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

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Rush System for Health



National SBHA Conference

June 28, 2023

GRANT: R01 MH118382



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.

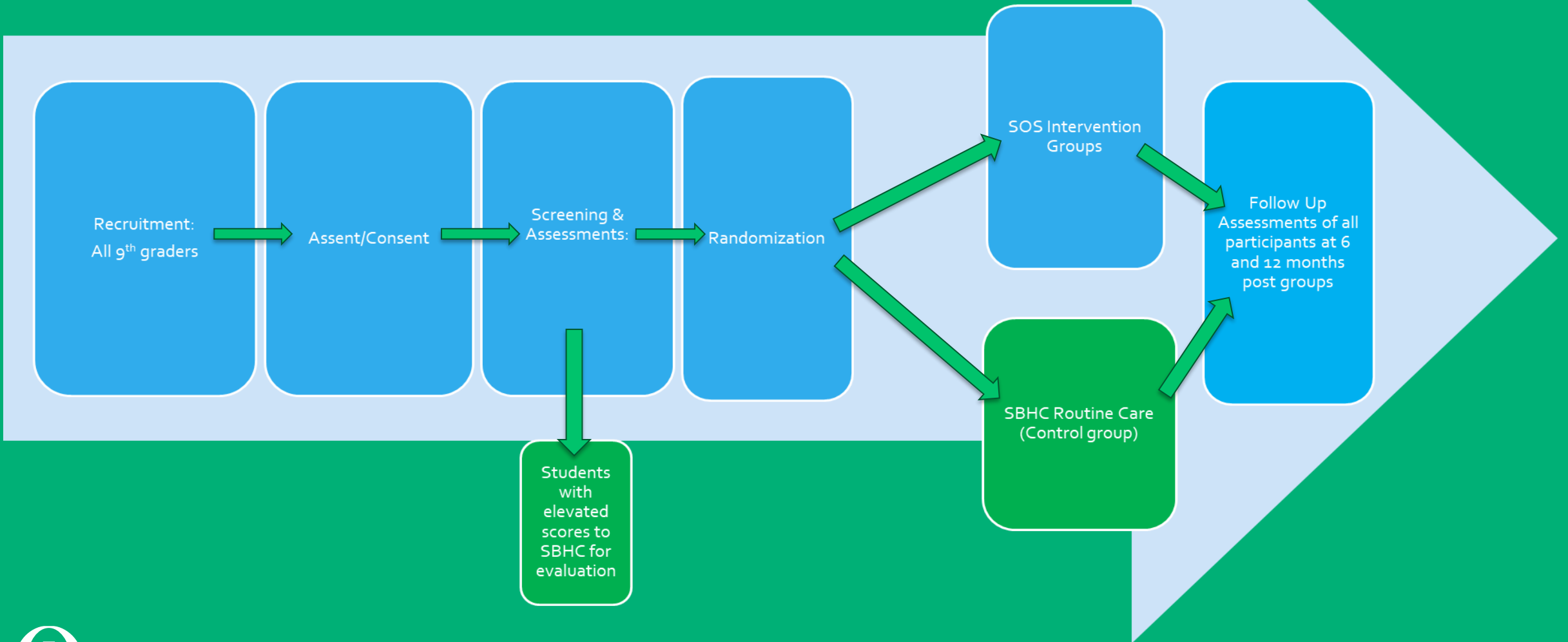
The project aims to:

