



# OVERVIEW OF THE GARRETT LEE SMITH (GLS) NATIONAL OUTCOME EVALUATION AND IRB PROCESSES FOR CAMPUS GRANTEEES

December 11, 2014

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Hicks, MPH



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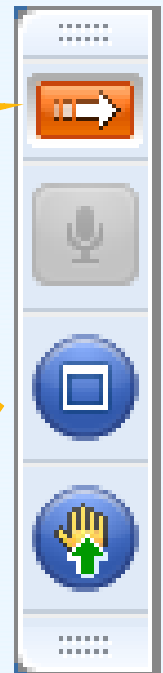
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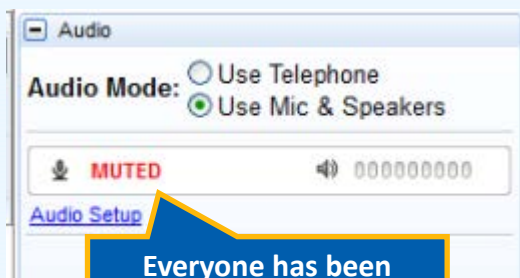
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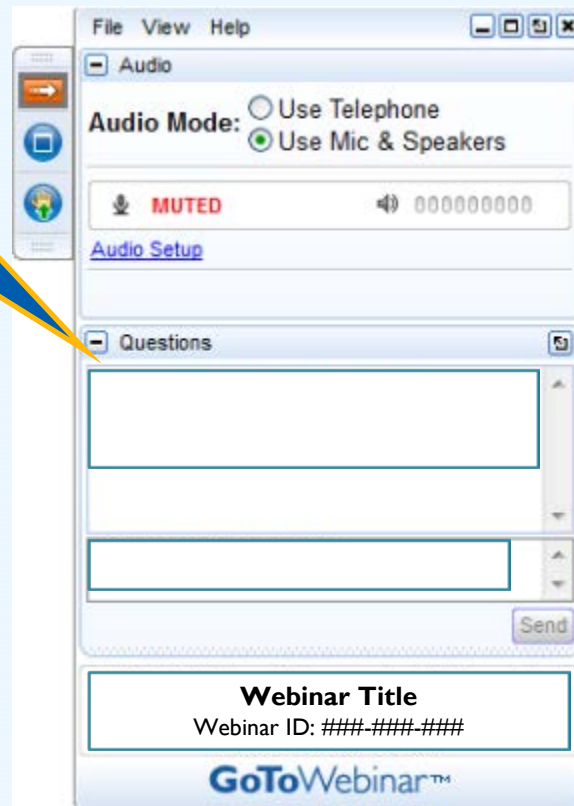
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# WEBINAR VIDEO AND HANDOUTS

- Today's Webinar is being recorded
- The slides were e-mailed to you this afternoon.
  - If you did not receive the message, check your spam e-mail folder.
- The video will be made available on the Suicide Prevention Resource Center website and the Suicide Prevention Data Center (SPDC)

# NEED ASSISTANCE?

- For technical support
  - Contact us via the Questions pane
  - E-mail [AnneMarie.Schipani@icfi.com](mailto:AnneMarie.Schipani@icfi.com)



# ON TODAY'S AGENDA

- GLS National Outcomes Evaluation
- Prior Evaluation Findings
- Evaluation Design
- Data Collection for the National Outcomes Evaluation
- Institutional Review Board (IRB) Processes
- Suicide Prevention Data Center (SPDC)
- Reports and Resources
- Evaluation Training and Technical Assistance

## **PRESENTERS:**

- **Anne Marie Schipani**
- **Nahama Broner**
- **Hailey Reid**
- **Jessica Wolff**





# INTRODUCTION: GLS SUICIDE PREVENTION NATIONAL OUTCOMES EVALUATION

- ICF International has conducted the National Suicide Prevention Evaluation since 2005
- ICF awarded new 5-year contract in September 2014

# NATIONAL OUTCOME EVALUATION

## AIMS AND OBJECTIVES

### Aims

1. To assess the impact of GLS program activities at reducing suicide attempts and mortality due to suicide
2. Provide training and technical assistance to grantees related to evaluation, data collection and surveillance

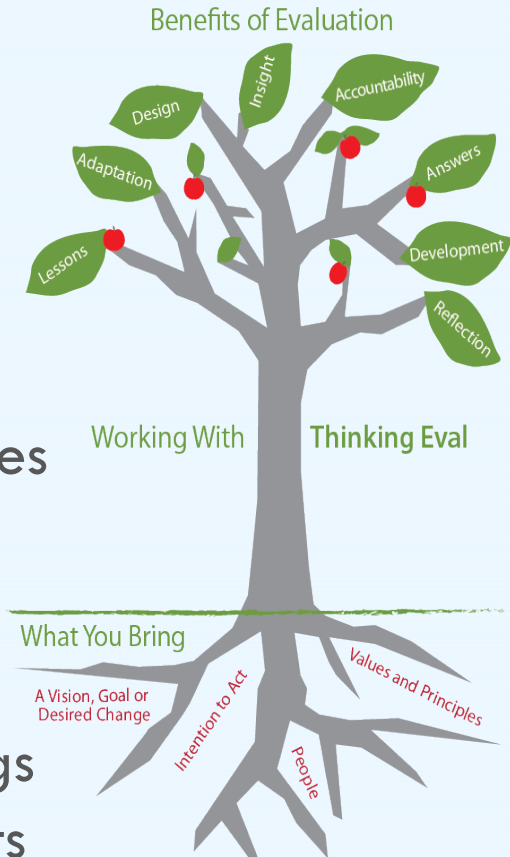
### Objectives

- Continue to build the evidence base for suicide prevention programming
- Develop a portfolio of evaluations that address key issues related to impact on deaths by suicide and non-fatal attempts
- Inform future program development
- Establish standards for developing, implementing, and evaluating suicide prevention programs

# WHY IS THE EVALUATION IMPORTANT ?

## The National Outcomes Evaluation can:

- Identify ways to improve local program implementation
- Highlight innovative and effective prevention strategies
- Support tracking identification, referral and services receipt
- Provide data and resources for local dissemination and use in local evaluation
- Provide site-level data returns and national findings that may aid in pursuit of local sustainability efforts

