COVER SHEET

1. **Title:** Suicide Prevention in Higher Education Grant Program Project Report 2 (Final Report)
2. **Date of Report:** January 28, 2020
3. **Project Name:** Spokane Community College Suicide Prevention Program
4. **Postsecondary Education Institution Lead Partner:** Spokane Community College, 1810 N Greene St., Spokane, WA 99217, (509) 533-8657,
5. **Other Partners:**
    a. Frontier Behavioral Health, 107 South Division, Spokane, WA 99202, (509) 838-4651, jdobbs@fbhwa.org
    b. Lutheran Community Services, 210 West Sprague Avenue, Spokane, WA 99201, (509) 343-5080, tkelly@lcsnw.org
    c. CHAS Health, 203 N Washington, Suite 300, Spokane, WA 99201, (509) 434-0378, REastlund@chas.org
    d. Spokane Regional Health District, 1101 W College Ave, Spokane, WA 99201, (509) 324-1469, blutz@srhd.org
    e. Fail Safe for Life, P.O. Box 28955, Spokane WA, 99228, (509) 475-7334, svotava83@gmail.com
6. **Project Term Dates:** January 18, 2019 – December 31, 2019
7. **Project Director/Co-Director:**
    a. Shannon Ketcham, Manager of Student Programs; (509) 533-7082; Shannon.Ketcham@scc.spokane.edu; 1810 N Greene St., MS 2061, Spokane, WA 99217
    b. Connan Campbell, Associate Dean of Student Development; (509) 533-8657; Connan.Campbell@scc.spokane.edu; 1810 N Greene St., MS 2061, Spokane, WAS 99217

Table of contents

Executive Summary

Briefly summarize project objectives, inputs, activities, participants, and outcomes.

Spokane Community College (SCC) is committed to improving student mental health by recognizing the importance of a broader public health approach to suicide prevention by using more broadly coordinated campus-wide and community-wide efforts. In 2019, the Spokane Community College Suicide Prevention Program was launched to develop an infrastructure by which a community-coordinated response fulfills campus and local needs, enhances capacity for identification and referral of at-risk students, and fills identified service and resource gaps for student mental and behavioral health support. An Advisory Group began meeting in January 2019 to monitor, coordinate progress, and to help shape and provide feedback on developing prevention programs and resources. Our project aligned with the Council's interest in enhancing the mental and behavioral health services and resources offered to postsecondary students. The following is a summary of the actions SCC took to meet the goals of the Washington Student Achievement Council Suicide Prevention in Higher Education Grant:

- **Developing suicide risk assessment and intervention skills**: Trainings were implemented for Suicide Risk Assessment, Question, Persuade, Refer (QPR), and Applied Suicide Intervention Skills Training (ASIST). Suicide Risk Assessment and ASIST were provided for campus behavioral health providers, Student Services staff, faculty, and instructional staff. QPR was inclusive of the aforementioned stakeholders as well as students.
- **Understanding the intersections of cultural competency and mental health**: Trainings were implemented highlighting the intersections of cultural competency, risk and protective factors, as well as mental health support for campus behavioral health providers, Student Services staff, as well as faculty and instructional staff.
- **Crisis triage mental health first aid and referral**: Mental Health First Aid trainings were implemented for Student Services staff, faculty and instructional staff, students, as well as external community participants.
- **Understanding the impacts of trauma and suicide risk:** Trauma Informed Approaches to Student Support trainings were implemented for Student Services staff, as well as faculty and instructional staff to highlight the impacts of trauma experiences and suicide risk and how to identify at-risk students and provide support from a trauma-informed perspective.
- **Training for Veteran Friendly Contacts**: The National Council on Behavioral Health Veterans Behavioral Health Certificate online course was made available to designated SCC Veteran-Friendly and Veterans Advisory Board contacts.
- **Raising campus awareness**: SCC offered a range of activities regarding help-seeking behavior, mental health resources, as well as connection with campus and community behavioral health providers, including: Help-Seeking Stations; Resource and Involvement Fairs; and Wellness Week. SCC website, Student ID Cards, and print materials were also updated to create larger accessibility to campus and regional/national crisis support resources.
- **Enhancing mental health services tracking and reporting:** An electronic health record system was purchased for the SCC Mental Health Therapy program to allow a more streamlined appointment scheduling and record-keeping system for therapy notes and intake paperwork.
- **Expanding outreach through Early Alert system based on student self-report measures and faculty/staff referrals**: Through a partnership with the SCC Early Alert team, efforts for enhanced student outreach was initiated based on student self-report survey responses indicating receptivity to assistance for personal counseling as well as faculty and staff referrals for student support, citing personal issues, including referrals for mental health support.

