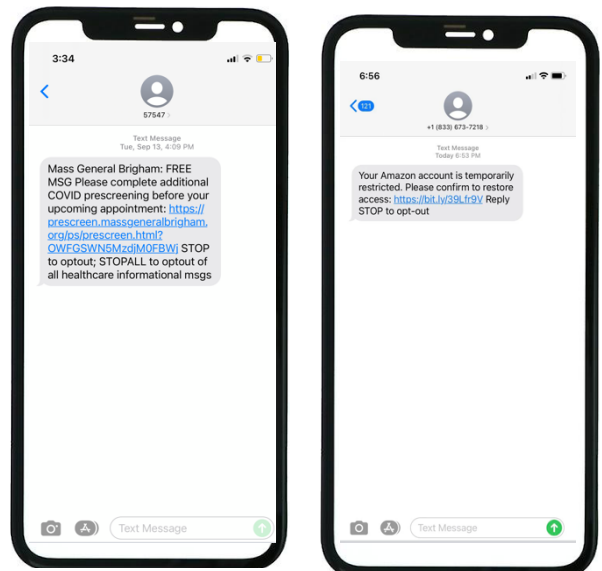


4) **Downloading an app**

"Today, we are going to talk about how to make informed decisions when we download an app. We will talk about how to pick apps from the thousands that are in the app store."

"First, let's learn how to download an app. What app would you use to download other apps? How can you tell if an app costs money? How do I download an app?"

> ➜ Staff share their screen and guide participants through the app store, how to tell if an app costs money, and how to download an app

"Now that you know how to download an app, let's learn how to decide which app to download. There are thousands of available apps. How do we know what is a good app? First, we want to gauge your experiences with choosing what app to download. In the past, what do you look for when you want to download an app on the app store?

**Discussion prompts:**

- Is cost an important metric for you when downloading an app?
- Are you more likely to download an app if it is has good reviews or a person you know recommends it? Why?
- Do you read app reviews or look at star ratings?
- Why are app reviews and star ratings not the best way to gauge if an app is right for you?
- What information does a privacy policy tell us?
- Does it matter to you if the app is visually appealing or easy to use?
- Do you like at who developed the app?

> The presented list of app attributes can be given to participants as a worksheet if engagement is low or participants have difficulties generating ideas. The list can also serve as a reference for staff highlighting key discussion points.

5) **App evaluation practice**

"Now that we have thought through what we look for in an app. We're going to have you look up two app descriptions in the app store and then we'll vote about whether you would want to download them or not. If you look on the big screen, you'll see the two apps that we'd like you to find in the apps store."

**Headspace: Meditation & Sleep**
Relax, focus & manage stress
Headspace Inc.

#7 in Health & Fitness
★★★★★ 4.9, 469.6K Ratings

Free · Offers In-App Purchases

**The Breathing App** 4+
Edwin Stern
Designed for iPad

★★★★★ 4.7 · 271 Ratings

Free

View in Mac App Store ↗

→ Break participants into small groups

→ Assist group members in locating app descriptions in the app store

> Given that the digital landscape is constantly changing, it may be necessary to select different apps for this exercise if the apps listed above no longer exist. One app should meet these criteria: strong privacy policy, trustworthy source, recommendation from a known health professional, and updated within the past 6 months. The other app should not meet these criteria but should be comparable to the other app in terms of quality of icon design, star rating, and user reviews. For further details visit the American Psychiatric Association's app evaluation website which you can find through using a search engine.

"We're going to come back together as a group and vote on whether or not you would download these two apps. Who here would download Headspace and who would download The Breathing App? We're also going to discuss what guided your decision-making when you're thinking of downloading an app."

**Post-activity discussion prompts:**

- "What were your reasons for voting 'yes' or 'no' for 'Headspace' and 'The Breathing App?'"
- "What did you look for in the app description?"
- What criteria was important for you to consider?"


6) **New considerations for evaluating apps**

"Based on this discussion, it sounds like many of you use the user star ratings and icon images to help you decide whether you want to download an app. We wanted to introduce you to some other things you might think about when reading the app store description."

"This is a pyramid that shows you different attributes that we can consider when looking at an app. Importantly, you start from the bottom of the pyramid and work your way up. If an app does not meet your criteria for one category, then you stop looking at the app and decide if you want to download it. For example, I am looking at the app, and I see that it collects data that I am not comfortable with. I am on the second level of the pyramid. Since I am not comfortable with the data this app collects, I stop and I do not advance to the next level of the pyramid."

> → Staff should explain each level of the pyramid and give concrete examples. It is encouraged to evaluate one app completely going through each level of the pyramid. If staff need more instruction, please refer back to the recommended reading of this session.
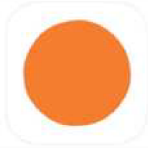
# Skill Building: App Evaluation
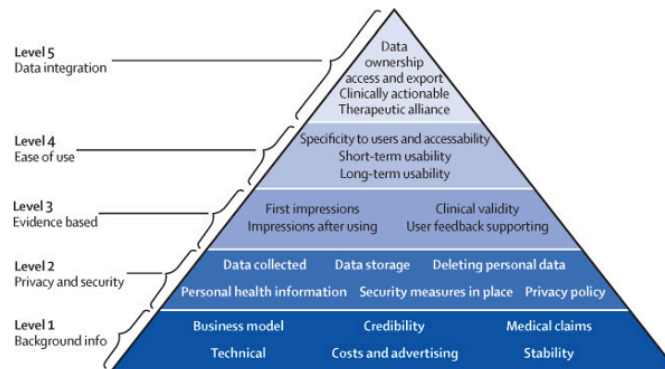


"We understand that this pyramid has a lot of information on it. We want you, as a consumer, to decide what elements of the pyramid are important to you. For example, if you do not care if the app has supporting scientific studies, then you can skip that part of the pyramid. We want to present you as many app attributes as possible, so you can decide what is important you."

> 🏭 Discussion about the app evaluation framework should be tailored to the group's digital literacy.
> 🏭 If digital literacy is low, then staff should focus on more concrete aspects of the pyramid such as who the app developer is, the presence of a privacy policy, and first impressions when looking at the app.
> 🏭 If digital literacy is high, then staff can focus on more abstract concepts such as does the app make medical claims, how to read a privacy policy, clinical validity of apps' claim, and usability predictions.

"We have simplified this app pyramid into 5 yes or no questions that you can quickly and easily find in the app store description for every app. We will now practice answering these 5 questions. We will go back to the app store and once again look at the description for The Breathing App and Headspace. This time, we will answer these 5 questions and see if these answers influence our decision making."



| The Breathing App | | | | Headspace: Meditation & Sleep | | |
|---|---|---|---|---|---|---|
| Can you easily find a privacy statement? | Yes | No | | Can you easily find a privacy statement? | Yes | No |
| Do you trust the person who made it? | Yes | No | | Do you trust the person who made it? | Yes | No |
| Was the app updated within the past 6 months? | Yes | No | | Was the app updated within the past 6 months? | Yes | No |
| Is the app recommended by your doctor? | Yes | No | | Is the app recommended by your doctor? | Yes | No |
| Is the app recommended by a friend or family member? | Yes | No | | Is the app recommended by a friend or family member? | Yes | No |

➔ Break participants into small groups/pairs

➔ Staff assist participants to answer the questions

"Now, we're going to come back together and vote again on whether or not we would download the apps. Who would download Headspace and who would download The Breathing App?"

**Post-survey discussion prompts:**

▌ "Did your reasons for voting "yes" or "no" for "Headspace" and "The Breathing App" change?"
▌ "What did you learn from looking more closely at the app store description?"
▌ "Was there anything concerning about either app?"

Ideally, patients will take the new evaluation criteria (presence of a privacy policy, app developer, recommended by trustworthy person, updated within the past 6 months) into consideration during the second round of voting. This exercise will spark a conversation around the importance of taking a closer look at an app before downloading it.

7) **Summary and post-session survey**

 "As we come back together, I want to reflect on what we learned today. We learned how to make more informed decisions when we download an app from the app store. We saw how by answering 5 short yes/no questions, we were able to download an app that not only helped us work towards a wellness goal, but also protected our privacy. Over this next week, I want you to use these questions to help guide your decision making. Next week, we will check-in and see what app you downloaded. Next week is also our last session of the program, so please attend!

➔   Staff administer post-session survey and assist any participant

## Session 8: Enjoying downtime

This final group session is designed to be a fun, light-hearted, and interactive end to DOORs. Staff and participants should view this session as a celebration of all the concepts and skills retained over the previous eight weeks. In this light, participants are taught how to have fun on their smartphones and increase their enjoyment. All session instruction should be personalized to align with group's preferences. This session outline, in particular, is subject to revision and should be viewed as a suggestion from our past experiences conducting DOORs. The session begins with a group discussion of activities that participants enjoy doing in their free time and how they currently use their smartphones to have fun. Hands-on activities allow participants to practice using their phone for common past-times including listening to music, watching movies, and playing games. The session concludes with participants' personal reflection on their experience in DOORs, increasing their own awareness of the progress that they have made and prompting future revisions for staff.

**Time:** 1.5 hour

**Skill of the week:** Create a playlist on a music listening app

**Session outline:**

1. Pre-session survey
2. Check-in
3. Downtime discussion
4. Signing up and customizing a music listening app
5. Games and entertainment on device
6. How to find help with your phone
7. Reflection
8. Post-session survey

**Facilitator pre-session preparation:**

▮ Confirm Wi-Fi access or bring hotspot device if Wi-Fi is not available in the building
▮ Confirm access to large screen (e.g. TV screen, projector, monitor)

**Materials needed:** Large screen and/or projector, loaner phones, powerpoint slides, and smartphone surveys (see Appendix)

1) **Pre-session survey**

> → Staff administer pre-session survey and assist any participant

2) **Check-in**

"Last week we learned how to evaluate if an app is safe and potentially effective. Using 5 yes/no questions, we practice looking at two different apps and deciding which one would be better to download. Did anyone try downloading an app using these questions? If so, what app did you download? Did you experience any challenges?"

3) **Downtime discussion**

"Today is the last session of DOORs. We wanted to celebrate all the hard work that you have put in for the past eight weeks. So, today we will learn about how we can have fun with our smartphones."

"First, I want to know what you all do for fun in your free time?"

"Now, how do you use your smartphone currently for fun? Are there any similarities between what you like to do for fun in general and how you use your smartphone for fun? Are there any differences?"

> Staff are encouraged to tailor the following examples to best meet the desires of the group. This session should be a light-hearted celebration of concluding DOORs. Participants should take-away concrete, clear ways that they can use their smartphones for enjoyment.