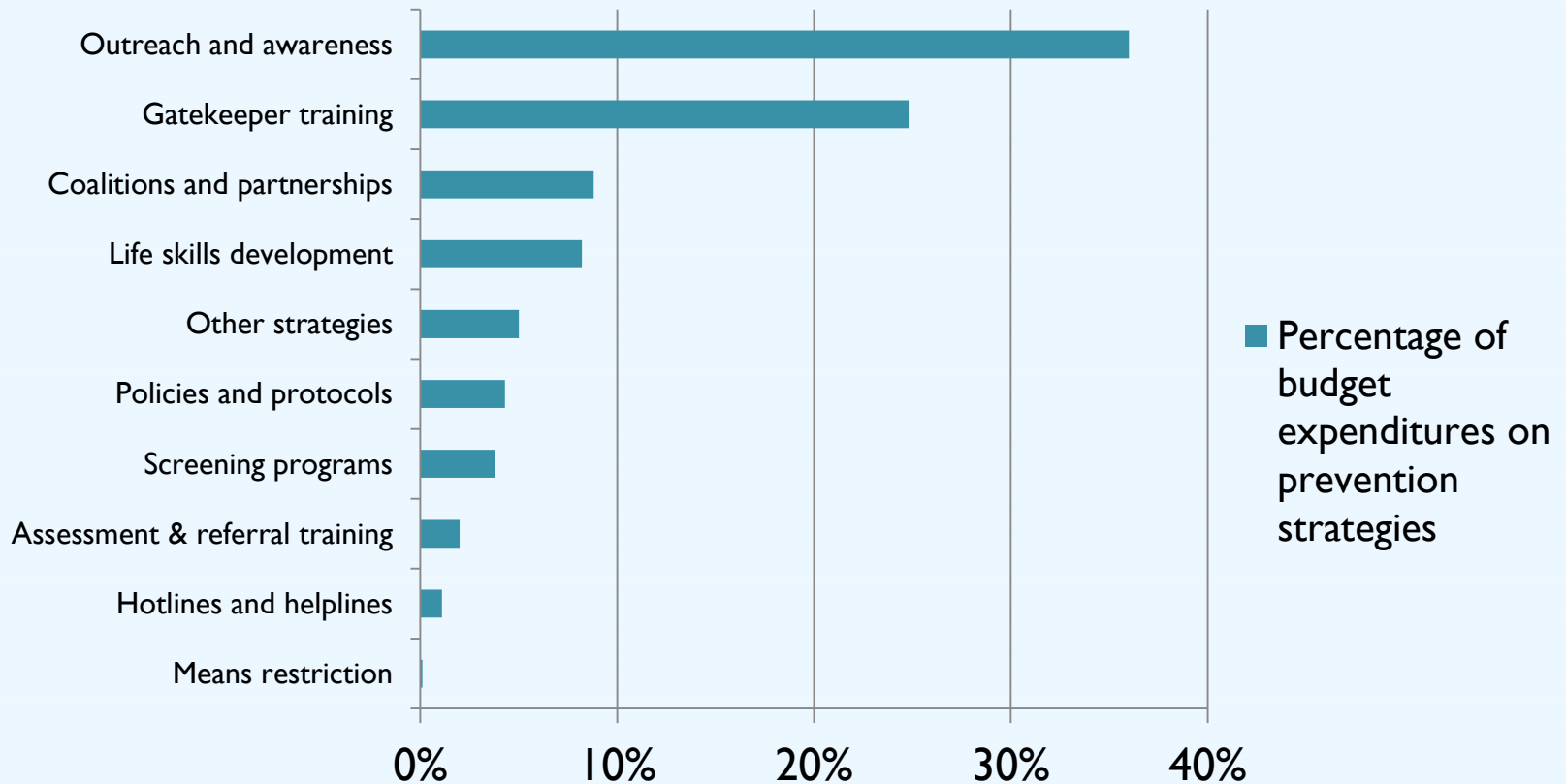


# GLS SUICIDE PREVENTION PRIOR EVALUATION FINDINGS



# PRIOR EVALUATION FINDINGS

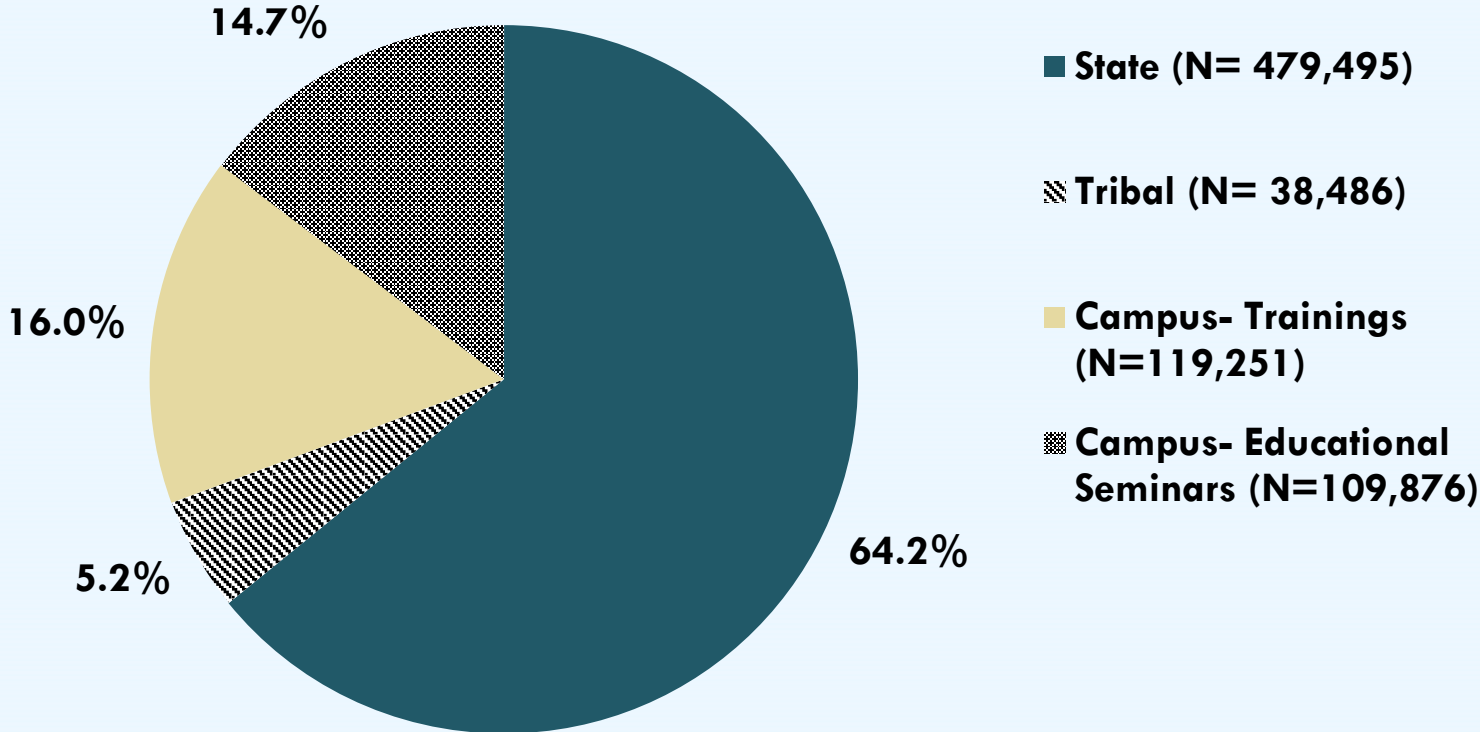
## Campus Prevention Strategies



Data Source: Prevention Strategies Inventory; GLS Cross-site Evaluation Annual Report September 2014