Project Activities

List the major activities that occurred during the project and say whether or not they proceeded according to plan in terms of their nature, timing, and number of participants. Activities are actions, tasks, trainings, meetings, workshops, etc. that implement project strategies in order to achieve project objectives. Include numerical data (e.g. headcounts, duration of activities, etc.) when appropriate.

The proposed activities of the SCC Suicide Prevention Program sought to address four main suicide prevention needs:

1. Increase faculty, staff, and student training on campus surrounding mental health and suicide risk identification and skills for appropriate referral to campus and community health providers.
2. Strengthen capacity to enhance mental health services and referrals for students on an ongoing basis.
3. Improve information dissemination to students and overall improvement in student mental health knowledge, attitudes, and participation.
4. Expand college capacity to collect more robust data on student mental health services access, referrals, and awareness of mental health issues.

The major activities accomplished within the grant period from January 2019 – December 2019 are acknowledged below with respect to the four main needs outlined within the project logic model.

1. ***Increase faculty, staff, and student training on campus surrounding mental health and suicide risk identification and skills for appropriate referral to campus and community health providers.***
   In addition to training for identification and referrals, the college sought to understand and address the challenges/barriers faced by high-risk populations, especially student veterans.

   Spokane Community College (SCC) partnered with Fail Safe for Life, Frontier Behavioral Health, and Frontline Professional Development to offer on-ground trainings. A total of 154 participants attended 18 trainings. In addition to the on-ground trainings, 11 participants completed the Serving our Veterans Behavioral Health Certificate online course through the National Council on Behavioral Health.

   A summary of the trainings is listed below:
   - **Applied Suicide Intervention Skills Training - ASIST (Fail Safe for Life)**
     - Two (2) trainings with 25 total participants – March 2019; November 2019
   - **Question, Persuade, Refer – QPR (Fail Safe for Life)**
     - Four (4) trainings with 37 total participants – March 2019; June 2019; October 2019; & November 2019
   - **Mental Health First Aid (Frontier Behavioral Health)**
     - Three (3) trainings with 42 total participants – February 2019; October 2019; November 2019
   - **Suicide Risk Assessment (Frontier Behavioral Health)**
     - Two (2) trainings with 15 total participants – February 2019; May 2019
   - **Cultural Competency (Frontier Behavioral Health)**
     - Two (2) trainings with 11 total participants – March 2019; June 2019
   - **Trauma Informed Approaches to Student Support (Frontline Professional Development)**
     - Five (5) trainings with 26 total participants – March 2019; April 2019; October 2019; and November 2019 (2)

   SCC staff three regional training and/or conference opportunities. This was designed to equip campus mental health service providers and support staff with more extensive tools and training to support

and leverage existing campus resources and program activities. A total of five SCC staff traveled to two Washington State conferences: the Washington State 2019 Conference on Suicide Prevention in Postsecondary Education (April 2019) and the World Suicide Prevention Day Conference (September 2019).

Two SCC staff completed a Mental Health First Aid Instructor training in June 2019 to become nationally certified as Mental Health First Aid (Adult) Instructors through the National Council on Behavioral Health. As a result, the training partnership with Frontier Behavioral Health was enhanced as the two instructors were able to co-facilitate Mental Health First Aid training sessions.

2. ***Strengthen capacity to enhance mental health services and referrals for students on an ongoing basis.*** This objective sought to strengthen the coordination between the college and community mental health service providers to leverage resources and increase the number and/or frequency of students seeking campus and community mental health services.

SCC enhanced relationships with community partners by including them in the SCC Suicide Prevention Advisory Group. Community partners involved in this group included: Frontier Behavioral Health; Lutheran Community Services Northwest; CHAS Health; Fail Safe for Life; Spokane Regional Health District; and American Foundation for Suicide Prevention (AFSP).

