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New RRB Submission

Data Entry

- Submitted 11/07/2024 11:33 AM ET by Buaron, Katherine Master of Science in Nursing

Pertinent CPS Documentation

RRB Number	2024-1989
Study Title	Addressing Disparities in Psychiatric Service Utilization among Adolescents: A Comprehensive Examination of School-Based Health Centers in a Large Midwestern Public School System
Event Type	New Submission defined 08/23/2024
Schools Participating	609727 - Wendell Phillips Academy High School 610389 - Orr Academy High School 610561 - Richard T Crane Medical Preparatory HS

Submitter

Buaron, Katherine Master of Science in Nursing

Email: katherinebuaron@gmail.com **Home:** (415) 610-9619

Overview of Pertinent CPS Documentation

The RRB is composed of members representing various Central Office academic departments as well as the Law Department. The RRB meets quarterly to evaluate new proposals to conduct research. The RRB calendar and deadlines for submissions can be found on the CPS Research Website [here](#). Decisions resulting from the research review process will be communicated to the applicant of the request as well as appropriate CPS staff in accordance with the estimated timelines outlined in the respective RRB calendar. External researchers may not begin any research activities or obtain data for research purposes without first following the procedures outlined in this policy and securing the necessary approvals.

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy

✓ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines

✓ I have read and understood the CPS RRB Guidelines

CPS Equity Framework

✓ I have read and understood the CPS Equity Framework

CPS Volunteer Policy

✓ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

Addressing Disparities in Psychiatric Service Utilization among Adolescents: A Comprehensive Examination of School-Based Health Centers in a Large Midwestern Public School System

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

Rush University

Principal Investigator

Buaron, Katherine Master of Science in Nursing

Expirations:

**Background
Check
Level:**

PI Organization

Rush University College of Nursing

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.

User had the option to start a different form here.

Are there any other study contacts?

No

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Is the Principal Investigator a Student?

Yes

Degree

Graduate - Doctoral

University

Rush Univeristy

College/Dept.

College of Nursing

Advisor Name/Title

Alice Geis

Advisor Email

alice_geis@rush.edu

Is the researcher a CPS Staff Member?

No

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

Yes

Who is the primary funding source?

Herrendorf Grant

What is the amount of funding awarded?

\$10,000.00

Please list primary contact information of funder.

Herrendorf Family Foundation
info@herrendorf.org

Select the option that applies to your study

My study will involve a selection of individual schools

Please select all potential school sites involved with this study

Orr Academy High School
Richard T Crane Medical Preparatory HS
Wendell Phillips Academy High School

Will this research require any in-person interaction or intervention activities?

A survey will be conducted that will not involve students. Only CPS staff on the behavioral health teams and SBHC staff will be surveyed. The information will be anonymous and de-identified.

08/23/2024 • Buaron, Katherine Master of Science in Nursing • *Not Internal*

Yes

Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

Yes

Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>.

Please review CPS's Acceptable Use of Technology Guidance (AUP)



Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit <https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/>

Please check all of the following that apply to your research protocol:

Interviews
Observations
Questionnaire

Please outline your protocol for individual interview activities, describing when, where, duration, frequency, and with whom.

I will be conducting 2-3 focused interviews with behavioral health staff in CPS (LCSWs, school psychologists, therapists, etc.) outside of school hours. I will be asking them about their knowledge on what functions psychiatric nurse practitioners serve and their attitudes on psychiatric medications.

Does this involve video, audio, or photograph recording?

No

Please describe how data will be captured and stored securely

The data will be captured via Rush University secured Microsoft OneDrive file.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

Revised_SBHC CPS Staff Survey.docx Misc/Other

Deleted Attachments: 1 (Most Recent: Interview Questions for Behavioral Health Staff on 11/07/2024 11:16 AM ET)

Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.

I will be surveying behavioral health team staff during a formally scheduled BHT meeting. The survey will be no longer than 10 minutes in length and I will only survey them once via an online REDCap link. Their information will be anonymous and de-identified.

Please describe how data will be captured and stored securely

The survey will be administered, captured, and stored in a REDCap survey. The data will be anonymous and de-identified.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

SBHC CPS Staff Survey Surveys

Detail the method of Survey Administration (e.g. paper, online, etc.)

Online via REDCap link.

Please outline your protocol for observation activities, describing when, where, duration, frequency, and with whom.

I will be observing Behavioral Health Team meetings (1-2 meetings) with their consent.

Does this involve video, audio, or photograph recording?

No

Please note: Video/Audio classroom observations where students are present is not permitted unless every student present for the observation has active assent and parental consent.

Please describe how data will be captured and stored securely

I will not capture or store any of the information gathered in the meetings that are not directly related to the survey administered.

How will you protect individuals who did not consent to participate in the observation, and what will non-consented students be doing during the observation(s)?

If any staff or faculty at CPS do not consent to my observation, I will forgo my observation of the meeting entirely. I have attached an observation protocol as well.

Please attach all study materials corresponding to observation procedures (i.e., consent forms, protocol, recruitment and incentive plans)

IRB Outline for BHT Meeting Observations.docx	Observation Protocol
Observation Protocol for DNP Project	Observation Protocol

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

Yes

Detail all existing non-CPS data that will be analyzed in the research. If applicable, include links to the data in question and attach all applicable authorization agreements for private data

I will analyze rate of psychiatric visits at the School Based Health Centers as well as number of consent forms given out to parents for psychiatric care. All of these data points are collected by SBHC and are de-identified.

Attach all applicable authorization agreements for private data

No answer provided.

Please select all of the following that will be participating in the study?

Other Staff

Has this project been reviewed by an Institutional Review Board (IRB)?

No, it has not been reviewed by an IRB

IRB of Record Name

NA

IRB Protocol Number

NA

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).