# PRIOR EVALUATION FINDINGS

## Number of Individuals Trained by State/Tribal and Campus Grantees

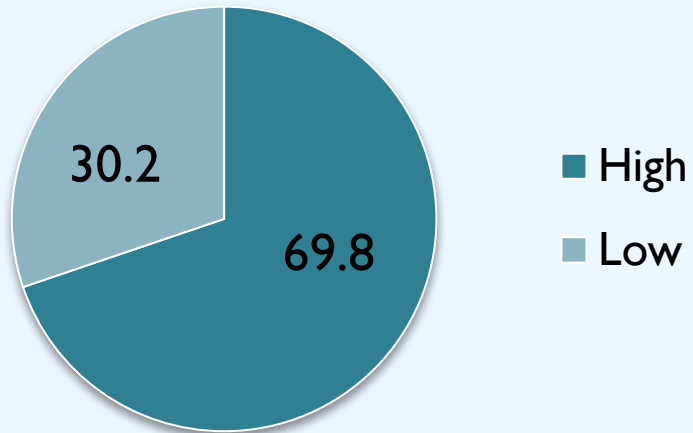


Source: Training Activity Report, TES Cover Page and TASP for Campuses, Cohorts 1–7, TASP and TES Cover Page for States and Tribes, Cohorts 1–8, October 2006–July 2014

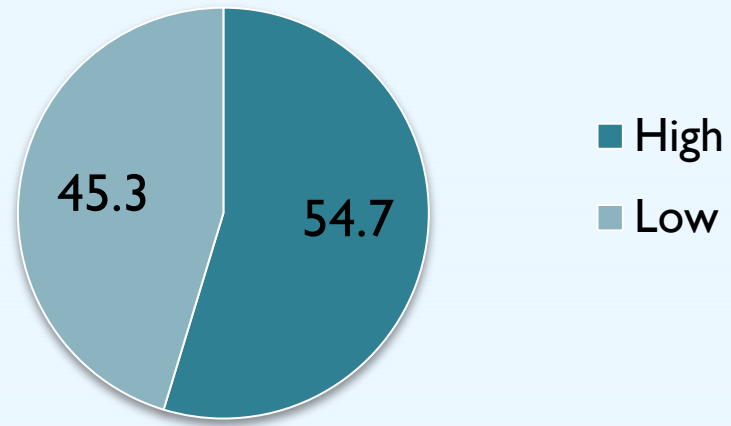
# PRIOR EVALUATION FINDINGS

High\* vs. low knowledge on the suicide myths and facts scale

### Faculty/Staff



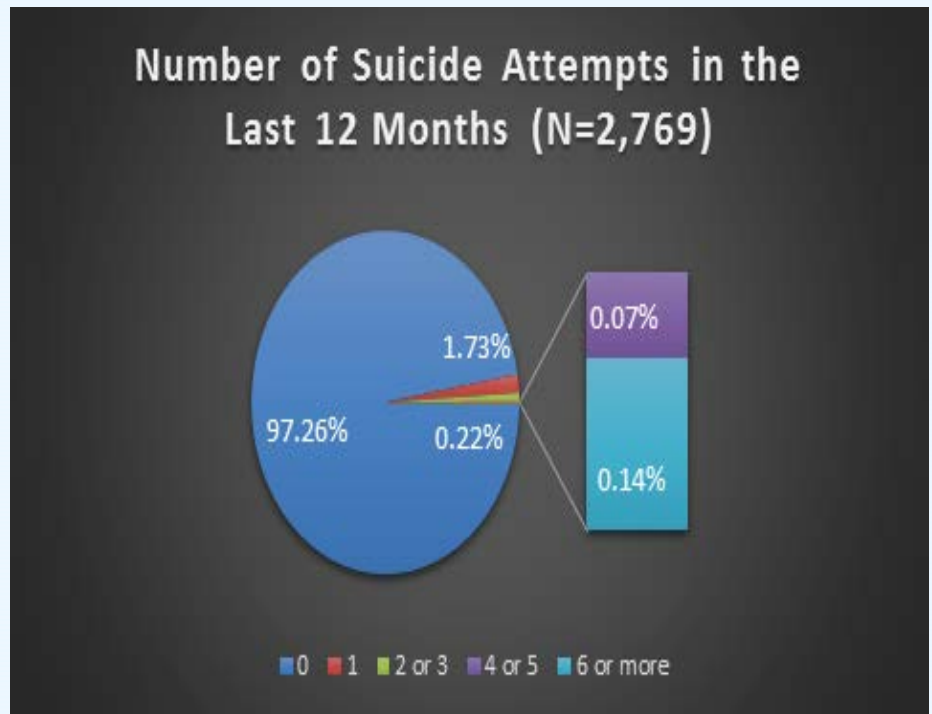
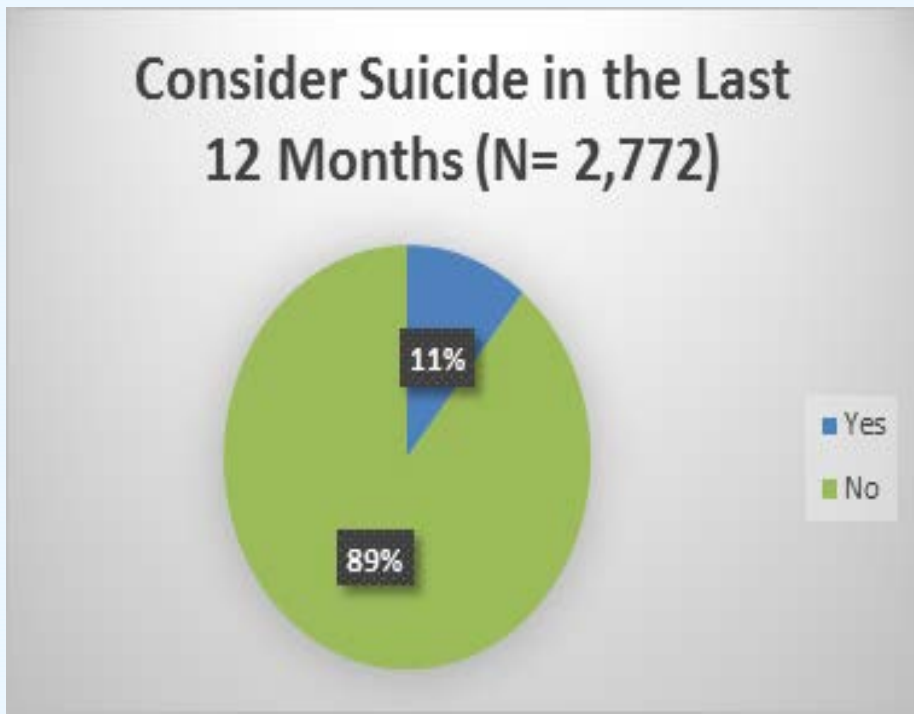
### Students



\*High knowledge: 20 out of 25 items correctly answered

# PRIOR EVALUATION FINDINGS

## Suicide Ideation and Attempts Among Students



Data Source: Short Message Service Survey (SMSS); Campus Cohort 6-7; 2014



# The Impact of GLS Programs on Suicide Mortality



Is there a difference in suicide mortality rates among population aged 10-24 as a result of the implementation of GLS trainings?

