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# Campus Mental Health Action Planning (CampusMHAP)

## *Part IV: Measuring Impact*

**April 1, 2009**



# CampusMHAP Partners

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- **The Jed Foundation (TJF):**  
[www.jedfoundation.org](http://www.jedfoundation.org)
- **Education Development Center, Inc (EDC):**  
[www.edc.org](http://www.edc.org)
  - Suicide Prevention Resource Center (SPRC):  
[www.sprc.org](http://www.sprc.org)

# Overview of CampusMHAP

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Part I: Building momentum to address student mental health and wellness

Part II: Identifying priorities and goals

Part III: Selecting, developing, and implementing programs

Part IV: Measuring impact of campus efforts

# Overview of *Part IV: Measuring Impact*

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- Understanding the fundamentals of program evaluation
- Working with your program evaluator in developing an appropriate evaluation plan
- Campus example
  - University of Wisconsin Oshkosh

# Questions about Evaluation?

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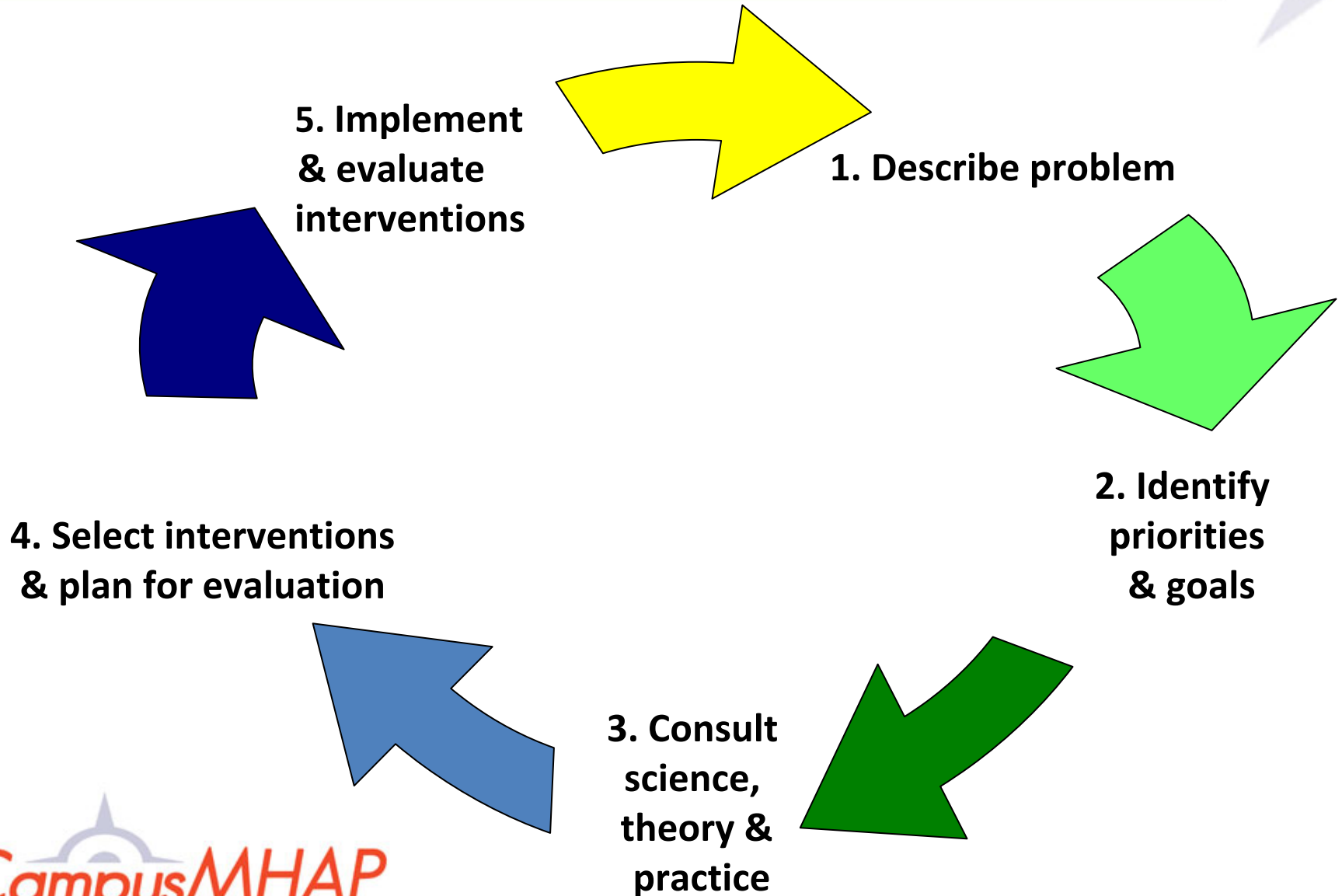


