CoVitality App User Guide

Contents

Introduction to CoVitality

The CoVitality (or CoVi) App supports the implementation of the Social-Emotional Health Surveys developed by Michael J. Furlong, Ph.D. and his colleagues at the International Center for School-Based Youth Development at the University of California, Santa Barbara.

The CoVitality framework—featuring the Social-Emotional Health Surveys— is a comprehensive set of assessment tools and insights to help school mental health teams assess adolescents' personal and social strengths and assets, in addition to psychological distress and risk factors.

This framework helps schools and mental health professionals focus on bolstering students' positive psychological strengths rather than trying to prevent or reduce negative behaviors and distress.

How is CoVitality Different than Other Social Emotional Health Assessments?

Unlike typical risk factor and mental illness assessments focusing on the 15-20% of students with significant problems, the CoVitality framework helps school mental health teams identify both the negative and positive aspects of students' experiences.

This is critical because it allows schools to identify which specific students are in need of immediate services because they are experiencing mental distress, and which may not be experiencing distress but don't necessarily have the resources to thrive (i.e., languishing) — both are necessary to help all students reach their full potential.

Intended Use of the CoVitality App

The CoVitality App is intended to provide a simple and intuitive web-based app for:

- ➢ Administering the CoVitality Survey to Students
- ➢ Tracking and Monitoring the Completion of the CoVitality Survey
- ➢ Analyzing the CoVitality Survey Results Through Real Time Reporting

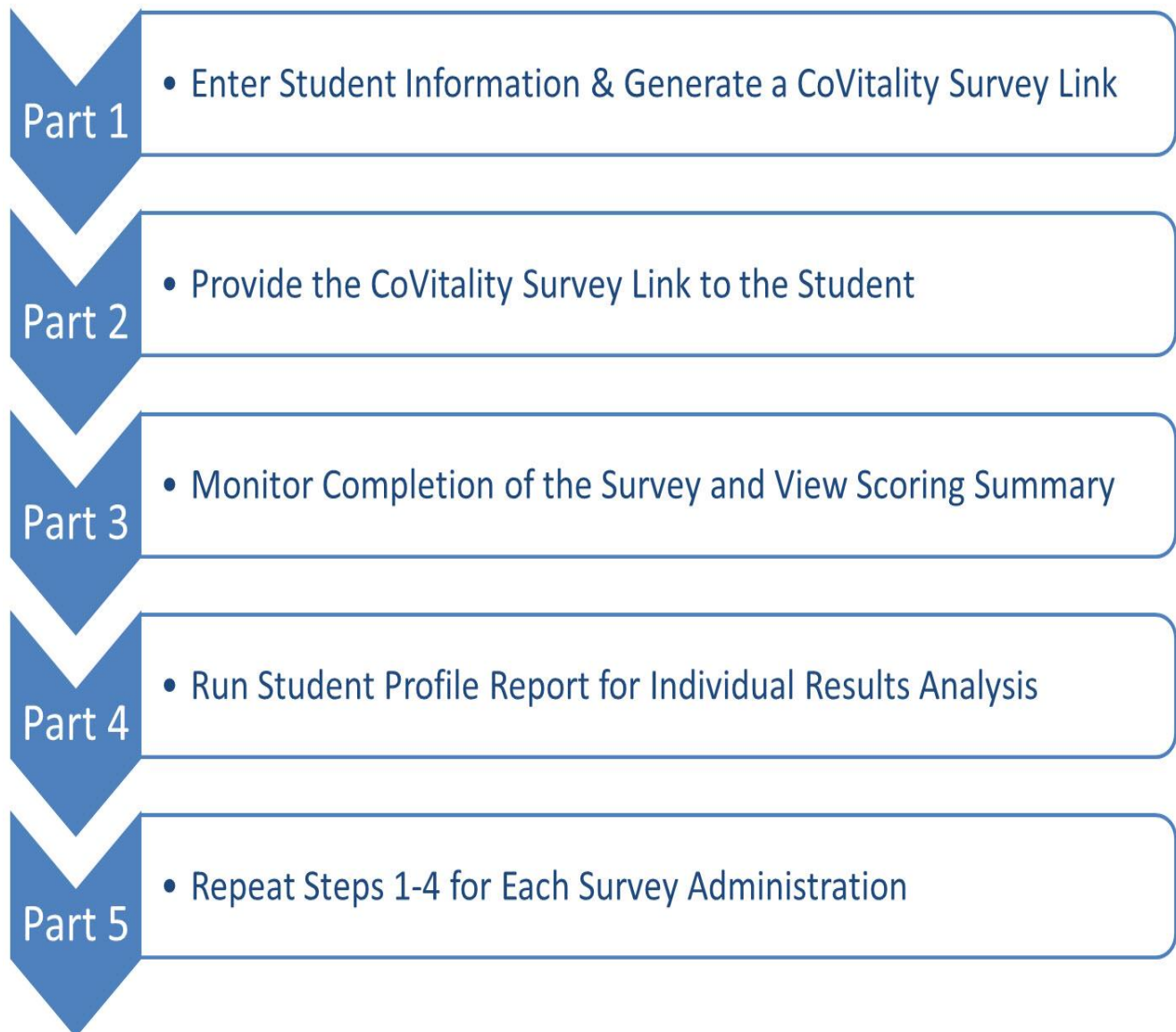In this User Guide you will find an overview of the intended workflow of the app along with detailed step by step instructions on how to master the workflow and get the most utility out of the app.

