These initiatives are funded by counties through the Mental Health Services Act (Prop 63) and administered by the California Mental Health Services Authority (CalMHSA), an organization of county governments working to improve mental health outcomes for individuals, families and communities.
This report provides survey findings and outcomes from the 2014-15 Directing Change Program & Film Contest. As part of the program, high school and UC students throughout California were invited to Direct Change by submitting 60-second films in two categories: suicide prevention and ending the silence of mental illness. A total of 420 submissions were received, representing 1,226 students and 112 schools, 7 UC campus locations and 31 counties. Regional high school winners were selected to move onto a second, statewide round of judging and narrowed down to the top three entries in each category. Entries were judged by volunteer experts in mental health and suicide prevention, members of the media and professionals in filmmaking and film production.

The Directing Change Program & Film Contest encourages high school and UC students to learn about the topics of suicide prevention and mental health in a non-textbook kind of way: a film contest. Through exposure to the submission guidelines and judging forms, youth participants, school staff and judges are exposed to “safe messaging” guidelines for mental health and suicide prevention, warning signs, how to appropriately respond to someone in distress, as well as how to stand up for others who are experiencing a mental health challenge. Participation in Directing Change opens the door to introduce prevention programs to the school. Every school that engages with the contest receives an Ending the Silence presentation from NAMI California and one of several donated suicide prevention programs. In addition, students and schools are provided with access to a variety of educational resources on these topics throughout the school year. The purpose of the program is to educate and engage students through the film making process resulting in positive behavior changes; to promote school-based prevention programs; to support education and advocacy efforts through showing of films; and to expose reporters and community members to safe messaging guidelines.

Directing Change is part of statewide efforts to prevent suicide, reduce stigma and discrimination related to mental illness, and to promote the mental health and wellness of students. These initiatives are funded by counties through the Mental Health Services Act (Prop 63) and administered by the California Mental Health Services Authority (CalMHSA), an organization of county governments working to improve mental health outcomes for individuals, families and communities.
A total of 420 submissions were received, representing 1,226 students and 112 schools, 7 UC Campuses and 31 counties.

“The students become exceptionally knowledgeable about mental illness and suicide prevention by the end of meeting all of the film requirements because they are applying what they learn to what they are doing.”
- Don Collins, Torrey Pines High School

“We began this project because we’re filmmakers and the contest intrigued us, but found that the making of the film was what really benefitted us. We had the opportunity to learn about the warning signs of an individual in need of help and hope that our film will encourage others to reach out to those around them.”
- Student, University of California Irvine

“This contest was introduced to me through my digital photography teacher. Through watching sample videos and exploring the contest rules and qualifications, my own understanding of these pressing topics grew. I learned that everyone feels different or alone at times, and you never know the impact you can have on a person.”
- Student, University of California Irvine

“This project not only taught them a lot about behavioral health but I definitely saw an increase in student attendance. This project awakened something in some of the kids that has them excited about coming to school and learning. It’s exciting to see a group of kids who desperately need help and encouragement themselves excited about creating films that will help and inspire others.”
- Lynnzora Rogers, PAL Charter Academy, San Bernardino County
Student Outcomes
METHODOLOGY

All students (720) that provided a valid email address and submitted an “Intent to Direct” form were emailed a student feedback survey consisting of 20 questions after the submission deadline in March 2015. The survey was designed to evaluate the overall experience of participating in the program and to obtain suggestions for improvement. In addition, the survey assessed the impact the program had on the ways students think about suicide prevention and mental illness. As an incentive for completing the survey, students were entered into a drawing to win a $25 Amazon gift card. Overall, 30.83% (222) of the students that participated in the program provided responses to the online questionnaire. Of these, the largest proportion (44.34%) were seniors in high school or juniors in high schools (32.13%). Six University of California students filled out the survey (2.71%).

See Appendix A for all student comments.
See Appendix B for a copy of the survey.
See Appendix C for a summary of University of California student responses only.

Figure 1: Student Grade

- 12th Grade, 44.34%
- 11th Grade, 32.13%
- 10th Grade, 12.22%
- 9th Grade, 8.60%
- UC Student, 2.71%
PROGRAM PARTICIPATION

a. **Intents vs Submission**
The majority of students participated in the program for this first time.

**Did you submit a film(s) in the 2014/2015 Directing Change film contest? (n= 222)**
- Yes: 98.65% (219)
- No: 1.35% (3)

**Did you participate in the contest last year as well? (n= 183)**
- Yes: 8.89% (16)
- No: 91.11% (164)

Student participants are asked to submit an “Intent to Direct” form to let contest organizers gauge the level of interest in the program. For the 2014/2015 program year, 787 intents were received which resulted in 420 submissions. Students were encouraged to submit an “Intent to Direct” form with the incentive of being entered into a drawing to win a film camera. As a result, multiple people on a team submitted an “Intent to Direct” form, inflating the number of actual student teams intending to submit a film.

For high school submissions (after duplicates were removed)
- 739 “Intent to Direct” forms received
- From those intents, 209 teams submitted 255 films, with some teams submitting more than one submission.
- 134 films were submitted without an “Intent to Direct” form.
- 389 Total films

For University of California submissions (after duplicates were removed)
- 48 “Intent to Direct” forms received – from the 48 intents, 21 teams submitted films
- 5 films were submitted without an “Intent to Direct” form
- 26 Total films

Of the 222 survey participants, three did not end up submitting a film to the contest and were asked to provide a reason why not and what changes might facilitate their participation in the future. Their responses are provided below.

**What are the main reasons you did not submit a film? (n= 3)**
- “Because I helped my friend to submit a film.”
- “I was not aware of it.”
- “I was going to but the permission slip for the music I used didn’t come in on time.”
What changes in the contest might facilitate your participation in the future? (n= 3)

- “Nothing, I just want to help my friend with his project.”
- “The social awareness it offers to the audience and what these films stand for.”
- “The use of music.”

b. Category Selection

A little more than half (54.35%) submitted a film in the Suicide Prevention category and 38.04% in the Ending the Silence about Mental Illness category.

What category did you submit in? (n= 184)

- Suicide Prevention: 54.35% (100)
- Ending the Silence about Mental Illness: 38.04% (70)
- Both: 7.61% (14)

Students were asked to provide a reason for why they chose one category over the other and 163 comments were received. Out of these the large majority expressed that they chose the category because it was more relatable and because they had a person connection to the topic. Additional reasons included that they had a better idea for one topic over the other. Only a handful of comments indicated that participants felt the Ending the Silence category was more complex and challenging. For all comments refer to Appendix A.

- “My group and I chose Suicide Prevention as our category because we felt that we could closer represent the signs of suicide based on personal experience with friends, family, and ourselves.”
- “The reason I chose one category over the other is because I had a friend who wanted to die by suicide and I didn’t know what to do.”
- “It was not an easy choice. We look at what affected our daily lives more often.”
- “Self-experience and emotional connection with the topic.”
- “Interest in learning more about mental illnesses as well as personal experience in helping a friend.”
- “Stigma had a lot more angles to go in on. There are so many topics within it.”
- “I personally have an attachment to ending stigmas around mental illness and I thought that it would be more challenging.”
- “Because is the one that I had the best idea to share the message and that I could relate to a sport.”
- “I felt that suicide prevention was a serious problem because it involves pain and affects those around the suicidal person. And also suicide prevention can also be an effect of mental illness so it ties in with both.”
c. **Reason for Participating**

Overall 180 students answered this question and provided comments. Students’ responses fell into four main themes.

- Suicide Prevention and Mental Health Advocacy/ Stigma Reduction/Personal Experience (79 comments)
- Wanting to Make a Positive Impact (26 comments)
- School Project/ Introduced or Encouraged by Teacher or Advisor (56 comments)
- Other (19 comments)

Below highlights student responses from each theme, for all student responses *Refer to Appendix A.*

**Suicide Prevention and Mental Health Advocacy/ Stigma Reduction/Personal Experience**

- “This contest was introduced to me through my digital photography teacher. Through watching sample videos and exploring the contest rules and qualifications, my own understanding of these pressing topics grew. I believe this contest is a great way to raise awareness and provide a visual to show that suicide is preventable and mental illnesses are common. I also learned that everyone feels different or alone at times, and you never know the impact you can have on a person.”

- “I participated in the contest because I wanted to not only bring to light mental health issues amongst youth but also look towards ending the stigma that mental illnesses and getting help has. This contest allowed the volunteer group that I am heavily involved in, Healthy RC to explore the mental aspects of health and truly jumpstart the mental health campaign I founded.”