# Presenters

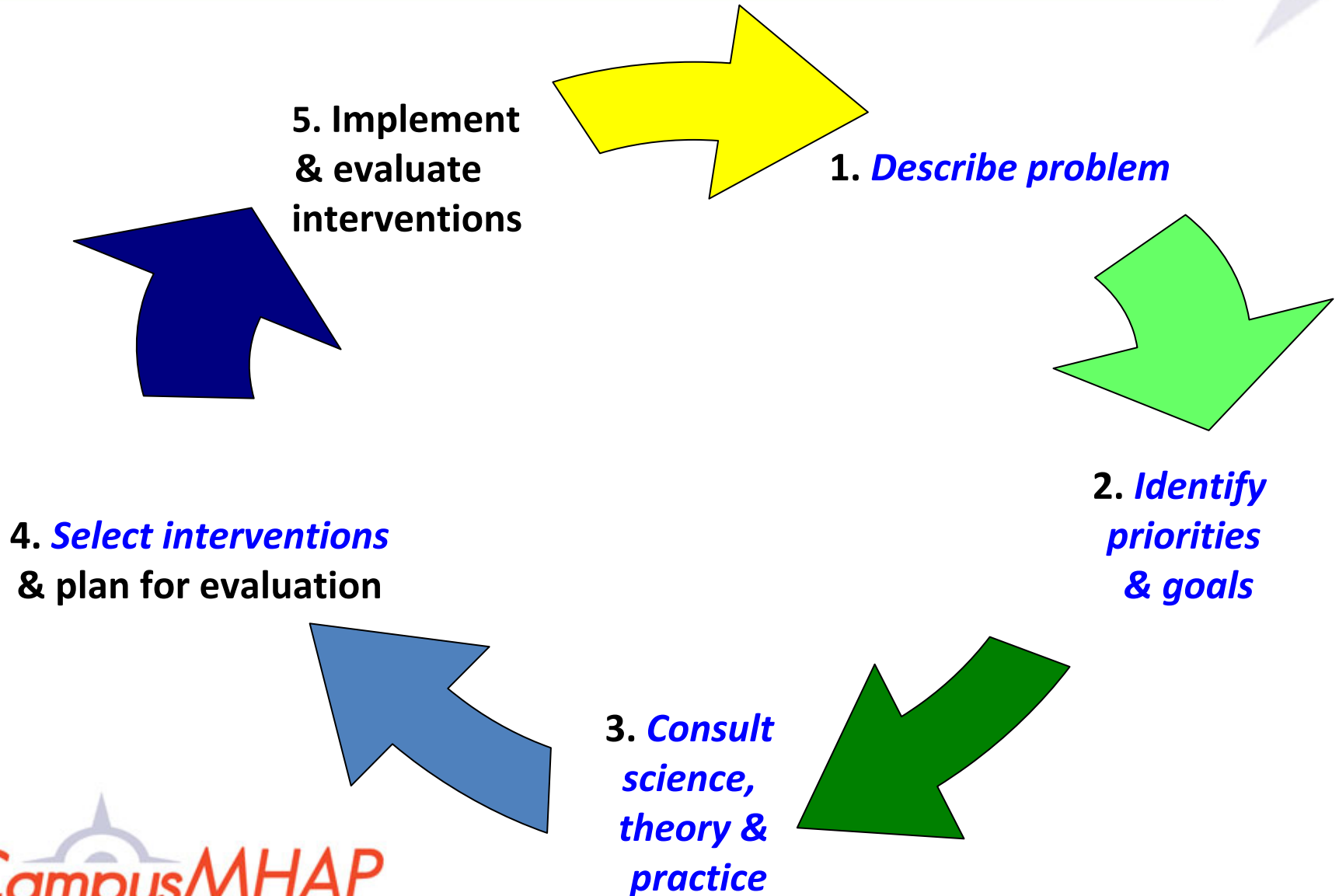
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- **Gloria DiFulvio, PhD**
  - University of Massachusetts Amherst
- **Shelly Rutz, MSW, LCSW**
  - University of Wisconsin Oshkosh
- **Laurie Davidson, MA (moderator)**
  - Suicide Prevention Resource Center (SPRC)

