

The Garrett Lee Smith
Memorial
Suicide Prevention Evaluation
Campus Programs

*Gaining Buy-in, Maximizing
Resources, and the Benefits of
Participation
Webcast Training for Campus
Grantees
February 14, 2006*

Training Purpose and Major Topics

- 1. What is the context for participating in the cross-site evaluation?**
- 2. What are the challenges?**
- 3. What are strategies to gain buy-in?**
- 4. What are strategies to maximize data collection resources?**
- 5. What can you do with cross-site evaluation information?**
- 6. Opportunity for questions and discussion**

The Context for the Cross-site Evaluation

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- **Suicide Prevalence**
- **The National Perspective on Suicide Prevention**
- **The National Perspective on Research & Evaluation**
- **Garrett Lee Smith Memorial Act and Suicide Prevention Initiative**
- **Cross-site Evaluation: National Importance & Utility**
- **Cross-site Evaluation: Local Importance & Utility**
- **Contextual Challenges to Local Implementation**

Suicide Prevalence: The FACTS

- **Nearly 50% of violent deaths worldwide are attributed to suicide**

lives lost to suicide > lives lost to homicide > lives lost to war

- **Suicide is the 11th leading cause of death in the United States**
 - **Approximately 30,000 people in the U.S. die of suicide each year**

Suicide Prevalence: The FACTS

- ***Higher rates of suicide completion among...***

- **Males**
- **Rural area residents**
- **Native youth**

Age Range	Suicide Rank
5-14 yrs	5 th
15-24 yrs	3 rd
25-44 yrs	4 th
45-64 yrs	8 th

Suicide Prevention: The National Perspective

1999	Surgeon General's Call to Action to Prevent Suicide	<ul style="list-style-type: none"> ✓ Suicide is a public health problem ✓ Recommendations for national strategy ✓ AIM blueprint for reducing suicide
2001	National Strategy for Suicide Prevention: Goals and Objectives for Action	<ul style="list-style-type: none"> ✓ Public health approach to suicide prevention ✓ National suicide prevention strategy ✓ 11 goals and objectives
2002	National Institute of Medicine: Reducing Suicide a National Imperative	<ul style="list-style-type: none"> ✓ Epidemiology & risk factors ✓ Interventions ✓ Recommendations
2003	The President's New Freedom Commission on Mental Health - Achieving the Promise: Transforming Mental Health Care in America	<ul style="list-style-type: none"> ✓ 6 goals and recommendations ✓ Goals 1 and 3 relate to suicide ✓ Model Program: TeenScreen
2005	Transforming Mental Health Care in America, The Federal Action Agenda: First Steps	<ul style="list-style-type: none"> ✓ Five Principles ✓ Initial Action Step ✓ Launch the National Action Alliance for Suicide Prevention

Suicide Prevention: The National Perspective (cont'd)

The National Perspective on Research and Evaluation

Surgeon General's Call to Action to Prevent Suicide	<ul style="list-style-type: none"> ✓ Advance the science of suicide prevention
National Strategy for Suicide Prevention: Goals and Objectives for Action	<ul style="list-style-type: none"> ✓ The public health model: (a) define problem, (b) identify cause and risk, (c) develop and test interventions, (d) implement interventions, (e) evaluation effectiveness ✓ Develop and promote effective clinical & professional practice ✓ Promote and support research on suicide & suicide prevention
National Institute of Medicine: Reducing Suicide a National Imperative	<ul style="list-style-type: none"> ✓ Establish population research centers to improve interventions
The President's New Freedom Commission	<ul style="list-style-type: none"> ✓ Accelerate research to promote recovery & resilience
Transforming Mental Health Care in America, The Federal Action Agenda: First Steps	<ul style="list-style-type: none"> ✓ Use mental health research findings to influence the delivery of services

Suicide Prevention: GLS Memorial Act & Initiative

- **October 21, 2004: Garrett Lee Smith Memorial Act signed into law**
 - **Required rigorous cross-site evaluation**
- **September 20, 2005: CMHS announced grant awards**
- **September 30, 2005: CMHS awards cross-site evaluation contract**
- **December 30, 2005: President Bush signs bill to authorize additional \$27 million in funding for GLS Suicide Prevention Program**
 - **New programs can learn from cross-site evaluation**

