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Touchstone Suicide Prevention Project

Douglas P. Johnson

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Garrett Lee Smith Campus Suicide Prevention Grant Program

Final Report

Cohort III

Reporting Period:

September 30, 2010 – September 29, 2011

Suicide Prevention Branch
Division of Prevention, Traumatic Stress and Special Programs
Center for Mental Health Services
Substance Abuse and Mental Health Services Administration
Department of Health and Human Services

Due: December 31, 2011

Garrett Lee Smith Memorial Campus Suicide Prevention Grant Program Final Report

Instructions

The purpose of the Final Report is to provide information to SAMHSA regarding programmatic progress and how grant and matching funds have been used to pursue programmatic objectives during the last year of your grant. In addition, the report form includes a few questions to gain a retrospective on the grant over the last three years. SAMHSA will use this information to inform Congress regarding progress in the Garrett Lee Smith Memorial Suicide Prevention Program.

We do not want this report to be burdensome. Feel free to use language used in the continuation application to help complete this report. We ask for *summary information* as well as key activities, major barriers encountered, and progress achieved during the project year. We are asking, as well, that consideration be given to how project activities will be sustained after the grant ends. We look forward to reading your report as its content and recommendations will enrich our program development efforts.

If there are any questions, please contact your Government Project Officer, who will be glad to help.

Please complete this form in Microsoft Word.

Send an electronic copy of this report along with attachments to Darrell Russ: Darrell.Russ@samhsa.hhs.gov and to your Government Project Officer. If it is not possible to deliver these materials by e-mail, please mail one copy of the report along with attachments to Darrell Russ:

Mr. Darrell Russ
SAMHSA, Division of Grants Management
1 Choke Cherry Road, Room 7-1087
Rockville, MD

If you are using the U.S. Postal Service, use the following Zip Code: 20857

If you are using **any other carrier**, use the following Zip Code: 20850

Phone: 240-276-1517

FAX: 240-276-1430

And one copy to your GPO at

Name of GPO

SAMHSA, Center for Mental Health Services

1 Choke Cherry Rd, Room 6-1102, Rockville, MD

If you are using the US Postal Service, use the following zip code: 20857

If you are using any other carrier, use the following zip code: 20850

In addition, please **mail** two hard copies of the Report and attachments, with a cover transmittal letter on official letterhead addressed to:

Closeout

SAMHSA, Division of Grants Management

1 Choke Cherry Road, Room 7-1091

Rockville, MD If you are using the U.S. Postal Service, use the following Zip Code: 20857

If you are using any other carrier, use the following Zip Code: 20850

**Garrett Lee Smith Campus Suicide Prevention Grant Program
Final Report**

I. PROJECT IDENTIFICATION AND KEY CONTACTS

A. Please note the year that your grant was awarded.

- September 2008
 Other (please specify) _____

B. Grant Number: 10212195

Project Name: Touchstone Suicide Prevention Project

Grantee Organization: University of Maine

C. Project Director

Name: Douglas P. Johnson, Ph.D. /Director of the Counseling Center

Phone: 207-581-1392

E-Mail: doug.johnson@umit.maine.edu

D. Person completing this form (if different from the Project Director)

Name: Kylie Cole, Psychologist and Prevention Coordinator

Phone: 207-581-1392

E-Mail: kylie.cole@umit.maine.edu

E. Other suicide prevention funding
none

II. CAMPUS INFORMATION

A. Do your grant funds currently support activities for

- A single institution with only one location
- A single institution with multiple locations
- One campus of a single institution (with multiple locations)
- A multi-institution consortium or coalition

If yes, please provide the names and locations of the institutions in the consortium or coalition:

B. College characteristics (Check all that apply)

- Public
- Private
- Other

- Tribal College
- Historically Black College/University (HBCU)
- Hispanic Serving Institution (HSI)
- Other

- 4-year, primarily residential
- 4-year, primarily commuter
- 2-year community college
- 2-year technical

- Religiously Affiliated College
- Military College
- Other

C. Campus setting (If you work with multiple campuses, check all that apply.)

- Rural
- Suburban
- Urban

D. Total Number of Students Attending all the Colleges/Campuses Served

- Fewer than 1,000
- 1,001 – 5,000
- 5,001 – 10,000
- 10,001 – 20,000
- More than 20,000

E. Student body demographics

Please indicate the approximate percentage of the students served by your grant who are members of the following ethnic and racial groups.

a. Ethnicity

1.3% Hispanic or Latino
98.7% Not Hispanic or Latino

b. Race

1.8% American Indian/Alaska Native
2.1% Asian
1.4% Black or African American
na% Native Hawaiian or Other Pacific Islander
13.3% Unknown/Other
80.2% White

Include information on Veterans and LGBTQ, if applicable.

