

GARRETT LEE SMITH
YOUTH SUICIDE
PREVENTION AND
EARLY INTERVENTION
CROSS-SITE
EVALUATION

***Making Results Count:
Findings from the Cross-site
Evaluation***

**Campus Grantee Meeting
January 8, 2008**

Cross-Site Evaluation Team

MAKING RESULTS COUNT

Shifting Paradigms

Program Worth → Program Development and Sustainability

Program Expansion and Sustainability



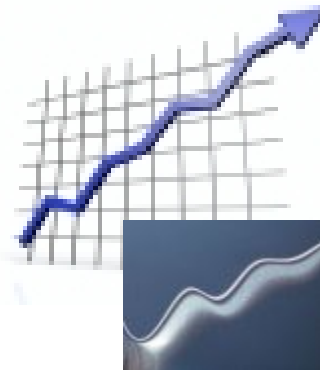
Program Development and Improvement



Program Worthiness

THE CROSS-SITE EVALUATION

- Fundamental component of the authorizing legislation, the Garrett Lee Smith Memorial Act
- Consistent information across programs
- Suicide prevention
 - Understood,
 - Improved, and
 - Sustained
- Inform local and federal programmatic decision making



SIX CROSS-SITE EVALUATION DATA COLLECTION ACTIVITIES

1. Training Activity Report
2. Suicide Prevention Exposure, Awareness and Knowledge Survey (Faculty/Staff & Student Versions)
3. Existing Database Inventory
4. Product and Services Inventory
5. Campus Infrastructure Key Informant Interview
6. Management Information Systems Data Extraction

NATIONAL PERSPECTIVE: WHAT THE DATA ARE SHOWING ABOUT GLS PROGRAM PROGRESS

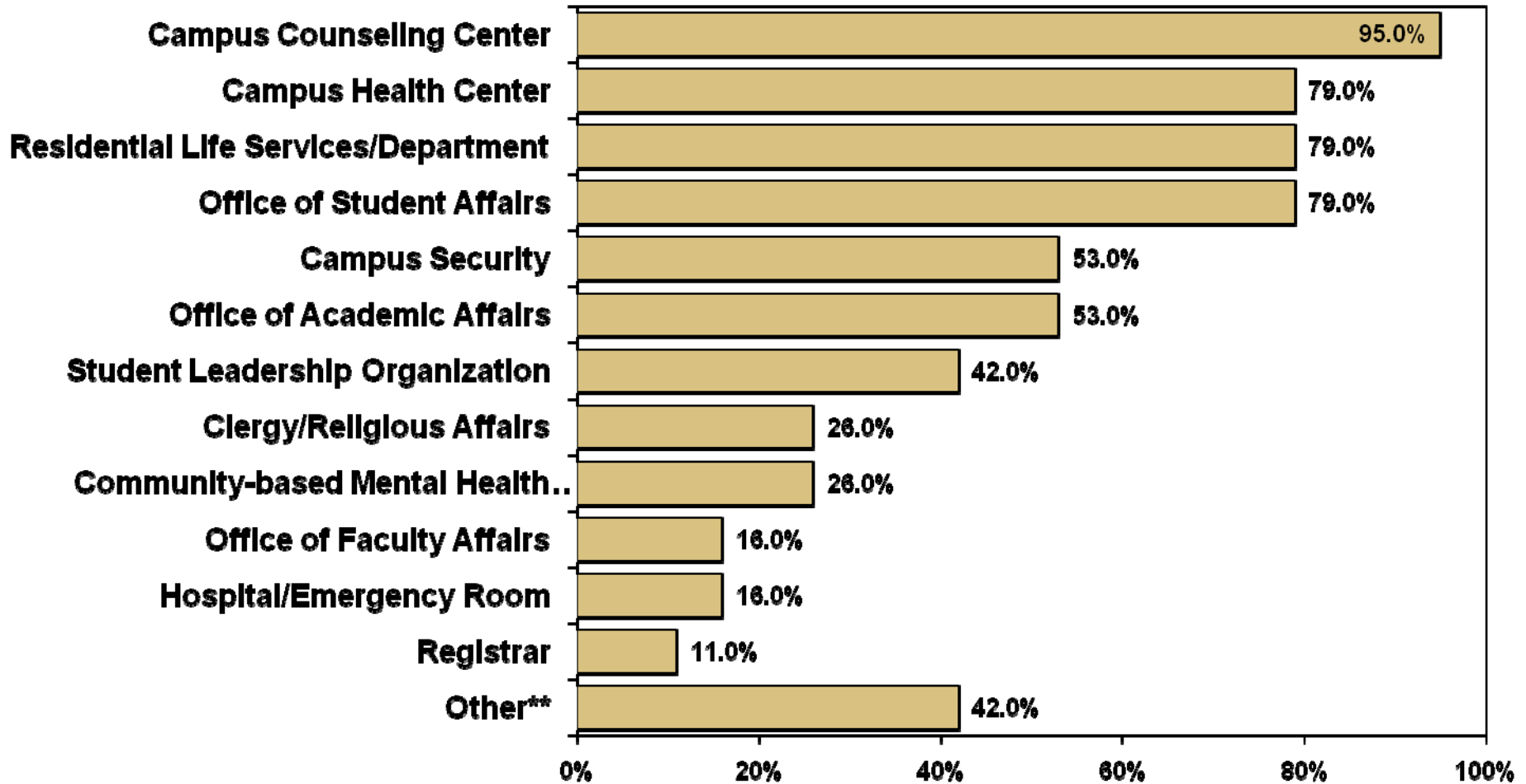
Grantees are...

