GLS National Outcomes Evaluation Data Webinar Series

August 15, 2019

Sophia Zanakos, PhD

ICF

Turning Your Data into Knowledge and Action:

Creating Shareable Information

Part 3 of 3

August 15, 2019

Jessie Rouder, MA

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 https://www.sprc.org/

Need Assistance?

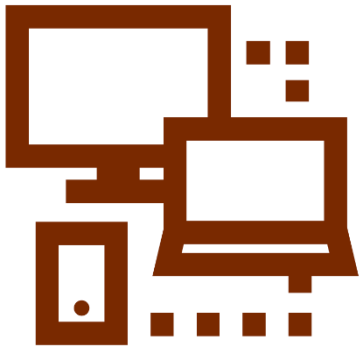
For technical support:

Contact us via the **Chat Pod**

E-mail: Connie.Maples@icf.com

Previous Webinars Recap

- Define goal, audience, and priorities.
- Identify NOE and secondary data.
- Translate data into meaningful and actionable findings.



Where are we going?

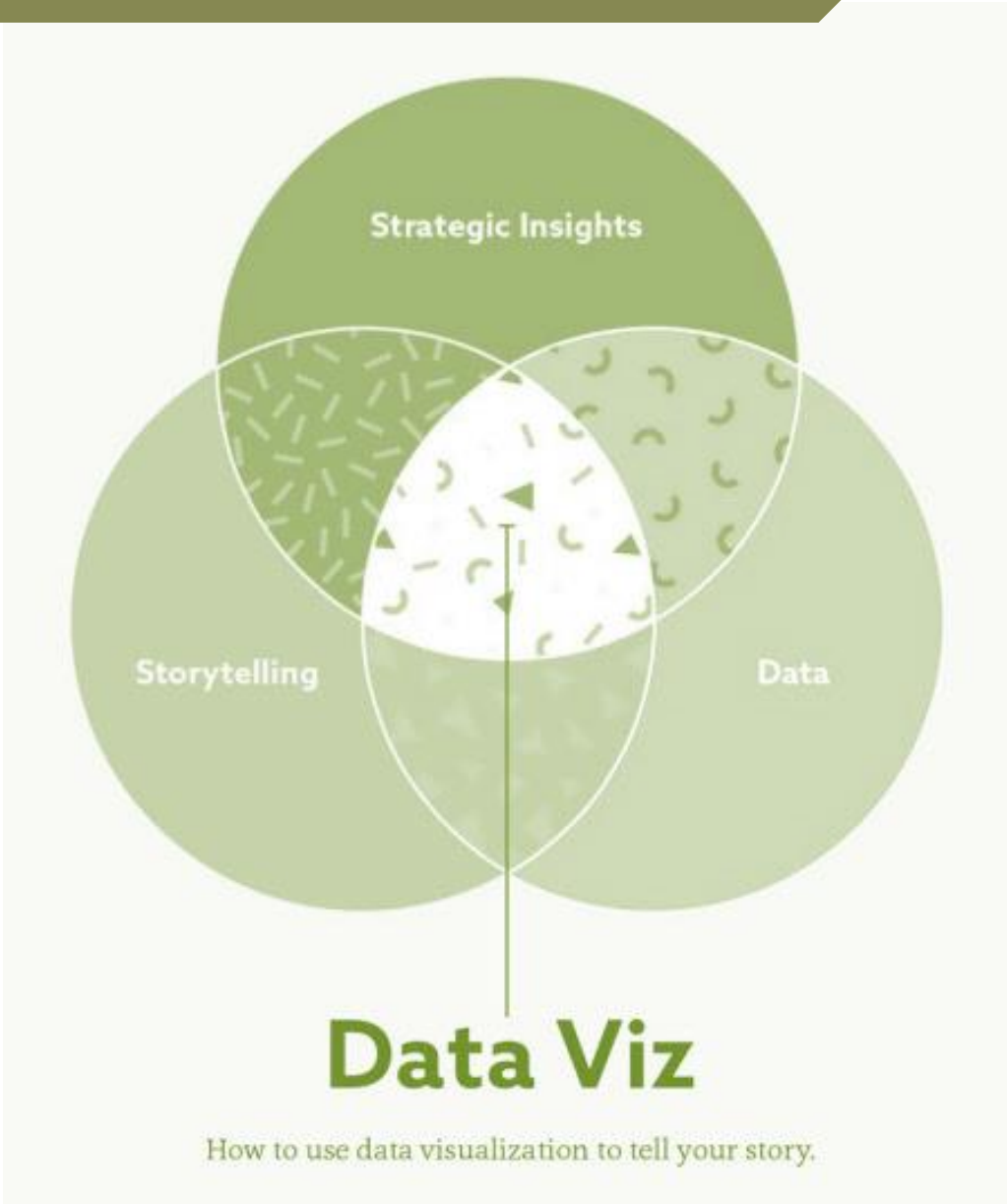
- What is your goal?
- Who is your audience?
- What is the message?
- What action should the audience take?
- What GLS related data are available?
- How do you translate the data?
- How do you visually display your data?
- How do you create an infographic?

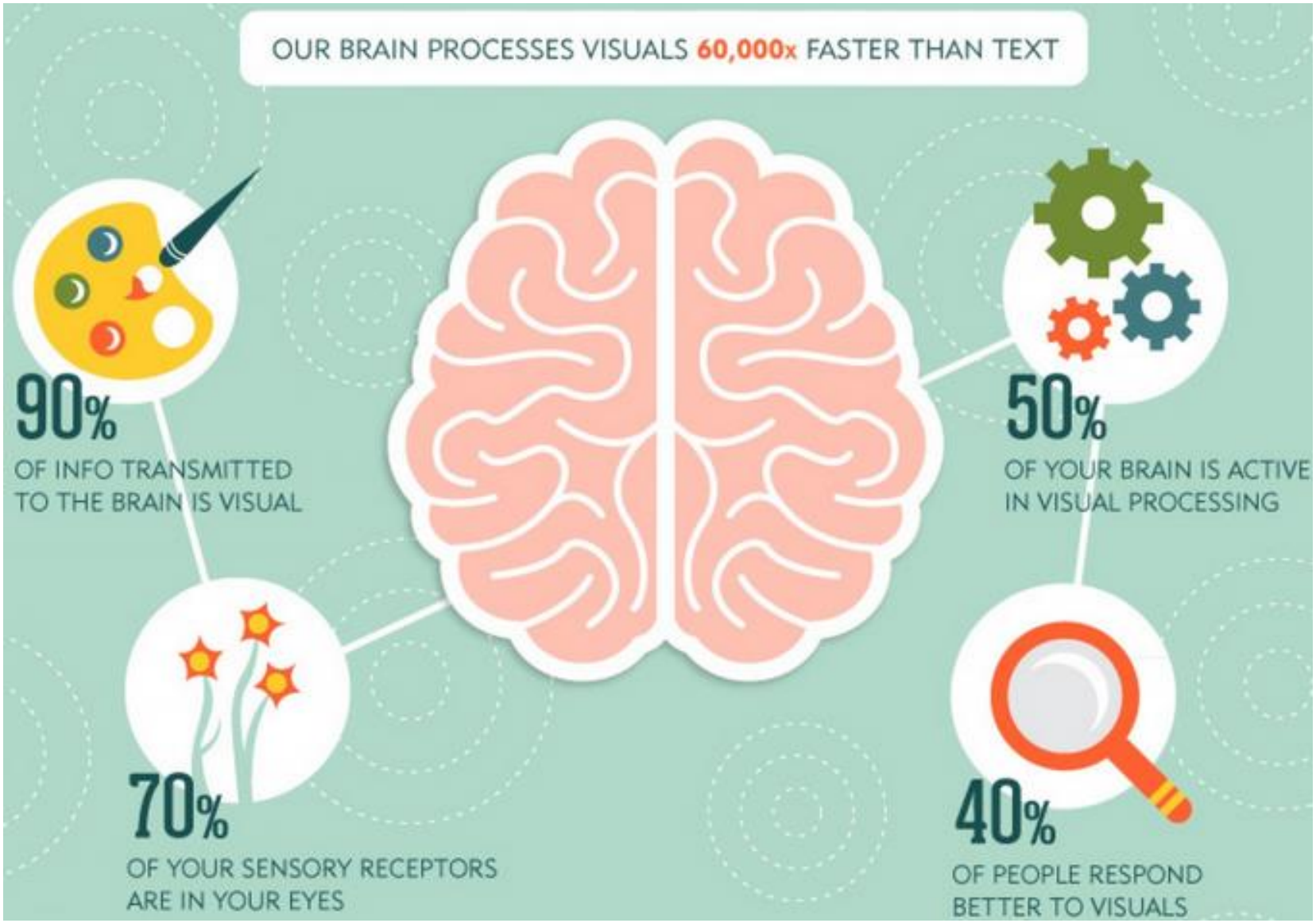
Why is visualization important?

- Helps to communicate more effectively
- Engages your audiences
- Think critically about your findings

What is visualization?

Helps people understand the significance of data by placing it in a visual context




OUR BRAIN PROCESSES VISUALS 60,000x FASTER THAN TEXT
90%
OF INFO TRANSMITTED TO THE BRAIN IS VISUAL
50%
OF YOUR BRAIN IS ACTIVE IN VISUAL PROCESSING
70%
OF YOUR SENSORY RECEPTORS ARE IN YOUR EYES
40%
OF PEOPLE RESPOND BETTER TO VISUALS

How do I get started?

What the data is telling you?

- What is the best chart or graphic to display this data?

What key message do you want to convey?

- What information needs to be displayed?

Who your audience includes and what is relevant for them?

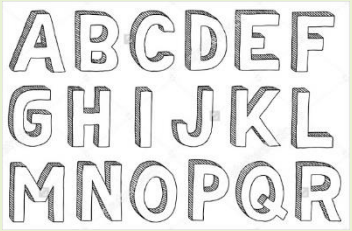
What visual strategies should be used?

- Colors, fonts, headers, labels, layout

What are the best **visual tools?**

Color

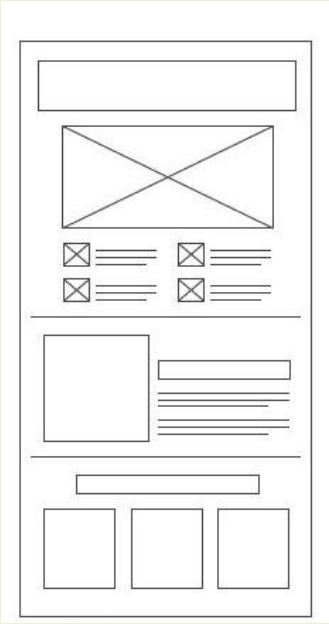
Font

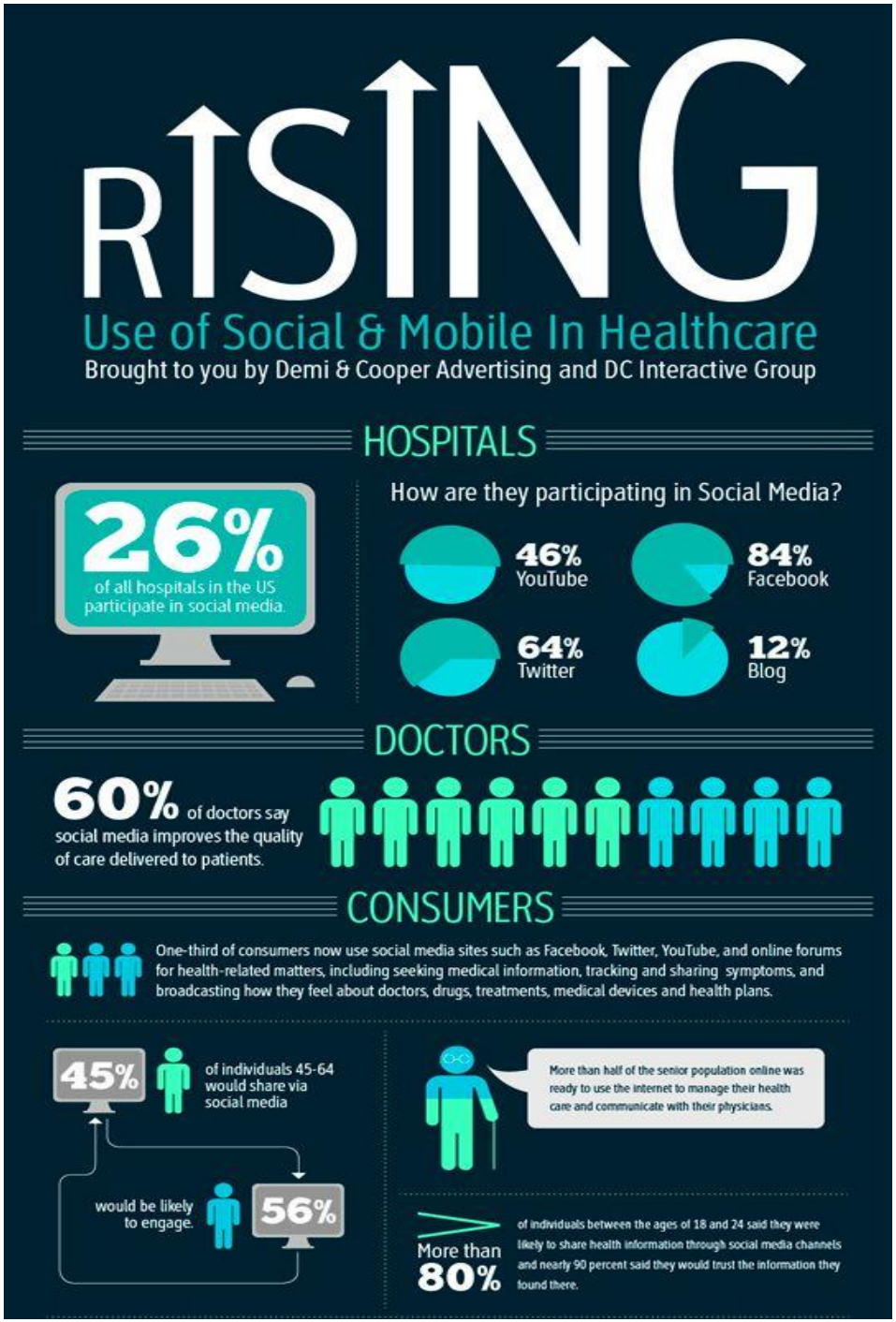


Thin
Thin Italic
Light
Light Italic
Regular
Italic
Medium
Medium Italic
Bold
Bold Italic

Icons & graphs

Flow & layout





Color

Clearly defined **color** palette

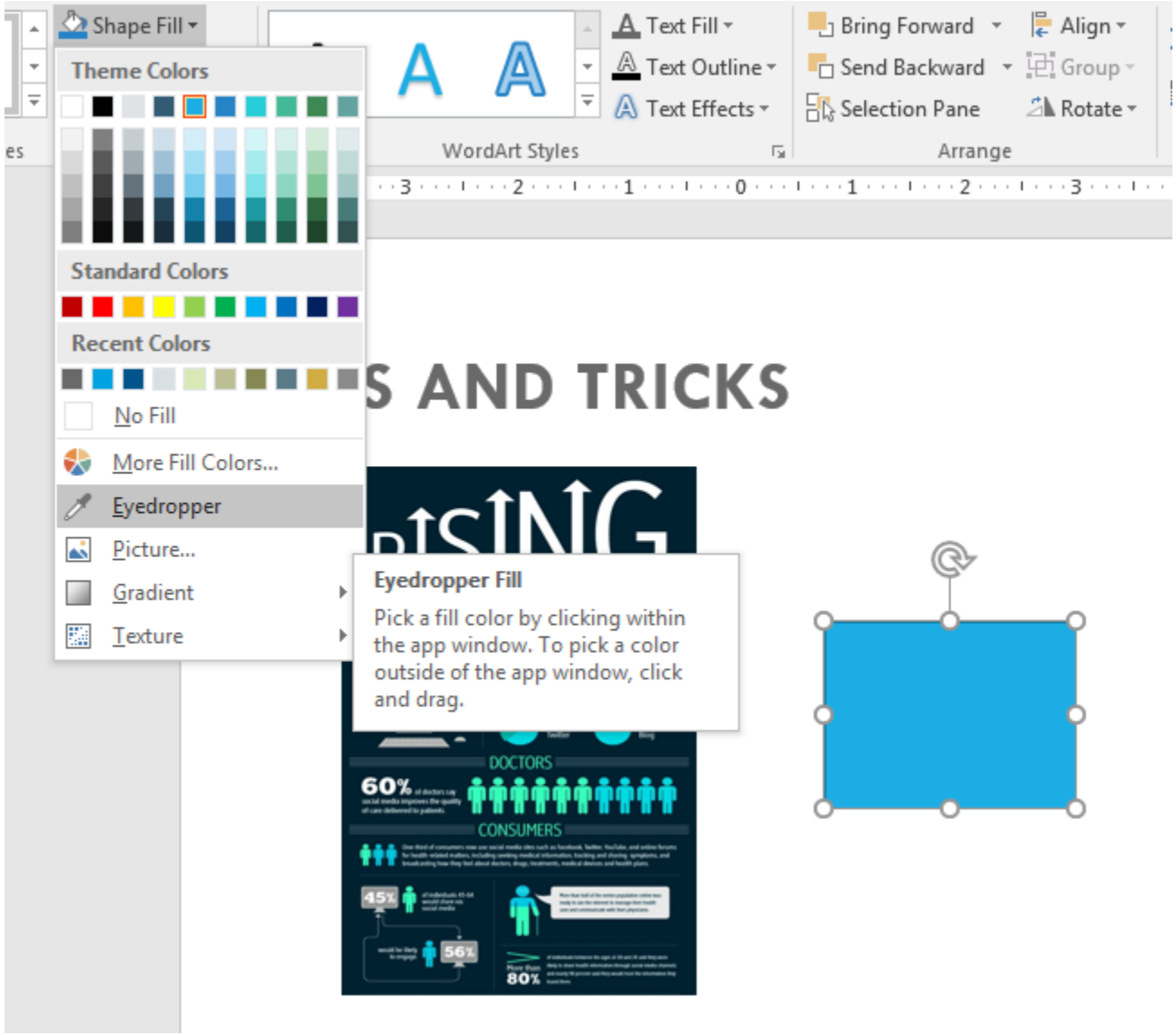
- Avoid bringing in too many colors
- Rely on online tools that help with color palettes