This campus-based advisory group met six times in 2019, and will continue to meet on a quarterly basis. The primary lens of this group was/is to identify opportunities for collaboration, benchmarking, and partnership between the college and community partners surrounding wellness, mental health, and suicide prevention initiatives, resources, and events.

SCC also expanded community relationships surrounding suicide prevention through serving as an educational partner in the Prevent Suicide Spokane Regional Coalition (task force), initiated through the Spokane Regional Health District, beginning in January 2019. This coalition has convened a total of six times in 2019.

Lastly, SCC began communication with community providers to work towards formalizing referral pathways for wrap-around communication. Initial conversations revealed that the simplest referral pathway would be a release of information being completed by the student, with express permissions granted for both service providers, campus and community. These releases, respective to their own provider, would need to be completed separately between each service provider (agency) and the student.

3. ***Improve information dissemination to students and overall improvement in student mental health knowledge, attitudes, and participation***. This objective sought to deploy mental health education and suicide prevention materials, including printed and online resources. Additionally, SCC looked to integrate community health partners in opportunities to connect with students.

SCC hosted two resource and involvement fairs (May, November) that promoted and highlighted community health and wellness agencies. In October, SCC hosted a Wellness Week focused on providing educational data on substance abuse prevention and crisis support.

SCC also worked with campus and community partners to create an inventory of printed materials

regarding suicide prevention and behavioral health resources. This included tri-fold pocket guides for suicide prevention from Fail Safe for Life as well as Regional Crisis line cards and magnets from Frontier Behavioral Health which are currently available at the CCS Health Clinic, SCC Lair Student Center, and SCC Counseling Center.

Lastly, SCC staff collaborated to update crisis resource information on printed Student ID Cards as well as the SCC Mental Health (Counseling) webpage under the "Community Resources" section. Student ID cards now have contact information for CCS Campus Security, SCC Jenkins Wellness Center (Mental Health Therapy), the 24-Hour National Suicide Prevention Lifeline, National Domestic Violence Hotline, and National Sexual Assault Hotline. The mental health webpage (https://scc.spokane.edu/For-Our-Students/Getting-Help/Counseling/Mental-Health) now includes Regional Crisis Line contact information and training access credentials for Question, Persuade, Refer (QPR) online training and upcoming training dates for on-campus offerings of Mental Health First Aid.

4. *Expand college capacity to collect more robust data on student mental health services access, referrals, and awareness of mental health issues.*
   This objective sought to collect data that would support allocation of resources to areas of greatest need and to better understand receptivity and access to personal counseling. SCC implemented an electronic health record system, Simple Practice, in the Mental Health Therapy program. This HIPAA-compliant system, designed as a comprehensive scheduling and records system, tracks appointment scheduling, client and session notes, as well as any forms for initial intake and any release documents completed. To date, there have been 67 clients with 199 appointments tracked in this system.

SCC sought to better understand student attitudes and receptivity towards mental health and receptivity to personal counseling. This was accomplished through collaborating with Institutional Research and Counseling to pull raw data from a quarterly student survey through Ruffalo Noel-Levitz, the College Student Inventory (CSI). This assessment utilized only a sample size of the general student population, but was determined to be the most effective means of drawing analysis on student attitudes. Receptivity to assistance scores were highlighted in the analysis of these survey reports.

For personal counseling, this score measured the student's felt need for help with personal concerns, and questions referenced the following: 1) Attitude toward school; 2) Discouragement and unhappy thoughts; 3) Unwanted habit(s); 4) Personal relationships and social life; 5) Family matters; and 6) Emotional tensions. This survey is conducted within the first two weeks of the quarter, and data was pulled from Winter 2019 (January – March 2019), Spring 2019 (April – June 2019), Summer 2019 (July – August 2019), and Fall 2019 (September – December 2019) periods. A total of 768 students completed the CSI during the Winter 2019 – Fall 2019 periods. Of these students, 304 students (39.6%) had receptivity percentile scores of 65 or higher to personal counseling and willingness to receive outreach regarding services.

