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 and the Suicide Prevention Resource Center website
Need Assistance?

For technical support:

Contact us via the Chat Pod

E-mail Terri.Karney-Brown@icf.com
Connie Maples

Technical Assistance Liaison
Connie.Maples@icf.com
956-722-0474
Today’s Agenda

GLS National Outcomes Evaluation Design

Prevention Strategies Inventory (PSI)

Training Activity Summary Page (TASP)

Student Behavioral Health Form (SBHF)
GLS SUICIDE PREVENTION
NATIONAL OUTCOMES
EVALUATION

Design Overview
Design Overview

CORE & ENHANCED STUDY ANALYSIS (Including Implementation and Proximal Outcomes)

- **Continuity of Care Study:** Assessing system conditions, capacity, and infrastructure.
- **Exploratory Study of Factors Influencing Care**
- **Suicide Safer Environment Study:** Assessing grantee and provider practices within healthcare settings.
- **Training Study:** Assessing grantee training activities, settings, and recipients.
- **Quasi-Experimental Study Utilizing Medicaid Data**
- **Randomized Control Trial of Role Play and Booster Training**

**Cross-Program Analysis and Impact:**
Addresses evaluation questions that cut across the three studies (core and enhanced) and utilizes secondary data sources as well as data collected from currently and previously funded grantees to assess the impact of suicide prevention activities on ultimate outcomes such as mental health service utilization, suicide attempts, and suicide deaths and explores, where feasible, the cost of implementation relative to the impact.
Nora Kuiper
Data Collection Lead
gls-psi@icf.com
Prevention Strategies Inventory (PSI)
Topics to be covered

PSI Overview
  Instrument Details
  Timeline
  Data Entry
  Data Submission

Demonstration on the SPDC

Tools to support PSI Data Collection and Reporting

Tips and Reminders

Next Steps
Purpose

Prevention Strategies Description
An inventory of all prevention interventions that are a part of a grantee’s GLS funded program

Expenditures
Total amount of GLS funds (including materials, capital and staff time) expended to date and the proportion of these funds spent on each strategy category
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible for data collection for the PSI?</td>
<td>Grantee Program Staff</td>
</tr>
<tr>
<td>How is the PSI administered/entered?</td>
<td>Web-based form entered into SPDC</td>
</tr>
<tr>
<td>When will the PSI be administered?</td>
<td>Ongoing throughout the grant period, but the PSI must be reviewed and submitted prior to the quarterly PSI deadlines</td>
</tr>
<tr>
<td>When will the PSI begin?</td>
<td>January 2019</td>
</tr>
</tbody>
</table>
Prevention Strategies
Description

- Outreach & Awareness
- Gatekeeper Training
- Assessment, Clinical & Referral Training
- Life Skills & Wellness
- Coalitions & Partnerships
- Means Restriction
- Policies, Protocols & Infrastructure
- Screening Programs
- Hotlines, Helplines, Textlines & Chatlines
- Other Prevention Strategies
Poll Question

What types of strategies do you anticipate implementing throughout your grant?
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name of the strategy?</td>
</tr>
<tr>
<td>Type of product or training</td>
</tr>
<tr>
<td>Does this strategy target the entire campus community?</td>
</tr>
<tr>
<td>Does this strategy place emphasis on any of the current priority populations?</td>
</tr>
<tr>
<td>What are you plans for sustaining this strategy?</td>
</tr>
</tbody>
</table>
Budget Expenditures

## Prevention Strategies Inventory - Campus

**Budget**

To save any new information you have entered on this page, please click on the "Save Budget" button at the bottom of the page.

How much of your GLS budget (including any matching funds) have you spent to date? Specify dollar amount:

[Blank field]

Please estimate the percentage of your total budget expended to date on the following prevention strategies.

1. Outreach and Awareness

1.2. Outreach and Awareness Activities/Events

1.3. Outreach and Awareness Products

2. Gatekeeper Training
The PSI must be updated on a quarterly basis

The PSI must be final submitted by 8PM EST on the last day of the month following the end of the quarter

**Deadlines**

Q1 January 31st
Q2 April 30th
Q3 July 31st
Q4 October 31st
Data Entry

Baseline

PSI Respondent emailed PSI password on January 2nd
Complete PSI for Q1 FY2019 activities
Final submit: 8PM EST on January 31st

Follow-up

PSI Respondent emailed reminders to update PSI
Address any PSI data issues
Each quarter, enter newly implemented strategies and update budget data
Final submit by 8PM EST on the deadline
POLL QUESTION

Do you have a PSI respondent in mind?
PSI DEMONSTRATION ON THE SPDC
Tools to Support Data Collection and Reporting

PSI Implementations and Procedures Manual
PSI Tip Sheet and Strategy Definitions
PSI Planning and Strategy Tool
PSI Data Sharing Report
PSI Summary Report
PSI Budget Tool
PSI Strategies Tool
Tips and Reminders

Prevention strategies should be included once they are **beyond the planning phase**

Examples of information that should **not** be included:

- Holding or attending meetings
- Attending a SAMHSA, ICF, or SPRC webinar
- Monthly team calls
- Hiring grant staff
Tips and Reminders

The PSI (strategies and budget) is **cumulative**!

