A Public Health Approach to Suicide Prevention

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Cohort 1 Quotes

"One of the lessons learned is a need to allow for project development and implementation time at the beginning of the grant period."

Goals

❖ Increase understanding of public health approach

❖ Provide time for team work

❖ Strengthen your strategic plan

    ❖ Increase specificity

    ❖ Connect proposed plan with evaluation
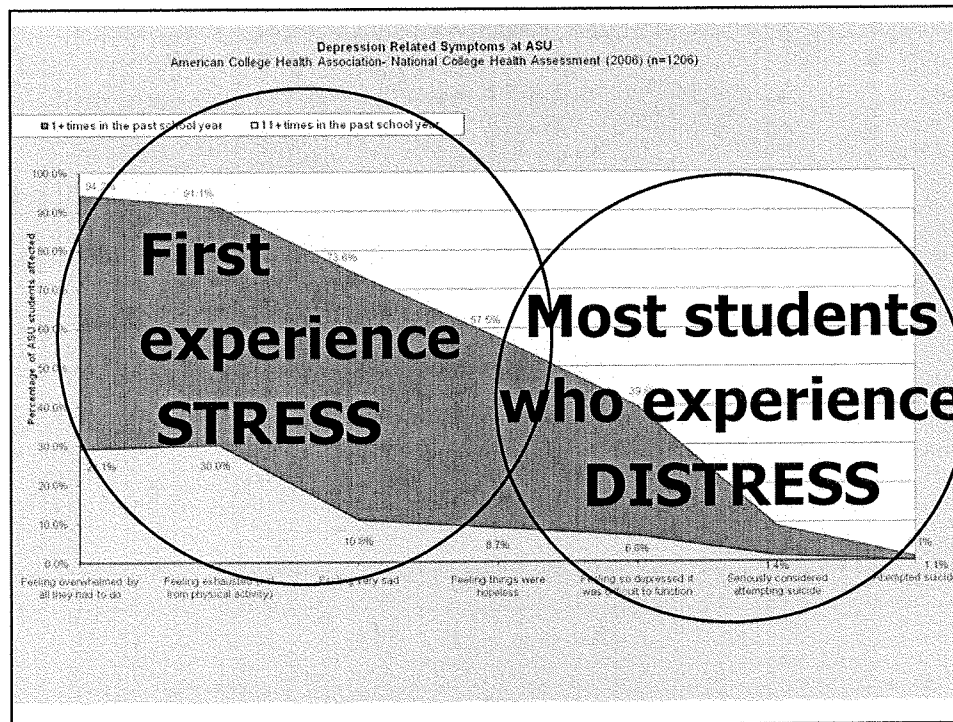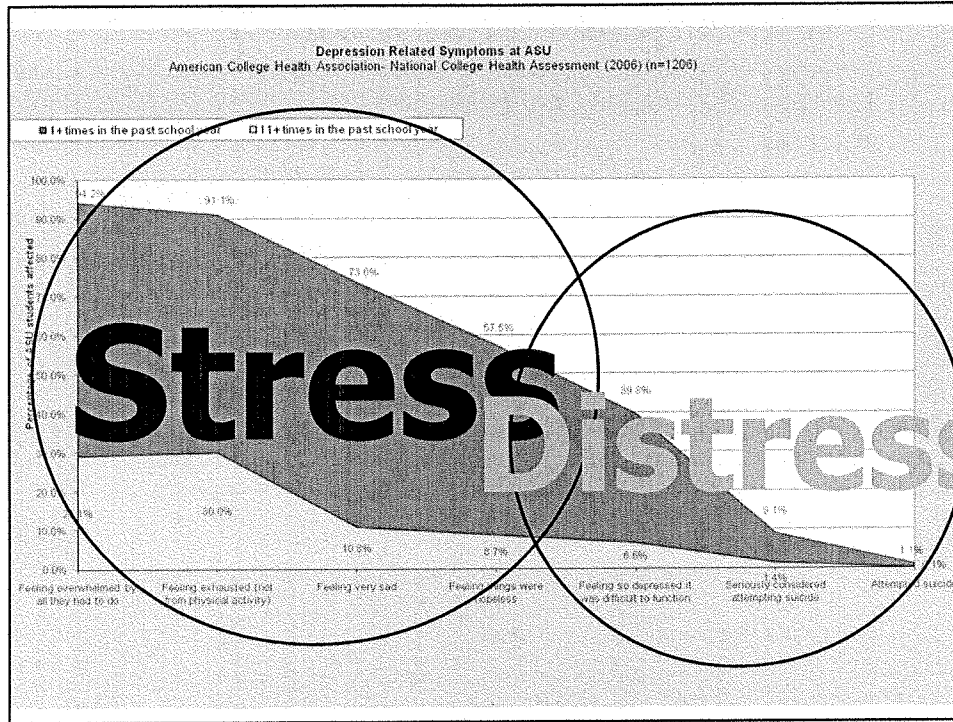
    ❖ Identify challenges