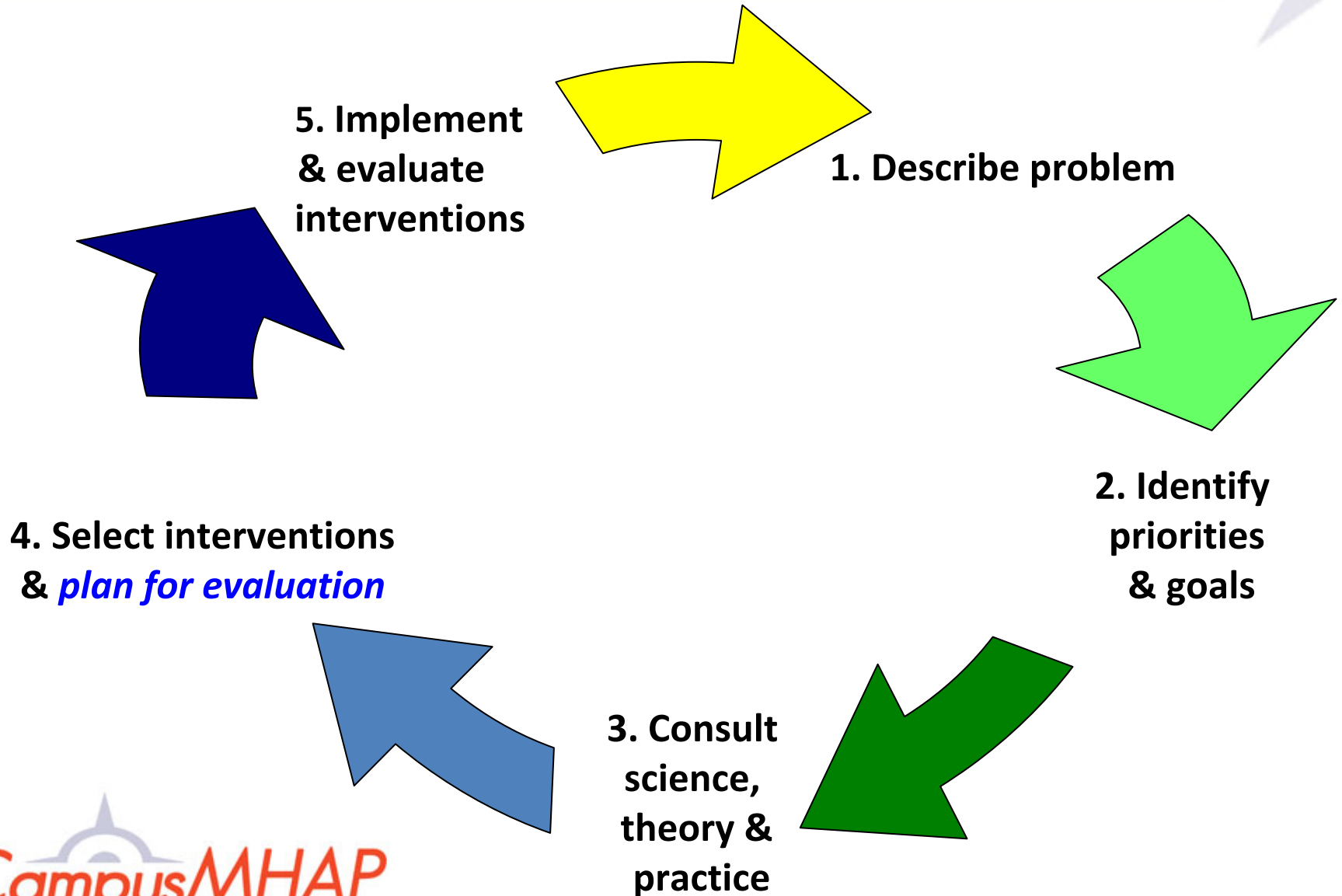
# Strategic Action Planning



# Strategic Action Planning



# Strategic Action Planning



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*Measuring Impact:*  
Planning for Evaluation

# What Is Evaluation?

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“The systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.”

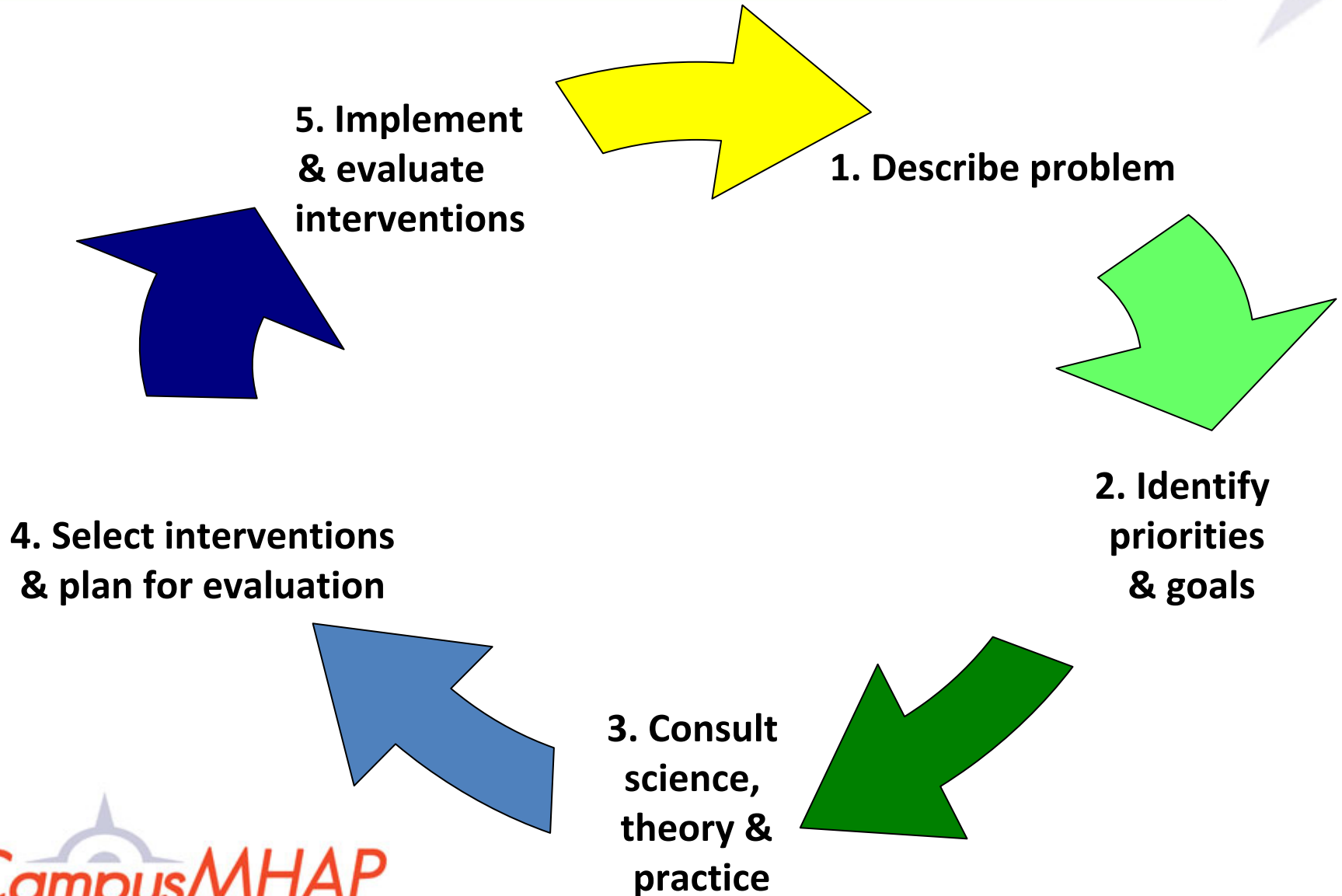
– Patton, *Utilization Focused Evaluation*, 1997