Additionally, you will also find break downs of each of the CoVitality App modules along with a detailed guide of the research backed results analysis that makes up our Scoring Summary and Student Profile Report.

CoVitality App Workflow Overview

Below is a simple diagram outlining the intended workflow of the app. Following this diagram, you will see a step by step guide on accomplishing each step in the work flow.

Part 1
- Enter Student Information & Generate a CoVitality Survey Link

Part 2
- Provide the CoVitality Survey Link to the Student

Part 3
- Monitor Completion of the Survey and View Scoring Summary

Part 4
- Run Student Profile Report for Individual Results Analysis

Part 5
- Repeat Steps 1-4 for Each Survey Administration

CoVitality App Workflow Detailed Overview

Part 1: Enter Student Information & Generate a CoVitality Survey Link
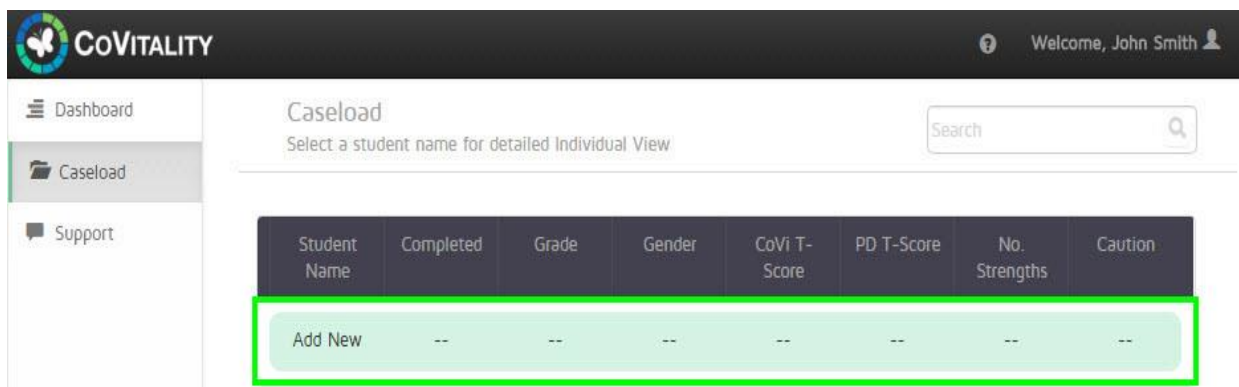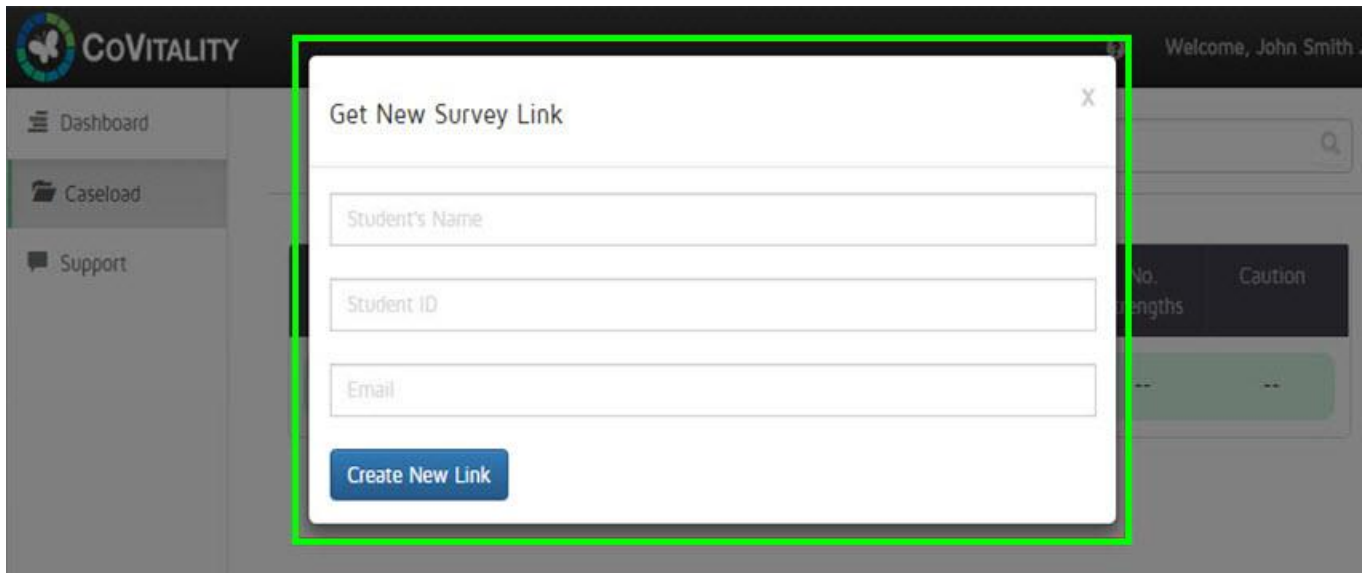
1. After logging into the app, click on the Caseload link on the left side of the screen.
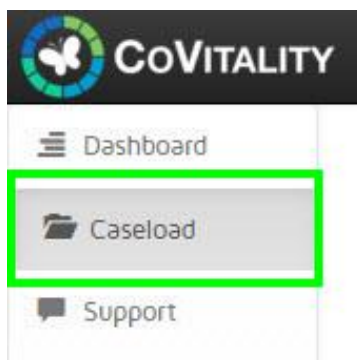
2. Once in the Caseload module, there will be a green row near the top of the screen.