4) **Signing up and customizing a music listening app**

"Some of you mentioned that you like to listen to music. Have you used your smartphone to listen to music? If so, what apps did you use?"
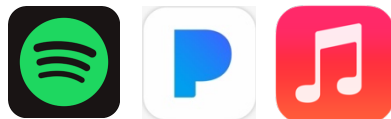
"These are three apps that you can download and begin listening to music on. The first two, Spotify and Pandora, allow you to listen to music for free. But, you will need to listen to commercials. Spotify allows you to create playlists and listen to other people's playlists. A playlist is a list of your favorite songs. So, Spotify allows to collect all your favorite songs into one place. Pandora is a radio app. Pandora lets you listen to different types of radios. Let's say, you like Michael Jackson, then you can listen to the Michael Jackson radio station and hear a collection of his songs. Today, we will show you how to download, create an account, and create a playlist on Spotify."

# Skill of the Week: Creating a Playlist

1. What are your favorite songs?

2. Do you have songs you like to dance to?

3. Do you have songs you like to relax to?

4. Search for some of your favorite songs.

5. Practice adding these songs to a playlist
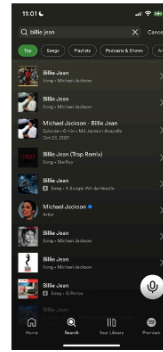
🏭👤 Some participants might have a preference of which music app to use and download. Staff should align instruction with participants' preferences.

🏭👤 If digital literacy of the group is low, staff should project their screen and demonstrate how the skills prior to the activity.

➔ Staff project instructions of how to sign up and create a playlist on Spotify.

➔ If participants do not want to download Spotify on their personal phones, loaner phones should be used.

5) **Games and entertainment on device**

"Listening to music is not the only way you can use your phone to have fun. Has anyone used their phones to play games or watch movies or television shows? If so, what apps did you use?"

"On the screen, we have projected some apps that you can use to watch movies or play games on. Does anyone recognize the first app? This app is Netflix. Is Netflix free? No, if you want to watch movies or television shows on Netflix, you need to pay a monthly subscription. The last app is Youtube. We have already used Youtube to learn a new skill. You can also watch some movies and television shows on Youtube."

"We can also use our smartphones to download fun games. Just like we downloaded a health app last week, we can go to the app store and search for games. I will demonstrate how I download a game on my phone, and then, we will all play this game."

➔ Staff should download and play a game with the entire group. Heads-up is suggested as it is free and allows for whole group engagement.

6) **How to find help on your phone**

"Before we finish DOORs, we wanted to give you some strategies of what to do if you do not know what to do on your phone. Let's say you are at home and you are on your phone. You find yourself on a website that you do not recognize and you have no idea how you got there. What do you do? Or let's say that you forgot how to check your email on your smartphone. Where can you get this information? We will discuss this."

**Recommendations:**

If you find yourself on a website/app that you do not recognize, press the "home" button or swipe up.

If you want to learn a specific skill on your smartphone (i.e. how to check my email), use Google.

If your phone stops working (i.e. cannot connect to Wi-Fi, does not turn on), call your mobile carrier's customer service line or go to the store.

7) **Reflection**

"Since this is our last session, I wanted to reflect on the last eight weeks and ask you some questions about your experience in DOORs."

**Discussion prompts:**

▌ "What is one new thing you learned by participating in this group?"
▌ "What was surprising?"
▌ "What are you wanting to learn more about?"
▌ "What did you like about the program?"
▌ "What could have been better?"

> Staff can handout worksheets with the discussion prompts to increase engagement and record participants' responses

"It has been a true pleasure working with each and every one of you over the past eight weeks. We hope you learning some new skills. We hope you feel more comfortable using your smartphone. We hope you continue to use your smartphones to improve your overall wellness."

8) **Post-session survey**

➔ Staff administer post-session survey and assist any participant

# Appendix

**Session 1:** Core smartphone skills

**Session 2:** Building wellness habits

**Session 3:** Managing responsibilities

**Session 4:** Staying connected with friends

**Session 5:** Communicating professionally

**Session 6:** Expanding your knowledge

**Session 7:** Navigating safely

**Session 8:** Enjoying downtime

# Session 1: Smartphone Survey

**<u>Digital Skills Training Survey − Session 1</u>**

**How old are you?  _____**

**I am feeling nervous, anxious, or on edge.**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*

**I don't enjoy anything at all.**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*

**I can usually find something good to like, even in a bad situation.**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*

**Right now, I feel like things are out of my control.**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*

**To what extent are you able to solve the problems facing you right now?**

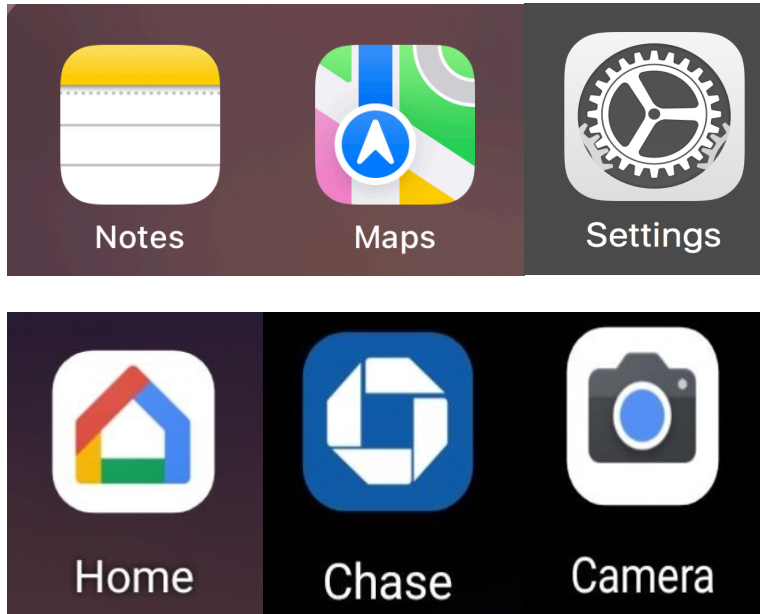*Not at all*   1   2   3   4   5   6   7   8   9   10   *A lot*

**<u>I can turn on a device (e.g. phone, tablet or laptop).</u>**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*
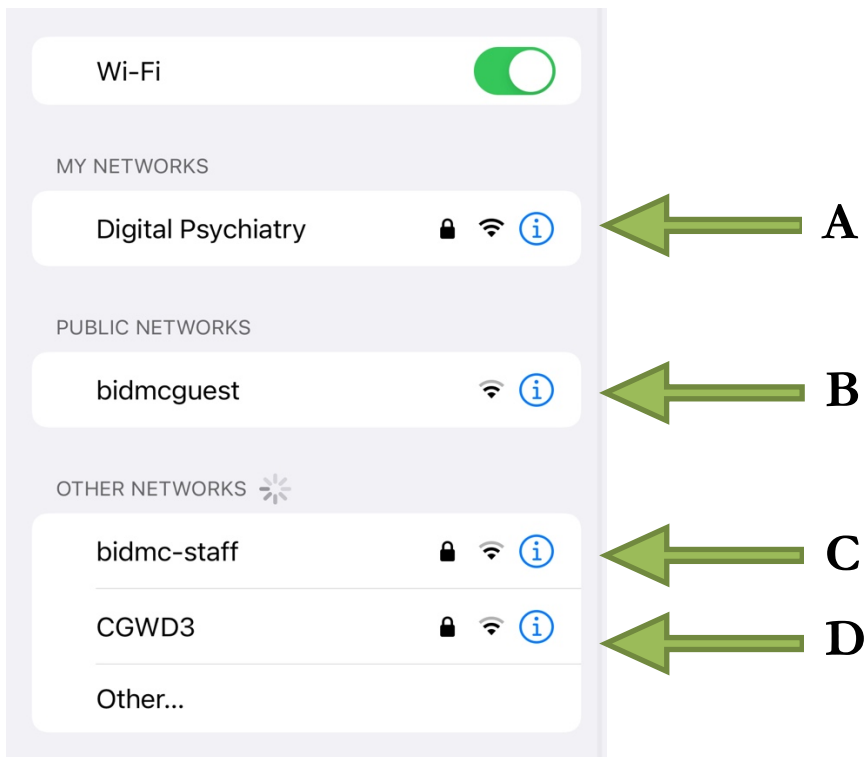
**<u>I can use the controls on a device (e.g. turn on my phone).</u>**

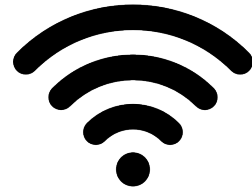*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*

**Circle the app you would select to get you to connect to Wi-Fi.**

| | | |
|---|---|---|
| Notes | Maps | Settings |
| Home | Chase | Camera |

**Circle the letter pointing to the Wi-Fi network that does NOT require a password.**
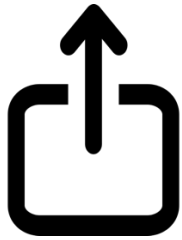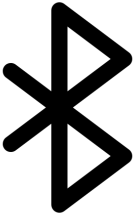
Wi-Fi

MY NETWORKS

Digital Psychiatry  ← A

PUBLIC NETWORKS

bidmcguest  ← B

OTHER NETWORKS

bidmc-staff  ← C

CGWD3  ← D

Other...

