Strategic Communication Workshop Series Session 3 Transcript

>> IRENE CHO: You've already heard from Chelsea. She and Diana Wiesner are providing us with tech support.

We have a lot of time reserved for discussion. Please be prepared to share your thoughts and ask questions throughout the webinar. Ashleigh and I will briefly give overview of evaluation steps. Then we will have a short presentation from an evaluation expert, Dr. Rajeev Ramchand. You may be familiar with some of his research papers. You will have enough time to ask him any evaluation related questions after his presentation. Share your thoughts or comments throughout the webinar. Lastly, please do not put us on hold as the hold music will play for everyone.

Just a quick recap from our last session. To best reach our audience we must first clearly define our audience. Are we trying to target, reach the target of change directly or is our campaign more directed towards the influencers of that behavior change?

Once we have narrowed down that information, then we can move on to audience research. We want to utilize this research on their beliefs, attitudes, ways in which they access their information to increase the likelihood that we can effect change on their behaviors.

We also talked about how our messaging should be culturally competent and take into consideration the important aspects of values of other cultures. For example, is it in a language that is relevant to our target audience?

Using this research that we have done, we can then choose an appropriate channel to best reach our audience. Rob from South Carolina gave a great example of using Facebook for older adults and Instagram and Twitter for younger adults and teens.

So lastly, pretesting your message is a good way to see if a sample audience is understanding the information and in the way you intended. That's the recap from last session. Now I will turn it over to Ashleigh for some discussion.

>> ASHLEIGH HUSBANDS: All right. Thank you, Irene, for that great recap. So we are going to start off by talking a little bit -- there is our poll. Good. I was wondering where that was.

We want to hear from you a little bit about where you are in your communication evaluation process. Are you just getting started? Are you analyzing your evaluation data? Making modifications? Just take a moment to let us know where you are in the process.

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(Pause.)

>> ASHLEIGH HUSBANDS: Okay. Thanks, Annie. It looks like you are just learning the process right now. You are not getting started just yet. Trying to get as much information as you can to begin the planning stages. Okay. Welcome, Victoria. Looks like most people have answered here. Feel free to chat in if you want to explain a little bit more about where you are in the process. Okay, a couple more people. Give you a few more seconds here.

>> ASHLEIGH HUSBANDS: Yes, Irene commented, such a diverse group. It truly is. Seems like most people are just getting started. We have a few who are analyzing their data right now, developing their plan. That's perfect. Some people are on the implementation part of that. I'm wondering for those who are making any modifications, if you could either chat in or unmute your line and just talk a little bit about the types of modifications you are making and kind of what you saw that led to this particular part. Okay. Feel free to type in a little later if you need to think about it a bit. Thank you guys for sharing. Let's see, move on to our discussion question here. Thank you. All right.

So with our prework, we want to just check in on that and see what are some specific measures that will show that your communication efforts are successful? Go ahead and type that in. If you remember from our last session, we had the pleasure of having Rob and Stephanie present. They talked about using Instagram, Facebook analytics, Google Analytics as their measure. So feel free to chat in what measures you are using. Or go ahead and unmute your line and share verbally with us. Okay, I see a few people chatting in. Katey or Emma, if you want to share verbally, feel free to. Okay, increase usage, access to the peer counseling program. Katey or Emma, how did you go about doing that? What was the measure that you used?

>> KATEY PARSONS: The measure we used, we have people fill out paperwork when they come in. And so we track the number of students that come in that fill paperwork out. We also kind of take tallies at events of people that stop by our events that we advertise.

>> ASHLEIGH HUSBANDS: Oh, great. Perfect. Thank you for sharing that. I'm glad that you have been able to see that increase too. That's great. All right. We have Brandon typing in. Feel free to share out loud, if you'd like. For those just getting started, feel free to share what types of measures you want to use or you have been thinking about using. A lot of people typing. I'll give everyone a moment.

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Brandon said he started a poll and has been reviewing data from social media analytics from their last campaign. Asked if the information they posted was relevant to the particular audience, if it was important and if it was entertaining. Are you reach -- just asking if the information we posted was relevant to their specific audience and if the information was helpful. And also if the posts have been entertaining. Okay.

>> KATEY PARSONS: This is Katey Parsons again. In addition to collecting the number of people we have been seeing, we will ask how they heard about us. We have things like Facebook, fliers, posters, give them choices whether it is other peers or other faculty, administration. We also track how they are hearing about us.

>> ASHLEIGH HUSBANDS: Great. Perfect, Katey. Great way to track where are they getting their information from. How did they hear about us. Thank you so much for sharing. Looks like Julie has a question about that poll there for Brandon. Be sure to put yourself on mute. Okay, Robin is saying we measure traffic to our online suicide safe care training portal, as well as to particular courses.