Estimated youth 10-24 years suicide mortality rates (per 100,000) the year following training implementation

Assessment of suicide rates in counties:

**466** implementing GLS trainings between 2006 - 2009

vs.

**1,161** not implementing GLS trainings that shared key characteristics

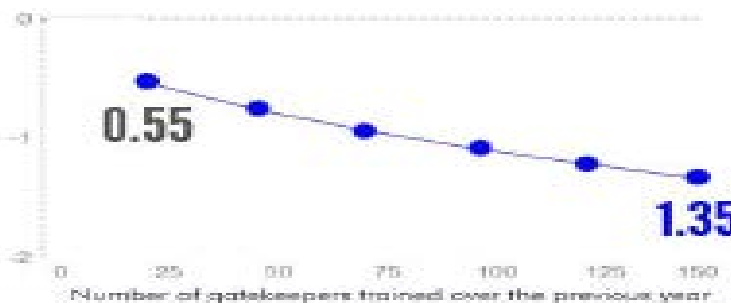


Implementing counties reflect the efforts of:



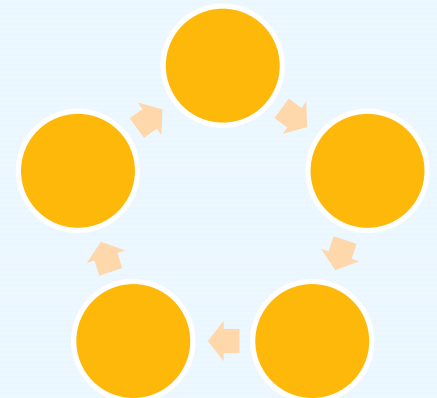
The implementing counties include more than 4,000 training events in which above 100,000 individuals participated. On average, 140 gatekeepers were trained per county per year.

Estimated reduction in suicide mortality among youth 10-18 years (per 100,000)



The reduction in suicide mortality increased with the number of gatekeepers trained the previous year

# GLS SUICIDE PREVENTION NATIONAL OUTCOMES EVALUATION DESIGN



# EVALUATION QUESTIONS

- Which types of training and training modes are comparatively effective in building capacity to increase youth identification? (Training Study)
- Are GLS prevention activities effective in developing continuity of care from identification, to referral of at risk youth, to the provision of needed services with associated reduction in suicide risk (including attempts) compared to those not retained in services ? (Continuity Care Study)
- Does the provision of services by GLS mental health provider networks implementing a zero suicide framework reduce suicide attempts, hospitalization and associated costs (return on investment) compared to non-GLS mental health providers ? (Suicide Safer Environment Study)
- What is the impact of GLS activities on morbidity and mortality?
- Do GLS activities targeted to youth at risk for suicide also benefit others at risk for or with behavioral health problems?

## CORE AND ENHANCED STUDIES

**GLS National Outcomes Evaluation**



**Cross-core, technical assistance,  
evaluation needs assessment**

## IMPACT, OUTCOME, & IMPLEMENTATION ANALYSIS

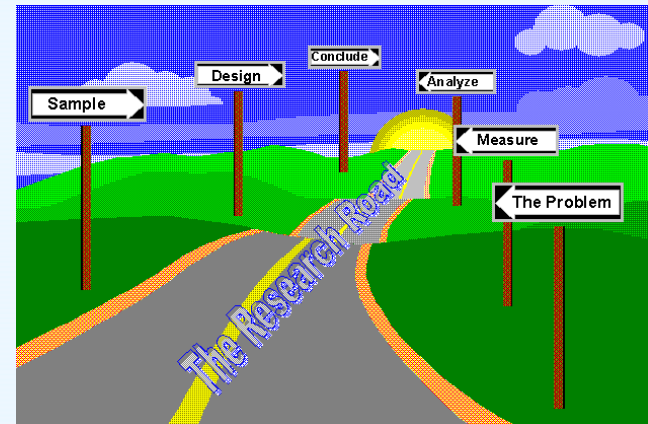
- Study core analysis
- Enhanced study analysis
- Program level analysis