3. Click on this green row to open the Student Information pop up.

4. In the Student Information pop up, enter the Student's Name and Student ID Number. You can also enter the Student's Email Address if this information is available. Entering the Student's Email address is not required, but it will allow you to send the CoVitality Survey Link to the student with the click of a button later.
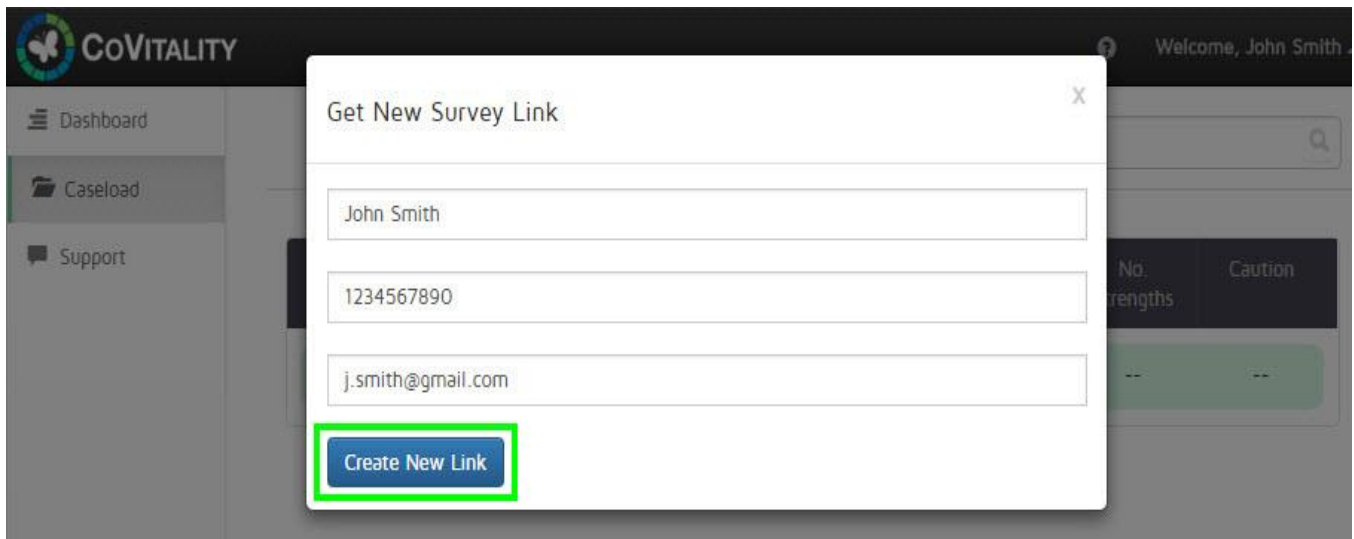
5. Once the Student's Information has been entered, click on the "Create New Link" button at the bottom of the pop up.

Part 2: Provide the CoVitality Survey Link to the Student

6. After clicking the "Create New Link" button on the Student Information pop up, a new pop up will appear containing the unique CoVitality Survey Link. This link can either be emailed to the student directly by clicking the Email Link to Recipient button. Alternatively the link can be copied and administered to the student that way.
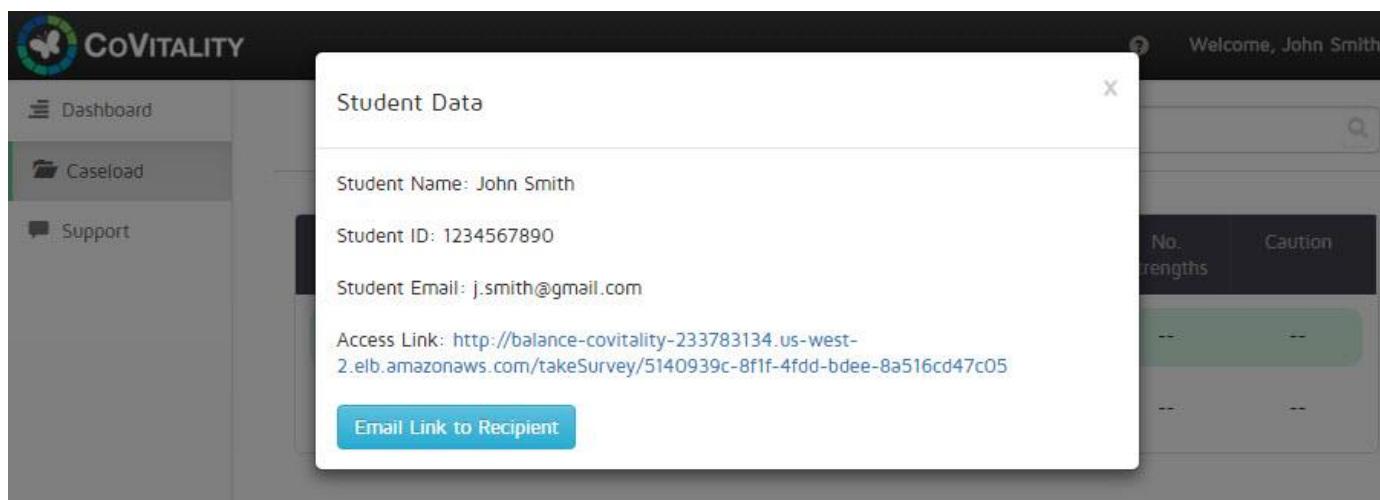
Part 3: Monitor Completion of the Survey and View Scoring Summary