- “I participated because I love to film, and I was personally affected by this topic. A student in my high school died by suicide, and there needs to be more awareness created around this issue. This contest was perfect for me to create awareness around suicide prevention through a form of art that I love, film.”

- “I participated in this contest because I want to make a change in this world while doing what I love, which is making films. I think this contest is a great way to educate teens and other people about suicide prevention and mental illness.”

- “Besides being able to practice our abilities as filmmakers in our state, we wanted to aid in the cause of preventing teen suicide. It’s a growing issue that’s only going to get worse if we, as a community of students, don’t start talking about it and hitting it head on. No one, especially someone at such a young age, should have to look at ending their life as a means to solving their problems.”

- “To help raise awareness for those that are suffering from suicidal thoughts and mental illness as well as to fight the stigma associated with each, ultimately encouraging those suffering to seek help or others to reach a hand out to those suffering.”
Wanting to Make a Positive Impact

- “To make an informational video that would help many!”
- “It seemed like a great way to raise awareness to today's problems in a more entertaining and memorable way.”
- “This contest is a way to spread information and resources to those who are in need. I wholeheartedly believe that these PSA make a difference.”
- “I love making films and making a difference. It is my passion and I wanted to share my filmmaking abilities.”
- “I participated in this contest because it is a way of presenting messages to today's teenagers that needs to be said, and is better spoken through a teen.”
- “I feel that with this contest I can make a real difference in my community.”
- “To help people.”

School Project/ Introduced or Encouraged by Teacher or Advisor

- “My film teacher had us work on it for a project, and it seemed like a good cause to work with.”
- “My group and I decided to join when our video teacher introduced this contest to us. Since it was a requirement in our class to film a PSA, we figured we could enter this contest since the topics it provided met the requirement of a PSA.”
- “It was a mandatory project in my ROP class.”
- “My video production teacher introduce us to the contest, I also believe this would look good for my college application.”

Other

- “I participated in this contest to win a scholarship in order to help me pay for college.”
- “It was to encourage others to be more involved in filming.”
- “I wanted to learn more about film and I always had an interest in learning to make a film.”
IMPACT

Approximately 1 in 5 youth ages 13 to 18 experiences a mental health challenge in a given year. When young people feel alone in dealing with mental health challenges, they may be afraid to talk about it, and not get the help they need. Studies show that although about half of teens who are thinking about suicide tell a friend, less than 25% of those friends tell an adult. Youth need to know how to respond appropriately to a friend in need.

In order to evaluate how students’ perceptions of mental illness and suicide prevention changed after participating in the Directing Change program students were asked the following questions:

- Please mark how strongly you agree or disagree with these statements. As a result of participating in the contest I have a better understanding... (n= 184)
- Please mark any that apply to you! I pledge to... (n= 182)

Figure 2: Student Outcomes:

As a result of participating in the contest I have a better understanding...

- that mental illnesses are common among young people: 76.63%
- of the warning signs of suicide: 87.98%
- of what to do if I am concerned that a friend is thinking about suicide: 88.53%
- of the importance of standing up for young people that are experiencing a mental illness: 89.61%

I pledge to...

- Reach out to others who are experiencing tough times: 97.25%
- Not keep it a secret if a friend tells me he or she is thinking about suicide: 86.81%
April 7, 2015

To Whom It May Concern,

My name is Emma Spieckerman, and I participated in the first annual Directing Change Contest. I won second place in the Eliminating Stigma category with my PSA, “More Than a Mental Illness.” I can honestly say that the Directing Change Contest changed my life, and I would not be the same person that I am today without its impact on my future and my awareness of mental health.

I first entered the contest because I was inspired by the prompts and wanted to make a difference with my work. It’s difficult to find video production contests that address social justice issues for high school students, especially for issues that affect them directly. Mental illness is an issue that’s rarely spoken about, and I found that it was barely touched upon in my education up until college, even though so many young people experience or know someone who is experiencing mental health issues.

The Directing Change Contest has done so much for me. I was able to contribute to my college education with the money that I raised. I switched my major from film production to psychology after careful consideration because of my strong interest in mental health, and I’m now interested in pursuing a career in social work, counseling, psychology, or research. My film has been shown and viewed by countless students and professionals interested in working in mental health. Finally, I have initiated a mental health week on campus and am now on the executive board of our campus’s new chapter of Active Minds, a national organization dedicated to these very issues I feel passionate about.

Last semester, I struggled with my own mental health issues. I went through a lot of challenging obstacles and began to experience depression. I sought out help from therapists, and with the support of my family, saw a psychiatrist and got the help I needed. If not for this contest, I think the shame would have been too great and I might not have been as open to receiving this help.

The Directing Change Contest has opened so many doors for me, and for that I am eternally grateful. Through it, I met my mentor and friend Stan Collins, who is coming to my university soon to speak about suicide prevention. I strongly support this contest and ask that you consider funding it so it can continue to engage young people in a conversation about mental health, which has the power to change lives, as it has changed mine.

Best,

Emma Spieckerman
EDUCATIONAL RESOURCES

The Directing Change team and the National Alliance on Mental Illness (NAMI) California provided a range of resources to help students learn about mental health, mental illness and suicide prevention in an effort to help students prepare their film. In addition several students provided comments. In general comments reflected that the resources were helpful. Several people suggested adding a resource for personal experiences: “Perhaps some sort of site that features statements from or interviews with people who are/have suffered with mental illness to get more of a perspective of what to say.” For all comments, Refer to Appendix A.

Table 1: Please mark all the resources that you used and how helpful you found them. (n= 181)

<table>
<thead>
<tr>
<th>Resources</th>
<th>Not helpful</th>
<th>Somewhat helpful</th>
<th>Very helpful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contest website (<a href="http://www.directingchange.org">www.directingchange.org</a>) (n= 180)</td>
<td>1.67% (3)</td>
<td>15.56% (28)</td>
<td>78.89% (142)</td>
<td>3.89% (7)</td>
</tr>
<tr>
<td>Mental health or suicide prevention fact sheet (n= 177)</td>
<td>5.08% (9)</td>
<td>17.51% (31)</td>
<td>65.54% (116)</td>
<td>11.86% (21)</td>
</tr>
<tr>
<td>Submission Toolbox on website (n= 175)</td>
<td>2.29% (4)</td>
<td>22.29% (39)</td>
<td>65.14% (114)</td>
<td>10.29% (18)</td>
</tr>
<tr>
<td>Judging forms for each category (n= 175)</td>
<td>5.14% (9)</td>
<td>17.71% (31)</td>
<td>62.29% (109)</td>
<td>14.86% (26)</td>
</tr>
<tr>
<td>&quot;For students&quot; page on contest website (n= 177)</td>
<td>4.52% (8)</td>
<td>25.42% (45)</td>
<td>59.89% (106)</td>
<td>10.17% (18)</td>
</tr>
<tr>
<td>Educational Video: Suicide Prevention 101 (n= 170)</td>
<td>5.29% (9)</td>
<td>16.47% (28)</td>
<td>41.18% (70)</td>
<td>37.06% (63)</td>
</tr>
<tr>
<td>Educational Video: How to Help a Friend (n= 172)</td>
<td>5.23% (9)</td>
<td>17.44% (30)</td>
<td>40.12% (69)</td>
<td>37.21% (64)</td>
</tr>
<tr>
<td>Educational Video: Stigma and Mental Illness (n= 171)</td>
<td>4.09% (7)</td>
<td>23.39% (40)</td>
<td>36.26% (62)</td>
<td>36.26% (62)</td>
</tr>
<tr>
<td>Educational Video: Mental Health Continuum (n= 168)</td>
<td>5.33% (9)</td>
<td>22.49% (38)</td>
<td>30.18% (51)</td>
<td>42.01% (71)</td>
</tr>
<tr>
<td>Getting Started: Prezi For Students (n= 171)</td>
<td>10.53% (18)</td>
<td>29.24% (50)</td>
<td>22.22% (38)</td>
<td>38.01% (65)</td>
</tr>
<tr>
<td>Directing Change Facebook Page (n= 172)</td>
<td>14.53% (25)</td>
<td>25.58% (44)</td>
<td>16.86% (29)</td>
<td>43.02% (74)</td>
</tr>
<tr>
<td>Newsletter &quot;The Advocate&quot; (n= 171)</td>
<td>10.53% (18)</td>
<td>29.24% (50)</td>
<td>12.87% (22)</td>
<td>47.37% (81)</td>
</tr>
</tbody>
</table>
FIGURE 3: EDUCATIONAL RESOURCES INDICATED BY STUDENTS AS "VERY HELPFUL"