We have approx 320 student Veterans who receive benefits, but no data on the total number of Veterans on campus. There is no official data on number of GLBTQ students on campus.

III. PROVIDE A SUMMARY STATEMENT OF YOUR CURRENT GOALS AND OBJECTIVES.

Area 1: Touchstone Peers:

Continue to train a peer-based program to help create natural connections and interactions with at-risk students before the individual reaches a 'crisis' point.

Use peer relationships to 'normalize' natural distress related to life experiences and the developmental challenges faced by college students.

Facilitate connections to a wide array of student groups, organizations, clubs, and interest groups as a method of increasing connection and engagement and decreasing isolation.

Touchstone Social Network (TSN) students participate in a 6 week training program that covers suicide prevention, helping skills, bystander intervention, and referral resources. Touchstone Peers participate in ongoing weekly training meeting and have office hours. Touchstone peers will assist future TSN trainings and be a primary resource for students.

Area 2: Touchstone Resources:

Train key faculty and staff in gatekeeper training in order to create more opportunities for intervention with at-risk students.

Develop a document to advise faculty on how to meet the needs of students in distress.

Develop and mail information to parents, faculty and staff about the risk of suicide, depression, and substance abuse in college, and also direct them to web-based resources.

Develop two levels of training: Basics (formerly called Prologue) (15 minutes introductory training), and Touchstone Resource training (2 hour).

Area 3: Touchstone Web:

Continue to implement a web-based depression screening tool to reach out to students and allow them to interact with a clinician anonymously.

Design and maintain an interactive website that provides information to faculty, staff, parents, and students about suicide risk factors and how to respond.

Area 4: Policy Review:

Review policy on an annual basis in order to maintain best practice standards and encourage continuity across campus.

IV. CURRENT GOALS AND OBJECTIVES.

Describe and explain changes, if any, made during this budget period affecting:

A. Goals and objectives;

Training of Trainers was dropped from Area 2 due to lack of community interest. The Basics and Touchstone Resource Trainings were covered by the Counseling Center staff members.

B. Project location;

none

C. Projected time line for project implementation;

None

D. Organizational structure and/or staff alignment and responsibilities (Please attach resumes and qualifications of new key staff in Attachment #1); and,

One new staff member has been hired. Whitney Kansas was in the role of Prevention Graduate Assistant from September 2010 through May 2011. Whitney transferred to another university and Charles McKay was hired to fill this position beginning September 2011. This position is not funded by the grant, but the role functions to support activities that are funded by the grant.

Primary responsibilities include programming and marketing tasks and web and technical support.

The reporting structure of these positions has not changed and is reflected below.



E. Approaches and strategies proposed in the initially approved and funded application.

Area 1: Touchstone Peers

No changes

Area 2: Touchstone Resources:

- Continue to provide two levels of training as proposed in the 2010 Continuation Application to meet faculty/staff needs and address barriers to accessing faculty/staff, and drop the third level of training due to lack of community interest.
 - **CONTINUE Basics** (15 minutes) introduction to Counseling Center and invitation to further training.
 - **CONTINUE Touchstone Resource** (2 hour) teach skills to be used in talking to students and making referrals.
 - **DROP Touchstone Trainers** (full day) train participants to deliver the Touchstone Resource training.

Area 3: Touchstone Web:

- We continue to target all new students to the university, including first year, transfer, and new graduate students. Although the targeting of other high risk groups was considered, this has not been implemented. We have, however, opened the screening tool to all students via our website, so that any interested student may take the screening and interact with a counselor anonymously.

Area 4: Policy Review:

- No changes.

V. PROGRAM ACTIVITIES

A. Checklist

Please check the following allowable activities **for which you are using Garrett Lee Smith Campus Suicide Prevention Grant Funds and/or matching resources:**

1. Training programs for students and campus personnel
2. Networking infrastructure to link with broader community
3. Educational Seminars
4. College-based hotlines and/or National Suicide Prevention Lifeline
5. Informational materials
6. Educational materials for families
7. Other (Please specify) _____

B. Narrative

Please provide the following information for each of the activities that you checked above.
Please list each activity separately by cutting and pasting the questions below for each activity.

Activity: Training programs for students and campus personnel

1. Briefly summarize your key goals and objectives.

Develop student/peer training called the Touchstone Social Network (TSN) students participate in 6 week training and Touchstone peers participate in ongoing weekly training meeting and have office hours. Touchstone peers will assist future TSN trainings and be a primary resource for students.