7. After the CoVitality Survey Link has been provided to the Student, you can click on the Dashboard module to view the completion status of the survey.
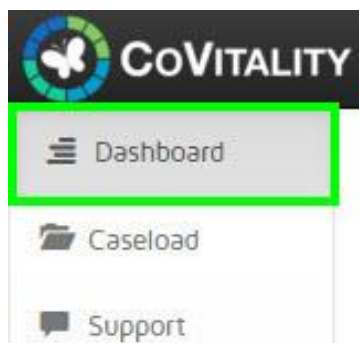
8. Once the Student has completed the online CoVitality survey, the Dashboard will indicate the completed survey status in the Survey Monitoring circle.
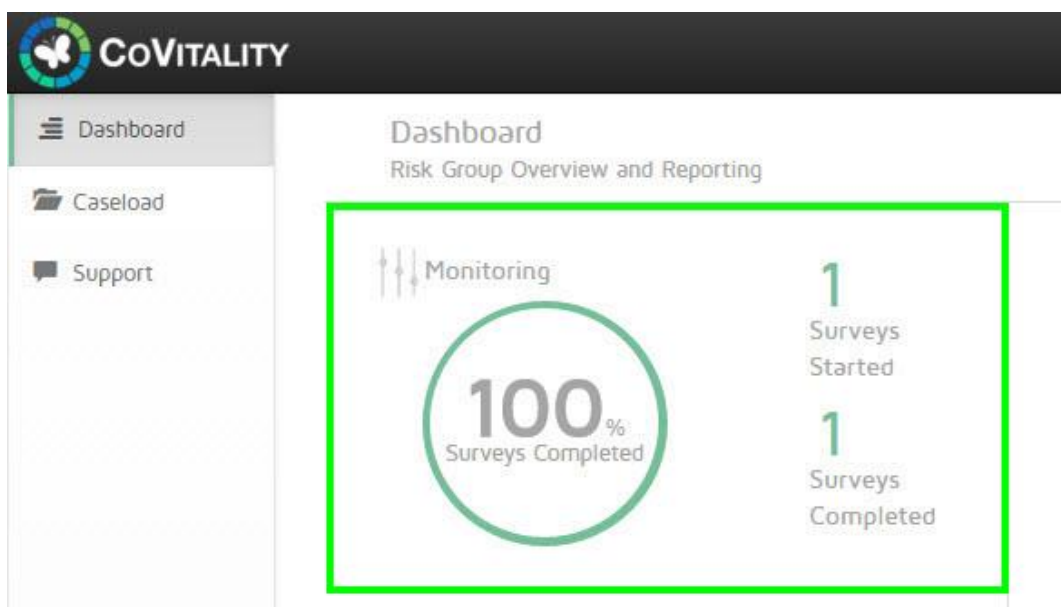
9. Now that the CoVitality Survey has been completed by the Student, click on the Caseload module again. You should see the Student's record appear just below the green row.

10. Click on the Student's record to open their Individual Profile.

11. In the Student's Individual Profile screen you can see the Student Information that was entered in Step 4 as well as the Scoring Summary for the completed CoVitality Survey.

12. The Scoring Summary provides information on how the Student scored on each of the Domains of the CoVitality Survey. Additionally, information on the Student's Risk Level and Priority Status are available for each section of the Survey. For more in depth information on how the Scoring Summary is produced along with insight into each of the scoring parameters, see the below section in this manual titled CoVitality Scoring Guide.

Part 4: Run Student Profile Report for Individualized Results Analysis

13. While on the Student's Profile Page, click on the red button titled "Student Profile Report"

14. The report will automatically download in your Web Browser in Microsoft Word format.

15. Once the download is complete, click on the file to open the report in MS Word on your computer or tablet.

Overview of CoVitality App Modules

Dashboard Module

The Dashboard Module provides a quick holistic view into the overall status of surveys that have been administered.

In the top left portion of the Dashboard Module, you will find a circular graphic that details the percentage of administered surveys that have been completed as well as a count of how many surveys have been started versus completed. This graphic is useful for monitoring the completion status of surveys that have been sent to students and becomes especially useful when several surveys are administered across multiple individuals.

