

Multimedia Appendix 2. Study characteristics. Internet-based intervention characteristics.

Study	Theory	Quality	Information al aid	Expressi ve aid	Gaming	Tailored
Agricola et al (2014) [36]	TPB ^a	Level 3.e B	X	—	—	X
Allam et al (2015) [37]	iCBT ^b	Level 1.c A	X	X	X	X
Anderson et al (2013) [38]	SRT ^c	Level 1.c A	X	X	—	—
Antypas et al (2014) [39]	RFT ^d	Level 1.c B	X	X	—	—
Bannink et al (2014) [40]	CBT ^e	Level 1.c A	X	X	—	X
Becker et al (2014) [41]	BCT ^f	Level 1.c B	X	—	—	X
Bendtsen et al (2015) [42]	BCT ^f	Level 1.c B	X	—	—	X
Bendtsen et al (2012) [43]	BCT ^f	Level 1.c B	X	—	—	X
Bewick et al (2013) [44]	BCT ^f	Level 1.c A	X	—	—	X
Bock et al (2013) [45]	BCT ^f /TTM ^g /I- change ^h	Level 1.c A	X	—	—	X
Bolier et al (2013) [46]	BCT ^f	Level 1.c A	X	X	—	X
Boots et al (2016, 2018) [47, 48]	BCT ^f	Level 1.c A	X	X	—	X
Børøsund et al (2014) [49]	BCT ^f	Level 1.c A	X	—	—	—
Bossen et al (2013) [50]	BCT ^f	Level 1.c A	X	X	—	X

Brendryen et al (2014) [51]	CBT ^e	Level 1.c A	X	—	—	—
Brindal et al (2012) [52]	BCT ^f	Level 1.c B	X	X	—	X
Bul et al (2016) [53]	BCT ^f	Level 1.c A	X	—	X	X
Burckhardt et al (2015) [54]	BCT ^f	Level 1.c B	X	X	—	X
Camerini et al (2012) [55]	BCT ^f	Level 1.c B	X	X	—	X
Carlson et al (2012) [56]	BCT ^f	Level 1.c A	X	X	—	X
Carter et al (2013) [57]	BCT ^f	Level 1.c A	X	—	—	X
Cavallo et al (2012) [58]	BCT ^f	Level 1.c B	X	—	—	X
Choi et al (2014) [59]	BCT ^f	Level 1.c A	X	—	—	X
Christensen et al (2014) [60]	BCT ^f /psychoeducatio n	Level 1.c B	X	—	—	X
Clarke et al (2016) [61]	BCT ^f /SCT ⁱ	Level 3.e A	X	X	—	X
Collins et al (2012, 2013) [62, 63]	Social influence theory	Level 1.c A	X	—	—	X
Compernelle et al (2015) [64]	CBT ^e	Level 1.c A	X	X	—	X
Cook et al (2014) [65]	CBT ^e	Level 1.c A	X	—	—	—
Cremers et al (2015) [66]	CBT ^e	Level 1.c A	X	X	—	X
Cremers et al (2014) [67]	CBT ^e	Level 1.b A	X	X	—	X
Cristancho-Lacroix et al (2015) [68]	CBT ^e	Level 1.c B	X	—	—	—

Cunningham et al (2012) [69]	CBT ^e	Level 1.c A	X	X	—	X
Damholdt et al (2016) [70]	CBT ^e	Level 1.c A	X	X	—	X
De Cocker et al (2012) [71]	SRT ^j /CCM ^k	Level 1.c B	X	X	—	X
Delisle et al (2015), Nvstrom (2017) [72, 73]	CCM ^k	Level 1.c A	X	—	—	X
de Josselin et al (2014) [74]	SRT ^j /CCM ^k	Level 1.c A	X	X	—	X
Dennison et al (2014) [75]	CCM ^k /behavior change	Level 1.c B	X			X
Devi et al (2014) [76]	CCM ^k /SCT ^l /behavior change	Level 1.c A	X	X	—	X
Direito et al (2015) [77]	CBT ^e /IPT ^l	Level 1.c B	X	—	—	X
Dobson et al (2016, 2018) [78, 79]	CBT ^e	Level 1.c A	X	X	—	X
Donker et al (2013) [80]	CBT ^e	Level 1.c B	X	X	—	—
Drozd et al (2013) [81]	CBT ^e	Level 1.c A	X		—	—
Duncan et al (2014) [82]	CBT ^e	Level 1.c A	X	X	—	X
Ebert et al (2013) [83]	CBT ^e	Level 1.c B	X	—	—	X
Elfeddali et al (2012) [84]	GAP ^m	Level 1.c A	X	X	—	—
Emmons et al (2013) [85]	Cognitive therapy	Level 1.c A	X	—	—	X
van Lettow et al (2015) [86]	TPB ^a /psychosocial well-being	Level 1.c A	X	X	—	X
Fjeldsoe et al (2012, 2015) [87, 88]	CTF ⁿ	Level 1.c A	X	X	—	X