# Why Conduct an Evaluation?

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- Be able to articulate the reasons for evaluating your program
  - To provide information to help improve it
  - To identify components that are necessary for replication
  - To assess whether it has accomplished its goals and objectives
  - To tell the story of your campus efforts

# Strategic Action Planning



# Process Evaluation

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- Helps us understand...
  - *How* the project was implemented
  - *Whom* the project served
  - *What* resources were used
  - *If* activities were implemented as planned

# Process Evaluation

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- Enhances the likelihood of success by providing indications of what happened and why
- Helps us understand...
  - *What* components/activities of this project are critical
  - *How* these components connect to the intended outcomes of the project

# Outcome Evaluation

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- Helps us determine the overall effectiveness of a program
- Helps us understand...
  - *If* the expected outcomes were achieved
  - *Whether* the intervention caused the expected outcomes

# Evaluation Process

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- Planning
  - *Identify* stakeholders
  - *Budget* for evaluation
  - *Develop* evaluation questions
  - *Create* logic model
  - *Select* an evaluator

# Evaluation Process

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- Implementation
  - Determine data collection methods
  - Collect data
  - Analyze and interpret data
- Utilization
  - Communicate findings
  - Utilize results

# Planning: The Logic Model

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- Is a graphic representation of linkages between resources, activities, outputs, and outcomes
- Is a living document, rather than a static process
- Provides a common language

# Planning: The Logic Model

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- Is a roadmap for program planning and evaluation
- Helps to articulate goals and objectives
- Helps to focus the evaluation

# Logic Model

## Strategies

Inputs

Activities

Outputs

## Results

Short-  
Term  
Outcomes

Intermediate  
-Term  
Outcomes

Long-  
Term  
Outcomes

# Inputs

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- What we invest in the program
- Consider what resources are available
  - Staff time
  - Volunteers
  - Money

# Activities

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- What strategies are you implementing?
  - Training
  - Screening
  - Media campaign

# Outputs

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- Refers to the number of activities or the level of intervention
  - Number of trainings provided
  - Number of community members trained
  - Number of posters distributed

# Outcomes

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- What do you expect to change as a result of your activities?
- Outcomes refer to the results achieved after completing tasks, objectives, and goals

# Types of Outcomes

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- **Short-term outcomes**
  - Result directly from programs
  - Refers to *learning* (awareness, understanding, knowledge)
- **Intermediate-term outcomes**
  - Result from the combined effect of many programs or short-term outcomes over time
  - Refers to *action* (behavior, policy, systems change)

# Types of Outcomes

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- **Long-term outcomes**
  - Result from ongoing and cumulative effect of all prevention efforts over time
  - Long-term impact of the program

# Example: Media Campaign

## Strategies

### Inputs

Campus SP coordinator

Graphic design professor

Graduate students

Printed materials

Partnership with school radio station

### Activities

**Media Campaign**

Target population

Channels

Areas of help-seeking

### Outputs

# Target population exposed

# Brochures distributed

# PSA messages aired

# Posters displayed

## Results

### Short-Term Outcomes

↑ Knowledge in identifying suicide risk factors & warning signs

↓ Personal stigma related to help-seeking

↑ Knowledge of campus mental health resources

### Intermediate-Term Outcomes

↑ Perceived need for help among distressed students

↑ Perception that mental health treatment is effective

### Long-Term Outcomes

↑ Help-seeking behaviors (both formal & informal)

↑ Referrals for mental health services (from students, staff & faculty)

# Indicator

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- Refers to measurement of the outcome
- For each outcome, decide what evidence (or indicator) can be used to show that the outcome has been achieved

# Data Collection Plan

Outcome	Indicator	Data Source	Method

# Data Sources

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- Survey data
- Records (archival data)
- Observations
- Document review
- Interviews
- Focus groups

# Data Collection Plan

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- Describe more specifically
  - *Who* will collect the data?
  - *When* it should be collected?
  - *How* will analysis answer the evaluation question?