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter &quot;The Advocate&quot;</td>
<td>12.87%</td>
</tr>
<tr>
<td>Directing Change Facebook Page</td>
<td>16.86%</td>
</tr>
<tr>
<td>Getting Started: Prezi For Students</td>
<td>22.22%</td>
</tr>
<tr>
<td>Educational Video: Mental Health Continuum</td>
<td>30.18%</td>
</tr>
<tr>
<td>Educational Video: Stigma and Mental Illness</td>
<td>36.26%</td>
</tr>
<tr>
<td>Educational Video: How to Help a Friend</td>
<td>40.12%</td>
</tr>
<tr>
<td>Educational Video: Suicide Prevention 101</td>
<td>41.18%</td>
</tr>
<tr>
<td>&quot;For students&quot; page on contest website</td>
<td>59.89%</td>
</tr>
<tr>
<td>Judging forms for each category</td>
<td>62.29%</td>
</tr>
<tr>
<td>Submission Toolbox on website</td>
<td>65.14%</td>
</tr>
<tr>
<td>Mental health or suicide prevention fact sheet</td>
<td>65.54%</td>
</tr>
<tr>
<td>Contest website (<a href="http://www.directingchange.org">www.directingchange.org</a>)</td>
<td>78.89%</td>
</tr>
</tbody>
</table>
PROGRAM INFRASTRUCTURE AND IMPROVEMENTS

Did you participate in the contest on your own or as part of a school project? (n= 177)

- As part of a class project (voluntary): 41.24% (73)
- As part of a class project (mandatory): 37.29% (66)
- As part of a club or after school program: 11.86% (21)
- On my own: 9.60% (17)

How did you learn about the contest? (n= 183)

Students were asked to indicate how they learned about the contest. The large majority of students (85.25%) learned about the contest through a teacher or other adult at their school.

FIGURE 4: HOW DID YOU LEARN ABOUT THE CONTEST?

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents</td>
<td>0.55%</td>
</tr>
<tr>
<td>From an Ending the Silence Presentation given to my class</td>
<td>2.73%</td>
</tr>
<tr>
<td>From a suicide prevention presentation given to my class</td>
<td>3.28%</td>
</tr>
<tr>
<td>Social media</td>
<td>3.28%</td>
</tr>
<tr>
<td>After school program or organization</td>
<td>3.83%</td>
</tr>
<tr>
<td>Other</td>
<td>5.46%</td>
</tr>
<tr>
<td>Poster</td>
<td>5.46%</td>
</tr>
<tr>
<td>A friend</td>
<td>11.48%</td>
</tr>
<tr>
<td>Teacher or other adult at my school</td>
<td>85.25%</td>
</tr>
</tbody>
</table>
The following comments were provided:

- “Another student at my school had also participated in this contest the previous year and had won first in regionals. Her video was shown on the morning bulletin at my school.”
- “From Healthy RC coordinator who contacted the coordinator and found this opportunity.”
- “Scholarship Website.”
- “This is my third year participating in the program.”
- “SIP Participant.”
- “Students in Prevention.”
- “Riverside Convention Center.”
- “My brother.”
- “Friday night live club that I’m involved in.”
- “Submitted an entry last year but did not win.”
- “NAMI conference.”
- “School club.”
- “I researched film contests in my area.”

Were the contest rules and submission guidelines clear? (n= 183)

- Yes: 95.63% (175)
- No: 4.37% (8)

Please refer to Appendix A for comments.
Please rank the importance of these rewards. (n= 184)
Students were asked to rank the importance of several rewards, 1 ranking the most important and 6 as the least important.

Table 2: Importance of Rewards

<table>
<thead>
<tr>
<th>Rewards</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention programs for my school (n= 161)</td>
<td>34.78% (56)</td>
<td>16.15% (26)</td>
<td>12.42% (20)</td>
<td>12.42% (20)</td>
<td>9.32% (15)</td>
<td>14.91% (24)</td>
</tr>
<tr>
<td>Cash prize for winning films (n= 159)</td>
<td>18.24% (29)</td>
<td>18.24% (29)</td>
<td>19.50% (31)</td>
<td>9.43% (15)</td>
<td>12.5% (20)</td>
<td>22.01% (35)</td>
</tr>
<tr>
<td>Opportunity to be recognized at the award ceremony (n= 166)</td>
<td>13.86% (23)</td>
<td>12.05% (20)</td>
<td>14.46% (24)</td>
<td>24.10% (40)</td>
<td>25.90% (43)</td>
<td>9.64% (16)</td>
</tr>
<tr>
<td>Inclusion of my film on a compilation DVD that is distributed throughout the state (n= 179)</td>
<td>11.17% (20)</td>
<td>12.85% (23)</td>
<td>16.76% (30)</td>
<td>16.20% (29)</td>
<td>16.76% (30)</td>
<td>26.26% (47)</td>
</tr>
<tr>
<td>Opportunity to meet politicians working on these issues at the Capitol in Sacramento (n= 158)</td>
<td>8.86% (14)</td>
<td>23.42% (37)</td>
<td>17.09% (27)</td>
<td>15.19% (24)</td>
<td>20.25% (32)</td>
<td>15.19% (24)</td>
</tr>
<tr>
<td>Chance to win a one-on-one skype session with a director (n= 166)</td>
<td>6.63% (11)</td>
<td>14.46% (24)</td>
<td>18.67% (31)</td>
<td>24.10% (40)</td>
<td>18.67% (31)</td>
<td>17.47% (29)</td>
</tr>
</tbody>
</table>

The following comments were provided, for all comments refer to Appendix A:

- “I didn’t make the film for the money, I made it for the experience of making a film, but if I did win the money, it would be amazing because that would go directly towards my college education.”
- “These are great awards that can help this awareness spread.”
- “The message is the most important idea when it comes down to it. The money is meaningless without the message.”
“Being able to enhance prevention programs in my school would be greatly appreciated. The cash prizes would also be used to create greater awareness.”

“Give an award to the people who deserve to win. People who dedicated a lot of their time for these videos.”

“I would like prevention programs if I win or even if I don’t win.”

“Recognition is not my main concern, but it would be an honor if someone is deserving enough to win any awards.”

“I want to get more involved with what we are doing to help and the things that are already happening in our community. Also meeting politicians who make polices at the institutional level is quite a goal!”

“Very excited to have more support being brought to our district to shed light on mental illnesses!”

“It would be cool to meet people to get my foot in the door to do bigger and better things with either music or video.”

Please refer to additional comments in Appendix A.
We are thinking about adding one additional category. Which of these interest you? (Mark all that apply)

(\(n = 181\)) Students were asked to indicate the category that would interest them the most. Overall, bullying, and alcohol and drugs were indicated as the categories of the most interest to students.

**FIGURE 6: WHICH OF THESE CATEGORIES INTEREST YOU?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Foreign Film Category asking for submissions in different languages</td>
<td>16.02%</td>
</tr>
<tr>
<td>LGBTQ</td>
<td>33.70%</td>
</tr>
<tr>
<td>Alcohol and Drugs</td>
<td>56.91%</td>
</tr>
<tr>
<td>Bullying</td>
<td>62.98%</td>
</tr>
</tbody>
</table>

The following comments were provided:

- “Self-harm, eating disorders.”
- “Abuse.”
- “3 minute blockbuster.”
- “Do not limit to LGBTQ, a more inclusive acronym is MOGAI (Marginalized orientations genders alignment and intersex).”
- “Kids and teenagers suffering from abusive parenting (physical, and emotional).”
- “Less fortunate people.”
- “Teen Driving.”
- “Spreading Kindness.”
- “Ending Racial Discrimination Condemnation of War as a Solution for World Conflicts Students Against Sexism in Society.”
- “Distracted driving.”
- “Student Leadership, Race Relations.”
Would you participate in the contest again? (n= 183)
- Yes: 86.89% (159)
- No: 0.55% (1)
- Not Sure: 12.57% (23)

What is the reason that you would not participate in the contest again? (n= 1)
- “Too many rules/forms.”

Do you have any suggestions to make the contest better? (n= 65)
Overall students’ responses fell into seven main themes:
- Praise
- Forms, Rules and Deadlines
- Promotion
- Length of Film
- Additional Categories
- No Suggestions
- Other

Below highlights student responses from each theme, for all student responses Refer to Appendix A

Praise
- “None, it was great! It was a very easy and thorough process. It couldn't have been better.”
- “No it is perfect how it is.”
- “No really enjoyed it was very straight forward and fun to participate in.”

