Tigers Together: Partnering Across Campus for a Comprehensive Suicide Prevention Strategy

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Goals

• Goal 1: Preparation for implementation
• Goal 2: Gatekeeper training
• Goal 3: Infrastructure for sustainability
• Goal 4: Educational seminars/awareness
• Goal 5: Hotline
• Goal 6: Informational materials
• Goal 7: Education for families
• Goal 8: Evaluation

Clemson Professors Awarded Grant for Suicide Prevention
(Photo by Ken Scar)
Overview of Strategies

• Collaboration with key stakeholders on multiple campus initiatives
• Integrated prevention programming for all incoming students (ASPIRE)
• Creative Inquiry mechanism for student engagement, and collaboration among student organizations
• Advocacy for health educator/prevention coordinator and clinical positions
• Enhanced infrastructure to assess and meet mental health needs
• External partnerships
Suicide Prevention Coalition members include:

- Healthy Campus
- Student Health Center
- Counseling and Psychological Services
- Student organization representatives (e.g., student government, LGBTQ, Psychology Club, athletics, Greek life, more)

Suicide Prevention Advisory Board members include:

- Coalition members above, plus
- Dean of Students
- New Student and Family Programs
- Residential Life
ASPIRE to Be Well: An integrated prevention program

• Required for all incoming students (fall & spring)
  • Freshman (3401, 99% completion), Transfers (1240, 96% completion), Bridge (716, 91% completion)
• 70 minute interactive presentation to increase knowledge and bystander intervention in the following areas:
  o Alcohol and Other Drugs (AOD)
  o Interpersonal and Sexual Violence (IPV/SV)
  o Mental Health Promotion
  o Suicide Prevention - added via SAMHSA grant
Likelihood of doing the following behaviors if you or a friend were experiencing mental health problems:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Pre-survey (N = 2158)</th>
<th>Post-survey (N = 2087)</th>
<th>4-Months post survey (N = 933)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the my.Clemson app</td>
<td>50%</td>
<td>79%*</td>
<td>64%*</td>
</tr>
<tr>
<td>Talk to a Resident Assistant</td>
<td>71%</td>
<td>80%*</td>
<td>67%</td>
</tr>
<tr>
<td>Contact CAPS (Counseling and Psychological Services)</td>
<td>76%</td>
<td>87%*</td>
<td>78%*</td>
</tr>
<tr>
<td>Utilize the CAPS online mental health screening</td>
<td>67%</td>
<td>83%*</td>
<td>74%*</td>
</tr>
<tr>
<td>Access the CARE Network</td>
<td>63%</td>
<td>85%*</td>
<td>69%*</td>
</tr>
<tr>
<td>Ask someone you are concerned about if they are thinking about killing themselves?</td>
<td>70%</td>
<td>87%*</td>
<td>78%*</td>
</tr>
<tr>
<td>Action</td>
<td>PRE-SURVEY</td>
<td>POST-SURVEY</td>
<td>4-MONTHS POST SURVEY</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Contacted CAPS</td>
<td>16%</td>
<td>37%</td>
<td>35%*</td>
</tr>
<tr>
<td>Utilized CAPS online mental health screening</td>
<td>17%</td>
<td>39%</td>
<td>36%*</td>
</tr>
<tr>
<td>Submitted a CARE report</td>
<td>14%</td>
<td>33%</td>
<td>25%*</td>
</tr>
<tr>
<td>Checked in with a friend who looked drunk when they went into a room</td>
<td>72%</td>
<td>78%</td>
<td>83%*</td>
</tr>
<tr>
<td>with someone else at a party</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Said something to a friend who took a drunk person back to their room</td>
<td>58%</td>
<td>66%</td>
<td>71%*</td>
</tr>
<tr>
<td>at a party</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the past 4 months, have you done any of the following actions to help another person who was experiencing a mental health concern, alcohol or drug misuse, or an interpersonal violence concern?

Answered: yes
ASPIRE improved students’…

- Willingness and Confidence to Intervene
- Knowledge about Mental Health & Resources
- Beliefs about Sexual Violence
- Knowledge about Sexual Violence
- Risk Reduction Behaviors regarding Alcohol
- Mental health help-seeking and bystander behaviors
Considerations for the future:

- Will continue to revise content (ex: strengthening suicide prevention content)
- Offering booster programming throughout college
- Increasing length/intensity
- Offering online components
- Training faculty and staff
- Targeting at-risk populations
Creative Inquiry team worked with student organizations to enhance synergy and cross promote events.

- It’s On Us
- Student Veterans events
- LGBTQ events, Pride Week
- Out of the Darkness Walk
- Stress Busters
- Sexual Violence Awareness Month
- Suicide Prevention Awareness Month
- Mental Illness Awareness Week
- Speakers Panel
Through task force collaborations, we advocated for new hire positions.

- Office of Community and Ethical Standards (OCES)
- Healthy Campus
- Counseling and Psychological Services

Positions included:

- Interpersonal Violence Prevention (IPV) Coordinator
- Suicide Prevention Health Educator
- Mental Health Clinicians
Counseling and Psychological Services (CAPS)

- Began tracking suicide attempts
- Replaced triage visits with individualized assessments
- 2 day Dialectical Behavior Therapy (DBT) workshop
- Trained in Tigers Together Advocacy Training
- Partnered on events (e.g., Field of Memories, OOTD)
- Therapist-Assisted Online treatment and groups offered to address demand
Due to collaboration, we are offered opportunities to continue building and enhancing mutually beneficial relationships.

- Presented at the Law Enforcement Summit about IPV
- Serve on Title IX Hearing Board
- Presented on suicide prevention to local NAMI chapter
- Offer suicide prevention advocacy training to multiple campus groups (e.g., Res Life), with opportunities to integrate with related programming
External partnerships:

- Promotion of the Crisis Text Line assists with all efforts, since calls may include any crisis (suicidal ideation, substance use issues, violence problems, mental health issues, etc…)
- Mental Health America and NAMI staff present on mental health topics to students
Future Directions

• **ASPIRE:**
  • Revise content (ex: strengthening suicide prevention content)
  • Increasing length/intensity; booster sessions
  • Offering online components

• Identifying at-risk students (e.g., health center screening) and connecting them with resources

• Means restriction

• Growing demand & capacity issues

• Training faculty and staff

• Targeting at-risk populations
The Tigers Together website is available at: www.clemson.edu/suicideprevention