

SPRC SUICIDE PREVENTION RESOURCE CENTER

## Response: The Institute of Medicine Report on Prevention and What It Means to Campus Suicide Prevention

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SPRC Point #1: Emphasis on Prevention

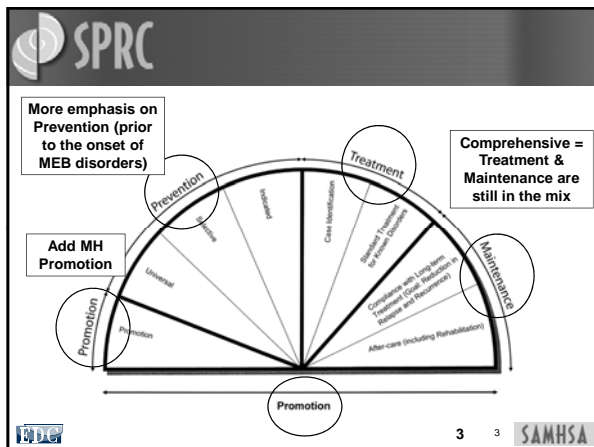
- Informed by a public health approach – concerned with:
  - Preventing, not just treating disease.
  - Health of the population.
  - Identifying and intervening with known risk factors.
  - Population health results from the interaction of a range of factors beyond the individual.
 

-- IOM Report, p. 19

“...our committee thinks that the disproportionate emphasis on treatment of existing conditions needs to be corrected.”  
-- p. xiv

“Behavioral health could learn from public health in endorsing a population health perspective.”  
-- p. 19

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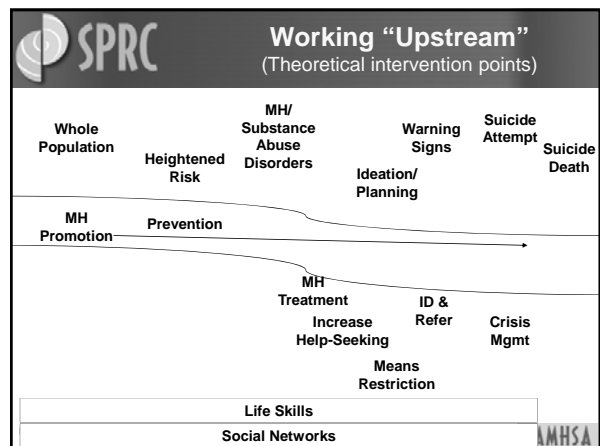
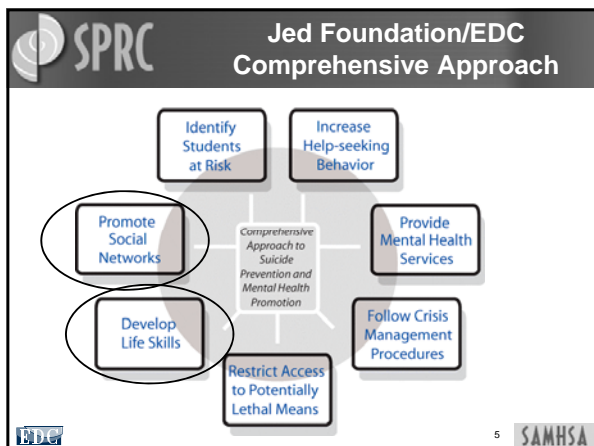


SPRC Point #2: Inclusion of Mental Health Promotion

- Prevention emphasizes the avoidance of risk factors;
- Promotion: focus on healthy outcomes:
  - promote supportive family, school, and community environments; and
  - identify and imbue in young people protective factors:
    - traits that enhance well-being and provide the tools to avoid adverse emotions and behaviors.

-- IOM Report, page xv

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**SPRC** Mental Health Promotion

- **Definition:** "...includes efforts to enhance individuals' ability to achieve developmentally appropriate tasks (**competence**) and a positive sense of **self-esteem, mastery, well-being, and social inclusion** and to strengthen their ability to **cope with adversity.**"

-- IOM Report, page 67

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**SPRC** Compare to Chickering's Seven Vectors

1. Developing **competence**
2. Managing **emotions**
3. Moving through autonomy toward **interdependence**
4. Developing mature interpersonal **relationships**
5. Establishing **identity**
6. Developing **purpose**
7. Developing **integrity**

-- Chickering and Reisser (1993)

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**SPRC** EXAMPLE ASU: Strategies for Prevention

Primary	Secondary	Tertiary
Caring community Involvement Feeling words Communication Reduce stigma Stress mgmt Coping Connection Fitness Rest/sleep Healthy eating	Barriers to help Warning signs Risk factors Identify students at risk Ask about suicide risk Assist someone to get help Referral resources	Counseling SACC Crisis intervention

Thank you  
Karen Moses!

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**SPRC**

**Point #3: Don't be discouraged by early onset data**

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**SPRC** Environment Matters

Example: Uptake of risky drinking is affected by the nature of the campus environment

- Students exposed to "wet" college environments are more likely to begin heavy episodic drinking in college
- Wet environments = Social, residential, & market surroundings in which:
  - o Drinking is prevalent & attitudes supportive
  - o Alcohol is cheap and easily accessible (\*price was strongest predictor)

-- Weitzman et al., (2003), J Adolescent Health, 32:26-35

⇒ **We can hypothesize that surrounding environments also affect students' mental health and wellness**

— But, we need to figure out how to create environments that promote and support emotional wellness

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**SPRC** Interventions Can Help

Some evidence-based programs (younger ages), e.g.