Frederix et al (2015) [89.90]	CTF ⁿ	Level 1.c A	X	—	—	X
Friederichs et al (2014)[91.92]	CBT ^e	Level 1.c A	X	—	—	—
Geraedts et al (2014) [93]	CBT ^e	Level 1.c A	X	X	—	X
Greaney et al (2012) [94]	CBT ^e	Level 1.c A	X	—	—	X
Greenwood et al (2015) [95]	CBT ^e	Level 1.c A	X	—	—	X
Gustafson et al (2012) [96]	CBT ^e /SCT ⁱ	Level 1.c B	X	X	—	X
Hansen et al (2012) [97]	CBT ^e /social support	Level 1.c A	X	X	—	X
Hardcastle et al (2012) [98]	TPB ^a , SDT ^o , TTM ^g	Level 1.c A	X	X	—	X
Haug et al (2013) [99]	CBT ^e	Level 1.c A	X	X	—	X
Hausmann et al (2014) [100]	Forced self- disclosure/social	Level 1.c A	X	X	—	X
Heber et al (2013, 2016) [101.102]	Transactional stress model. iSMI ^p	Level 1.c A	X	X	—	X
Høifødt et al (2013)[103]	CBT ^e	Level 1.c B	X	—	—	X
Imanaka et al (2013) [104]	Health behavioral theory	Level 1.c B	X	—	—	X
Irvine et al (2013) [105]	CBT ^e /TPB ^a	Level 1.c A	X	—	—	X
Irvine et al (2015) [106]	TPB ^a	Level 1.c A	X	—	—	X
Jordan et al (2015) [107]	I-Change model	Level 1.d B	X	—	—	X
Karhula et al (2015) [108]	SCT ⁱ	Level 1.c B	X	—	—	—

Kass et al (2014) [109]	SLT ^q	Level 1.c B	X	—	—	X
Kelders et al (2014) [110]	ACT ^r /SLT ^q	Level 1.c A	X	—	—	—
Khosropour et al (2013) [111]	TPB ^a /adherence	Level 1.c A	X	—	—	—
Kim et al (2015) [112]	SLT ^q	Level 1.c B	X	—	—	X
Kirwan et al (2013) [113]	TPB ^a	Level 1.c B	X	—	—	—
Knaevelsrud et al (2015) [114]	CBT ^e	Level 1.c A	X	—	—	X
Knowlden et al (2015) [115]	SCT ^r /reciprocal determinism	Level 1.c A	X	—	—	—
Kok et al (2014) [116]	CBT ^e	Level 1.c A	X	—	—	—
Kolodziejczyk et al (2013) [117]	SCT ^r /CT ^s /SET ^t	Level 2.d B	X	—	—	X
Kramer et al (2014) [118]	BCT ^r /SBFT ^u	Level 1.c A	X	—	—	X
Krein et al (2013) [119]	Knowledge	Level 1.c A	X	—	—	—
Kristjánisdóttir et al (2013) [120]	iCBT ^v	Level 1.c B	X	X	—	X
Krukowski et al (2013) [121]	SRT ^c	Level 1.c A	X	X	—	X
Leahey, et al (2014) [122]	MBCT ^w /SCT ⁱ	Level 3.e A	X	X	X	X
Levy et al (2015) [123]	CCM ^k	Level 1.c A	X	—	—	X
Maher et al (2015) [29]	Self-efficacy	Level 1.c A	X	X	X	X
Mak et al (2015) [124]	Positive psychology	Level 1.c A	X	—	—	—

