



THE NASW SHIFT PROJECT: SUICIDE PREVENTION FOR ADOLESCENT GIRLS

SHIFT PROJECT FOR ADOLESCENT SUICIDE PREVENTION

Assessing State Opportunities and Barriers to Suicide Prevention [State] SHIFT Project Research to Practice Team Community Assessment Part 2: Opportunities and Barriers

The SHIFT Project Research to Practice Team is a state-based coalition of change-oriented organizations and individuals working to promote adoption of evidence-based suicide prevention programs for adolescent girls. This two-part tool was developed to help the SHIFT Project Research to Practice Team complete a community assessment. Part 1 addresses state demographics, while Part 2 focuses on community opportunities and barriers.

Instructions for completion of Community Assessment Form Part 1: Opportunities and Barriers

1. Research to Practice Team members should review this document before the preliminary meeting/conference call.
2. Complete this form as a group during the preliminary meeting/conference call.

COMMUNITY ASSETS

For each category below, list a minimum of five assets available within your state that you consider useful for suicide prevention with adolescent girls.

Community Assets

State Research to Practice Team members' skills/capacities:

- 1.
- 2.
- 3.
- 4.
- 5.

Social and civic groups:

- 1.
- 2.
- 3.
- 4.
- 5.





Faith-based organizations:

- 1.
- 2.
- 3.
- 4.
- 5.

Cultural organizations and events:

- 1.
- 2.
- 3.
- 4.
- 5.

Local schools:

- 1.
- 2.
- 3.
- 4.
- 5.

Personal economic resources:

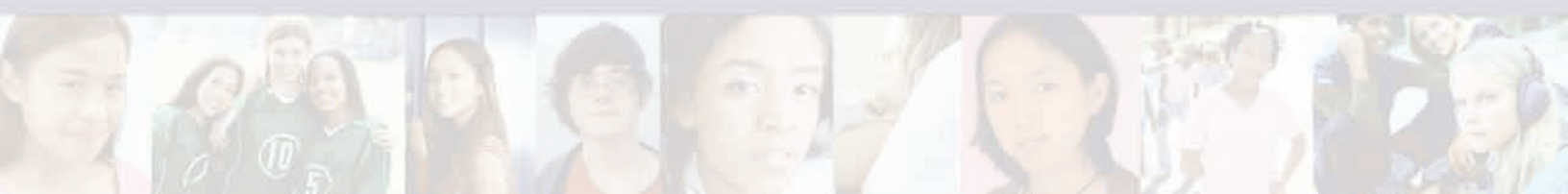
- 1.
- 2.
- 3.
- 4.
- 5.

Open or gathering space:

- 1.
- 2.
- 3.
- 4.
- 5.

Businesses:

- 1.
- 2.
- 3.
- 4.
- 5.





Community Suicide Risk Factors and Prevention Resources

Complete the *Suicide Risk Factor and Prevention Resources* chart as it relates to suicide prevention with adolescent girls.

Consider suicide risk factors and prevention resources for adolescent girls in your state.

Classify these resources by their level of prevention, (see box at right), and identify connections between the risk factors and the resources.

To help identify population-based risk factors, consider circumstances surrounding recent suicides among adolescents and adolescent girls. Also, consider how protective factors may be strengthened—in individuals and populations—to counteract the prevalent risk factors.

Levels of Prevention

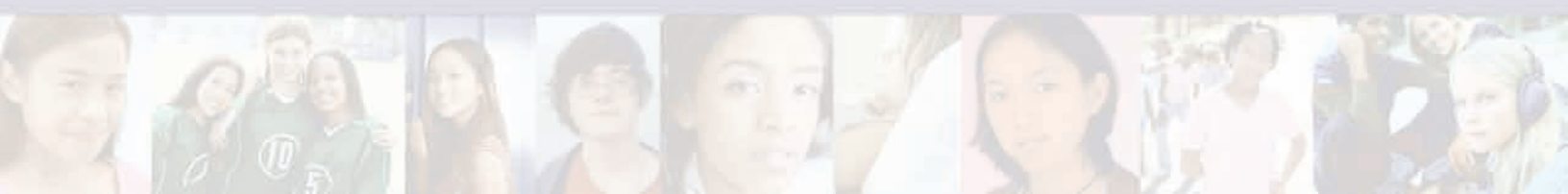
Universal Prevention Programs target and benefit all members of the community, regardless of their suicide risk. Examples include: educational materials, workshops, and mental health care.

Selective Prevention Programs benefit specific groups, whose members have a significantly higher risk of developing suicidal behaviors, such as youths who are substance abusers.

Indicated Prevention Programs target and benefit identified high-risk individuals or those who already exhibit suicidal behaviors, such as recent suicide attempts or suicidal ideations.

Postvention Programs include all measures that would prevent further suicide attempts in the aftermath of a suicide, including survivor support groups.

EXAMPLE: Suicide Risk Factors and Prevention Resources				
Risk Factors	Opportunities/Resources	Limitations/Barriers to Implementation	What Can Be Done? (Please list the activities or events in order of priority)	Level of Prevention
<i>Isolation of elders</i>	<i>A drop-in center for elders to come and talk to other people</i>	<i>No easy access (i.e., transportation) to the drop-in center</i>	<i>Identify existing resources in the community to help provide transportation to the drop-in center</i>	<i>Selective</i>





Section E: Suicide Risk Factors and Prevention Resources

Risk Factors	Opportunities/ Resources	Limitations/ Barriers to Implementation	What Can Be Done? (Please list the activities or events in order of priority)	Level of Prevention