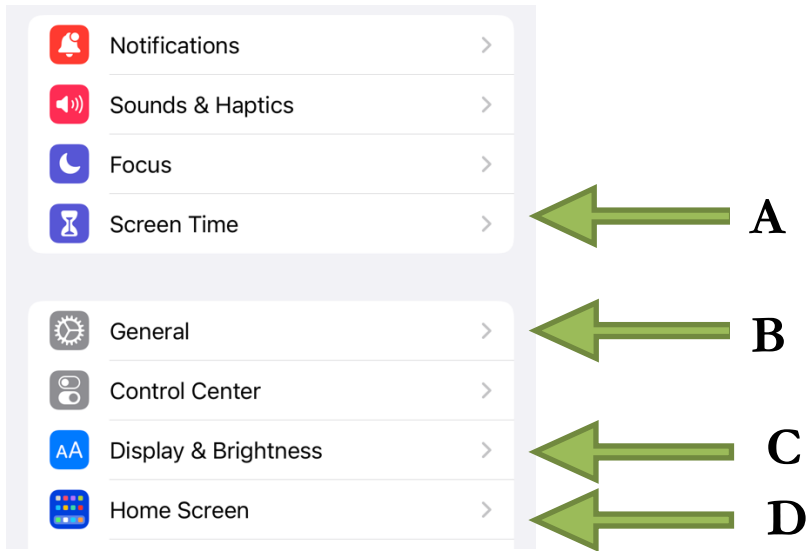# Circle the universal symbol for Wi-Fi

## I can connect my device to a safe and secure Wi-Fi network (e.g. I can connect to Wi-Fi in my house).

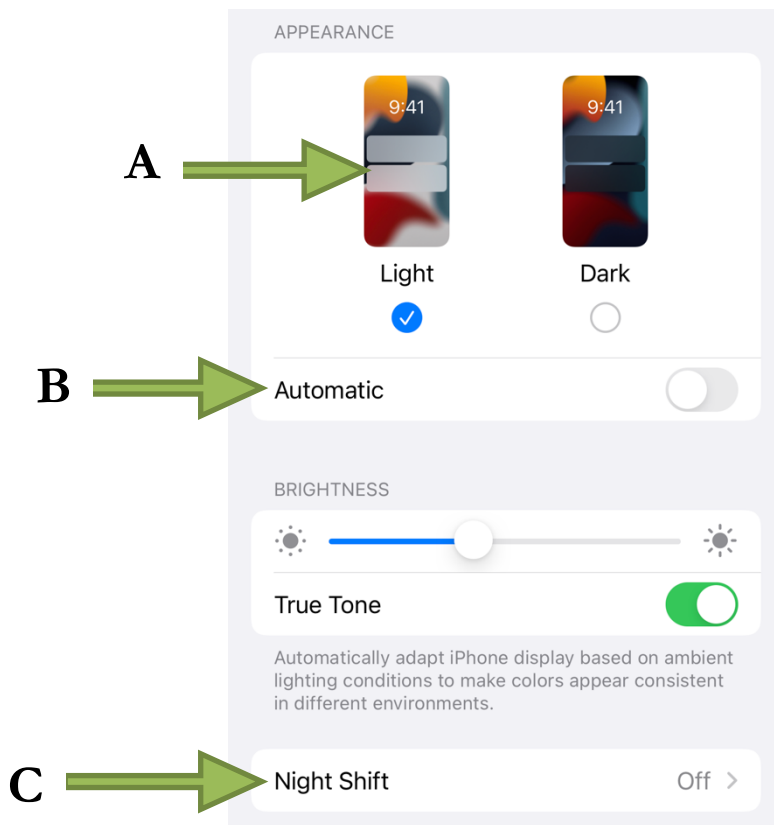*Strongly disagree*　　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　*Strongly agree*

## I can interact with the home screen on my device (e.g. I can locate the settings app).

*Strongly disagree*　　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　*Strongly agree*
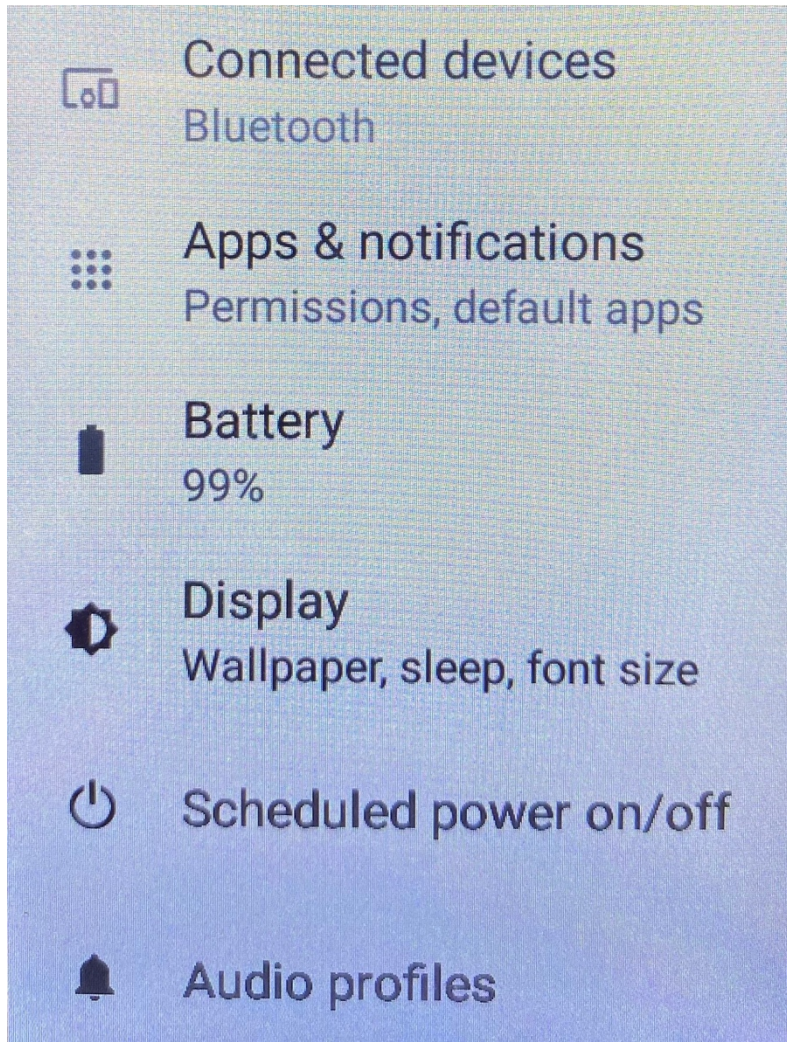
**Circle the letter pointing to the button you would press to change your font size AND brightness level.**

| | | |
|---|---|---|
| 🔔 | Notifications | > |
| 🔊 | Sounds & Haptics | > |
| 🌙 | Focus | > |
| ⏳ | Screen Time | > |

⬅ **A**

| | | |
|---|---|---|
| ⚙️ | General | > |
| 🎛 | Control Center | > |
| AA | Display & Brightness | > |
| 📱 | Home Screen | > |

⬅ **B** (General)
⬅ **C** (Display & Brightness)
⬅ **D** (Home Screen)

**Using the screenshot below, circle the letter pointing to the button that will make my eyes feel better when using my phone in the evening.**

APPEARANCE

**A** ➡ Light ✓    Dark ○

**B** ➡ Automatic ⚪

BRIGHTNESS

☀ ──────●────── ☀

True Tone 🟢

Automatically adapt iPhone display based on ambient lighting conditions to make colors appear consistent in different environments.

**C** ➡ Night Shift    Off >

**Using the screenshot below, circle the option you would choose to change your font size AND brightness**

Connected devices
Bluetooth

Apps & notifications
Permissions, default apps

Battery
99%

Display
Wallpaper, sleep, font size

Scheduled power on/off

Audio profiles

**I can change setting on my device to make it easier to use (e.g. increase font size or adjust screen brightness).**

*Strongly disagree*  1  2  3  4  5  6  7  8  9  10  *Strongly agree*

# QUALIFY FOR A FREE PHONE

**1. HOW MANY PEOPLE LIVE IN YOUR HOUSEHOLD**

**2. IS YOUR EARLY INCOME LESS THAN?**

- ☐ 1 ············▶ ☐ 18,347
- ☐ 2 ············▶ ☐ 24,719
- ☐ 3 ············▶ ☐ 31,091
- ☐ 4 ············▶ ☐ 37,463
- ☐ 5 ············▶ ☐ 43,835
- ☐ 6 ············▶ ☐ 50,207
- ☐ 7 ············▶ ☐ 56,579
- ☐ 8 ············▶ ☐ 62,951
- ☐ More than 8 ·······▶ ☐ Add 6,372 per person

**IF YOUR INCOME IS LESS THEN WHAT IS LISTED, YOU QUALIFY FOR A FREE PHONE**

**3. CHECK OFF THE PROGRAMS THAT YOU ARE ENROLLED IN**

- ☐ Supplemental Nutrition Assistance Program (SNAP) (Food Stamps)
- ☐ Supplemental Security Income (SSI)
- ☐ Medicaid
- ☐ Federal Public Housing Assistance (FPHA)
- ☐ Veterans Pension or Survivors Benefit Programs
- ☐ Bureau of Indian Affairs (BIA) General Assistance
- ☐ Tribal Temporary Assistance for Needy Families (Tribal TANF)
- ☐ Food Distribution Program on Indian Reservations (FDPIR)
- ☐ Tribal Head Start (only households that meet the income qualifying standard)

**IF YOU ARE ENROLLED IN ANY OF THESE PROGRAMS, THEN YOU QUALIFY FOR A FREE PHONE**

# SIGN UP FOR A
# FREE PHONE

1. **GO TO https://www.assurancewireless.com/**

2. **ENTER YOUR ZIP CODE**

**APPLY NOW**   Enter Zip Code

3. **PRESS APPLY NOW**

**APPLY NOW**

4. **FILL OUT APPLICATION**

## WHAT DO YOU GET?

- **FREE Android™ Smartphone**
- **Unlimited FREE Texts Each Month**
- **A minimum of 1000 FREE Voice Minutes Each Month***
- **FREE Voicemail Account, Call Waiting and Caller ID**
- **FREE 911 Access, Unlimited Calls to 211 and Calls to Customer Care**
- **The Ability to Keep Your Current Home or Cell Phone Number**

## DOCUMENTS THAT YOU WILL NEED:

**If you are applying with income, you need a copy of ONE of the following:**

- **Prior year's State or Federal income tax return**
- **Current income statement from employer**
- **Federal notice letter of participation in General Assistance**
- **Divorce decree or child support document containing income**

**OR**

**A copy of three consecutive months of ONE of these statements (from the previous 12 months):**

- **Current paycheck stub**
- **Social Security benefits statement**
- **Veterans Administration benefits statement**
- **Retirement/Pension benefits statement**
- **Unemployment or Workers' Compensation benefits statement**

**If you are applying with benefits, you need a copy of ONE of the following:**

- **Benefit ID Card with Name and either Expiration Date or Issue Date printed on card (for example: SNAP or MEDICAID Card).**
  - **The Issue date must be within the last 12 months, or the expiration date must be in the future. Cards with expiration dates in the past or issue dates more than a year old will not be accepted.**
  - **Benefit ID Cards without Name/Expiration Date/Issue Date WILL NOT BE ACCEPTED and will result in Application denial.**
- **Award or Notice Letter of Participation from an authorized government agency**
  - **Must include your name & address and be dated within the past 12 months**

**OR**

**Benefits Statement for qualifying program**
- **Must include your name & address and be dated within the past 12 months**

## Session 2: Smartphone Survey

**Digital Skills Training Survey – Session 2**

**How old are you?** _____

### I am feeling nervous, anxious, or on edge.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

### I don't enjoy anything at all.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

### I can usually find something good to like, even in a bad situation.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