Agenda

❖ Public health approach: review of the basics

    ❖ Quick task for teams

❖ Strategic planning in the context of grants

❖ Public health approach: A grantee perspective

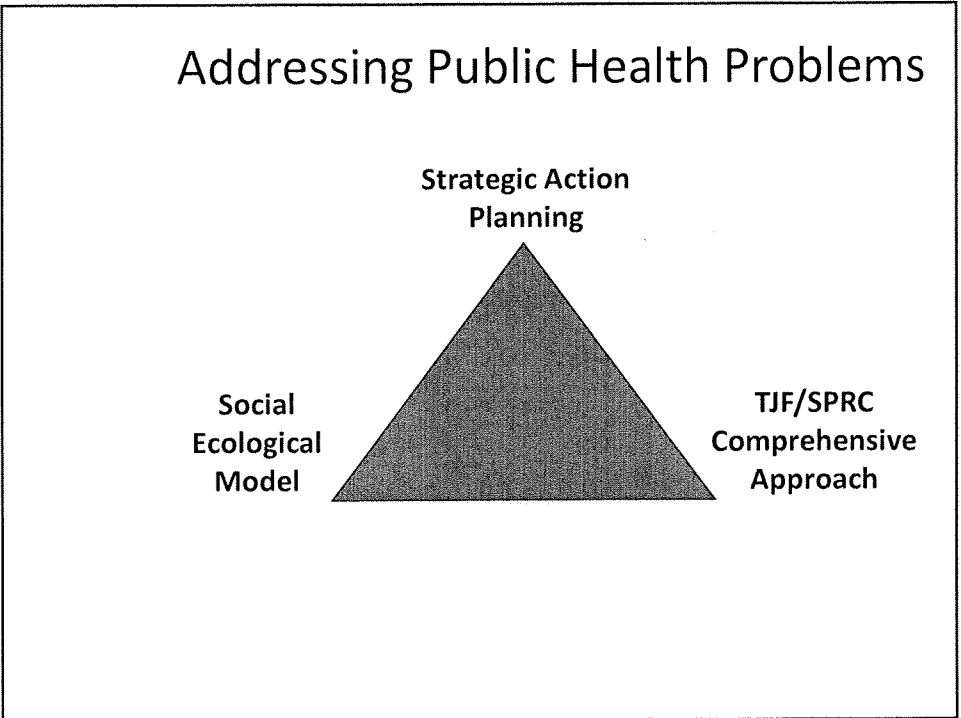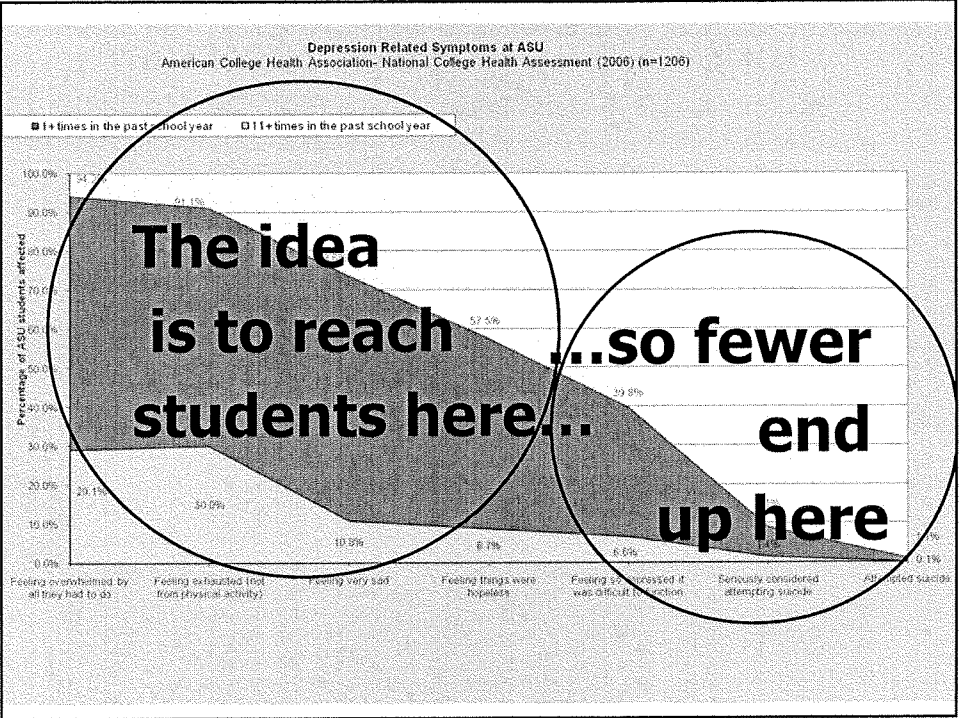❖ Team discussion and planning

❖ Large group Q&A

Why Use a Public Health Approach to Prevent Suicide?