If GLS funds support the activity, then it should be reported in the PSI.

If you have implemented a certain strategy type, but have not spent any of the budget in that area, just enter 0%.
Tips and Reminders

You can still submit your PSI even if 75% of your budget has not been accounted for.

You cannot report a percentage of dollars spent in an area where you have not reported a strategy.

Don’t forget to Final Submit!
Next Steps

Specify the PSI **Respondent**

Review the PSI **Manual and Tip Sheet**

**Log in** to the PSI using your password (beginning Jan. 2\(^{nd}\))

**Enter** strategies and budget from Q1 (Oct.-Dec. 2018)

**Final submit** your PSI by January 31\(^{st}\) at 8 PM Eastern

If you do not have any data to enter, after reviewing the materials, OR if you cannot complete the PSI by January 31\(^{st}\), contact the PSI Data Collection Lead as soon as possible.
For help with the PSI you may:

Email your questions to GLS-PSI@icf.com

Call Nora Kuiper, the PSI Data Collection Lead at (404) 592-2139
QUESTIONS?
Brandee Hicks

Data Collection Lead
gls-tasp@icf.com

Training Activity Summary Page (TASP)
Topics to be covered

TASP Purpose & Overview
Logistics
TASP Demonstration on the SPDC
Tools to support TASP Data Collection and Reporting
Next Steps
What is the TASP? | Collects summary information about training events sponsored by GLS campus grantees
---|---
Who is responsible for TASP data collection/entry? | Grantee Program Staff
How is the TASP administered/entered? | Information submitted via the SPDC using web-based form or excel spreadsheet upload
When is the TASP administered? | Ongoing throughout the grant period
When will the TASP begin? | As soon as training activities begin
Timeline

TASP should be completed for every suicide prevention training conducted as part of your GLS Program

Deadlines

Quarterly for online trainings activities

Submit within 2 weeks of in-person trainings
What types of trainings are you planning to implement as part of your GLS Program?
Garrett Lee Smith (GLS) National Outcomes Evaluation

Campus Suicide Prevention Program

TRAINING ACTIVITY SUMMARY PAGE (TASP)

<table>
<thead>
<tr>
<th>Training Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training date (MM/DD/YY)</td>
<td>/ /</td>
</tr>
<tr>
<td>2. Training identification (ID; your site ID + 3 digits)</td>
<td></td>
</tr>
<tr>
<td>3. Name of training</td>
<td></td>
</tr>
</tbody>
</table>

4. Type of training curricula implemented: Select one below:

- American Indian Life Skills Development
- Assessing and Managing Suicide Risk (AMSRS)
- Applied Suicide Intervention Skills Training (ASIST)
- Assessment of Suicidal Risk Using the Columbia Suicide Severity Rating Scale (C-SSRS)
- Counseling on Access to Lethal Means (CALM)
- Connect Suicide Postvention Training
- Campus Connect Suicide Prevention Training for Gatekeepers (Faculty and Staff)
- Campus Connect Suicide Prevention Training for Gatekeepers (Students)
- Cognitive Behavioral Therapy (CBT)
- Chronological Assessment of Suicide Events (CASE)
- Collaborative Assessment and Management of Suicidality (CAMS)
- Commitment to Living
- Dialectical Behavior Therapy (DBT)
- Jason Foundation Training Modules
- Kognito At-Risk
- Kognito At-Risk in Primary Care
- Question, Persuade, and Refer (QPR)
- QPR for Nurses
- QPR for Physicians, Physician Assistants, Nurse Practitioners, and Others
- QPR-T (suicide risk assessment and training course)
- Response (a comprehensive high school–based suicide awareness program)
- Recognizing and Responding to Suicide Risk (R3SRS)
- safeTALK
- Safety Planning Intervention for Suicide Prevention
- Seeking Safety
- Signs of Suicide (SOS)
- Sources of Strength
- Suicide Prevention 101
- Suicide to Hope: A Recovery and Growth Workshop
- suicideCare