Letters of Endorsement (Crane & Phillips) IRB Letters

Letters of Endorsement (Crane & Phillips) IRB Letters

Project Abstract IRB Protocol

Executive Summary Misc/Other

IRB of Record Primary Contact Email Address

katherine_a_buaron@rush.edu

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

Abstract

This Psychiatric-Mental Health Nurse Practitioner, Doctorate of Nursing Practice (PMHNP-DNP) quality improvement project aims to address the underutilization of psychiatric services within School-Based Health Centers (SBHCs) at three Chicago public high schools: Wendell Phillips Academy, Orr Academy, and Richard T. Crane Medical Prep High School. These schools serve predominantly Black and Latino student populations, who are disproportionately affected by the rising post-pandemic mental health needs.

The project seeks to identify barriers to psychiatric service utilization by conducting de-identified stakeholder interviews, site observations, and anonymous surveys. Data will be analyzed using institution-secured REDCap, with the goal of developing a comprehensive understanding of the factors contributing to the uneven use of psychiatric services. The findings will inform the creation of a workflow map detailing referral processes within SBHCs and will engage non-SBHC stakeholders to enhance awareness and access to psychiatric care.

Guided by the Kellogg Logic Model, this project will provide actionable insights to improve psychiatric service delivery in SBHCs, ultimately aiming to bridge the gap in mental health care access for marginalized student communities. The project underscores the importance of equitable psychiatric care and strives to foster a more accessible and effective mental health support system within Chicago public schools.

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

Despite the availability of services on the three sites, low utilization of psychiatric services persist in the SBHCs, necessitating a comprehensive evaluation to identify barriers and facilitate equitable care. The primary aim of this study is to assess knowledge, and attitudes of psychiatric care offered at CPS and to identify any potential pipelines for referrals to care.

Purpose and Literature Review

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

A review of the literature underscores the significance of SBHCs in addressing the mental health needs of adolescents, supported by key findings from relevant studies. A literature review was conducted with the search terms: "school-based health centers" "mental health" "adolescents" and "utilization". PubMed and Ovid were searched for peer-reviewed journals between the years of 2018 to 2023. Other criteria were for studies conducted in the United States with English-only citations.

In the face of escalating national shortages in psychiatric-mental health services for youth, Duong et al.'s 2021 meta-analysis of the literature underscores SBHCs' efficacy in removing barriers for students from health-disparate communities, particularly benefiting those without health insurance (Duong, et al., 2021). Their meta-analysis reveals that 7.28% of adolescents receive psychiatric-mental health care at SBHCs, making them a significant mental health service setting. For those with advanced psychiatric needs, SBHCs serve 22.10%, surpassing other settings. The study also highlights the positive impact of telehealth services and reports high satisfaction among students utilizing SBHCs, emphasizing their crucial role in addressing the growing mental health needs of the youth.

Gruber et al.'s 2021 study highlights that the scope of services offered by SBHCs is often constrained by regulatory bodies and local resource availability. Despite these limitations, researchers state that the familiar school setting is beneficial for the delivery of psychiatric-mental health services, as trust is already established with the school, thereby promoting a therapeutic patient-clinician relationships (Gruber et al., 2021). Notably, the study emphasizes that students who identify as a member of racial, ethnic, or sexual minority can receive the most benefit from SBHCs, making them particularly beneficial for communities experiencing health service disparities (Gruber et al., 2021).

A study conducted by Williams et al. (2023) highlights the consistent positive impact of School-Based Health Centers (SBHCs) on children and adolescents' mental health. The study discusses concerning trend emerges among Black adolescent males, who underutilize mental health services compared to other racial groups, despite a 75% increase in suicide attempts since 1991 (Williams et al., 2023). Persistent psychosocial and cultural barriers (such as stigma, masculine social norms and "self-reliance") hinder the utilization of SBHC services for Black teens, despite their availability (Williams et al., 2023). Notably, protective factors within schools, such as teacher support and training, are identified as crucial for improving access to mental health resources for Black adolescent males. In addition to these socio-cultural findings, Girio-Herrera et al.'s (2019) study further explores the mental health service disparities among Latino youth, as this demographic is also a low utilizer of mental health services. Their study finds that parental acceptance and understanding of mental health needs among the Latino community is lacking, directly affecting their child's access

to care (Girio-Herrera et al., 2019). Their study also finds that that 50% of lifetime mental health disorders are identified by 14 years of age, with only 25-50% of adolescents receiving needed services (Girio-Herrera et al., 2019). Parental engagement proves critical, with 30% of parents failing to follow through on care despite high-risk indicators, emphasizing the need for clear communication and school-based interventions for vulnerable populations (Girio-Herrera et al., 2019).

A study conducted by Stempel et al. (2019) reveals that students with mental health diagnoses are frequent users of these clinics, with 70% of SBHCs in Colorado offering psychiatric-mental health services integrated into both their primary care services and social work services. However, structural barriers, including the lack of ethnic or racial representation among psychiatric and mental health providers for Latino students, pose challenges to achieving equitable mental health care (Girio-Herrera, et al., 2019). Additionally, Love et al.'s 2019 study reveals that services at SBHCs reach 6.3 million students in 10,629 schools. Youth in impoverished communities face elevated rates of substance use disorders, anxiety, and depression (Love et al., 2019). Despite the reallocation of funding as Federally Qualified Health Centers and the increased use of telehealth services in SBHCs, adolescents of color in underserved communities still lack a consistent source of high-quality care, highlighting potential disparities in access based on socioeconomic factors (Love et al., 2019).

References:

Duong, M., Bruns, E. J., Lee, K., & Coifman, J. (2021). Rates of Mental Health Service Utilization by Children and Adolescents in Schools and Other Common Service Settings: A Systematic Review and Meta-Analysis. *Administration and Policy in Mental Health and Mental Health Services Research*. <https://doi.org/10.1007/s10488-020-01080-9>.

Girio-Herrera, E., Ehrlich, C. J., Danzi, B. A., & La Greca, A. M. (2019). Lessons Learned About Barriers to Implementing School-Based Interventions for Adolescents: Ideas for Enhancing Future Research and Clinical Projects. *Cognitive and Behavioral Practice*, 26(3), 466-477. <https://doi.org/10.1016/j.cbpra.2018.11.004>

Stempel, H., Cox-Martin, M. G., O'Leary, S., Stein, R., & Allison, M. A. (2019). Students Seeking Mental Health Services at School-Based Health Centers: Characteristics and Utilization Patterns. *Journal of School Health*, 89(11), 839-846. <https://doi.org/10.1111/josh.12823>

Gruber, J. A., Nordquist, E. A., & Acevedo-Polakovich, I. D. (2023). Student and Teacher Perspectives of Service Utilization at Their School-Based Health Center. *The Journal of School Nursing*, 39(5), 368-376. <https://doi.org/10.1177/10598405211025008>.