### Right now, I feel like things are out of my control.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

### To what extent are you able to solve the problems facing you right now?

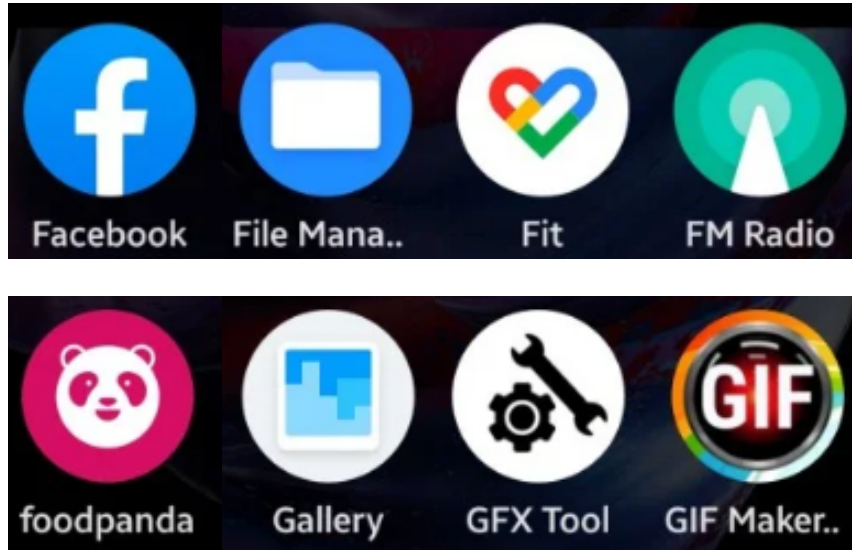*Not at all*    1    2    3    4    5    6    7    8    9    10    *A lot*

### I can turn on a device (e.g. phone, tablet or laptop).

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

### I can use the controls on a device (e.g. turn on my phone).

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**Circle the app you would select to check the number of steps you have taken.**



**Circle the letter pointing to the button you would press to see how many steps you took throughout the week**

## I can check my steps on my smartphone.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

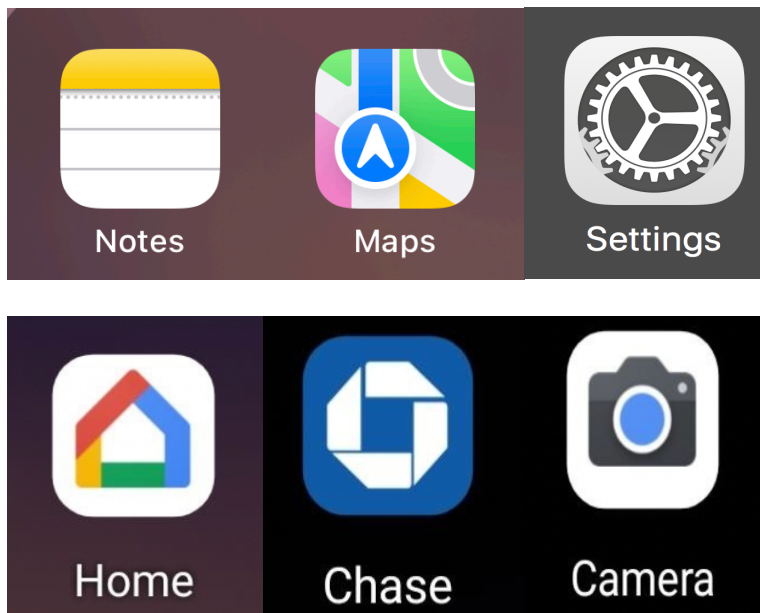## I can connect my device to a safe and secure Wi-Fi network (e.g. I can connect to Wi-Fi in my house).

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*
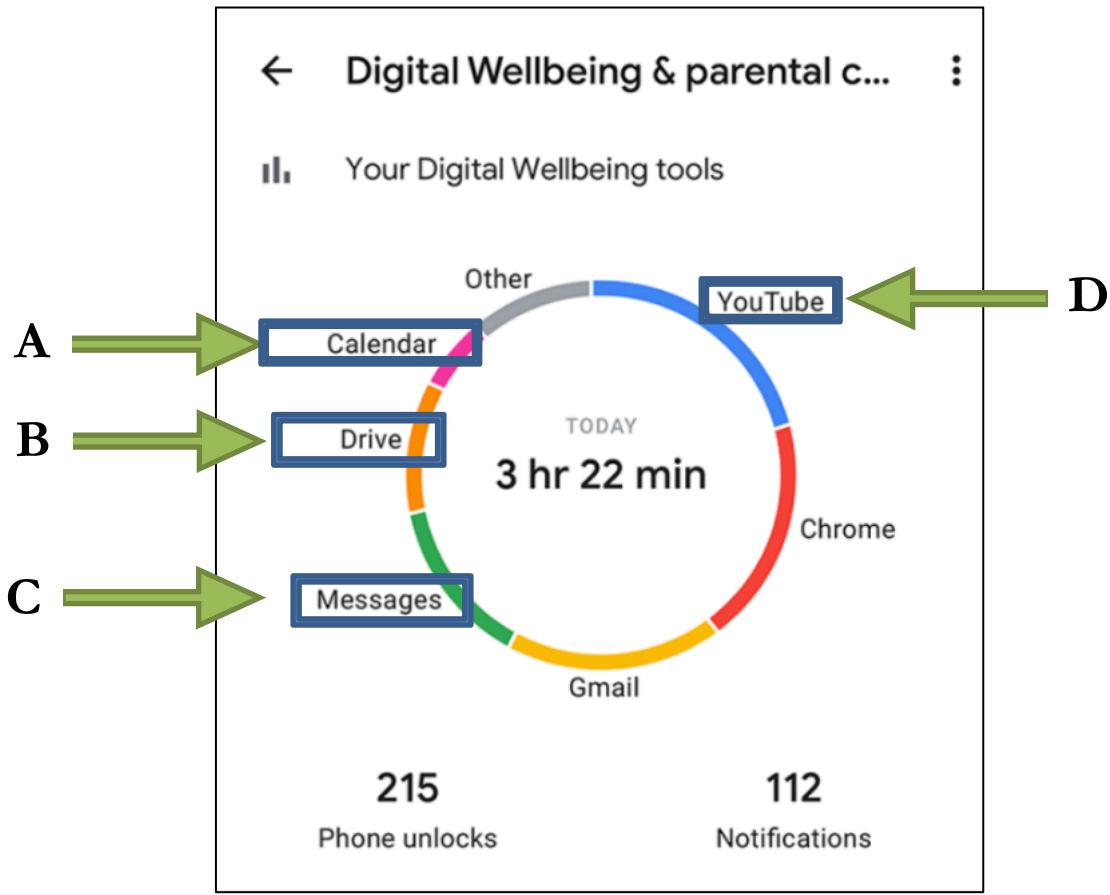
## I can interact with the home screen on my device (e.g. I can locate the settings app).

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Circle the app you would select to check how much time you have spent on your smartphone.

**Circle the letter pointing to the app this user has spent the most amount of time on today.**



**I can monitor my screen time on my smartphone.**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**Which of the following would you use a patient portal to do:**

A.  Check your upcoming doctor's appointments

B.  Connect to Wi-Fi

C.  View your step count

D.  Complete meditation exercises

**<u>Digital Skills Training Survey – Session 3</u>**

**How old are you?  _____**

**I am feeling nervous, anxious, or on edge.**

*Strongly disagree*     1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**I don't enjoy anything at all.**

*Strongly disagree*     1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**I can usually find something good to like, even in a bad situation.**

*Strongly disagree*     1    2    3    4    5    6    7    8    9    10    *Strongly agree*
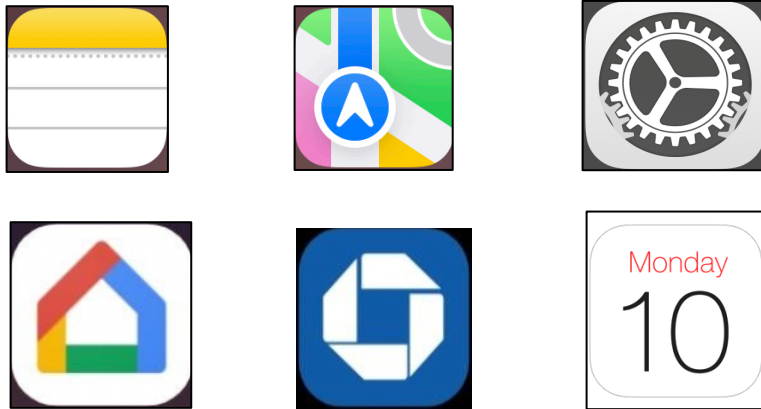
**Right now, I feel like things are out of my control.**

