



School-Based Health Center Program

Electronic Student Health Questionnaire (eSHQ)

Recommended Administration Guidelines

Updated: January 26, 2015

Overview of the Electronic Student Health Questionnaire

The electronic Student Health Questionnaire (eSHQ) is a risk assessment screening tool that has been developed for use in the SBHCs. There is both a middle school and high school version. It is based on the American Academy of Pediatrics' Bright Futures guidelines. The eSHQ, like other similar screening tools, is used to identify health, safety, mental health, and substance abuse risks as well as protective factors among youth served by SBHCs. Student answers become part of the medical record. The eSHQ includes items that inquire about the following:

- Depression, anxiety, and suicidality¹
- Violence and abuse
- Tobacco and other substance use²
- School experiences
- Relationships with family, friends, and peers
- Psychosocial stressors and protective factors
- Sexual orientation
- Sexual behavior and risk for pregnancy and sexually transmitted infections (STIs)
- Health: eating behaviors, weight, exercise, etc.
- Future plans

SBHC providers can use the eSHQ to determine who needs further individual assessment and to guide prevention and intervention efforts to improve health outcomes at the school.

Administration of the eSHQ

Who is qualified to administer and review the eSHQ?

SBHC Coordinators, assistants, and clerks may give the iPad/eSHQ to students to complete while they wait to see a provider. However, only physicians, mid-level providers (nurse practitioners and physician assistants), or qualified mental health providers should review the results of the eSHQ and discuss them with the student the

¹ The validated PHQ-2 depression screening tool is embedded within the eSHQ. A pop up score for the PHQ-2 is part of the provider alert report. A score of 0 or 1 on the PHQ2 is considered a negative screen. A score of 2 is considered borderline and the provider will get a message on the provider review advising them to consider administering the PHQ9 Modified for Teens. For scores of 3 or higher or if the student answers "Yes" to the suicide question regardless of the PHQ2 score, the provider will be advised to administer a PHQ9 Modified for Teens.

² The validated CRAFFT substance abuse screening tool is embedded within the eSHQ. A pop up score for the CRAFFT is part of the provider alert report and a message on the provider review will advise the provider if additional evaluation is indicated, including substance abuse counseling.

same day the questionnaire is administered. RNs may also review the eSHQ in collaboration with physicians and/or mid-level providers.

When is the eSHQ Administered?

The eSHQ should be administered at a youth's first visit to the SBHC each academic year. If the student is acutely ill or in crisis, the eSHQ may be delayed. In that case, a future appointment should be scheduled to administer the eSHQ and conduct other appropriate preventive screenings. The eSHQ should be reviewed and updated or administered if applicable as part of the annual well child/adolescent visit.

Caution: If the provider determines that there is insufficient time to review the eSHQ with a student the day it is taken, the eSHQ should NOT be administered.

How is eSHQ Administered?

The youth will complete the tool in the SBHC using an iPad. The provider and/or other SBHC staff should provide assistance to students who have difficulty reading or understanding any aspect of the eSHQ. Both English and Spanish versions of the eSHQ are available on the iPad. Students are entitled to understand the extent and limits of confidentiality for all aspects of the care they receive at the SBHC, including the eSHQ. Please see below.

Confidentiality:

Frequently, SBHC staff and providers may assume that students understand confidentiality, but conversations with young people reveal otherwise.

The eSHQ includes a screen that informs students about confidentiality before they begin to complete the questionnaire. This screen reads:

"The information you provide on this form is CONFIDENTIAL and will not be shared outside of this clinic without your permission. The only exception to this is if you are thinking about harming yourself or someone else or if you are being abused. By law, our staff has to report this information. We will also assist you in getting the help that you need. We would like you to fill the form out completely, you can choose to skip questions you do not want to answer. This form will help our providers give you the best care possible."

Due to the potentially sensitive nature of the questions asked on the eSHQ and the fact that many students may not read this screen in its entirety, SBHC staff and providers are encouraged to offer students verbal explanations about confidentiality before administering and reviewing the eSHQ. Below are a few examples of verbal explanations that may be given by SBHC providers and support staff:

For SBHC Providers

"As your health care provider, you can tell me about anything going on in your life, including things that are worrying you and things you are proud of. But, I want to make sure you are

in charge of what you share with me. So, I want to remind you that any information you share with anyone at the SBHC is confidential, EXCEPT if you are thinking about harming yourself or someone else or if you tell me that you are being emotionally, physically or sexually hurt in any way (OR if someone is emotionally, physically or sexually hurting you.) In those circumstances, I would need to report this information, but I would be here to help you through that process. Do you have any questions about this?"