Williams, E. D., Lateef, H., Gale, A., Boyd, D., Albrecht, J., Paladino, J., & Koschmann, E. (2023). Barriers to School-Based Mental Health Resource Utilization Among Black Adolescent Males. *Clinical Social Work Journal*, 1-16. <https://doi.org/10.1007/s10615-023-00866-2>.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

1. Surveys:

- **Anonymous Surveys for Non-SBHC Stakeholders:** The aim is to gather insights from school staff, including teachers, counselors, and administrative personnel, who are not directly involved with the SBHCs. The survey will assess their knowledge, attitudes, and referral practices regarding psychiatric services. The survey will include multiple-choice questions, and Likert-scale items. It will focus on the staff's familiarity with available services, and their confidence in referring students for psychiatric care. The survey will be distributed electronically through a secure REDCap page, ensuring anonymity and confidentiality for all respondents. There will be a \$15 Target Gift card incentive (funded via Herrendorf grant) to those who participate in the survey. To gain access to the gift card, they will be directed to a link at the end of the survey that will take them to another secure REDCap page unaffiliated with the survey itself. There, they will be able to input their contact information without connecting their survey to their personal information.

2. Interviews:

- **De-identified Stakeholder Interviews:** The intent is to collect in-depth qualitative data from key stakeholders, including SBHC staff, school social workers, and mental health professionals. These interviews aim to explore their experiences, perceptions, and challenges related to the provision and utilization of psychiatric services. A semi-structured interviews will be conducted, allowing participants to elaborate on specific topics while ensuring consistency across interviews. Interview questions will focus on staff's attitudes on psychiatric care and their confidence in identifying when an individual could benefit from care. Interviews data will be de-identified and will be conducted on a voluntary basis.

3. Observations:

- **Behavioral Health Team Meetings:** The purpose is to observe the dynamics and discussions during Behavioral Health Team meetings at the three schools, providing context and understanding of how psychiatric services are integrated into the broader mental health support system. Observations will be conducted in 1-2 meetings per school, with the consent of all participants. The observer will focus on any discussions related to psychiatric/mental health services, referral processes, and any barriers identified by the team. No personal or sensitive information unrelated to the quality improvement project will be recorded. If any participant does not consent to the observation, the observation for that meeting will be forgone entirely.

Secondary Research Activities

1. Data Analysis:

- **Analysis of Existing Records:** To analyze existing de-identified data on psychiatric service with regard to referral rates, and service uptake. The analysis will help identify patterns and trends in service utilization, informing the development of targeted interventions to improve access and equity in psychiatric care.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

The Kellogg Logic Model will provide a structured framework for this evaluation project, which will include identification of the problem, goals, inputs, activities that are directly correlated to outputs, as well as immediate and long term impacts. This systematic approach ensures that each component contributes cohesively towards desired outcomes. Additionally, the model provides clarity by establishing logical sequences of activities, outputs, outcomes, and impacts, enabling stakeholders to understand findings and frameworks for future recommendations.

With this evaluation project in particular, the Kellogg Logic Model enhances evaluation methodologies grounded in stakeholder engagement and systems analysis, which will be substantiated in this project by way of stakeholder interviews and surveys. Through systematic data analysis, the model enables evaluations that produce conclusions, identify resources and contributions within the SBHCs and affiliated schools, as well as inform future planning for referral to psychiatric services. Importantly, the Kellogg Logic Model promotes collaboration and transparency among stakeholders, facilitating meaningful dialogue and shared understanding of evaluation findings.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) of the CPS core values does your research support?

Community Partnership
Student Centered

Please describe how your project supports each of the core values selected above.

In continuing the collaboration with Rush University and the School Based Health Systems, the aim is to strengthen connections for students who need psychiatric services.

How does this project support the district broadly?

Examining these findings can help provide context to psychiatric services offered and utilized at different CPS schools across the system, and potential routes for referral to psychiatric services for students.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.

Please click "save" after each line.

CPS Supporter Email Address	CPS Supporter Details
Lemke, Sally DNP Email: sally_lemke@rush.edu Business: (312) 563-6830	Dr. Sally Lemke is the Director of Community Based Practices and oversees all Rush-affiliated School Based Health Centers in CPS schools

Link to New Contact Form

User had the option to start a different form here.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?

The research suggests that in many locations, there is an uneven distribution of psychiatric services, particularly for children and adolescents of color. Even when these services are available, various factors can impede their utilization. The primary problem, as substantiated by stakeholders within the SBHCs across the three sites, lies in the uneven utilization of psychiatric services. Despite the demographic characteristics of the three schools, overall utilization remains surprisingly low, even though there is demonstrable need. The system has yet to conduct an evaluation and analysis of the factors that may contribute to this issue, highlighting the need for a comprehensive examination of the utilization patterns and potential barriers.

As a clinical nursing instructor who teaches nursing students primarily on the South and West Sides of Chicago, I have been actively engaging with these communities over the years and am very passionate about improving psychiatric and mental health equity in communities that need it.

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

How are your research activities accessible to individuals with disabilities?

To make the survey accessible for individuals with reading or visual impairments, it will be crafted to explicitly state its purpose. The survey will feature straightforward, concise language, avoiding unnecessary complexity and technical terms. Ranking questions will use descriptive terms rather than numerical scales. Radio buttons will be provided for single-answer questions, while checkboxes will be used for multiple-choice questions. Questions with numerous options will be arranged vertically. Additionally, questions will be presented individually instead of in complex tables, ensuring compatibility with keyboard navigation, providing text descriptions for images, and maintaining high color contrast.

Are your research activities translated into languages other than English as appropriate for the community?

No

How will you share your research findings with the population(s) you are studying?