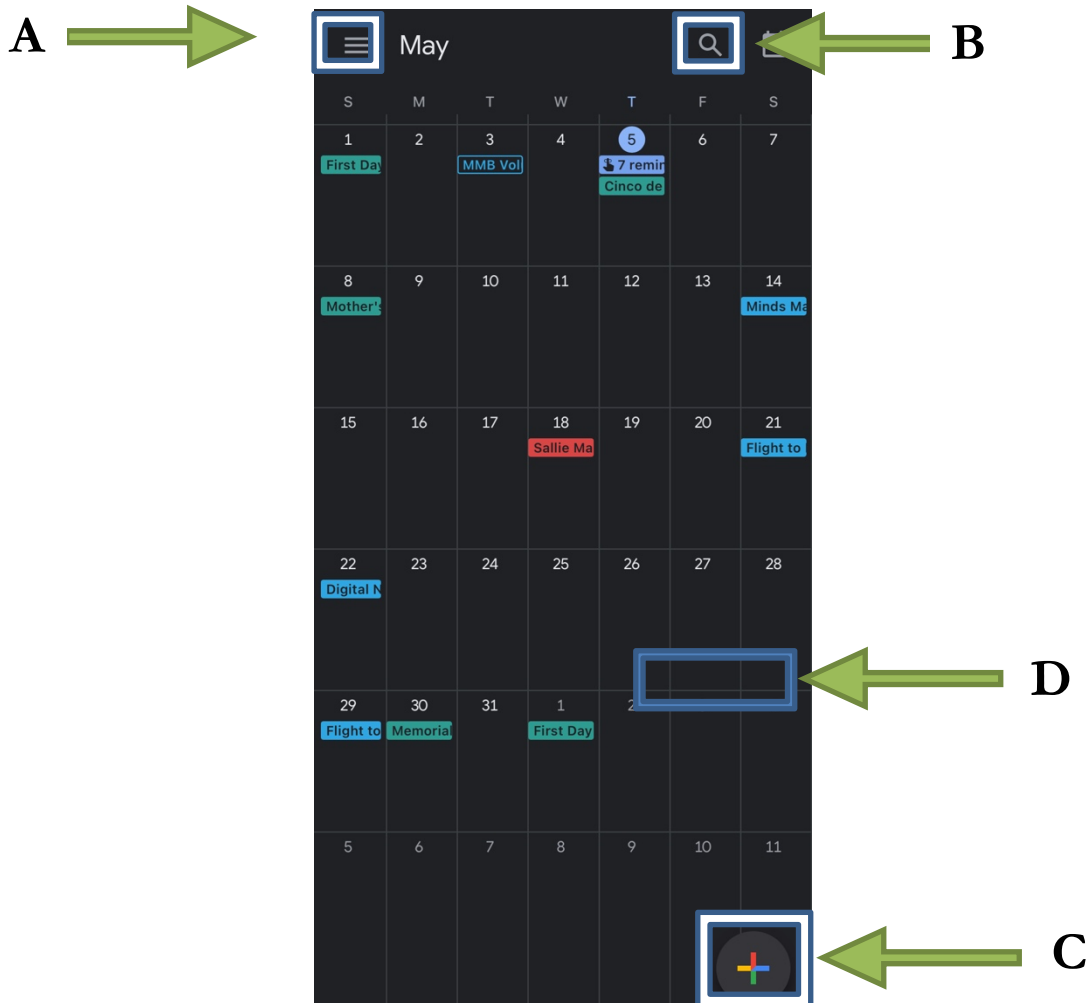*Strongly disagree*     1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**To what extent are you able to solve the problems facing you right now?**

*Not at all*     1    2    3    4    5    6    7    8    9    10    *A lot*

**Circle the calendar app.**

**Circle the letter pointing to the button you would press to add an event to your calendar.**

A → ☰ May    🔍 ← B

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1<br>First Day | 2 | 3<br>MMB Vol | 4 | 5<br>7 remin<br>Cinco de | 6 | 7 |
| 8<br>Mother's | 9 | 10 | 11 | 12 | 13 | 14<br>Minds Ma |
| 15 | 16 | 17 | 18<br>Sallie Ma | 19 | 20 | 21<br>Flight to |
| 22<br>Digital N | 23 | 24 | 25 | 26 | 27 | 28 |
| 29<br>Flight to | 30<br>Memoria | 31 | 1<br>First Day | 2 | | ← D |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |

C → ⊕

## I can add an event to my calendar using my smartphone.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Circle the app you would use to find directions.
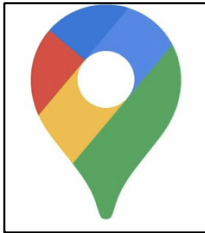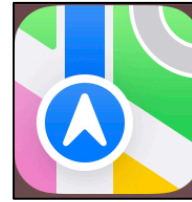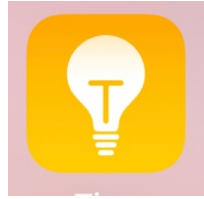


## Using the screenshot below, how long would it take someone to WALK from Atlantic House to Beth Israel Deaconess Medical Center?
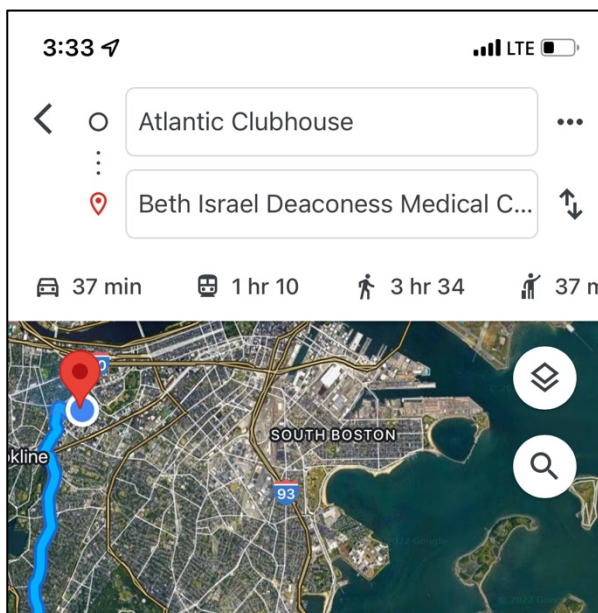


**Answer:** _____

## I can find directions using a maps app.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Which of the following is a good way to keep your passwords safe?

**A.** Tell them to a friend just in case you forget your passwords

**B.** Use the same password for every account

**C.** Write your password down in a safe place where no one else will have access to it

**D.** Post your passwords on Facebook

## I make sure that my passwords and personal information are kept safe as they have a value to others (e.g. I don't tell my passwords to anyone else).

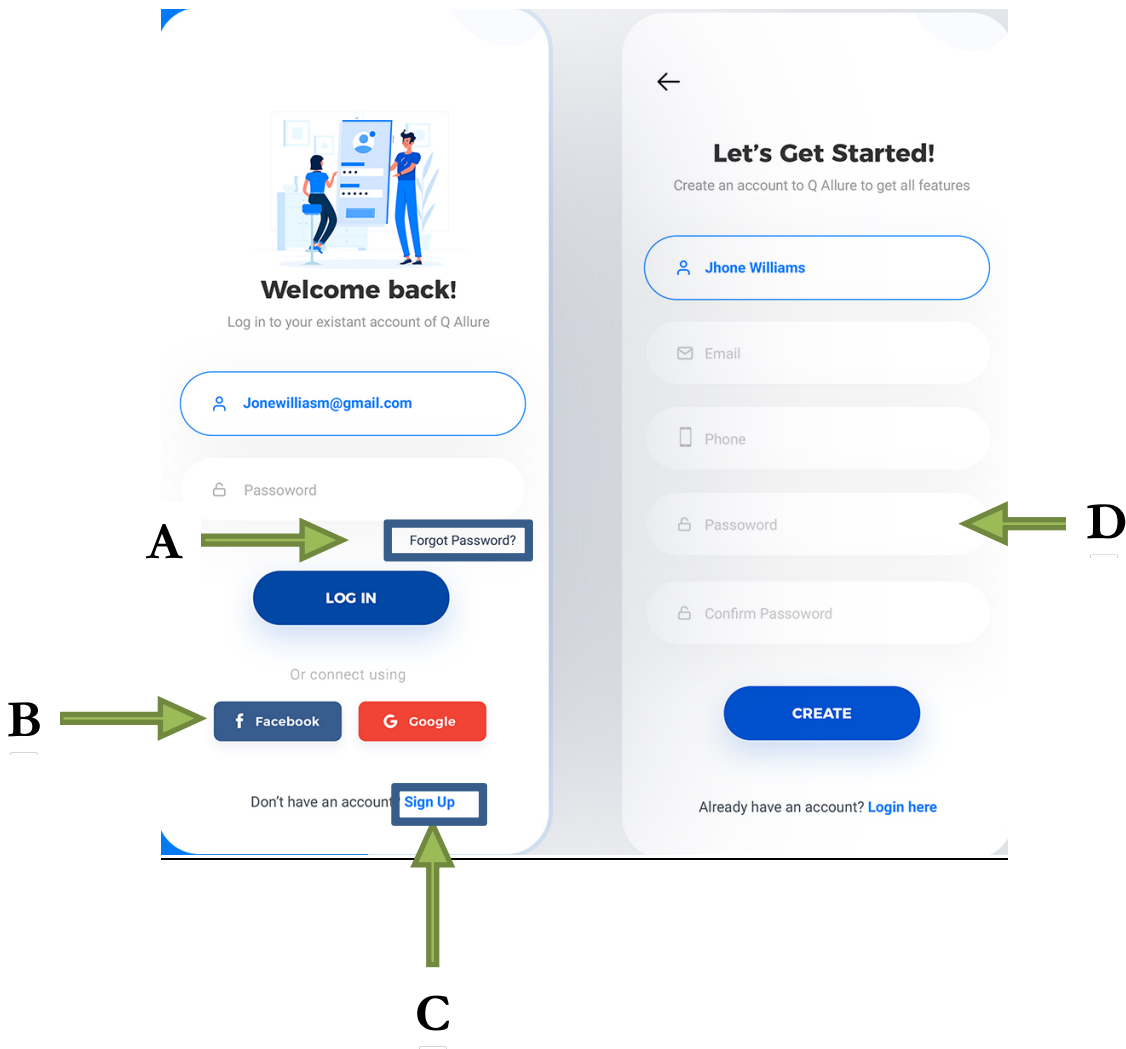*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Which of the following is the strongest password?

**A.** password12

**B.** 123456

**C.** CenterClub943!@

**D.** digital

## I make sure to use passwords, change them when needed and not share them.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Circle the letter pointing to the button you would press change your password if you don't remember it.



## I can update and change my password when prompted to do so.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**<u>Digital Skills Training Survey – Session 4</u>**

**How old are you?  _____**

### I am feeling nervous, anxious, or on edge.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I don't enjoy anything at all.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I can usually find something good to like, even in a bad situation.

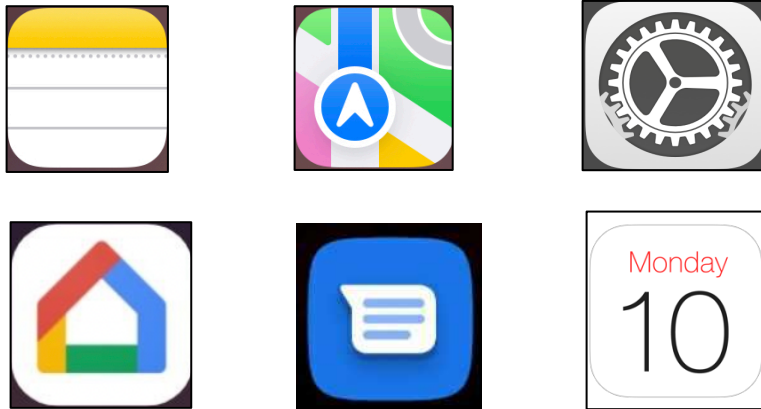*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### Right now, I feel like things are out of my control.