Forms, Rules and Deadlines
- “Maybe give a little longer time to film as some schools don’t have time to film outside of class time. Fortunately for our school we could check out cameras and film on our own time but I'm not sure if this is the case for other participating schools.”
- “Have a clear deadline that is unchanging.”
- “Less forms.”
- “Steps on how to download the logos needed on the film.”
- “Clearer instructions on how to submit a film.”
Promotion

- “Promote it around more, so more people can participate in it!”
- “We should spread the word. And maybe allow the public to help make PSAs.”

Length of Film

- “We should have a choice on how long our public service announcement should be. But not exceeding three minutes. We could definitely cover a lot about a specific topic in more time given.”
- “It would be awesome if we could submit longer films with more information.”
- “The time constraints were difficult to work with because there is only so much material that can fit in 60 seconds.”

Additional Categories

- “Please add the category of the LGBTQ community, because they suffer so much ridicule and this would be a perfect category to add to this completion and, I think, would have great results.”
- “I think that adding any/all of the categories from the previous question would be a fantastic idea.”
- “Need more submission categories.”

No Suggestions

- “The competition seems pretty fair and simple. I have had no ideas that would make the competition better.”
- “Nope.”
- “They’re already fairly easy for students to apply for so I don’t have any gripes.”

Other

- “A more grateful reward like college credit or a scholarship.”
- “I believe the winners should be announced earlier then at the end of the year.”
- “A more interactive website quiz would help raise awareness.”
- “More creative freedom.”
School Outcomes
WE show the films every year to the entire student body at the Yellow Ribbon Assemblies and also I share them with the staff and this year I will post them on our new webpage when it goes up!

“The students become exceptionally knowledgeable about mental illness or suicide prevention by the end of meeting all of the film requirements because they are applying what they learn to what they are doing. They also learn about meeting deadlines, communicating with others, attention to details, the value of planning out a great storyboard, in addition to learning how creative and powerful their actions can be to help other people.”

**METHODOLOGY**

All advisors (217) that provided a valid email address and had a student team that submitted an “Intent to Direct” form were emailed a feedback survey consisting of 45 questions. As an incentive for completing the survey, all advisors received a $5 Starbucks gift card and were entered into a drawing for one of five $50 Visa gift cards. A total of 79 (36.41%) advisors provided responses to the online questionnaire.

The purpose of the survey was to collect feedback from advisors that will help improve the implementation of the program and to measure self-reported impact of the program on the students advisors worked with. Data was collected on 1) How they learned about the contest, 2) In what way they worked with students (e.g. as part of a mandatory or voluntary class project, or if they were approached by a student), 3) The types of educational resources they utilized and if they were helpful, 4) Suggestions for improvements, 5) Feedback on prevention programs they are eligible to receive through the program and that they are aware of at their school, 6) Information about how they are planning to use the films, and 7) Self-reported impact.

This year 21 additional questions were added by NAMI California to perform an independent evaluation of the impact participation in the program has on knowledge and attitudes related to mental health and mental illness. Results for this portion of the survey will be published under separate cover by NAMI California.

See Appendix D for all advisor comments.

See Appendix E for a copy of the school survey.
DEMOGRAPHICS

Position/ Title
The majority of the advisors, 81.01% (64), indicated that they were either a “teacher” or “instructor.” Other listed title/ positions included:

- Principal (3)
- Prevention Specialist (2)
- Assistant Principal
- Counselor
- College Counselor
- School Nurse
- School Nurse/Friday Night Live Advisor
- Social Worker
- School Psychologist Intern
- Envision Cinema Coordinator
- Management Aide
- Peer Leader Advisor

County
PROGRAM PARTICIPATION

Did your students submit film(s) in the 2014/2015 Directing Change film contest? (n= 79)
- Yes: 92.41% (73)
- No: 7.59% (6)

The six advisors that did not submit final films to the 2014/2015 contest were asked the following three questions:

What are the main reasons your school/students did not submit films? (n= 6)
- “One hour video production classes don’t allow time for extracurricular projects. We gave students the opportunity to substitute a submission to Directing for Change for a class project but only had one student interested. She abandoned the project early in the process. I think that she might have benefited from more support but it’s a large class and I’m not able to work one on one for more than 10 or 15 minutes at a time to help students come up with a solid idea that is logistically doable within that time.”
- “Honestly, the program guidelines were complicated. There were too many different sources of information. From long list of requirements, to PowerPoint presentations I didn’t feel sure I had all the information.”
- “The medium. Most of my students prefer poster and essay contests.”
- “They waited too long to get their film shot and edited.”
- “Students did not complete their project in time nor were they able to tell a story.”
- “I did not want to submit films that did not meet high standards.”

What changes in the contest might facilitate your/ your school’s/ your students’ participation in the future? (n= 6)
- “Only the most motivated students do much beyond class requirements. This subject narrows the field considerably. I think that forming a group of students who may want to work on this issue and then bring in a production support person (me for example) to facilitate their process.”
- “Much simpler presentation of guidelines.”
- “I think it is a great contest and a much needed awareness campaign.”
- “Nothing. It is more on our end than with the contest.”
- “Beginning with intent to submit is good, I would follow it with a time for further submission: (you wouldn’t necessarily have to read these, but receive them as ‘proof’ of progress) three weeks after intent- 1. Outline of idea - in one paragraph - what would they say and show? How would they get across their idea? Five weeks after 2. Short script of idea have their faculty person respond to what they submit? Just some better progress monitoring? And an earlier announcement of the deadline?”
- “This is a great contest and an excellent teaching opportunity. We will continue to participate.”
Did you utilize any of the educational resources provided for schools and students on the Directing Change website? (n= 6)

- “Our interested student downloaded all of the information that needed to be included with submissions.”
- “Some.”
- “Yes.”
- “Yes some of the informational attachments.”
- “We did: Kendra Goff, our former student, came in and talked to students, about the Directing Change contest and offered to look over projects, but students were not far enough along...I think it’s such a good idea, not only a contest, but having kids study the topic is a great use of their time to get this information.”
- “We utilized everything and found it to be useful.”

In which category did your students submit films? (n= 65)

- Suicide Prevention: 40.00% (26)
- Ending the Silence: 24.62% (16)
- Other: 35.38% (23)

If your students submitted films in only one of the two categories, advisors were asked to indicate why that category was chosen over the other. Forty advisors provided comments. Overall advisors’ responses fell into three main themes:

- Student Personal Preference
- Suicide Prevention Category Appeared “Less Confusing” and “More Approachable” than Ending the Silence of Mental Illness
- Not Sure/ Other

Below highlights advisor responses from each theme, for all advisor responses Refer to Appendix D.

**Student Personal Preference (Large majority of comments)**

- “Personal experience with schizophrenia.”
- “The student felt more comfortable with mental illness.”
- “He felt more of a connection to the topic of ending the silence of mental illness than that of suicide prevention.”
- “Several of the students were very interested in suicide prevention from a personal perspective.”
- “The student had a particular, personal interest in the subject.”
- “My students were surprised to learn how many illnesses were considered a mental illness. They felt that many students are affected by one or more of these illnesses but yet nobody knows about it because they don’t reveal it to anyone. They thought we could shine a light on this.”
Suicide Prevention Category Appeared “Less Confusing” and “More Approachable” than Ending the Silence of Mental Illness Category (5 out of 40 comments)

- “I think Suicide Prevention seemed less complicated to the students. Ending the silence sounds a little confusing and not very focused considering there are so many types of mental illness. Maybe if the category were more focused it might be less intimidating. I did have a student working on one, but she didn’t have enough time to finish it because she wanted to make the entire film animated.”
- “My students had a hard time figuring out what to do with the Ending the Silence category. They understood Suicide Prevention more, and felt more comfortable doing it. One group wanted to do it about PTSD or Autism, or ADHD, but opted out.”
- “The students felt more connected to it, and understood it better. It was hard for them to understand about mental health stigma.”
- “I allowed students to self-select, & they chose suicide prevention. I think because they found that subject more approachable.”
- “I had more students submit to the Suicide Prevention category because I think it’s an easier topic for them to relate to.”

Not Sure/ Other

- “I believe it was a time and resource issue.”
- “Not sure why they picked one category over the other.”
- “Only one student participated in this activity.”
- “I believe they had a good idea for the film, but I’m not sure why.”

Was the contest a positive experience for your students? Please share any details. (n= 64)

Below highlights a few advisor responses, for all advisor responses Refer to Appendix D.