I will create a report from my data and disseminate findings to stakeholders.

Research Activities

Start Date of Recruitment

11/18/2024

End Date of Recruitment

12/09/2024

Please provide the date that you will begin primary data collection

11/18/2024

Please provide the end date of primary data collection

12/09/2024

Please provide the date that you will begin analysis

12/09/2024

Please provide the end date of analysis

05/30/2025

Please provide the approximate date that you will finalize your research report.

07/07/2025

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

Describe and map the workflow for referral and operational processes around psychiatric care and disseminate information to SBHC staff/leadership and school key stakeholders. Based on findings, I will generate 3 comprehensive recommendations for referral & appointment processes as well as knowledge found in interviews & survey. The long term goal would be to improve access to psychiatric services to students who need it as well as strengthen referral rates to psychiatric providers.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

No

Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?

Yes

Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Please describe the use of educational technology as part of this study

CPS staff will take a survey using a Rush University-secured REDCap site that will be anonymous and de-identified. No students will be surveyed or will interact with this quality improvement project.

Is the described educational technology a CPS SOPPA operator?

No

Please use the following website to check if your proposed platform is complaint with SOPPA: <https://cps.app.learnplatform.com/new/public/tools>

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number

2024-1989

This is your assigned RRB Number. Please reference this in any data request associated with this study.

Study Subject Inclusion Criteria

CPS staff who are part of the behavioral health teams, including school psychologists, social workers, counselors, therapists, or any other staff that interacts with students regarding mental health, will be surveyed on a voluntary basis.

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

Study Subject Exclusion Criteria

CPS staff who do not interact with students on a mental health basis and do not regularly attend behavioral health team meetings.

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Please select all special populations that may be targeted for your study

No answer provided.

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

The aim of this quality improvement project is to collect data on the existing structures, knowledge and attitudes impacting the psychiatric services referral process. The hope is to gather information to help identify ways in which access to psychiatric care can be strengthened to reach all CPS students who need it via CPS staff.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

Internal factors that may pose a risk to the project, or influence its outcomes is the capacity of the CPS staff. They may be very busy during after school hours and it may be the case that when the interviews to be conducted in person, the CPS staff may be otherwise occupied in after school hours.

Another risk that may be posed to the introduction of this evaluation project is the irregularity with which the Behavioral Health Team meetings occur. As endorsed by the site facilitators, these meetings do not occur regularly or on a schedule across all 3 sites, which may make it difficult to both introduce the project as well as disseminate the survey to non-SBHC stakeholders.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

In the event that CPS staff are busy after school for in-person interviews, an interview can be conducted over the phone at their earliest convenience, as this strategy was used with the SBHC licensed social workers with success. Additionally, because behavioral health team meetings occur irregularly at some schools, it may be appropriate to find other avenues for engaging with these stakeholders in different settings to briefly introduce the project as well as give the link to the survey site. The evaluation survey can be linked to a QR code that can easily be pulled up on their mobile devices to ease of access at a time of their convenience. The link to the incentive will also be available at the end of each survey, available in a mobile formatting.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

Survey Procedure:

- 1.) Clearly inform participants that the survey is anonymous, ensuring they feel safe and protected.
- 2.) Clearly state that their anonymous, de-identified responses will be stored in a Rush University-secured database via REDCap.
- 3.) Reinforce that participation is voluntary, and participants can skip questions or exit the survey at any time.

In-Person Interviews:

- 1.) Clearly explain the purpose of the interview and that participants can stop at any time without any consequences.
- 2.) Clearly communicate to the interviewee that their identity (name, role, etc.) will not be included in the report.
- 3.) Before beginning, ask participants if they are comfortable discussing the topics, providing a brief overview of the questions.
- 4.) Monitor participants for any signs of discomfort, such as hesitation, emotional responses, or changes in tone. Continually check in with participant to verbally ensure that they are comfortable to continue.
- 5.) Create a safe and non-judgmental space where participants feel free to express their true thoughts and feelings.

Responding to Distress:

- 1.) If any distress is observed or expressed, pause the interview and ask the participant if they would like to take a break, continue, or stop entirely.
- 2.) Offer a brief, supportive conversation to address any immediate concerns or discomfort.
- 3.) Remind the participant that they can withdraw from the interview without any negative consequences.

Will you compensate study subjects?

Yes

Detail the proposed compensation (monetary and/or non-monetary) for each research procedure and population

Staff will receive a \$15 gift card to Target as an incentive for taking the survey.

Student incentives must be appropriate, equitable, and reasonable in amount. All staff incentives are limited to \$50 or less in a given year. Any amount in excess will require the secondary employment form to be completed by staff participants, or otherwise have the amount allocated to the school.

Describe when and where study subjects will be compensated and detail the mechanisms that will be in place to ensure study subject privacy when distributing compensation.

Virtual Target gift cards will be emailed to participants at their personal emails. At the end of the survey, there will be a link to a separate, Rush University-secured REDCap page where they will be asked to enter their personal emails for the gift card to be sent to. This page will not link to their survey and will participants will be reminded on the page that this input will not be connected to their survey.

Describe the compensation schedule for participants that withdraw from the research or that are withdrawn from the research by the study team.

Gift card will be given in the first week of December, after the last week of dissemination of the survey.

Study Recruitment

Outline every aspect of the recruitment process for non-teacher staff participants.

The project will be briefly introduced during the behavioral health team meeting at each of the 3 schools. They will then be encouraged to take the survey after school time so as to not interfere with their work day duties. A QR code will be give to each potential participant and they may volunteer to take it if they choose.

The incentive will be explained to them during the introduction phase and it will be emphasized that their contact information will in no way be connected with their survey data.

Please attach all recruitment materials not attached elsewhere (Optional).

No answer provided.

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

No answer provided.

Identify study team members who will recruit subjects.

Self.

Will this research involve screening procedures

No

Compliance

FERPA

Rush University College of Nursing is subject to the Family Educational Rights and Privacy Act, which safeguards student's educational records and personal information. In alignment with FERPA requirements, this quality improvement project will ensure that no personal or identifying information of students discussed in Behavioral Health Team (BHT) meetings will be included in any project-related materials or documentation. Additionally, the confidentiality of all staff members involved will be strictly maintained, with no identifying information disclosed. This commitment to privacy aligns with both FERPA standards and the ethical principles guiding the project.