Wow, perfect.

Great. Well, thank you all for sharing. Please feel free to keep chatting in. But just keeping on time here I'm going to switch over to Irene for a little bit more discussion. Thanks for sharing.

>> IRENE CHO: Thanks, Ashleigh. We wanted to continue our discussion to hear more about some specific challenges you face with evaluating your communication efforts. And take some time together to brainstorm or hear from the group about how they've overcome or are planning to overcome some of the challenges.

Now I will open up the floor to hear first about specific challenges you may be facing at the moment.

I'll give a moment for everyone to unmute themselves to speak up or chat in.

(Pause.)

>> IRENE CHO: Any specific challenges that you have been facing. Chandra said, it's from the previous discussion, we use a database that helps us now if the students have been in before and how they have changed. That's great. I see some people chatting. If you want to share verbally, please feel free to speak up.

I know one of the challenges I hear from grantees is lack of participation from target audience. I heard grantees offering incentives to increase survey participation rates and such. Have you guys experienced similar things? If so, what kind of incentives work well for you? If you want to share that.

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>> Yes, for the grant funding, we do use incentives. We often have little stress balls, faces and things to give out. We have pens that are always popular in the middle of the semester.

>> We have like water bottles with the peer counseling program logo on them, stuff like that. We've begin things like that away as incentives to participate in surveys or different activities.

>> Yeah. We've also at times used instructors and classes and or other departments to help them get our surveys out. So we might send out surveys to, you know, the psychology instructors might send them out to their students. And we try to target the psychology 101 classes that have general population in them. Some of the sociology instructors 101 that reach a lot of students.

>> IRENE CHO: Yeah, absolutely. I love all those strategies of giving out free stuff. Who doesn't like free stuff, especially if you're a college student. Also utilizing the instructors to give out, to accepted out the survey. Those are all great strategies. And increasing participation for sure.

Chandra said with our students, email is a big thing, but I would like to get them to come in for a face-to-face meeting. Yes, I know it is quite a bit of an interesting dynamic of the younger folks wanting a little bit more just -- we are more into the online communication versus face-to-face meeting. So that is a very interesting thing you are mentioning, Chandra.

Are there any challenges you have faced regarding communication evaluation? It could be lack of resources, time, or staffing. I see Brandon typed in: It can be difficult getting feedback on those surveys. Yes, for sure. I used to post them periodically but I didn't get much feedback that way. Since I started pinning the surveys on our social media pages, I have gotten a lot more feedback.

Wow, I love that strategy that you shared with us. That's definitely a very creative way to address it. And Amy says in east Tennessee we struggle to find out how to reach middle-aged men. Yes, we apply for a grant in order to provide financial incentives for focus groups for men to find out about what messaging they want in the area. We are also applying for a second grant to do something similar. The challenge was finding and hearing from those we are trying to reach, especially those in rural areas.

Yes, the challenge is real. So trying to find the target audience and making sure that you can reach them. So the financial incentives seems to be like a good way, but if you have any other suggestions for Amy, feel free to type in.

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Brandon says everyone looking at our page sees the survey at the top. Yes, that's a very great strategy. So you can have people look at the survey when they first login. So if you have any more challenges or how you overcome it, feel free to type in. But for the sake of time I'm going to turn it back to Ashleigh, but feel free to keep the chat going. We can potentially ask some questions to Rajeev after his presentation as well.

>> ASHLEIGH HUSBANDS: Thanks, Irene and thanks, everyone, for being so open about the challenges you are having. It's great to see people talking about how they've overcome those challenges as well and how we are still working and fighting through together.

As we discussed earlier and we saw from the poll, everyone is at a different place in this process of evaluation and evaluating their communication efforts. So we have a pretty diverse group. And so while some of this information might be review for some, it is still helpful to go through the basics and make sure we've covered all of our steps in this planning process.

So in that, we want to consider a few things. So we want to talk about what we are trying to change and go back to those basics of our objectives. Include things like did we reach our intended audience. And the knowledge and attitudes that we studied before in our research on our audience, were we able to get at that change? Were we able to get at a behavior change?

And did any of the changes that we see, did they last?

Another important thing that sometimes we overlook, are there any unintended effects? Did something happen that we didn't think was going to happen with our communication efforts? Maybe we reached a different audience than they thought we would. When we should start is very important as well. Planning for evaluation should always be done early on. And before we ever implement our communication efforts.

Then we also want to make sure that we are thinking of evaluation as an iterative process. We are assessing and reassessing as we go. What we get from that with those results, we see different ways to improve our communication effort and ways to better reach our audience and get at the behavior change that we are looking for.