https://www.design-seeds.com/

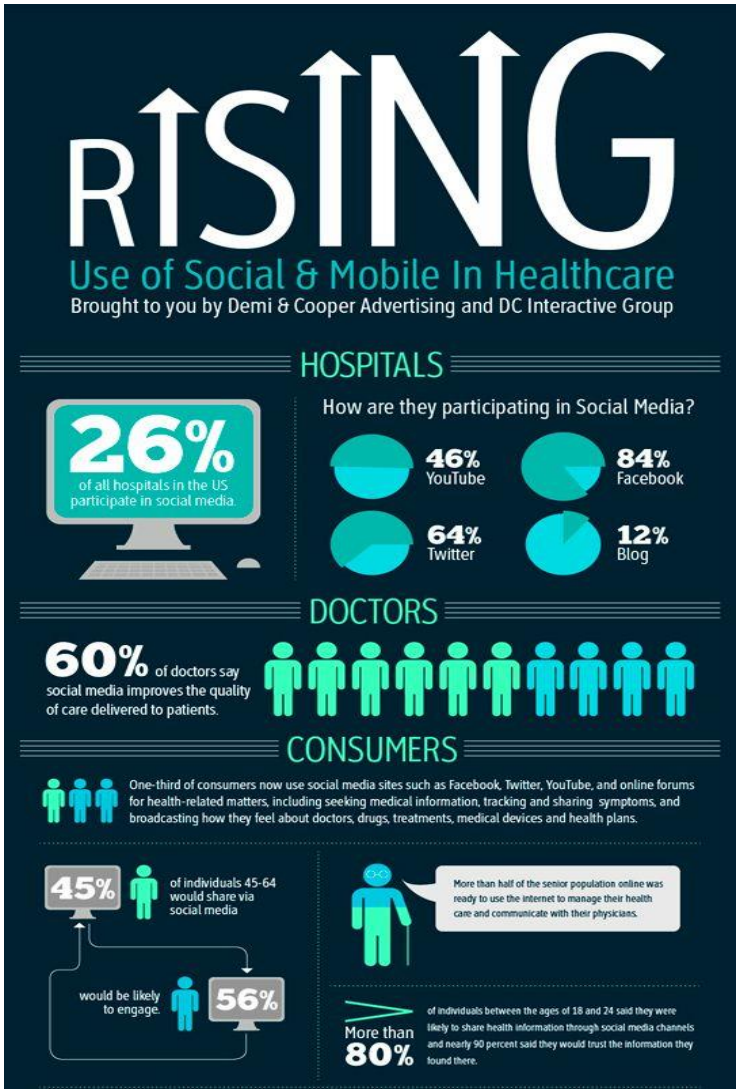
https://www.canva.com/color-palette/

Generate a color palette based on an uploaded photo

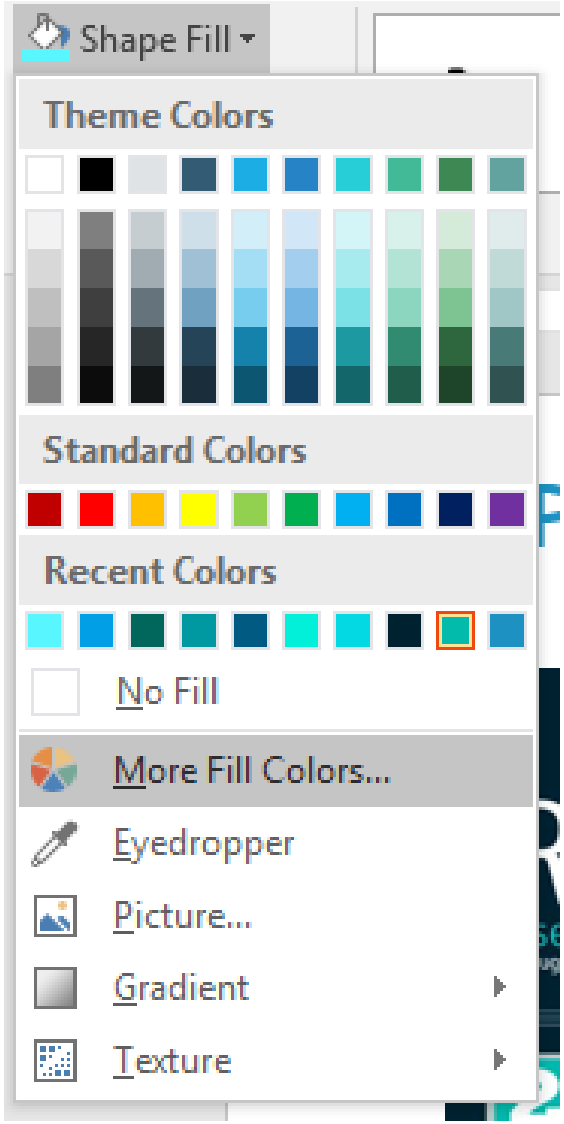
TIPS AND TRICKS



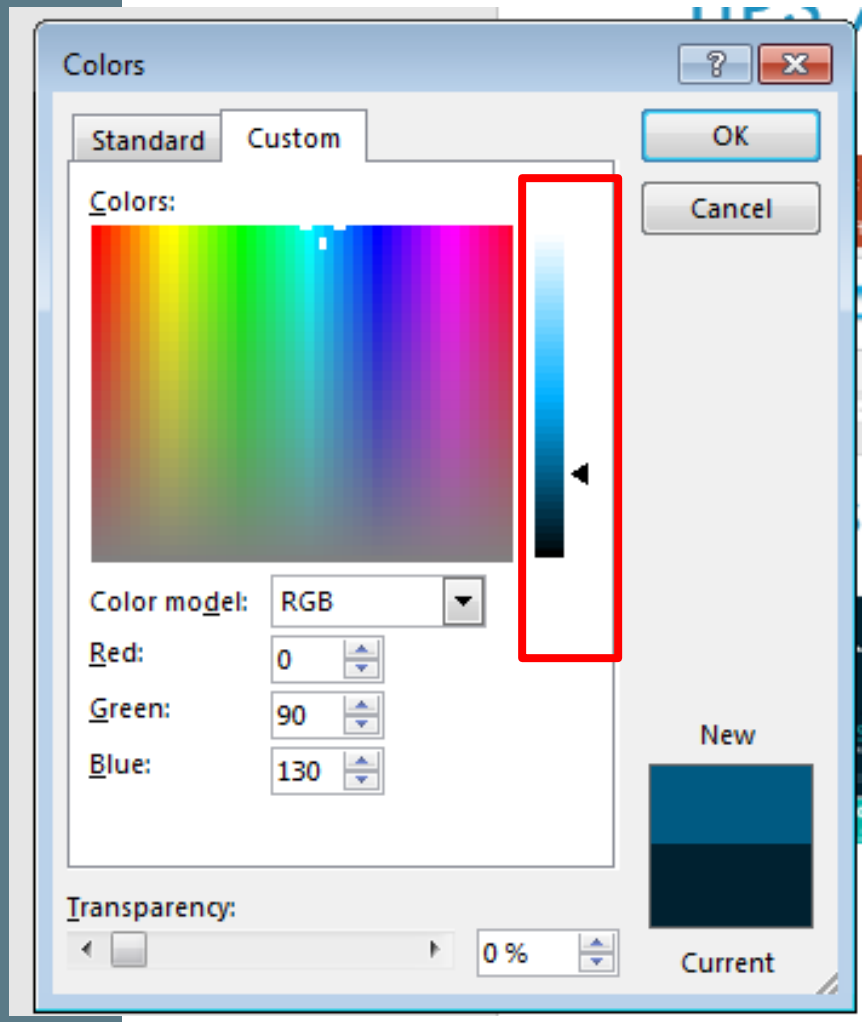
TIPS AND TRICKS

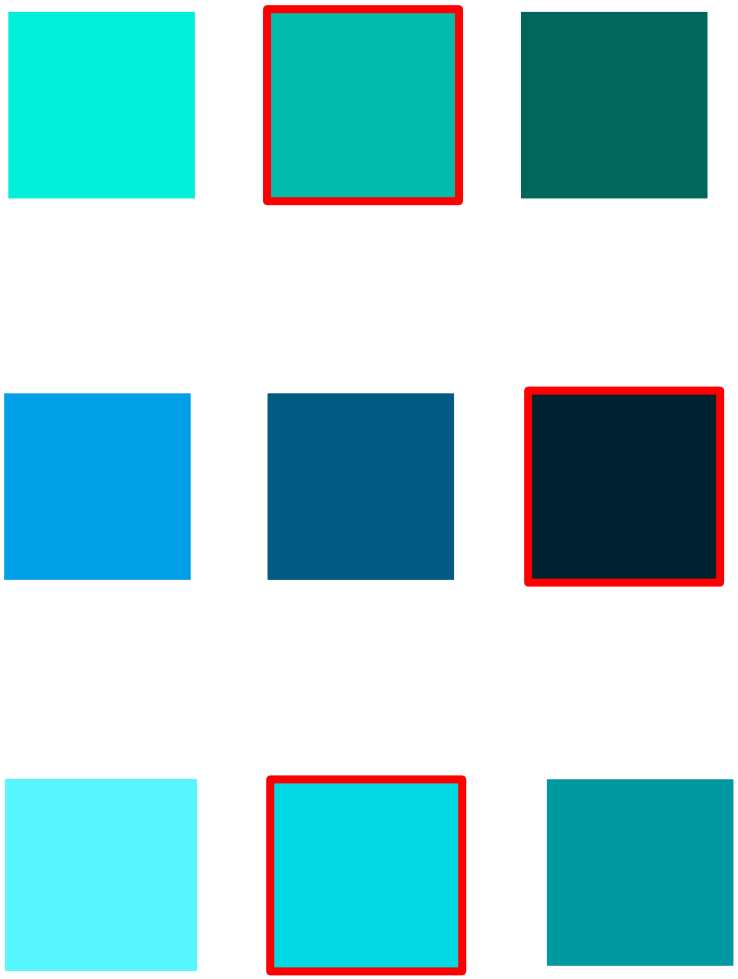


TIPS AND TRICKS

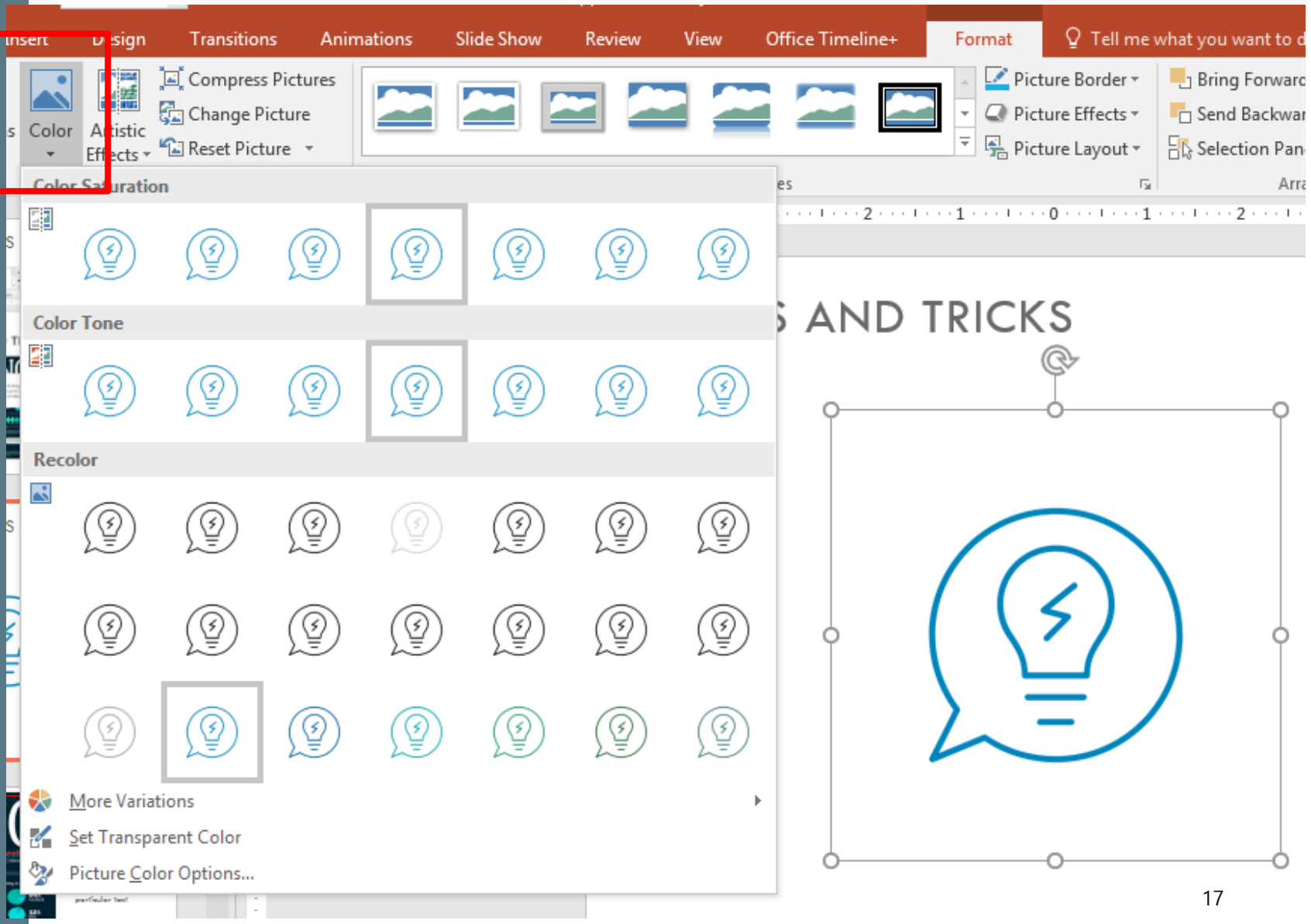


TIPS AND TRICKS

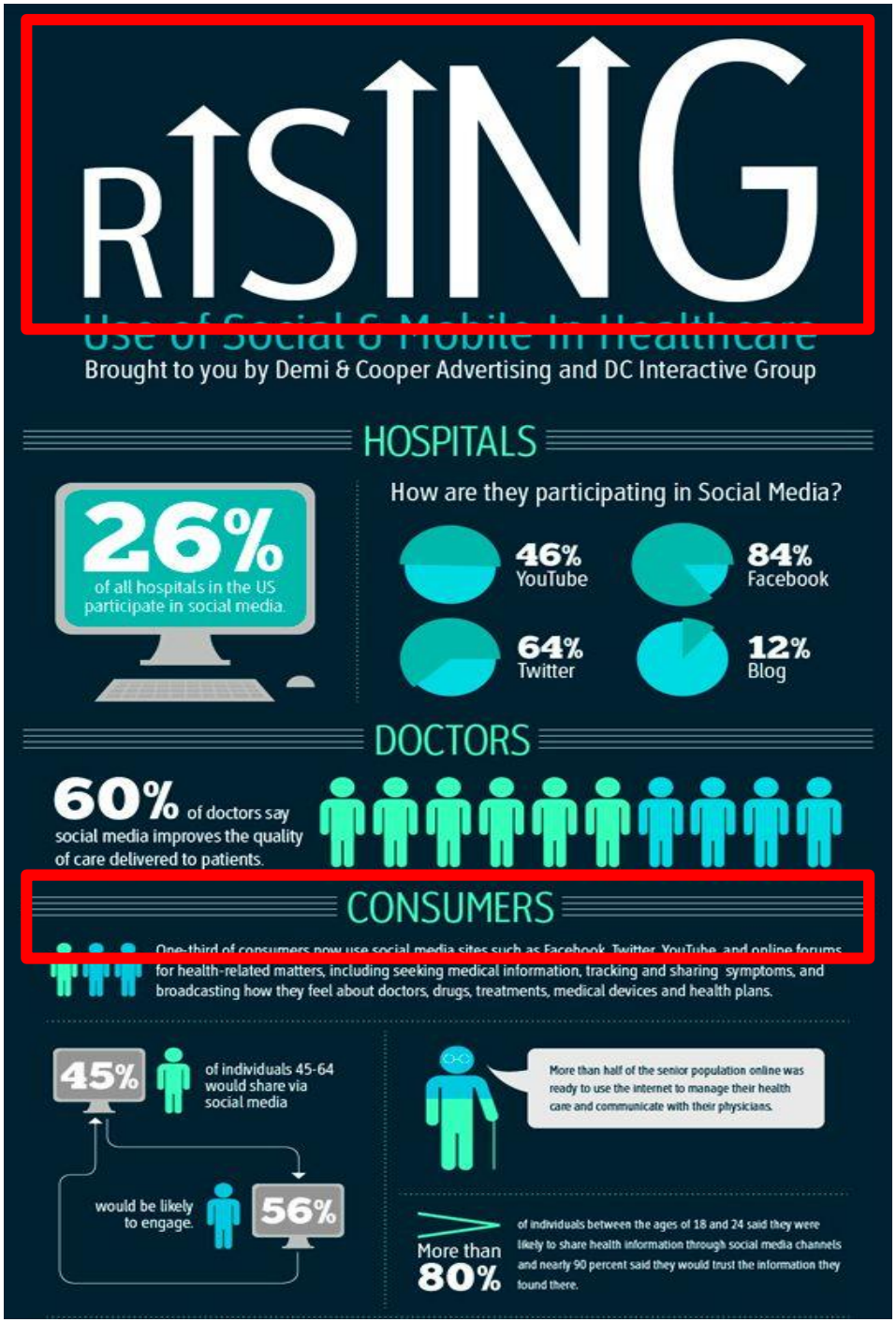




TIPS AND TRICKS

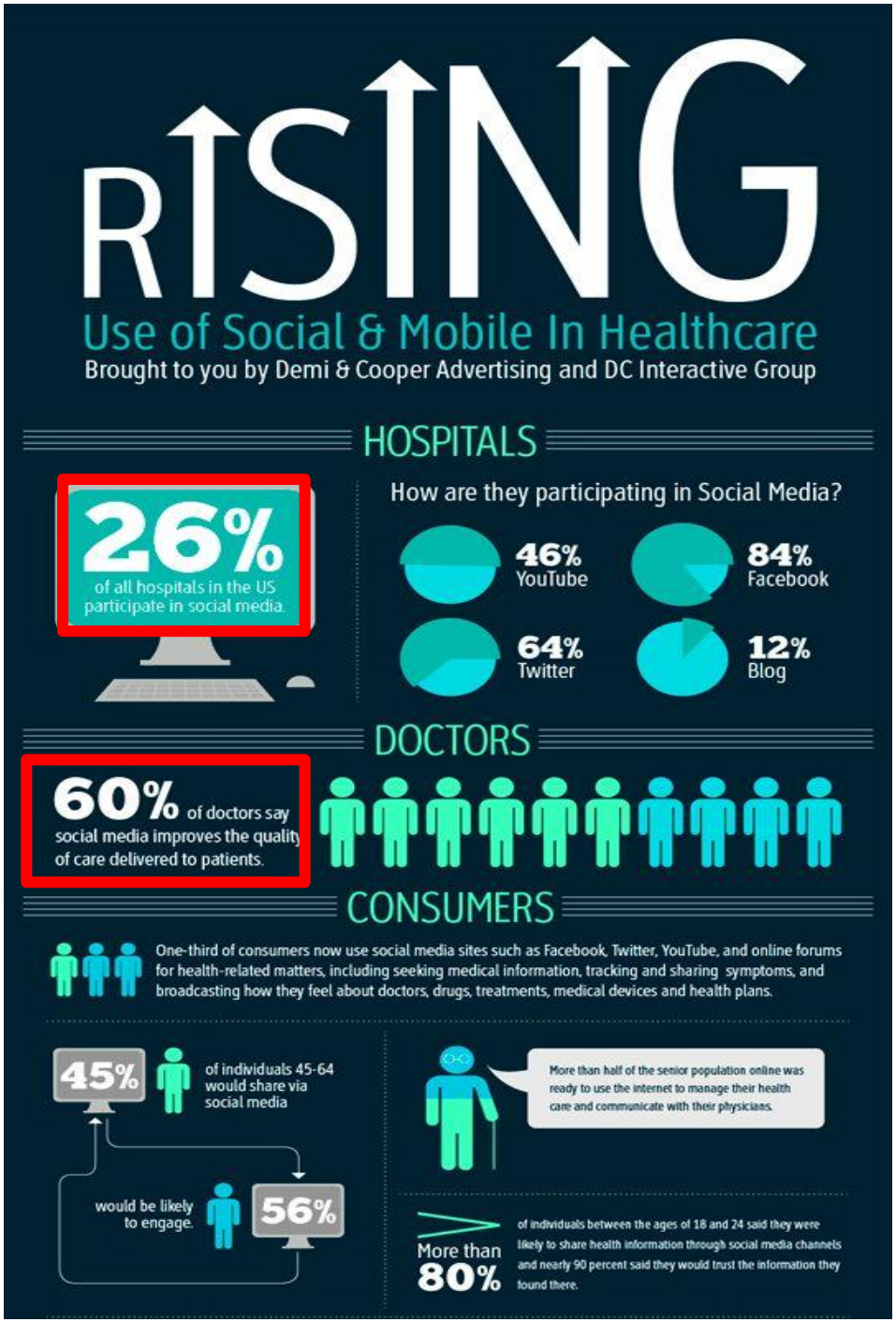


17



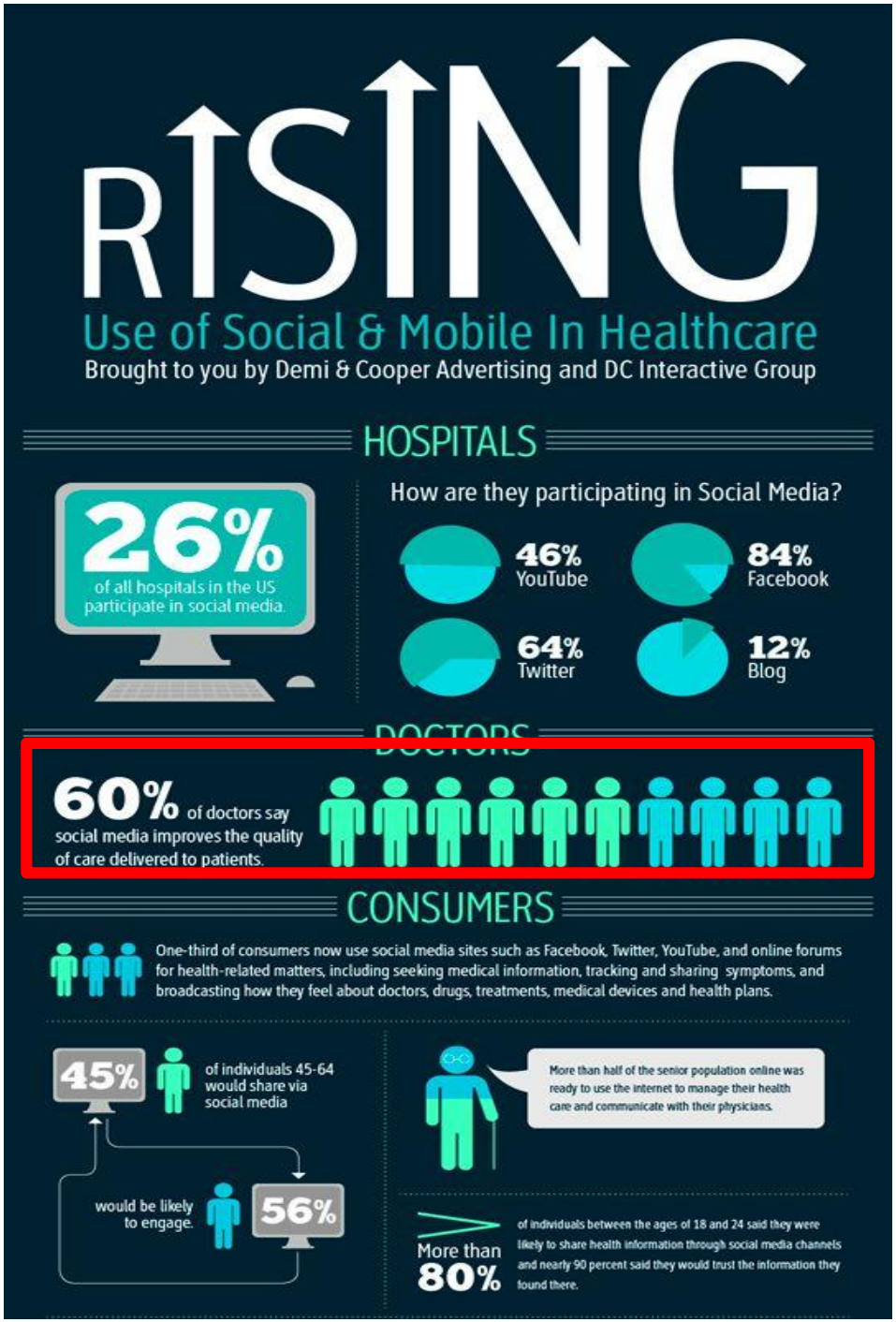
Font

Use different font sizes and CAPITALIZATION to call attention to particular text



Font

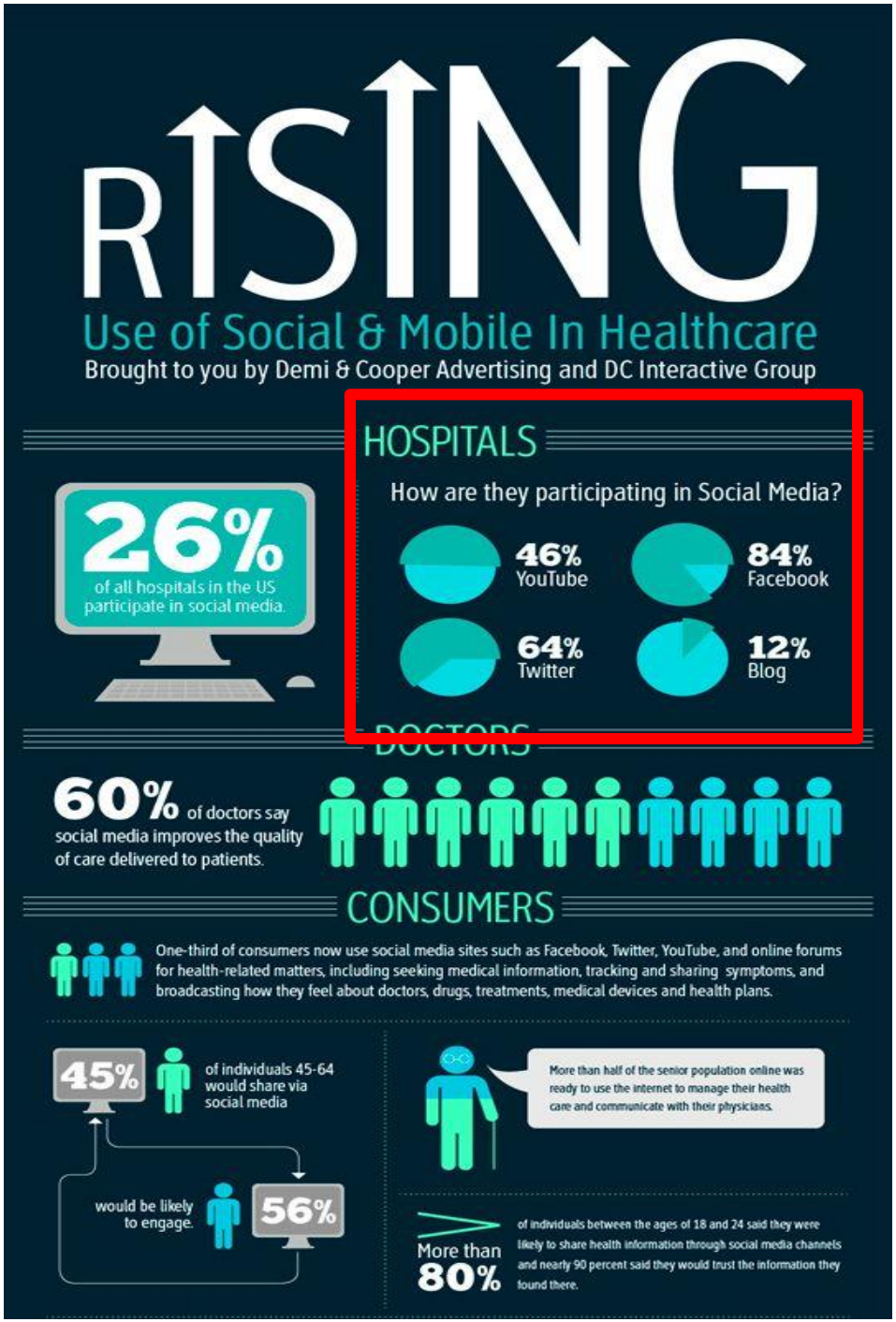
Bold or use large fonts to call attention to important numbers



Icons and graphs

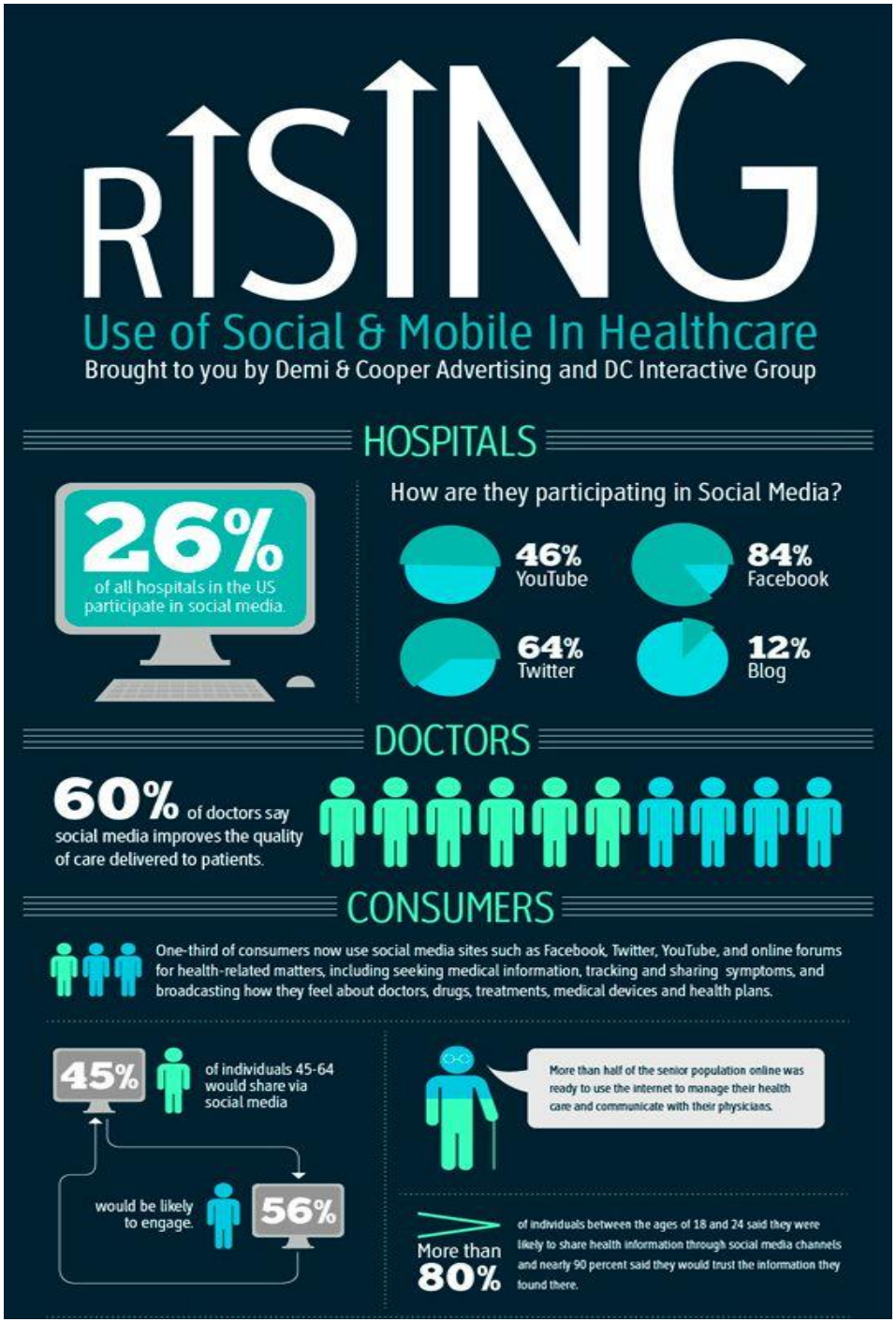
Use icons and graphs to break up the text

But, don't use so many icons or clipart that your project looks juvenile!



Icons and graphs

Vary the types of charts or graphs as appropriate



Flow and layout

Consider the way you line up data

- Use the *align button* so everything is lined up