11/07/2024 • Buaron, Katherine Master of Science in Nursing • Not Internal

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?

Yes

Is the proposed research in compliance with FERPA?

Yes

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?

No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?

No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

Since Orr High School is undergoing leadership changes, I was unable to receive a letter of endorsement from their school. Additionally, the letter of endorsement from Phillips High School has not been written on school letter head, and was unable to be changed before the submission due date.

08/23/2024 • Buaron, Katherine Master of Science in Nursing • *Not Internal*

Phillips_Letter-1[26].pdf

Support
Letters

Please note that Principals have final authority over what happens in their schools.

Underutilized Psychiatric
Service Study At
Crane[22].pdf

Support
Letters

How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

Because the QR codes will be left for any meeting participant to take as they exit, it will add an extra layer of anonymity to the taking of the survey. The survey will also be stored on a Rush University-secured REDCap site which will be anonymous and de-identified. Additionally, incentive information will also be stored on a Rush University-secured REDCap site and will not be connected to any survey data.

Describe the data confidentiality or security provisions that will be in place for all research data.

The data taken from the survey via a REDCap site will be housed in the Rush University-secured account. Rush University ensures comprehensive data security for all information stored in their network. Additionally, email addresses that are inputted to receive incentive will be deleted on the second week of December.

How will you store participant data?

Without any identifiers or codes

These details must be included in all applicable consent forms

Explain how data will be de-identified. What information will be contained on the record such that re-identification is impossible?

The survey will not ask for any identifying information (including but not limited to: name, demographic information, or role at school). Data will be taken from the REDCap site with no codes or identifiers and will not be able to be re-identified.

Will you keep participants' contact information on file after the data have been collected?

No

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

Retain data for three years or longer post-completion, then destroy it

Please note that the district discourages storing study data for longer than three years after study completion.

Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data

The intention with this project is to investigate factors that influence connections to psychiatric services in the CPS and SBHC systems. The hope is that future DNP projects can use this data to build upon or help create a thoughtful, comprehensive quality improvement project involving the strengthening of linkages to psychiatric services and ultimately improve student access to mental health and psychiatric care.

Attachments

Please attach all miscellaneous attachments

No answer provided.

If you are resubmitting your protocol following initial review, please attach your response letter here.

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

- ✓ All parts of this submission are accurate, complete, consistent, and clear.
- ✓ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.
- ✓ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.
- ✓ This submission adhere to all CPS policies and guidance as outlined in the link below
<https://www.cps.edu/about/district-data/conduct-primary-research/>
- ✓ I have accurately identified all personnel who will be involved in this study.
- ✓ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.
- ✓ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.
- ✓ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.
- ✓ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
<https://policy.cps.edu/download.aspx?ID=272>

Submission Date

08/23/2024

All RRB new submissions, modifications, continuing reviews require a \$50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.

RRB Protocol #

2024-1989

Payment Confirmation Number

20000359

Load Initial Submission into IRBManager
- Submitted 11/07/2024 11:34 AM ET by System, The

Research Office Pre-Review
- Submitted 08/30/2024 3:12 PM ET by Corson, Adam

Pre-Review

RRB Number

2024-1989

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer

Zolfo, Sean

Review Due Date

09/17/2024

Comments for Reviewer

n/a

Supplementary Site Output

609727 - Wendell Phillips Academy High School

610389 - Orr Academy High School

610561 - Richard T Crane Medical Preparatory HS

School Contacts

E Andrews, Shanele

Email: SEAndrews@cps.edu

Phone:

G Sullivan, Matthew

Email: mgsullivan@cps.edu

Phone:

Wm Durr, Michael

Email: mwdurr@cps.edu

Phone:

Administrative Processor

Corson, Adam

Email: ACorson1@cps.edu

Phone:

Please select your primary area of research from the following:

Health

Secondary Study Subject(s)

No answer provided.

RRB Meeting Date

09/16/2024

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects

No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation
- Submitted 09/16/2024 2:28 PM ET by System, The

Primary Reviewer Recommendation

Primary Reviewer Recommendation					
Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Zolfo, Sean	Revise and Re-Submit	08/30/2024	09/17/2024	09/16/2024
Overall the study supports the district's efforts to achieve equity in youth mental health. However, a few glaring errors are present in the proposal. Most notably, these include a lack of IRB approval and a perhaps overly ambitious participant recruitment and data collection timeline.					

Reviewer Notes

Overall the study supports the district's efforts to achieve equity in youth mental health. However, a few glaring errors are present in the proposal. Most notably, these include a lack of IRB approval and a perhaps overly ambitious participant recruitment and data collection timeline.

Under Convened Board Review

- Submitted 10/18/2024 12:37 PM ET by Corson, Adam

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher

Overall the study supports the district's efforts to achieve equity in youth mental health. However, a few glaring errors are present in the proposal.

--

Has this, or will it be, reviewed by your institution's IRB?

--

What is the nature of the BHT meeting discussions you plan to observe? Our assumption is that students will be discussed, therefore how can you ensure that no sensitive, private information about students will be collected since you are not collecting any consent for guardians?

--

Please provide consent protocols for the interviews, observations and surveys. There does not appear to be any consenting procedures mentioned anywhere except where you are asked about mitigating stress/harm to participants. Is the plan to only verbally consent folks?

If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.

If this submission requires re-submission with changes, the information above will be included in an email.

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing of Revise and Resubmit
- Submitted 11/07/2024 1:51 PM ET by Corson, Adam

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

Overall the study supports the district's efforts to achieve equity in youth mental health. However, a few glaring errors are present in the proposal.

--

Has this, or will it be, reviewed by your institution's IRB?

--

What is the nature of the BHT meeting discussions you plan to observe? Our assumption is that students will be discussed, therefore how can you ensure that no sensitive, private information about students will be collected since you are not collecting any consent for guardians?