We are going to go through about five steps today. We are not going to go too in depth but we are going to touch on them before we turn it over to Rajeev a little bit later.

The first step here as I mentioned is really identifying what those components are, what our objectives are, and building out what is called a logic model that we'll talk about in just

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one second. Our second step is to design that evaluation for our program. Our third step is to select what the measures are going to be.

The fourth is to analyze that evaluation data. Step five, we'll talk about how to you communicate those findings and who to communicate the findings to.

So this is just a sample logic model here. We've just zoomed in on kind of the meat of it. There's more parts of it that you can find in the Rand toolkit but we zoomed in on activities, outputs, outcomes and evaluation, for the sake of this example. Maybe the activities, release of an app for students and staff to learn about signs of suicide and to refer people at risk to access communities resources in county A. And output, 1200 students staff utilized the app over the past six months. The outcomes, the short-term would be 8 percent increase in numbers of people referred to community resources and long-term would be 10 percent of decrease in suicide death rates in county A and evaluation would be assess changes in the county suicide death rates before and after the app launch.

Some of you might think wow, this is a high level. We could bite off something easier for us in the short-term and really think through how we can measure an increase in the number of people referred to the resources by simply having a check box on our intake forms in our behavioral health organizations to determine how people have found out about this resource. Did they get it from our communication campaign.

And then this is a great resource that I won't go too in depth into. It can be found in the RAND toolkit as well. It talks about ways to think about the design for your program and for your evaluation. And it really goes through the ease of execution, the confidence level that you can get from the result and then the cost. So you can make a clear decision based on the resources available to you.

So just really quickly, an interrupted sim series analysis is an approach that uses secondary data to assess changes at multiple time points before and after the program. Pre-and post intervention evaluation is an evaluation that involves collecting data from program participants at two time points: Before the program starts and after the program ends.

Then a retrospective pre-/post intervention eval is the type of evaluation that involves collecting data from program participants at only one time point, asking them how their skills, knowledge, or behavior has changed since before the program.

So this is a great tool for you to use and I will turn this over to Irene to talk a little bit more with us about different types of evaluation.

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>> IRENE CHO: Thanks, Ashleigh. This chart from CDC walks us through the different types of evaluation. We talked about formatted evaluation during our last session. Process evaluation assesses whether strategies were implemented as planned and whether expected output was actually produced. Rajeev will go into more detail about outputs and outcomes later. If you haven't checked out Rand's suicide prevention program evaluation toolkit that we mentioned so far, we recommend that you take a look at it. If you collected evaluation data but haven't hired someone to analyze that data, the tool kit provides step-by-step guidance on how to create a database to how to actually analyze your data using Excel.

So now I will switch gears a little bit and wanted to share an actual case example from one of our alumni state grantees. So as you can see, the state grantee launched a crisis line in a small rural area of their state.

So the hot line and assumption campaign were targeted for youth from 15 to 24 age range. However, their evaluation rules showed that a lot of older adults aged 60 or older were using the crisis line with questions about how to help young people in their lives.

What would you suggest as next steps for this state grantee? Feel free to type in your answers or feel free to unmute yourself and verbally share.

What would be some next steps that you can suggest for this state grantee?

I'll give everyone a moment to unmute.

>> IRENE CHO: So any suggestions for the group?
I see Jackie saying conduct a focus group with older rural adults to identify what would be most helpful to them. That's definitely one strategy we can think about.

Any other suggestions or advice you might give? Stephanie says keep the line open because it is still helping youth. Maybe add a texting service since the crisis tech line nationally had a youth presence texting in. That's a great strategy too.

Tiffany from South Central foundation, one step might be to determine if addressing the new information will also address the evaluation questions. If so, you can adjust the evaluation to accommodate. Nice.

Nikita from Washington State University said I would also conduct a focus group and in depth interviews with those in the 15 to 24 age range. Definitely. Looks like a lot of people are suggesting conducting a focus group and in depth interviews, and hashtag what they said. For sure. I think we can try to do a focus group to better understand the target audience that we were intending to target, the 15 to 24 age range. We can also

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reach out to the older adults to better understand what their needs are as well.

And Stephanie is saying lines for life in Oregon has a teen crisis line and I believe they have been successful. So reaching out to them to see what they have done to promote it. That is definitely a great suggestion.

Feel free to keep your responses coming in. And for the sake of time, I am going to move on. These are all great suggestions. As you can see from this example, evaluation is helpful in identifying if we are reaching our target audience and how to identify a new strategy to make adjustments to reach our goals and objectives, for sure.