Manicavasagar et al (2014) [125]	Positive psychology	Level 1.c A	X	X	—	—
Marsaux et al (2015) [126]	Positive psychology	Level 1.c A	X	—	—	—
Marsaux et al (2016) [127]	Gene-based personalized/TTM ^g /	Level 1.c A	X	X	—	X
Martorella et al (2012) [128]	BCT ^f /ELM ^x	Level 1.c B	X	—	—	X
Mattila et al (2013) [129]	CBT ^e /problem solving	Level 1.c A	X	—	—	X
McClure et al (2013) [130]	Procrastination- health model	Level 1.c A	X	—	—	—
Mehring et al (2016) [131]	CBT ^e	Level 1.c B	X	X	—	X
Meyer et al (2015) [132]	CBT ^e /positive psychology	Level 1.c A	X	X	—	X
Milgrom et al (2016) [133]	Psychoeducational	Level 1.c A	X	—	—	X
Mira et al (2014) [134]	TPB ^a /SCT ⁱ	Level 1.c A	X	X	—	X
Morgan et al (2014) [135]	SCT ⁱ	Level 1.c A	X	—	—	X
Mori et al (2014) [136]	SCT ⁱ	Level 1.c B	X	—	—	X
Morris et al (2015) [137]	SCT ⁱ	Level 1.c A	X	X	—	X
Mouthaan et al (2013) [138]	SCT ⁱ	Level 1.c B	X	X	—	X
Müller et al (2016) [139]	SCT	Level 1.c A	X	X	—	X
Newcombe et al (2012) [140]	SCT ⁱ	Level 1.c B	X	X	—	X
Nobis et al (2013) [141]	SCT ⁱ	Level 1.c A	X	X	—	X

Partridge et al (2015) [142]	SCT ⁱ	Level 1.c A	X	X	—	X
Pham et al (2016) [143]	SCT ⁱ /CBT ^e	Level 1.c A	X	—	—	X
Piette et al (2015) [144]	SRT ^e	Level 1.c A	X	X	—	X
Pimmer et al (2013) [145]	SCT ⁱ /SDT ^o	Level 1.c A	X	—	—	X
Plaete et al (2016) [146]	SCT ⁱ /SRT ^e	Level 1.c A	X	—	—	X
Proudfoot et al (2013) [147]	CBT ^e	Level 1.c A	X	X	—	X
Powell et al (2012) [148]	SCT ⁱ /TTM ^g	Level 1.c A	X	—	—	X
Rabbi et al (2015) [149]	SDT ^o	Level 1.c A	X	X	—	X
Ramadas et al (2011, 2015) [150,151]	SDT ^o	Level 1.c A	X	X	—	X
Riva et al (2014) [152]	SDT ^o /self-efficacy	Level 1.c A	X	X	X	X
Robinson et al (2014, 2016) [153,154]	SDT ^o /SCT ⁱ	Level 1.c A	X	X	—	X
Rooke et al (2013) [155]	SDT ^o /health values	Level 1.c A	X	—	—	X
Salazar et al (2014) [156]	SCT ⁱ	Level 1.c A	X	X	—	X
Samaan et al (2013) [157]	SCT ⁱ	Level 1.c A	X	X	—	—
Schaller et al (2016) [158]	SCT ⁱ	Level 1.c B	X	—	—	X
Schaub et al (2012) [159]	SCT ⁱ	Level 1.c A	X	—	—	X
Schulz et al (2014) [160]	SCT ⁱ /i-Change ^h	Level 1.c A	X	—	—	X