The lower portion of the Dashboard Module contains a Risk Group table that helps identify which students are of higher risk and need more immediate attention/follow-up. The Risk Group table automatically analyzes student survey responses and assigns those students to the appropriate risk group based on a research backed algorithm.
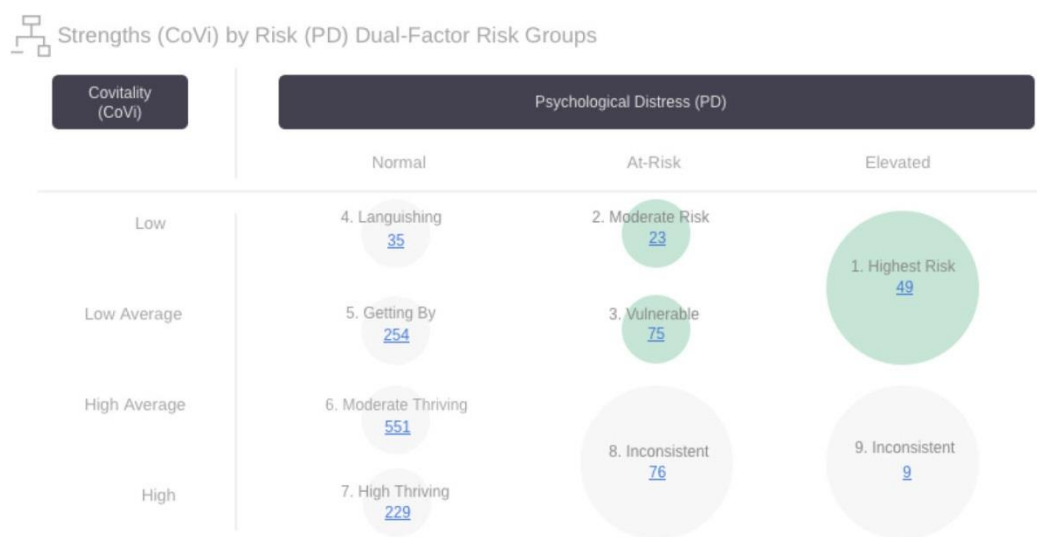
Each circle in the Risk Group table represents a category of risk that a student can be assigned to based on their responses to the CoVitality Survey. Each circle will display a number in the center which indicates the number of students that fall into that particular Risk Group. Only students from your own Caseload will appear in these Risk Group circles.

You can click on the number that appears in the center of a Risk Group circle to automatically produce a list of the students that belong to that Risk Group. When you click on a Risk Group circle's number, you will be redirected to the Caseload module, where you will see an automatically filtered list of the students who are associated with that Risk Group. From there, you can click on a Student's record to view their Scoring Summary or Student Profile Report in more detail.

Caseload Module

The Caseload Module is where most of your time will be spent in the system. When first entering this module, you will see a list of all the Students you have entered into the system. You will also see an empty green row at the top of list allowing you to add new student records at your convenience.

Caseload
Select a student name for detailed Individual View

Student Name	Completed	Grade	Gender	CoVi T-Score	PD T-Score	No. Strengths	Caution
Add New	--	--	--	--	--	--	--
John Smith	04/05/16	8th	Male	45	52	3	Valid

Clicking on the empty green row at the top of the list will open a pop up window with the basic information collected on each student to formulate the Student's Individual Profile. From here you can also generate the unique CoVitality Survey link for administering the survey to a student.

Once the student has completed the CoVitality Survey, you can then click on the Student's record in the Caseload table to view the Student Profile and Scoring Summary in detail. To exit a Student's Individual Profile and return to the main Caseload table, simply click the blue "Back to the List" button.

At any point, you can easily navigate to a specific student's record by entering the Student's Name or Student ID Number in the Search bar in the top right corner of the module.

Caseload
Select a student name for detailed Individual View

Search

John Smith   Student ID: **1234567890**   Back to the List

Score Summary   Completed: 04/05/16   Get Full Student Profile Report

SEHS-S Domain	Raw	T-Score	Description
Belief in Self (BIS)	25	49	Low Average
Belief in Others (BIO)	23	43	Low Average
Emotional Competence (EC)	22	42	Low Average
Engaged Living (EL)	27	50	Low Average
Covitality (CoVi)	97	45	Low Average

Psychological Distress (PD)	Raw	T-Score	Description
Total PD	24	52	Normal

Complete Mental Health	CoVi	Total PD	Priority Status
Dual-Factor Category	Low Average	Normal	5. Getting By

Overall Life Satisfaction	Raw	T-Score	Description
Life Satisfaction (1-100)	82	56	High Average

School Connectedness	Raw	T-Score	Description
Total Score	18	53	High Average

Support Module

In the Support Module you will have access to several resources for obtaining more information on the CoVitality App as well as access to Customer Support Staff.

The center of the Support Module contains a short video that explains the CoVitality model and details how this unique strengths based approach is such a valuable tool when assessing the social emotional health of today's youth.

Can't view the video? Click on this link

On the right side of the Support Module, we have embedded a link to the CoVitality website where you can get even more information on the CoVitality model and its wide spread application in the real world.