So next after you have analyzed your program evaluation data, what should we do? We can think about sharing the results both internally and externally. Internally you can share with your team to make any adjustments as needed. So some of the suggestions that you gave about doing a focus group or something like that could work. And externally you can use your evaluation findings to communicate the impact of your program and share successes to build support and buy-in from your partners.

Depending on who your partner is, whether a tribal council, college administration or school districts you may want to think about tailoring how you communicate your evaluation finds.

All of these resources we mentioned during our presentation will be made available to you on the supplement site.

Now I will turn it back to Ashleigh.

>> ASHLEIGH HUSBANDS: Thank you, Irene. I have the pleasure of introducing Dr. Rajeev Ramchand. He is a senior behavioral scientist with Rand corporation. He conducted many studies on suicide and suicide prevention across a number of populations. We are so fortunate to have him here. I will turn it over to you.

>> RAJEEV RAMCHAND: Thanks so much, Ashleigh. Thanks, Irene and everyone for being on the line. I'll try to monitor the chat in case anyone has any questions. Hopefully everyone can hear me. Like I said, it's a real pleasure to be here.

I wanted to pick up before I started on three things that were mentioned, that I kind of picked up on in the beginning of the call. The first, I think it's super cool that you all have called in, dialed in are doing this webinar and you are just at the beginning stages of doing your evaluation. That's awesome that you are thinking about evaluation.

I want to say that one reason that evaluation is important is for your own program and to build evidence to make sure what you are doing, you are getting the outcomes that you are intending to get.

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As somebody who is in the field of suicide prevention, I think it's awesome that we share, have these webinars and things like that, that we are sharing the results of our evaluation so we can leash from each other. I know some of the comments about the chat in the text line, it's successful in another place. If we can document that they are successes, we can adopt these strategies and help our communities and evaluation facilitates that to push the science.

That said, the logic model that was displayed earlier is great. For those of you who are at the beginning stages, I know that everyone talks to you about doing the logic model is so repetitive, but it is so important. Sit down with your team. Work through that logic model. Take half a day to do it. It will help solidify and clarify so many thoughts in your head and articulate where your evaluation needs to go. I know you have been talking about that, but I want to stress how important it is.

I love the one that Irene and Ashleigh presented. It's so detail. I love to see the detailed logic models that have specific objectives and target audiences in them.

Then there was this question about, a thing about challenges and people face challenges. I was hesitant and almost typed in -- I mean, I do these evaluations and research studies every day and I'm constantly con fronted with challenges, IRB and getting participation and working through it. It is a constant learning process, sharing those challenges and learning how other people addressed them is another way to make sure that you excel in your research and your evaluation.

Let's go through the slides really quickly. Basically I wanted to really focus and based on Ashleigh and my discussion, I really wanted to focus outcome outputs and outcomes, distinguishing between the two so you can think about what are the differences and what are some possible measures we can use to identify them.

But they exist within a list of at least seven core components. Those who are familiar with our toolkit know what these core components are that really create the cornerstones or the foundation of your logic model. Your resources, your activities, target population, the outputs, the intended outcomes, the evaluation activities and the needs in the community that you are addressing.

So the way that I always think about these and how these make sense in a logic model is that you should be able to tell a story that should be in a narrative format. This is what the story you should tell is: If we have the resources, then we can conduct the activities for the target population. If the population participates, we produce outputs that will translate

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into producing our intended outcomes, which can be measured by our evaluation activities to inform whether we are meeting our community's needs.

When you specify your domain, if there is a misalignment there in that sentence, it suggests going back to your logic model or even back to your program and really think about how the pieces fit together.

I really would recommend once you have your logic model and you think you know your components, say these two sentences to make sure that you are really hitting and it makes sense what you are doing and that's the real foundation.

So let's talk about outputs and outcomes. When we are talking about outputs, we are defining them as the amount, quality, or volume of goods or service provided by the program. This can be people who are trained, individuals provided with services, materials developed, et cetera.

This webinar, how many people participated in this webinar, if we are evaluating the webinar. How active was the chalet box? How many people asked questions? Things of that nature. Those are all outputs we could use. There are some examples below.

For media campaigns, and that was our focus was the communication campaign. You'll see at the top some of the examples that we, output measures that we have. Number of campaigns completed. So this is if there is something like a webinar. Number of media hits. We heard about insure is that gram, Google Analytics, all these metrics available for people to use.

Awareness among a target audience is an interesting thing. If you are promoting an app, it seems that somebody is operating in a college. Maybe you are trying to disseminate an app. Not only downloads of the app, but who knows of the app, who is aware of the app is something you can monitor to measure your communication campaign that is promoting this app.

We have further, I'm not going to go into all of them, for training and education, counseling, group activities.