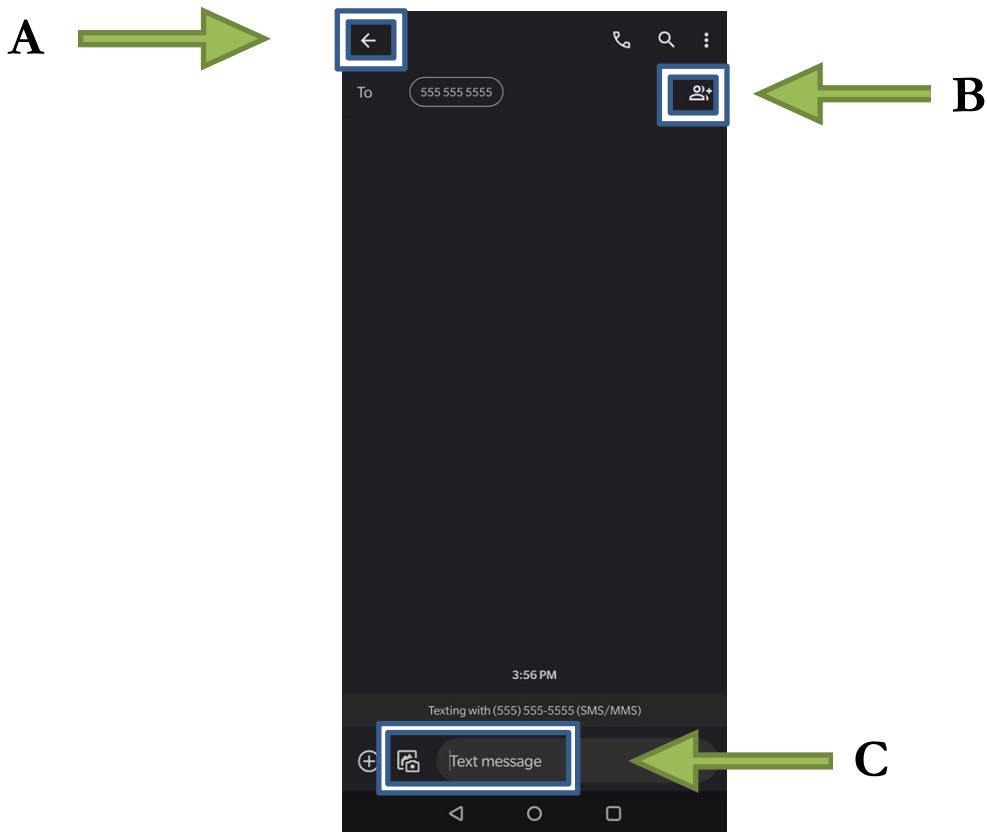*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### To what extent are you able to solve the problems facing you right now?

*Not at all*     1     2     3     4     5     6     7     8     9     10     *A lot*
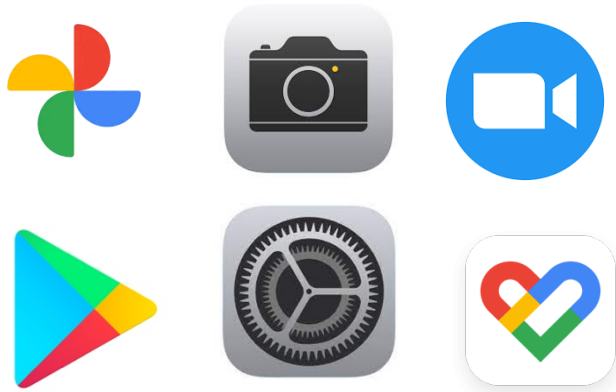
**Circle the text messaging app.**

**Circle the letter pointing to the place you would press to start typing a new text message.**

A →

B ←

C ←

**I can communicate using tools like WhatsApp, FaceTime or Messenger.**

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*
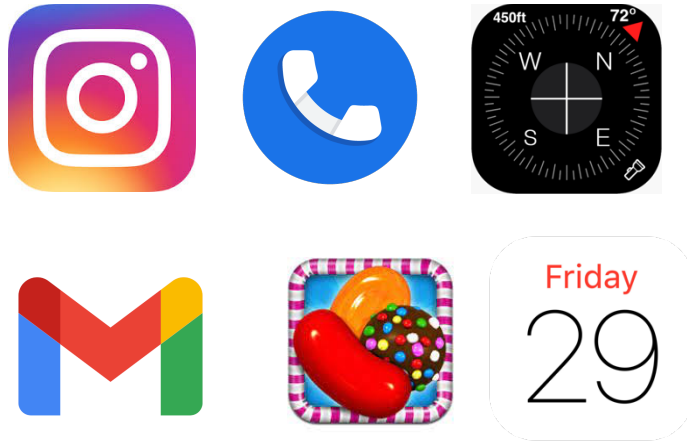
**Circle the app icon that you will press to start a video call with a friend.**



**I can communicate with others using video tools (e.g. FaceTime or Skype).**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**Circle the app icon that is a social media app.**



**I can post on social media platforms (e.g. Facebook or Instagram).**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## What information would you NOT want to share on social media?

A. A picture of your new dog

B. A picture of your family celebrating your birthday

C. A picture of your health insurance card

D. A picture a sunset

## I am careful with what I share online (e.g. posts on Facebooks or pictures on Instagram) as I realize that the information I put online stays there and could be accessed in the future by other people.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## I make sure not to share other people's data online without their consent.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

# Session 5: Smartphone Survey

## Digital Skills Training Survey – Session 5

**How old are you?  _____**

### I am feeling nervous, anxious, or on edge.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I don't enjoy anything at all.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I can usually find something good to like, even in a bad situation.

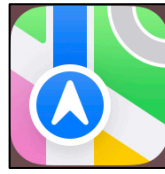*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### Right now, I feel like things are out of my control.

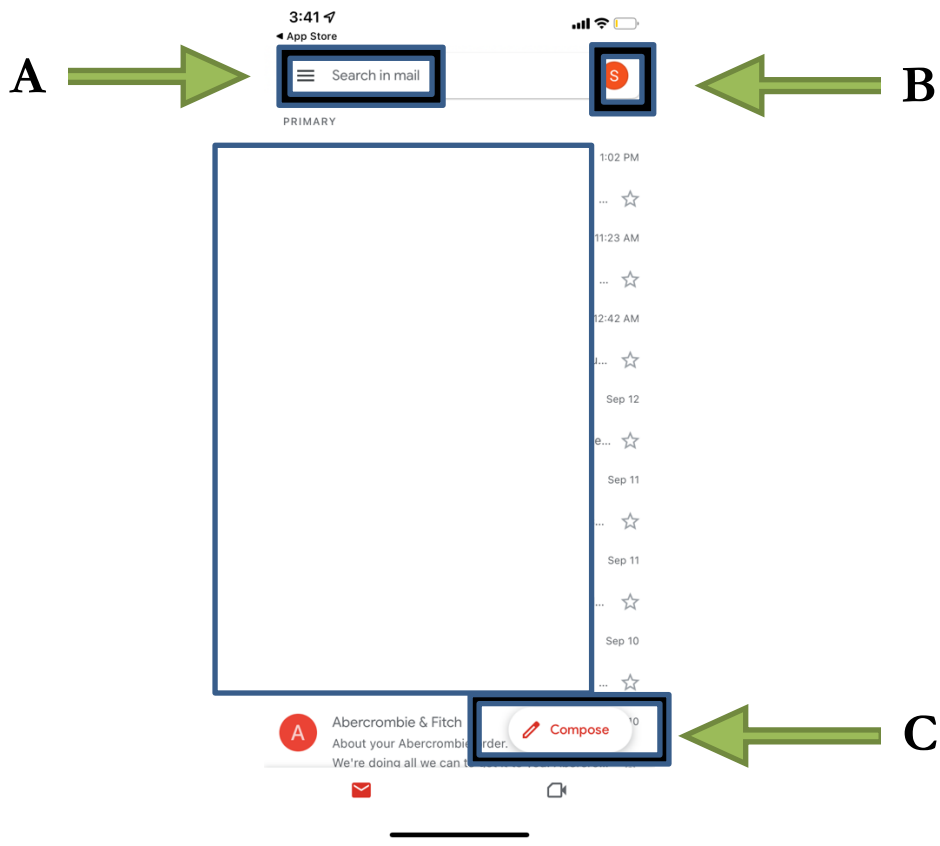*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### To what extent are you able to solve the problems facing you right now?

*Not at all*     1     2     3     4     5     6     7     8     9     10     *A lot*

**Circle app that you can send an email from:**

**Circle the letter pointing to the place you would press to start typing a new email message.**

A

B

C

## I can respond to authentication requests for my email account and reset my password if needed.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

## What does the number 99 represent on the screenshot below? Circle the best answer.

A. 99 missed calls

B. 99 unopened emails

C. A combination of missed calls and unopened

voicemail message that adds up to 99

## Circle the letter pointing to the button you would press if you forgot your email password.

Cancel          🔒 accounts.google.com     AA  ↻

Google

Sign in

with your Google Account. You'll also sign in to Google services in your apps & Safari.

Email or phone

Forgot email?

A →   Create account

B →        For myse

To manage my business

Next  ← C

## I can set up an email account.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

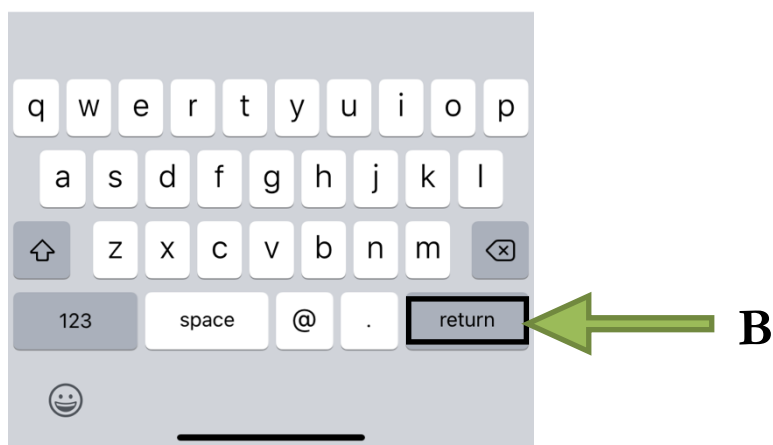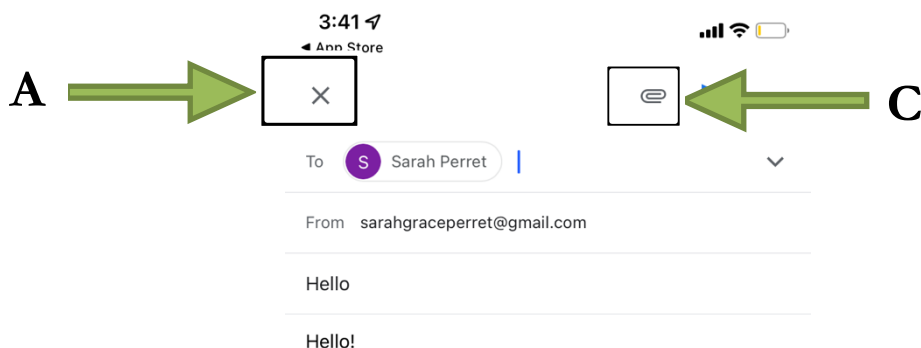## Circle the app icon that you will press to set up your voicemail.