--

Please provide consent protocols for the interviews, observations and surveys. There does not appear to be any consenting procedures mentioned anywhere except where you are asked about mitigating stress/harm to participants. Is the plan to only verbally consent folks?

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

11/07/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

Verbal consenting procedure for adults confirmed. No IRB required.

Administrative Determination

Approve

Approval Actions

Simple Approval

Approval Date

11/07/2024

Approval Period in Number of Months

12

Notes for Letter

No answer provided.

Background Check Determination

Reviewer Background Check Recommendation

No

Display Proposed Study Participants

Other Staff

Display Study Interventions

Interviews

Observations

Questionnaire

Display Study Contacts

Please select the level of background check required for researchers involved with primary data collection.

Level II

Justification for Background Check

For observations that occur on school grounds, please submit a Level 2 background check in order to enter the school. Please select RESEARCHERS instead of individual schools.

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

Determination Letter Finalization

- Submitted 11/07/2024 3:06 PM ET by Corson, Adam

Review Generated Letter and Confirm Before Sending

RRB #

2024-1989

Study Title

Addressing Disparities in Psychiatric Service Utilization among Adolescents: A Comprehensive Examination of School-Based Health Centers in a Large Midwestern Public School System

Principal Investigator

Buaron, Katherine Master of Science in Nursing

Email: katherinebuaron@gmail.com

Home: (415) 610-9619

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date	
RRB#2024-1989- Katherine Buaron, Master of Science in Nursing 2024-11-07.docx	Determination Letter	11/07/2024	<i>This determination letter will be automatically attached to an email being sent to the principal investigator.</i>

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.

New Submission defined 08/23/2024

Output Background Check Level

No

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Buaron, Katherine Master of Science in Nursing	Principal Investigator	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.

Level II

Background Check Level Justification

For observations that occur on school grounds, please submit a Level 2 background check in order to enter the school. Please select RESEARCHERS instead of individual schools.

Other Notes in Letter

N/A

RRB Meeting Date for Acknowledgment of Final Determination

12/06/2024

Please select the next meeting date of the RRB.

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

12/05/2024

School Based Health Centers
Chicago Public School Staff Survey

- 1.) What is your role at Crane High School?
 - a. Licensed Clinical Social Worker
 - b. Psychologist
 - c. Teacher
 - d. Counselor
 - e. Other (write in): _____
REDCap function to open up a text box to type
- 2.) For how long do you interact with _(insert school here)_ students during a typical work day
 - a. 0 – 1 hour
 - b. 2 – 5 hours
 - c. More than 5 hours
- 3.) Did you know there is a School Based Health Center at your school?
 - a. Yes
 - b. No
- 4.) Does the following statement apply to you? *“I have referred a student to the School Based Health Center to receive care in the past”*
 - a. Yes
 - b. No
 - c. Unsure
- 5.) The Rush School Based Health Center in your school offers which of the following services: *Select all that apply*
 - a. Vaccinations
 - b. Sick visits
 - c. School/Sports Physicals
 - d. Reproductive Health Care
 - e. Psychotherapy/Talk Therapy
 - f. Psychiatric Services (full diagnostic evaluation and medication)
- 6.) Prior to this survey, did you know that there is a Psychiatric Nurse Practitioner that sees students at the School Based Health Centers?
 - a. Yes
 - b. No

7.) Which of the following are services offered by a psychiatric nurse practitioner?

Select all that apply

- a. Prescribing and managing medications
- b. Conducting comprehensive diagnostic evaluation and treatment of Mental Health disorders
- c. Conducting diagnostic evaluation and treatment of Substance Use Disorders
- d. Coordinating with Primary Care Provider and other medical specialists as indicated

8.) Please rate your level of confidence in your ability to recognize when a student should be referred to a psychiatric nurse practitioner/psychiatrist?

1	2	3	4
Not confident	Slightly confident	Confident	Very confident

9.) Do you know how to make a referral to psychiatry at the School-Based Health Center?

- a. Yes
- b. No

If yes, do you find this referral process:

- i. Straight forward
- ii. Complicated

Please explain: _____

10.) What is your opinion on psychiatric medication use in adolescents? *Example: Depression, anxiety, ADHD*

- a. Psychiatric medications should never be used in adolescents
- b. Psychiatric medications should only in a crisis situation
- c. Psychiatric medications can used for long term management of mental health conditions

References:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4650294/>

Wei Y, McGrath PJ, Hayden J, Kutcher S. Mental health literacy measures evaluating knowledge, attitudes and help-seeking: a scoping review. *BMC Psychiatry*. 2015 Nov 17;15:291. doi: 10.1186/s12888-015-0681-9.

Taylor, M., & Dear, M. (2017). CAMI Scale. Retrieved from: <https://camiscale.com/article-scaling-community-attitudes-toward-the-mentally-ill/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7750837/>

Andrade C, Menon V, Ameen S, Kumar Praharaj S. Designing and Conducting Knowledge, Attitude, and Practice Surveys in Psychiatry: Practical Guidance. *Indian J Psychol Med*. 2020 Aug 27;42(5):478-481. doi: 10.1177/0253717620946111.

SBHC CPS Staff Survey

- 1.) What is your role at _____ *High School*?

- 2.) For how long do you interact with Crane students during a typical work day
 - a. 0 – 1 hour
 - b. 2 – 5 hours
 - c. More than 5 hours
- 3.) Does the following statement apply to you? *“I have referred a student to the School Based Health Center to receive care in the past”*
 - a. Yes
 - b. No
- 4.) The Rush School Based Health Center in your school offers which of the following services: *Select all that apply*
 - a. Legal Counseling
 - b. Vaccinations
 - c. Sports Physicals
 - d. Mental Health Talk Therapy
 - e. Psychiatric medication services
- 5.) How does a psychologist/LCSW differ from a psychiatrist/psychiatric nurse practitioner?
 - a. Psychologists and LCSWs primarily offer counseling and therapy, while psychiatrists and psychiatric nurse practitioners focus more on medication management and can also provide therapy.
 - b. Psychologists and LCSWs focus on diagnosing mental illnesses, while psychiatrists and psychiatric nurse practitioners do not diagnose but only treat with medications.
 - c. Psychiatrists and psychiatric nurse practitioners are required to have a background in psychotherapy, while psychologists and LCSWs primarily focus on medication management.
 - d. Psychologists and LCSWs specialize in severe mental illnesses, while psychiatrists and psychiatric nurse practitioners handle less severe cases.
- 6.) Which of the following best describes the role of a psychiatric nurse practitioner?
 - a. They are registered nurses who specialize in administering psychiatric medications to patients.
 - b. They are advanced practice nurses with specialized training in diagnosing and treating mental illnesses, including prescribing medication and medication management.
 - c. They primarily assist psychiatrists in conducting psychiatric evaluations and