# Utilization Plan

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- Describe to whom and how you will disseminate evaluation results
  - Who needs to hear the information?
  - Who will present it?
  - How often will you present your results?

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# Questions

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*Measuring Impact:*  
University of Wisconsin Oshkosh

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# University of Wisconsin Oshkosh

*Shelly Rutz MSW, LCSW*

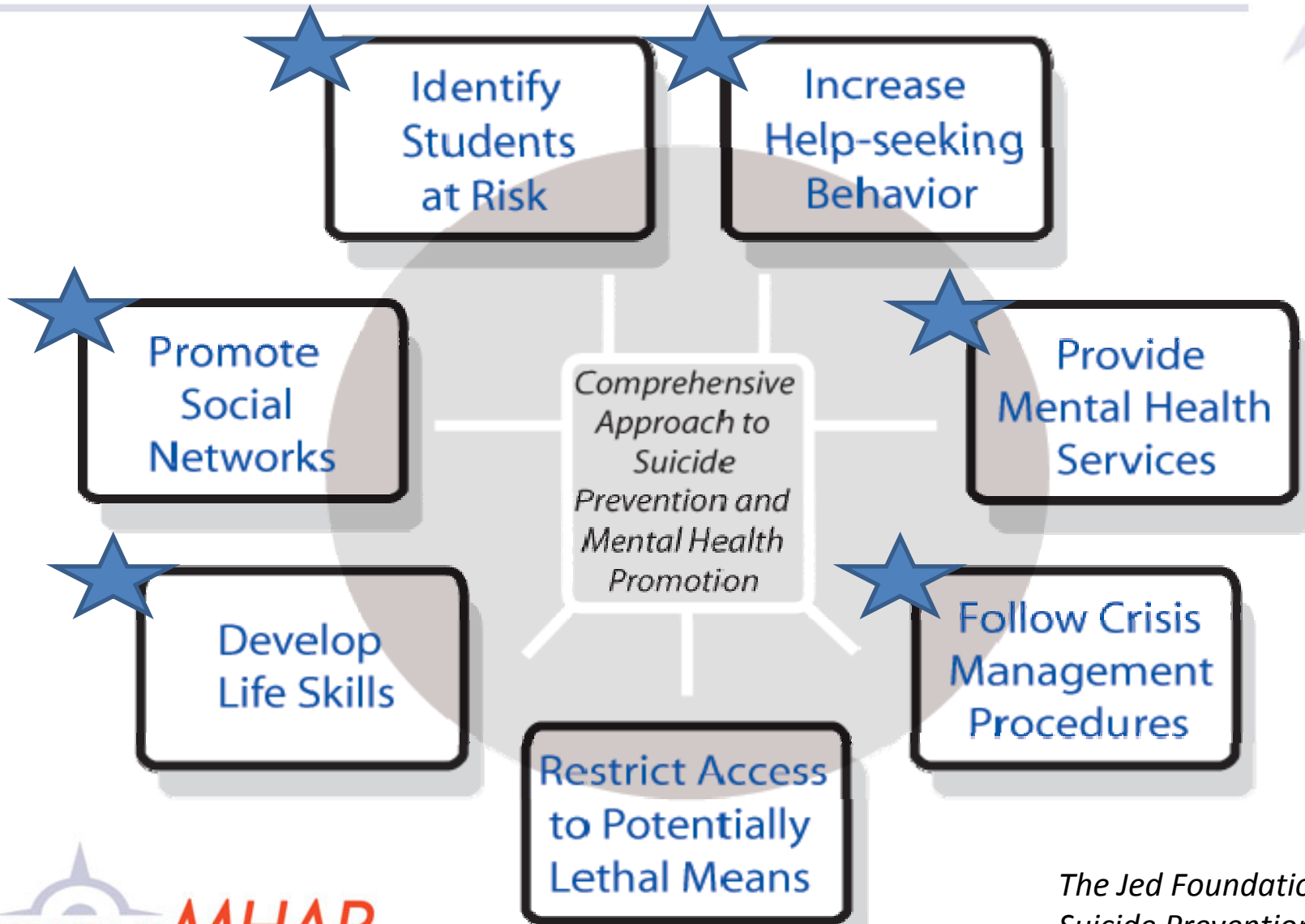
Project Director, Comprehensive Suicide  
Prevention and Mental Health Project

# About UWO

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- 4-year public university
- Enrollment
  - 12,699 currently enrolled (11,355 UG)
  - 2,900 live on campus
- Demographics
  - 92% Caucasian

# TJF/SPRC *Comprehensive Approach*



# What Were the Problems?

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- Conducted informal needs assessment by talking to campus personnel
  - What were their experiences with distressed students?
  - How do they handle distressed students?
  - What do they feel they need in order to work with distressed students?