- “The students become exceptionally knowledgeable about mental illness or suicide prevention by the end of meeting all of the film requirements because they are applying what they learn to what they are doing. They also learn about meeting deadlines, communicating with others, attention to details, the value of planning out a great storyboard, in addition to learning how creative and powerful their actions can be to help other people.”
- “Absolutely! This contest allowed us the opportunity to have candid classroom discussions about the given topics. Suicide prevention is a topic they’ve explored before, however, I find the discussion around mental illness to be new to them. I think educating our youth is KEY to change. Many of my students, not all, put a lot of effort into this project and I am sure it opened their eyes to the value of being educated about these topics, as well as the fact that they can make a difference!”
- “Yes. All students involved gained a better understanding and awareness of suicide and prevention.”
“The students really enjoyed the process. Our school is the home to at-risk students. Many of them had issues at previous schools and come to us as their last chance at getting their high school diploma. We have the students familiar with mental illness, bullying, suicide, etc... Not because they’ve studied it but because a lot of them are either going through situations themselves or witnessed them. San Bernardino, California is one of the poorest and dangerous cities in the US. This project not only taught them a lot about behavioral health but I definitely saw an increase in student attendance around this time. This project awakened something in so many of the kids that has them excited about coming to school and learning. They want to shoot more films! I let them borrow my camera for the project. The school doesn't have the funds to invest in a camera and film equipment so we may fundraise soon to enable the kids to continue creating films. It’s exciting to see a group of kids who desperately need help and encouragement themselves excited about creating films that will help and inspire others. I honestly see it as a form of therapy for them. Anyway, thanks for the opportunity and I hope you enjoy their film! They had a blast creating it!”
IMPACT

According to the 2014 RAND survey of elementary through high school principals, more than three-quarters cited students’ “social, emotional, and mental health” as a moderate or severe problem at their schools. Programs like Directing Change increase student and staff knowledge about warning signs for suicide and emotional distress and provide education about appropriate support and help-seeking strategies.

Figure 7: School Outcomes:

Please mark how strongly you agree or disagree with these statements. (n= 68)

The contest...

- increased students' understanding about the warning signs of suicide: **88.24%**
- increased students' understanding of what to do if a friend is thinking about suicide: **88.24%**
- encouraged our school administration to discuss implementing or increasing suicide prevention and mental health programs on campus: **35.29%**
- stimulated discussion among students about mental health and suicide prevention: **76.47%**
- increased students' understanding of the importance of standing up for other young people experiencing a mental illness: **86.71%**
School advisors were asked to share any other ways in which they or their students were affected by participation in the program. Below highlights advisor responses from each theme, for all advisor responses Refer to Appendix D.

- “Students are more likely to share feelings and recognize and help troubled students.”
- “I have collected several stories of how this program and those associated with it have brought about changes in student behavior and helped save lives.”
- “The students were able to open up more about what is going on in their lives in regards to mental illness. My fear was that the students would retract from the group but they proved just the opposite. The students wanted to have the film demonstrate their story and share it with the world. Unfortunately we could not demonstrate all the skits in the one minute video but they decided to extend the video on their own and refine it after the video deadline. Through this experience I believe they felt like they are not alone and realize that there are also many adults in similar situations.”
- “Since we have a captive audience and all the students in the school have to watch the announcements, I know that when we play a ‘Directing Change’ PSA, it starts a conversation. Other teachers have told me that after the show, they are talking about the message in our videos.”
- “As peer counselors, it helped them to understand the importance of empathy and how to help a person struggling with a mental health disorder.”
- “The students had to work collaboratively and they learned a great deal about pacing themselves and staying on task in order to meet deadlines.”
- “Teamwork, social interactions, research.”
- “Overall it just gave them a better understanding about the world around them and caused them a moment of self-reflection about themselves.”
- “In a high school setting many students want to just produce silly videos and projects, but this is much more like what they would be producing professionally or after graduation and when producing in post-secondary fields of media. Plus this is a much more impactful and important.”
USE OF FILMS

One of the primary program goals is to promote the use of films to support prevention efforts by schools, county and community agencies. All films can be viewed and downloaded on the program website.

If applicable, please share any information about how you plan to use the films developed by your students. (n= 49) Below highlights a few advisor responses, for all advisor responses Refer to Appendix D.

- “I’m speaking at the annual CUE conference this month to fellow high school teachers. My goal is to encourage them to get their students involved in the event. http://www.cue.org.”
- “We will show them on our morning Bulletin broadcast.”
- “We show them every year to the entire student body at the Yellow Ribbon Assemblies and also I share them with the staff and this year I will post them on our new webpage when it goes up!”
- “The administration will be watching these films, and hopefully, once the contest is over and we get a presentation from someone in your organization, we will show these films. I plan to show them in future classes that I teach, since we are so proud of what they did. We will also use them in other classes when dealing with this subject.”
- “We air them in our daily announcement show.”
- “We hope to share with the community via local access television, social media, and use it to help us shambles after filing for bankruptcy a few years back. Unemployment, high school dropouts, teenage pregnancies, and crime are at an all-time high. Our community needs films like these.”
- “Air during video bulletin time, school wide.”
- “The Peer Leaders are putting on a workshop after school and will use their film as a part of the presentation.”
- “We will show them in a school-wide assembly.”
- “We plan to show the PSA on our local school news program.”
- “We, as a school, are planning on showing it as part of the Health curriculum and to the whole school as an awareness video for students to watch for signs.”
- “We actually plan on working with guidance and showing the videos to the entire school with discussions about how to get help.”
- “We are thinking about using it as a tool to educate the general population including sharing the video with our Board of Education.”
- “Show them at a school assembly.”
- “We have shown the PSAs in our morning video announcement show.”
- “Students are making classroom presentations with their film.”
- “We will show them to the entire school.”
- “Show in English classes.”
The short films are used by schools, youth programs, county behavioral health agencies and community-based organizations across the state to support awareness activities.

Over the past three years, films have been viewed over 42,000 times on YouTube and 10,000 DVDs have been distributed.
EDUCATIONAL RESOURCES

The Directing Change team and the National Alliance on Mental Illness (NAMI) provided a range of resources to help advisors and their students learn about mental health and suicide prevention to help students and advisors prepare their film.

Figure 8: Educational resources indicated by advisors as "very helpful"

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter &quot;The Advocate&quot;</td>
<td>11.86%</td>
</tr>
<tr>
<td>Educational Video: Mental Health Continuum</td>
<td>28.33%</td>
</tr>
<tr>
<td>Educational Video: How to Help A Friend</td>
<td>31.15%</td>
</tr>
<tr>
<td>Educational Video: Suicide Prevention 101</td>
<td>31.15%</td>
</tr>
<tr>
<td>Education Video: Stigma and Mental Illness</td>
<td>33.33%</td>
</tr>
<tr>
<td>Getting Starting Prezi for Students</td>
<td>35.48%</td>
</tr>
<tr>
<td>PowerPoint about contest, suicide prevention &amp; mental...</td>
<td>37.10%</td>
</tr>
<tr>
<td>Contest posters</td>
<td>39.34%</td>
</tr>
<tr>
<td>Suicide Prevention: A Toolkit for Schools</td>
<td>41.27%</td>
</tr>
<tr>
<td>Mental Health Fact Sheet</td>
<td></td>
</tr>
<tr>
<td>Suicide Prevention Fact Sheet</td>
<td></td>
</tr>
<tr>
<td>Resources on &quot;For schools&quot; page on contest website</td>
<td></td>
</tr>
<tr>
<td>Judging forms for each category</td>
<td>60.66%</td>
</tr>
<tr>
<td>Films from previous year (on website)</td>
<td>60.61%</td>
</tr>
<tr>
<td>Getting Started- Submission Tip Sheet</td>
<td></td>
</tr>
<tr>
<td>Website (<a href="http://www.directingchange.org">www.directingchange.org</a>)</td>
<td>61.90%</td>
</tr>
<tr>
<td></td>
<td>63.49%</td>
</tr>
<tr>
<td></td>
<td>70.97%</td>
</tr>
<tr>
<td></td>
<td>72.31%</td>
</tr>
<tr>
<td></td>
<td>83.87%</td>
</tr>
</tbody>
</table>

“"My students learned how important language is when you are writing narration for a video. My students put in ‘committing suicide’ in their narration, and I noticed it, and we had a discussion about how the word committing sounds like you’ve committed a crime. They decided to change the narration, and really ‘got’ how sometimes you have to be careful with the words you use. It also emphasized what the goal of your organization is.”"
### Table 3: Please mark all the resources that you used and how helpful you found them. (n= 66)