I will say for these output measures also, not only for using the social media analytics, those are built in and very easy to use, but also think about some of your advertising met rics. If you buy, -- metrics. If you buy a billboard, the agency that sold you that space, the way they came out with that price is through analysis of how many hits or views you are going to have, based on how many people drive that route at that time.

You should be asking them for those metrics. They usually give them to you so you can understand how many hits you have.

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Those are outputs. How do those distinguish themselves from outcomes? Outcomes are the changes in the population expected as a result of engaging in the activities that the program has. So what is the change? And when we think about this, and I know you've seen this acronym before. We really want these outcomes to be smart. That means that they are specific. If you are talking about a change in knowledge, what exactly do you want people to learn through engaging in your communication?

Measurable. How are you going to measure it? If you are just saying increasing an awareness of something, then you have to have some way of measuring that awareness construct.

Achievable. It is really heart in suicide prevention to think about achievable outcomes, but it is again something that is really important to do. Realistic, accomplished with the resources that are available. For you to achieve in the time period that you have to do it. And time-bound, you really want to identify when you expect those changes to occur. That is going to be really important.

So these are some questions, when you are thinking about your intended outcome, what do you expect to change? For whom do you expect the change? When do you expect the change to occur and how much change do you expect?

Let's take that knowledge. Say you're promoting a hot line telephone number. What I expect to change is I want more people to be aware of that hot line number.

For whom do I expect it to change? Maybe if I'm on a college campus, I'm only targeting the students on that college campus. Maybe I want to target faculty and staff. Maybe I want to target all employees. And these are things that in communication campaigns you really have to think about. A lot of organizations have dealt with. For example, I do a lot of work in the military, as you might know. Some campaigns are meant for only military personnel and not the civilian staff that support them. So we talk a lot with our military partners about this target audience and really making that specific.

When do you expect it to change? Usually there's a blast of the announcement or the marketing campaign. Then it pitters and there is resurgence and you surge again, different time periods. Sometimes it takes a long time. If you put out the initial blast, people may not really cognitively be aware of it, but it takes exposure to it three or four times for them to really acquire the knowledge. You might need to think about that and say even though I'm just going to put out my fliers for two months, I'm not going to look for the change until six months later after a four month surge, for example.

How much change do you expect? We are tempted to think that we are going to reach everyone. Usually that is not possible.

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So thinking about that logic model that Irene put out before and Ashleigh put up before, thinking that I want 20 percent of people to be newly aware of this. This is something we actually did for a communication campaign that we evaluated in California. We looked at the know the signs campaign. And we looked at what percentage of people increased in their confidence to interests convenience with somebody at rick. So the media campaign that was designed was not for the people at risk of suicide but for their helpers. We reached out to the state population and said we had pre-and post. We said how confident are you in your ability to intervene? And afterwards we asked how confident are you? They moved from two to 2.5 on average. They kind points on their confidence top intervene.

These are things that you can do. If anyone wants to know further information, I can provide that to you.

Just for the sake of time, we can move -- I've got my connection back. We can move past this slide, which really just provides examples of outcomes.

I want to spend time here to think about what can result in terms of participation? These are generally the five outcome measures, especially when we are thinking about communication campaigns, that we expect. So knowledge we talked a lot about. Beliefs and attitudes. Sometimes you are just trying to convey the notion that suicide is preventable and that's it. You really just want to convey that.

Intentions. Sometimes people aren't presented with opportunities that they are being messaged to do. For example, if you are promoting a hot line for when people are in crisis and that the hot line is confidential, things of that nature, they may not be in crisis by the time you are doing your evaluation to monitor it. You might want to think about if you were in crisis, if you were administering a survey and you were in crisis, which of these resources would you use and see if people increasingly report they would use a hot line after your communication which was promoting the hot line.

Behaviors. We spoke a lot already about behaviors. I know that when we talk about changes, your willingness to intervene, whether you did intervener not. I think that's really important. Finally, conditions. Usually people want to measure this the most. This is really the hardest condition to measure. Or the hardest outcome to measure because we are talking about things like depression, suicidality, things of that nature that may be rare or hard to measure. I encourage you, if that is what your logic model says you are expecting to change, if that is your targeted outcome, go for it. Really think through what you are trying to change among these five? Where does your fall

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and how can you do the intervention to create an evaluation to measure that change?

I'm going to conclude with this slide, which is a framework we developed that is not perfect, but it took a lot of time. Basically we were confronted with the issue that people said, you know, evaluating suicide prevention programs is hard because it's hard to show that things result in fewer suicides. I get that. What we have people think about is proximal outcomes.