- Declared a public health problem by the surgeon general in 1999.
- Complex problem associated with multiple factors:
  - Individual (biological, psychological)
  - Environmental (physical, interpersonal, community, societal)
- Requires multidimensional approaches:
  - Socio-ecological approach
  - Continuum of prevention

Requirements for successful public health interventions

- Data based – monitor trends
- Strategic planning – start with the end in mind
- Population focused – select population(s)
- Research/theory based – use best practices
- Cultural competence – to meet population needs
- Multidimensional approach – comprehensive, SEM, continuum of prevention
- Community involvement – partnership
- Collaboration among disciplines – leadership
- Evaluation - continuous quality improvement

The idea is to reach students here... ...so fewer end up here

Addressing Public Health Problems

Strategic Action Planning

Social Ecological Model

TJF/SPRC Comprehensive Approach

Social Ecological Influences
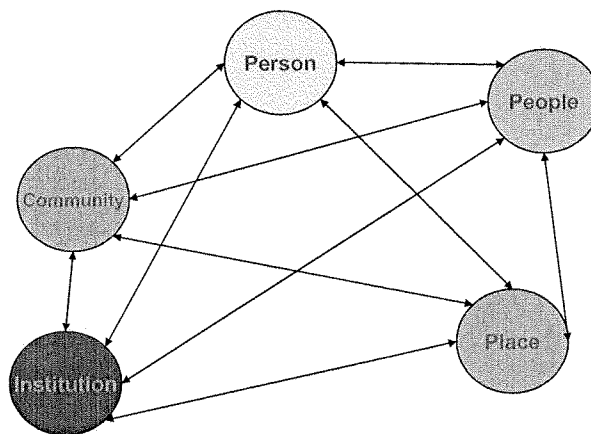
Correlates of Suicide

- Risk Factors
    - Sense of isolation
    - Lack of close personal relationships
    - Poor coping skills
    - Impulsiveness
    - Mental illness (most commonly depression)
    - Substance abuse

- Protective Factors
    - Close personal relationships
    - Strong connections to community and family support
    - Problem solving skills; conflict resolution skills
    - Healthy lifestyle
    - Accessible and effective clinical care for mental, physical and substance use disorders

Strategies for Prevention

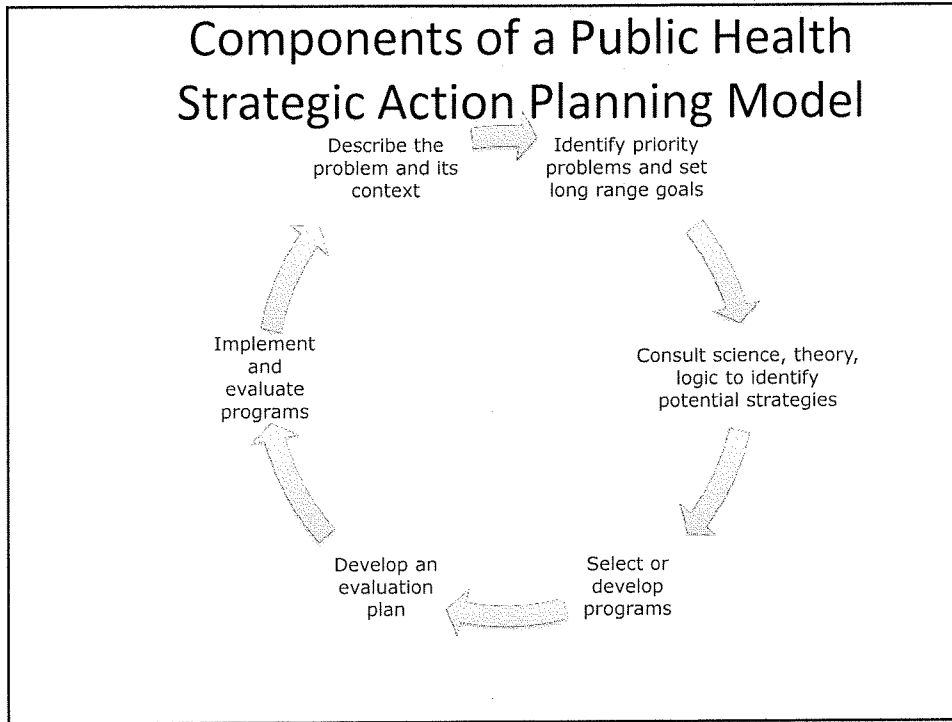| Primary	Secondary	Tertiary
Caring community Involvement Feeling words Communication Reduce stigma Stress mgmt Coping Connection Fitness Rest/sleep Healthy eating	Barriers to help Warning signs Risk factors Identify students at risk Ask about suicide risk Assist someone to get help Referral resources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

