GLS National Outcomes Evaluation Data Webinar Series

JULY 11, 2019
Sophia Zanakos, PhD
Webinar Video and Handouts

Today’s webinar is being recorded

The slides were e-mailed to you prior to the webinar

If you did not receive the message, check your spam e-mail folder

The video will be made available on the Suicide Prevention Data Center (SPDC) [https://www.suicideprevention-datacenter.com](https://www.suicideprevention-datacenter.com) and the Suicide Prevention Resource Center website [https://www.sprc.org/](https://www.sprc.org/)
Need Assistance?

For technical support:

Contact us via the Chat Pod

E-mail: Connie.Maples@icf.com
# GLS Data Series Description

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Webinar 1 Recap

• Define and write down your priority goal.

• List and profile your audience segments.

• When done, rank them in order of priority.
Where are we going?

What is your goal?
Who is your audience?
What is the message?
What action should the audience take?
What GLS related data are available?
How do you translate the data?
Scenario 1: Counseling services
Scenario 2: Ongoing support
Interpreting what you have

What GLS-related data are available to you?

How do you translate these data into everyday contexts?
What NOE data are available?

- Number of trainings
- Referral rates
- Expenditures
- Gatekeeper behaviors
- Service receipt rates
- Infrastructure development
- Characteristics of GLS contacts
- Outreach activities
What NOE data are available?

- PSI
- EIRF-S
- TASP
- SBHF
- EIRF-I
- TUP-S
Prevention Strategies Inventory

- Prevention Strategies Implemented
- Budget Expenditure
EIRF - Early Identification, Referral, and Follow-Up Form

- **EIRF-Individual**
  - # of youth identified as at risk for suicide through GLS trained gatekeepers

- **EIRF-Screening**
  - # of youth identified as at risk for suicide through GLS-sponsored screenings

- Referral rates and service receipt rates
What NOE data are available?

• Measures gatekeeper behaviors 3 and 6 months following the training:
  • self-efficacy
  • awareness
  • education efforts
  • suicide identification behavior
What NOE data are available?

Access and Use Your NOE Data
What NOE data are available for counseling services scenario?

Number of students receiving services on campus
(Student Behavioral Health Form)
What NOE data are available for the ongoing support scenario?

Trainees’ use of the training material for identification of at-risk youth (Training Utilization Preservation Survey)
POLL QUESTION

Which NOE datasets are most useful to you to support your goal?
# Secondary Data

## CDC WONDER
- 1999-2017
- Compressed mortality
- Multiple cause of death
- County & state level

## CDC WISQARS
- 2000-2017
- Fatal and nonfatal injury
- Violent death
- Cost of injury
- National level data

## SAMHSA’s NSDUH
- 1971-2016
- Substance use
- Mental health
- Health behaviors
- State level data
## Secondary Data

<table>
<thead>
<tr>
<th>Source</th>
<th>Time Period</th>
<th>Data Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC WONDER</td>
<td>1999-2017</td>
<td>Population totals, Demographic breakdowns, County &amp; state level</td>
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<tr>
<td>Census</td>
<td>2005-2017</td>
<td>Uninsured rates (SAHIE), Poverty rates (SAIPE)</td>
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<td>BLS</td>
<td>1999-2017</td>
<td>Unemployment rates</td>
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<tr>
<td>AHRF</td>
<td>1999-2016</td>
<td>Health care providers, Health care facilities</td>
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## Secondary Data

<table>
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<tr>
<th>Source</th>
<th>Time Period</th>
<th>Focus Areas</th>
<th>Requirements</th>
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<tr>
<td>NCES</td>
<td>2000-2016</td>
<td>• Enrollment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Faculty</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Institutional offerings</td>
<td></td>
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<tr>
<td>ACHA-NCHA</td>
<td>2008-2019</td>
<td>• Substance use and mental health</td>
<td></td>
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<td></td>
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<td>• Health behaviors</td>
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<td>• Membership/participation required</td>
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<tr>
<td>Healthy Minds</td>
<td>2014-2018</td>
<td>• Mental health and use of services</td>
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<td>• Health behaviors</td>
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Secondary Data

Need to narrow down the quantity of publicly available data

What do you want to share with your audience?

Do you want to share national, state, and/or local data?
Secondary Data

Campus Context ≠ County-level suicide mortality (CDC WONDER)

Selected Communities within State or Tribal Communities ≠ State-wide data on health behaviors (NSDUH)
What public data are available for the counseling services scenario?

Total student enrollment (NCES)
What public data are available for the ongoing support scenario?

Number of ED providers (AHRF)
POLL QUESTION

Which secondary datasets are most useful to you to support your goal?
What gaps still exist?
Social Math

Translate the findings into everyday context for your audience

- Break a number down by time or place
- Compare an abstract number to something familiar
Social Math

• 0.89 per 100,000 fewer deaths one year following GLS implementation
• 1.09 per 100,000 fewer deaths two years following GLS implementation
• 2.4 per 100,000 fewer deaths 2 years after GLS implementation in rural counties

882 lives saved between 2006-2015

20% stronger effect in rural counties
How can you translate the findings for the counseling services scenario?

Length of time to eliminate the wait-list with one additional counselor on staff
• 200 students are on a wait list for an initial intake assessment; students must wait up to 2 weeks from requesting appointment to intake.

• Hiring an additional counselor would mean that 6 additional students per day could receive services.

\[
\frac{200 \text{ students}}{6 \text{ students per day}} = \text{Wait time reduced within 34 working days}
\]
How can you translate the findings for the ongoing support scenario?

Number of at-risk youth per year that would have previously not been connected to services
• Average gatekeeper identifies 0.37 youth
• In the county there are 684 emergency department staff

By training 75% of ED staff, 190 youth could be identified as at-risk for suicide who had not previously been identified

75% of ED staff = 513 staff
What did we accomplish?

What is your goal?
Who is your audience?
What is the message?
What action should the audience take?
What GLS related data are available?
How do you translate the data?
QUESTIONS?
Use the “Communicating Data Cheat Sheet”

- Write down the data you have to support your goal.
- Write down the data you need to support your goal.
- List the specific data points.
- When done, rank them in order of priority.
Where are we going?

What is your goal?
Who is your audience?
What is the message?
What action should the audience take?
What GLS related data are available?
How do you translate the data?
How do you visually display your data?
How do you create an infographic?
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THANK YOU!