Train key faculty and staff in gatekeeper training in order to create more opportunities for intervention with at-risk students.

Develop a one day training for that combines MYSPP Gatekeeper Training with their Training of Trainers program.

Develop three levels of training: Basics (formerly called Prologue) (15 minutes introductory training), Touchstone Resource training (2 hour) and Touchstone Trainers (full day).

2. Describe your target populations.

Populations for training include faculty, staff, and students. Recruitment for trainings begins with natural partners of the Counseling Center and “natural helpers” on campus, but also expands to any faculty, staff, or student who would like trainings on how to help a student in distress.

3. Report on progress relative to approved objectives.

- 22 students were trained via the Touchstone Social Network six-week training.
- Six Touchstone Resource Trainings were held during this reporting period for 188 faculty/staff.
- One Basics Training was held for 7 faculty.

- Four student Gatekeeper trainings were held with 462 students trained during this reporting period.
- A training for professionals in the field was offered in conjunction with MSYPP on 1-07-11 and trained approx 20 individuals.

4. Summarize key program accomplishments to date.

- 272 Faculty/staff and community members have been trained during the grant period via the Touchstone Resource two-hour training to identify and intervene with distressed students.
- 233 Faculty/staff have been reach via the Touchstone Basics (15 minute) presentation to raise awareness about resources for distressed students.
- 577 students have been trained via the one hour Gatekeeper training.

5. Describe difficulties/problems encountered in achieving planned goals and objectives including barriers to accomplishment and actions taken to overcome difficulties.

A major barrier to implementing the student trainings has been the availability of staff to advise these programs. Another barrier has been recruiting students, particularly those who are the most involved on campus and have many scheduling difficulties. To resolve both of these issues, Touchstone implemented the Student Support Network training, developed by Worcester Polytechnic Institute, in year three to replace the Touchstone Social Network and respond to the time constraint (SSN is 6 hours as opposed to 12 in the TSN) and to assign one or two specific staff to the project as opposed to different staff each week. This was a successful transition, but we continue to find scheduling to be a major barrier for students who are interested in being trained.

6. If you modified your original plan for this activity, please explain the changes and your rationale for making them.

The Training of Trainers component of the faculty/staff trainings was not completed due to lack of community interest. We chose to focus on having more people trained broadly (Basics and Resource trainings) rather than focusing on training a few with very detailed and specific knowledge (Training of Trainers).

7. Of the outreach and promotional activities you did for this task, identify the one you think was most effective and explain why.

The most effective method for recruiting faculty and staff to training is establishing a personal relationship with deans and other influential faculty and staff within the University. Faculty and staff that we have worked with via referrals and other trainings were the first to volunteer for training. Creating these relationships in departments that

have accessed the Counseling Center less in the past has led to greater participation and future referrals from those departments.

Students were recruited to participate in the TSN in a number of ways, but the most effective was through word of mouth from friends, roommates, and faculty and staff.

8. How might you sustain this activity when the grant ends?

Sustainability for this trainings is a high priority now that grant funding has ended. Currently, we have staff in place who have been willing to take on TSN recruitment and training as well as faculty/staff training. A merger between an existing Peer Education Program and the TSN trainings is happening through shared office space and collaborating staff.

Activity: Informational Sessions

9. Briefly summarize your key goals and objectives.

Develop a document to advise faculty on how to meet the needs of students in distress.

Develop and mail information to parents, faculty and staff about the risk of suicide, depression, and substance abuse in college, and also direct them to web-based resources.

Design and maintain an interactive website that provides information to faculty, staff, parents, and students about suicide risk factors and how to respond. This website would also include an area for parents, faculty and staff to post questions to a Counseling Center clinician.

10. Describe your target populations.

Materials are developed to meet the needs of three different groups: students, faculty/staff, and parents.

11. Report on progress relative to approved objectives.

- A leaflet was designed with consultation from the Advisory Board as to what is pertinent information for faculty/staff. This leaflet was printed in Sept 2011 and will be distributed during the 2011 Fall semester.
- A post card was mailed to Parents in Oct 2010 to encourage them to talk to their student and become aware of signs of distress. It also includes resources for parents to access consultation with Counseling Center staff.

- The Counseling Center website is currently maintained by a staff member and is updated regularly with new information.

12. Summarize key program accomplishments to date.

- A post card was mailed to Parents in Oct 2010 to encourage them to talk to their student and become aware of signs of distress. It also includes resources for parents to access consultation with Counseling Center staff.

13. Describe difficulties/problems encountered in achieving planned goals and objectives including barriers to accomplishment and actions taken to overcome difficulties.