At the bottom of the Support Module, you will find information for connecting with our Customer Support Team. Our Customer Support Team is always eager to help you in any way necessary, so please don't hesitate to reach us by email or phone from 6AM PST to 6PM PST Monday – Friday.

CoVitality Scoring Guide

This section of the CoVitality User Guide provides information (content, psychometric properties, and about supporting research) about the scoring and results analysis of the Social Emotional Health Survey.

Social Emotional Health Survey–Secondary (SEHS-S) SCORING

Grade: 7 8 9 10 11 12   **Gender**: M F   **Date of Birth** (mm/dd/yyy): _____

1. I can work out my problems. (1-4)	
2. I can do most things if I try. (1-4)	
3. There are many things that I do well. (1-4)	
4. There is a purpose to my life. (1-4)	
5. I understand my moods and feelings. (1-4)	
6. I understand why I do what I do. (1-4)	
7. When I do not understand something, I ask the teacher again and again until I understand.	
8. I try to answer all the questions asked in class. (1-4)	
9. When I try to solve a math problem, I will not stop until I find a final solution. (1-4)	
Belief in Self (range 9-36)	
10. At my school, there is a teacher or some other adult who always wants me to do my best.	
11. At my school, there is a teacher or some other adult who listens to me when I have something to say. 10-12 = 1-4	
12. At my school, there is a teacher or some other adult who believes that I will be a success.	
13. My family members really help and support one another. (1-4)	
14. There is a feeling of togetherness in my family. (1-4)	
15. My family really gets along well with each other. (1-4)	
16. I have a friend my age who really cares about me. (1-4)	
17. I have a friend my age who talks with me about my problems. (1-4)	
18. I have a friend my age who helps me when I'm having a hard time. (1-4)	
Belief in Others (Range 9-36)	
19. I accept responsibility for my actions. (1-4)	
20. When I make a mistake I admit it. (1-4)	
21. I can deal with being told no. (1-4)	

22. I feel bad when someone gets his or her feelings hurt. (1-4)	
23. I try to understand what other people go through. (1-4)	
24. I try to understand how other people feel and think. (1-4)	
25. I can wait for what I want. (1-4)	
26. I don't bother others when they are busy. (1-4)	
27. I think before I act. (1-4)	
Emotional Competence (9-36)	
28. Each day I look forward to having a lot of fun. (1-4)	
29. I usually expect to have a good day. (1-4)	
30. Overall, I expect more good things to happen to me than bad things. (1-4)	
31. Since yesterday how much have you felt <u>GRATEFUL</u>. (1-5)	
32. Since yesterday how much have you felt <u>THANKFUL</u>. (1-5)	
33. Since yesterday how much have you felt <u>APPRECIATIVE</u>. (1-5)	
34. How much do you feel <u>ENERGETIC</u> right now? (1-5)	
35. How much do you feel <u>ACTIVE</u> right now? (1-5)	
36. How much do you feel <u>LIVELY</u> right now? (1-5)	
Engaged Living (range = 9-42)	
Summary Scores	
Belief in Self	
Belief in Others	
Emotional Competence	
Engaged Living	
Total Covitality (range = 36-150)	
Low ≤ 85 Low Average = 86-106 High Average = 107-127 High = ≥ 128	

1-3 = Self-efficacy	10-12 = School Support	19-21 = Emotion regulation	28-30 = Optimism
4-6 = Self-awareness	13-15 = Family Coherence	22-24 = Empathy 31-33 = Gratitude	
7-9 = Persistence	16-18 = Peer Support	25-27 = Self-control 34-36 = Zest	

Psychometric Characteristics of SEHS Total Covitality Score (Range 36-150) by Sociocultural Group

Sociocultural group	Mean	SD	α	Skewness	Kurtosis
Latino/a	105.3	21.8	.95	-0.50	0.37
Black	106.9	24.8	.96	-0.76	0.50
Blended	106.7	22.0	.95	-0.59	0.36
Asian	108.0	21.1	.95	-0.56	0.63
White	109.5	20.8	.95	-0.53	0.37
Total	106.4	21.9	.95	-0.55	0.42

Note: The sample included students from 17 high schools in eight urban and suburban California school districts in communities located from San Diego to San Francisco, who completed the survey in the 2012-13 academic year. Seven of these 17 schools were large comprehensive high schools with student enrollments of 1,500 or more, three had enrollments of 1,000–1,499, and seven had enrollments less than 1,000. All 22,703 students attending these schools were invited to participate in the present study, with 14,171 (61.2%) providing usable SEHS responses. The sample was balanced across grades (27.7% ninth, 24.9% tenth, 24.4% eleventh, and 23.1% twelfth) and gender (51.2% females, 48.8% males). **The students were all between the ages 14 to 18 years** (M = 16.0, SD = 1.2). With respect to sociocultural heritage, the students were asked their preferred sociocultural group self-identification. A majority of the students identified as Latino/a (57.8%), 17.2% as White, 8.2% as having a Blended (two or more groups) background, 7.6% as Black, 6.3% as Asian, 1.6% as Native Hawaiian/Pacific Islander, 0.7% as Alaskan/Native American, and 0.7% did not answer. This sample is generally representative of California's high school demographics, although it slightly overrepresented the Latino/a students, who make up 50.7% of the statewide student population, and underrepresents White students (26.8%; California Department of Education [CDE], 2013). School accountability report cards indicated the percentage of English Learners at each school ranged from 7% to 68% (Md = 23%) and 38% to 92% (Md = 51%) of the students were listed a being from families that were considered to be economically disadvantaged (neither of the student's parents had a high school diploma and/or the student was eligible for the free or reduced-price lunch program).