## I can communicate with others using email.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

## Circle the letter pointing to the button that you would press to attach a file to an email

**A**

3:41
◄ App Store

×

📎 **C**

To  (S) Sarah Perret  |

From  sarahgraceperret@gmail.com

Hello

Hello!

| q | w | e | r | t | y | u | i | o | p |

| a | s | d | f | g | h | j | k | l |

⇧ | z | x | c | v | b | n | m | ⌫

123 | space | @ | . | return | **B**

😀

## I can share documents with others by attaching them to an email.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## What information would you NOT want to share on an email?

A. A resume

B. A cover letter

C. A picture of your social security card

D. A follow-up email after an interview

## I am careful with my email account and can keep my passwords safe.

*Strongly disagree*   1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## I make sure not to share other people's data online without their consent.

*Strongly disagree*   1    2    3    4    5    6    7    8    9    10    *Strongly agree*

# Session 6: Smartphone Survey

**<u>Digital Skills Training Survey – Session 6</u>**

**How old are you?  _____**

## I am feeling nervous, anxious, or on edge.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## I don't enjoy anything at all.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## I can usually find something good to like, even in a bad situation.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Right now, I feel like things are out of my control.

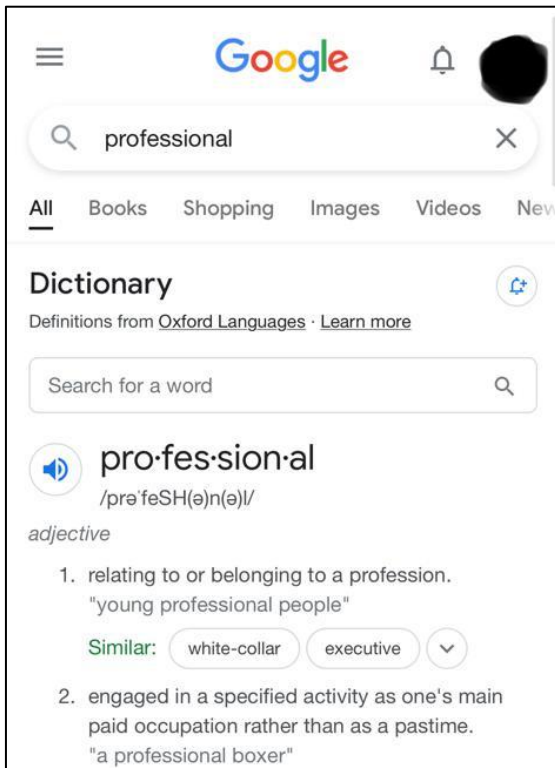*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## To what extent are you able to solve the problems facing you right now?

*Not at all*    1    2    3    4    5    6    7    8    9    10    *A lot*

## Which app would I use to go on the Internet?



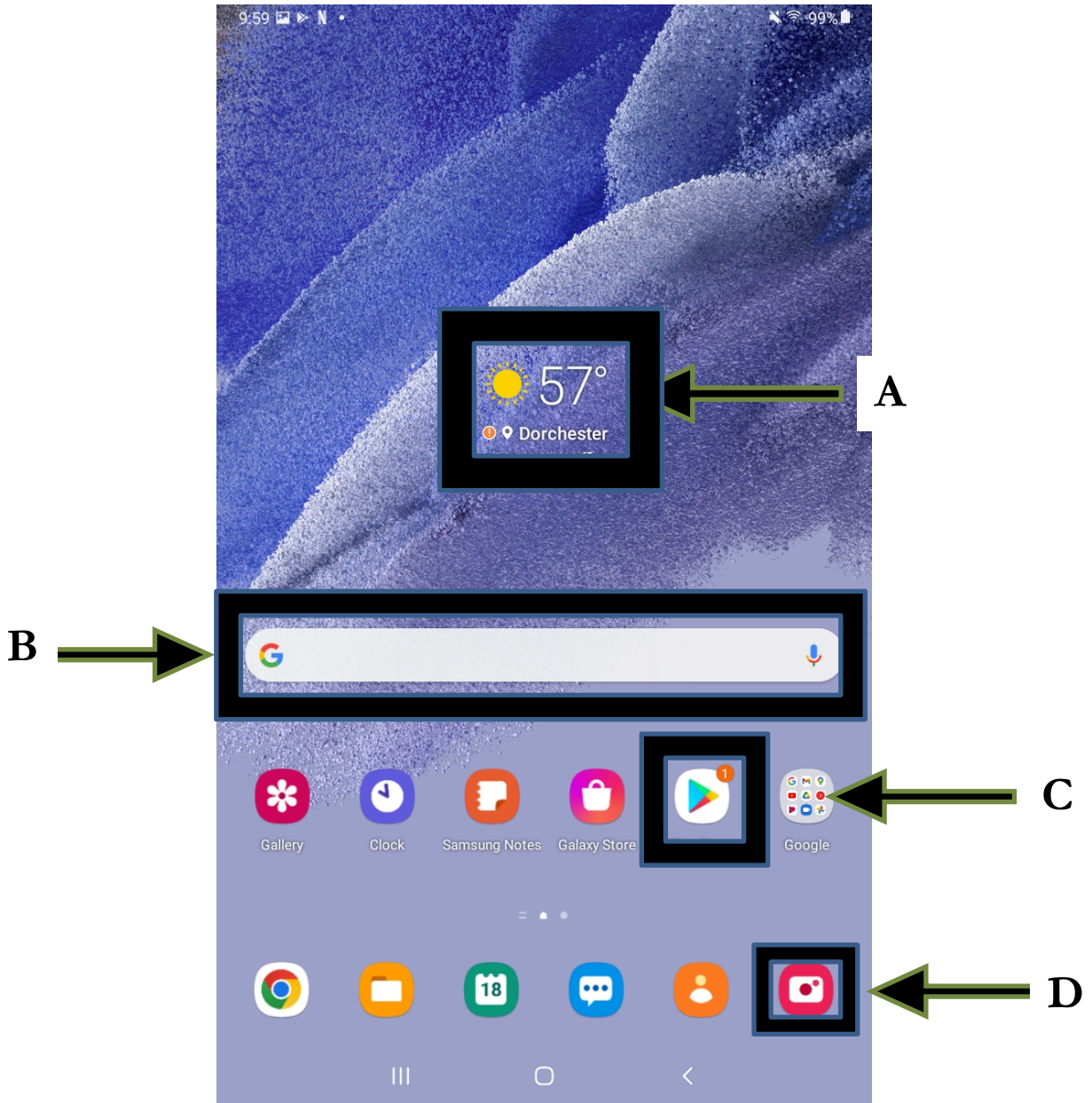## Using the screenshot below, what word have I searched in Google?



**Answer: _____**

## I can open the Internet to find apps and websites.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

**<u>Circle the letter pointing to the icon you would press to search for a word or website.</u>**



**I can use search engines (e.g. Google) to find information and make use of search terms to generate better results.**

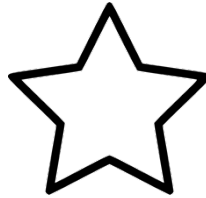*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**Which web page would you trust MOST to provide accurate health information?**

**A.** www.webmd.com

**B.** www.cdc.gov

**C.** www.youtube.com

**D.** www.facebook.com

**I can check if online information is trustworthy or not.**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*
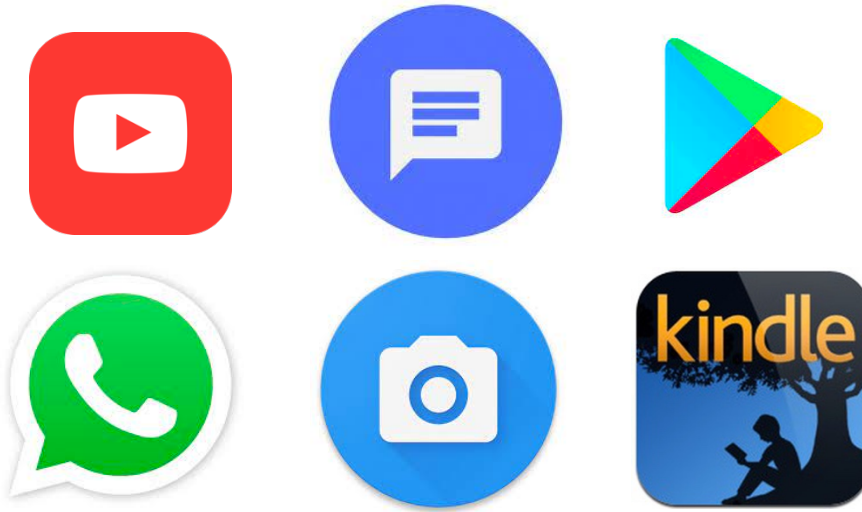
**Circle the universal symbol for bookmarking a web page.**



**I can use bookmarks to save and retrieve information on my web browser.**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## Circle the YouTube app icon.



## I can use the Internet to find how to do something online.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## I can use online tutorials, FAQs, or forums to ask for help with a website or app.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

# Session 7: Smartphone Survey

**<u>Digital Skills Training Survey – Session 7</u>**

**How old are you?  _____**

### I am feeling nervous, anxious, or on edge.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I don't enjoy anything at all.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### I can usually find something good to like, even in a bad situation.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### Right now, I feel like things are out of my control.