<table>
<thead>
<tr>
<th>Resources</th>
<th>Not helpful</th>
<th>Somewhat helpful</th>
<th>Very helpful</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contest website (<a href="http://www.directingchange.org">www.directingchange.org</a>) (n= 62)</td>
<td>3.23% (2)</td>
<td>4.84% (3)</td>
<td><strong>83.87% (52)</strong></td>
<td>8.06% (5)</td>
</tr>
<tr>
<td>Getting Started- Submission Tip Sheet (n= 65)</td>
<td>1.54% (1)</td>
<td>12.31% (8)</td>
<td><strong>72.31% (47)</strong></td>
<td>13.85% (9)</td>
</tr>
<tr>
<td>Films from previous year (on website) (n= 62)</td>
<td>3.23% (2)</td>
<td>9.68% (6)</td>
<td><strong>70.97% (44)</strong></td>
<td>16.13% (10)</td>
</tr>
<tr>
<td>Judging forms for each category (n= 63)</td>
<td>3.17% (2)</td>
<td>7.94% (5)</td>
<td><strong>63.49% (40)</strong></td>
<td>25.40% (16)</td>
</tr>
<tr>
<td>Suicide Prevention Fact Sheet (n= 66)</td>
<td>1.52% (1)</td>
<td>12.12% (8)</td>
<td><strong>60.61% (40)</strong></td>
<td>25.76% (17)</td>
</tr>
<tr>
<td>Resources on &quot;For schools&quot; page on contest website (n= 63)</td>
<td>1.59% (1)</td>
<td>17.46% (11)</td>
<td><strong>61.90% (39)</strong></td>
<td>19.05% (12)</td>
</tr>
<tr>
<td>Mental Health Fact Sheet (n= 61)</td>
<td>1.64% (1)</td>
<td>14.75% (9)</td>
<td><strong>60.66% (37)</strong></td>
<td>22.95% (14)</td>
</tr>
<tr>
<td>Suicide Prevention: A Toolkit for Schools (n= 63)</td>
<td>3.17% (2)</td>
<td>12.70% (8)</td>
<td>41.27% (26)</td>
<td><strong>42.86% (27)</strong></td>
</tr>
<tr>
<td>Contest posters (n= 61)</td>
<td>0.00% (0)</td>
<td>24.59% (15)</td>
<td><strong>39.34% (24)</strong></td>
<td>36.07% (22)</td>
</tr>
<tr>
<td>PowerPoint with information about the contest, suicide prevention and mental illness (n= 62)</td>
<td>0.00% (0)</td>
<td>20.97% (13)</td>
<td>37.10% (23)</td>
<td><strong>41.94% (26)</strong></td>
</tr>
<tr>
<td>Getting Starting Prezi for Students (n= 62)</td>
<td>4.84% (3)</td>
<td>9.68% (6)</td>
<td>35.48% (22)</td>
<td><strong>50.00% (31)</strong></td>
</tr>
<tr>
<td>Education Video: Stigma and Mental Illness (n= 60)</td>
<td>1.67% (1)</td>
<td>8.33% (5)</td>
<td>33.33% (20)</td>
<td><strong>56.67% (34)</strong></td>
</tr>
<tr>
<td>Educational Video: Suicide Prevention 101 (n= 61)</td>
<td>0.00% (0)</td>
<td>6.56% (4)</td>
<td>31.15% (19)</td>
<td><strong>62.30% (38)</strong></td>
</tr>
<tr>
<td>Educational Video: How to Help A Friend (n= 61)</td>
<td>0.00% (0)</td>
<td>4.92% (3)</td>
<td>31.15% (19)</td>
<td><strong>63.93% (39)</strong></td>
</tr>
<tr>
<td>Educational Video: Mental Health Continuum (n= 60)</td>
<td>1.67% (1)</td>
<td>18.33% (11)</td>
<td>28.33% (17)</td>
<td><strong>51.67% (31)</strong></td>
</tr>
<tr>
<td>Newsletter &quot;The Advocate&quot; (n= 59)</td>
<td>3.39% (2)</td>
<td>16.95% (10)</td>
<td>11.86% (7)</td>
<td><strong>67.80% (40)</strong></td>
</tr>
</tbody>
</table>
Are there any other materials or resources that would be useful to you and students? (n= 40)
Below highlights a few advisor responses, for all advisor responses Refer to Appendix D.

- “Perhaps some links to professional PSAs on similar issues.”
- “Your materials are fantastic. Excellent pool of support resources.”
- “The materials provided were sufficient. I will use more of them next year.”
- “Your website is amazing! I love the clear rubric and ease of use.”
- “My students were very engaged in the novel 13 Reasons Why by Jay Asher and it stimulated lots of discussion.”
- “Maybe you can do a “behind the scenes” video of one of the winning entries, so students will know how much time this can take, and what the workload will be. In addition it has to be motivating and not scare them off.”
- “Printed materials to pass out to students would’ve been helpful.”
- “I’d like to see some first person accounts by survivors.”
- “Guest speakers.”
- “I actually didn’t know about the videos listed above. I think videos are very effective when working with kids.”
- “I think the information provided was sufficient.”
- “Having a speaker come out to talk about these issues would be ideal.”
- “These seem like good resources.”
- “More examples.”
- “I think the information provided was very useful.”
- “Not that I can think of at this time.”
- “Love what you are providing.”
- “None at this time.”
- “Because we are a SPED program and not a media class, more information on how to make a video would be helpful.”
- “A DVD with past submissions and winners.”
- “Posters for the classroom.”
- “More professional videos.”
- “A better format for editing the video. It was very difficult for us to access your material and place it into a moviemaker program. Frustrating!”
PREVENTION PROGRAMS

While communities as a whole should work to prevent suicide and promote mental health, the school setting is a point of focus for these efforts for several reasons, including: maintaining a safe school environment is part of a school’s overall mission, student mental health can affect academic performance, and the negative impact a suicide death in a school community has on student mental health and school climate. For these reasons, the California Strategic Plan for Suicide Prevention identifies youth and the school setting as a key point of focus for suicide prevention efforts.

Student mental health programs can range from universal to highly targeted. Universal programs are designed to increase awareness of and sensitivity to mental health issues in students—for example, by supporting students coping with stress and encouraging student help-seeking behaviors. The more-targeted programs are designed to provide staff or faculty skills to identify and respond to specific mental health issues or populations (e.g., suicide prevention, substance use).

In 2012, the Substance Abuse and Mental Health Services Administration (SAMHSA) released the report titled, “Preventing Suicide: A Toolkit for High Schools” (Preventing Suicide). The toolkit lays a framework for schools to understand the entire spectrum of suicide prevention in the school setting; emphasizing two priority protocols that schools should have in place: helping students at possible risk of suicide, and responding to a suicide death in the school community. Additional components of comprehensive suicide prevention include education and training for staff, parents, and students as well as screening for suicide ideation and mental health concerns. A primary goal of Directing Change is to provide schools with prevention programs. Effective stigma reduction, mental health promotion, and suicide prevention requires early and repeated intervention throughout the stages of childhood and the transition to adulthood. All participating schools were provided with educational resources and offered a suicide prevention or mental health program for their school through donations from various non-profit organizations.
To the best of your knowledge, has your school implemented any of the following in the past year (July 2014-June 2015)? (n= 42)

FIGURE 9: HAS YOUR SCHOOL IMPLEMENTED ANY OF THE FOLLOWING IN THE PAST YEAR (JULY 2014-JUNE 2015)?