The SEHS-S has been used, as shown with students in Grades 7-12. The Social Emotional Health Survey – Secondary (SEHS-S) has been used for research and schoolwide complete mental heath screening with Grades 7 and 8 also. If you are using a SEHS survey with students in Grades 7 and 8, please get in touch and we'll be happy to share with you some factors to consider in deciding which measure best meets your interests and goals.

Please check back periodically because we will update this information as additional schools contribute to the larger SEHS-S data pool and additional information is available about the range and distributions of students' responses. We also continue to conduct studies to better understand the psychometric properties of the SEHS-S and how it can be used to enhance school-based social emotional health programs and services.

The SEHS-S is also available in Spanish, Korean, Japanese, and Turkish.

Social Emotional Health Survey-Secondary Raw Score to *T*-Scores Table

T	Belief in Self	Belief in Others	Emotional Competence	Engaged Living	Covitality	*T*
70					149-150	70
69				42	147-148	69
68					144-146	68
67	36			41	142-143	67
66				40	140-141	66
65		36	36	39	138-139	65
64				38	136-137	64
63	35	35	35		134-135	63
62	34	34	34	37	131-133	62
61				36	129-130	61
60	33	33	33	35	127-128	60
59	32			34	125-126	59
58		32	32		123-124	58
57	31	31	31	33	120-122	57
56				32	118-119	56
55	30	30	30	31	116-117	55
54	29			30	114-115	54
53		29	29		112-113	53
52	28	28	28	29	110-111	52
51				28	107-109	51
50	27	27	27	27	105-106	50
49	26		26	26	103-104	49
48		26			101-102	48
47	25	25	25	25	99-100	47
46	24			24	96-98	46
45	23	24	24	23	94-95	45
44	22		23	22	93-94	44
43		23			91-92	43
42	21	22	22	21	89-90	42
41	20			20	87-88	41
40		21	21	19	84-86	40
39	19		20	18	82-83	39
38		20			80-81	38
37	18	19	19	17	78-79	37
36	17			16	76-77	36
35		18	18	15	74-75	35
34	16		17	14	71-73	34
33		17			69-70	33
32	15	16	16	13	67-68	32
31	14			12	65-66	31
≤ 30	9-13	9-15	9-15	9-11	36-64	≤ 30
T	Belief in Self	Belief in Others	Emotional Competence	Engaged Living	Covitality	*T*

SOCIAL EMOTIONAL HEALTH SURVEY RESEARCH DOCUMENTATION

Rationale (SEHS-S) Secondary

Renshaw, T. L., Furlong, M. J., Dowdy, E., Rebelez, J., Smith, D. C., O'Malley, … Strom, I. F. (2014). **Covitality: A synergistic conception of adolescents' mental health**. In M. J. Furlong, R. Gilman, & E. S. Huebner (Eds.), *Handbook of positive psychology in the schools* (2nd ed., pp. 12–32). New York, NY: Routledge/Taylor & Francis.

SEHS-S Psychometric and Validation Studies

Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). **Preliminary development and validation of the Social and Emotional Health Survey for secondary students**. *Social Indicators Research, 117,* 1011–1032*.* doi:10.1007/s11205-013-0373-0

Ito, A., Smith, D. C., You, S., Shimoda, Y., & Furlong, M. J. (in press). **Validation of the Social Emotional Health Survey– Secondary for Japanese Students.** *Contemporary School Psychology*.

Lee, S., You, S., & Furlong, M. J. (2015). **Validation of the Social Emotional Health Survey for Korean school students.** *Child Indicators Research.* Published online, 24 January 2015. doi:10.1007/s12187-014-9294-y

Telef, B., & Furlong, M. J. (2015). **Adaptation and Validation of the Social and Emotional Health Survey into Turkish Culture.** *Asia Pacific Education Journal.* Manuscript under review.

You, S., Dowdy, E., Furlong, M. J., Renshaw, T., Smith, D. C., & O'Malley, M. D. (2014). **Further validation of the Social and Emotional Health Survey for high school students**. *Applied Quality of Life Research, 9, 997–1015.* doi:10.1007/s11482-013-9282-2

You, S., Furlong, M. J., Felix, E., & O'Malley, M. D. (2015). **Validation of the Social and Emotional Health Survey for five sociocultural groups: Multigroup invariance and latent mean analyses**. *Psychology in the Schools, 52,* 349–362. doi:10.1002/pits

SEHS-S Applications

Dowdy, E., Furlong, M. J., Raines, T. C., Price, M., Murdock, J., … Bovery, B. (2014). **Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health**. *Journal of Educational and Psychological Consultation*, 25, 1–20. doi:10.1080/10474412.2014.929951

Dowdy, E*.,* Williams, L., Dever, B., Moore, S., Kamphaus, R., Raines, T., & Furlong, M. J. (2015). **Universal self-report screening in high school to predict internalizing symptoms.** *School Psychology Review.* In revision.