Our original proposal was to create a reference book for faculty/staff with detailed information that describes how to intervene with students based on behavioral observations. We discussed this project with our Advisory Council, it was noted that many faculty would not use the booklet, or even read it. This led to the development of a leaflet delineating trainings and consultation resources for faculty/staff.

14. If you modified your original plan for this activity, please explain the changes and your rationale for making them.

As was described above, both print documents (for parents and faculty/staff) were revised to be briefer to emphasize the most important information and increase the likelihood that the resources would be utilized.

15. Of the outreach and promotional activities you did for this task, identify the one you think was most effective and explain why.

We know the parent postcard was useful to many parents because we noticed an increase in parent calls to the Counseling Center for consultation during the weeks that followed the mailing.

16. How might you sustain this activity when the grant ends?

Print materials, such as the postcard for parents and the poster created for faculty and staff, will be difficult to sustain after grant funding due to the general budget constraints of the University. However, due to the importance of these activities, plans to collaborate with campus partners to sustain these activities are in place. For instance, working with departments who already send information to parents could enable Touchstone to include important information about services in previously established mailings. Also, electronic communication is becoming a more normal and acceptable form of communication with parents. This means could enable Touchstone to get information to parents at a very low cost.

Additionally, Academic Affairs has expressed a desire to see portions of the grant that pertain to training and supporting faculty and staff sustained. As such, future funding of print materials for faculty and staff could come from Academic Affairs in future years.

Activity: Educational materials for Families

17. Briefly summarize your key goals and objectives.

Develop and mail information to parents, faculty and staff about the risk of suicide, depression, and substance abuse in college, and also direct them to web-based resources.

Design and maintain an interactive website that provides information to faculty, staff, parents, and students about suicide risk factors and how to respond. This website would also include an area for parents, faculty and staff to post questions to a Counseling Center clinician.

18. Describe your target populations.

Our target population is parents and families, primarily of first year and incoming students.

19. Report on progress relative to approved objectives.

As was described above, a postcard was sent to parents in Oct 2010. The postcard includes recommendations for resources and a message encouraging parents to speak to their children about their experience at school and help them get connected to resources if they are struggling.

20. Summarize key program accomplishments to date.

See above

21. Describe difficulties/problems encountered in achieving planned goals and objectives including barriers to accomplishment and actions taken to overcome difficulties.

The most challenging part of creating resources for parents and families has been gathering feedback from parents and families. One way we have overcome this has been to speak with community partners who attend Touchstone trainings, as well as utilize our Touchstone Advisory Council to gather information and lessons learned from their experiences of working with parents and families.

22. If you modified your original plan for this activity, please explain the changes and your rationale for making them.

The only change to this area was to modify the parent mailing to be briefer, as was described above. This change will address the concern that parents get many mailings

and often do not scrutinize all of them, particularly at the beginning of the academic year. The decision was made to delay sending the postcard until close to Fall break, when students will be going home for a few days. Making the mailing shorter and being thoughtful about when to send it will make it more likely that parents will read and have a chance to respond to recommendations.

23. Of the outreach and promotional activities you did for this task, identify the one you think was most effective and explain why.

No outreach or promotional activities were created for this task.

24. How might you sustain this activity when the grant ends?

As was described above, the postcard for parents will be difficult to sustain after grant funding due to the general budget constraints of the University. However, due to the importance of this activity, plans to collaborate with campus partners to sustain the postcard are in place. For instance, working with departments who already send information to parents could enable Touchstone to include important information about services in previously established mailings. Also, electronic communication is becoming a more normal and acceptable form of communication with parents. This means could enable Touchstone to get information to parents at a very low cost.

VI. **IMPACT, LESSONS LEARNED, AND MORE** *over the 3 year project period.*

A. Impact/Referrals

1. On-campus Referrals

- a. Please indicate whether the number of student referrals to the campus counseling center has increased since the inception of the Garrett Lee Smith Campus Suicide Prevention Program.
- Yes (Please provide the data and indicate the percentage by which referrals increased. 24%)
 - No (Please provide the data.)
 - Not certain
 - We don't have a counseling center on campus.

Comments welcome: The 24% increase is the increase for referrals from staff and faculty. Self-referrals and referrals based on the web based Interactive Screening Program also increased by approximately 24%. Data concerning referrals to the Counseling Center is collected through the intake worksheet that students fill out when

they come in for services. The intake worksheet includes a list of referral sources that students can choose from, and are asked to check all that apply. However, we find that many students check 'self' and no others, and disclose in later sessions that they spoke with a faculty member or a family member who recommended that they seek services. Consequently, the data may not be fully accurate.

b. Have you altered your campus counseling center services to accommodate an increase/potential increase in demand for services?