- Collaborating with partners on and off campus
- Implementing comprehensive and interdisciplinary suicide prevention initiatives
- Training individuals to identify and respond appropriately to the signs of students who are distressed



COLLABORATING

Agencies participating in campus suicide prevention initiative*



*From the Existing Database Inventory, Part I, Item 2. Cohort 1, N=19

** Twenty agencies were reported in the Other category including athletics, dance/movement therapy, psychological services center; student health advisory committee, etc.

COLLABORATING (CONT.)

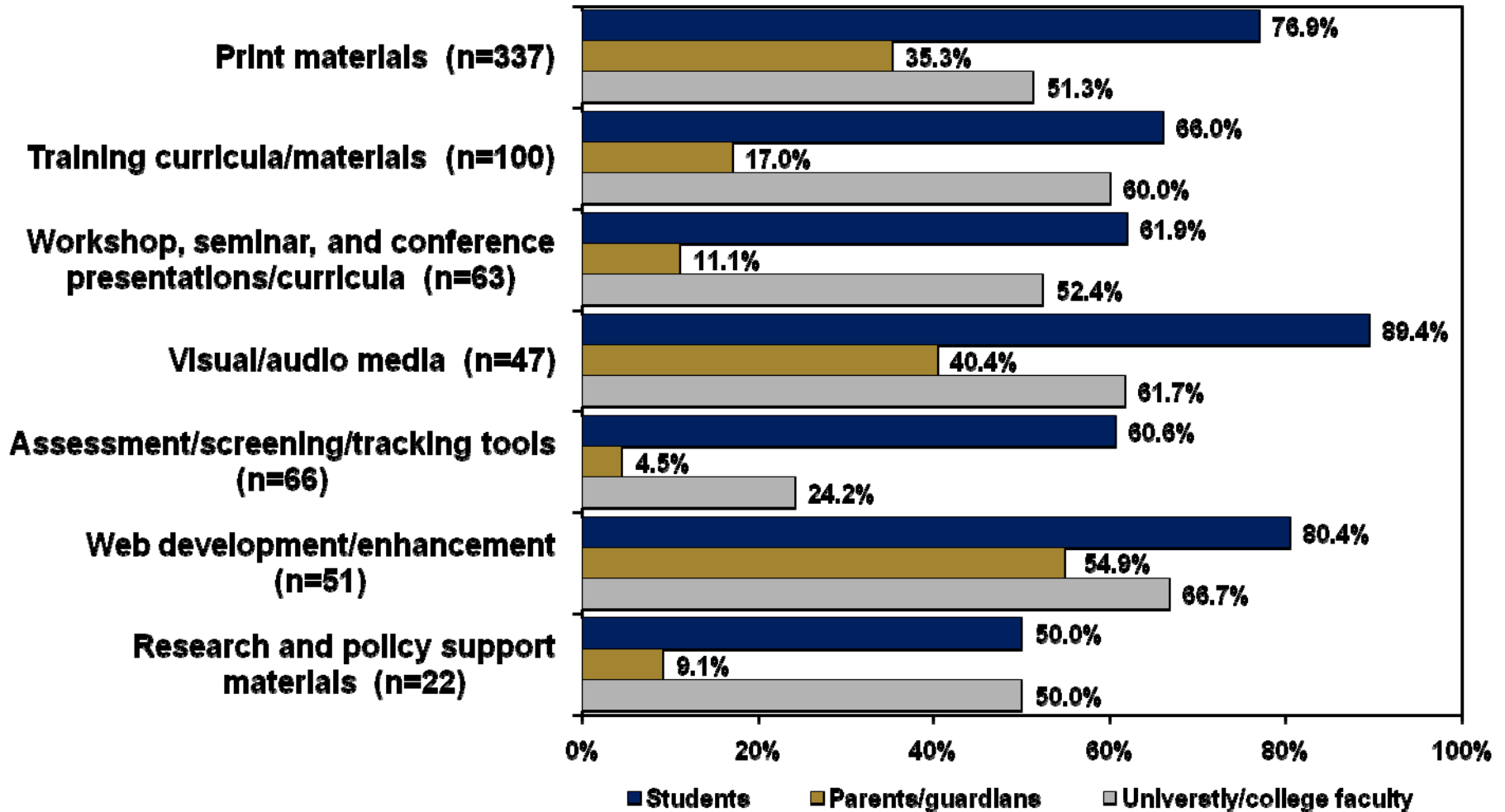
Databases available through agency partnerships*

TYPE OF DEPARTMENT/ AGENCY/ ORGANIZATION	NUMBER OF SITES IN WHICH AGENCY IS INVOLVED IN SUICIDE PREVENTION EFFORTS	NUMBER OF SITES IN WHICH AGENCY HAS ELECTRONIC DATA SYSTEM	PERCENTAGE OF SITES WITH AGENCY THAT HAS ELECTRONIC DATA SYSTEM
Campus counseling centers	18	18	100.0%
Campus health centers	15	11	73.3%
Office of student affairs	13	4	30.8%
Registrar	2	1	50.0%
Community-based mental health center	5	3	60.0%
Residential life services/ department	15	7	46.7%
Hospital/ emergency room	3	2	66.7%