Fullchange, A., & Furlong, M. J. (in press). ***An exploration of effects of bullying victimization from a complete mental health perspective.*** *Sage Open***.**

Furlong, M. J., Dowdy, E., Carnazzo, K., Bovery, B., & Kim, E. (2014). **Covitality: Fostering the building blocks of complete mental health.** *NASP Communiqué*, (June issue). Also available from www.readperiodicals.com/201406/3346560221.html

Kim, E. K. (2015). ***Complete mental health profiles and quality of life outcomes among Korean adolescents.*** Doctoral dissertation, University of California Santa Barbara.

Kim, E. K., Dowdy, E., & Furlong, M. J. (2014). **An exploration of using a dual-factor model in school-based mental health screening.** *Canadian Journal of School Psychology, 29, 127–140.* doi:10.1177/0829573514529567

Lenzi, M., Dougherty, D., Furlong, M. J., Dowdy, E., & Sharkey, J. D. (2015). ***The configuration protective model: Factors associated with adolescent behavioral and emotional problems.*** *Journal of Applied Developmental Psychology, 38,* 49–59. doi:0.1016/j.appdev.2015.03.003

Lenzi, M., Furlong, M. J., Dowdy, E., & Sharkey, J. D. (in press). ***The combination and variety of psychological and social assets associated with adolescent victimization: The configuration protective model***. *Psychology of Violence.*

Lenzi, M., Sharkey, J. D., Furlong, M. J., Mayworn, A., & Hunnicutt, K. (2014). ***School sense of community, teacher support, and students' school safety perceptions.*** Manuscript under review.

Lenzi, M., Sharkey, J., Wroblewski, A., Furlong, M. J., & Santinello, M. (2014). ***Protecting youth from gang membership: Individual and school–level emotional competence.*** Manuscript under review.

Moore, S. A., Wildales-Benetiz, O., Carnazzo, K. W., Kim, E. K., Moffa, K., & Dowdy, E. (in press). **Conducting universal complete mental health screening via student self-report.** *Contemporary School Psychology.*

Rebelez, J. L. (2015). ***Capturing complete mental health among adolescents: Investigation of latent class typologies of covitality.*** Doctoral dissertation, University of California Santa Barbara.

You, S., Furlong, M. J., Dowdy, E., & Kim, E. (2014). ***An examination of the dual-factor mental health model using latent profile analysis.*** Manuscript under review.

Elementary Schools (SEHS-P) Primary

Furlong, M. J., You, S., Renshaw, T. L., O'Malley, M. D., & Rebelez, J. (2013). **Preliminary development of the Positive Experiences at School Scale for elementary school children.** *Child Indicators Research, 6, 753–775*. doi:10.1007/s12187-013-9193-7

College Age (SEHS-HE)

Jones, C. N., You, S., & Furlong, M. J. (2013). **A preliminary examination of covitality as integrated wellbeing in college students.** *Social Indicators Research, 111*, 511–526. doi:10.1007/s11205-012-0017-9

Furlong, M. J., & Shishim, M., & You, S. (2015). **Development of the Social Emotional Health Survey—Higher Education version**. Manuscript in preparation.

Related Resources

Fullchange, A., Furlong, M. J., Gilman, R., & Huebner, E. S. (in press). **Interventions for subjective well-being.** In L. Theodore (Ed.), *Handbook of applied interventions for children and adolescents.* New York, NY: Springer.

Furlong, M., Froh, J., Muller, M., & Gonzalez, V. (2014). **The role of student engagement in engaged living and psychological and social well-being: The centrality of connectedness/relatedness**. In D. J. Shernoff & J. Bempechat (Eds.), *National Society for the Study of Education Yearbook—Engaging youth in schools: Empirically-based models to guide future innovations.* New York, NY: Columbia Teachers College

Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). (2014). ***Handbook of positive psychology in the schools*** **(2**[nd] **ed.).** New York, NY: Routledge, Taylor & Francis.

Huebner, E. S., & Furlong, M. J. (2014). **Subjective well-being: A key component of children's rights monitoring plans**. *ISPA World Go Round, 41*(2), 6–8.

Huebner, E. S., & Furlong, M. J. (in press). **Measuring youth well-being.** In S. Suldo (Ed.), *Promoting students' happiness: Positive psychology intervention strategies in school-based practice* (chapter 2), New York, NY: Guilford.

Kim, E. K., Furlong, M. J.,Zi, J. N., & Huebner, E. S. (in press). Child well-being. In S. Hart & B. Nastasi (Eds.), *International handbook on child rights in school psychology.* New York, NY. Springer.

RELATED RESOURCES

CoVitality App Website	http://www.covitalityapp.com/
Center for School Based Youth Development	http://www.michaelfurlong.info/research/csbyd.html
Social Emotional Health Survey System	http://www.michaelfurlong.info/research/covitality.html
PRIOR to using, please contact: Michael Furlong, PhD,	mfurlong@education.ucsb.edu
Updated INFORMATION ABOUT THE SEHS SYSTEM:	http://michaelfurlong.info/research/covitality.html