<table>
<thead>
<tr>
<th>Program/activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Ribbon Suicide Prevention presentation</td>
<td>14.29%</td>
</tr>
<tr>
<td>Other Suicide Prevention program/activity</td>
<td>45.24%</td>
</tr>
<tr>
<td>Ending the Silence Presentation (NAMI)</td>
<td>16.67%</td>
</tr>
<tr>
<td>Other mental health program/activity</td>
<td>38.10%</td>
</tr>
<tr>
<td>Other</td>
<td>19.05%</td>
</tr>
</tbody>
</table>

Are you aware that every participating school receives a free Ending the Silence presentation from NAMI, a hard copy of "Suicide Prevention: A Toolkit for Schools" and a free suicide prevention program? (n= 68)

- Yes, I am aware of this: 67.65% (46)
- No, I was not aware of this: 32.35% (22)
The following comments were provided:

- “We brought in the Trevor Project folks.”
- “I am unsure of what has been implemented at Etiwanda High School.”
- “No, our school hasn’t participated in any of this but would like to.”
- “NAMI will be presenting in March at an assembly for Juniors and Seniors. Several teachers and staff completed a suicide prevention program last spring.”
- “Though I do not have access to it the school does have a Yellow Ribbon program a few years ago as part of the peer resource program.”
- “We teach a unit on Mental Health in our Freshman Health classes. NAMI has already presented. We would love a Yellow Ribbon Suicide Prevention presentation.”
- “We’re having a suicide prevention assembly soon.”
- “We have had an active Yellow Ribbon group on our campus since about 2002.”
- “Our NAMI on Campus club also put together a "Stand Up, Speak Out Against Bullying" event in December.”
- “Our students participated in Stop the Stigma last year and this year.”
- “We shared the PSA with our student body and also with an audience during one of our Fine Arts programs. We shared the outcome of the contest and drew folks’ attention to NAMI through our social media sites. We discussed from a Christian worldview how to help and work with mental illness and suicidal issues.”
- “Olweus Training.”
### PROGRAM INFRASTRUCTURE AND IMPROVEMENTS

In what way did you assist students? (n= 68)

- Individual students who were interested in the contest: 44.12% (30)
- As part of a class project (required for students): 32.35% (22)
- As part of a class project (voluntary for students): 30.88% (21)
- As part of an after school project: 10.29% (7)
- Other: 7.35% (5)

Will you participate in the contest again next year? (n= 66)

- Yes: 81.82% (54)
- No: 0%
- Not Sure: 18.18% (12)

In what format did you receive information about the contest? (n= 65)

- Email: 84.62% (55)
- Printed information package: 30.77% (20)
- Phone call: 3.08% (2)
- Other: 12.31% (8)

How did you learn about the contest? (n= 68)

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**Figure 10: How did you learn about the contest?**

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Vice Principal</td>
<td>32.35%</td>
</tr>
<tr>
<td>Student</td>
<td>14.71%</td>
</tr>
<tr>
<td>School district</td>
<td>16.18%</td>
</tr>
<tr>
<td>California Department of Education (CDE)</td>
<td>16.18%</td>
</tr>
<tr>
<td>Ending the Silence Presentation</td>
<td>4.41%</td>
</tr>
<tr>
<td>NAMI California</td>
<td>11.76%</td>
</tr>
<tr>
<td>Community Event/Conference</td>
<td>10.29%</td>
</tr>
<tr>
<td>Other Presentation</td>
<td>16.18%</td>
</tr>
</tbody>
</table>
Please mark how strongly you agree or disagree with these statements. (n= 68)

- The contest rules and submission process were clear.
  - Strongly Agree: 63.24% (43)
  - Somewhat Agree: 23.53% (16)
  - Neither Agree Nor Disagree: 4.41% (3)
  - Somewhat Disagree: 5.88% (4)
  - Strongly Disagree: 2.94% (2)

- It was easy to find the information I was looking for on the website.
  - Strongly Agree: 55.88% (38)
  - Somewhat Agree: 29.41% (20)
  - Neither Agree Nor Disagree: 5.88% (4)
  - Somewhat Disagree: 4.41% (3)
  - Strongly Disagree: 4.41% (3)

- The educational materials provided for students and advisors were helpful.
  - Strongly Agree: 61.76% (42)
  - Somewhat Agree: 32.35% (22)
  - Neither Agree Nor Disagree: 2.94% (2)
  - Somewhat Disagree: 0%
  - Strongly Disagree: 2.94% (2)

Figure 11: Advisors Satisfaction with Program Model (Somewhat and Strongly Agree)
We are thinking about adding a third category. Please mark which of these would be of greatest interest to you and your students. (n= 65)

- Bullying: 63.08% (41)
- LGBTQ: 36.92% (24)
- Drugs and Alcohol: 35.38% (23)
- A foreign film category, asking for entries in different languages: 21.54% (14)

The following comments were provided:

- “Bullying is almost overdone now in PSA’s.”
- “The above topics may require a longer format. A 3 minute limit would allow for more in depth examination of these issues.”
- “Wellness class.”
- “LGBTQ issues are so important not just for the LGBTQ kids, but for friends, family and others who need to understand what these students are facing. Please, please, please add this category!”
- “Bullying! Huge problem on campus.”
- “Teenage Pregnancies.”
- “All are good contents but I know there is still a stigma against LGBTQ.”

Please share any comments or suggestions for improvements. (n= 34)
Below highlights a few advisor responses, for all advisor responses Refer to Appendix D.

- “Perhaps extend the deadline for submission out until 2nd week of April... the momentum was disrupted by holidays and the semester break. Thanks for offering an opportunity for young people to use their creativity to create positive messages and advocate for mental health among their peers!”
- “Maybe a technical assistance helpline for students putting the video together? I was fortunate to have a “tech savvy” student.”
- “Please inform about deadlines as soon as possible.”
- “Nothing it was a great rewarding experience.”
- “Just continue sending plenty of educational materials/resources for teachers to use & reference.”
- “This is a very special contest for me, because it has meaning and purpose. I know that we will start hearing from people how some of the message on these videos change their lives.”
- “Need to streamline the forms process. One form one time. Too many forms to keep track of.”
- “YouTube is blocked on our campus. Maybe another secure way to upload videos.”
- “I think it’s great what is being done here. Having the youth be able to understand these things at a young age is amazing. I never thought of these things as a youth which is why there is such a negative stigma with mental health. I think with these projects, knowledge, and action, we are well on the way of breaking that stigma.”
• “You’re doing an important job very well.”
• “Please be clearer about advisors responsibilities and deadlines for submissions, especially as deadlines approach. I think you made this clear, but there are so many things that come up, that it was difficult for me to stay on top of my submission requirements as an advisor. Sorry!”
• “I’m glad you extended the deadline. Early February is very difficult to hit since there are so many other events that have to be front loaded before you can begin to develop this topic. I recommend late February or early March.”
• “Maybe information more clearly posted on promotional materials that talk about the whole process. I really should have visited the website more before the project. Advice for low income kids that don’t have access to high quality cameras and video editing software.”
• “The website was really hard to find forms and there was so much reading through text to find forms and pictures we needed. One page with all the files you need clearly listed would have been helpful.”
• “Increased incentives for school and students; a third category; mental illness more specific or less intimidating.”
• “This is just a great program I wish I had a magic wand to make more school involved in this program. Have you thought about including middle schools?”
Judge Outcomes
METHODOLOGY

In addition to engaging youth and educators in suicide prevention and mental health awareness, Directing Change also sought to engage community members in the judging process of the program. Entries were judged by a total of 249 volunteer experts in mental health, suicide prevention, members of the news media and professionals in filmmaking and video production. The Directing Change team recruited judges using emails, listserves, recommendations from program partners, and direct outreach to specific interest groups such as members of the news media and entertainment industry. Of the 249 judges (224 regional and 25 statewide) 98 judges returned to the program after participating in previous years.

See Appendix F for all judge comments.
See Appendix G for a copy of post judge survey.
For a full list of judges visit: www.directingchange.org

Suicide Prevention
The Safe and Effective Messaging for Suicide Prevention document created by the Suicide Prevention Resource Center served as the foundation for engagement of all participants (entrants and judges). Scoring/Judging criteria for the Suicide Prevention Category were based upon this document which includes important best practice measures to consider when creating messaging surrounding the topic of suicide.

Scoring criteria based on Safe Messaging included:
- Including a resource such as the National Suicide Prevention Lifeline: (800) 273-TALK (8255)
- Avoiding dramatized portrayals of self-destructive acts or suicide attempts
- Avoiding statistics or statements which portray suicide or a suicide attempt as a common occurrence or as the result of a single cause
- Using appropriate language when addressing suicide
- Including at least one “key” suicide prevention message:
  - Most people show one or more warning signs, so it is important to know the signs and take them seriously.
  - It is ok to break a friend’s trust and share your concerns with an adult if you think your friend might be thinking about harming him or herself.
  - If a person talks about ending his or her life you should take him or her seriously and connect him or her to help.
  - Asking someone “Are you thinking about suicide?” will not put thoughts of suicide in his or her mind. In fact, asking this direct question is important.
  - You are not alone. There is hope.
  - Images and depictions of people struggling with thoughts of suicide often show them suffering alone and in silence. Instead the PSA should encourage people to reach out to a friend they are concerned about, or to tell an adult if they are concerned about someone.
Ending the Silence
The Ending the Silence category was based on an overview of the components that make up the criteria of creating an effective message for stigma reduction regarding mental health. These components included information based on the Associated Press Stylebook, which recently added an entry on Mental Illness. Concepts such as stigma, self-stigma, person first language, and stereotypes were discussed and emphasized. By training the judges in this year’s program, NAMI California hoped to raise awareness of mental illness and dispel stigmatizing ideals that lead to discrimination. Scoring criteria for the “Ending the Silence of Mental Illness” category include:

- Using person-first language, which refers to people who are living with mental health challenges as part of their full-life experience, not people who are defined by their mental health challenges.
- Using appropriate language, avoiding derogatory terms such as “crazy,” “psycho”.
- Telling a story about how young people can stand up for themselves or those living with a mental health challenges who are being harassed, bullied, excluded or in some other way discriminated against.
- Communicating a message that is positive and hopeful, with an emphasis on the power of friends and family to provide support and assistance in times of suffering.