The Cross-site Evaluation: National Importance & Utility

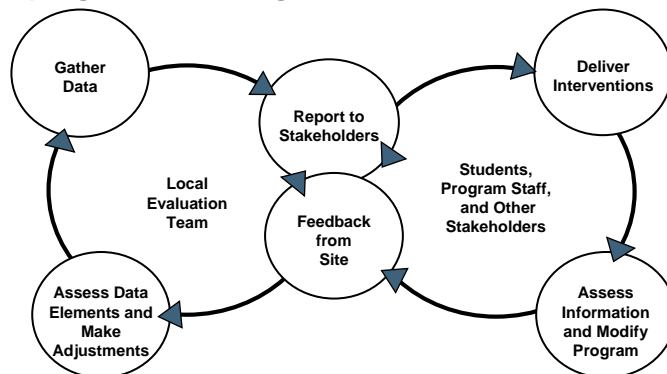
- **In current administration, effectiveness translates directly into funding priorities**
 - **EXAMPLE: Office of Management and Budget (OMB) Program Assessment Rating Tool (PART) review**
 - **Comprehensive program assessment conducted by OMB to determine effectiveness of programs**
- **First national evaluation of multi-site suicide prevention initiatives**

The Cross-site Evaluation: National Importance & Utility

- **Will potentially result in the largest databases of:**
 - **Suicide knowledge and awareness among college students and faculty/staff**
- **Addresses the national need for research and evaluation**
 - **Exposure to suicide prevention activities on college campuses**
 - **Knowledge and awareness of suicide prevention on college campuses**
 - **Gather information on the utilization and outcome of best and promising practices around suicide prevention**

The Cross-site Evaluation: Local Importance & Utility

- **Quality Monitoring and Improvement**
 - **Are programmatic goals and objectives being met?**
 - **Are activities reaching intended target populations?**
 - **Is program achieving intended results?**



The Cross-site Evaluation: Local Importance & Utility

- **Expand upon self-evaluation activities**
 - **Leverage self-evaluation resources**
 - **Ability to compare local information to the cross-site aggregate**
- **Conceptual and Fiscal Sustainability through data dissemination**
 - **Expand constituent and stakeholder groups**
 - **Leverage new funds**
 - **Modify policy**
 - **Modify organizational and institutional culture**

Overcoming Challenges to Local Implementation

Challenge #1: Limited Resources

Strategies

- **Reallocate or redirect self-evaluation activities and resources.**
- **Integrate data collection into existing programmatic activities.**

Challenge #2: Constituent Buy-In

Strategies

- **Involve constituents on advisory or oversight boards and make evaluation a regular agenda item for discussion.**
- **Understand and meet constituent information needs.**
- **Reduce burden associated with participating in the evaluation as a respondent, collector, or consumer of information.**
- **Share cross-site evaluation information with constituents.**

Cross-site Evaluation

Maximizing Data Collection Resources and Gaining Buy-In

Cross-site Evaluation Design

Designed to limit burden on campuses and respondents by:

- **Focusing on utility**
- **Utilizing technology (web-based system)**
- **Placing data collection responsibility on the cross-site evaluation team**
- **Reducing the length of instruments and number of respondents**

Campus Resources to Support Data Collection

Resources to support data collection:

- **Existing data systems**
- **Project and evaluation teams**
- **Suicide Prevention Program stakeholders (i.e., coordinating committee, advisory boards, response team, etc.)**
- **Participants in suicide prevention activities (i.e., administrators, students, faculty/staff, etc.)**

Strategies to Maximize Resources

- **Identify existing data sources; this will result in the least burden**
 - **Existing Database Inventory designed to help identify existing sources**
 - **Existing data systems will support the Data Extraction and Submission component of the cross-site evaluation**
 - **Existing information systems can support identifying sample populations for SPEAKS and for the Campus Infrastructure Interviews**

Strategies to Maximize Resources

- **Where can the cross-site evaluation support your self-evaluation goals?**
 - **May satisfy your self-evaluation needs**
 - **May provide information you wouldn't otherwise have**
- **Eliminate duplication in efforts**
 - **Combine items from cross-site and self-evaluation instruments**
 - **Many data elements may be the same**
 - **The intent of questions may be the same**