7.) Does the following statement apply to you? *“I feel confident in my ability to recognize when a student should be referred to mental health services?”*

- a. Yes
- b. No

8.) To what extent do you believe psychiatric medications could play a role in improving overall health in an individual with a mental health condition?

Strongly Agree Agree Slightly Agree Disagree Strongly Disagree

IRB Outline for BHT Meeting Observations

1. Research Purpose and Observer Role

- Objective of Observation: The purpose of this observational session is to document and analyze the structural and procedural aspects of Behavioral Health Team (BHT) meetings. This study specifically avoids focusing on individual student cases or personal experiences of meeting participants.
- Observer Role: Observer will introduce themselves and outline their role as a neutral party, present solely to examine team workflow, communication patterns, and procedural aspects within the BHT meetings.
- Confidentiality Assurance: To maintain confidentiality, no observations will document specific student cases or individual participants' contributions.

2. Observation Protocol and Focus Areas

- Agenda & Structure: The study will include observations of time allocation to agenda items and the transitions between discussion topics.
- Workflow and Communication: Observations will include an analysis of participant's roles, group communication styles, and problem solving framework for cases.
- Decision-Making Framework: The observer will focus on how decisions are reached within the meeting, including any frameworks or guidelines followed to determine action steps.
- Problem-Solving and Resource Allocation: *This section will assess how the team approaches issues, explores solutions, and assigns resources or responsibilities. (This will be the main focus)*

3. Disclosures to Meeting Participants

- Research Purpose Disclosure: At the beginning of the meeting, the observer will clarify to participants that the study focuses solely on understanding BHT communication patterns and procedures, not on individual cases or meeting participants.
- Assurance of Non-Intrusiveness: Participants will be informed that the observer's role will not be intrusive, with no documentation or analysis of individual contributions from meeting participants or individual student cases.
- Voluntary Follow-Up: Based on voluntary participation, observer may arrange a follow-up session/interview to explore knowledge and attitudes about psychiatry/mental health for children and adolescents specifically. No individual cases or students will be discussed.

Observation Protocol for DNP Project

- **Objective:**
 - To observe Behavioral Health Team meetings to gain insights into their understanding and attitudes toward psychiatric services offered at Chicago Public Schools
- **Observation Setting:**
 - I will be observing formally scheduled Behavioral Health Team meetings at CPS.
- **Timing and Frequency:**
 - I plan to observe 1-2 meetings, depending on the availability and consent of the team members.
 - The specific timing of the meetings will be coordinated with the Behavioral Health Team to ensure minimal disruption to their regular activities.
- **Duration of Observation:**
 - Each observation session will last the duration of the meeting.
- **Consent:**
 - I will seek consent from all members of the Behavioral Health Team before conducting any observations.
 - If any staff or faculty at CPS do not consent to my observation, I will forgo my observation of the meeting entirely to respect their privacy and autonomy.
- **Data Collection:**
 - I will not capture or store any information gathered in the meetings that are not directly related to the survey administered.
 - My focus will solely be on observations relevant to the study, and no identifiable or sensitive information unrelated to the survey will be recorded.
- **Confidentiality:**
 - All observations will be conducted with the utmost respect for the confidentiality and privacy of the participants.
 - No direct quotes, names, or personal identifiers will be documented during the observation.
- **Documentation:**
 - Any observations directly relevant to the survey will be noted in a general, non-identifying manner.
 - The focus will remain on understanding the overall dynamics and discussion points related to psychiatric services in the context of the survey.

This protocol ensures that the observation process is ethical, respectful, and aligned with the goals of the study

Dear CPS IRB Committee,

I am writing to convey my support for Katherine Buaron's quality improvement initiative, which will take place in part at Phillips High School. Ms. Buaron, a Doctor of Nursing Practice (DNP) student at Rush University College of Nursing, is undertaking a crucial project to investigate the underutilization of psychiatric services in our educational institutions.

Her project aims to examine and detail the referral and admission processes for psychiatric services at the School-Based Health Centers (SBHCs). As part of this quality improvement project, she will also administer surveys and conduct interviews with CPS Behavioral Health staff to evaluate their knowledge, perceptions, and understanding of the psychiatric services provided by the Psychiatric Nurse Practitioner at the SBHCs.

In collaboration with Janel Drexler, PhD, PMHNP and other staff from Rush health center, information gathered from this project can help identify major obstacles in accessing psychiatric care, thus informing strategies to enhance bolster utilization.

I fully endorse this project and look forward to the valuable contributions it will make to our school.

Sincerely,

A handwritten signature in black ink, appearing to be 'X T' followed by a long horizontal flourish.



A CTE Early College STEM School with Health Science Pathways

Toya Benson
Principal

Reginald York
Assistant Principal

May 28, 2024

Dear CPS IRB Committee,

I am writing to express my support for Katherine Buaron's doctoral project, which will be conducted at Crane High School, as well as Orr and Phillips High Schools. Ms. Buaron, a doctoral student at Rush University College of Nursing, is undertaking a crucial investigation into the underutilization of psychiatric services in our schools.

Her project aims to:

1. Observe and map the referral and intake processes for psychiatric services at the respective School-Based Health Centers (SBHCs).
2. Survey and interview CPS Behavioral Health stakeholders regarding their knowledge, perception, and understanding of the psychiatric services available at the SBHCs.