TJF/SPRC Comprehensive Approach

Identify Students at Risk

Increase Help-seeking Behavior

Promote Social Networks

Comprehensive Approach to Suicide Prevention and Mental Health Promotion

Provide Mental Health Services

Develop Life Skills

Follow Crisis Management Procedures

Restrict Access to Potentially Lethal Means
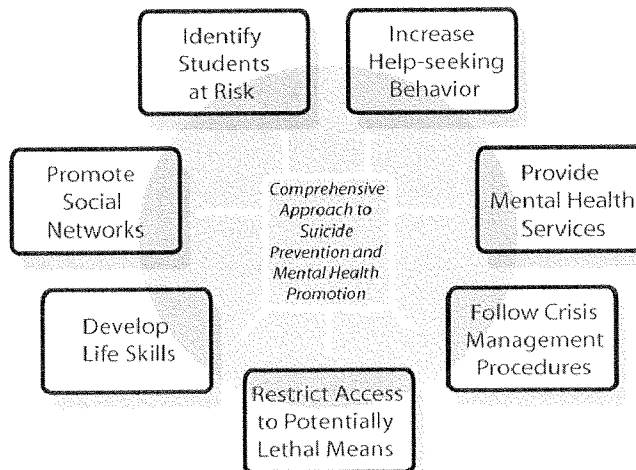
The Jed Foundation and the Suicide Prevention Resource Center, 2006

Components of a Public Health Strategic Action Planning Model

Describe the problem and its context → Identify priority problems and set long range goals

Consult science, theory, logic to identify potential strategies

Select or develop programs

Develop an evaluation plan

Implement and evaluate programs

What is a "Program"?

- Combination of activities, policies, practices, services

- Designed to result in some *change* in people or in the environment

- Comes about as a result of a planning process

Grantee "Program Areas"

Six **fundable** activities
- Training programs
- Networking infrastructure
- Educational seminars
- Hotline
- Informational materials
- Educational materials for families

Team Planning Worksheet – Side 1

- List:
  - Your grant activities
    - What you are actually doing/planning
    - Very big picture
  - Target audience for each (if applicable)

Cohort 1 Quotes

"Start slowly and take time to think out/plan out your initiatives. Leave room to change what you do as you'll likely have to do so."
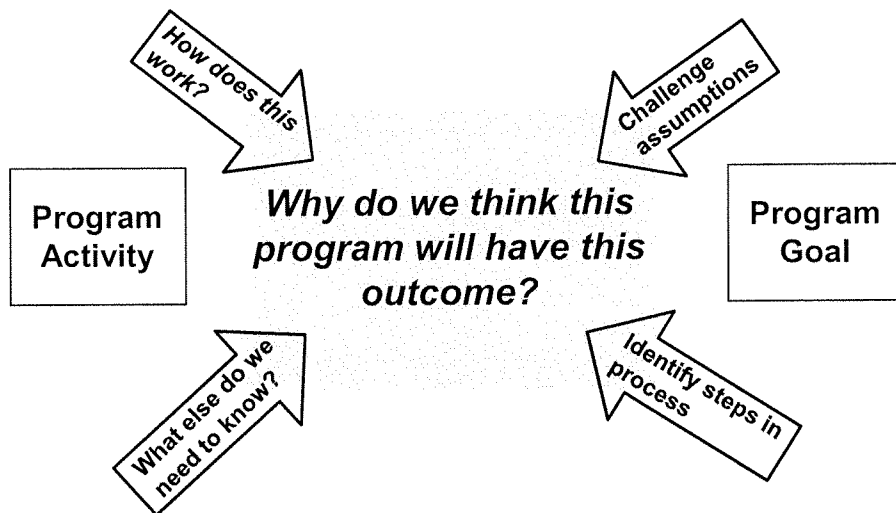
Strengthening Strategic Plans

- No program or policy itself is "right" or "wrong"... it all depends on its content and how it is implemented

- Think through planned/existing program components → what is each one trying to change?
  - Anticipated *change* is also what your evaluators care about

Typical Suicide Program Goals

- Decrease deaths by suicide
- Decrease suicide attempts
- Decrease suicidal ideation
- Decrease injuries from suicide attempts

Thinking *Inside* the Box

Program Activity	*Why do we think this program will have this outcome?*	Program Goal

How does this work?