5. What is the primary intended outcome for participants in this training? Select one:

- Screen youths for suicide behaviors (using a screening tool)
- Have conversations about suicide and suicide prevention with youths and others
- Identify youths who might be at risk for suicide
- Provide direct services to youths at risk for suicide and/or their families
- Train other staff or community members
- Make referrals to mental health services for at-risk youths
- Work with adult at-risk populations
- Enhance life skills and coping mechanisms

6. Name of facility where training was held

7. ZIP code of facility where training was held

8. Duration of the training

<table>
<thead>
<tr>
<th>Hours</th>
<th>Minutes</th>
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</table>

9. Is this a train-the-trainer event? Yes No

10. Is this an online training? Yes No

11. Is this a booster or follow-up training? Yes [Go to 11b] No [Complete 11a]

11a. If no, are there any plans to conduct follow-up or booster trainings in the future? Yes No

12. Was behavioral rehearsal or role-play included as a part of the training? Yes [Go to 12a] No [Complete 13]

12a. If yes, did the training participants engage in the behavioral rehearsal or role-play during the training event? Yes [Go to 12b and c] No [Complete 13]
Training ID

Training ID is a unique 7 digit ID number

First 4 digits is your site ID number, which is assigned by ICF

Final three digits are assigned by the grantee

Should be numbers that help you remember the order of your trainings
Training ID

Grantee X Site ID: 1234

QPR training
First training

Last 3 digits can be training type and/or chronological order of trainings

For example:
Training types:
ASIST = 1
QPR = 2
SOS = 3
1. **Manually** enter TASP for one training at a time.
2. **Upload** excel spreadsheet for the TASP data for several trainings at once.

Template available on SPDC

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<th>txsnum_us</th>
<th>txsnum_gs</th>
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<td>Numeric</td>
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</table>
TASP DEMONSTRATION ON THE SPDC
Online Trainings Data Collection

OPTION 1

Online training program **completed by user at anytime** on any computer

DATA COLLECTION METHOD

The company that hosts online program supplies grantee data summary report of all users; monthly or quarterly

Grantee fills out TASP quarterly and enters it into the SPDC manually or upload via the spreadsheet
OPTION 2

Online training program is at a specific location and time

DATA COLLECTION METHOD

Grantee can fill out the TASP in-person while participants are completing the training

Grantee can enter TASP into SPDC within 2 weeks
Reports and Resources

Grantee Summary Reports
Response Monitoring Table
Data Collection Liaison & TAL
Training Tracking Spreadsheet
Annotated TASP
Grantees will be able to use data for

- community presentations
- local evaluation efforts
- possible program modifications
- and more!
1. Is the TASP submitted for outreach events?

2. How should we collect participant role information?

3. What should we do if there is more than one intended outcome for the training?

4. Our campus trained community members as part of our program, should we submit a TASP for this training?
Next Steps

Review the TASP manual and other resources before starting data collection

Decide TASP entry process

Determine scheme for assigning training IDs

Contact DCL or TAL with questions
Contact Information

For help with the TASP you may:

Email your questions to Gls-tasp@icf.com

Call Brandee Hicks, the TASP Data Collection Liaison at 404-592-2198
QUESTIONS?
Jessie Rouder
Data Collection Lead
gls-sbhf@icf.com
Student Behavioral Health Form (SBHF)
Topics to be Covered

Purpose
Research questions
Implementation and logistics
Data elements/Key concepts
Strategies for compiling data
Timeline
Additional resources
Next steps
Purpose

Collection of information on the implementation of **Suicide Safer Environment care practices** from campus health care providers as well as the annual number of **suicide attempts and deaths** as a source of long-term outcome data
<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Who is responsible for data collection for the SBHF?</td>
<td>Grantee Program Staff</td>
</tr>
<tr>
<td>How is the SBHF entered?</td>
<td>Web-based form entered into SPDC</td>
</tr>
<tr>
<td>When is the SBHF administered?</td>
<td>Annually, during the late spring/early summer</td>
</tr>
<tr>
<td></td>
<td>Respondents will have several weeks to enter the data</td>
</tr>
</tbody>
</table>
Implementation and Logistics

All campus grantees will participate in the SBHF in early summer.

The SBHF is a web-based survey on the SPDC.

The SBHF administrator will receive a password to access the survey.
What Makes a Good SBHF Administrator?