- We don't have a counseling center on campus (Go to 2 below.)
- Yes (Go to "c" below)
- No (Go to 2 below.)

c. If yes, please indicate all that apply:

Added staff.

- Decreased number of sessions offered before referring a student to an off campus provider.
- Altered intake system to increase efficiency (e.g., adopted a triage system, went to all "walk-in" system, other).

Please describe:

- Strengthened group program and/or increased referral to groups.
- Defined scope of service more narrowly so that more students could be referred to community providers.
- Decreased prevention, wellness, and other outreach services to allow more time for clinical/emergency services.
- Other:

We welcome your comments on any of the above: The Counseling Center started offering iConsult in the afternoons, which is a walk-in intake system. iConsult sessions are usually 20-30 minutes long and gather general information about the student and a brief assessment for risk. This gives the clinician an opportunity to refer the student to other services on campus in a more efficient way, and get them into counseling services quicker. It also helps clinical staff prioritize students in crisis quicker and takes the burden of assessing immediate risk away from front desk staff. We have found this intake system to be very effective and students have responded well to it.

2. Off-campus/Community Referrals

a. Please indicate whether the number of student referrals to off-campus mental health providers has increased since the inception of the Garrett Lee Smith Campus Suicide Prevention Program.

- Yes (Please provide the data and indicate the percentage by which referrals increased. _____%)

- No (Please provide the data.)
 Not certain

Comments welcome: Primarily, students are served at our Center, and not referred off-campus. Our services are free and not session-limited, which we believe decreases the barriers to treatment. Little data, besides anecdotal data, is collected regarding the few students who are referred off-campus.

3. With the possible exception of needing to expand capacity to serve at-risk students, what impact (if any) has the Garrett Lee Smith Campus Suicide Prevention grant had on your campus?

Faculty and staff seem to know more about the Counseling Center and are more likely to call for a consultation about a student with whom they are working. These calls do not always necessarily result in a direct referral but often serve to increase the communication between the faculty/staff member and the Counseling Center or other resources on campus.

Comments welcome: _____

4. Please provide any recommendations you may have for what is needed to improve student access to treatment.

B. Products/Materials

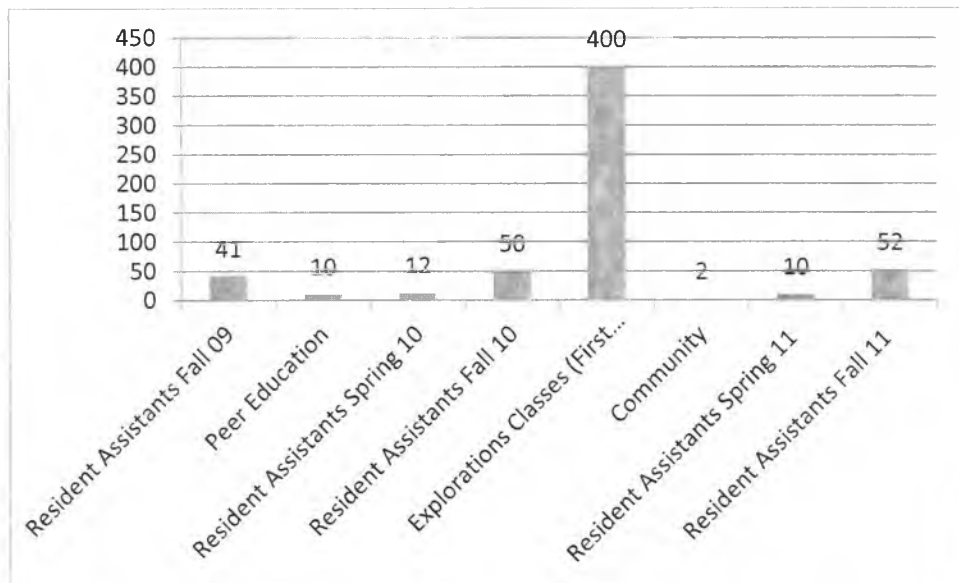
1. Please attach any products or materials (flyers, brochures, videotapes, training curricula and agendas, crisis response plan, etc.) you developed during the period of this report. (Attachment #1).