The Early Alert (Student Support) referral system was identified as a critical institutional function in being able to identify and directly refer students to support services, including personal counseling. Early Alert is a multidisciplinary team, representing Tutoring, Counseling, Multicultural Student Services, Financial Aid, Admissions and Registration, Disability Support Services, Mental Health, Workforce Transitions, and Student Conduct/Student Development, that meets on a weekly basis and reviews referrals received by faculty and staff for academic as well as personal concerns.

The Early Alert Team also partnered with the CSI assessment initiative regarding outreach to those that indicated receptivity to assistance from campus resources, with a pilot for personal counseling outreach beginning in Winter 2019. Reviewing the referral data from the grant period, the Early Alert team responded to 298 referrals from Winter 2019 – Summer 2019 (2018 – 2019 academic year) and 267 referrals from Fall 2019 (2019 – 2020 academic year). Of these referrals, 179 were identified as "Personal Reasons," including referrals for mental health counseling and/or behavioral intervention.

Project evaluation

Briefly describe the project's effectiveness at accomplishing its objectives to attain the overall goal of postsecondary student suicide prevention. To the extent such evidence is available, Include quantitative and qualitative evidence in support of effectiveness claims.

Spokane Community College expanded on suicide prevention training and education for our campus population, including faculty, staff, and students. A total of 154 participants in 18 on-ground (in-person) trainings, including: 18 administrators, 31 faculty, 60 staff, 24 students, and 21 external community members. SCC struggled with attendance at these trainings, especially during Winter 2019 through Spring 2019 quarters (January to June) with a total of 68 participants across 10 trainings. It is believed that this was due to not being permitted to require these trainings of faculty, Classified staff, Administrative, or Professional Exempt staff. However, we did see a marked increase in attendance during the Fall 2019 training period from October 2019 through November 2019, in comparison, with 86 participants over 8 trainings. This increased attendance, is believed in part, to be a result of the opportunity to partner with CCS Human Resources in offering professional development training credit to Administrative and Professional Exempt staff as well as increased marketing efforts through email, print, and college meetings. Additionally, 11 campus stakeholders took advantage of the opportunity to complete an online Veterans Behavioral Health certificate course (National Council on Behavioral Health). These stakeholders were representative of designated SCC Veteran Friendly Contacts and the Veterans Advisory Board and represented faculty (in Arts & Sciences; Technical Education) and staff in Student Services and Athletics. Lastly, SCC sent five delegates to two separate conference opportunities during the grant period, including the Washington State 2019 Conference on Suicide Prevention in Postsecondary Education and the World Suicide Prevention Day Conference.

Anecdotally, trainings seem to be well-received, particularly from faculty and staff. According to responses received from a survey of training participants during the Winter 2019 through Spring 2019 quarters, 61% of total respondents indicated a rating of Very Helpful (5) in response to the question "How helpful was the training at increasing your overall knowledge of mental health issues and/or suicide risk?" In response to the question, "Now that you have been trained/informed, what is the likelihood that you would be able to intervene with a student demonstrating mental health distress and/or a potentially suicidal student?," 60% of total respondents indicated a rating of Very Likely (5). When asked, "How much would you say this session increased your knowledge of how to refer students at risk for mental health crisis and/or suicide risk?," 57% of total respondents indicated that their knowledge had Greatly Increased (5). During the Fall 2019 quarter, evaluations from the Mental Health First Aid training courses were a primary assessment measure as these trainings had the highest rates of participation. The Mental Health First Aid course evaluations provided presented three main themes as far as qualitative feedback on the overall response to this course: 1) The course was helpful and informative and better prepared the participants for the work they do professionally; 2) The course helped participants feel more prepared in terms of what to say and how to approach people in distress; and 3) The course provided great information and helped with general awareness and attitude towards mental health disorders.

Early Alert and Behavioral Intervention referral teams were targeted as part of the grant activities and objectives as existing campus infrastructures to support and enhance student referrals, direct outreach, and access to campus support services, including Counseling and Mental Health therapy. A marked increase in student referrals was seen during the Winter 2019 through Fall 2019 project period (January to December 2019) with the most significant increase being a 71% increase in referrals

from Fall (2018) to Fall (2019). Anecdotally, it is believed that this increase can, in part, be attributed to increased marketing and promotion of Early Alert as a campus support resource through email pushes, college meetings, Teaching and Learning Center events, and mental health and suicide prevention trainings from Winter 2019 through Fall 2019. Specific to the objectives of the grant, we noted that the highest number of referrals for personal issues, including mental health and behavioral intervention or threat assessment (including self-harm and harm of others), came in Fall 2019 (September 2019 – December 2019).