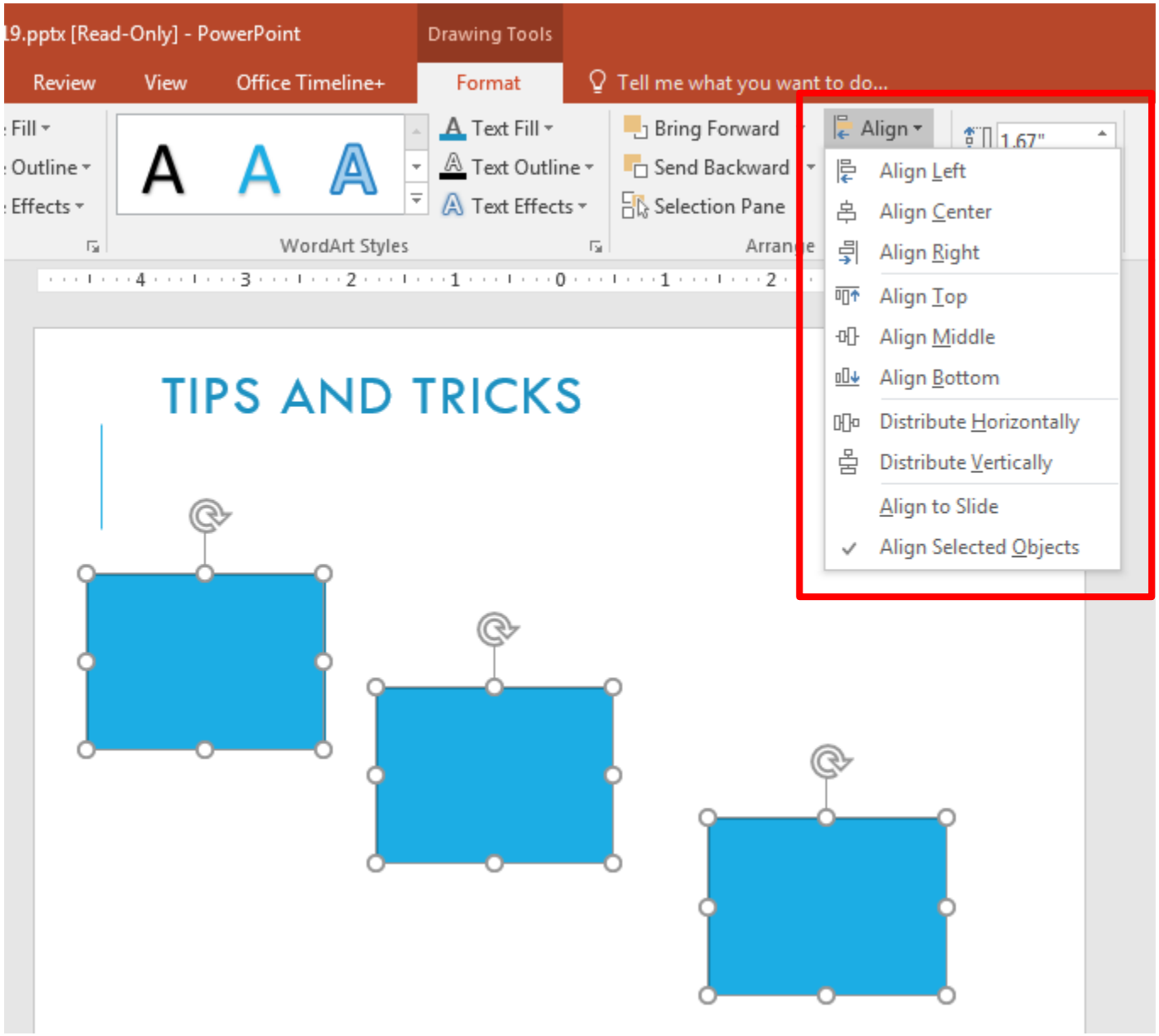
Use headers to guide the reader through the information

Arrows may help the reader to understand the flow of information

Create balance

Make sure you have white space

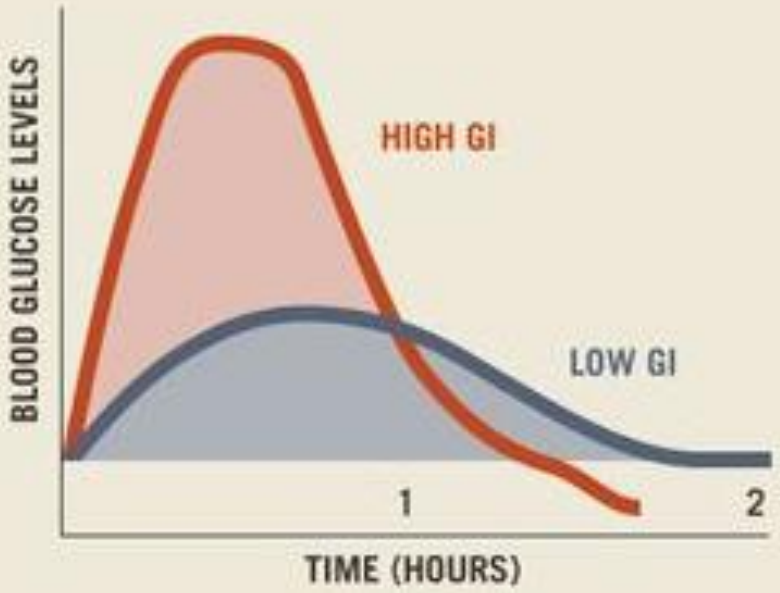
TIPS AND TRICKS



What are visualization **best practices**?

Keep charts and tables minimal– remove chart junk (grid lines, titles that don't add value)

Carbohydrates are all essentially sugars our body coverts to glucose (blood sugar) which is stored for energy. The Glycemic Index measures how much a particular food raises your blood sugar level when you eat it.



HIGH GI = BAD CARBS

High-GI foods are quickly digested and absorbed. This rapid fluctuation in blood sugar level has often been called a sugar crash, which leaves you feeling tired and hungry faster.

LOW GI = GOOD CARBS

Low-GI foods are digested and absorbed slower which produces a gradual rise in blood sugar. They have benefits for weight control because they help control appetite and delay hunger.

What are visualization **best practices**?