In the middle, think about those boxes and what you're trying to do. Then we have these assumed relationships, those boxes will lead to fewer suicides through the arrows presented.

If you take marketing campaigns which is the second down from the last. We think if it is effective it can do one of two things. A, it can teach coping skills, people who refer themselves p everyone p and B is it can improve identification of individuals at risk.

You can follow those lines through. If we've identified people at risk or made people aware, we have fewer suicides. Or we get more people into care. That right-hand part is kind of assumed, but it doesn't mean that those middle boxes aren't radio really critically important for evaluating your program and may result in fewer suicides given a few assumptions which are really easy generally speaking to convince policymakers about. I have all of these things, all these slides are complete. I know that Irene and Ashleigh are resources to you, consider me a resource as well. I really look forward to questions you have as well.

>> ASHLEIGH HUSBANDS: Thank you, Rajeev. If I had a sound app for applause I would play it right now. That was amazing. We are fortunate to have you. Thank you for that.

Now we have the opportunity. If you have any questions about the presentation, please feel free to type in any questions or speak verbally.

I'll give people a minute to do that. It's a lot of information. We might need time to formulate our questions.

>> RAJEEV RAMCHAND: No problem. I will tell people, some of the things we've done, we've evaluated hot lines, evaluated some chat lines, evaluated suicide prevention campaigns, gatekeeper training program, we have done a lot on gatekeeper programs, but not evaluated one. We've thought through a lot of these things. I'm happy to -- Bleh, please feel free to reach out to me with any questions that you have.

>> ASHLEIGH HUSBANDS: There's a lot of people typing in. If anyone wants to say their question out loud, we would love to hear you.

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>> RAJEEV RAMCHAND: While people are typing I will say one of the evaluation findings, a lot of people prefer chat versus phone. I see the question, I'll say, for chat versus phone a lot of people find for suicide prevention that the chat is the form because they don't need to say much. It's hard to articulate things verbally. The chat or text is a for ray going to a responder that then leads to a question. Okay, great.

The question is, what are thoughts on changing the logic model? So this is a great question. I think that the case study that was presented earlier, as I was thinking about it, gosh, I don't know what I would do because to me, that case study suggested that you were having an effect. So you may be targeting kids or youth, youth at risk of suicide themselves but you are reaching older adults in the community who themselves are at risk for suicide.

I would say we missed a step. Maybe we need to add a separate thing to target youth. This seems to be going well and recognizing a need. These older people have a need and don't know what to do about it. I would consider changing the logic model because you found this unanticipated effect. I would eventually think about that.

Based on the evaluation results. I don't know if that's a good answer.

>> ASHLEIGH HUSBANDS: Great. I also have a question. I'm just thinking through some examples, experience with other grantees. So assuming that this particular agency has had a lot of staff turnover and there is no specific evaluation plan documented, let's say campus A is doing a social media campaign, highlighting stress management strategies during finals week for students, for example, how do you evaluate beyond collecting Instagram or Facebook analytics?

>> RAJEEV RAMCHAND: Yeah. Okay, so a lot of what has been discussed is applicable. I think that you really have to think about your resources. Because you really are constrained by your resources.

So I have seen a ton of people basically spend a lot of money sending out surveys and getting abyss mall responsibilities rates and they are upset and they can do nothing about it. I like when people talked about the case study focus group. In that situation I might consider doing a few focus groups to see how people are receiving that information, whether it is reaching them, something of that nature.

Usually if you are in a closed environment like that like a college campus, you can get a group of eight to ten participants. That's something that is more tenable, necessarily, than if you don't have the resources to do a survey

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or you are coming in late in the game. Informational interviews. Comment boxes can be helpful.

In all of these situations, what you really have to think about with your focus group, with your comments, satisfaction or comment boxes on a website, who is responding? Who am I talking to and how do I target the people I want to reach? Sometimes it is measurable; sometimes not. You have to take your results, I don't want to say with a grain of salt, but with that in mind. With that said, anything is a step in the right direction. That's how I would would respond to that question. Does that help?

>> ASHLEIGH HUSBANDS: It does. Thank you so much. I've heard a lot about focus groups today. That's so important. Thank you for that. Just a reminder to everyone, maybe you don't have a specific question about the presentation itself, but maybe you have a question about your particular evaluation effort that you are working on or you're thinking about. This would be a great opportunity to ask an expert here and just get a little bit of feedback. So feel free to type in.

>> RAJEEV RAMCHAND: I would also love to tell people often we think that surveys, quantitative data and getting everything in coded numeric form is the way to go. Often when I talk to individual programs I highlight the qualitative measures.

What I mean, say you're doing gatekeeper training for ten people. You know, you are going to have limited ability to analysis quantitative data from ten people. It is not that rich of data. Like one person is 10 percent of your sample. It will be very strange.

