



Clinical Workshop

STARS: Suicide Prevention Training And Readiness for Schools

The University of North Dakota and NORC partnered to bring the STARS Program to North Dakota schools. The STARS Program is the first multi-component school substance use and suicide prevention training program for North Dakota and is modeled on existing evidence-based trainings and practices. Each STARS module is geared toward a specific professional role so that everyone working in your school can help promote student safety and mental well-being.

The STARS Clinical Module Learning Objectives

1. Summarize substance use and suicide risk among youth.
2. Describe Screening, Brief Intervention, and Referral to Treatment - Suicide Care (SBIRT-SC) as an evidence-based approach to prevention, early identification, and intervention for youth substance use and suicide risk.
3. Identify validated substance use and suicide risk screening tools for youth.
4. Demonstrate how to conduct brief interventions with youth to address substance use and suicide risk.
5. Describe best practices in conducting referral and follow up with youth for substance use and suicide risk.

Become STARS-trusted!

Complete the All Staff Module and receive a STAR sticker and pocket card to let students know you are a trusted adult. The STARS program includes two additional modules, one geared toward school leadership teams and one toward mental health professionals. Your school is eligible to receive a STAR designation for completing one or more of these modules.

The STARS Clinical Module

The STARS Clinical module features training on Screening, Brief Intervention, & Referral to Treatment – Suicide Care (SBIRT-SC) for school mental health professionals.* This module is 3-4 hours and includes instruction on the clinical elements of substance use and suicide risk screening, intervention, referral, and follow up.

Screening

Brief screening using validated tools to identify substance use, depression, and suicide risk.

Brief Intervention for Substance Use

A conversation that uses motivational interviewing techniques to increase a student's awareness of their substance use, encourage them to stop or reduce their use, and to promote overall health and wellness.

Safety Planning Intervention for Suicide Risk

A brief intervention during which a school mental health professional develops a safety plan in collaboration with a student at risk of suicide. The safety plan includes a tailored set of warning signs, coping strategies, and resources to increase a student's ability to cope with suicidal thoughts. Creating a high quality safety plan ultimately reduces the risk for suicide.

Referral to Treatment and/or Services

For those identified as needing more extensive care for substance use, depression, and/or suicide risk, a referral is made to the appropriate services.

Structured Follow-Up and Monitoring

School mental health professionals* reach out by phone or another agreed-upon method following discharge or between appointments to conduct a follow up screening and mood check, make updates to the safety plan, assess barriers to care, confirm what care is currently being provided, and schedule or confirm a follow up appointment.

Person-Centered and Tailored Care

An overarching principal of SBIRT-SC is providing person-centered care and tailoring substance use and suicide prevention and early intervention efforts to specific populations using a culturally responsive and equitable approach.

Because substance use, depression, and suicide are interrelated, it is critically important to address these significant public health concerns using a coordinated approach. SBIRT-SC is a package of evidence-based substance use and suicide prevention approaches that fit seamlessly together and can be implemented in any school or district.

Any licensed professional can be trained to deliver the components of SBIRT-SC; unlicensed professionals can be trained to deliver some components within the SBIRT-SC workflow. Individuals who have completed SBIRT-SC training report increases in knowledge, self-efficacy, and intentions to deliver the components of the model. Visit <https://www.sbirteeducation.com/suicide-prevention> or email us at Sarah.kemp.tabbut@und.edu for more information.



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*The term school mental health professionals refers to any school-based staff trained to provide screening to identify substance use and suicide risk, conduct brief conversations with students about their risk, and refer the student to community mental health resources as needed. School mental health professionals can be social workers, school psychologists, school counselors, school nurses, or others.