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Effectiveness of an Evidenced-based Cognitive Behavioral Therapy Intervention for Adolescents in a School Setting

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Implementation of a Cognitive Behavioral Therapy Program in a School-Based Setting to Improve Adolescent Mental Health

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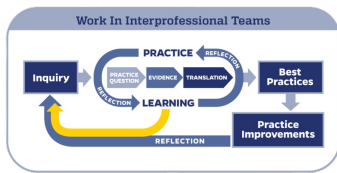


Purpose

- To increase youth's access to evidenced-based cognitive behavioral therapy (CBT) interventions to:
- Reduce negative or unhelpful thoughts, increase healthy behaviors, and improve communication and problem-solving skills
 - Decrease severity of existing depression and anxiety symptoms
 - Prevent symptoms of anxiety and depression

Framework

Johns Hopkins Evidence-Based Practice Model¹



Background

Anxiety and Depression Prevalence in Our Youth

- From 2016-2019, 9.4% (5.8 million) of children aged 3-17 were diagnosed with anxiety, and 4.4% (2.7 million) diagnosed with depression²
- Social restrictions during the COVID-19 pandemic prompted a surge in the mental health needs of youth, with 20% of teens stating they seriously considered suicide and 9% attempted suicide³
- Suicide remains the second leading cause of death among 10-24 year-olds⁴

Access to Mental Healthcare

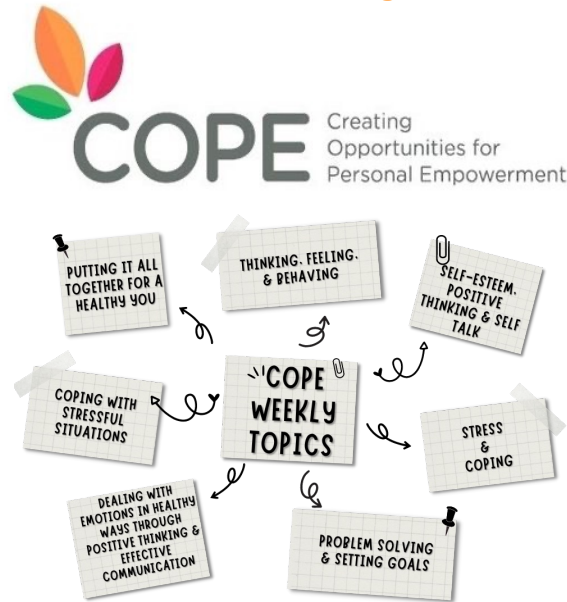
- From 2019-2020, there was a 24% increase in emergency department visits for mental health reasons for children, ages 5-11, and more than 30% for teens, ages 12-17⁵
- Only 25%-50% of youth receive appropriate treatment for their mental health disorders (e.g., anxiety and depression) due to referral delays, lack of access to mental health providers, and societal stigmatization^{6, 7}

Synthesis of Evidence

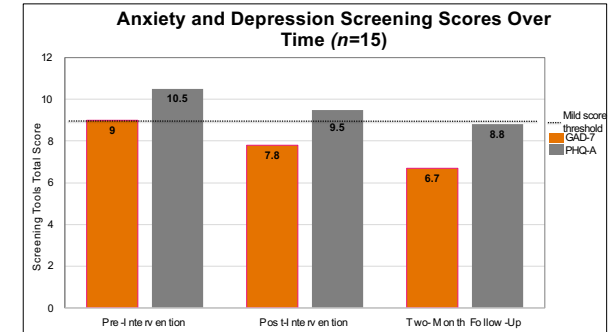
Creating Opportunities for Personal Empowerment (COPE) Program

- Several studies implementing the 7-session COPE program to children and teens have shown decreases in depression and anxiety symptoms in a school-based group setting^{8, 9, 10, 11}
- Generalized Anxiety Disorder 7- item (GAD-7) & Patient Health Questionnaire- Modified for Adolescents (PHQ-A) screening tools demonstrate high sensitivity and reliability when screening for depression and anxiety^{12, 13}

Practice Change



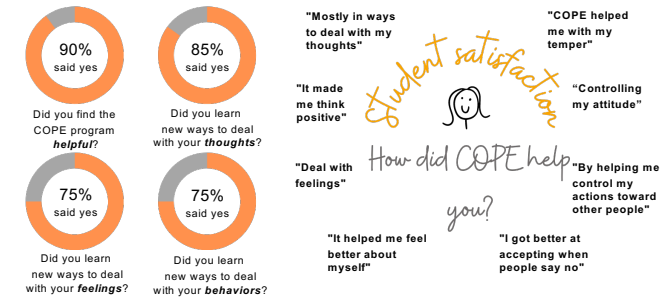
Evaluation



Further Findings

- Statistically significant decrease in anxiety symptoms from pre-intervention to two-month follow-up in students who scored in the moderate anxiety range at baseline (n=10)
- Suicidal ideation decreased 10.9% from pre-intervention to two-month follow-up (N=22)

Post-Intervention Evaluation Questions

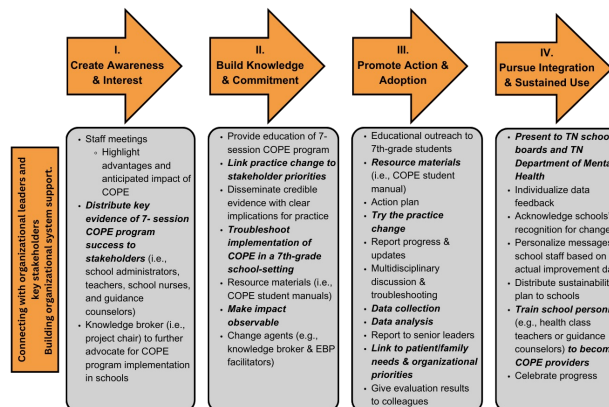


- Successful dissemination to Council on Children's Mental Health and Youth Transitions Advocate Program with potential for adaptation in schools at the state level

Practice Implications

- Youth learning to COPE positively serves as prevention and a resource by:
- Reducing worsening anxiety and depression symptoms
 - Develop practical coping skills and healthy behaviors to deal with stress
 - Identifying students requiring additional mental health interventions
 - Reducing stigma surrounding mental health disorders
 - Decrease acute in-patient psychiatric hospitalizations

Implementation Strategies



Cullen, L. & Adams, S. (2012). Planning for Implementation of Evidence-Based Practice. *Journal of Nursing Administration*, 42(4), 222-230.