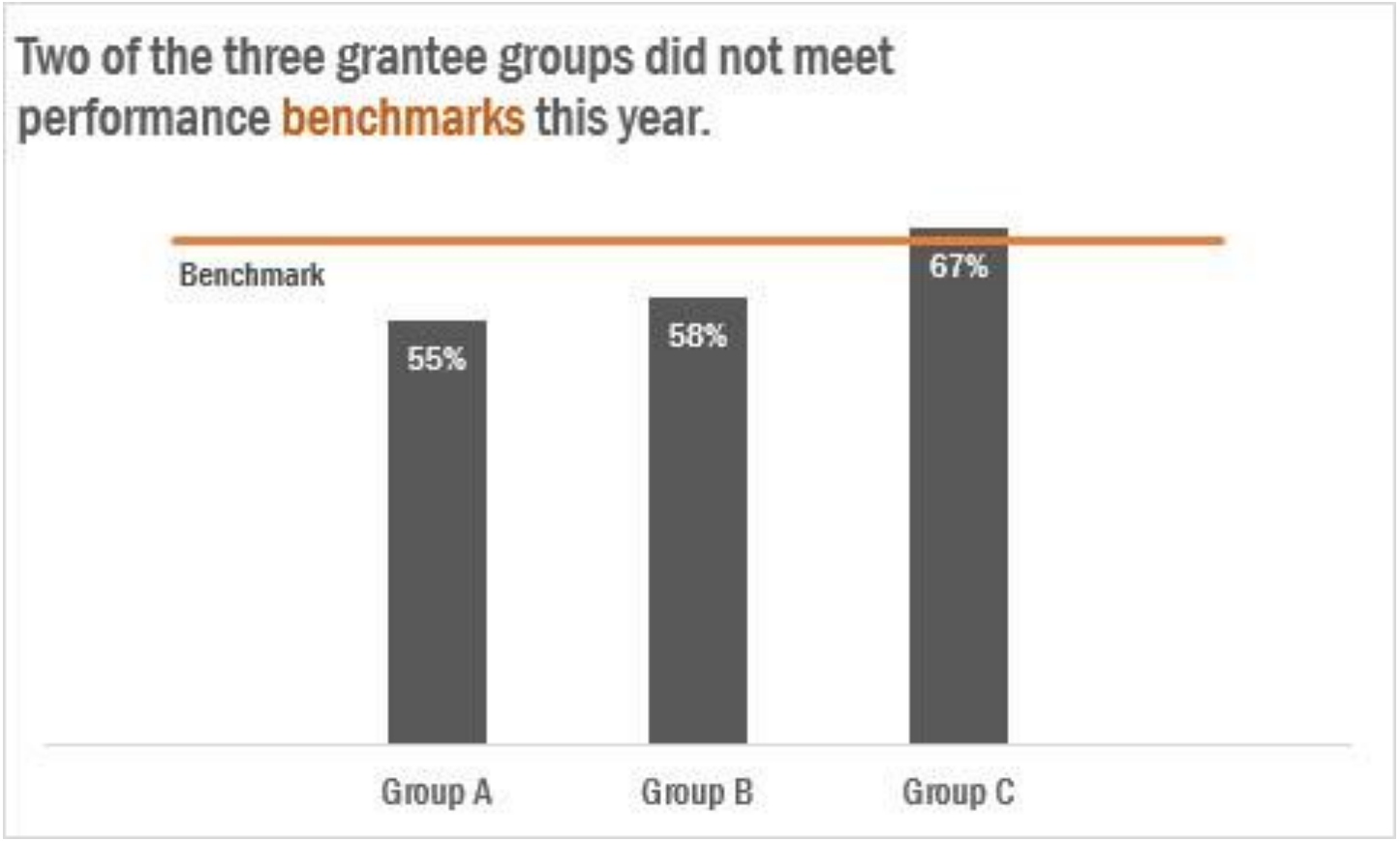
https://playfairdata.com/data-ink-ratio-animation-and-how-to-apply-it-in-tableau/

What are visualization **best practices**?

White space improves readability and reduces cognitive overload

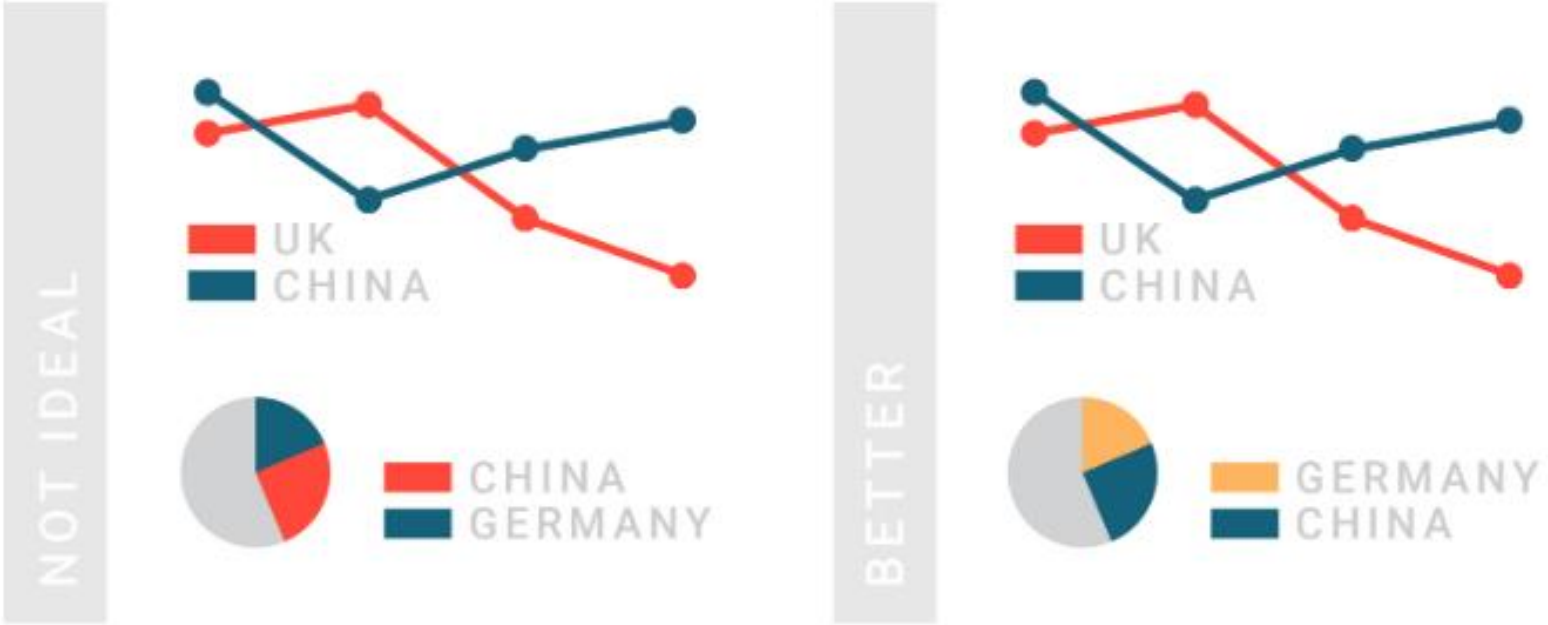
What are visualization **best practices**?

Consider how to include a threshold/target/benchmark



What are visualization **best practices**?

Use color consistently, and be purposeful with the colors you select (usually, less is more)



https://www.dataquest.io/blog/what-to-consider-when-choosing-colors-for-data-visualization/

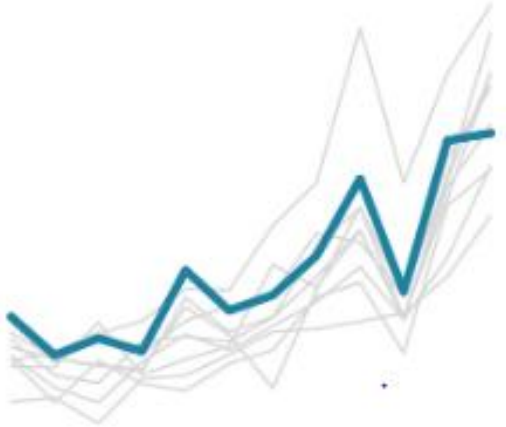
What are visualization **best practices**?

Use color consistently, and be purposeful with the colors you select (usually, less is more)

Use gray for less important elements to make sure the critical elements stand out

NOT IDEAL

BETTER



https://www.dataquest.io/blog/what-to-consider-when-choosing-colors-for-data-visualization/

What are visualization **best practices**?

Use color consistently, and be purposeful with the colors you select (usually, less is more)

If you need more than seven colors in a chart, consider using another chart type or to group categories together.

NOT IDEAL

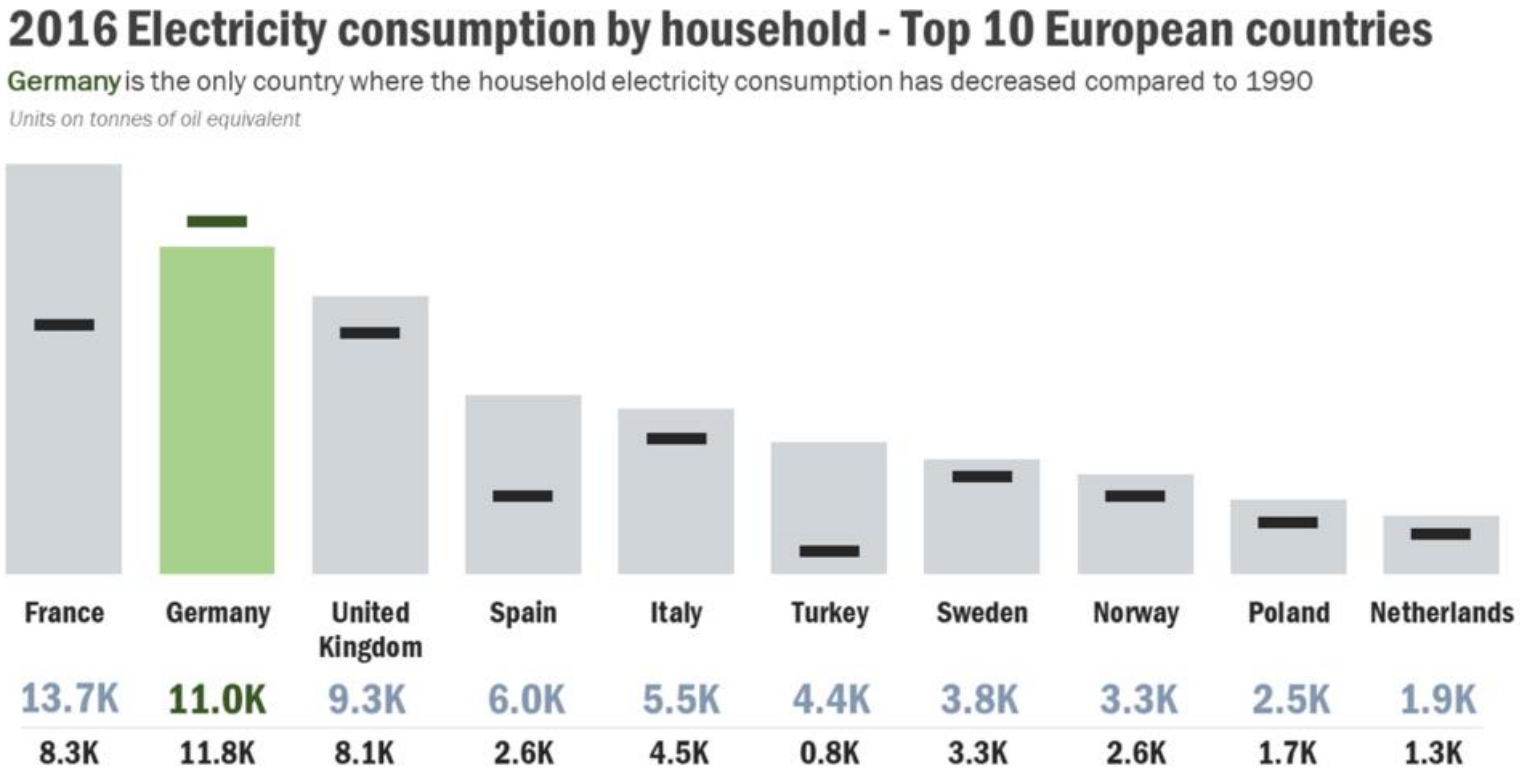
BETTER

What are visualization **best practices**?

Bars should be in a meaningful order:

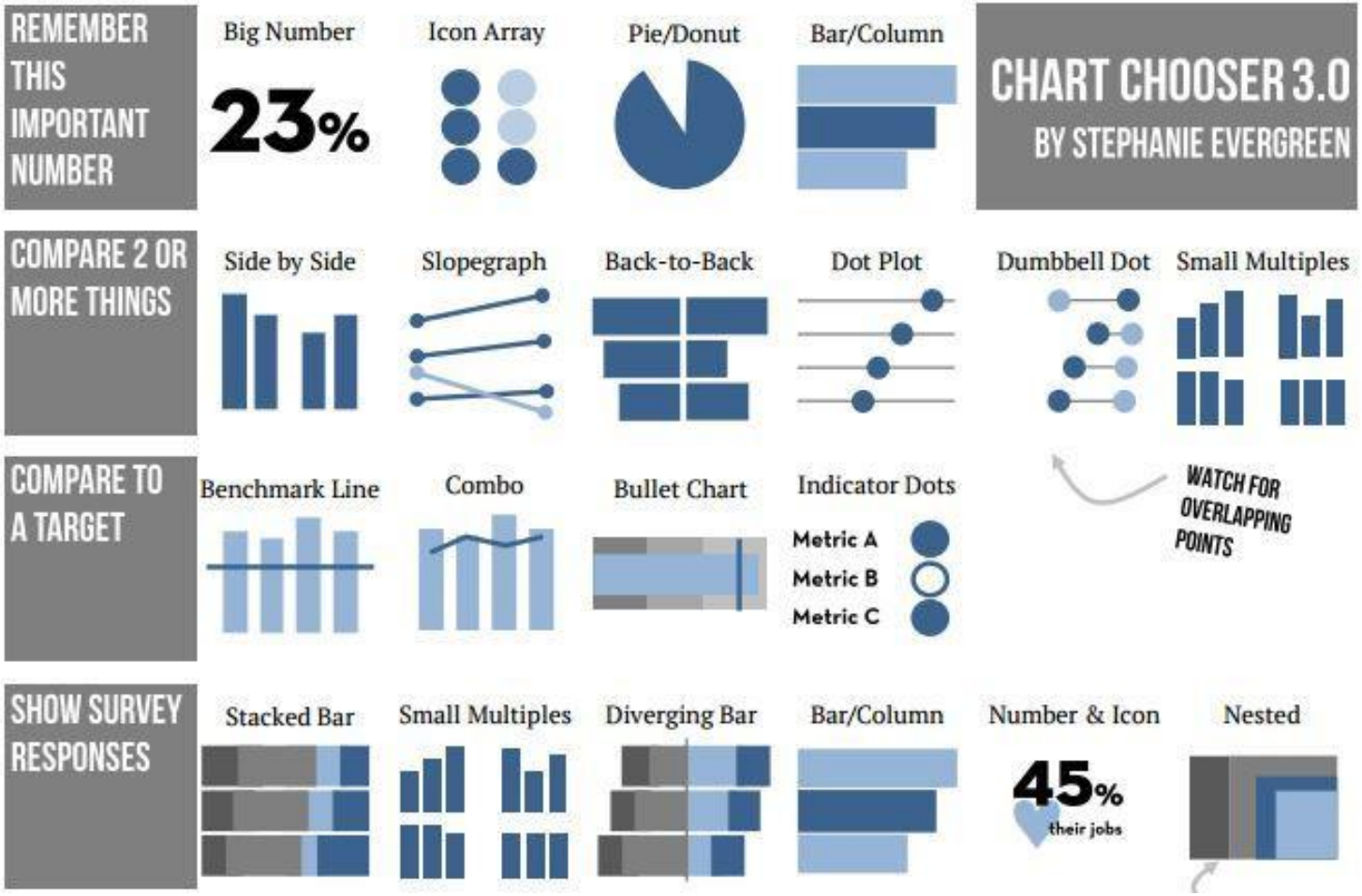
High to low

Logical (alphabetical, ordinal)



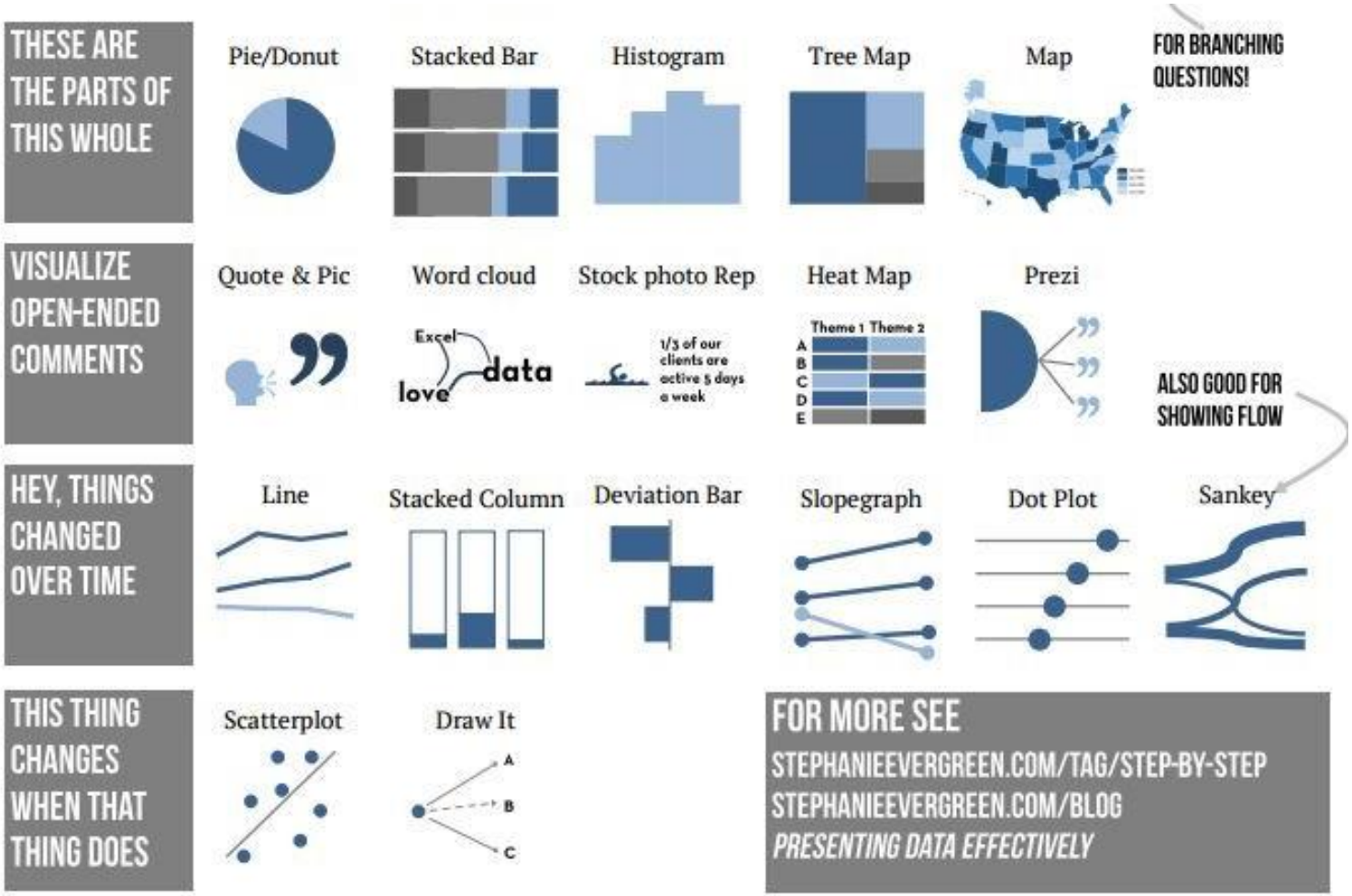
What are visualization **best practices**?