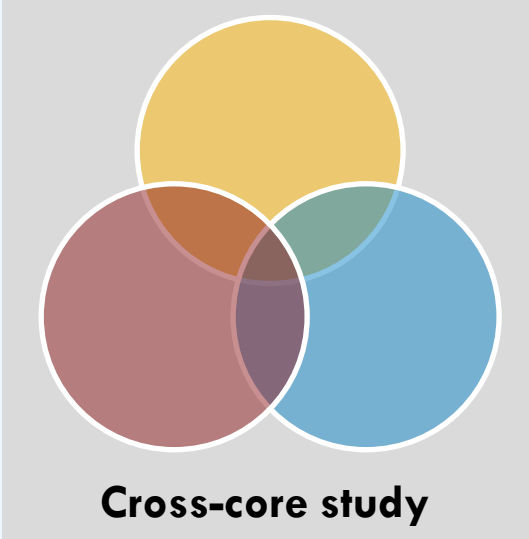
- Expert Panel
- Subcontractors

# QUESTIONS?



# DATA COLLECTION FOR THE NATIONAL OUTCOMES EVALUATION





# PREVENTION STRATEGIES

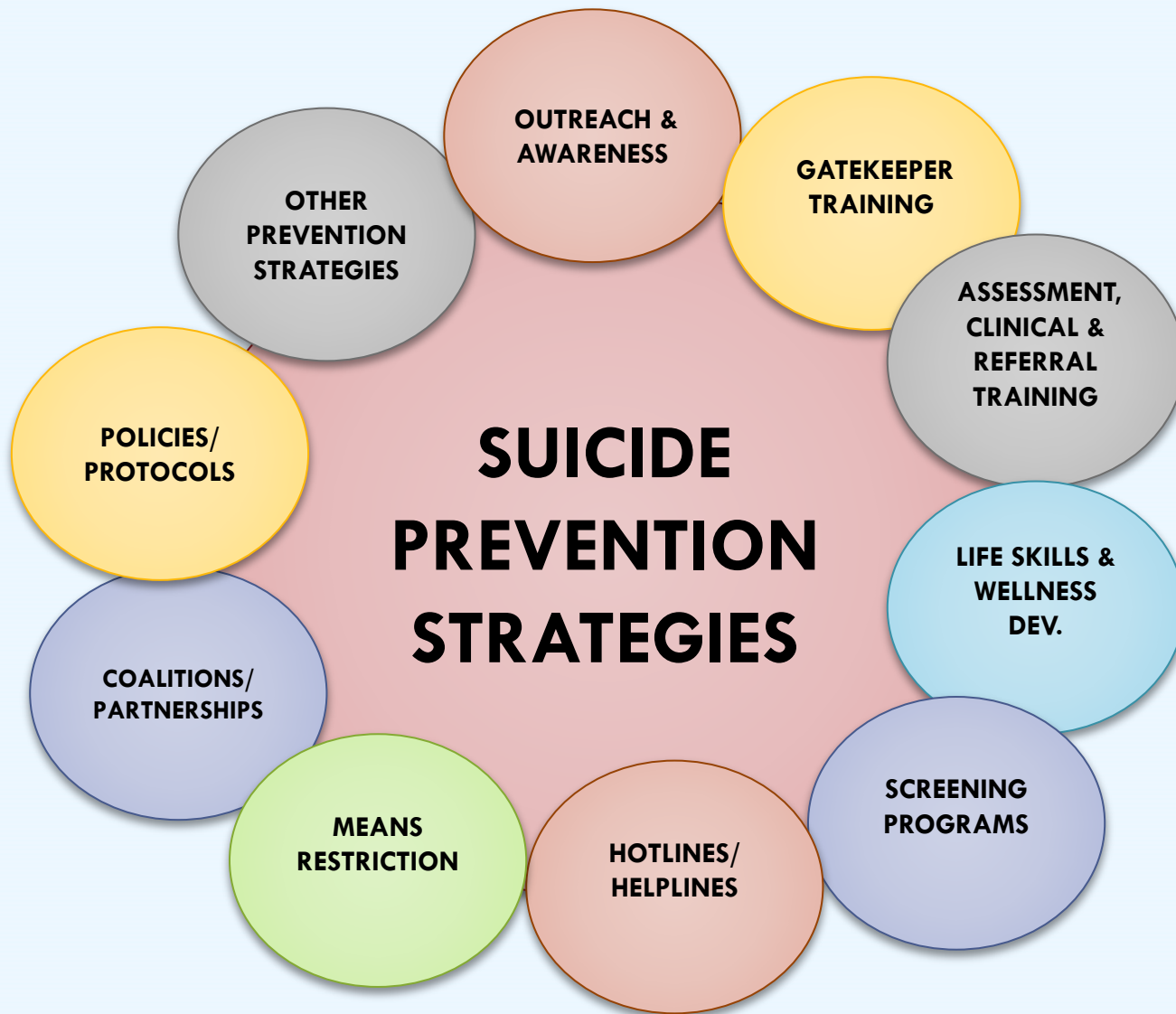
# PREVENTION STRATEGIES INVENTORY (PSI)

## Purpose

- Inventory of all prevention strategies and products that are a part of grantee GLS funded programs
- Expenditures: Total amount of GLS funds (including in-kind) expended to date, and the percent of funds expended to date by strategy



# PREVENTION STRATEGIES INVENTORY (PSI)



# PREVENTION STRATEGIES INVENTORY (PSI)

- **Strategies Budget Expenditure**
  - Direct costs that you can map to each category
  - Aim to account for 75%-80% of your expenditures

## Prevention Strategies Inventory

### Budget

How much of your GLS budget (including any matching funds) have you spent to date? Specify dollar amount:

\$

Please estimate the percentage of your total budget expended to date on the following prevention strategies.

### 1. Outreach and Awareness

1.1. Public Awareness Campaigns

1.2. Outreach and Awareness Activities/Events

1.3. Outreach and Awareness Products

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### 2. Gatekeeper Training

2.2. School-Based Peer Gatekeeper Training

2.3. Community Adult Gatekeeper Training

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# PREVENTION STRATEGIES INVENTORY (PSI)

<b>Who is responsible for data collection for the PSI?</b>	Grantee Program Staff
<b>How is the PSI administered/entered?</b>	Web-based form entered into SPDC
<b>When will the PSI be administered?</b>	Once per quarter, throughout the grant period
<b>When will the PSI begin?</b>	January 2015

# TRAINING



# TRAINING STUDY DATA SOURCES

- **Training Activity Summary Page (TASP)**
- **Training Utilization Preservation Survey**
- **(TUP-S) versions**
  - Baseline\*
  - 3-month TUP-S
  - 6-month TUP-S\*
  - 12-month TUP-S\*

# TRAINING ACTIVITY SUMMARY PAGE (TASP)

## Purpose

- Gathers aggregate training information for training activities implemented
- Collects trainee role, setting, intended outcome and booster training information

# TRAINING ACTIVITY SUMMARY PAGE (TASP)

<b>Who is responsible for TASP data collection/entry?</b>	Grantee Program Staff
<b>How is the TASP administered/entered?</b>	Information submitted via the SPDC using web-based form or excel spreadsheet upload
<b>When is the TASP administered?</b>	Within 2 weeks of training activity, ongoing throughout the grant period
<b>When will the TASP begin?</b>	As soon as training activities begin

# TRAINING UTILIZATION AND PRESERVATION SURVEY (TUP-S)

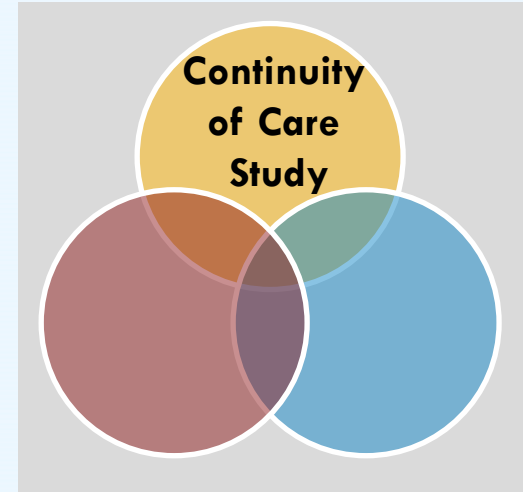
## Purpose

- Examines use and retention of participants' knowledge, skills, and/or techniques learned
- Measures gatekeeper behaviors, self-efficacy, awareness, education efforts, suicide identification behavior
- Collects information about subsequent referrals and/or supports provided by the trainee, information about services accessed by the at-risk individual
- Gather information about use and retention of participants' knowledge, skills, and/or techniques learned through the training 3-months after the activity



# TRAINING UTILIZATION AND PRESERVATION SURVEY (TUP-S)

<b>Who is responsible for collecting the TUP-S consent to contact forms?</b>	3- month: Grantee Program Staff and/training facilitators – distribute forms to trainees and gather and submit them to ICF within 2 weeks of a training
<b>Who are the TUP-S respondents?</b>	Random sample of trainees who consent to be contacted at 3-months
<b>How is the TUP-S administered?</b>	Computer-Assisted Telephone Interview (CATI) implemented by ICF with trainees
<b>When will TUP-S be administered?</b>	At 3-months following a training event; throughout the grant period
<b>Do trainees receive an incentive?</b>	Yes, a \$10 money order or Amazon gift code
<b>When will the TUP-S begin?</b>	As soon as training activities begin

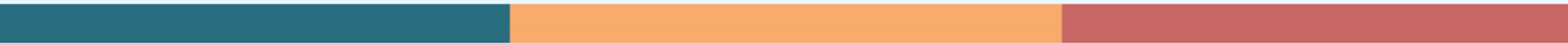


## IDENTIFICATION, REFERRAL & FOLLOW-UP

# CONTINUITY OF CARE STUDY

## DATA SOURCES

- **Service Utilization and Experience Survey Interview (SUESI)\***



# SAFER ENVIRONMENTS

# SUICIDE SAFER ENVIRONMENT STUDY DATA SOURCES

- **Short Message Service Survey (SMSS)**
- **Management Information Data System  
Data Abstraction (MIS)**
- **SMSS- High Risk\***

