

Developing a Kotter Eight-Step Model to Facilitate Organizational Adoption of a Mental Health Management Innovation for Children and Adolescents

Christina Smith, Trey Constable

Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
United States

csmith4361@live.carlow.edu,
taconstable@live.carlow.edu

Samra Halchak, Shataya White

Carlow University
3333 Fifth Avenue
Pittsburgh, PA 15213
United States

sjhalchak@live.carlow.edu,
sbwhite@live.carlow.edu

Abstract. *Pittsburgh Mercy, one of the largest community health and social service providers in Southwestern Pennsylvania, has experienced year-over-year growth in both admissions and readmissions among children and adolescents. Contributing factors include rising mental health diagnoses, the effects of COVID-19 and the post-pandemic period, limited access to outpatient mental health services, and crisis overload in hospitals. These challenges are further compounded by psychological factors, neurological development, and environmental influences. Recognizing the interplay of these factors is critical for developing targeted interventions that support healthy emotional development in the targeted population.*

Guided by John Kotter's 8-Step Change Model, this initiative proposes the development, implementation and organizational adoption of a Mental Health Coping Toolkit within Pittsburgh Mercy Behavioral Health—a subdivision of Pittsburgh Mercy—specifically within its partial hospitalization program. The goal is to empower patients, particularly children and adolescents, to take a more active role in managing their mental health symptoms. This initiative represents a strategic shift, not easy to accept in the organization, from a solely clinician-driven model to an integrated care approach, where patients are equipped with developmentally appropriate, evidence-based coping strategies that complement therapeutic interventions. The intent is to ensure that all youth leaving the program possess practical tools to reduce emotional crises, thereby decreasing both admission and readmission rates. The long-term goal, for which Kotter's approach is employed, is to institutionalize the toolkit as a permanent component of patient care in the healthcare organization.

The Mental Health Coping Toolkit would be personalized for individual patients and would include a variety of practical, digital, and gamified components—such as sensory tools, journaling exercises, grounding techniques, mood and habit

tracking aids, and QR codes linking to mental health resources. It would also feature step-by-step guidance for clinician integration, parental support elements, and portable, sustainable packaging.

Keywords. Mental health, mental health coping toolkit, Pittsburgh Mercy Behavioral Health, John Kotter's 8-Step Change Model, organizational change, partial hospitalization program

Acknowledgments

We sincerely thank Professor **Enrique Mu** for his expert guidance, constructive feedback, and commitment to enhancing our knowledge, all of which were instrumental to the development and success of this paper.

We also acknowledge Carlow University for providing the supportive environment, tools, and resources that enabled us to complete this paper.

References

- Kotter, J. P., & Cohen, D. S. (2022). *The heart of change: Real-life stories of how people change their organizations*. Harvard Business Review Press.
- Liedtka, J., & Ogilvie, T. (2011). *Designing for growth: A design thinking tool kit for managers*. Columbia Business School Publishing.
- McLean, S. (2018, May). *Developmental differences in children who have experienced adversity (practice guide 1 of 4)*. The Australian Institute of Family Studies.
<https://aifs.gov.au/resources/practice->

[guides/developmental-differences-children-who-have-experienced-adversity-guide-no1](#)

- Meng, J. F., & Wiznitzer, E. (2024, October 10). *Factors associated with not receiving mental health services among children with a mental disorder in early childhood in the United States, 2021–2022*. Centers for Disease Control and Prevention. https://www.cdc.gov/pcd/issues/2024/24_0126.htm
- Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *The Academy of Management Review*, 22(4), 853–886. <https://doi.org/10.2307/259247>
- Moehler, E., Brunner, R., & Sharp, C. (2022). Editorial: Emotional dysregulation in children and adolescents. *Frontiers in Psychiatry*, 13, 883753. <https://doi.org/10.3389/fpsy.2022.883753>
- Mu, E. & Stern, H. (2012). A structured stakeholder self-identification approach for the deployment of public information systems: The case of surveillance technology in the city of Pittsburgh. *Journal of Information Technology Management*. 23(4), 50-66. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2203385
- 2022 National Healthcare Quality and Disparities Report. (2022, October). *Child and adolescent mental health*. Agency for Healthcare Research and Quality. <https://www.ncbi.nlm.nih.gov/books/NBK587174/>
- Phillips, L. (2023, May). *A closer look at the mental health provider shortage*. American Counseling Association. <https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/a-closer-look-at-the-mental-health-provider-shortage>
- Pittsburgh Mercy. (2025, March 27). *About: Who we are*. <https://www.pittsburghmercy.org/about/who-we-are/>
- Radez, J., Reardon, T., Creswell, C., Lawrence, P. J., Evdoka-Burton, G., & Waite, P. (2021). Why do children and adolescents (not) seek and access professional help for their mental health problems? A systematic review of quantitative and qualitative studies. *European Child & Adolescent Psychiatry*, 30(2), 183–211. <https://doi.org/10.1007/s00787-019-01469-4>
- Sanchis-Sanchis, A., Grau, M. D., Moliner, A. R., & Morales-Murillo, C. P. (2020). Effects of age and gender in emotion regulation of children and adolescents. *Frontiers in Psychology*, 11, 946. <https://doi.org/10.3389/fpsyg.2020.00946>