Consider the type of data and the graph you are using



What are visualization **best practices**?

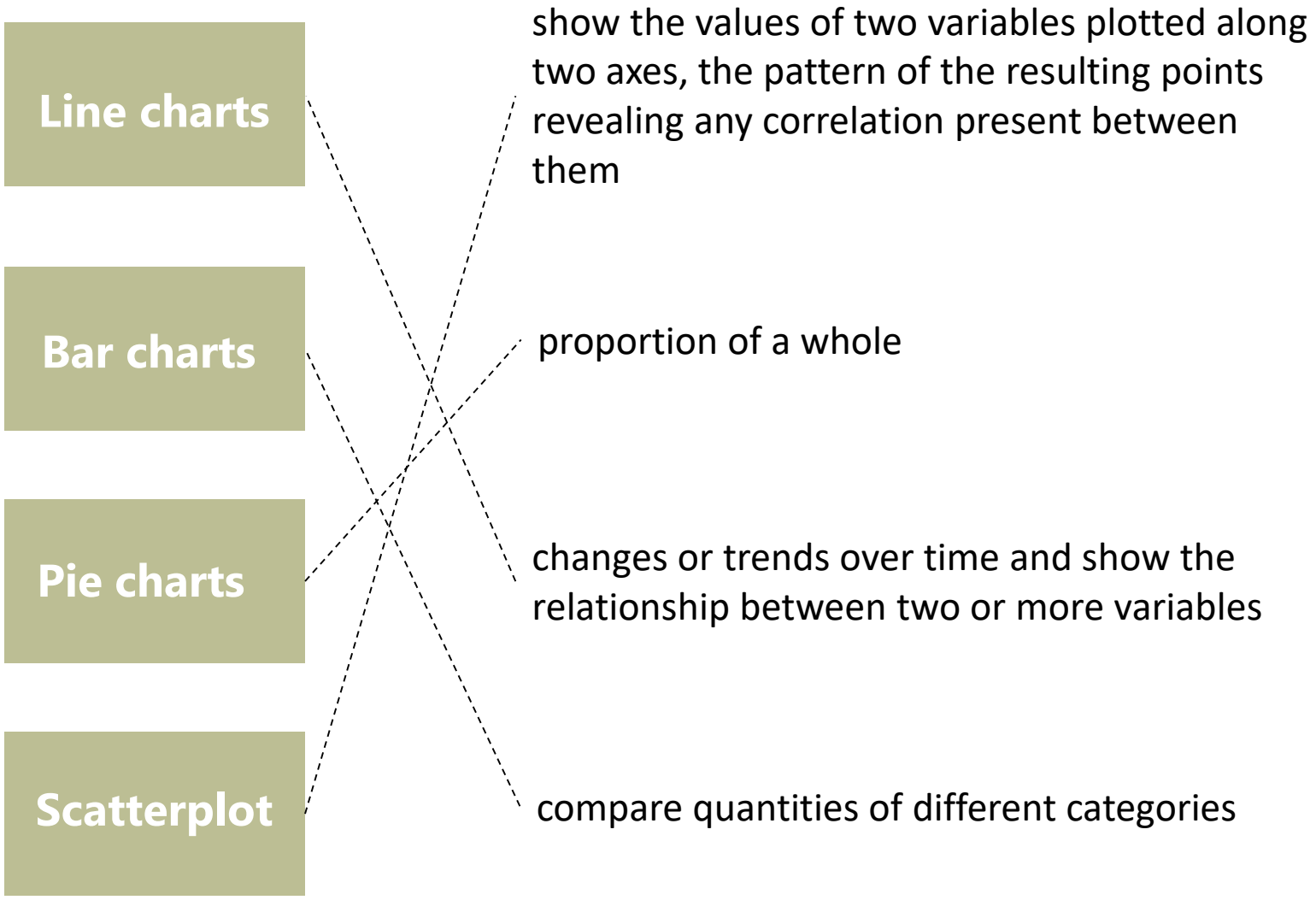
Consider the type of data and the graph you are using



Can you match the graph and the description?

Line charts	show the values of two variables plotted along two axes, the pattern of the resulting points revealing any correlation present between them
Bar charts	proportion of a whole
Pie charts	changes or trends over time and show the relationship between two or more variables
Scatterplot	compare quantities of different categories

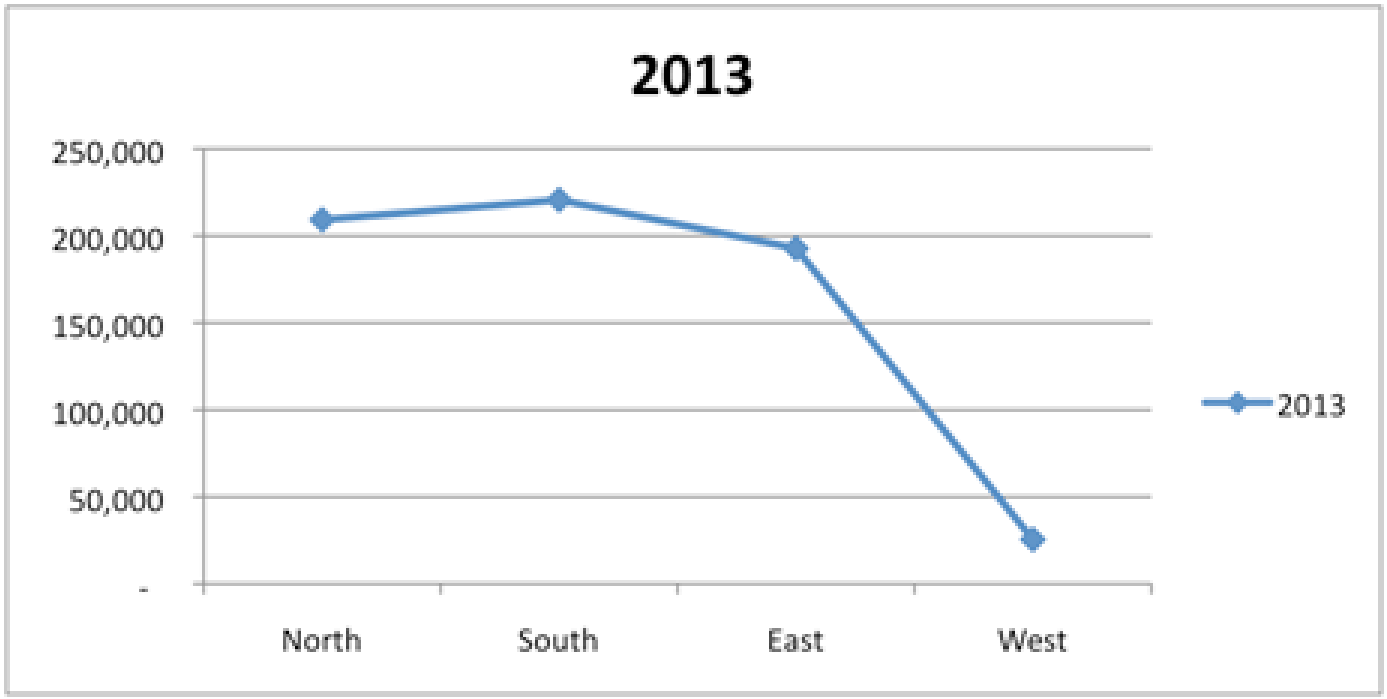
Can you match the graph and the description?



Can you match the graph and the description?

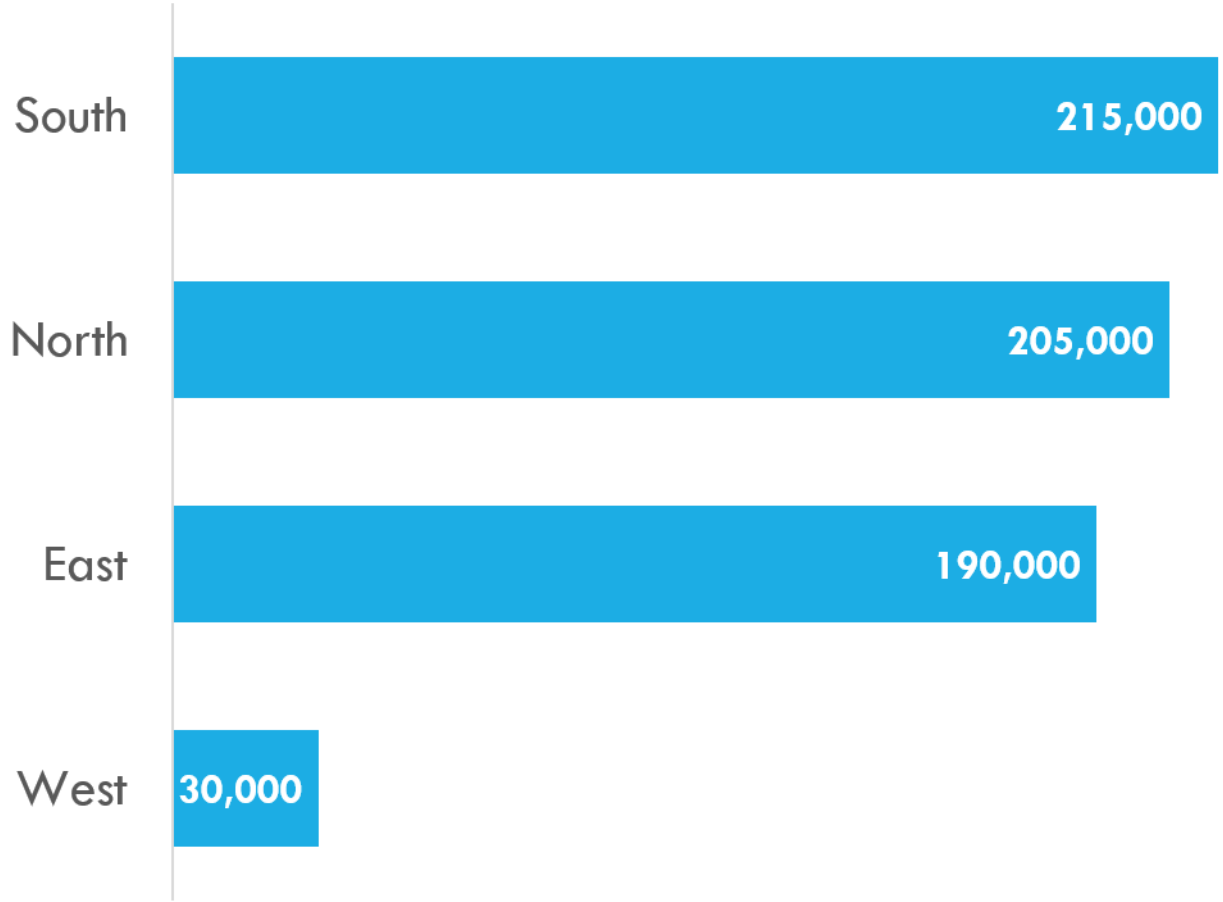
Line charts	show the values of two variables plotted along two axes, the pattern of the resulting points revealing any correlation present between them
Bar charts	proportion of a whole
Pie charts	changes or trends over time and show the relationship between two or more variables
Scatterplot	compare quantities of different categories

What is the *right way* to present this data?



