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SOS: A School-SBHC Partnership for Culturally Adapted Suicide Prevention

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Objectives

At the end of this presentation:

1. The participant will be able to:
   Explain the importance of culturally-adapted suicide prevention interventions.

2. The participant will be able to:
   Describe techniques for successful school-SBHC partnership for suicide prevention programming.

3. The participant will be able to:
   Integrate evidence-based practices for evaluation of the student for suicidality into SBHC services.
Description of the Success Over Stress (SOS) project

The SOS prevention project is a multi-year, National Institutes of Mental Health (NIMH) funded study granted to DePaul University (Dr. LaVome Robinson PI).

The RUSH SBHCs are working in collaboration with Dr. Robinson’s study team.

The project aims to:

1) Increase adaptive coping strategies in African American youth and, in turn, reduce violence (both interpersonal and intrapersonal)

2) Increase access to evidence-based, culturally relevant programming to enhance adaptive coping skills in African American adolescents in school settings

This project employs a randomized controlled trial design to test the effectiveness of the SOS intervention compared to standard SBHC care.
Project Design

Recruitment: All 9th graders

Assent/Consent

Screening & Assessments

Randomization

SOS Intervention Groups

Follow Up Assessments of all participants at 6 and 12 months post groups

SBHC Routine Care (Control group)

Students with elevated scores to SBHC for evaluation
Why is this project important?

- Per the 2021 Youth Risk Behavior Survey, nearly all indicators of poor mental health and risk for suicide for adolescents increased in the past 10 years.

- Suicide rates for male and female-identifying African American youth have increased by 60% and 182%, respectively, over the past 20 years (Price & Khubchandani, 2019).

- Suicide is the third leading cause of death for African Americans, ages 15-19 years old (Centers for Disease Control and Prevention [CDC], 2019).

- These documented rates may be an underestimate, as African American adolescent deaths are often misclassified and attributed to causes other than suicide (Ali et al., 2021).

- Culturally-relevant interventions have not received adequate attention (Bath & Njoroge, 2021).
History that led to the SOS project

- Most evidence-based preventive interventions focused on the risks associated with Caucasian adolescents.
- These interventions incorporated few, if any, culturally and contextually relevant concepts and approaches for African American adolescents and outcome studies failed to strongly establish the effectiveness of these programs for African American adolescents.
- Thus, the SOS preventive intervention was developed to address this intervention gap, using a strengths-based approach.
- Factors such as racial socialization, racial identity, and both traditional and race-based coping strategies were included.
- SOS (A-CWS) was adapted from Clarke and Lewinsohn's (1995) Adolescent Coping with Stress Course.
Cultural Adaptation

- SOS was adapted from Clarke and Lewinsohn's (1995) *Adapted Coping with Stress* course
- Chicago Public School African American students assisted in the adaptation of the SOS intervention
- Adaptions reflect on stressful day-to-day events for African American adolescents
- In the spirit of Dr. James Jackson, an iconic social psychologist who asked: """"Given the structural impediments that they face, why do Black people do so well?"""" (Jackson, 2001, as cited in Genzlinger, 2020),
- SOS focuses on protective factors such as racial socialization, racial identity, and race-based coping strategies
SOS Intervention Development

°SOS (A-CWS) intervention
°Adapted from Clarke and Lewinsohn’s (1995) Adolescent Coping with Stress course (CWS)
°Primarily developed for Caucasian and suburban youth in Oregon

°Cultural Adaptation
°Initial adaptation (funded by Grant # R21-MH063230; see Robinson et al., 2016; Robinson, Droege, Case, & Jason, 2015)
°Youth focus groups (youth as key informants) provided input
°Adaptations reflect focus on stressful day-to-day events for urban African American adolescents with few resources, aiming to prevent outcomes associated with elevated and chronic environmental stressors

Adaptations follow dimensions suggested by Bernal, Bonilla, and Bellido (1995):

1. Language       5. Concepts
2. Persons        6. Goals
3. Metaphors      7. Methods
4. Content        8. Context

The Success Over Stress Project
SOS Sessions

Session 1: Getting to Know Each Other
Session 2: Stress: What is it and what can we do about it?
Session 3: What is Aggression and what causes it?
Session 4: Identifying Positive Thoughts
Session 5: Identifying Negative Thoughts
Session 6: “Two to One” and Positive Thinking is the Winner!
Session 7: Now that You’re an Expert in Positive Thinking…
Session 8: Sharing the Wealth: Helping Others with Positive Thinking

Session 9: Take a Break from Stress
Session 10: Recognizing Self-Defeating Thinking: Why Would I Think That Way?
Session 11: The Defeat of Self-Defeating Thoughts
Session 12: The C-A-B Method
Session 13: Coping with Activating Events
Session 14: More C-A-B Practice
Session 15: First Aid for Future Stress

The Success Over Stress Project
SOS Intervention Efficacy

The culturally adapted SOS intervention moved to an efficacy trial in 2014 in Chicago Public Schools, launching the partnership between DePaul University and the RUSH SBHC program.