Challenge assumptions

What else do we need to know?
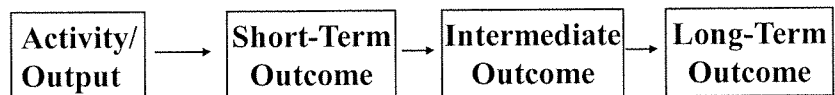
Identify steps in process

Filling in the Black Box

Answer the question:

- What is the chain of events that will occur between the activity and its intended goal(s)?

Generic Logic Model

Activity/Output $\longrightarrow$ Short-Term Outcome $\longrightarrow$ Intermediate Outcome $\longrightarrow$ Long-Term Outcome
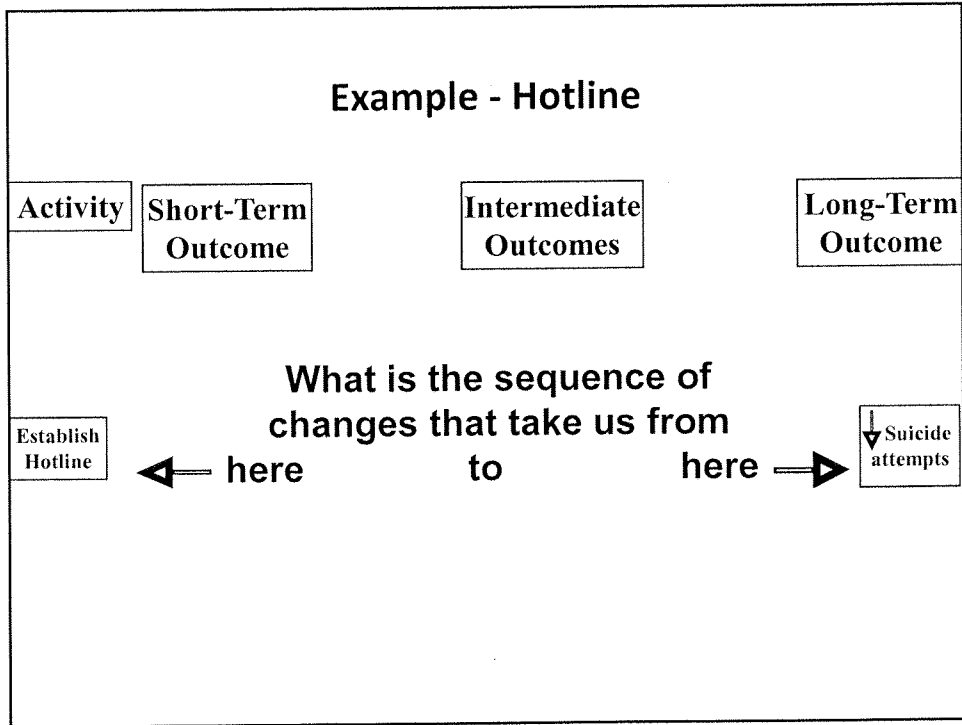
Specifying the Links

- Each link in the chain should specify a _change_ that is expected to occur, rather than the program activity that is expected to cause the change