Rather than trying to force them to answer these questions, which is really efficient if you have 100 people, for example, ask them open questions. What did you like about the training? What didn't you? You will get richer information qualitatively and it will be a small enough people, individuals providing the data. It will be so much richer, you can use it to analyze your program. Don't shy away from qualitative data if you have the resources to collect it and especially if you are dealing with an intervention that is only targeting a small group of people.

>> ASHLEIGH HUSBANDS: Great, thank you. I see that Amy is typing in. Do you want to say allowed? You don't have to. You can type in, if you like. We'll give you a moment. While Amy is typing, I have another question based on the survey results we had prior to this series. A lot of individuals express the being tight oi resources, staff. Is there any advice you can share with the group to share how to maintain the communication beyond the grant?

>> RAJEEV RAMCHAND: It's tough. I think of it as quality improvement. If you are continuing your evaluation, if you are

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continuing your activities or expect your outcomes to happen, it is kind of continuous quality improvement that goes along with the program. And I say that, I recognize that we all are in resource constrained environments and it is hard to do.

So to the extent you can build things into your program, for example, if you run a hot line, building in with the grant money, building in a process for tracking calls. Showing that it provides value during the funding, that it provides programmatic value. That you can be more efficient in your staffing. That you can be more -- whatever it may be. You've proven this tool is not only good for evaluation purposes but also for my program and improvement. Maybe I can absorb some of the costs in the operational budget. That's a pipe dream, I realize.

>> RAJEEV RAMCHAND: I realize that's a challenge, but that's what I would think.

>> ASHLEIGH HUSBANDS: That's a good way to plan ahead. Thank you for that.

Okay. It looks like Robin says Maine CDC houses the Maine suicide prevention program which has members from multiple sectors. We are considering pooling resources to be able to have a media campaign around suicide prevention.

Thank you, Robin.

All right, Amy has a lengthy question: She runs a statewide T-shirt social media campaign, giving out free shirts and asking for people to share on social media one day utilizing a specific hashtag. In the past she and r only tracked the hash taping and wonders how to add in additional evaluation components than the number of people reached.

She's seen numerous interventions at public places due to people wearing shirts throughout the year and would love to capture that. It happens numerous times through the year and is looking for suggestions.

>> RAJEEV RAMCHAND: Pooling resources is a great strategy. This is super fun, Amy's intervention campaign is really fun. Since it's social media, you encourage it's a social media campaign. This was prompted by my gym. They have a contest, you take your shirt, you wear your gym T-shirt and wear it in the world and take pictures. I would say for this, unlet indon't only hashtag when you're wearing it, if you see someone else wearing it, ask if you can take your picture with them, or something like the ice bucket challenge. That will document much more the spread of it. If you've seen it in a public space, you can try to take the picture and I don't know if we are getting into other issues, but really kind of trying to build that you social media component.

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The surveys are so hard where, I deal with this on a daily basis. We get such low response rates from them. So I really think just kind of creating -- you can do an evaluation by saying oh, my gosh, we saw our T-shirt in California, in Nebraska, whatever. You can create a movement that the evaluation is feeding into it.

So I don't know, that's, I would think along that line, that social networking line.

>> ASHLEIGH HUSBANDS: Perfect, thank you.

All right. Please continue to keep typing in your questions. Also we'll have Rajeev's information available if you want to email him later and just talk one-on-one. But just for the sake of time we are going to move on. Thank you so much, Rajeev for answering our burning questions.

Quickly, I want to talk about another resource that we will have up on the supplement site. It is based on the "know the science" campaign. Rajeev graciously put this into a format for all of us to utilize. It is basically a checklist that has all of the components to think of when creating a communication campaign or effort. So we have it all in one place. While it is a checklist, I definitely encourage everyone as you look through it to document the evidence you have behind that. So, for example, the mass media campaign has clear goals and objectives. Document how you know that to be true. Documentation is key, especially in thinking about sustainability and passing this on to other staff. That's another resource that is available to you. Thank you again, Rajeev, for providing that to us.

So now we are going to switch gears just a little bit. This is our last session of the series. We want to hear a little bit more from you all on what the take-aways were. We've really valued your discussion and input throughout the session, which is why we made an effort on the front end to include your registration ans and have your peers and experts in the field present their views to you. We want to hear more of your thoughts and see what you took away from the series. Other opportunities to hear from quare peers in the future.

What take-aways resonated with you from the entire series?

>> ASHLEIGH HUSBANDS: There's a lot of people typing in. Julie, what resonated with you from one to two events. Maybe you couldn't attend all events. Thank you for saying that. Maybe this is your first one or maybe you only attended a couple. From the events you attended, what were your take-aways from that?