Outcome evaluation of this trial showed that the SOS intervention results in:

- Improved Adaptive Coping
- Decreased Suicidal Ideation (ideation is linked to suicide attempts and completions)
- Decreased Anxiety
- Decreased Depression

The Success Over Stress Project
Participants’ Evaluation of A-CWS

**How much do you like the program?**

- Like it a lot: 70%
- Like it a little: 10%
- Neutral: 20%
- Dislike it a little: 1%
- Dislike it a lot: 0%

**Since the last meeting, I have thought about this program...**

- Several times every day: 0%
- Once every day: 0%
- Several times during this past week: 25%
- Once during this past week: 15%
- Not at all: 60%

**Do you feel that participating in the program will help you to meet most of your goals about reducing stress?**

- Strongly agree: 0%
- Agree: 50%
- Undecided: 30%
- Disagree: 10%
- Strongly disagree: 0%

**How do you feel about your session leader?**

- Very satisfied: 60%
- Satisfied: 30%
- Undecided: 10%
- Dissatisfied: 0%
- Very dissatisfied: 0%
# The Success Over Stress Violence Prevention Project Timeline

**THE SUCCESS OVER STRESS VIOLENCE PREVENTION PROJECT TIMELINE**

**SEPTEMBER 2019-JUNE 2025**

## YEAR 1:
*September 2019-June 2020*
- Set up research lab; hire and train project staff
- Review study procedures and assessment protocols
- Build and maintain community and school partnerships
- Obtain DePaul University IRB approval
- Rush University, University of Chicago, Penn State, UIC, and Oklahoma State University cede IRB approval to DePaul University
- Work on obtaining CPS RRB approval

## YEAR 2 (tentative):
*July 2020-June 2021*
- Contextualization of assessment and intervention strategy for COVID-19 and race matters

## YEAR 3:
*July 2021-June 2022*
- Train and monitor project social workers
- Cohort 1: recruitment and screening
- Cohort 1: baseline assessments (students, teachers and parents/guardians) and randomization
- Cohort 1: A-CWS intervention implementation
- Cohort 1: post-intervention assessments (students, teachers, and parents/guardians)
- Begin data entry
- Focus groups with project social workers to develop A-CWS Train-the-Trainer Manual

## YEAR 4:
*July 2022-June 2023*
- Cohort 1: 6- and 12-month follow-up assessments with students, teachers, and parents/guardians
- Cohort 2: recruitment and screening
- Cohort 2: baseline assessments (students, teachers and parents/guardians) and randomization
- Cohort 2: A-CWS intervention implementation
- Cohort 2: post-intervention assessments (students, teachers, and parents/guardians)
- Continue data entry, cleaning, and preparation for analysis
- In collaboration with project social workers, production of the A-CWS Train-the-Trainer manual for project social workers to become both group facilitators and trainers of other social workers
- Focus groups with social workers to further develop A-CWS Train-the-Trainer Manual

## YEAR 5:
*July 2023-June 2024*
- Cohort 2: 6- and 12-month follow-up assessments with students, teachers and parents/guardians
- Continue data entry, cleaning, and preparation for analysis
- Focus groups with social workers to further develop A-CWS Train-the-Trainer Manual

## YEAR 6:
*July 2024-June 2025*
- Analyze data and share final report
- Social worker trainers begin training other social workers to become group facilitators and trainers of other non-project social workers
- Social worker trainers conduct 1-2 day intensive workshops to develop implementation skills in social workers across Chicago and Illinois

*Denotes Robinson’s Adapted Coping with Stress Course*
Reflections on the groups

➢ Students were engaged and report enjoying the sessions.
➢ Most notably, students enjoyed learning relaxation techniques and coping strategies.
➢ Students showed vulnerability during the groups by opening up about their stressors. It was observed that students connected with one another and shared the same stressors and experiences. Students connected with peers they otherwise would not have connected with.
➢ Students bonded with one another during the intervention; over time, students began to recommend coping strategies to their peers.
➢ Participants in the intervention showed a firm understanding of the concepts introduced in groups; they reported using these strategies daily. For example, students reported monitoring their stress in the morning and night and began to note how their stress fluctuated throughout the day.
➢ Students proud to receive a Certificate of Completion.

The Success Over Stress Project
Project deliverables

This project aims to disseminate the intervention to school social workers and other school behavioral health providers for integration into service delivery plans and strategies.

This project also aims to create a Train-the-Trainer manual; this manual will be used to train school behavioral health providers to implement SOS with fidelity.
Project Design: Role of SBHC

The Success Over Stress Project

Recruitment: All 9th graders

Assent/Consent

Screening & Assessments

Randomization

SOS Intervention Groups

Follow Up Assessments of all participants at 6 and 12 months post groups

SBHC Routine Care (Control group)

Students with elevated scores to SBHC for evaluation
SBHC care of the adolescent with SI

The Success Over Stress Project
Questions?
Thank you!

The Success Over Stress Project

Excellence is just the beginning.
Citations


The Success Over Stress Project
Continuing Education Credits

In support of improving patient care, this activity has been planned and implemented by the School-Based Health Alliance and Community Health Center Inc. and its Weitzman Institute and is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE) and the American Nurses Credentialing Center (ANCC) to provide continuing education for the healthcare team.

This conference is intended for Nurses, Nurse Practitioners, Physicians, Physician Assistants/Associates, Psychologists, Registered Dietitians, and Social Workers.

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