- Available to complete the SBHF in late spring/ early summer
- Has access to behavioral health records for the campus (either tracks them directly or can compile them from various sources)
POLL QUESTION

Do you already know who your SBHF administrator will be?
Implementation and Logistics

**Quantitative questions**
How many suicide attempts occurred on campus?

**Policy-related questions**
After a suicide attempt, what happens?
Seven Years of Data

*To be reported in Summer 2019*

<table>
<thead>
<tr>
<th>FOUR YEARS PRIOR TO THE GRANT</th>
<th>CURRENT ACADEMIC YEAR</th>
<th>ADDITIONAL GRANT YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AY 2017-18</td>
<td>5 AY 2018-19</td>
<td>6 AY 2019-20</td>
</tr>
<tr>
<td>2 AY 2016-17</td>
<td></td>
<td>7 AY 2020-21</td>
</tr>
<tr>
<td>3 AY 2015-16</td>
<td></td>
<td></td>
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<tr>
<td>4 AY 2014-15</td>
<td></td>
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<td>AY 2016-17</td>
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<tr>
<td>AY 2020-21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Elements

- Use of Behavioral Health Services
- Use of Standardized Screenings
- Linkages to Community Providers
- Follow-up Support
- Student Suicide Attempts
- Deaths by Suicide
SBHF KEY CONCEPTS
Behavioral Health Services
mental health or substance use services provided on campus

Health Record System
may include an excel tracking sheet, electronic health records (e.g. Titanium), case files
POLL QUESTION

How do you currently track information related to behavioral health services?
Are you currently able to determine an unduplicated count of students receiving behavioral health services?
Academic Year

fall and spring semesters

Tracked versus Estimate

**Tracked:** numbers provided from an accurate database

**Estimate:** information may be from multiple sources on campus and it cannot be determined if these counts are duplicated
Suicide screening may include formal, informal, self assessments to determine suicide risk or depression

How many students were screened?
Who is screened? (e.g. universal screening)
What instruments or tools are used for screenings?
How many students were identified as at risk of suicide/scored positive?
Services for students at risk for suicide

Of the students identified at risk, how many received BH services?

How many students are referred from self referral, peer, health services, faculty, parent?
Services for students at risk for suicide

How many students received behavioral health counseling, medication management, crisis services, initiation of an on-campus emergency protocol?

How many students were referred to off-campus services?

What are the protocols for following up with referrals?
Services for students at risk for suicide

What is the approach for determining whether someone poses high risk?

What is the process for managing students who are determined to be at high risk?

What postvention services are available?
Suicide attempts

According to the CDC, a suicide attempt is a non-fatal self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.

If the intent of the student is unknown, or the student denies that they intended to die, do NOT include this in the count.

Should reflect the number of attempts, not the number of students.

Additional information

- Gender
- Age
- Source of information
- Campus policies for a student who attempted suicide
Suicide deaths

Gender
Age
Source of information
POLL QUESTION

Do you currently track suicide attempts and deaths?
STRATEGIES FOR COMPILING DATA

START NOW!
Strategies for Compiling Data

- Student of Concern Committee
- Dean of Student's Office
- Faculty and Staff
- Off-campus police

SBHF

Student Health Services

Public Safety
Strategies for Compiling Data

Creating a **data sharing agreement** with the local hospital to gather suicide attempt information for off-campus students

**Modifying the on-campus EHR** to reflect the services included on the SBHF

Connect with all appropriate parties on campus
Identify a SBHF Administrator

Determine sources of information may require coordination with multiple on and off-campus sources

Email to project staff to identify the SBHF administrator

SBHF Administrator will receive an email with a password

Several weeks to complete the data entry (current year + the four years prior to the grant)

Confirm SBHF Administrator

Administrator will complete data for academic year

Timeline

Now

Spring 2019

Approximately June

Spring 2020-Spring 2021
Additional Resources

Annotated Guide with Key Terms

“Four Years Prior” planning tool

SBHF Implementation Manual
Determine SBHF administrator

Determine which data elements are available and what strategies need to be established to collect information moving forward
QUESTIONS?
What’s Next?

Prepare for IRB

Review instrument manuals & resources

Select PSI & SBHF administrators

Plan for TASP data collection

Identify resources for SBHF
THANK YOU!
<table>
<thead>
<tr>
<th>NOE Instrument</th>
<th>Data Collection Liaisons (DCLs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention Strategies Inventory (PSI)</td>
<td>Nora Kuiper</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gls-psi@icf.com">gls-psi@icf.com</a></td>
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<tr>
<td>Student Behavioral Health Form (SBHF)</td>
<td>Jessie Rouder</td>
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<td>Brandee Hicks</td>
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