# What Were the Problems?

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- Campus personnel...
  - Confirmed that they were working with distressed students
  - Shared their anxiety and concerns
  - Requested help with increasing their skills/abilities and confidence
  - Did not know that the Counseling Center (CC) was a resource for consultation

# Key Points

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- 45% of UWO students felt distressed in the last year
- Campus personnel expressed interest in attending training
- Lack of awareness about role of CC
- Adults learn by practicing new skills

# Conclusions

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- Need to develop training available to all faculty and staff
  - Include description of symptoms along continuum of mental health distress
  - Include role plays to practice responding to students who are in distress or suicidal
  - Address how CC can provide consultation and assistance

# Goals

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- To provide knowledge and skills around working with students in distress and referring them to appropriate care
- To increase confidence in using these skills
- To provide information about available campus resources

# Gatekeeper Training

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- Decided to develop 2-hour training
  - Included community-based Yellow Ribbon program
  - Used AFSP video
  - Addressed cultural considerations on predominately white campus
  - Included role play to practice basic listening skills and asking students if they are suicidal

# Expected Short-Term Outcomes

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- Faculty/staff working with distressed students would self-select to attend training
- Gatekeepers would be able to identify more students in need of assistance
- Gatekeepers would feel more comfortable calling CC for consultation and referring students to CC

# Expected Intermediate-Term Outcomes

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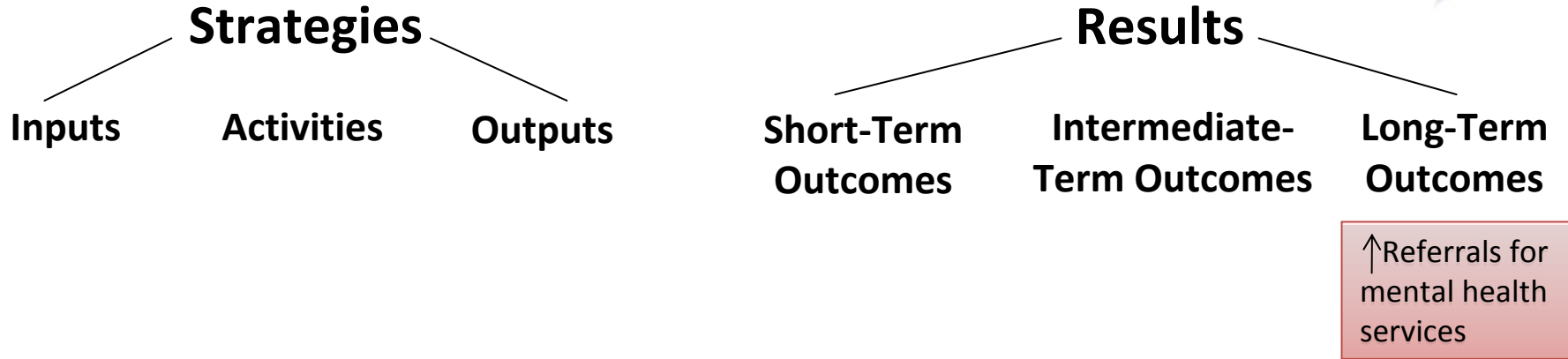
- Gatekeepers would reach out to more students who were struggling

# Expected Long-Term Outcomes

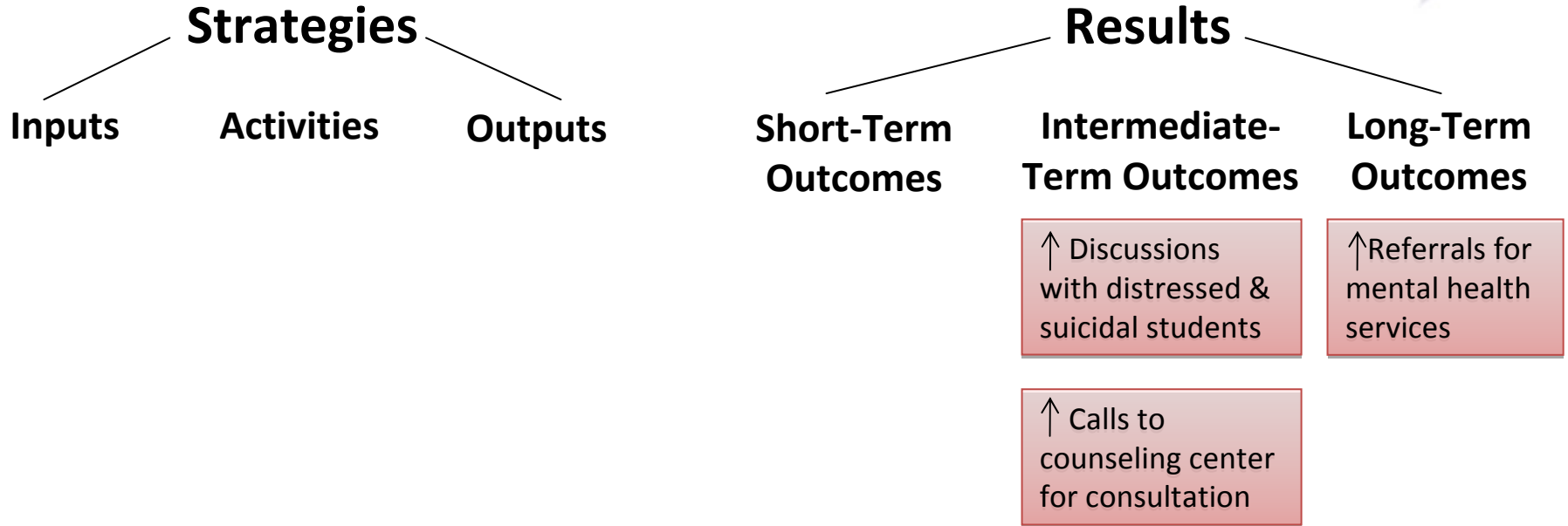
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- Increased number of students would seek help at the CC

