SPRC Research to Practice Webinar

Understanding Evidence for Suicide Prevention

July 11, 2013
SPRC Research to Practice Presenters

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Opening Remarks

Philip Rodgers, PhD
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Understanding Evidence for Suicide Prevention
A Demonstration of CDC’s Interactive Tool to Support Evidence-Based Decision Making

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Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
What is ‘Evidence?’

“The available body of facts or information indicating whether a belief or proposition is true” (New Oxford American Dictionary, 2001)

“Evidence concerns facts (actual or asserted) intended for use in support of a conclusion.” (Canadian Health Services Research Foundation, 2004)

“Evidence comprises the interpretation of empirical data derived from formal research or systematic investigations using science or social science methods.” (Rychetnik et al, 2002)

“Evidence can be defined as information or facts that are systematically obtained, i.e. obtained in a manner that is replicable, observable, credible, verifiable, or basically supportable.” (Rycroft-Malone & Stetler, 2004)

“For public health professional evidence is some form of data - including epidemiologic (quantitative) data, results of program or policy evaluations, and qualitative data - for use in making judgments or decisions.” (Brownson, Fielding, and Maylahn, 2009)

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Framework for Thinking About Evidence

Evidence Based Decision Making

Best Available Research Evidence

Experiential Evidence

Contextual Evidence
Framework for Thinking About Evidence

Best Available Research Evidence

Evidence Based Decision Making

Experiential Evidence

Contextual Evidence
### Continuum of Evidence of Effectiveness

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<th>Continuum of Evidence</th>
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<td>Exploratory study</td>
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For more information:
Centers for Disease Control and Prevention
National Center for Injury Prevention and Control
Division of Violence Prevention
1-800-CDC-INFO • www.cdc.gov/violenceprevention • cdcinfo@cdc.gov
Framework for Thinking About Evidence

- Experiential Evidence
- Evidence Based Decision Making
- Contextual Evidence

Best Available Research Evidence
Measurable Contextual Variables Across the Social Ecology

- **Societal**
  - Laws and Policies
  - Social Norms and Values
  - Media

- **Community**
  - Employment Opportunities
  - Physical Infrastructure
  - Community History

- **Relationship**
  - Community Values
  - Family Health History
  - Social Capital
  - Peer Support
  - Family Values

- **Individual**
  - Income
  - Age, Gender, Cultural Identity
  - Individual Values
Framework for Thinking About Evidence

- Best Available Research Evidence
- Evidence Based Decision Making
- Contextual Evidence
- Experiential Evidence
What is Experiential Evidence?

• The **collective** experience and expertise of those who have practiced or lived in a particular setting.

• The knowledge and expertise of subject matter experts.
Putting it all Together: Evidence-Based Decision Making

Key Characteristics

• Transparency
• Inclusiveness/Participation
• Openness/Explicitness
• Skilled Leadership
• Defined Process
CDC’s Framework for Program Evaluation

Steps
- Engage Stakeholders
- Describe the program
- Focus the evaluation design
- Gather credible evidence
- Justify conclusions
- Ensure use and share lessons learned

Standards
- Utility
- Feasibility
- Propriety
- Accuracy
Understanding Evidence

http://vetoviolence.cdc.gov/evidence
GET STARTED

This site will help you use evidence-based decision-making as you think about ways to prevent violence in your community.

HOW TO NAVIGATE

1. Use the arrows on the left and right side of the screen to navigate between the four learning modules.
2. Make sure to answer Knowledge Check questions that are asked throughout the modules. Your responses will help populate your output document at the end.
3. Refer to the Glossary located at the top of the screen anytime for definitions of key concepts and terms.
4. After completing all four modules, click through to the Conclusion page, where you will be able to register for your Continuing Education credits.

CONTINUED LEARNING

RESOURCE CENTER
Discover more content through videos, infographics, and summary documents you can take with you. Go Now

CONTINUUM
This tool will help you gauge the strength of best available research evidence you may be considering. Go Now

DISCOVERY LEARNING
Find content hidden around the site! Click on the Plus symbols in the top left corner of the web pages or use the "++" or "--" key on your keyboard or visit Bonus Materials in the Resource Center. Go Now

It's extremely important to look at both what we know from a research perspective and what we get from the field and from people in practice.

- Howard Spivak, Director, Division of Violence Prevention, Centers for Disease Control and Prevention
HOW TO GET STARTED

The accredited lesson modules on this site will help you incorporate evidence-based decision making into your violence prevention efforts.

The Progress Bar on the top of the site will help you navigate through the website and will keep track of your progress.

How to Get Started

1. **Watch the Homepage Video** to get an overview of the different types of evidence you will learn about.

2. **Create a Login** to make a user profile that will allow you to choose the area of violence prevention you would like to focus on, save your progress through the learning modules and get an output document customized to your input.