See Attachment 1.pdf

C. Evaluation

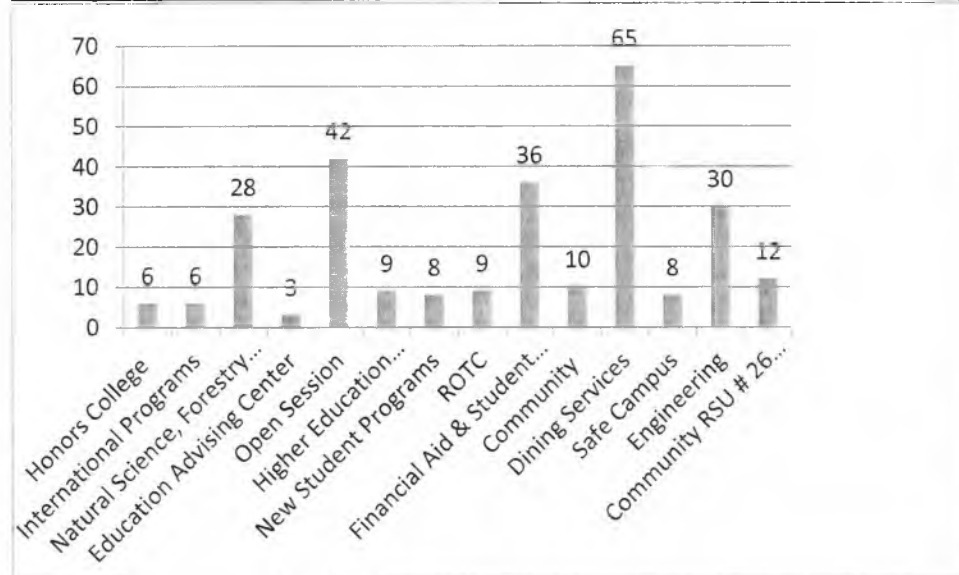
1. Please provide a list of the most significant results (positive and negative) of your project.
- Student Training: see attached files for pre-post data for both 50 and 90 minute trainings

Students Trained in Gatekeeper Trainings (50 or 90 minute sessions)



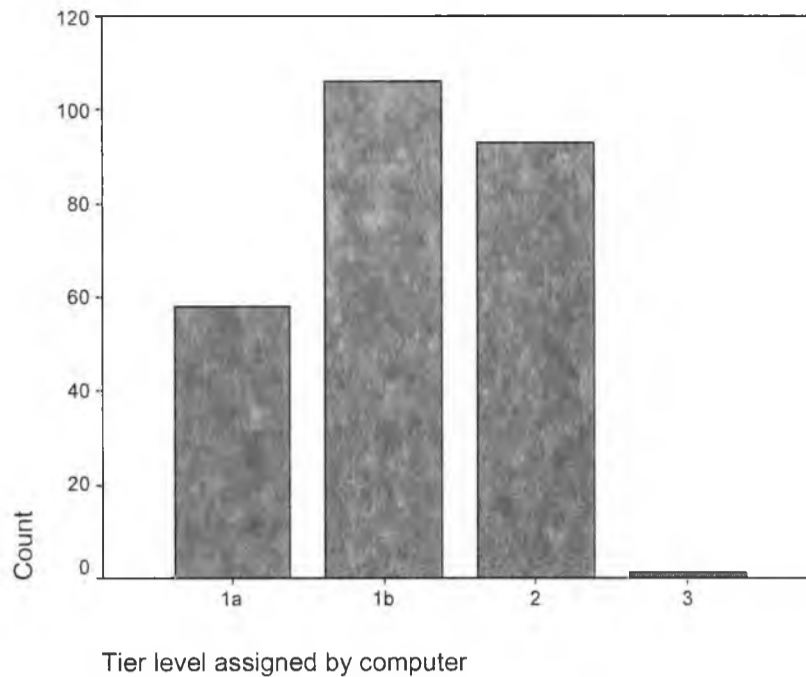
- Faculty/staff Training: see attached files for pre-post data

Faculty/Staff/Community Trained in 2 hour Touchstone Resource Training



- Touchstone Web: see attached data

Tier Ranking of Students who Completed the Interactive Screening Protocol



2. Please attach a copy of all local evaluation reports or summaries conducted for each year of the project. (Attachment #2)

Four attached SPSS files include exhaustive data for all three years of the grant for our three main evaluation areas.

Attachment 2 faculty-staff.sav
 Attachment 2 Students – 50 minute.sav
 Attachment 2 Students – 90 minute.sav
 Attachment 2 Touchstone Web.sav

D. Recommendations on the Quality of Technical Assistance Services

1. For SAMHSA: Identify which types of technical assistance you found most/least helpful during the project period that may include but are not limited to: information sharing during grantee meetings, webinars, conference calls, interpersonal communication, site visit, etc.

Monthly conference calls to check and update on progress and informal communication with Portland Ridley were the most useful types of assistance. They were the most immediate way to respond to questions and needs as they arose.