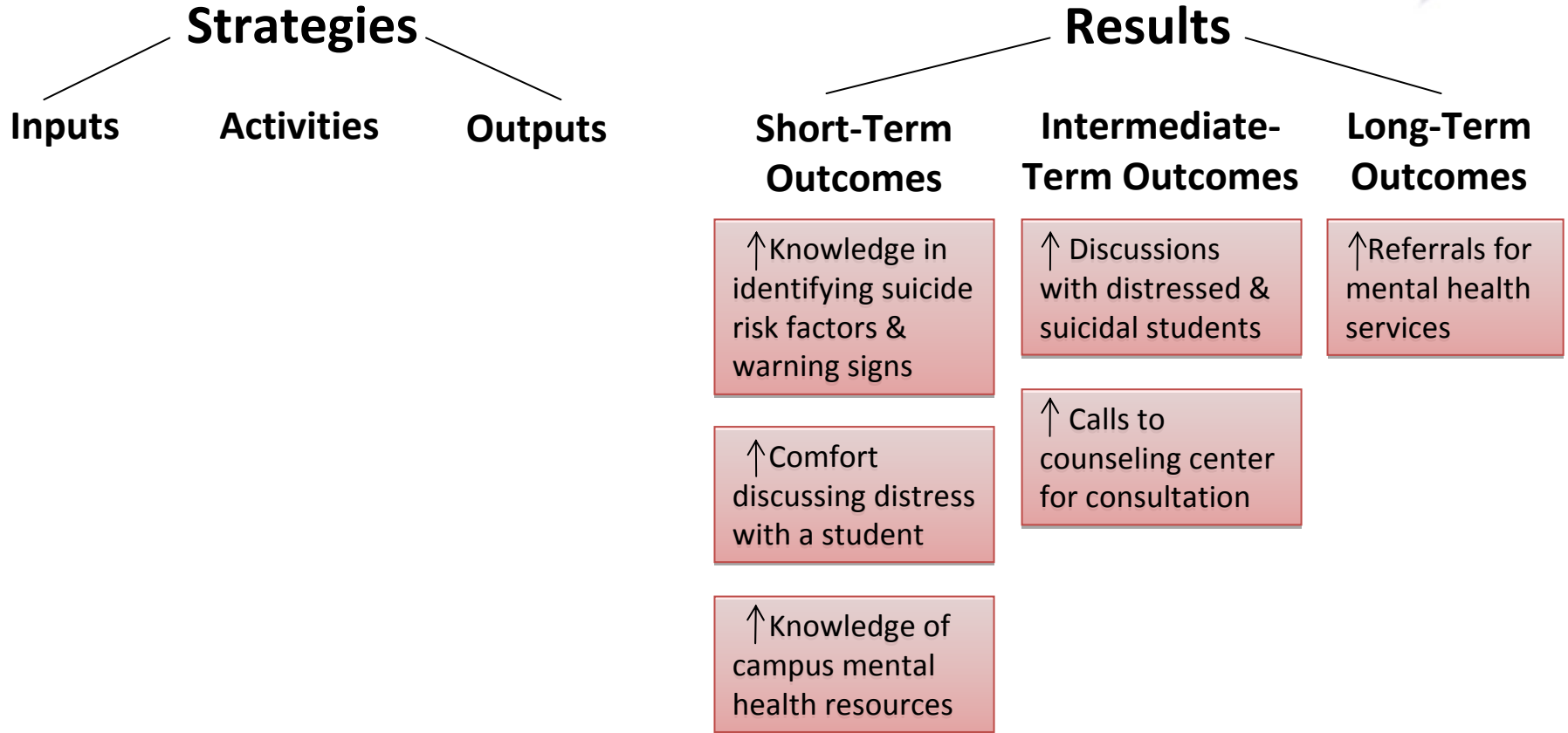
# UWO Gatekeeper Training



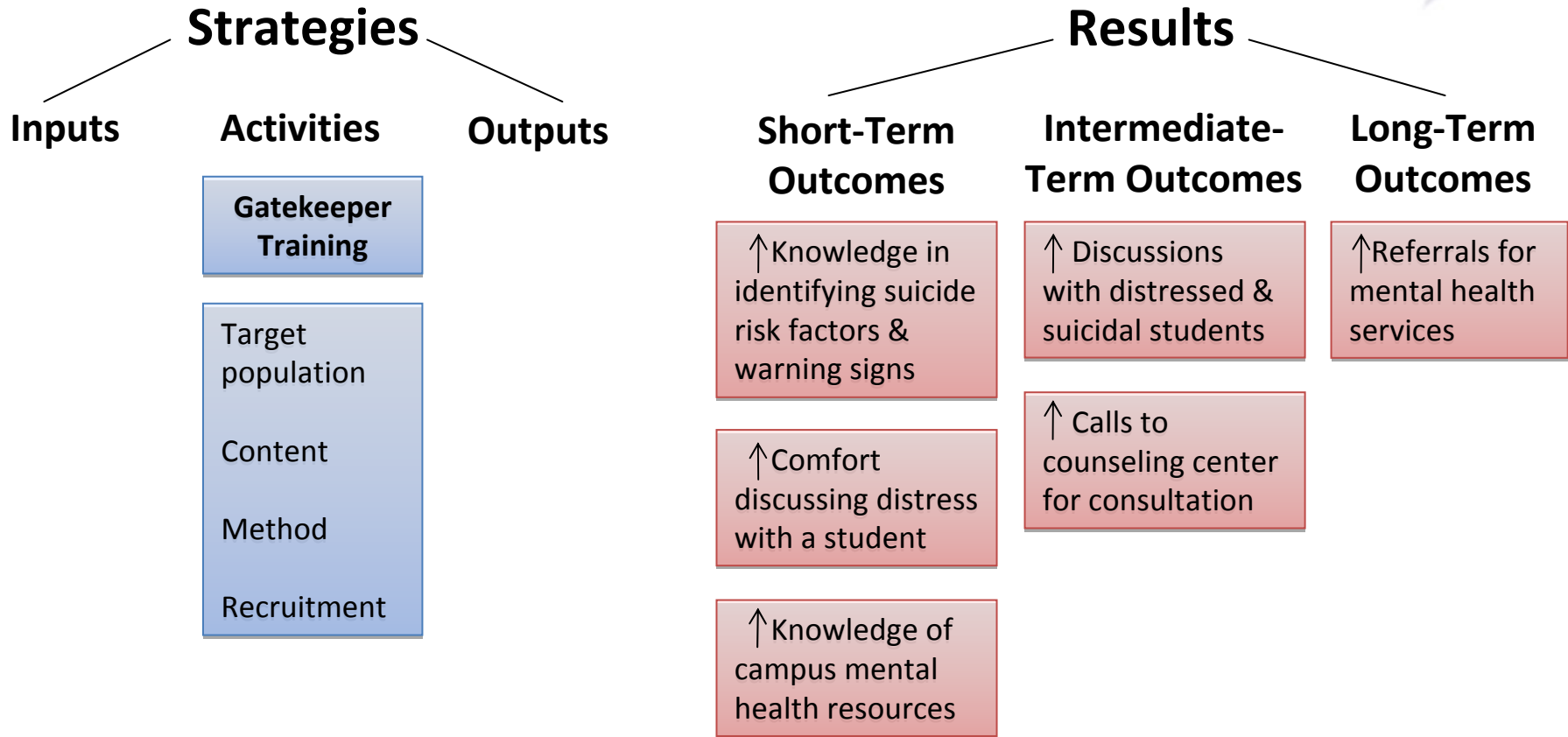
# UWO Gatekeeper Training



# UWO Gatekeeper Training



# UWO Gatekeeper Training



# UWO Gatekeeper Training

## Strategies

### Inputs

Campus SP coordinator  
Training for trainers  
Trainers  
Curriculum dvpt.  
Space & scheduling

### Activities

#### Gatekeeper Training

Target population  
Content  
Method  
Recruitment

### Outputs

# Trainings  
# Faculty & staff trained

## Results

### Short-Term Outcomes

↑ Knowledge in identifying suicide risk factors & warning signs

↑ Comfort discussing distress with a student

↑ Knowledge of campus mental health resources

### Intermediate-Term Outcomes

↑ Discussions with distressed & suicidal students

↑ Calls to CC for consultation

### Long-Term Outcomes

↑ Referrals for mental health services

# Evaluation Plan

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- Administer coded pre-evaluation as participants entered training
- Administer coded post-evaluation at end
- Correlate coded info to track changes for each participant
- Track which campus offices and departments participate in training

# Evaluation plan

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- Send follow-up evaluation to gauge whether participants have used skills
  - Include section requesting feedback and suggestions for training
- Track number of intake forms at CC
- Track number of on-call referrals to CC and who is referring

# Evaluation Results

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- Trained over 800 faculty/staff/students in 36 months
- Overall, 95% of participants reported an increased perception of skills, knowledge, and confidence

# Changes Based on Evaluation

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- Increased length of training to 2.5 hours to include additional role play
- Redeveloped CC's triage system to manage increased on-call referrals, consultations, and walk-ins
- Provided 1-2 hour follow-up training to individual offices to address specific questions

# Next Steps

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- Increase number of peer gatekeeper training requests
- Offer training to faculty/staff 3 times per year
- Explore integrating information into existing campus programs

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# Questions

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# Resources

# Archived Webinars

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<http://www.jedfoundation.com/professionals/programs-and-research/campusMHAP-webinars>

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# Webinar Evaluation

# Acknowledgement

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CampusMHAP webinars are made possible through educational grants from Forest Laboratories, Inc. and Abbott Laboratories.

# Acknowledgement

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Thanks to all of you!

# Contact Information

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