- Clarke Cognitive-Behavioral Prevention Intervention
  - o Cognitive-behavioral intervention: coping with stress
  - o Reduced major depressive episodes in adolescents with depressive symptoms
- Penn Resiliency program
  - o Universal middle school program: improve coping with problems, challenging negative thinking
  - o Reduced depressive symptoms, improved classroom behavior, especially in students most at risk

-- IOM Report, p. 194

-- IOM Report, p. 195

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**SPRC** **Point 4: Back to Fundamentals I**

- Analyze the problem
  - Literature helps you know what to look for
  - Deep understanding of your campus community
- What needs to change?
  - Growing literature on MH promotion suggests targets for change
  - Risk AND protective factors (not either/or)

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**SPRC** **Review of Goals of Positive Youth Development Programs**

- Bonding
- Resilience
- Competence (social, emotional, cognitive, behavioral, moral)
- Self-determination
- Spirituality
- Self-efficacy
- Clear and positive identity
- Belief in the future
- Prosocial norms
- Recognition for positive behavior and prosocial involvement.

-- Catalano, Berglund, and colleagues (2004)  
Cited in IOM Report, page 75

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**SPRC** **Assets: In settings as well as individuals**

- Features of positive developmental settings (adolescents)
  - Psychological and psychological safety
  - Appropriate structure (limits, rules, predictability)
  - Supportive relationships
    - Young adults: connectedness to adults outside the family
  - Opportunities to belong
  - Positive social norms
  - Support for efficacy and mattering
  - Opportunities for skill-building
  - Young adults: opportunity for exploration in work and school

-- IOM Report, very cool table, page 80

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**SPRC** **Back to Fundamentals II**

- Research literature: what works to make the desired change?
  - Evidence-based programs
    - If adapting to campus → attend to key ingredients
  - Prevention literature generally
    - Have others successfully made a similar change?
  - Theory
  - Logic
    - REALLY understand the problem
    - Think: what could we try (and evaluate)?

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**SPRC** **Back to Fundamentals III**

- Keep evaluating and use results for improvement
- E.g., the evolution of Sources of Strength
  - Based on **research** showing....
    - Suicidal youths are underidentified and few use services
    - Few seek help on their own
  - => Broad-based GKT to increase ID & referral
  - Results:** only most connected adults increased referrals
  - Informed next iteration:
    - Focus on trusted adults
    - Consulted **additional research** → how to reduce barriers to connecting with highest-risk students?

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**SPRC** **References**


Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., and Hawkins, J.D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Annals of the American Academy of Political and Social Science*, 591, 98-124.

Chickering, A.W. and Reisser, L. (1993). *Education and Identity*, 2<sup>nd</sup> edition. San Francisco, CA: Jossey-Bass.



National Research Council and Institute of Medicine. (2009). *Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities*. Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions. Mary Ellen O'Connell, Thomas Boat, & Kenneth E. Warner, Editors. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.


Weitzman ER, Nelson TF, Wechsler H. (2003). Taking up binge drinking in college: The influence of personal, social and environmental factors. *J Adolescent Health*, 32:26-35.

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 **Resources:  
IOM Reports Online**


- **Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities**  
[www.nap.edu/catalog.php?record\\_id=12480](http://www.nap.edu/catalog.php?record_id=12480)
- Also 2002 IOM Report:  
**Reducing Suicide: A National Imperative**  
[www.nap.edu/catalog.php?record\\_id=10398](http://www.nap.edu/catalog.php?record_id=10398)

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 **Resources:  
Mental Health Promotion**


- **CDC Strategic Direction: Connectedness**
  - **Connectedness as a Strategic Direction for the Prevention of Suicidal Behavior** (1-page summary)  
[www.cdc.gov/ViolencePrevention/pdf/Suicide\\_Strategic\\_Direction\\_One-Page-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Suicide_Strategic_Direction_One-Page-a.pdf)
  - **Promoting Individual, Family, and Community Connectedness to Prevent Suicidal Behavior -- Full version** (12-page)  
[www.cdc.gov/ViolencePrevention/pdf/Suicide\\_Strategic\\_Direction\\_Full\\_Version-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Suicide_Strategic_Direction_Full_Version-a.pdf)

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 **Resources:  
Mental Health Promotion**

- **Resilience, e.g.,**
  - **Suniya S. Luthar**  
*Professor of Psychology and Education, Teachers College, Columbia University*  
Researches resilience (not specifically related to suicide)  
[www.tc.columbia.edu/faculty/index.htm?facid=sl504](http://www.tc.columbia.edu/faculty/index.htm?facid=sl504)  
See home page & "documents and papers" tab for full-text articles.
  - **National Resilience Resource Center (NRRC)**  
[www.cce.umn.edu/nrrc/](http://www.cce.umn.edu/nrrc/)

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 **Resources:  
Mental Health Promotion**

- **Communities That Care/Social Development Strategy** (Hawkins & Catalano)
  - Research and Programs and the Social Development Strategy  
<http://depts.washington.edu/sdrg/page2.html>
- **Search Institute** – 40 Developmental Assets  
[www.search-institute.org/](http://www.search-institute.org/)
- **Positive Psychology** (Martin Seligman)  
[www.ppc.sas.upenn.edu/](http://www.ppc.sas.upenn.edu/)

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