Children's Hospital of Philadelphia PolicyLab

Implementation Determinants and Outcomes of a Telehealth-Delivered Depression Prevention Program

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Objective

The goal of this study was to evaluate the implementation of a school-based, telehealth-delivered depression prevention program (interpersonal psychotherapy-adolescent skills training).

Methods

Adolescents in ninth or 10th grade (N=14), school counselors and other student support staff (N=14), and school and district administrators (N=14) from schools that were included in a larger randomized controlled trial completed hour-long, semistructured qualitative interviews.

Results

A content analysis, involving a combination of a priori codes from implementation science frameworks and codes derived from transcripts of the interviews, demonstrated that the prevention program was generally viewed as helpful and relevant. Moreover, the importance of mental health programming in the school setting was recognized. Nonetheless, key barriers to implementation were noted, including limited time and resources in the schools, technology challenges, and perceptions from some counselors that the program was more structured than was their typical practice.

Conclusions

The results elucidated key factors to consider for optimizing future efforts to implement evidence-based mental health programs in schools and other community settings.

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