- So, rather than:
  "implement suicide prevention training" (activity),
  say:
  "increase staff members' knowledge of warning signs for suicide" (change)
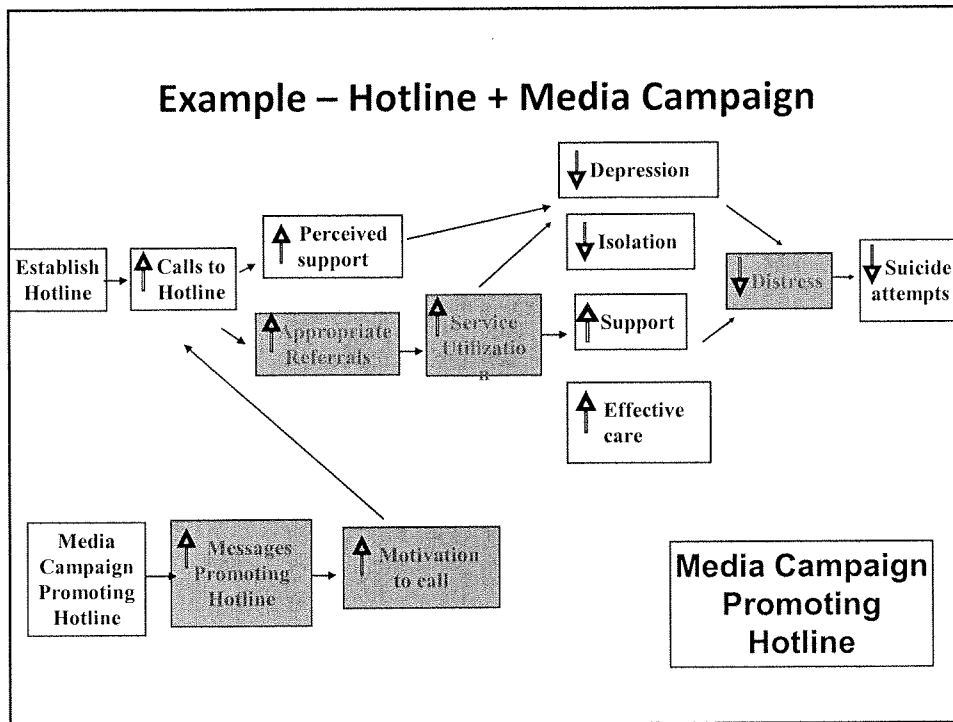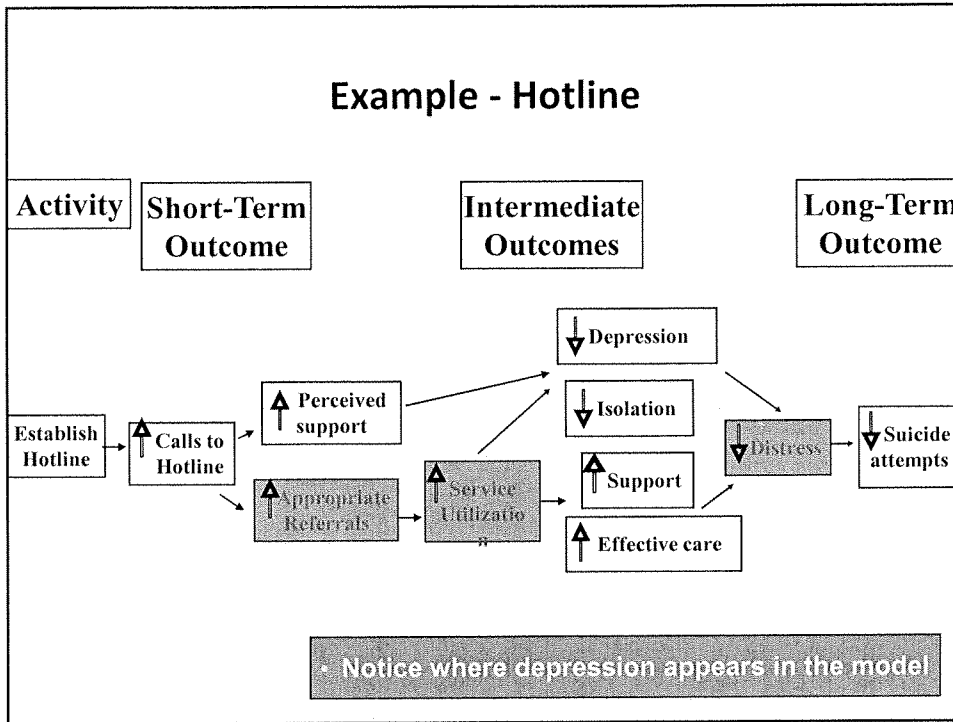
Specify!

- E.g., "Increase awareness" in the community
  Get more specific by asking:
  - Increase awareness of what, exactly? Among whom?
  - By "awareness," do we mean knowledge, skills, attitudes, or something else?

Specify!

—Increase knowledge about (what)

—Change (what) policy

—Increase or decrease (which) behavior

—Change (what) norm

Example - Hotline

| Activity | Short-Term Outcome | | Intermediate Outcomes | | Long-Term Outcome |

What is the sequence of changes that take us from

Establish Hotline ◀— here   to   here —▶ ↓ Suicide attempts

Example - Hotline

| Activity | Short-Term Outcome | | Intermediate Outcomes | | Long-Term Outcome |

Establish Hotline → Calls to Hotline → Perceived support → Depression ↓
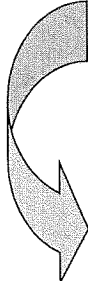
Appropriate Referrals → Service Utilization → Isolation ↓, Support ↑, Effective care ↑ → Distress ↓ → Suicide attempts ↓

