

Logic Model

Outcomes

By the end of the program, 100% of students improved in one or more of these 3 areas:

- Self Efficacy
- Perceived Stress
- Conflict Resolution

Outputs

- 16 students attended in-school programming
- Students completed self-care plans to implement in everyday endeavors
- Students demonstrated positive behavioral changes throughout programming

Activities

- Weekly in-school curriculum was conducted on the following topics:
Mental health, gun violence awareness, emotional wellness, self care, conflict resolution, and advocacy/activism.

Inputs

- Volunteer from Division of Social Justice & Racial Equity in Mayor Woodfin's Office
- Volunteer from Graduate Counseling Psychology program at UAB
- Evidence based mental health resources/curriculum

Introduction

According to a 2021 analysis by AL.com, Birmingham had the 2nd highest rate of homicide per capita behind St. Louis, Missouri. Moreover, 35% of the homicides due to firearms in Jefferson County between the years 2015-2020 were victims ages 15-19 & primarily black individuals. When observing the impact of gun exposure fatality on mental health outcomes, studies show that minorities are disproportionately exposed & have significantly higher levels of psychological stress and suicidal ideation as a result of this trauma. This displays a critical need for programming geared towards addressing trauma associated with these experiences.



Trinity's 8th grade students at Tarrant High School

Impact

An anonymous pre and post program survey measured improvements in areas of self-efficacy, perceived stress, and conflict resolution, including:

- 45% showed improvements in self-efficacy
- 72% expressed improvements in perceived stress
- 55% showed improvements in conflict-resolution

Moreover, 100% of students showed improvement in at least one area between self-efficacy, perceived stress, and conflict resolution, with 73% showing improvements in 2 areas or more.

Critical Assessment

When working with 7th & 8th graders, an initial concern was creating and/or finding curriculum that would address the desired topics while still being interactive and engaging. However, I decided to rely on input from my students directly, and as a result, I was able to find more creative ways of conducting the in-program sessions, which made a substantial difference in outcomes. Though this was a small obstacle I encountered, it taught me the importance of really listening to the population I'm working with. In order to make an impact & improve outcomes regarding health disparities, it's important to let your target population have a voice & be instrumental in creating that change.



Trinity's 7th grade students at Tarrant High School

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