This project has the potential to identify key barriers and facilitators to accessing psychiatric care, thereby informing strategies to enhance service utilization. The collaboration with Janel Drexler and other Rush health center staff ensures a robust and multidisciplinary approach.

I wholeheartedly endorse this project and look forward to the valuable contributions it will make to our school community.

Best regards,

Toya Benson

Abstract

This Psychiatric-Mental Health Nurse Practitioner, Doctorate of Nursing Practice (PMHNP-DNP) quality improvement project aims to address the underutilization of psychiatric services within School-Based Health Centers (SBHCs) at three Chicago public high schools: Wendell Phillips Academy, Orr Academy, and Richard T. Crane Medical Prep High School. These schools serve predominantly Black and Latino student populations, who are disproportionately affected by the rising post-pandemic mental health needs.

The project seeks to identify barriers to psychiatric service utilization by conducting de-identified stakeholder interviews, site observations, and anonymous surveys. Data will be analyzed using institution-secured REDCap, with the goal of developing a comprehensive understanding of the factors contributing to the uneven use of psychiatric services. The findings will inform the creation of a workflow map detailing referral processes within SBHCs and will engage non-SBHC stakeholders to enhance awareness and access to psychiatric care.

Guided by the Kellogg Logic Model, this project will provide actionable insights to improve psychiatric service delivery in SBHCs, ultimately aiming to bridge the gap in mental health care access for marginalized student communities. The project underscores the importance of equitable psychiatric care and strives to foster a more accessible and effective mental health support system within Chicago public schools.

Executive Summary

Concise summary of the problem/focus and significance: This Psychiatric-Mental Health Nurse Practitioner, Doctorate of Nursing Practice (PMHNP-DNP) quality improvement project aims to address the pressing issue of uneven utilization of psychiatric services within School-Based Health Centers (SBHCs) by students in Chicago. The problem is underscored by the alarming increase in post-pandemic mental health needs among children and adolescents, particularly in communities of color, as highlighted by various studies. Despite the availability of services on the three sites, low utilization of psychiatric services persist in the SBHCs, necessitating a comprehensive evaluation to identify barriers and facilitate equitable care.

Setting and Purpose: The quality improvement project focuses on Wendell Phillips Academy, Orr Academy, and Richard T. Crane Medical Prep High Schools, which serve predominantly Black and Latino student populations. The quality improvement project will utilize de-identified stakeholder insights through interviews and anonymous survey methods, as well as site assessments, observations, and data analysis via institution-secured REDCap. These methods will be used with the aim to understand the root causes of underutilization of psychiatric services by students at the SBHCs. From this data, the intent is to propose potential solutions to enhance psychiatric mental health care delivery among the student population at the three schools.

Process and outcome objectives: Process objectives are centered around the active participation and observations of the evaluator, both in the partner institution's SBHCs as well as the existing mental health structures offered in the school. Outcome objectives include producing a workflow map describing referral processes within SBHCs, engaging non-SBHC stakeholders to understand their knowledge and referral practices, and disseminating findings to improve awareness and access to psychiatric services. The Kellogg Logic Model provides a structured framework for evaluation, ensuring systematic analysis and stakeholder collaboration.

Summary of methods/implementation plan: Implementation involves de-identified stakeholder interviews, observations of SBHC operations, and the creation of a anonymous survey disseminated to stakeholders from non-SBHC staff in order to better understand reasons for underutilization. Challenges such as irregular meetings and time constraints are addressed through strategic planning and communication.

The budget outlines the anticipated costs associated with project activities, including staff time, interviews, and incentive provision.

This PMHNP-DNP quality improvement project seeks to help bridge the gap in psychiatric service utilization among adolescents, particularly in marginalized communities. By identifying and addressing barriers, the project aims to foster a more equitable and accessible psychiatric health care delivery system within SBHCs, ultimately improving access and outcomes for students in need.

Dear CPS IRB Committee,

I am writing to convey my support for Katherine Buaron's quality improvement initiative, which will take place in part at Phillips High School. Ms. Buaron, a Doctor of Nursing Practice (DNP) student at Rush University College of Nursing, is undertaking a crucial project to investigate the underutilization of psychiatric services in our educational institutions.

Her project aims to examine and detail the referral and admission processes for psychiatric services at the School-Based Health Centers (SBHCs). As part of this quality improvement project, she will also administer surveys and conduct interviews with CPS Behavioral Health staff to evaluate their knowledge, perceptions, and understanding of the psychiatric services provided by the Psychiatric Nurse Practitioner at the SBHCs.

In collaboration with Janel Drexler, PhD, PMHNP and other staff from Rush health center, information gathered from this project can help identify major obstacles in accessing psychiatric care, thus informing strategies to enhance bolster utilization.

I fully endorse this project and look forward to the valuable contributions it will make to our school.

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A CTE Early College STEM School with Health Science Pathways

Toya Benson
Principal

Reginald York
Assistant Principal

May 28, 2024

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1. Observe and map the referral and intake processes for psychiatric services at the respective School-Based Health Centers (SBHCs).
2. Survey and interview CPS Behavioral Health stakeholders regarding their knowledge, perception, and understanding of the psychiatric services available at the SBHCs.

This project has the potential to identify key barriers and facilitators to accessing psychiatric care, thereby informing strategies to enhance service utilization. The collaboration with Janel Drexler and other Rush health center staff ensures a robust and multidisciplinary approach.

I wholeheartedly endorse this project and look forward to the valuable contributions it will make to our school community.

Best regards,

Toya Benson



42 W. Madison | 2nd Floor | Chicago, IL 60602
Telephone: (773) 553-4444
Fax: (773) 553-2421

11/07/2024

Katherine Buaron, Master of Science in Nursing

Dear Buaron,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 11/07/2024 to your research project, titled: Addressing Disparities in Psychiatric Service Utilization among Adolescents: A Comprehensive Examination of School-Based Health Centers in a Large Midwestern Public School System.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: Level II

Other Notes: For observations that occur on school grounds, please submit a Level 2 background check in order to enter the school. Please select RESEARCHERS instead of individual schools.

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-1989. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Dickson".

Sarah Dickson
Co-Chair, Research Review Board