* From the Existing Database Inventory, Part I, Cohort 1, N=19

IMPLEMENTING INTEGRATED INITIATIVES

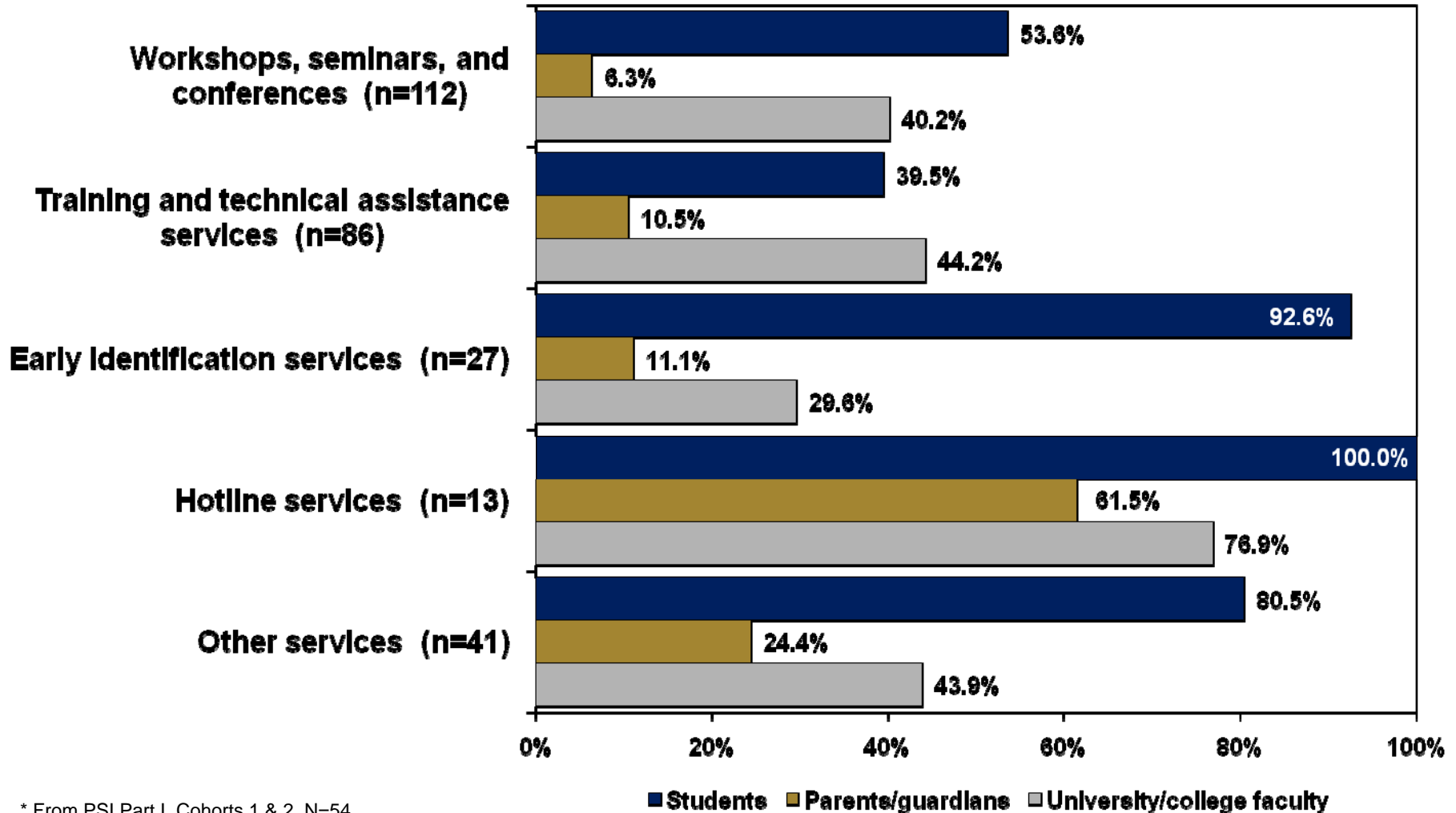
Percentage of products targeted at each audience by type of product*



* From PSI Part I, Cohorts 1 & 2, N=54

IMPLEMENTING INTEGRATED INITIATIVES (CONT.)

Percentage of activities targeted at each audience by type of activity*



* From PSI Part I, Cohorts 1 & 2, N=54

TRAINING INDIVIDUALS TO IDENTIFY AND RESPOND APPROPRIATELY

TRAINING TOPICS*

- Adolescence and suicide
- Applied suicide intervention skills
- ASIST
- Campus Connect
- Campus counseling center services
- Crisis intervention
- Crisis management
- Critical response
- Cultural competency
- Depression awareness
- Diversity awareness
- Gatekeeper training
- Making Connections
- Peer educator training
- QPR
- Residence life training
- Save-A-Life
- Stress management

TRAINING INDIVIDUALS TO IDENTIFY AND RESPOND APPROPRIATELY (CONT.)