• Notice where depression appears in the model

Example – Hotline + Media Campaign

Establish Hotline → Calls to Hotline → Perceived support → Depression ↓

Appropriate Referrals → Service Utilization → Isolation ↓, Support ↑, Effective care ↑ → Distress ↓ → Suicide attempts ↓

Media Campaign Promoting Hotline → Messages Promoting Hotline → Motivation to call

Media Campaign Promoting Hotline

Generic Suicide Prevention Model

```
Efforts to        Document         Changes
change the   →    efforts     →    in          →   ▽ Risk
environment                        environment       factors

                                        ↕

Efforts to        Program          Individuals      ▲ Protective
change       →    outputs     →    change,            factors
Individuals                        including
                                   behavior
```

Risk factors → Suicide attempts → Suicide completions

Group Exercise

- Work with your team (or a small group)
- Pick one activity from the list you made earlier
- Write the activity on a sticky note; that's your far-left box

Write "decrease in completed suicides" on another sticky note; that's the far-right box
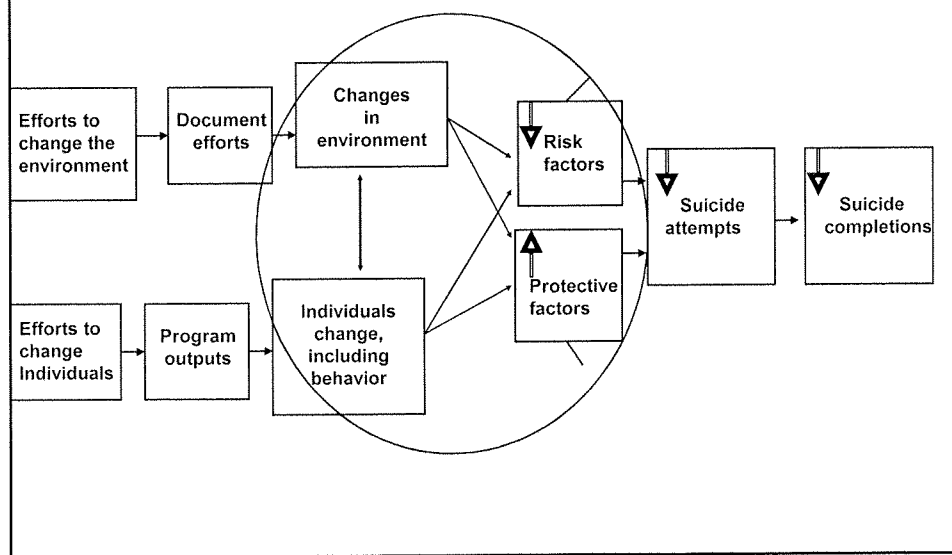
Your Activity

↓▽ Completed Suicides

Group Exercise, cont'd

- Create a logic model to connect left and right boxes
  - Use sticky notes – 1 change per sheet
  - No "right" number of middle steps

Focus on Risk & Protective Factors

Reminder: Specify!

—Increase knowledge about (what)

—Change (what) policy

—Increase or decrease (which) behavior

—Change (what) norm

Team Observations

Benefits of Logic Models

- Clarify the program
  - Focus on desired changes
  - Get specific
  - Achieve internal agreement
    - Resolve competing "implicit theories"
    - Visualize how program elements fit together
  - Communicate program to others
- Use as basis for evaluation plan
- Enhance sustainability

Sharpen Strategic Thinking

Instead of: *What are we doing to DO?*
"Conduct a workshop"

State: *What are we trying to change?*
"Increase staff skills in recognizing suicide risk and intervening effectively"

Connection with Evaluation

- In short-term programs, suicide rates often not an accurate indicator of success

- Logic model allows you to *evaluate the interim outcomes* that will eventually lead to reductions in suicidal behavior