3. **Go to the Introduction Page** to view the introduction lesson module, then view each of the three remaining lesson modules in any order you wish.
LOGIN

USERNAME
PASSWORD
LOG IN

Not registered yet?
Forgot password?
**Self-Assessment Results**

- External Decision-Making Factors
- Internal Decision-Making Factors
- Knowledge Check: Evidence Based Decision-Making
- Comfort with Best Available Research Evidence
- Interactive Continuum

**WHAT’S NEXT?**

Take your results with you. Access information gathered from your training, interaction with tools, and other site features whenever you please.

**CONTINUUM**

Curious about the strength of your program's research evidence? Just answer a few quick questions to get started.

**RESOURCES USED/BOOKMARKS**

Lorem ipsum dolor
Lorem ipsum dolor
Lorem ipsum dolor
INTRODUCTION
Note: Resources will only be provided for those Lesson Modules completed.

LEARN MORE
about evidence-based decision making

BEST AVAILABLE RESEARCH
EVIDENCE RESOURCES
sources of research evidence

This report should help you apply your new knowledge for evidence-based decision making in your prevention work. The resources listed reflect the input you provided in the Lesson Modules. In addition, you may want to visit the Understanding Evidence Resource Center to find more resources.

The following websites may provide opportunities for learning more about Evidence-Based Decision Making:

- Analysis of the Future: The Delphi Method
  - creatingminds.org
  - keyword: Delphi method

- Health-evidence.ca
  - http://health-evidence.ca
  - Click "Additional Resources"

- National Collaborating Centre for Methods and Tools
  - http://www.nccmt.ca
  - keyword: overview

Now that you have completed the Lesson Module on Best Available Research Evidence, it may be useful to know some of the resources that may help you find research evidence on prevention strategies.

This report contains only resources related to the field of Youth Violence. You may want to look in the Understanding Evidence resource center for resources related to other areas of violence prevention that overlap with your area of interest.
Glossary

Acceptability
The extent to which the stakeholders find the strategy satisfactory or agreeable
(http://www.ojp.usdoj.gov/BJA/evaluation/glossary/).

Archival data analysis
Archival data is information that has already been collected and/or documented. It can include records that are kept by governmental and other agencies, as well as records normally kept as part of the operation of an institution or organization.

Best Available Research Evidence
Best available research evidence enables researchers, practitioners, and policy-makers to determine whether or not a prevention program, practice, or policy is actually achieving the outcomes it aims to and in the way it intends. The more rigorous a study's research design, the more compelling the research evidence, indicating whether or not a program, practice, or policy is effectively preventing violence (Ruddy & Wilkins, 2011).

Capacity assessment
Process to identify those particular areas of capacity that are strongest and those that need improvement

Communities of Practice
This concept is inclusive of the many ways that people with knowledge and experiences around a specific issue gather to share and collect their insight with a common goal in mind. It could range from something as informal as a listserv to a highly structured working group.

Consensus
The production of a common understanding among participants about issues and programs
(http://www.ojp.usdoj.gov/BJA/evaluation/glossary/).
FREQUENTLY ASKED QUESTIONS

1. WHAT IS EVIDENCE?
Evidence is defined in many different ways. When we think about evidence based decision-making in particular, evidence is defined as information or facts that are systematically obtained (i.e., obtained in a manner that is replicable, observable, credible and verifiable) for use in making judgments or decisions (adapted from Rycroft-Malone et al., 2004 & Brownson et al., 2009). This definition of evidence applies to best available research evidence as well as contextual and experiential evidence.

2. WHAT IS BEST AVAILABLE RESEARCH EVIDENCE?
Best available research evidence is information that enables researchers, practitioners and policy-makers to determine whether or not a prevention program, practice or policy is actually achieving its intended outcomes. Best available research evidence can also help to determine whether or not a prevention strategy is harmful. The more rigorous a study (e.g. true/quasi-experimental design, independent replication), the more compelling the research evidence is indicating whether or not a program, practice or policy is effectively preventing violence. The extent to which a prevention strategy has been replicated in multiple, applied settings with diverse populations (external/ ecological validity), and the availability and accessibility of implementation supports (implementation guidance) are also important aspects of best available research evidence.

3. WHERE CAN YOU FIND BEST AVAILABLE RESEARCH EVIDENCE?
Registries of evidence-based programs are the best place to start when looking to find programs based on the best available research evidence. Technical assistance resource centers, which are typically tailored toward a particular area of violence prevention, also provide a variety of different resources for identifying prevention strategies based on the best available research evidence. In circumstances when there is very little research evidence on effective prevention strategies, technical assistance resource centers can also be very helpful. Technical assistance resource centers may aid in identifying known risk and protective factors and sound theories of change for your area of violence to guide your programmatic efforts as well as resources for evaluating them. A list of these registries and technical assistance resource centers can be found in the resource section.
Introduction to Evidence Based Decision-Making

When you make a decision, you often do research, consider your situation and learn from others. When you collect this information systematically and in a way that is credible, replicable and verifiable, you are using evidence based decision-making. Take this first module to learn more about evidence based decision-making and to unlock additional modules about different types of evidence.
Introduction to contextual evidence

Contextual evidence refers to information about whether or not a strategy “fits” with the context in which it is to be implemented. In other words, contextual evidence provides prevention practitioners with information on whether a strategy is:

- Feasible to implement
- Useful
- Likely to be accepted by a particular community

Contextual evidence provides guidance grounded in information from a variety of local data sources, such as findings from community needs assessments, surveys, school, economic, or police data. Whether found in established local databases or newly collected, this information offers a “snapshot” of measurable community characteristics that may affect a particular decision.