- 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



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 |

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

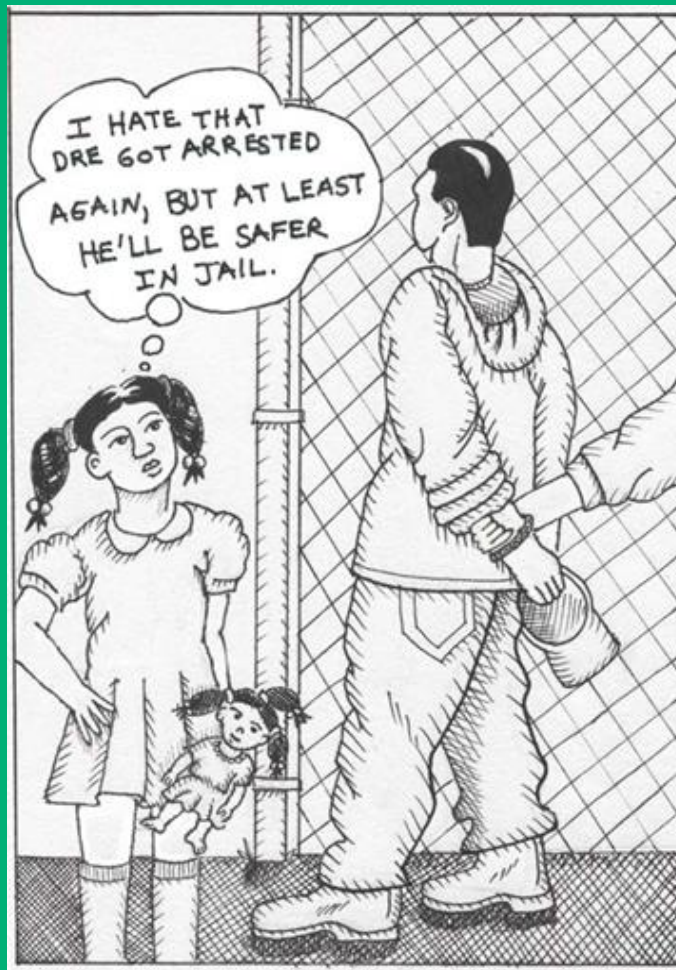
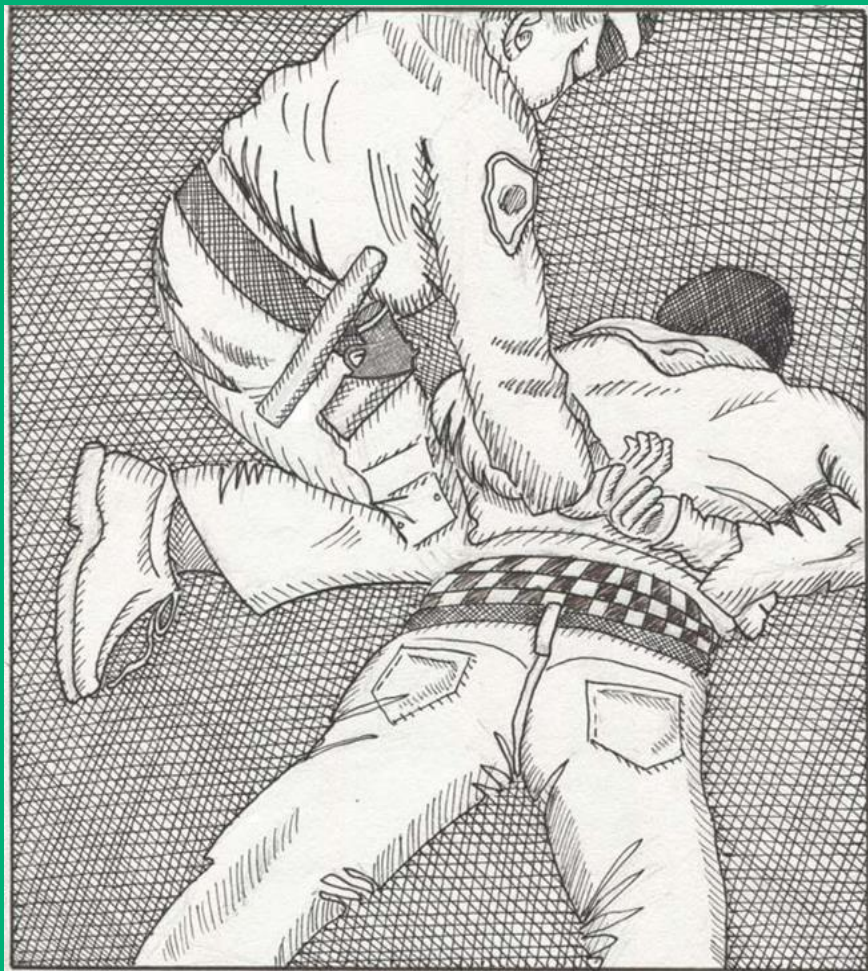
Session 13: Coping with Activating Events