Smit et al (2012) [161]	SCT/i-Change ^h	Level 1.c B	X	—	—	—
Solomon et al (2012) [162]	TPB ^a	Level 1.c A	X	—	—	—
Soureti et al (2011) [163]	SCT ⁱ /GAP ^m	Level 1.c A	X	—	—	X
Springvloet et al (2015) [164]	SCT ⁱ /precaution adoption/GAP ^m	Level 1.c B	X	X	—	X
Steinberg et al (2013) [165]	SCT ⁱ	Level 1.c A	X	—	—	—
Steinberg et al (2014) [166]	SCT ⁱ	Level 1.c A	X	X	—	X
Tait et al (2015) [167]	SCT ⁱ /bystander educational model	Level 1.c A	X	—	—	—
Tapper et al (2014) [168]	SCT ⁱ /TTM ^g	Level 1.c A	X	—	—	X
Tensil et al (2013) [169]	SCT ⁱ /precaution adoption process	Level 1.c B	X	—	—	X
ter Huurne et al (2015) [170]	Social influences/SCT ⁱ	Level 1.c A	X	X	—	X
Torbjørnsen et al (2014) [171]	Social norms theory/SMT ^y	Level 1.c B	X	—	—	—
Trompetter et al (2015) [172]	SCT ⁱ /engagement	Level 1.c A	X	X	—	X
Turner-McGrievy et al (2014) [173]	SFBT ^u	Level 1.c A	X	X	—	X
Ünlü Ince et al (2013) [174]	Supportive accountability	Level 1.c B	X	X	—	X
van Ballegooijen et al (2013) [175]	TPB ^a	Level 1.c B	X	—	—	X
van der Weegen et al (2015) [176]	TBP ^a /fun theory	Level 1.c A	X	X	—	X

van der Wulp et al (2014) [177]	CBT ^e	Level 1.c B	X	X	—	X
van der Zanden et al (2012) [178]	SCT ⁱ /SMT ^y	Level 1.c A	X	X	—	X
van Gaalen et al (2013) [179]	SRT ^e	Level 1.c A	X	X	—	X
van Genugten et al (2014) [180]	SRT ^e	Level 1.c A	X	—	—	X
van Straten et al (2008) [181]	Knowledge/patient empowerment	Level 1.c A	X	X	—	X
Vandelanotte et al (2012) [182]	SCT ⁱ	Level 1.c A	X	—	—	X
Volker et al (2015) [183]	CBT ^e	Level 1.c A	X	—	—	X
Voogt et al (2014) [184]	CBT ^e /motivation enhancement	Level 1.c A	X	—	—	—
Vroege et al (2014) [185]	TPB ^a	Level 1.c A	X	—	—	—
Vuorinen et al (2014) [186]	TPB ^a /TTM ^g	Level 1.c A	X	—	—	X
Walthouwer et al (2015) [187]	TPB ^a /TTM ^g	Level 1.c A	X	—	—	X
Wang et al (2013) [188]	TTM ^g	Level 1.c A	X	X	—	X
Watson et al (2012) [189]	TTM ^g	Level 1.c A	X	—	—	X
Watson et al (2015) [190]	TTM ^g	Level 1.c A	X	—	—	X
Wayne et al (2015) [191]	TTM ^g /BCT ^f /social support	Level 1.c A	X	X	—	X
Weymann et al (2015) [192]	BCT ^f /SMT ^y /empowe rment	Level 1.c A	X	—	—	X
Whittaker et al (2012) [193]	CBT ^e /self-efficacy beliefs	Level 1.c A	X	X	—	X

Wijsman et al (2013) [27]	TTM ^g	Level 1.c A	X	—	—	X
Wójcicki et al (2014) [194]	CBT ^e /ART ^z	Level 1.c B	X	X	—	X
Ybarra et al (2012) [195]	SCT ⁱ /social norms	Level 1.c B	X	—	—	X

Study characteristic: X=present; —=absent

^a theory of planned behavior

^b internet cognitive behavioral therapy

^c self-regulation theory

^d relational frame theory

^e cognitive behavioral therapy

^f behavioral control theory

^g transtheoretical model

^h i-Change model

ⁱ social cognitive theory

^j self-regulation theory

^k chronic care model

^l interpersonal psychotherapy

^m goal-setting

ⁿ cognitive therapy framework

^o social determination theory

^p internet-based stress management intervention

^q social learning theory

^r acceptance and commitment therapy

^s control theory

^t social ecological theory

^u solution-focused brief therapy

^v internet cognitive behavioral therapy

^w mindfulness-based cognitive therapy

^x elaboration likelihood model

^y self-management theory

^{zz} affect regulation training

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