“Mental health education is a primary mission of my office. We meet regularly with students of all ages to decrease stigma and to encourage careers in public mental health. The subject of mental health is typically met with misunderstanding, indifference, or stigma. Filmmaking is a creative and interesting way to engage students on a subject they do not otherwise get to discuss in a serious manner, yet statistically is a reality that most will have to manage at some point in their lives. Wellness is too costly to ignore and too many only lead reactive lives to their emotional world. Starting the dialogue around mental health is a proactive and empowered direction to not just saving lives -- but creating them. It was uplifting to see young people take charge and create their own media and messaging to address such a difficult topic as suicide prevention. More advocacy and education efforts should allow youth to lead change!” Judge
JUDGE TRAININGS

To familiarize judges with the content of the scoring criteria, the Directing Change team prepared judges through webinar-based trainings and phone conversations. The curriculum for the training was based upon the Safe and Effective Messaging for Suicide Prevention and information from NAMI California. Of 249 (224 regional and 25 statewide) total judges, 57.83% (144) participated in one of the offered webinar trainings, while 98 returning judges received the information by viewing a recorded version of the webinar and/or participating in a follow-up phone conversation with one of the Directing Change team members. A total of 9 webinars were offered to judges participating in the contest between December 12 and March 4, 2015. Webinar duration ranged from 45 minutes to 1 hour, depending on the level of engagement and interaction of the participants.

Field of Profession for Regional Judges:
- Mental health or suicide prevention (61%)
- Film making (15%)
- Education (15%)
- Community member (2%)
- Other (7%)

California Counties Represented (33):
Alameda  Fresno  Marin  Sacramento  Santa Barbara  Tulare
Amador  Humboldt  Monterey  San Bernardino  Santa Clara  Ventura
Butte  Imperial  Nevada  San Diego  Shasta  Yolo
Calaveras  Kern  Orange  San Francisco  Solano  Sonoma
Contra Costa  Los Angeles  Placer  San Luis Obispo  Stanislaus
El Dorado  Madera  Riverside  San Mateo  Sonoma

Date of Webinars  Attendees
December 12, 2014  11
January 14, 2015  19
January 14, 2015  7
January 23, 2015  20
February 5, 2015  23
February 11, 2015  31
February 27, 2015  13
March 4, 2015  12
March 4, 2015  8
Total Webinar Attendees: 144
PRE-WEBINAR SURVEY

Prior to participation in webinar orientation sessions, all judge participants were asked three questions related to safe messaging for suicide prevention. Overall, 98.61% (142) of webinar attendees participated in the pre-webinar survey.

I feel confident that I can judge whether content related to suicide and suicide prevention is safe and appropriate. (n=142)
- Strongly Agree: 66.90% (95)
- Agree: 30.28% (43)
- Disagree: 0.70% (1)
- Unsure: 2.11% (3)

I am confident that I will use the 'safe messaging guidelines' pertaining to suicide prevention in other activities, besides the Directing Change judging event. (n=142)
- Strongly Agree: 74.65% (106)
- Agree: 23.24% (33)
- Unsure: 2.11% (3)

Figure 12: Pre-Webinar Survey (Strongly Agree Responses)

If you were asked to develop, review, or judge content (e.g. brochures, videos, news articles) related to suicide or suicide prevention in the future, how likely are you to reference 'safe messaging guidelines' pertaining to suicide prevention? (n=140)
- Strongly Agree: 72.86% (102)
- Agree: 22.86% (32)
- Disagree: 0.71% (1)
- Strongly Disagree: 0.71% (1)
- Unsure: 2.86% (4)
POST JUDGING SURVEY

All regional film judges were asked to fill out an online survey two weeks after judging of the films was completed. Of the 224 total regional judges who participated in judging the entries, 61.16% (137) judges completed the online survey. For all comments in the post judging survey, refer to Appendix F.

Did you participate in a judging orientation via webinar or phone call?
- Yes: 78.95% (105)
- No: 5.26% (7)
- I was a returning judge and have received the judging training in the past: 21.80% (29)

Please indicate your area of expertise (mark all that apply) (n= 137)
- Mental health: 72.26% (99)
- Suicide prevention: 47.45% (65)
- Personal experience related to contest topics: 37.23% (51)
- Film, production, creative, writing, acting: 29.93% (41)
- Entertainment: 13.87% (19)
- News media/Reporter: 5.84% (8)
- Other: 12.41% (17)

Which category did you judge? (n= 137)
- Suicide Prevention: 67.15% (92)
- Ending the Silence: 32.85% (45)

Did you judge high school or UC entries? (n= 137)
- High school films: 91.24% (125)
- UC films: 8.76% (12)

Was this your first time judging Directing Change films? (n= 137)
- Yes: 61.31% (84)
- No: I have judged previously: 38.69% (53)

"We feel that when you take an emotion and make it visual, it is deepens the understanding of filmmaking. This project also inspires empathy, compassion and understanding, which are all characteristics that make this world a better place. Directing Change is a good program that we feel is important for our young people. We are honored to be a part of it." Judge
POST JUDGING SURVEY: FINDINGS

Using filmmaking as the medium, the Directing Change contest set out to engage community members to raise awareness and understanding about appropriate messaging regarding mental health and suicide prevention. Judges were drawn from fields in which their participation would have the greatest potential for impact. For example, it was decided to include members of the entertainment and news media in hope of impacting experts in these fields to improve reporting of, and portrayals of mental health and actions associated with suicide. Perhaps more vital was the engagement of those in the mental health and suicide prevention fields to ensure their familiarity with messaging guidelines as these are the people often sought for information regarding the subjects.

Figure 13: Please indicate to what extent you “strongly” agree with these statements (n= 137)

| The judging process increased my knowledge of appropriate language and content about mental health or mental illness: | 79% |
| The judging process increased my knowledge of safe messaging for suicide prevention: | 83% |
| I am likely to reference the messaging guidelines (for mental health or suicide prevention) found in the judging criteria to develop, review or judge content related to these topics in the future: | 90% |

“The voices of our youth are imperative to the ongoing conversation of modern day mental health. This chance to express a youth’s perspective through digital media may be the key to a broader perspective of how we react to individuals in our society.” Judge

“The Directing Change program is a fun way to get young people talking and thinking about mental health.” Judge
POST JUDGING SURVEY FINDINGS: JUDGING PROCESS AND FEEDBACK

How much time did you end up spending on judging your entries? (n= 136)
- Less than 1 hour: 8.82% (12)
- **1 to 2 hours: 56.62% (77)**
- 2 to 3 hours: 25.74% (35)
- More than 3 hours: 8.82% (12)

Did you experience any technical difficulties during the judging process? (n= 135)
- No: 75.56% (102)
- Yes: 24.44% (33)

Please indicate to what extent you agree or disagree with these statements: (n= 135)
- The information provided during the judging orientation prepared me to judge the student films assigned to me.
  - **Strongly Agree: 52.59% (71)**
  - Agree: 36.30% (49)
  - Disagree: 1.48% (2)
  - Strongly Disagree: 2.22% (3)
  - Not Applicable: 7.41% (10)

- The judging process was user-friendly.
  - **Strongly Agree: 70.37% (95)**
  - Agree: 25.93% (35)
  - Disagree: 0%
  - Strongly Disagree: 2.96% (4)
  - Not Applicable: 0.74% (1)

- Any questions I had were answered in a timely manner.
  - **Strongly Agree: 43.70% (59)**
  - Agree: 14.07% (19)
  - Disagree: 0%
  - Strongly Disagree: 2.96% (4)
  - Not Applicable: 39.26% (53)

- The campaign team should continue to offer judging orientations in the future.
  - **Strongly Agree: 68.89% (93)**
  - Agree: 26.67% (36)
  - Disagree: 0%
  - Strongly Disagree: 2.96% (4)
  - Not Applicable: 1.48% (2)