# SHORT MESSAGE SERVICE SURVEY(SMSS)

## Purpose

- Examines students exposure to suicide prevention efforts on campus
- Gathers information about suicidal ideation and suicidal behavior of students

# SHORT MESSAGE SERVICE SURVEY(SMSS)

**Who is responsible for collecting the SMSS?**

- Students will be recruited by one of two methods, via: (1) in-person intercept recruitment or (2) listserv recruitment
- Campus program staff and TAL will discuss best model for each campus

**Who are the SMSS respondents?**

- Random sample of up to 1 200 students on campus

**How is the SMSS administered?**

- Survey is sent via cellular telephone text message by ICF staff

**When will SMSS be administered?**

- In year 2 of the grant cycle

**Do respondents receive an incentive?**

- Yes, a \$5 Amazon gift code

# MANAGEMENT INFORMATION DATA SYSTEM DATA ABSTRACTION (MIS)

## Purpose

- Collects performance monitoring information 5 years prior to grant funding on campus and for each grant year
  - Student retention rates
  - Student use of mental health services
  - Suicide attempt and completions on campus



# MANAGEMENT INFORMATION DATA SYSTEM DATA ABSTRACTION (MIS)

<b>Who is responsible for collecting the MIS?</b>	Campus program staff should work with relevant departments on campus to obtain information
<b>Who are the MIS respondents?</b>	Program staff, counseling center staff, registrar, or other campus staff
<b>How is the MIS administered/entered?</b>	Web-based form entered into SPDC
<b>When will MIS be administered?</b>	Annually, beginning Spring 2015

# QUESTIONS?

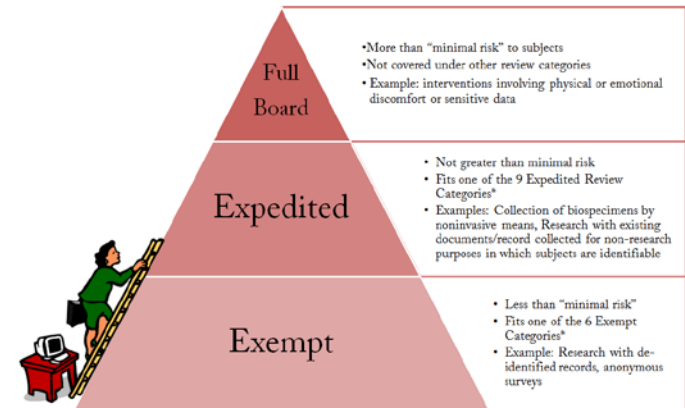


# POLLS



# INSTITUTIONAL REVIEW BOARD (IRB) PROCESSES

## Levels of IRB Review



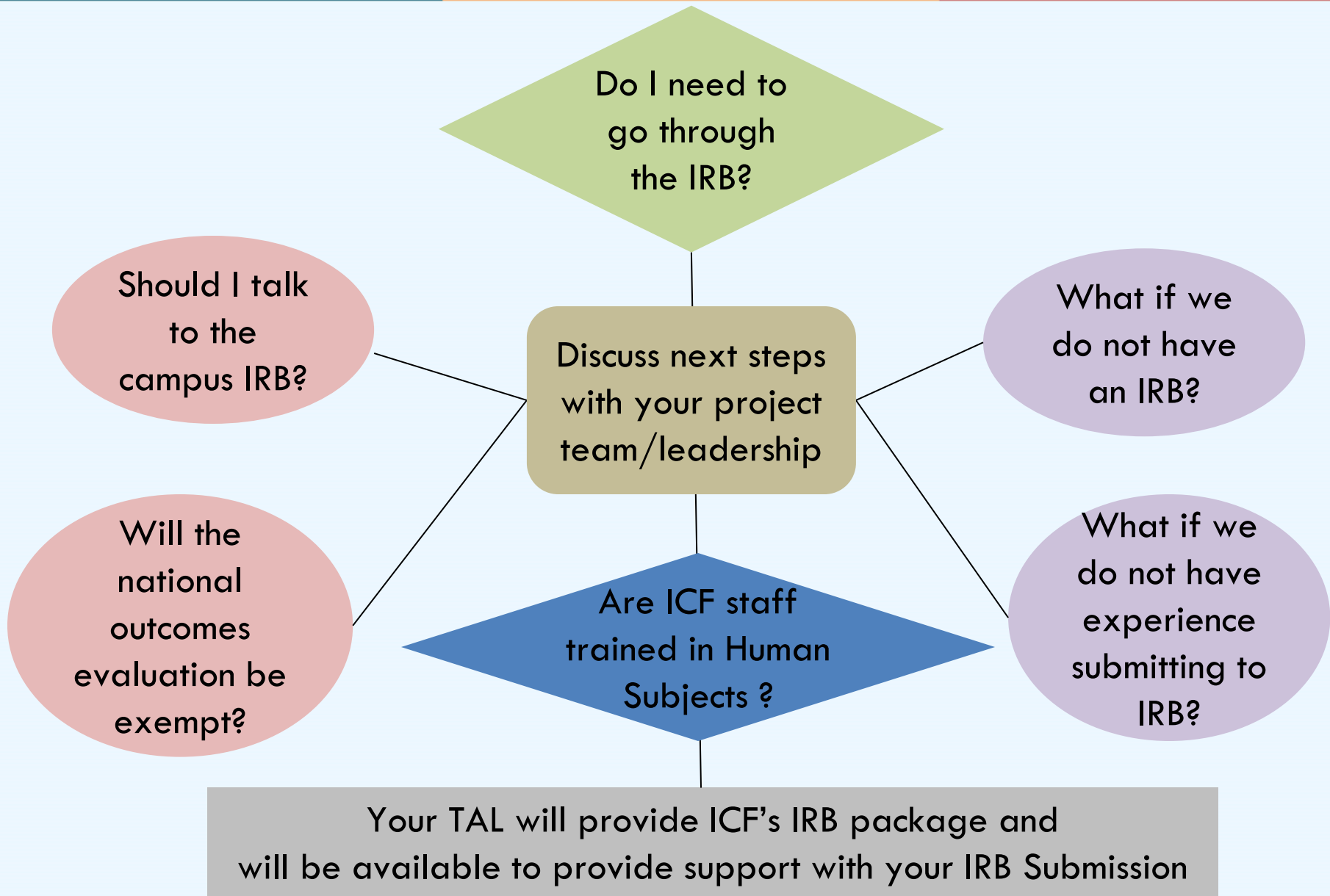
\*Defined by federal regulation: (45 CFR 46)