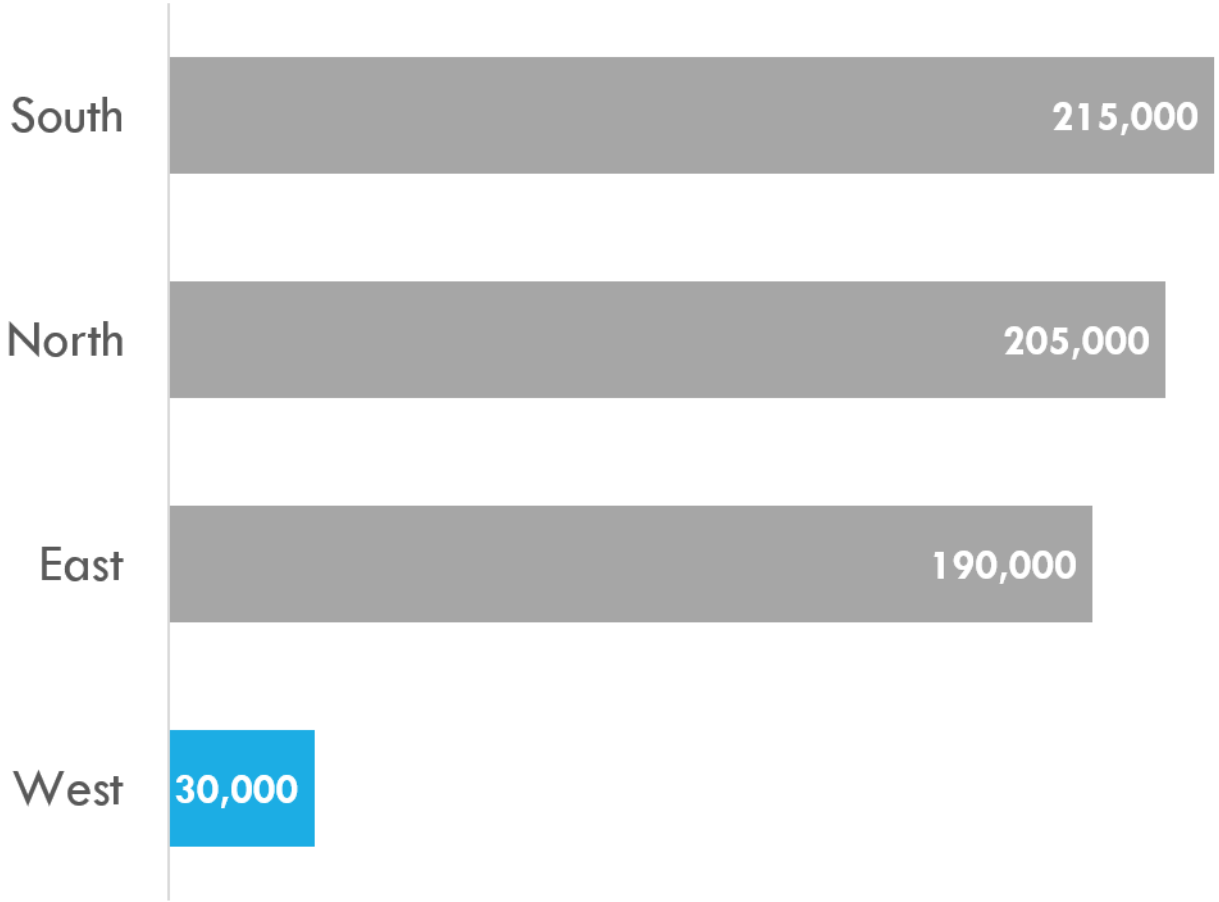
Alternative visualization

In 2013, there were a total of 640,000 training participants

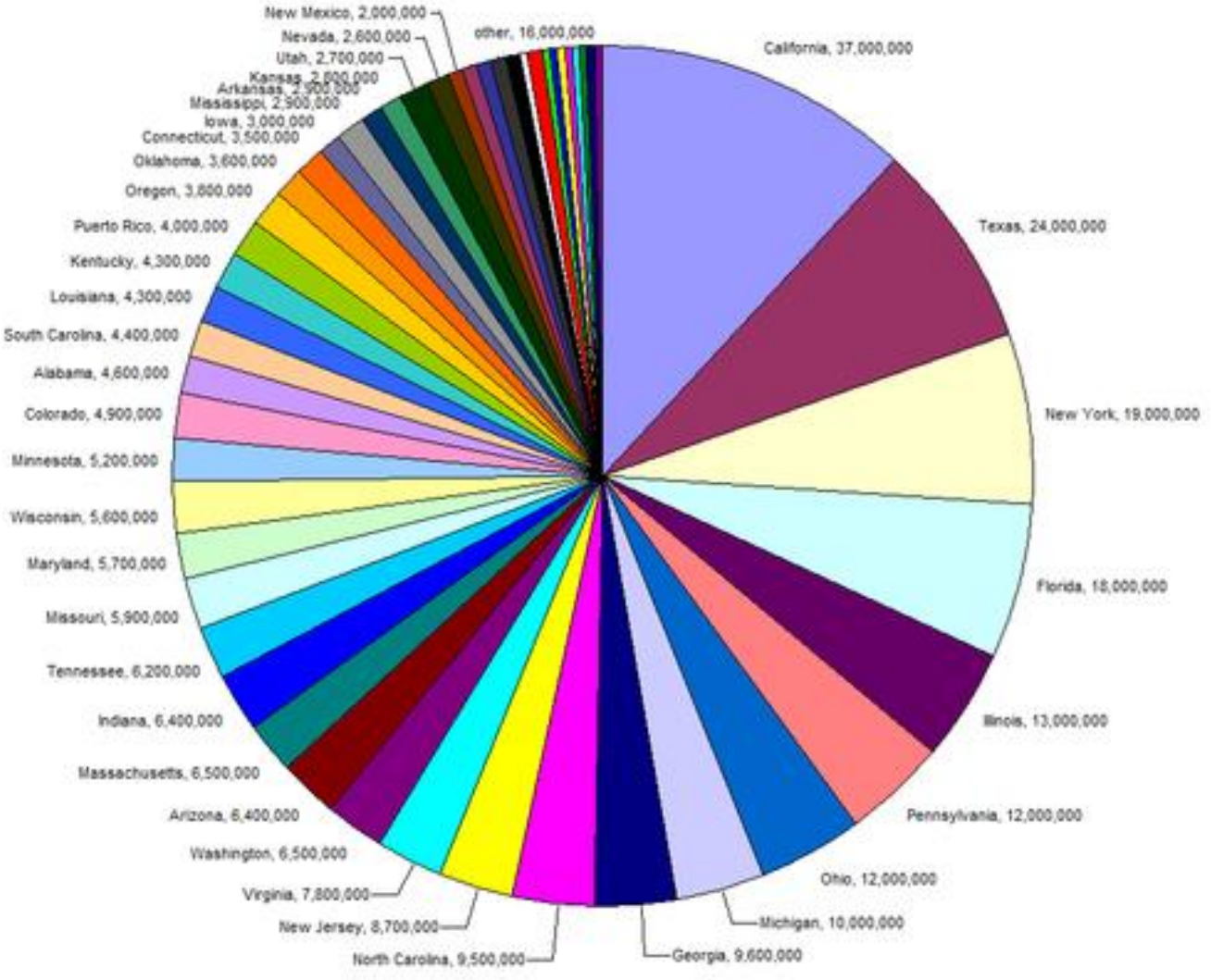


Alternative visualization

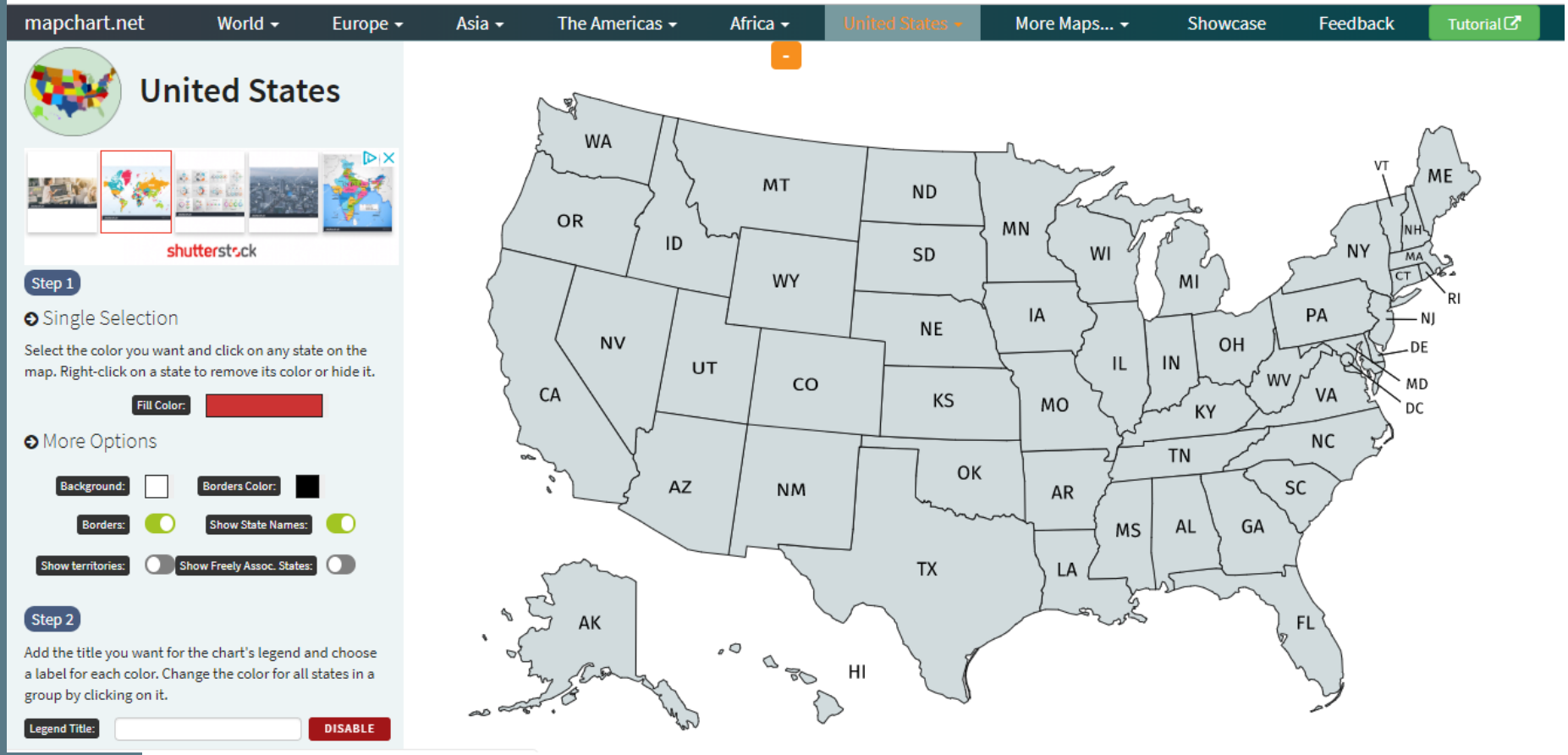
In 2013, the West significantly underperformed the other three regions



What is the *right way* to present this data?

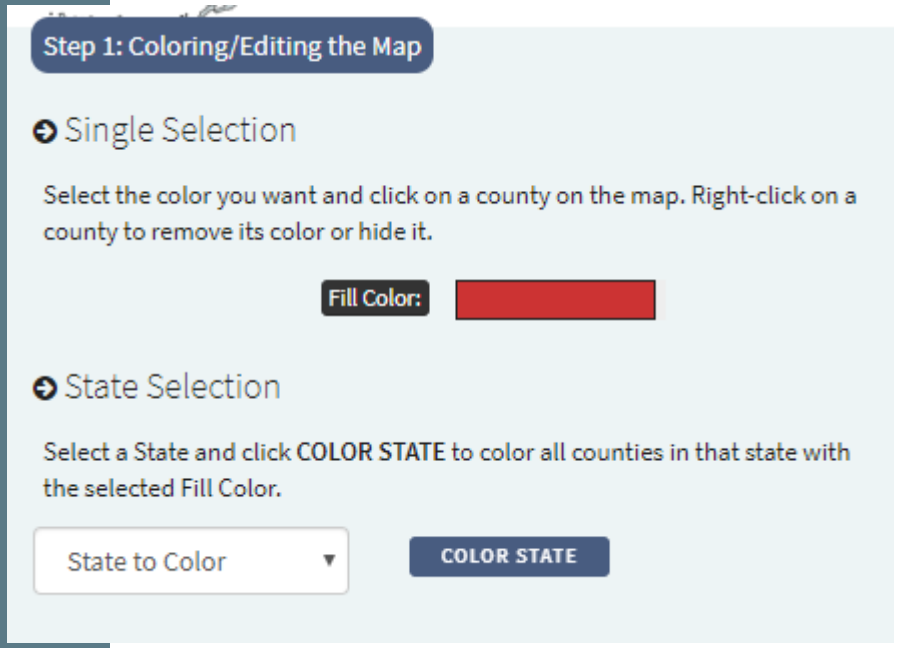


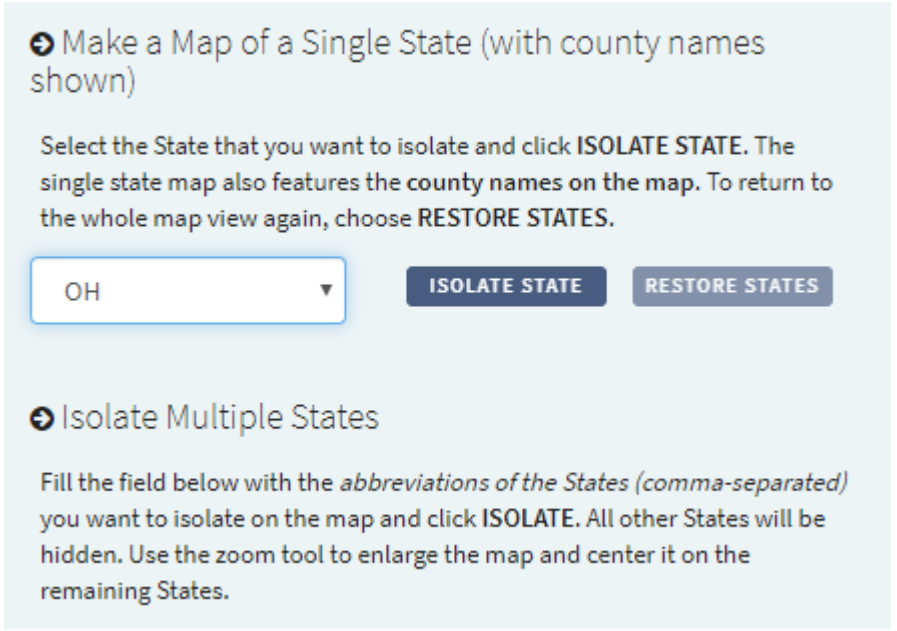
Mapping data



https://mapchart.net/usa.html

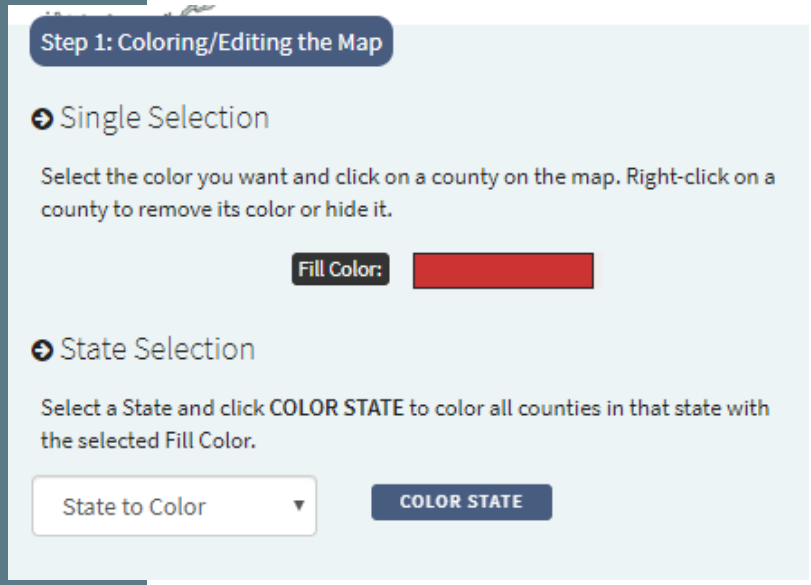
Mapping data

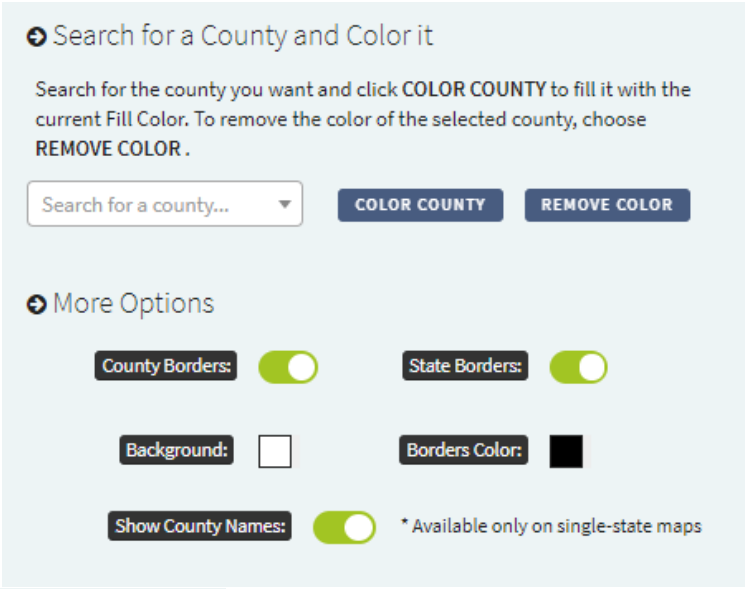


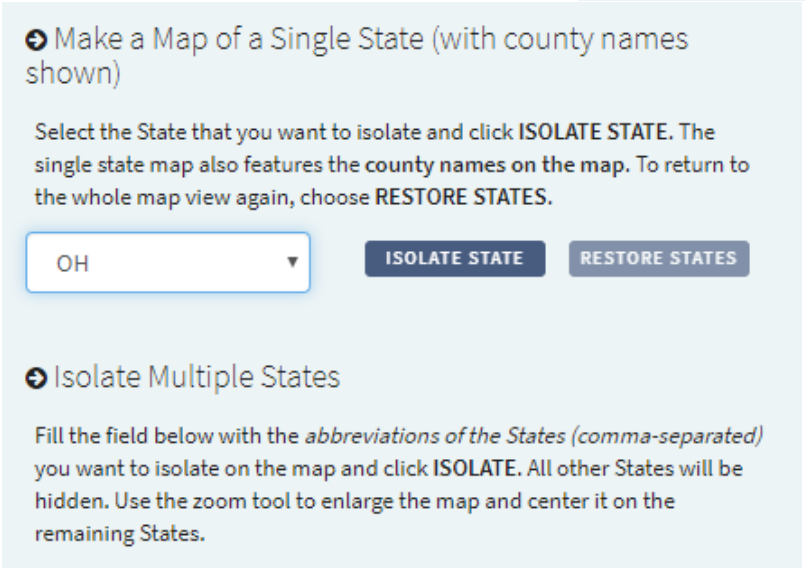


https://mapchart.net/usa.html

Mapping data

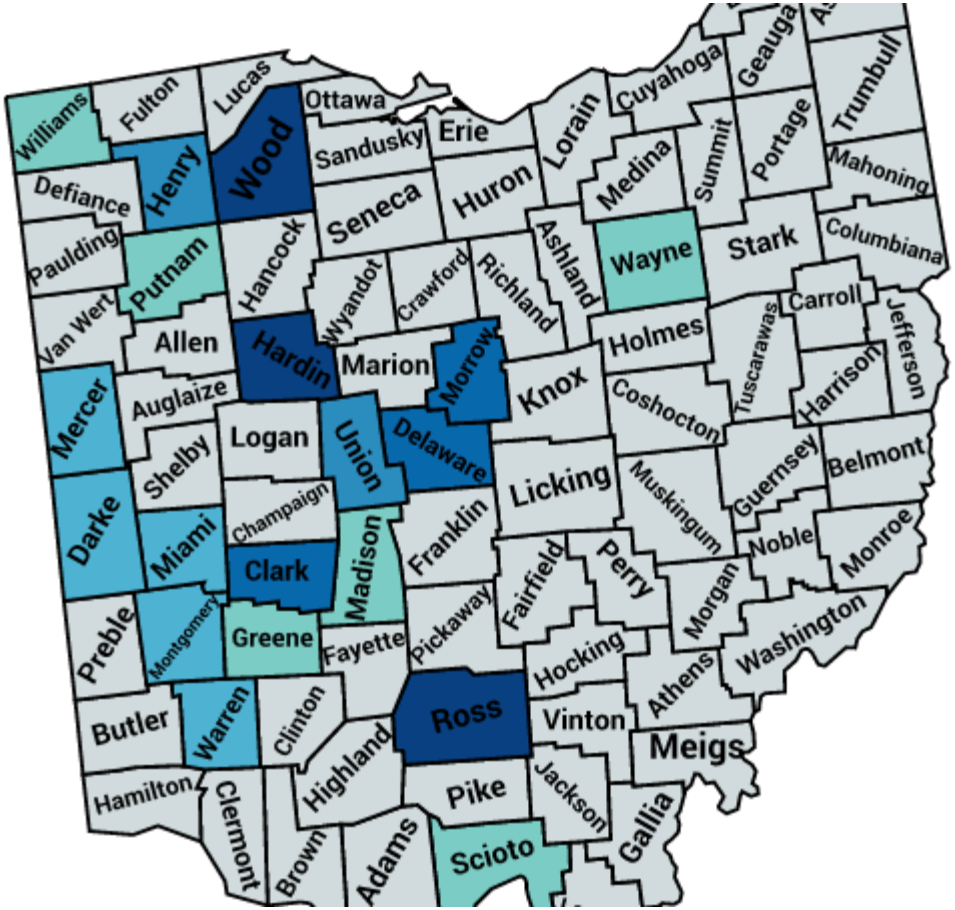






https://mapchart

Mapping data



https://mapchart.net/usa.html

How do I get started?

What the data is telling you?

- What is the best chart or graphic to display this data?

What key message do you want to convey?

- What information needs to be displayed?

Who your audience includes and what is relevant for them?

What visual strategies should be used?

- Colors, fonts, headers, labels, layout

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

Social Math – Counseling Services

- 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

200 students

÷

6 students per day

=

Wait time reduced within 34 working days

OPTION 1

To whom it may concern,

I am pleased to share the following information about the success of our GLS program during AY 2018-19.
As a result of our grant, we successfully screened 500 students at four major screening events. During the Fall, we screened a total of 80 students. Our Spring mental health awareness events were a huge success– we screened 420 students. Our increased efforts to screen have resulted in a higher number of students coming to our counseling center. Unfortunately, this has resulted in a waitlist for students to access services. It is our recommendation that additional funds be allocated to the counseling center to hire an additional counselor. An additional counselor can see up to 6 students a day for risk assessment, and would thereby reduce the current waitlist dramatically. We appreciate your consideration.

Best,
GLS staff

OPTION 2

Name of Event	Date	Number Screened
Event 1	9/15/18	25
Event 2	10/5/18	55
Event 3	2/12/19	200
Event 4	5/1/19	220