In looking at the deployment of mental health education and suicide prevention materials, there was a marked increase in the volume of campus and community resource materials, both online and printed. Availability of print as well as web-based materials that highlighted behavioral health and crisis resources were emphasized during the course of the grant period as a means of creating tools and information that could be economically sustained after the conclusion of the grant-funded activities. Beginning in Spring 2019, increased print materials for CCS Health Clinic and SCC Mental Health Therapy services were ordered and distributed to Counseling, the SCC Food Pantry, CCS Health Clinic, as well as off-site centers including the rural counties. Additionally, the volume of printed materials increased for suicide prevention brochures (Fail Safe for Life) as well as Regional Crisis Line cards and magnets (Frontier Behavioral Health) to be housed throughout across at least three campus locations: CCS Health Clinic; Counseling Center; and SCC Food and Resources Pantry. Website updates began in September 2019 through December 2019 to the Mental Health (Counseling) page and included Regional Crisis Line information, online appointment scheduling for mental health therapy, and training information for Mental Health First Aid and QPR Online training. Lastly, we had approximately 400 student participants over the course of four campus resource fair or resource-based events, including SpringFest Resource and Involvement Fair, Ask Skitch! Help Stations, FallFest Resource and Involvement Fair, and Wellness Week. Anecdotally, we had a positive response to the SpringFest Resource and Involvement Fair, Ask Skitch! Help Station, and Wellness Week events, with student participants indicating that these events were great opportunities to learn about campus support and community resources as well as ask direct questions regarding access and services. For the FallFest Resource and Involvement Fair event, we collected event evaluations that produced three core themes: 1) Students learned more about what the campus had to offer and were able to identify different services on campus that they were not aware of previously; 2) Students felt like this event offered a great overview of services and resources that could help them during their time as a student; and 3) Students would like to see more events like the resource and involvement fair on campus to connect with both campus involvement opportunities, support services, and community resources, including non-profits, volunteer organizations, and wellness based resources.

In looking at the actual reach of the FTE student population through self-surveys in comparison with the proposed reach of 12-13% of the FTE student population (1,047) through self-report survey(s), while SCC did not reach its goal number, it was able to engage within 2.5%-3% of the goal. SCC was able to reach 768 total students (9.5% of FTEs) through the College Student Inventory (CSI) self-report survey beginning in the Winter 2019 through the Fall 2019 quarter. Based on these self-report responses and receptivity to assistance, pockets of the Early Alert team (Counseling and Mental Health) were also able to increase intentional outreach efforts to students, even without receiving a concern referral from faculty or staff.

Expenditure report

Attach an Expenditure Report using the spreadsheet template provided. Report all actual expenditures incurred during the entire duration of the project. The amounts on the Expenditure Report must be consistent with the amounts invoiced to WSAC for the project, including the project's final invoice.

See attached document.

Next steps

Explain how each postsecondary institution in your partnership will follow up on its project work after the project ends. Follow-up could take many forms, including but not limited to voluntary use of the Statewide Resource for Behavioral Health and Suicide Prevention.

1. ***Continuation of Mental Health First Aid trainings*** – As a result of the national certification of two SCC staff (1 Faculty Counselor; 1 Student Services staff) as Mental Health First Aid instructors, SCC will continue to offer at least one Mental Health First Aid course per quarter as a means to sustain this opportunity for training/education to CCS students, faculty, and staff. SCC will also provide the opportunity for this training to be scheduled by request for off-site campus centers and/or specific departments.

2. ***Online QPR Gatekeeper Training*** – 500 training user accounts have been purchased as of December 2019 to allow for access to QPR online gatekeeper training. This will allow for a more expansive reach in terms of participation in the QPR suicide prevention gatekeeper training from our off-site centers (Adult Education Center; Apprenticeship Center; Felts Field Aviation; Valley Center) and rural campus centers (Colville; Newport, Republic, Inchelium; and Ione). This online training will have unique organizational access, will allow us to track participation and completion rates, and to customize local and campus-based resource information. We will open this opportunity to the district (Spokane Community College & Spokane Falls Community College). We will be targeting initial outreach for participation to Student Services, Counseling, Campus Safety, Early Alert and Behavioral Intervention teams, as well as Allied Health students and faculty.