EDUCATIONAL SEMINAR TOPICS*

- Academic success strategies
- Alcohol and drug use and abuse
- Anxiety management
- Body image
- Collaborative poster design workshops for social marketing
- Coping strategies
- Counseling center services
- Depression
- Depression and suicide prevention overviews
- Depression screenings
- Diversity
- Education and empowerment
- Female and women special topics
- Freshmen seminars
- Health fairs and healthy living
- Letting go
- Living well with stress
- Mindfulness-based stress reduction
- Parent orientation
- Stigma of suicide and depression
- Stress management
- Suicide awareness and prevention
- Time management
- Violence prevention

*From the Training Activity Report aggregate form, Cohorts 1 & 2, N=912 (trainings)

TRAINING INDIVIDUALS TO IDENTIFY AND RESPOND APPROPRIATELY (CONT.)

27,011 individuals have participated in Campus GLS-supported training activities

TRAINEE CHARACTERISTIC*	(N= <u>27,011</u>)
Gender	
Female	42.1%
Male	30.9%
Transgender	<1.0%
Gender unknown	26.3%

*From the Training Activity Report, Cohorts 1 & 2

TRAINING INDIVIDUALS TO IDENTIFY AND RESPOND APPROPRIATELY (CONT.)

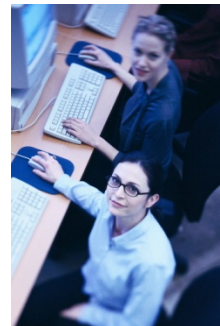
TRAINEE CHARACTERISTIC (N=27,011)		TRAINEE CHARACTERISTIC (N=27,011)	
Race	%	Race	%
White	32.4%	Asian <i>and</i> White	<1.0%
Black or African American	7.8%	Native Hawaiian or Other Pacific Islander <i>and</i> White	<1.0%
Asian	3.6%	American Indian or Alaska Native <i>and</i> White	<1.0%
Native Hawaiian or Other Pacific Islander	1.8%	American Indian or Alaska Native <i>and</i> Black or African American	0.0%
American Indian or Alaska Native	0.8%	Individuals reporting multiple races not included above	1.5%
Black or African American <i>and</i> White	<1.0%	No race available	14.1%
Ethnicity			
Hispanic		7.4%	

*From the Training Activity Report, Cohorts 1 & 2

TRAINING INDIVIDUALS TO IDENTIFY AND RESPOND APPROPRIATELY (CONT.)

Trainee roles*

Campus Role	%
Student	48.1%
Family member	12.3%
Faculty	4.6%
Staff	16.2%
Clergy	1.3%
Community group member	4.3%
Other	5.1%