University of Wyoming
Lifesavers Initiative Logic Model
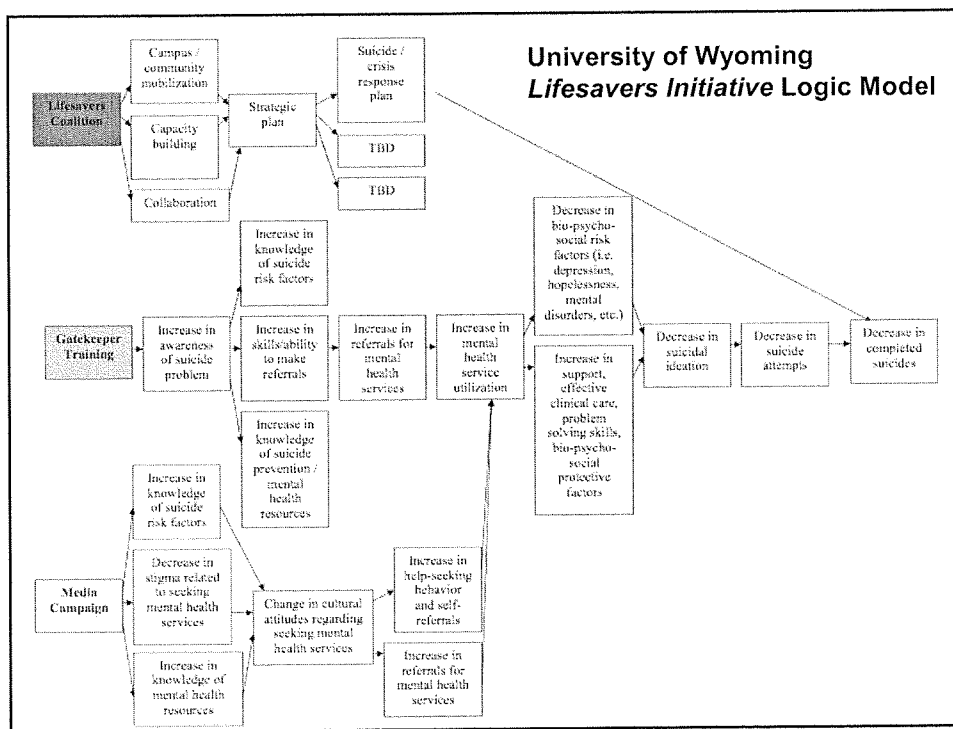
From Model to Evaluation Plan

- Based on specified *changes*, decide:
  - *Indicator*: what info could show this change?
  - *Data Sources*: where could you get that info?
  - *Design*: timing, comparison groups, etc.

Cohort 1 Quotes

"Think seriously about your local evaluation from the beginning."

"Don't underestimate the value of the evaluation. Put the effort into evaluation at both levels and plan ahead."

"Work with an evaluator to create evaluate-able materials."

ASU Lessons Learned

- Assemble a multidisciplinary team.

- Plan with the outcomes in mind.

- Train your team and partners to think strategically.

- Encourage your team to question assumptions.

- Use ongoing evaluation results to improve plan.

Thank you!

How to Use This Meeting

- Note structure – strategic planning process

- Identify areas of knowledge or skill that could benefit your team

- Send each team member to a different breakout session (see Worksheet, Side 2)

- Think strategically!

- Introduce yourself to Dave, Julie, Laurie, Leah

How to Use SPRC's Campus Programs

- Call or email us with questions
- Read listserv postings
- Post your own questions to the listserv
- Participate in Group Technical Assistance
  - Conference Calls
  - Webinars
- Give us suggestions for topics

Cohort 1 Quotes

"Be realistic in your goals and objectives, but also dare to think big."

"Identify 2-3 beliefs that you are passionate about and build your program and vision around those beliefs. Your passion will push through all the hard work and obstacles."

Grantee Assignments

PS	Dave Stewart	Julie Halverson
	Cohort 2	Cohort 2
	Bloomsburg University	City College, New York
	Cal State- Fullerton	Marquette University
	Florida Gulf Coast	Oklahoma State
	Linn State Technical	Purdue University
	Mississippi State	Trinity Christian College
	Ohio State University	University of Memphis
	St. Peter's College	
	SUNY Buffalo	Cohort 3 (New)
	Texas Pan American	Kentucky- Lexington
	University of Maryland	Texas College, Tyler
	University of North Texas	Trinidad State Jr. College
	University of South Carolina	UNC- Greensboro
	University of Utah	Cohort 3 (Refunded)
	Utah Valley State College	Arizona State
	Western Michigan	Northwest MO State
		Pace University

Grantee Assignments

PS	Leah Horn	Laurie Davidson
	Cohort 2	**Cohort 2**
	Connecticut College	Regis University
	Kansas State	University of North Dakota
	Mass Maritime	University of Wyoming
	Nebraska-Kearney	
	UMass- Amherst	**Cohort 3 (New)**
	Universaidad del Turabo	Tufts University
	University of PR, Cayey	
	University of S. Mississippi	
	Worcester Polytechnic	
	Cohort 3 (New)	
	Cal State- Long Beach	
	Penn State- Altoona	
	SUNY- Stony Brook	
	University of Maine, Orono	
	Cohort 3 (Refunded)	
	SUNY at Albany	
	UC- Berkeley	
	University of Guam	
	Wisconsin- Oshkosh	