

<b>FORMAT</b>		
1. Name of resource	“The library is so much more than books”: considerations for the design and implementation of teen digital mental health services in public libraries	
2. Location	<a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10409481/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10409481/</a>	
3. Alternative location		
4. Author[s]	A.A. Knapp and others	
5. Publisher/producer/host	Frontiers in Digital Health	
6. Year	2023	
7. Suggested citation	Knapp, A.A. and others (2023). “The library is so much more than books”: considerations for the design and implementation of teen digital mental health services in public libraries. Frontiers in Digital Health, available at <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10409481/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10409481/</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	USA (Chicago) with wider relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
i. employment (recruiting, staff training, staff safety)		X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		

iii.	waste management and reduction of waste	
iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	X
vii.	security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships		
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>		
Culture conventions:		
1952, 71	Protection of Copyright and Neighbouring Rights	
1954	Protection of Cultural Property in the Event of Armed Conflict	
1970	Fighting Against the Illicit Trafficking of Cultural Property	
1972	Protection of the World Cultural and Natural Heritage	
2001	Protection of the Underwater Cultural Heritage	
2003	Safeguarding of the Intangible Cultural Heritage	
2005	Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)		
<b>AIMS AND CONTENT</b>		
<b>20. What issues does the resource aim to address?</b>	<p><b>“Adolescence is a vulnerable developmental period, characterized by high rates of mental health concerns, yet few adolescents receive treatment. Public libraries support adolescents by providing them with access to teen programming, technological resources, and have recently been providing mental health services. Digital mental health (DMH) services may help libraries provide scalable mental health solutions for their adolescent patrons and could be well positioned to address the mental health needs of historically underrepresented racial and ethnic (HURE) adolescents; however, little research has been conducted on the compatibility of DMH services with adolescent patron mental health needs or resource needs of library workers supporting them...</b></p> <p><b>Our findings suggest public libraries are highly promising settings to deploy DMH services for adolescents. We identified important determinants that may impact the implementation of DMH services in public library settings. Special considerations are needed to design services to meet the mental health needs of HURE</b></p>	

	<b>adolescent populations and those adolescents' most experiencing health inequities."</b>
21. Intended audience of resource	Libraries, academics
22. Process of development	Authored article based on a research project
23. Organisation/structure /contents	Introduction Materials and Methods Data analysis Results Discussion Conclusions
<b>FRAMEWORKS</b>	
24. Framework structure	The recommendations can be considered as a framework.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	

<p>34. Comments on SDG linkages</p>	<p>The resource is most closely related to SDGs around effective, inclusive library services, including 1.4 (access to basic services), 3.4 (promote mental health and wellbeing), 4.5 (equal access to education), 4.A (effective learning environments), 9.1 (sustainable infrastructure), 10.2 (universal inclusion), 10.3 (equal opportunities) and 10.4 (social protection policies) and 11.7 (access to safe and welcoming green and public spaces).</p>
<p><b>35. SDGs and SDG targets the resource helps advance</b></p>	
<p><b>SDG 1: End poverty in all its forms everywhere</b> 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b> 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>	<p>Number of educational and/or training programmes drawing on collections directed to eliminate gender disparities in education.</p>

<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p><b>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b> 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b> 10.2 By 2030, empower and promote the social, economic and political inclusion of all,</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>

<p>irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b> 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p> <p>Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries.</p> <p>Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b> 10.4 Adopt policies, especially fiscal, wage and social protection policies, and</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>

progressively achieve greater equality					
<b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities		Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.  Increases in numbers of people accessing collecting institutions from different demographic groups.  Measures taken to remove barriers to access green and public spaces.  Extent of green space provided by collections institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	