# ROLE OF THE IRB

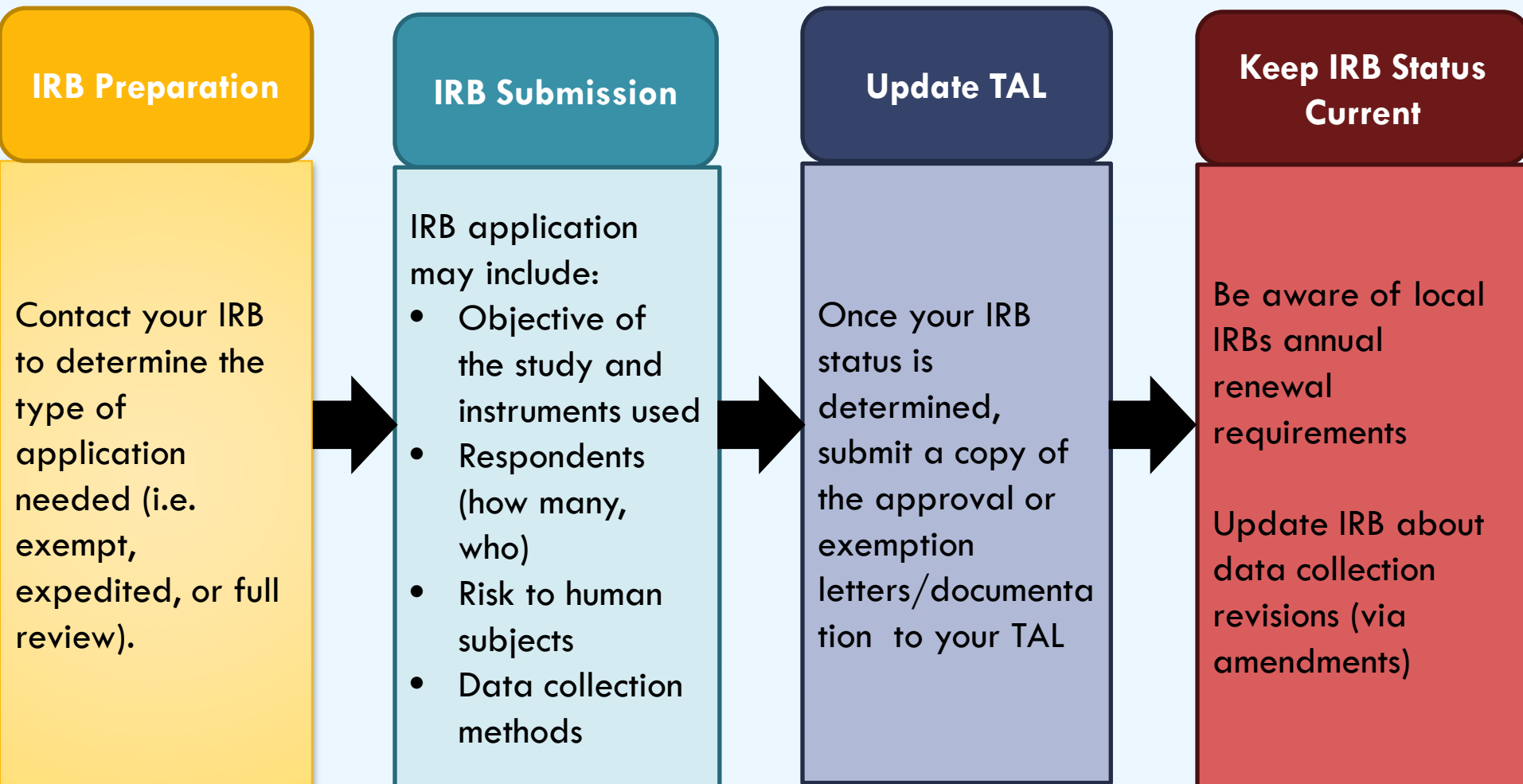
Protect the rights and welfare of individual research subjects and ensure:

- Risk to subjects are minimized and reasonable in relation to anticipated benefits
- Selection of subjects is fair
- Informed consent is appropriately documented
- When appropriate, the research plan makes provisions for monitoring data collection
- Privacy and confidentiality of research subjects is appropriately protected





# IRB PROCESSES



# IRB PROCESSES

- **TALs will provide Grantees with the following resources:**
  - Data collection instruments
  - ICF IRB application
  - ICF IRB approval letter
  - IRB package summary
  - Certificate of Confidentiality



*The National Outcomes Evaluation is being revised to incorporate elements from the new evaluation contract*

- ICF will submit new protocols to OMB and IRB
  - Approval anticipated Fall 2015
  - Once approvals have been received, grantees will be able to seek local approvals to implement revised activities





# IRB CONSIDERATIONS

## MIS

- **May have to consult/confer with registrar, enrollment, or other departments within your school**

## SMSS

- **If recruitment method is via listserv email, you may have to confer with you registrar, IT Department, or a communications division (whomever controls the listserv)**

# IRB CONSIDERATIONS

## SMSS Crisis Protocol

- ICF monitors the SMSS for indications of a respondent being at-risk
- ICF partners with the NSPL or other local crisis hotline to reach out to students in crisis



# QUESTIONS?





# **SUICIDE PREVENTION DATA CENTER (SPDC)**

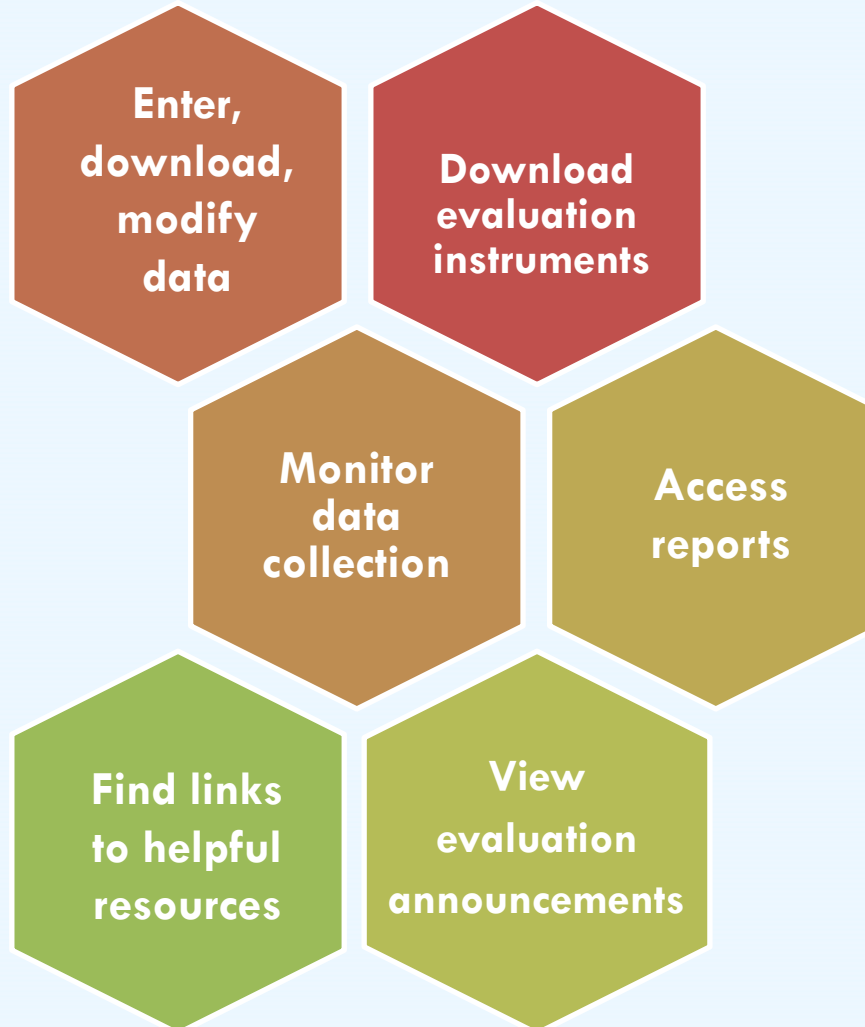
# SUICIDE PREVENTION DATA CENTER (SPDC)