OPTION 3

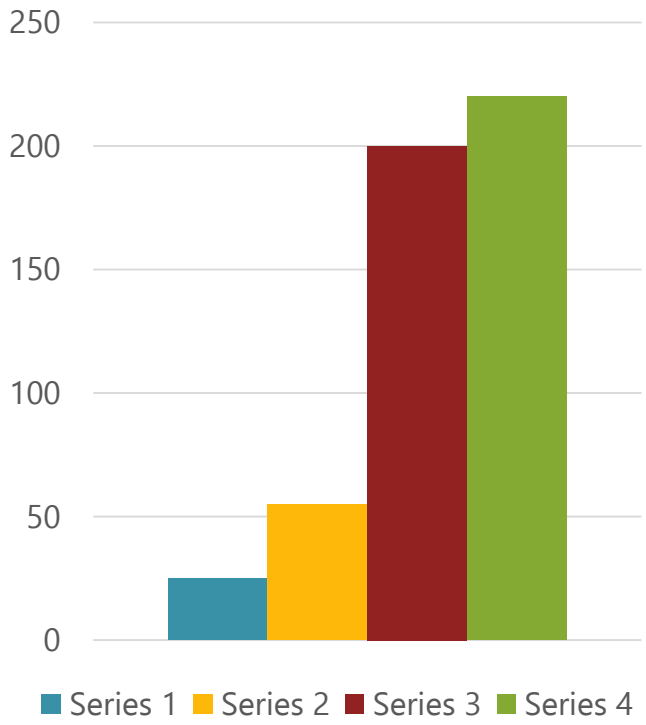
TITLE

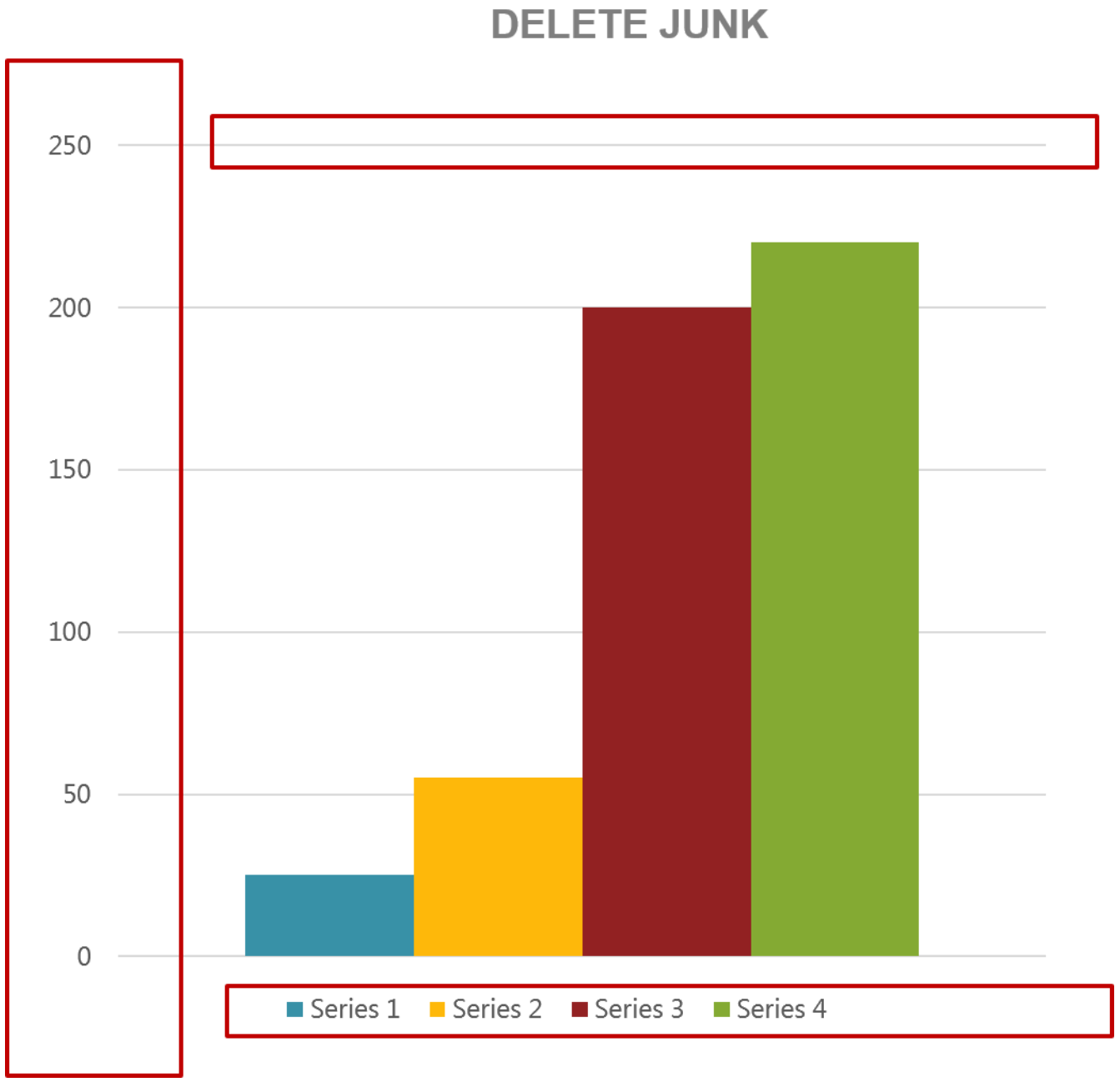
Facts/findings

Relevant graphic/figure

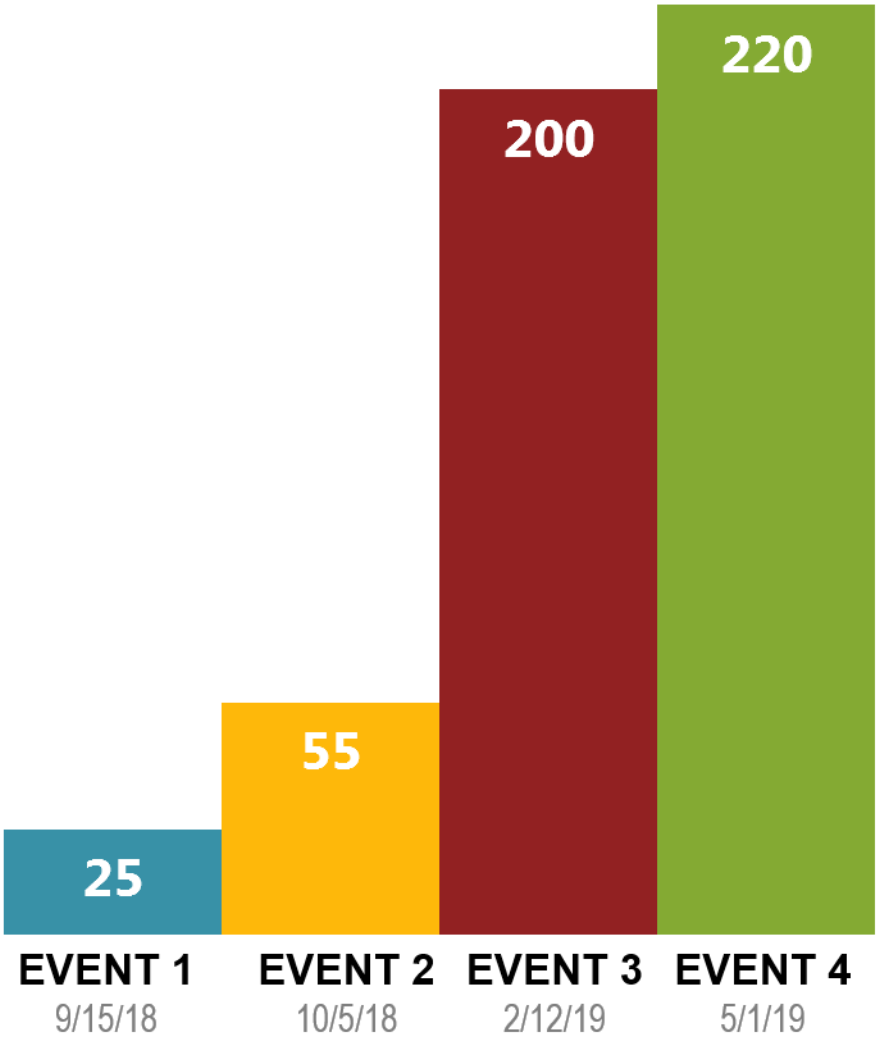
500 STUDENTS SCREENED

Since Fall 2018, *Campus* has conducted 4 major mental health awareness events resulting in more students being screened



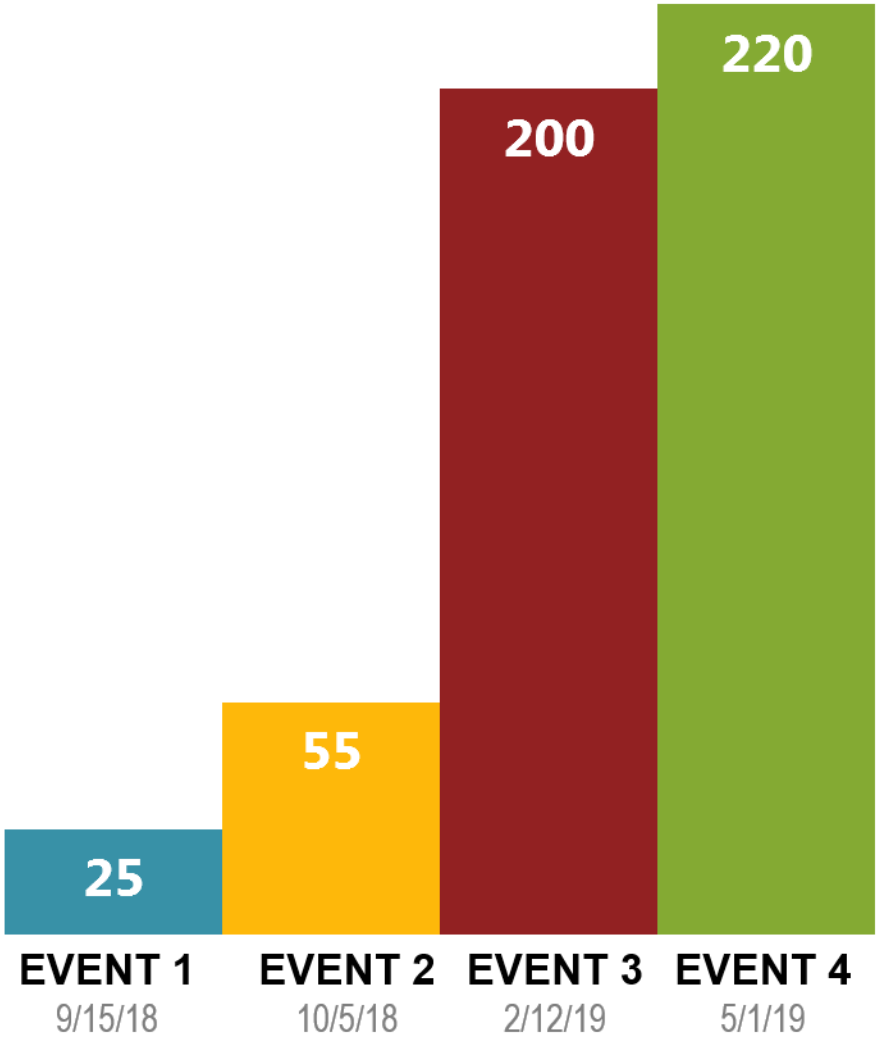

DELETE JUNK
250
200
150
100
50
0
Series 1
Series 2
Series 3
Series 4

LABEL THE CHART/GRAPHIC



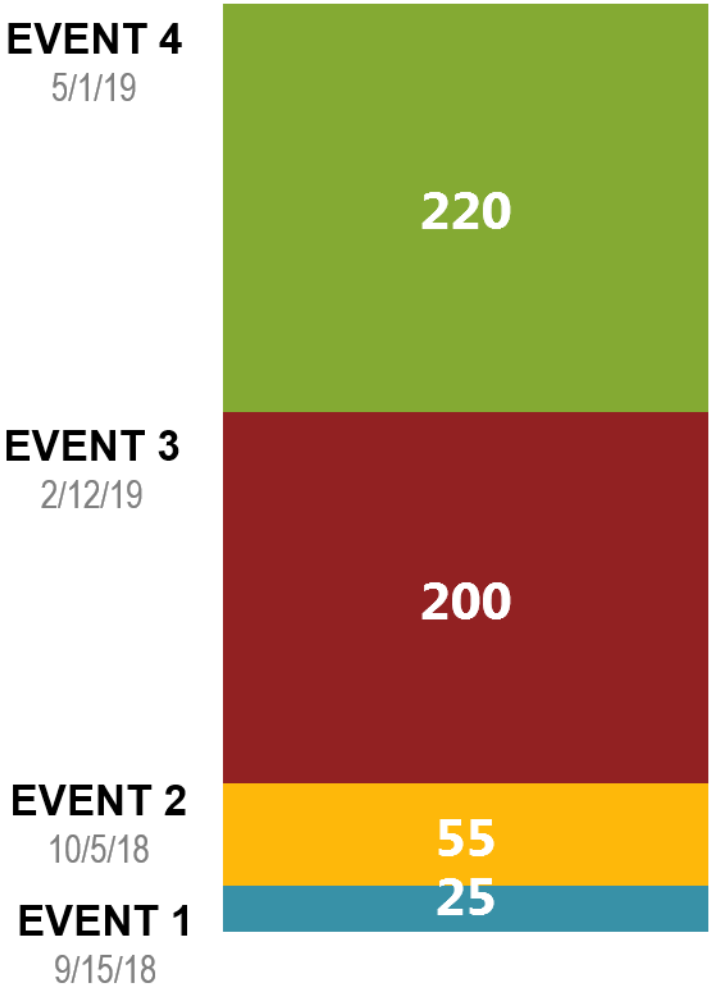
500 STUDENTS SCREENED

Since Fall 2018, *Campus* has conducted 4 major mental health awareness events resulting in more students being screened



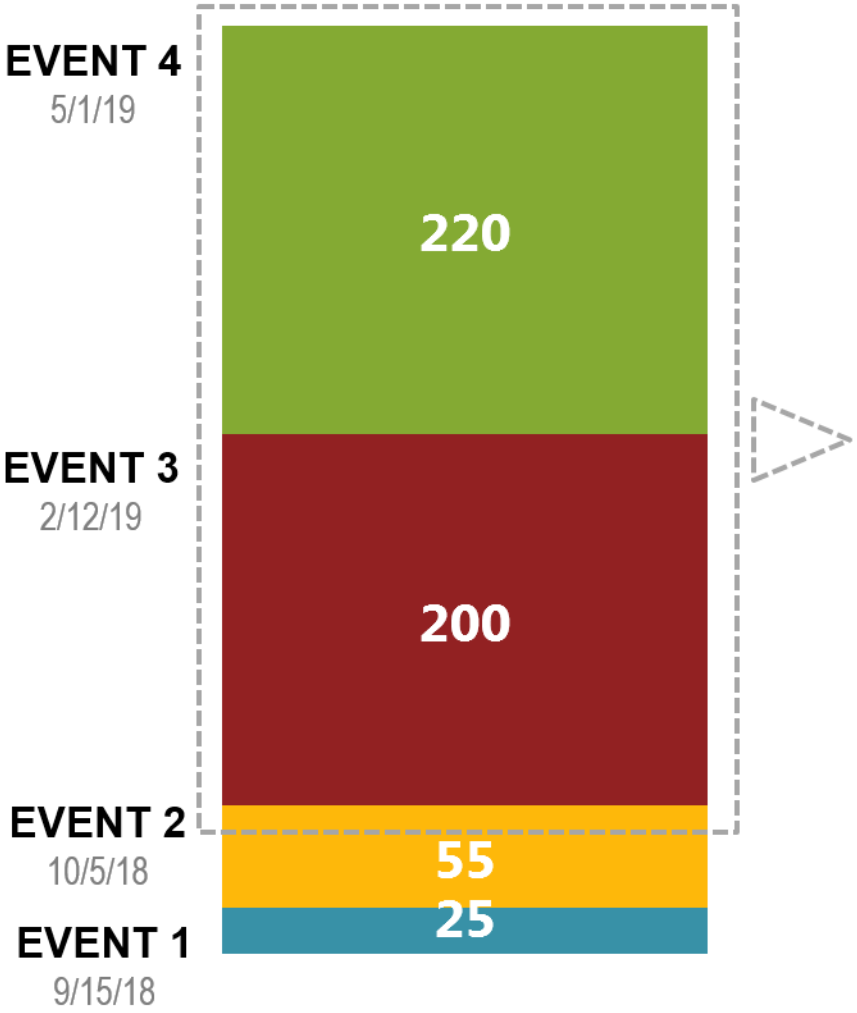
USE VARYING FONT COLOR AND SIZE FOR EMPHASIS

500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19



Since Fall 2018, *Campus* has conducted **4 major mental health awareness events** resulting in more students being screened

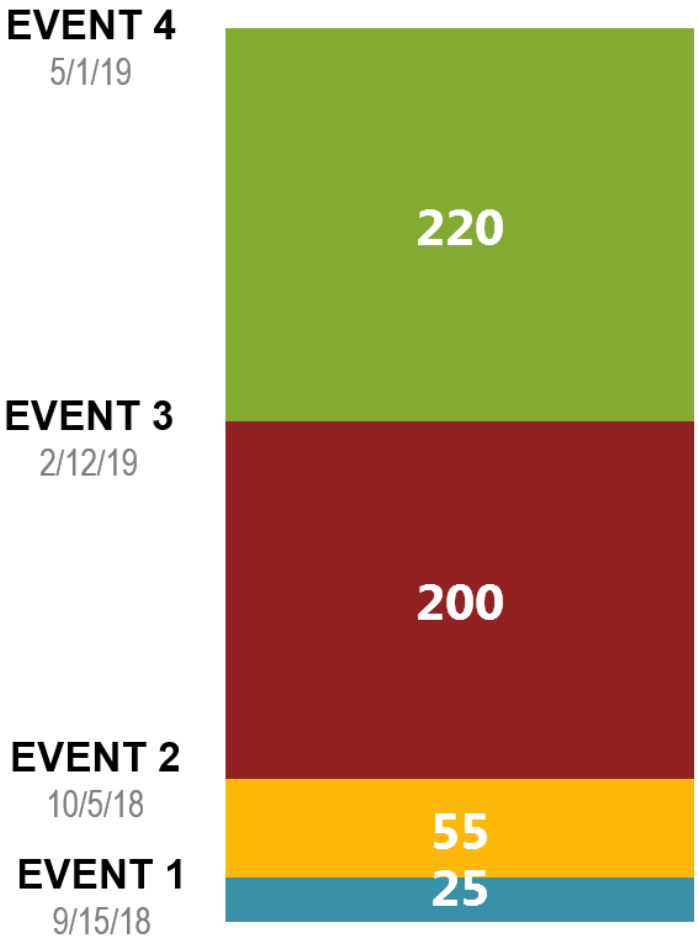
500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19



In Spring 2019, *campus* had two Mental Health Awareness Runs that lead to a surge in screenings

500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19

Since Fall 2018, *Campus* has conducted **4 major mental health awareness events** resulting in more students being screened



INCLUDE RELEVANT INFORMATION TO TELL YOUR STORY

BECAUSE OF THE INCREASE IN STUDENTS SCREENED…

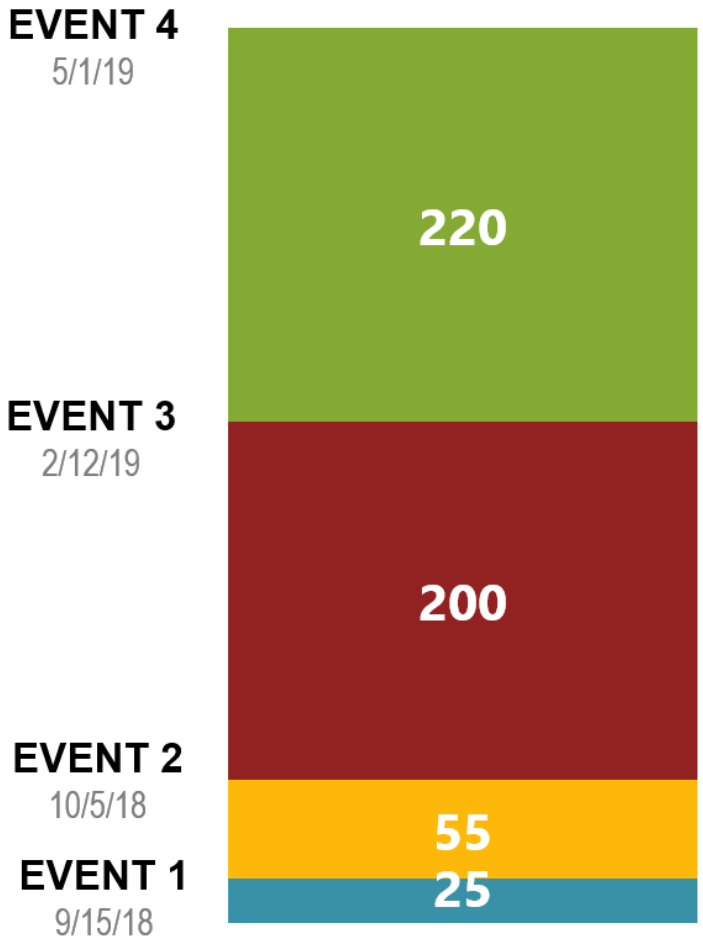
200

students are on a wait list for an initial assessment

500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19

USE ICONS OR IMAGES AS APPROPRIATE

Since Fall 2018, *Campus* has conducted **4 major mental health awareness events** resulting in more students being screened