Session 14: More C-A-B Practice

Session 15: First Aid for Future Stress



Example illustration



SOS Intervention Efficacy

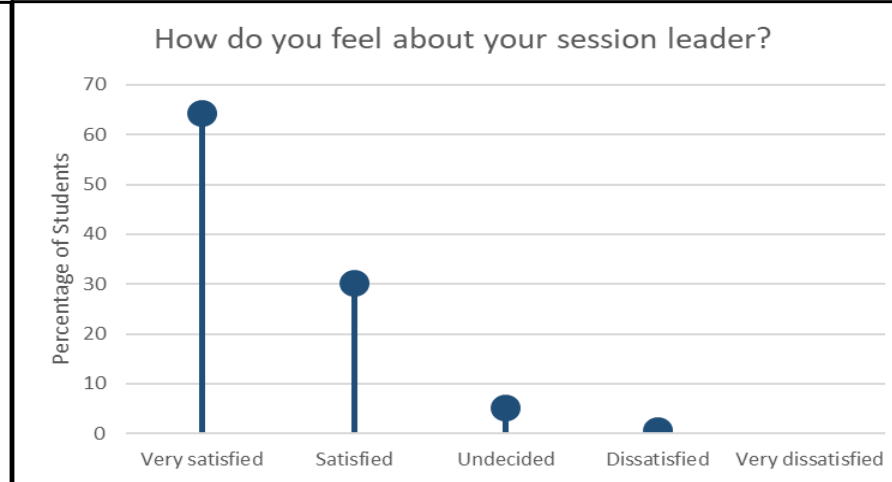
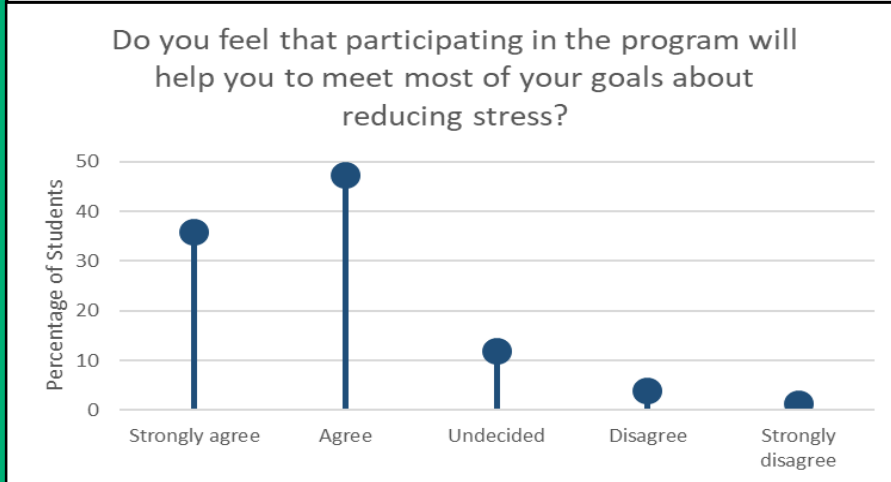
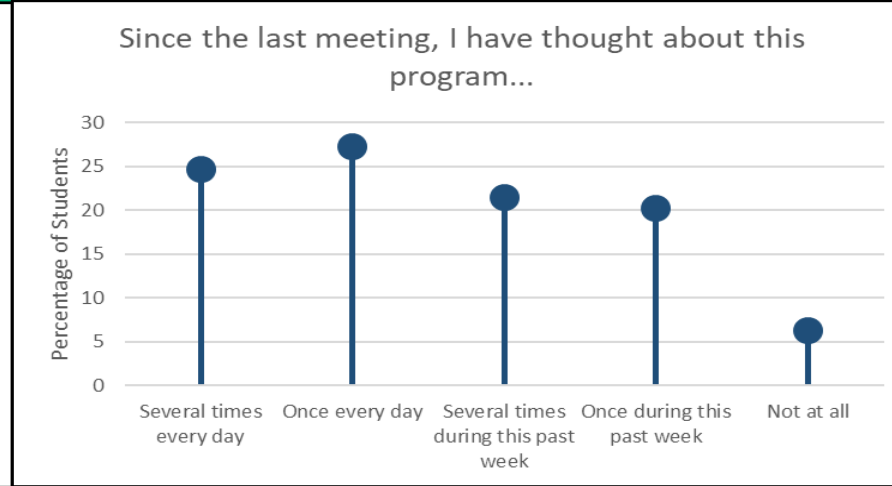
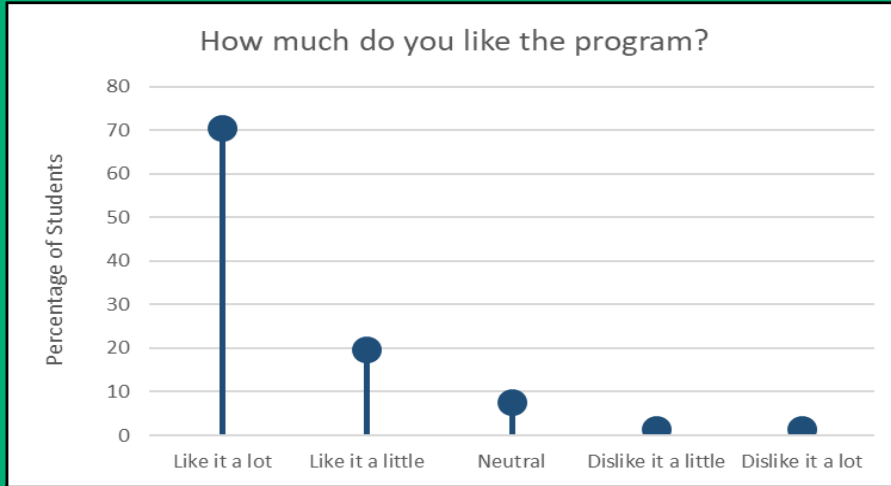
The culturally adapted SOS intervention moved to an efficacy trial in 2014 in Chicago Public Schools, launching the partnership between DePaul University and the RUSH SBHC program.