*From the Training Activity Report, Cohorts 1 & 2, N= 27,011

CAMPUS CONTEXTS IN WHICH YOU ARE WORKING

Students and Faculty/Staff are aware of campus resources*

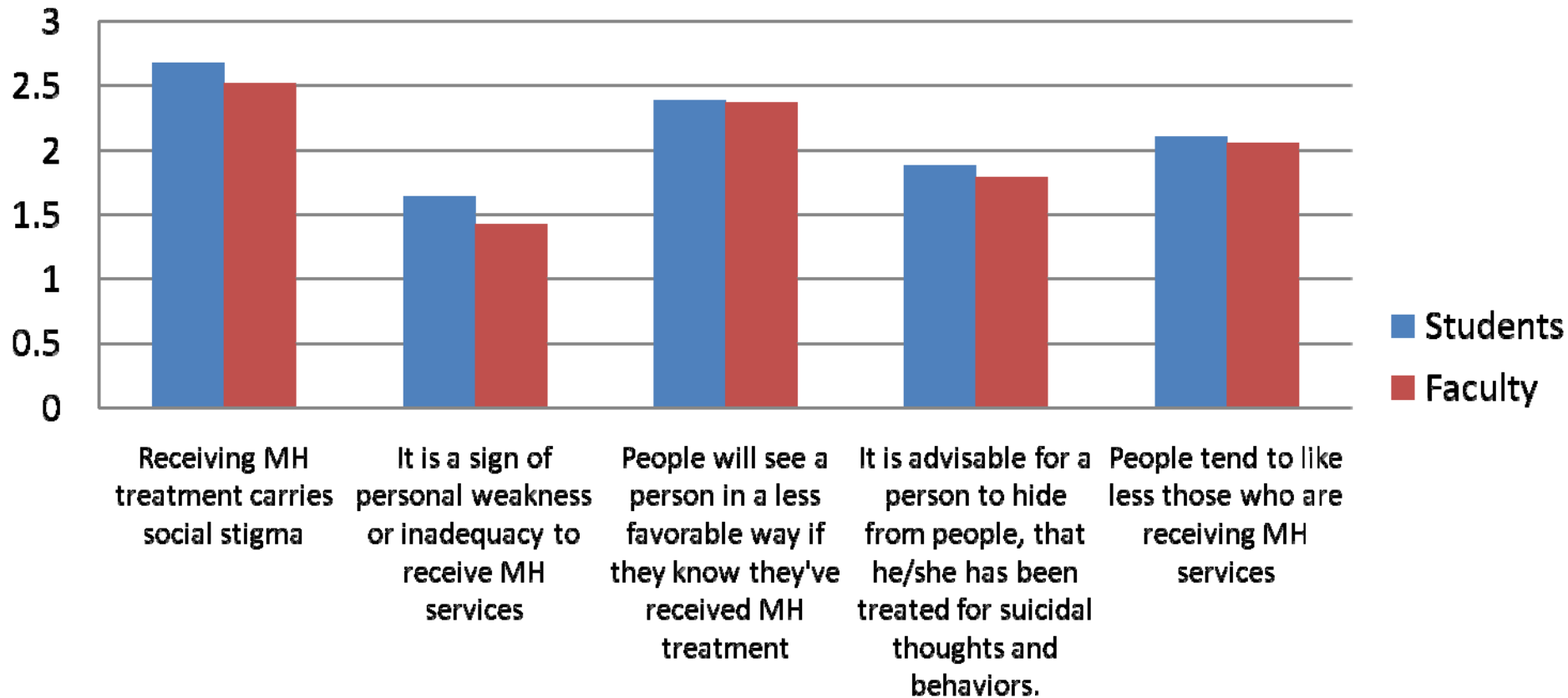
YES		
	Student	Faculty/Staff
I am aware of at least one crisis hotline number that I could give to a student at risk for suicide	42.3%	88.7%
Have you been exposed to any materials on your campus related to suicide prevention?	47.1%	64.6%

*From SPEAKS Student and Faculty Versions, Items 1 and 10, Cohorts 1 & 2, N= 4972 students; N= 1871 faculty

CAMPUS CONTEXTS IN WHICH YOU ARE WORKING (CONT.)

Students and faculty/staff perceive high stigma and stereotype around MH services*