3. ***Use of Therapy Notes system and projected launch of Telehealth pilot*** – The purchase of the Simple Practice therapy notes system was completed in September 2019. Since its implementation, the CCS Mental Health therapy program has been able to use this system to complete intake and case notes documentation for approximately 67 unique students seeking services for a total of 199 appointments. A feature of this system that the CCS Mental Health therapy service is looking to expand upon beginning by the Spring 2020 quarter (April – June 2020) is reviewing and piloting the TeleHealth (video conference) feature. This function would allow for students with limited means to access the on-site mental health therapy services at the main SCC campus the opportunity to access these services remotely with one of the mental health service providers (Mental Health Interns; Mental Health Therapy Supervisor). A formal plan is still in development, including seeking feedback from stakeholders in the rural counties and off-campus centers regarding implementation of this process.

4. ***Continued support of statewide suicide prevention training opportunities*** – As resources/funding are available, we would like to continue to offer the opportunity to send interested SCC staff and/or faculty to attend available statewide suicide prevention conferences and trainings (e.g. Washington State Suicide Prevention Conference; LEARN; World Suicide Prevention Day; etc.) as a means to enhance the skills and training of those in positions of support and advocacy for our student population(s). As of December 2019, we have also purchased the All Patients Safe Suicide

Prevention online training for Medical Professionals for up to 12 organizational user accounts. This training will be implemented effective as of January 2020 with CCS Health Clinic staff, including Clinic Administrator(s), Medical Assistants, Advanced Psychiatric and Mental Health Registered Nurse Practitioner(s), and Mental Health Therapy Intern(s).

5. ***Continued educational programming surrounding wellness, mental health, & suicide prevention*** – SCC will continue to host a quarterly wellness week. Additionally, Student Activities and Student Development will continue to support student club initiatives and events surrounding health, wellness, and help-seeking behavior.

6. ***Continued data collection*** – SCC will continue to collect student responses through the CSI and MYSA assessments, at least through Spring 2020. The CCS Health Clinic is anticipating doing a quantitative assessment between Winter 2020 – Spring 2020. Data collection of Early Alert referrals submitted and supports offered through Early Alert system for "personal issues" will also continue beyond the grant period, with data disaggregated for referrals for personal counseling and Behavioral Intervention Team.

Certifications

The undersigned certify, to the best of their knowledge, that this report is accurate and complete. If employed by a postsecondary education institution, the undersigned also certify that the institution they work for completed the data survey outlined in Substitute Senate Bill 6514 and plans to complete future data surveys resulting from the bill.

Shannon Ketcham

Project Director Signature

Shannon Ketcham

Print Project Director Name

Manager of Student Programs

Print Project Director Title

1/7/2020

Print Date Signed

If applicable (add as many lines as necessary for multiple co-directors):

Connan Campbell

Project Co-Director Signature

Connan Campbell

Print Project Co-Director Name

Associate Dean, Student Development

Print Project Co-Director Title

01.27.2020

Print Date Signed

Don Cox
VP Student Services

Suicide Prevention in Higher Education Grant Program
EXPENDITURE REPORT

Fiscal Agent Partner Name: Spokane Community College
Project Name: Spokane Community College Suicide Prevention Program
Report Period: January 17, 2019 - December 31, 2019

	LINE ITEMS	TOTAL ACROSS ALL PARTNERS
1.	Salary & wages	0
2.	Fringe benefits	0
3.	Services of independent contractors	41,550
4.	Materials and supplies	1,045
5.	Travel	2,361
6.	Other costs (specify, and include no indirect costs)	9,027
7.	TOTAL DIRECT COSTS	53,983
8.	Indirect costs (subject to limits outlined in RFP)	5,398
9.	TOTAL GRANT FUNDS SPENT (line 8 + line 9)	59,381
10.	Additional funding or in-kind contribution from other sources	