While you are thinking about that, talk a little bit also about what changes you've made. Maybe you plan to make, if any,

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to your communication planning efforts as a result of participating in the series?

Maybe Rajeev sparked something in you: I have to go back and talk to my team about our evaluation plan.

>> ASHLEIGH HUSBANDS: Okay, Jacalyn says they are just starting a suicide prevention program. What stands out the most to her is the need for systematic step-by-step process for developing media messages, regardless of the source of distribution. Great.

Absolutely. Having that step-by-step process, thinking strategically, that's going to help in the long run for sure.

Tiffany says she appreciated the continuous message of having plans that are backed by data. Prior to implementing anything else to the series. Presenters all supported this. It was nice to hear. It was nice to have you, Tiffany. Thank you.

Robin is typing in and Tiffany. Thank you so much. Keep all your resources in one place here as a refresher.

Okay. Looks like Stacy is typing in, a few others.

Stacy seconds what Jacalyn said. Provides a lot of tools to help think through the step-by-step improvements thank you, Tiffany. I'll share. I enjoy hearing about all the communication efforts you all are doing. I can't wait to hear more about it and see through the process with you.

So this is awesome to hear. Irene is saying what are those changes that you plan to make with all of this information that we've shared with each other?

I have that loves the supplement site. Great to hear. Glad that we have it too. It is pretty new and we are so fortunate to have that with our resources in one place for everyone to go to.

Brandon typing in and Chandra.

Okay. Brandon says having the framework is very valuable. A lot of information, but that information isn't very valuable if you don't know what to do with it. Perfect. Having something -- we are all experts here in the field. So having just a framework to put it all together, that is what we hoped everyone would get out of this series and learning from each other, bouncing ideas off of one another. I can't thank you enough for joining in with us and sharing so many, being open about where you are in the process.

Are there any people who are planning to make any changes? Thinking of any changes right now?

>> ASHLEIGH HUSBANDS: Thank you for that. Feel free to continue to type in, if you like. We are going to move on just to talk a little bit about keeping the conversation going here. I'm going to turn this over to Irene.

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>> IRENE CHO: Thanks, Ashleigh. I definitely love hearing all about your feedback. That was really invaluable. Thank you so much for sharing your thoughts and comments. We definitely understand this is tough work and we hope that we have helped to foster discussion as well as peer to peer connection.

We can lean on each other for support, guidance, examples, and ideas. And as Ashleigh mentioned earlier, we are all experts in the field and with that comes a lot of knowledge that we can gain simply by sparking a conversation, for sure.

So how do we actually stay connected? If you want to ask a question to a specific participant, you like some of the comments they made throughout the webinar series or something like that, then you can find their contact information by visiting the member list section of the online supplement. This online supplement will be available to you for as long as you need it. So feel free to access it after the webinar to look for resources or meeting summary.

We have all the resources that Rajeev mentioned earlier, about know the signs, evaluation, research information there too. So I encourage you to check it out.

And if you need to add or edit your contact information, let us know. As usual, feel free to utilize the SPRC listservs to get any feedback or ask any questions to colleagues.

For SAMHSA grantees, there are a lot of will communication related or other resources developed by other grantees in the private pages. Feel free to share your own work or look at other grantees work. You may already have your login. If case you don't, feel free to reach out to your prevention specialist.

And I know that suicide prevention month is coming up quickly. So the national action alliance is hosting a webinar on July 25th to discuss the framework for successful messaging. And to provide an overview about the collective messaging efforts in September. So we'll be sending out this webinar information through the listservs in the near future. So please be on the look out for this information.

As usual you will receive a wrap-up email from us with the updated online supplement after this session.

In the spirit of evaluation, we would love to get your input to make sure that we are continuing to improve and meeting your needs. After the webinar ends, a survey will pop up and this will take you less than ten minutes. If you have time to complete this today, that would be awesome. If not, we will definitely be sending out an email reminder soon.

So we just wanted to say thank you so much for participating, sharing, and helping us to grow as a field together. We know that this work can be challenging. And with all of the recent media attention, communication has been more

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important than ever. We appreciate all of the thoughtful discussion and creative ideas that have been shared throughout the webinar. Ashleigh and I have definitely learned a lot from everyone. We hope that each of you has taken something away from our time together. Even though this series has ended, as mentioned, we would love to stay in touch with all of you. Please feel free to share your ideas with the group so that we can ...

>> ASHLEIGH HUSBANDS: I think we might have lost Irene. Thank you all so much. We've learned a lot and thank you for spending the past three months with us. Take care, everyone.

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