Beyond Knowledge and Satisfaction Measures: Do Gatekeepers Use Learned Skills to Intervene?

Session 4A

Campus Suicide Prevention Grantee Technical Assistance Meeting
Orlando, FL
Tuesday, February 2, 2010

Presenters

- Marilyn Downs, MSW, LICSW
  Tufts University

- Darcy Haag Granello, PhD, LPCC-S
  The Ohio State University

- Michael Bombardier, PhD
  Stony Brook University

- Dave Stewart, MPH
  Suicide Prevention Resource Center

Agenda

- Introduction

- Panelist presentations

- "Lightning round"
  – Ask the panel your questions

- Wrap-up
  – Resources

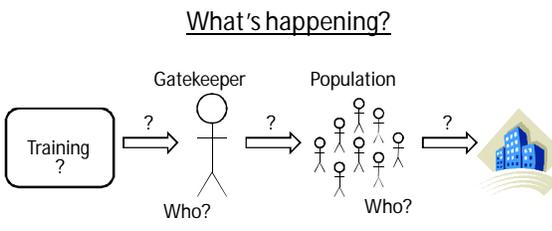
What is gatekeeper training?

One definition...

Gatekeeper training seeks to train participants "...to increase their knowledge of risk factors and warning signs of suicidal intentions," and this training "...typically includes strategies for questioning students about suicide and increasing awareness of referral protocols for suicidal students (Wyman, et al., 2008)."
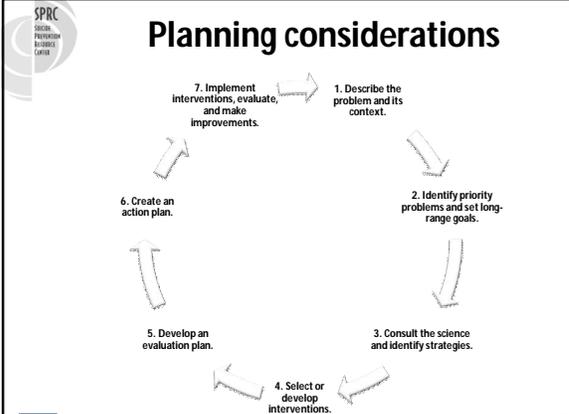

What is gatekeeper training?

What's happening?

Gatekeeper — Population

Training? — Who? — Who?

Adapted from Phil Rodgers, 2008 GLS Meeting

Planning considerations

7. Implement interventions, evaluate, and make improvements.

1. Describe the problem and its context.

2. Identify priority problems and set long-range goals.

3. Consult the science and identify strategies.

4. Select or develop interventions.

5. Develop an evaluation plan.

6. Create an action plan.

Evaluating your efforts

Generic Logic Model

Resources	Activities/outputs	Outcomes

Short-term…
Interim…
Long-term…

Adapted from Horsch, K. Using Logic Models for Program Planning and Evaluation

7

What's in the middle?

?

Activity/output
Gatekeeper training

Long-term outcome
• Decrease suicidal ideation…
• Decrease depression…
• Decrease hopelessness…

Adapted from Horsch, K. Using Logic Models for Program Planning and Evaluation

8

What's in the middle?

↑ skills to recognize distress, listen empathically, and emotionally connect

↑ confidence to intervene with distressed students

↑ knowledge of risk factors and warning signs

↑ motivation to serve in a gatekeeper capacity

↑ # of gatekeepers recognizing and communicating with distressed students

↑ # of gatekeeper referrals to services

↑ # of students seeking services and receiving services

↑ distressed students' knowledge of campus/community resources

↓ ambivalence of distressed students to seek help

This example was created for training purposes.

9

Key questions

• What infrastructure is in place? Campus characteristics?

• What specific behaviors do you want gatekeepers to perform? With whom?

• What do you want distressed students to do?

10

Key questions

• What core training components will lead to these behavior changes, and how will they lead to them?

• What other factors (structural, other programs) affect these behavior changes?

• How will you measure each of these expected changes?

11