For Support Staff

Alternately, if handing the student the iPad/eSHQ is done by support staff, the following could be said:

"This questionnaire is going to ask you about a wide range of things happening in your life that may affect your health and well-being. Some of the questions may be sensitive or personal, so I want to remind you that your answers will be kept confidential, EXCEPT if you tell us that you are thinking about harming yourself or someone else or if you tell us that you are being emotionally, physically, or sexually hurt in any way. In those circumstances, we would need to report this information, but we would be here to help you through that process. Do you have any questions about this?"

SBHCs are encouraged to explore approaches to discussing confidentiality with students as part of their quality improvement efforts. The examples offered above are simply a starting point. SBHCs may prefer to write their own "scripts" based on their knowledge of their patient population and standards of practice.

Review & Documentation of the eSHQ/Provider iPad Features

Using the provider review feature on the iPad, SBHC staff can print or review an alert report or the full SHQ report immediately after the student completes the survey. The provider review feature is available on every iPad but can only be accessed by the clinical staff. The alert report is color coded to highlight student answers of concern that require immediate action on the part of the provider and other answers that require additional discussion but are not of an urgent nature. The full SHQ report is a complete list of the questions and student responses.

The provider should next review the eSHQ answers with the student. The Provider Review feature on the iPad allows the provider to comment on each question and the comments are displayed on the reports.

- The provider reviewing the eSHQ should be present and allow enough time to review, interpret and respond during the visit.
- Providers should ask additional questions when reviewing the eSHQ with the student. Comprehensive risk determination requires perspective gained from reviewing risk determined for each section of the SHQ.

- Providers should determine risk using clinical judgment that balances potentially problematic risk factors with understanding of resilient and protective factors students report.
- Additional information the student provides concerning risk behaviors, assessment of risk and counseling provided should all be documented on the eSHQ Report and stored in the confidential section of the medical record. The plan, including referrals, if indicated, and follow-up, should be discussed with the student and documented in the confidential section of the medical record as well.
- The provider must sign and date the eSHQ report at the time it is reviewed.
- Case consultation with other providers may be needed, within the limits of confidentiality.

Other Tools Available on the iPad

In addition to the eSHQ screening tool, providers can select from a menu of standardized screening and assessment tools, depending on the specific needs of the youth. These include the following:

PHQ9 Modified for Teens

The PHQ-9 Modified for Teens is a depression assessment tool. It is indicated if the student scores positive on the PHQ-2, which is embedded within the eSHQ, or answers “yes” to the suicide question. After the student takes the PHQ-9 Modified for Teens, a severity score and clinical guidance will be displayed on the provider report.

SCARED

The SCARED Anxiety Assessment Tool is also available on the iPad for use if the student responds positively to either of the anxiety screening questions on the eSHQ. The total score as well as scores by diagnosis are displayed to assist the provider in determining next steps.

PHQ13

The PHQ13 is another assessment tool that is available on the iPad. It was created by the behavioral health staff at Summit Community Care Clinic. It is used to assess for both depression and anxiety. It includes both the PHQ9 and the GAD7 (Generalized Anxiety Assessment). A score and clinical guidance is displayed on the provider report.

Storage of the SHQ Reports

Although the answers to the eSHQ are part of the medical record, the answers are confidential. Providers are responsible for segregating confidential and non-confidential information in the medical record. This is to avoid breaching adolescent confidentiality in the event that parents/legal guardians request access to health

information. Please see the ApexData User Guide for information on uploading the eSHQ results to Box.com and managing eSHQ records.

Syncing the eSHQ & Use of Group Alert Reports

The results of each student's eSHQ is automatically synced to Apex Education. The transmission of this identifiable data to Apex Education is allowable under HIPAA (Apex and participating SBHCs sign a HIPAA Business Associate agreement before implementing the use of the eSHQ).

Once Apex Education receives the synced eSHQ results, they are able to send the SBHC group alert reports on a regular basis. Group alert reports can serve as a quick reference for SBHC providers to identify patterns of health behaviors across their patient population. These group alert reports can be used to assist SBHC staff in program planning, including health education activities.

For more information:

- Web site <http://www.ama-assn.org> Search - GAPS
- Web site <http://www.brightfutures.aap.org> (tools)
- Gadomski A Bennett S Young M Wissow LS (2003), Guidelines for Adolescent Preventive Services: the GAPS in practice. *Archives of Pediatrics & Adolescent Medicine*. 157(5):426-32
- Knight et al (2002), Validity of the CRAFFT substance screening test among adolescent clinic patients. *Arch Pediatr Adolesc Med*. 156(6):607-614