## *WHAT IS THE SPDC?*

**A web-based data collection, reporting, and management system**



# WHAT CAN GRANTEES DO ON THE SPDC?



# HOW DO I ACCESS THE SPDC?

**Grantee SPDC users  
provided with username  
and password**



# SPDC SECURITY LEVELS & FUNCTIONS

SPDC FUNCTIONS	SECURITY LEVELS		
	CONTACT USER	SITE USER	SITE ADMINISTRATOR
ACCESS TO AGGREGATE AND COHORT –LEVEL REPORTS	✓	✓	✓
ACCESS TO GRANTEE-LEVEL REPORTS		✓	✓
ENTER DATA		✓	✓
DOWNLOAD DATA			✓



# REPORTS AND RESOURCES



The Garrett Lee Smith Memorial Youth Suicide Prevention and Early Intervention Program

## SUICIDE PREVENTION EVALUATION CAMPUS GRANTEE SUMMARY REPORT



### REPORT TO CONGRESS: GARRETT LEE SMITH YOUTH SUICIDE PREVENTION PROGRAM

### Overview Of Suicide Prevention Trainings

**38 TRAININGS**

**537 PEOPLE TRAINED**

**PERCENT AND TYPES OF TRAININGS**

- Gatekeeper: 55%
- Other: 47%
- Clinical: 0%

**GRANTEE NAME**

**How are trainees utilizing the information and skills learned during trainings?\***

- 89%** Report using their training to have informal conversations about suicide and suicide prevention with youth and others
- 60%** Report using their training to identify youth who might be at risk for suicide
- 43%** Report using their training to make referrals to mental health services for at-risk youth

**What is the professional setting in which trained gatekeepers serve youth?**

Top 3 Primary Settings of Trainees

- Other community settings: 61%
- Mental health: 34%
- Primary health: 1%

Data Source: TASP n= 38

### Garrett Lee Smith Suicide Prevention Program Overview of Suicide Prevention Trainings

- 535,166** Individuals trained by State/Tribal grantees
- 17,642** Suicide Prevention Trainings conducted by State/Tribal grantees
- 88%** Gatekeeper Training offered by State/Tribal grantees\*
- 3%** Clinical Training offered by State/Tribal grantees

32 Tribal grantees | 12 State grantees

**What is the professional setting in which trained gatekeepers serve youth?**

- K-12 Educational: 31%
- Higher Education: 15%
- Mental Health: 12%
- Other Professional Settings: 42%

**How are trainees utilizing the information and skills learned during trainings?\***

- 85%** Report using their training to have informal conversations about suicide and suicide prevention with youth and others
- 48%** Report using their training to make referrals to mental health services for at-risk youth
- 64%** Report using their training to identify youth who might be at-risk for suicide

\*Approximately 0% offer "other" types of training

ICF | SAMHSA

# GLS REPORTS AND RESOURCES

- **Infographics**
- **PSI Reports and Tip Sheet**
- **Grantee Summary Reports (GSRs)**
- **TRAC Reports**
- **Manuals**
- **Instrument-specific Reports and Tip Sheets**



# EVALUATION TRAINING AND TECHNICAL ASSISTANCE





# TAL ROLES AND RESPONSIBILITIES

- ✓ Provide IRB guidance to grantees
- ✓ Support NOE data collection and submission
- ✓ Local evaluation monitoring
- ✓ Schedule and participate in monthly call
- ✓ Send monthly email to grantees
- ✓ Evaluation Needs Assessment (ENA) (via semi-structured telephone interview)
- ✓ Quarterly review of data issues with grantee
- ✓ Facilitate peer-to-peer learning
- ✓ Quarterly data trends review and grantee summary report with GPOs with all TALS and SPRC
- ✓ Closeout/feedback calls

*We're here  
to help!*

# GRANTEE ROLES AND RESPONSIBILITIES

- ✓ Obtain appropriate local approvals including IRB approval
- ✓ Participate in training and technical assistance activities and monthly calls
- ✓ Gain stakeholder buy-in and use evaluation data
- ✓ Participate in data collection and data submission activities

# NEXT STEPS



# WHAT'S NEXT?

- IRB
- Instrument webinars
- SPDC





# MARK YOUR CALENDAR!

## Upcoming Webinars

*GLS Data Collection  
Instruments and Data  
Submission Processes  
Webinar (part 1)*

**January 13, 2015**

**2:00-3:30pm**

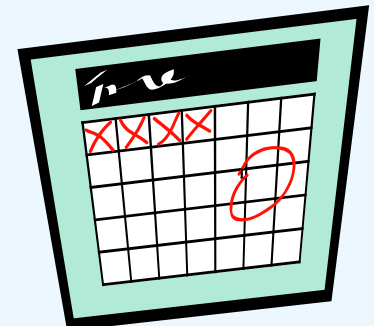
*Using the Suicide Prevention  
Data Center (SPDC)  
Webinar: Data Submission,  
Data Cleaning and Reporting  
(part 3)*

**Late February**

**January 22, 2015**

**2:00-3:30pm**

*GLS Data Collection  
Instruments and Data  
Submission Processes  
Webinar (part 2)*



# YOUR NATIONAL EVALUATION OUTCOMES EVALUATION TEAM

- Jessica Wolff, Campus Team Lead – [jessica.wolff@icfi.com](mailto:jessica.wolff@icfi.com)
- Campus Technical Assistance Liaisons (TALs):
  - Tiffany Fambro – [tiffany.fambro@icfi.com](mailto:tiffany.fambro@icfi.com)
  - Brandee Hicks – [brandee.hicks@icfi.com](mailto:brandee.hicks@icfi.com)
  - Erin Maher – [erin.maher@icfi.com](mailto:erin.maher@icfi.com)
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  - Nicole White – [nicole.white@icfi.com](mailto:nicole.white@icfi.com)
  - Jessica Wolff – [jessica.wolff@icfi.com](mailto:jessica.wolff@icfi.com)

**Other questions about the evaluation? Please feel free to contact:**

- Nahama Broner, Project Director – [nahama.broner@icfi.com](mailto:nahama.broner@icfi.com) or
- Christine Walrath, Principal Investigator – [christine.walrath@icfi.com](mailto:christine.walrath@icfi.com)

# QUESTIONS?