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



Participants' Evaluation of A-CWS



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
- 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
- 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

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.

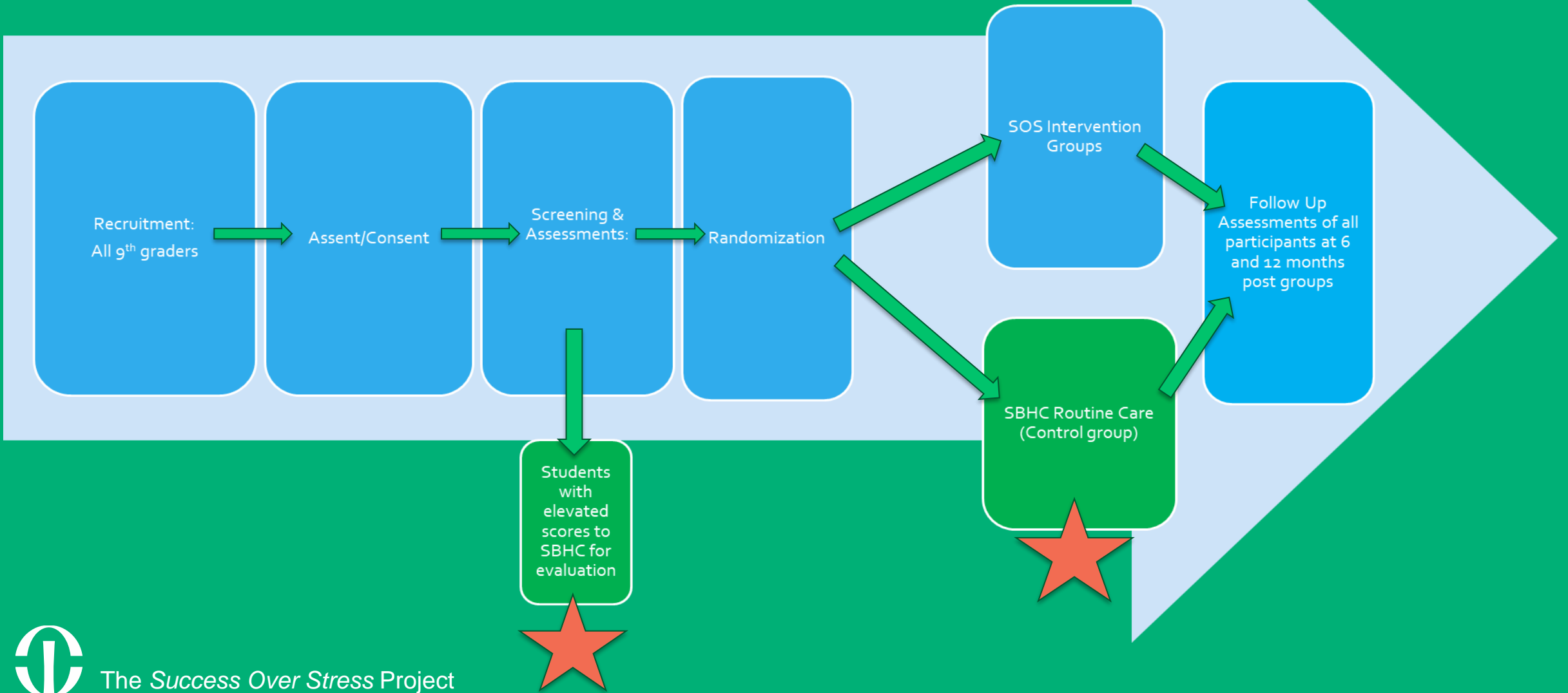


Project deliverables

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



SBHC care of the adolescent with SI

Questions?



The Success Over Stress Project

Citations

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