2. For SPRC: Identify which types of technical assistance you found most/least helpful during the project period that may include but are not limited to: information sharing

during grantee meetings, webinars, conference calls, interpersonal communication, site visit, etc.

Webinars were difficult at times because they applied to such a broad range of sites that it was difficult to apply them to our specific campus issues at times. We had much more success with conference calls or interpersonal communication.

3. For MACRO: Identify which types of technical assistance you found most/least helpful during the project period that may include but are not limited to: information sharing during grantee meetings, webinars, conference calls, interpersonal communication, site visit, evaluation implementation manual, Suicide Prevention Data Center, quarterly grantee summary reports, etc.

SPDC was useful once we learned to find things on the site, which took a while when we first started. Again, we valued the informal conversations the most because we could get specific questions answered quickly in that format.

E. SUSTAINABILITY

1. Will there be a designated Suicide Prevention Specialist on staff after the grant terminates?

No

2. Will your linkage to the *National Suicide Prevention Lifeline, 1-800-273-TALK* continue to operate after the grant terminates? If so, how will you maintain linkage?

Yes, we tend to use the State level crisis hot line, but will continue to put out resources that reference the NSPL as well.

3. Describe any additional funding that was leveraged through the project, including the amount (s) and sources (s) of funding, and how these funds will/were be used.

none

4. Are there any aspects of the program that will NOT be continued? If so, why?

At this time we are attempting to continue all aspects of the program. We will evaluate the practicality of this as time goes on and determine if cutbacks are necessary.

F. SUCCESSES AND LESSONS LEARNED

1. Please provide at least two vignettes to highlight your program's unique successes.

- a. One short vignette is related to the above lesson learned in regard to a framework that is appealing to faculty has to do with a faculty member who I ran into a few days after I had done a short presentation at an program directors meeting. He stopped me and said he appreciated the presentation, enjoyed it and learned from it. He went on to say that he thought I was going to

“scold” or lecture them for not doing more, and that I was going to give them more to do. This was someone I had not known before and we were off to a good basis for a continuing relationship.

- b. A second vignette has to do with our Touchstone Social Network training. As described elsewhere this is 6 one hour sessions focused primarily on listening skills and good communication. As we were debriefing in the last session, we asked participants about their experience. One member, and others agreed that the skills were very useful and that they had put them into practice with their friends and that their friends really felt better after talking with them. They all felt they had more skills to offer and noticed the difference in the quality of interactions. And then one member said that knowing about the skills and using them caused them to get “frustrated” with their friends because their friends weren’t aware of good listening skills and were not doing a good job of listening to them. Consequently, we got thirty referrals from these participants. They all referred their friends to the training.
- c. Another of our successes began as something our staff was quite anxious about, which was adopting the Interactive Screening Program through the American Foundation for Suicide Prevention. The anxiety arose from the student’s ability to remain anonymous while interacting with the counselor. This led to many concerns about what would happen if a student was at risk for suicide, but we did not know who they were or how to locate them. Upon consultation with the university legal counsel, we came to understand that the university was actually less at risk of responsibility by implementing such a program. Even more convincing, was the number of students that we heard from who stated they would not have sought counseling services (or in some cases even known that the Counseling Center existed) without the invitation for the anonymous ISP. Since implementing this program we have lowered the barriers for students seeking services by allowing students who are concerned about anonymity to have one consultation meeting with a counselor without completing paperwork in order to ease their transition into traditional counseling services.

2. Please provide two or more *detailed* “lessons learned” that you would like to pass on to other grantees who are implementing similar programs. This might include issues related to implementation, stakeholder buy-in, gatekeeper training, resources/time, funding, sustainability, etc.