"When a group is considering taking on a new, evidence-based or evidence-informed strategy, we always have to take a close look at the staff and resources they have on hand. We also recommend they consider information on their community's needs and assets that could affect the success of any new strategy."

— Valerie Spoon Collins, MS Ed, DBP, Training & Technical Assistance Supervisor, FRIENDS National Resource Center

What questions can contextual evidence help to answer?

- Does the community have the resources and/or capacity to implement the prevention strategy effectively?
- Do the strengths documented in the research evidence match well with the needs of the community?
- What are the characteristics of the population to be served by the prevention strategy?
- Who are the people and organizations that will implement the prevention strategy?
- What are the characteristics of the setting for the proposed program, policy or practice that could affect its implementation?
“It’s extremely important to look at both what we know from a research perspective and what we get from the field and from people in practice.”

Howard Spivak, MD
Director, Division of Violence Prevention,
Centers for Disease Control and Prevention
How can practitioners benefit from collaborating with researchers?

The important part about building a community around research and practice, is to have people who have expertise in both areas, who can work together, and that’s the part that is really rewarding for someone like me, who works in research, because what we do for is to make programs better, to make communities healthier.
CONTINUUM of EVIDENCE OF EFFECTIVENESS

How does your strategy map onto the Continuum?

Research is constantly emerging and evolving, making the use of best available research evidence a continuous journey. This tool will help you conceptualize where you are on this journey and what steps you can take to continue moving forward.

START ASSESSMENT

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How does your strategy map onto the Continuum?

Research is constantly emerging and evolving, making the use of best available research evidence a continuous journey. This tool will help you conceptualize your strategy with precision.

**continuum results for:**

**EFFECT**

**Juliette Mackin, PhD**

**expected preventive effect**

Some programs may be grounded in theory and have been evaluated with a less rigorous design, or may have been evaluated for short/long-term preventive effects that are different from the outcomes of interest (e.g., program that has shown preventive effects for substance abuse, but hasn’t been evaluated for reducing the perpetration of intimate partner violence). These are indications that the program should have an expected preventive effect.

**RELATED RESOURCES:**

Effect is only one of six dimensions that are described on the continuum of the best available research evidence. Ideally, strategies will demonstrate strong evidence across as many of these dimensions as possible.

Remember that a well-informed evidence-based decision will need to include contextual and experiential evidence as described in detail in the corresponding Lesson Modules.

To learn more about how to strengthen the research evidence related to a specific strategy, the resources below may be helpful.

In addition to those more general resources, please visit our resource center for links specific to your area of violence prevention.

**RESOURCE LINKS**

- Community-Campus Partnerships for Health [ccph.info](http://ccph.info)
- The American Evaluation Association [http://www.eval.org/p/cm/id/ftid=108](http://www.eval.org/p/cm/id/ftid=108)
ASSESSMENT

Question

Are there any indications from research or practice that this strategy has been associated with harmful effects?

- Yes  - No

ASSESSMENT

Question

Is there at least one well-conducted (Randomized Control Trial or a Quasi-Experimental design) study on this strategy?

- Yes  - No

ASSESSMENT

Question

Are any of the following formal systems in place to support implementation of the program or strategy?
- A purveyor/developer who offers training/coaching
- A website that provides tools, materials, videos, etc. to support implementation
- An established community of practice among those who are currently or who have previously implemented the program

Communities of Practice- This concept is inclusive of the many ways that people with knowledge and experiences around a specific issue gather to share and collect their insight with a common goal in mind. It could range from something as informal as a listserv to a highly structured working group.

- Yes  - No
# Continuum of Evidence of Effectiveness

How does your strategy map onto the Continuum?

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START ASSESSMENT
CONCLUSION

Discover More

Learn more about evidence-based decision-making through the various tools and resources available on this site.

FREE CONTINUING EDUCATION CREDITS

WHAT'S NEXT

CONTINUUM

CONGRATULATIONS

DISCOVER MORE

Now that you've completed the training, check out these features.

FREE CONTINUING EDUCATION CREDITS

Now that you have completed all the learning modules, you are eligible for free continuing education credits through the CAC.

WHAT'S NEXT

Customized by your profile and your experience in the Learning Modules, What's Next is personalized to help you with your next steps.

CONTINUUM

This tool will help you gauge the strength of best available research evidence you may be considering.
Welcome to the Evidence Resource Center. The resources and tools below will help you on your evidence based decision-making journey.

- Videos
- Case Studies
- Module Summaries
- Resources
- Glossary
- Bonus Materials
Thank you!

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