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

### To what extent are you able to solve the problems facing you right now?

*Not at all*                 1     2     3     4     5     6     7     8     9     10     *A lot*

**Circle the app that you use to download other apps**

**Using the screenshot to the right, circle this app's rating**

**Using the screenshot to the right, how many reviews have been written?**

_____

**‹ Search**

**Mindfulness Coach**

US Department of Veterans Affairs (VA)

| 5.5K RATINGS | AGE | CATEGORY |
|---|---|---|
| 4.8 | 12+ | 🚲 |
| ★★★★★ | Years Old | Health & Fitness |

**I can tell an official legitimate website or app from a potentially dangerous one.**

_Strongly disagree_   1   2   3   4   5   6   7   8   9   10   _Strongly agree_

**Circle the letter pointing to where the app tells me how it will use my data**

A ➡️ **What's new**

\* Bug fixes and performance enhancements

**Developer contact** ⌃

B ➡️ 🌐 **Website**
https://www.ptsd.va.gov/appvid/mobile/

C ➡️ ✉️ **Email**
MobileMentalHealth@va.gov

D ➡️ 🛡️ **Privacy policy**
https://www.ptsd.va.gov/appvid/mobile/

**I can recognize a suspicious web link.**

*Strongly disagree*      1      2      3      4      5      6      7      8      9      10      *Strongly agree*

**Using the screenshot below, circle when this app was last updated**



**Calm**
Sleep & Meditation App, Relax

| 1.5M RATINGS | AWARDS | AGE | CH |
|:---:|:---:|:---:|:---:|
| 4.8 ★★★★★ | Editors' Choice Apps | 4+ Years Old | # Health & |

**What's New**                     Version History

Version 6.1                                    6d ago

Calm is the #1 app for sleep and meditation.
Discover a happier, healthier you through our
meditations, Sleep Stories, music, and more.  more

**Using the screenshot below, write the name of the company who made this app:**

_____

**Information**

| | |
|---|---|
| Seller | Imangi Studios, LLC |
| Size | 208.8 MB |
| Category | Action |
| Compatibility | Works on this iPhone ⌄ |
| Languages | English and 6 more ⌄ |
| Age Rating | 9+ ⌄ |
| In-App Purchases | Yes ⌄ |
| Copyright | © 2021 Imangi Studios, LLC |
| Developer Website | ⊘ |
| Privacy Policy | ✋ |

# Circle the app that protects your data better

**Calm**
Sleep & Meditation App, Relax

**Anxiety Reliever**
Mental Health Support

GET · In-App Purchases

## App Privacy                              See Details

The developer, **Calm.com**, indicated that the app's privacy practices may include handling of data as described below. For more information, see the developer's privacy policy.

### Data Used to Track You

The following data may be used to track you across apps and websites owned by other companies:

🛍 Purchases            🪪 Identifiers

📊 Usage Data

### Data Linked to You

The following data may be collected and linked to your identity:

❤️ Health & Fitness     🛍 Purchases

ℹ️ Contact Info         🔍 Search History

🪪 Identifiers          📊 Usage Data

⚙️ Diagnostics

## App Privacy                              See Details

The developer, **Madlen Fedorova**, has not provided details about its privacy practices and handling of data to Apple. For more information, see the developer's privacy policy.

### ⚠️ No Details Provided

The developer will be required to provide privacy details when they submit their next app update.

# I know how to use the privacy settings on my phone.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

**Digital Skills Training Survey − Session 8**

**How old are you?  _____**

**I am feeling nervous, anxious, or on edge.**

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

**I don't enjoy anything at all.**

*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

**I can usually find something good to like, even in a bad situation.**
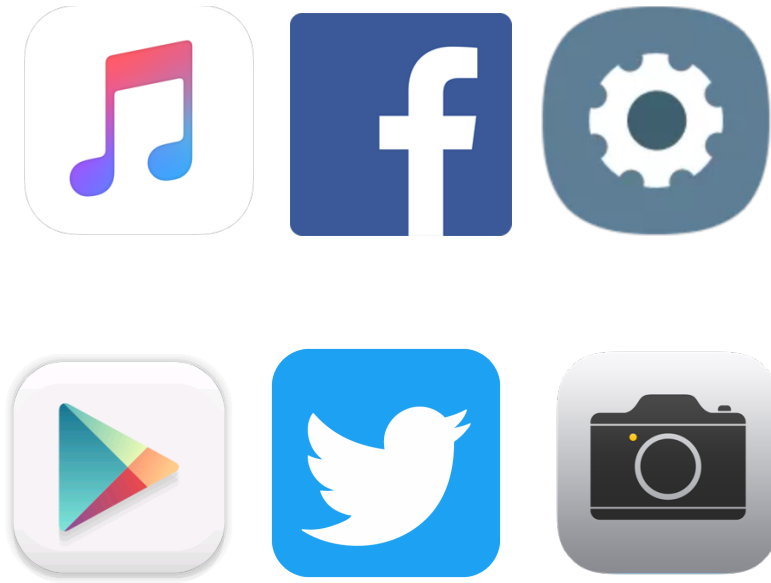
*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

**Right now, I feel like things are out of my control.**

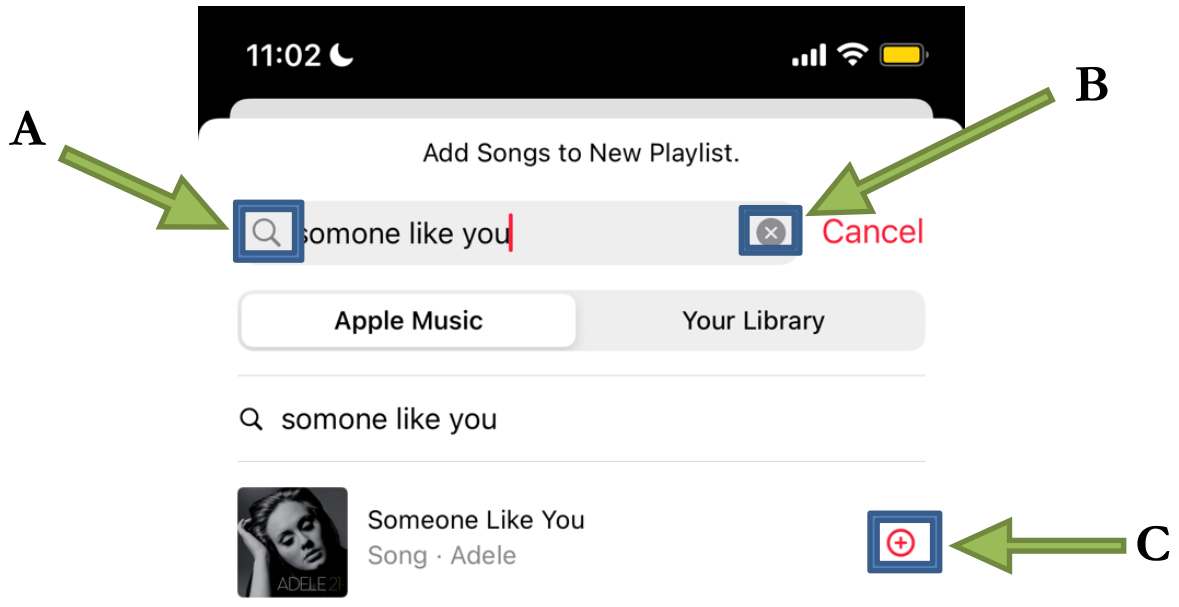*Strongly disagree*     1     2     3     4     5     6     7     8     9     10     *Strongly agree*

**To what extent are you able to solve the problems facing you right now?**

*Not at all*     1     2     3     4     5     6     7     8     9     10     *A lot*

**Circle the app you would select to listen to music.**



**Circle the letter pointing to the button you would press to add a song to a playlist.**

## I can create a playlist on a music listening app.

*Strongly disagree*　　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　*Strongly agree*

## I can use the internet to access entertainment legally (e.g. Spotify, Netflix, Pandora).

*Strongly disagree*　　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　*Strongly agree*

## Circle the letter pointing to the option to let you sign in with Facebook.

## I can make an account on a music listening app.

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*
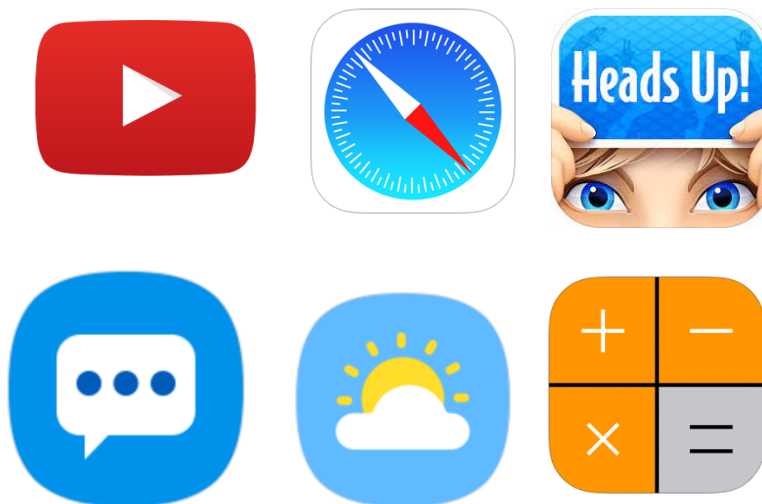
## Circle an app that you would select to watch a movie on.



## I am able to watch a movie or video on my smartphone.

*Strongly disagree*   1   2   3   4   5   6   7   8   9   10   *Strongly agree*
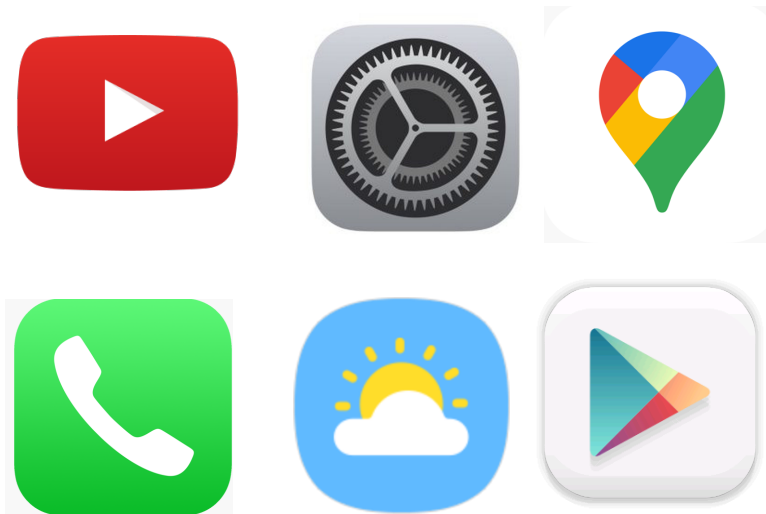
## Circle the app you would select to play a game.

**I am able to select and play games on my phone.**

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*

## **<u>Circle the app that you can watch videos that can teach you new smartphone skills.</u>**

I can use online tutorials, FAQs, or advice forums to improve my skills in using devices, software, and applications.

*Strongly disagree*    1    2    3    4    5    6    7    8    9    10    *Strongly agree*