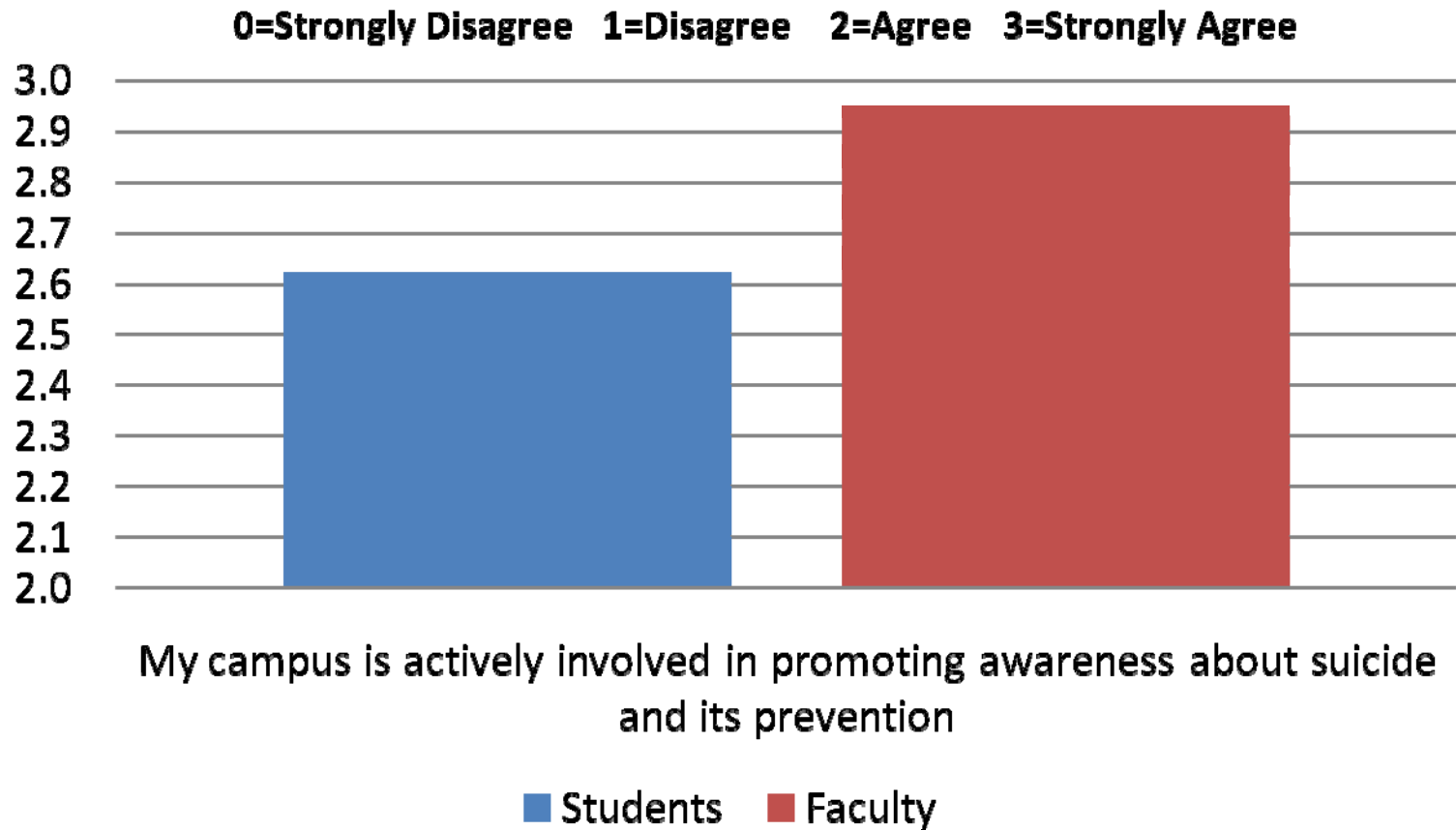
0=Strongly Disagree 1=Disagree 2=Agree 3=Strongly Agree



*From SPEAKS Student and Faculty Versions, Items 12-16, Cohorts 1 & 2, N= 4963 students; N= 1827 faculty/staff

CAMPUS CONTEXTS IN WHICH YOU ARE WORKING (CONT.)

Students and Faculty are aware of your efforts*



*From SPEAKS Student and Faculty Versions, Item 11, Cohorts 1 & 2, N= 4968 students; N=1831 faculty

SUMMARY

- 🎓 Colleges and Universities are working with many partners to implement suicide prevention initiatives
- 🎓 The products and activities supporting these initiatives are varied as are their audiences
- 🎓 Training is a major component of many suicide prevention initiatives and nearly 30,000 students, parents, faculty, staff, and community members have been involved in GLS-funded training activities

SUMMARY (CONT.)

- Students and faculty/staff perceive stigma and stereotype around mental health services
- Campus communities are aware of your suicide prevention efforts and the resources you make available

HOW IT ALL FITS TOGETHER

Campuses are an integral part of a growing, nation-wide effort to reduce youth suicide. In addition to assembling coalitions and implementing comprehensive suicide prevention programs and together with GLS State and Tribal Grantees, you have trained over 70,000 individuals to appropriately identify and refer youth at risk. The implications are enormous locally and nationally.