Strategies to Maximize Resources

- **Identify appropriate time for surveying**
- **Identify existing administrative information sources that may facilitate sample selection**
 - **Student registry,**
 - **Faculty/staff lists,**
 - **Coordinating committees, advisory boards, etc. may help identify appropriate respondents for the Campus Infrastructure Interviews**

Gaining Buy-in From Sources of Information

- **Gaining buy-in from your suicide prevention program stakeholders is critical**
 - Increase response rates and participation
- **Who are our stakeholders?**
 - Campus administration, students, faculty, staff, etc.
- **Encourage potential survey respondents to participate**
 - Notice in student newspaper, newsletters, residential life, website, etc.
 - Notice in faculty newsletter, other communications

Gaining Buy-in From Sources of Information

- **Communications should:**
 - Emphasize that they are part of a national effort
 - Emphasize the importance of the cross-site evaluation to support and improve the suicide prevention program
- **Offer to share information with key stakeholders**
 - Publish in newsletters, on website, in newspaper, etc.

Cross-site Evaluation

Uses for Cross-site Evaluation Data

Existing Database Inventory

- **What purpose does it serve SAMHSA?**
 - **An inventory of existing data systems and their level of integration**
 - **Identifies need for enhanced development**
 - **Ability to use existing data sources to answer overarching evaluation questions, without requiring additional data collection**

Existing Database Inventory

- **What purpose does it serve YOU?**
 - **Ability to identify opportunities for accessing existing data**
 - ✓ **Identify data needs**
 - ✓ **Identify gaps in existing data systems**
 - ✓ **Increase local evaluation capacity**
 - **Identify your data system needs**
 - **Engage stakeholders across campus in your suicide prevention efforts**

Product and Services Inventory

- **What purpose does it serve SAMHSA?**
 - **Accountability on use of GLS funding**
 - ✓ **Products and services developed**
 - ✓ **Products and services most widely used**
 - ✓ **Gaps in suicide prevention plans and actual product and service development**
 - **Describes federal project impact on product and service development and dissemination**
 - **Examine common development processes and its effect on development & dissemination**

Product and Services Inventory

- **What purpose does it serve YOU?**
 - **Compare program plans to actual product and service development and dissemination**
 - **Identify gaps in dissemination of materials areas for greater collaboration**
 - **Resource to assist in sustainability efforts**
 - **Reduces need & burden for quarterly report to SAMHSA**
 - **Ability to learn from other sites:**
 - ✓ **Products/Services developed**
 - ✓ **Methodology used to evaluate products**

SPEAKS – Student and Faculty/Staff Version

- **What purpose does it serve SAMHSA?**
 - **Understand:**
 - ✓ **Exposure to suicide prevention activities**
 - ✓ **Assess knowledge and awareness over time**
 - **Identify products and services that may lead to greater awareness**
 - **Identify level & type of stigma prevalent on campuses**
 - ✓ **Helps target future funding and TA to address stigma**

SPEAKS – Student and Faculty/Staff Version

- **What purpose does it serve YOU?**
 - **Assess exposure to your suicide prevention activities**
 - **Assess campus awareness and knowledge of suicide risk factors**
 - **Identifies resources known and not known**
 - **Identifies perceived stigmas**
 - ✓ **Helps target programs to address these stigmas**
 - **Help you target your activities to the right audience**

Campus Infrastructure Interview

- **What purpose does it serve SAMHSA?**
 - **Identifies Offices/Departments involved in suicide prevention activities**
 - **Source of contextual information to help interpret findings from the SPEAKS**
 - **Provides qualitative information on campus suicide plans and expectations**

Campus Infrastructure Interview

- **What purpose does it serve YOU?**
 - **Assess your campus infrastructure to support suicide prevention**
 - **Assess the extent various stakeholders are aware of and involved in your suicide prevention activities**
 - **Examine qualitatively the relationship between**
 - ✓ **Campus' suicide history**
 - ✓ **Approach**
 - ✓ **Structure**
 - ✓ **Effectiveness**

Cross-site Evaluation

Questions and Discussion

Next Training: March 1, 2006 1 PM EST

Web-based Data Collection and Management System, Ongoing Monitoring, and Data Dissemination

Cross-site Evaluation Contacts

Thank You!

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