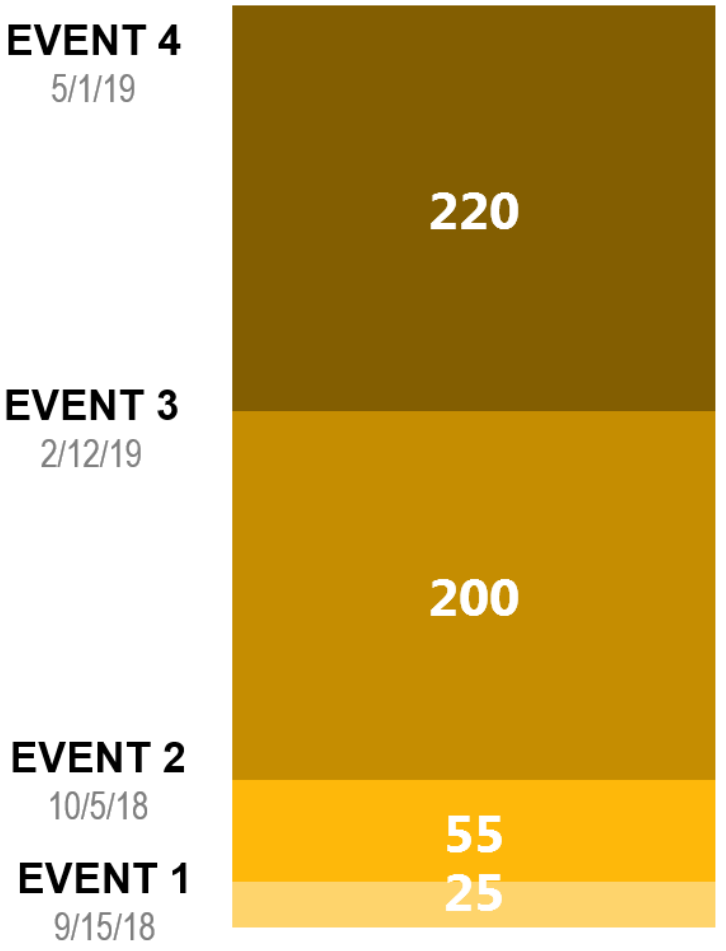
BECAUSE OF THE INCREASE IN STUDENTS SCREENED…

200

students are on a wait list for an initial assessment

500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19

Since Fall 2018, *Campus* has conducted **4 major mental health awareness events** resulting in more students being screened



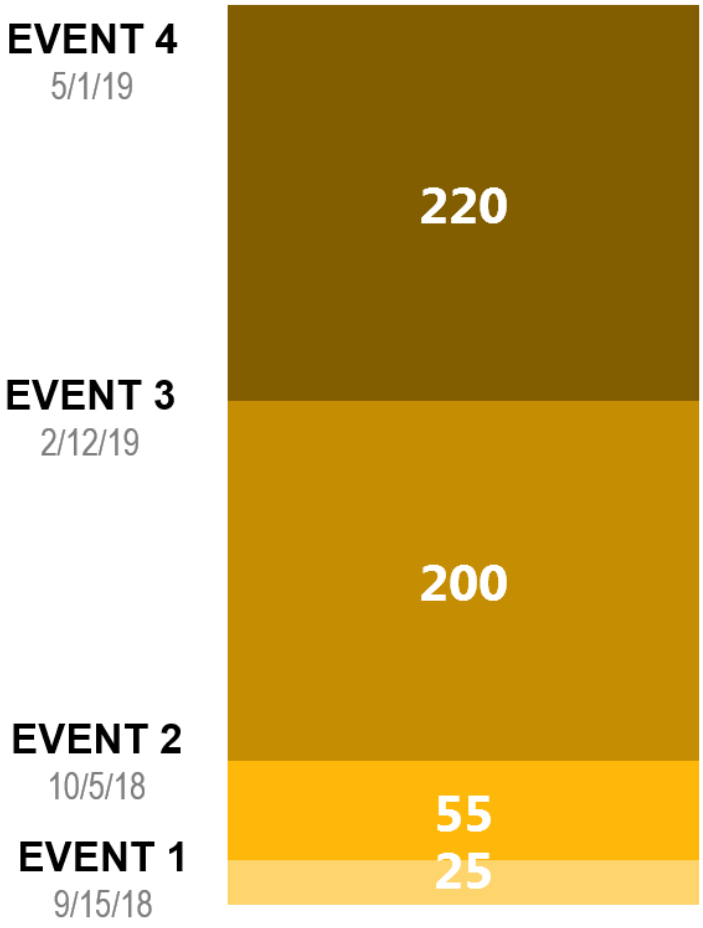
Because of the increase in students screened…

200

STUDENTS ARE ON A **WAIT LIST** FOR AN INITIAL ASSESSMENT

500 STUDENTS SCREENED DURING ACADEMIC YEAR '18-'19

Since Fall 2018, *Campus* has conducted **4 major mental health awareness events** resulting in more students being screened



Because of the increase in students screened…

200

STUDENTS ARE ON A **WAIT LIST** FOR AN INITIAL ASSESSMENT

How can we eliminate the waitlist

1 additional counselor

6 additional students would receive services per day

34 days to serve all students on the waitlist and provide better treatment

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

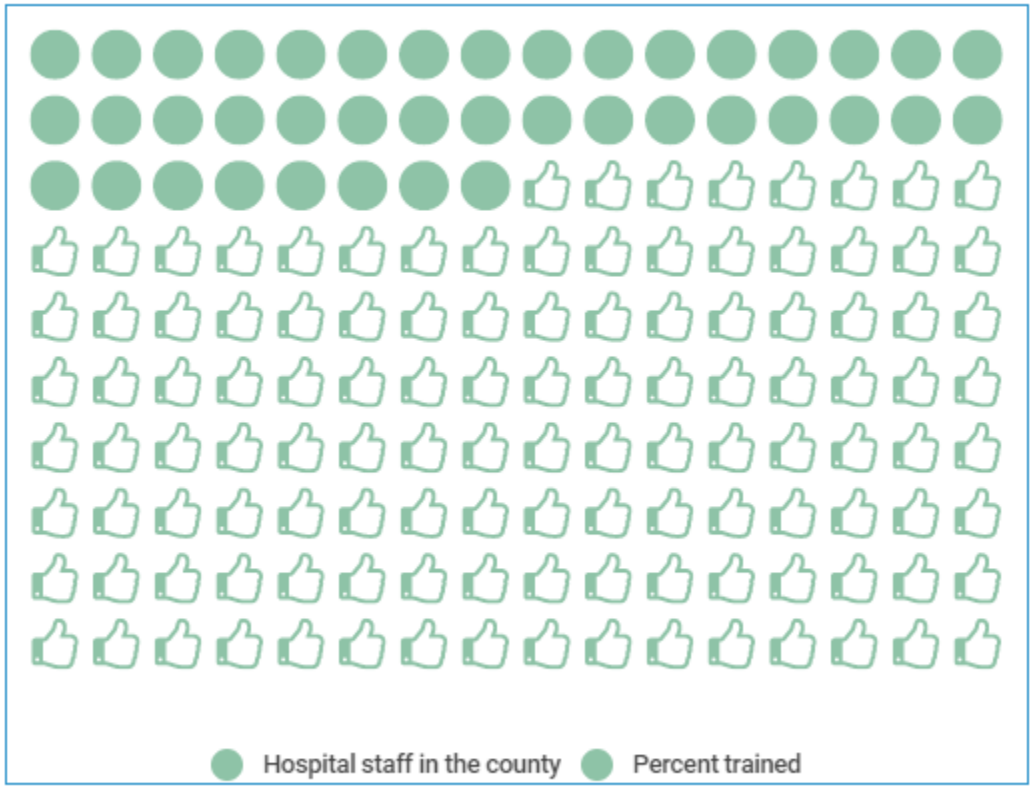
Social Math – Ongoing Support

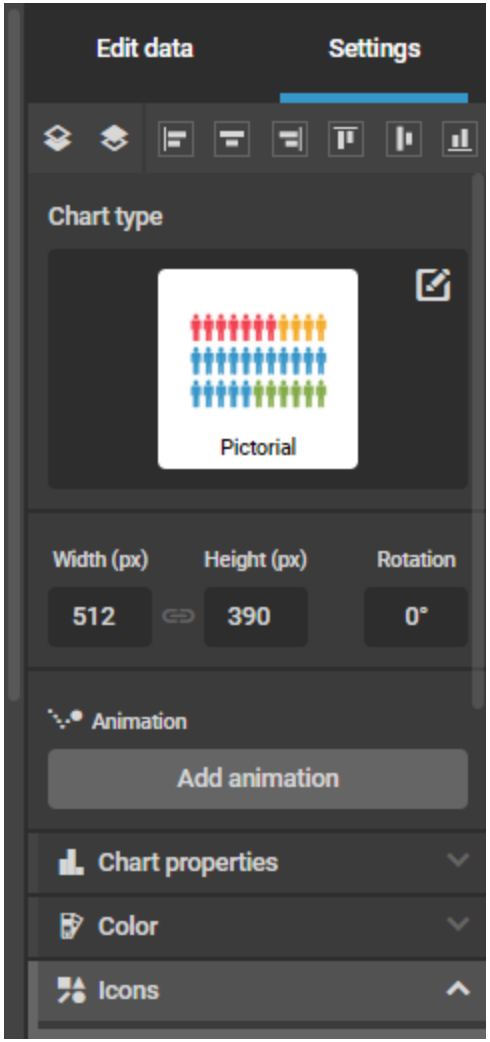
- Average gatekeeper identifies 0.37 youth
- In the county there are 684 emergency department staff

75% of ED staff = 513 staff

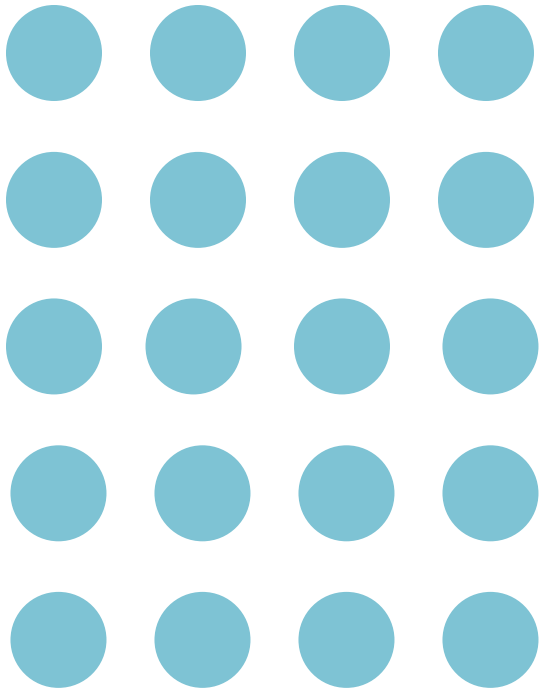
By training 75% of ED staff, 190 youth could be identified as at-risk for suicide who had not previously been identified

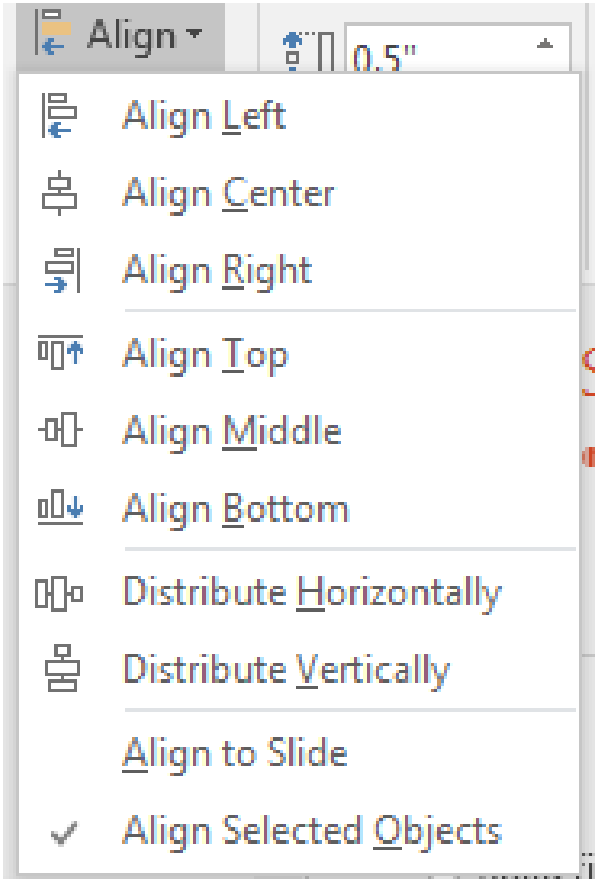
Pictorial: Infogram



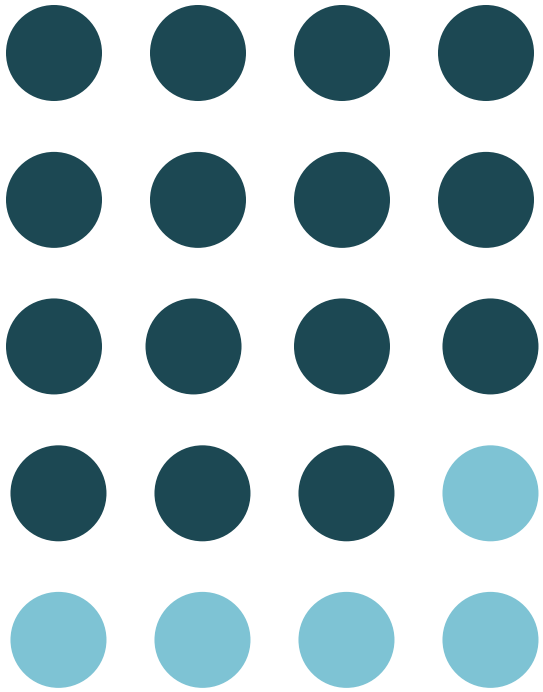


Pictorial: PowerPoint





Pictorial: PowerPoint

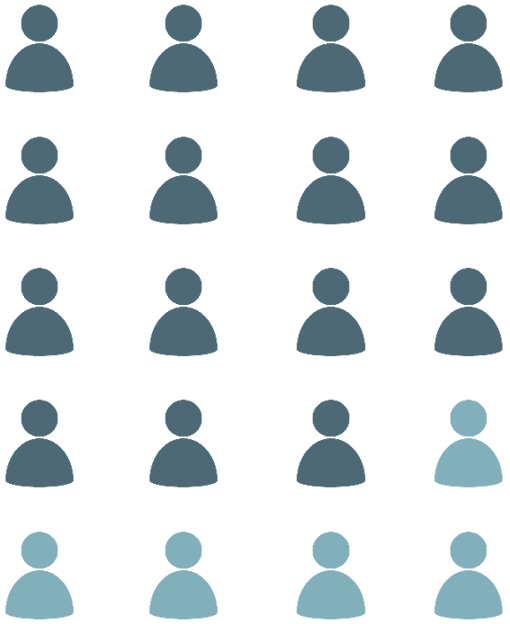


684 EMERGENCY DEPARTMENT STAFF IN THE COUNTY

75%

ARE TRAINED

Pictorial: PowerPoint



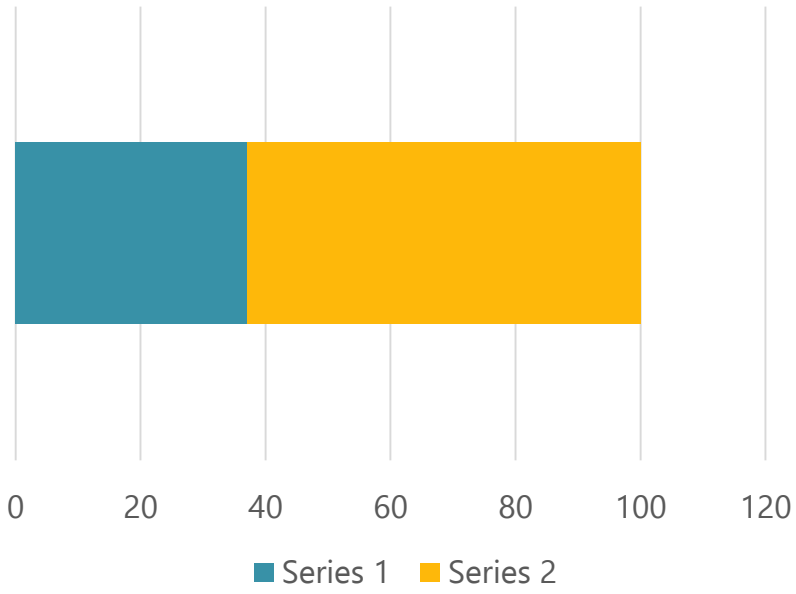
75%

OF EMERGENCY DEPARTMENT STAFF ARE TRAINED

684 EMERGENCY DEPARTMENT STAFF IN THE COUNTY

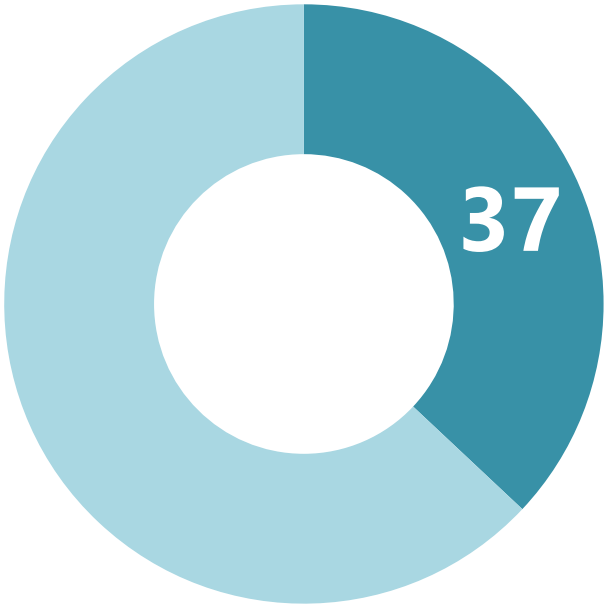
Proportion

Average gatekeeper identifies 0.37 youth

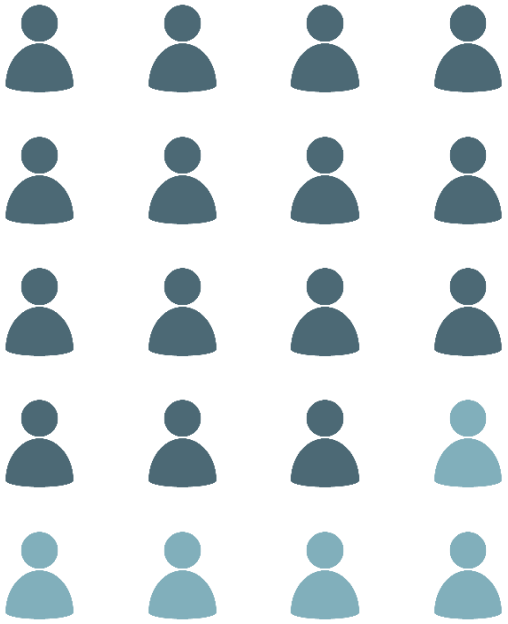


Proportion

Average gatekeeper identifies 0.37 youth



75% OF EMERGENCY DEPARTMENT STAFF ARE TRAINED



684 emergency department staff in the county

Each trained staff identifies **.37** youth

By training 75% of ED staff

190

youth could be identified as at-risk for suicide who had not previously been identified

QUESTIONS?

Jessie Rouder

Data Collection Lead
Jessie.rouder@icf.com
516-887-3201

Contact Information

Jessie Rouder: SBHF Data Collection Lead (DCL)

- gls-sbhf@icf.com
- 516-887-3201 (EST)

Brandee Hicks: Training DCL

- gls-tasp@icf.com
- 404-592-2198 (EST)

Nora Kuiper: PSI & EIRF DCL

- gls-psi@icf.com
- gls-eirf@icf.com
- 404-592-2139 (EST)

Connie Maples: TAL

- connie.maples@icf.com
- 956-722-0474 (CST)

Taylor Moore: Site Management Lead and TAL

- taylor.moore@icf.com
- 404-320-4425 (EST)

Sophia Zanakos: Project Director and TAL

- sophia.zanakos@icf.com
- 301-572-0239 (EST)

THANK YOU!