2021

A School-Based Cognitive Behavioral Program to Improve Adolescent Mental Health

Amanda Harper

*University of Tennessee, Knoxville, aharper3@utk.edu*

Follow this and additional works at: [https://trace.tennessee.edu/dnp](https://trace.tennessee.edu/dnp)

Part of the Behavioral Disciplines and Activities Commons, Pediatric Nursing Commons, Psychiatric and Mental Health Nursing Commons, Public Health and Community Nursing Commons, and the Quality Improvement Commons

**Recommended Citation**
Harper, Amanda, "A School-Based Cognitive Behavioral Program to Improve Adolescent Mental Health" (2021). *Graduate Publications and Other Selected Works - Doctor of Nursing Practice (DNP).* https://trace.tennessee.edu/dnp/13

This Poster is brought to you for free and open access by the Nursing at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Graduate Publications and Other Selected Works - Doctor of Nursing Practice (DNP) by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.
A School-Based Cognitive Behavioral Program to Improve Adolescent Mental Health

Amanda Harper, DNP, RN, CPNP; Tracy L. Brewer, DNP, RNC-OB, CLC, EBP-C; Cassie Fishbein, DNP, APRN, CPNP-PC

The University of Tennessee Knoxville College of Nursing

Background

• Anxiety and depression are prevalent in teens
• Symptoms interfere with the teen’s daily life and can have serious consequences if untreated
• Adequate mental health treatment is rarely achieved due to inequitable access to services

PICOT Question

In adolescents with anxiety or depression, how does participating in a CBT program compared to no program affect anxiety or depression one month after completing the program?

Evidence Synthesis

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Dray et al., 2019</th>
<th>Sigurvinssdottir et al., 2019</th>
<th>Rousky et al., 2015</th>
<th>Makay et al., 2014</th>
<th>Carr &amp; Stewart, 2019</th>
<th>Elicker et al., 2019</th>
<th>Duong et al., 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression (post-intervention)</td>
<td>↓²</td>
<td>↓³</td>
<td>↓⁴</td>
<td>↓¹</td>
<td>↓¹</td>
<td>↓¹</td>
<td>↓¹</td>
</tr>
<tr>
<td>Depression (follow-up)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>↓²</td>
<td>↓²</td>
<td>–</td>
<td>↓¹</td>
</tr>
<tr>
<td>Anxiety (post-intervention)</td>
<td>↓³</td>
<td>↓¹</td>
<td>↓¹</td>
<td>↓¹</td>
<td>↓¹</td>
<td>↓¹</td>
<td>–</td>
</tr>
<tr>
<td>Anxiety (follow-up)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>↓³</td>
<td>↓³</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Sample Size</td>
<td>57 studies</td>
<td>81 studies</td>
<td>3386 CBT-based</td>
<td>7 studies</td>
<td>16 adolescents</td>
<td>15 adolescents</td>
<td>37 adolescents</td>
</tr>
<tr>
<td>Level of Evidence</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Quality of Evidence</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Setting</td>
<td>School-based</td>
<td>School-based</td>
<td>School-based</td>
<td>School-based</td>
<td>School-based</td>
<td>School-based</td>
<td>School-based</td>
</tr>
<tr>
<td>screening tool used</td>
<td>φ</td>
<td>φ</td>
<td>φ</td>
<td>BYI</td>
<td>BYI</td>
<td>PHQ-A</td>
<td>MFQ</td>
</tr>
</tbody>
</table>

Methods

• COPE was administered virtually in a homeschool cooperative setting with middle school students ages 11-15
• Data collection with self-report anxiety and depression screening instruments pre-, post-, and one month after completion of COPE; post-COPE evaluation
• Data analysis included descriptive statistics and a repeated-measures ANOVA

Results

![Anxiety and Depression Screening Tool Results](image)

Open-Ended Questions from Creating Opportunities for Personal Empowerment Evaluation

- In what ways did you find the COPE program helpful?
  - It helped me come down
  - It helped me find new ways to deal with situations
  - It helped me get away from the problems for awhile
  - It helped me know how to deal with my feelings
  - Recognizing the stressors
  - The COPE program helped me to control my feelings
- What, if anything, has changed in your life since starting the COPE program?
  - How I interact with others around me
  - I can handle my feelings better
  - I have gained a better idea of how to deal with my emotions
- What was the most helpful topic in the COPE program? How did it help you?
  - Everything
  - Finding my happy place
  - It was the stress topic. This was the most helpful as it has helped me calm down and think when I am stressed.
  - The COPE program helped me to control my feelings
  - Recognizing the stressors
  - The abdominal breathing exercise
  - The breathing technique it helped me to relax/calm down
- What new or different thoughts do you have about dealing with things that worry you?
  - I think differently when dealing with stressful situations
  - I think more positively then I used to

Conclusion and Recommendations

• Implementation of a CBT program may improve anxiety and depression in adolescents
• The COPE program is feasible to implement in a school-based setting and can increase access to this resource for students who otherwise may be unable to attend sessions
• Continue to implement COPE at the site as a health class within the curriculum

Acknowledgements

Homeschool Co-op of Oak Ridge
Sigma Theta Tau—Gamma Chi Chapter