- A) We believe we have learned two very important lessons about how to make suicide prevention programming more appealing to university faculty and administrators. While our gatekeeper trainings were designed following a model that we learned from the Maine Youth Suicide Prevention, we altered them to fit the context of the University and we expected that delivering them in their full format covering a two hour training session would be something that would be appealing to faculty. However, faculty are extremely busy, and we created short sessions that were more targeted at raising awareness of suicide, de-stigmatizing the problems that lead to suicidal thinking and lowering barriers to referrals. These sessions can be as short as needed to fit into the agenda of departmental and college level meetings.
- B) A second lesson had to do with marketing suicide prevention. We did discover that the topic of suicide did get faculty attention, but many had difficulty seeing how their job was associated with suicide prevention. We needed a different way to frame it. Help came from using logic models and thinking in terms of Thomas Joiner's theory regarding "thwarted sense of belonging" and perceived burdensomeness. By going "upstream" in the logic model and focusing on issues of a sense of belonging, inclusion and engagement and also on the development of a sense of purpose, goals and direction, we were able to use language that allowed faculty to see how when they inspire students, provide good mentoring, teaching and guidance they are contributing to "safety factors". This idea is one that we see faculty quite taken with. We have had excellent feedback regarding this.
- C) Another lesson that we learned was in relation to our Touchstone Social Network training for students, which began as a 12 week series of trainings to teach helping skills, listening, bystander intervention, responding and referral, etc. We found that recruiting students and staffing this intensive training was difficult given the long time commitment and the frequent breaks (fall break, spring break) that led to a 'choppy' implementation. Instead we looked into an already established model called the Student Support Network (Developed at Worcester Polytechnic Institute). We found this model to be a much better fit for both our students and staff. The 6-week program fits nicely either before, or after semester breaks, so the sessions are not interrupted by a holiday (which often results in low attendance after the break). Additionally, our staff were much more enthusiastic about committing to the shorter, focused model. The feedback from students has been positive and they are showing that they can implement the skills they are being taught.

3. Describe any new or expanded partnerships, coalitions, task forces, etc. that developed over the course of the grant.

The most significant partnership that developed came out of our Touchstone Advisory Committee that was formed when the grant began. This committee was made up of Assistant Deans in Academics, faculty, staff, and Student Affairs personnel. These community partners helped to guide the implementation of the grant for the best/most impact on the university community. Furthermore, the members became advocates for suicide prevention and Counseling Center services in their specific areas on campus, which led to increased referrals and knowledge of our resources. Finally, because of the success of this group, we plan to continue to convene biannually to advise the Counseling Center on ongoing issues of sustainability, resources, and community needs.

G. REACH OF YOUR PROGRAM

1. Provide a list of presentations you have done at conferences or other major meetings.

Cole, K. G., Kaslow, N., McLeod, M., Veliz, D., Walsh, B. A., Moffitt, L., Shadron, V., Haas, A., Calderon, M., Jackson, E., Johnson, D. P. (2011). Reaching students at risk for suicide using an interactive, anonymous, web-based screening. Garrett Lee Smith Suicide Prevention Grantee Meeting, Bethesda, MD, January 25-27, 2011.

Johnson, D. P., Asquith, B. C., Veliz, D. & Cole, K.G. (2010). Campus based suicide prevention: Comprehensive planning for colleges and universities. Presented at the Beyond the Basics Conference, Maine, April, 2010.

Cole, K. G., Asquith, B. C., Veliz, D. & Johnson, D. (2010). Interactive, anonymous, web-based screening: Implementation, outcomes and data from year one and implications for year two. Garrett Lee Smith Suicide Prevention Grantee Meeting, Orlando, FL, February 12-14, 2010.

Johnson, D. P., Cole, K. G., & Asquith, B. C. (2010). Touchstone Project: Suicide prevention through social justice. Presented at the National Association of Student Affairs Professionals Mental Health Conference, New Orleans, LA, January 14-16, 2010.

Johnson, D. P., Cole, K. G., Asquith, B. C., Rodgers, P. (2009). The American Foundation for Suicide Prevention online screening tool: Implementation and utility for campuses. Garrett Lee Smith Suicide Prevention Grantee Meeting, Phoenix, AZ, January 5-9, 2009.

2. Please tell us about any inquiries you have received from, or consultations you have provided to, other colleges, universities, or other groups.

We frequently consult with universities who are thinking of adopting the American Foundation for Suicide Prevention's Interactive Screening Protocol. They are often interested in how the program has worked on our campus and how it has affected the number of students we see at the Counseling Center. Furthermore, our project coordinator consulted with the University of Southern Maine and advised and assisted them in writing a GLS grant proposal which was ultimately accepted.

3. Provide a list of publications developed/completed or in progress as a result of the project, as well as plans for future publications.

none

4. Describe any noteworthy curricula, products, or other materials developed through the project (including items that have been forwarded to the Suicide Prevention Resource Center).

We adopted the Student Support Network training, developed by Worcester Polytechnic Institute, in year three to replace the Touchstone Social Network in response to concerns about the time the training took. The Manual we follow for the training is attached.

5. If there are other aspects of your suicide prevention initiative you would like to tell us about, please do so here.

none

Thank you!

Checklist of Attachments

- Informational and psycho-educational materials for students on suicide prevention (i.e. websites, flyers, brochures, videotapes newsletters, orientation meeting materials, training curricula and agendas, crisis response plan, DVD's, etc.) (Attachment #1)

- Local evaluation reports or summaries conducted for each year of the project (Attachment #2)