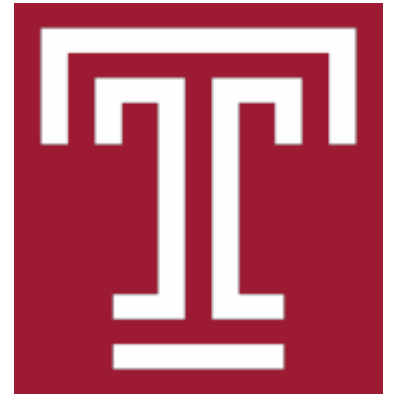




# Temple University

Linda Howells, M.Ed.  
SAMHSA Campus Suicide Prevention Grant  
Wellness Resource Center



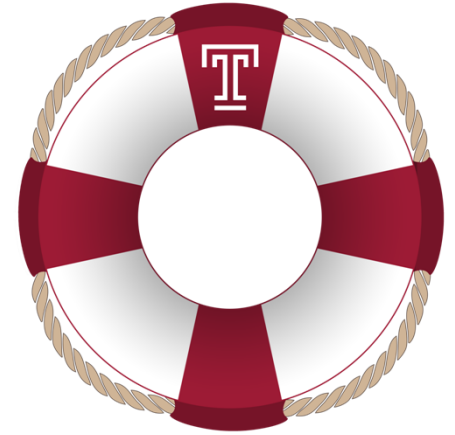
# Wellness Resource Center

- “The Wellness Resource Center provides comprehensive wellness education, resources, and prevention services that empower and support Temple University students in making informed, healthier choices in order to achieve emotional and academic success.”

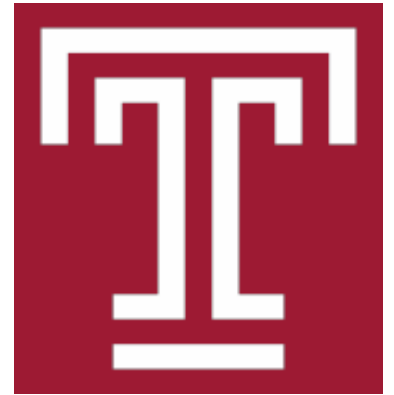
**WELLNESS**  
RESOURCE  CENTER

# SAMHSA Suicide Prevention Grant

- At Temple University, the Wellness Resource Center has implemented a series of programs to further suicide prevention and stigma reduction on our campus.
- Faculty and staff training program includes providing effective strategies on engaging with students in distress.
- Second year efforts have focused on providing a similar training with student leaders across campus through the Lifesaver Training Program.



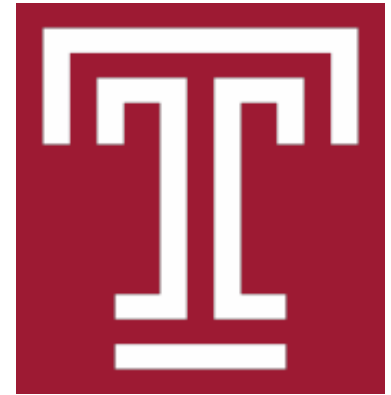
BE A LIFESAVER



# Gatekeeper Training

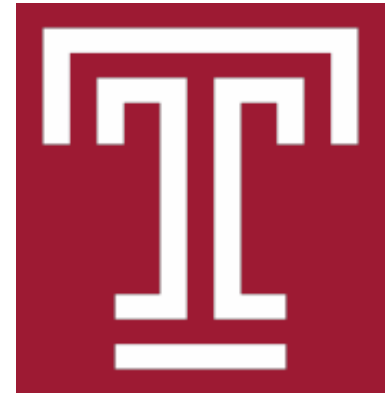
- Comprehensive training that centers around having effective conversations with students in distress.
  - Kognito Online Gatekeeper Training
  - Brief Motivational Interviewing
  - For students only: Say Something @ Temple Bystander Intervention Training

# Brief Motivational Interviewing Training



- Explores the 'Stages of Change' model.
- Participants identifying students at various stages and/or moving through the stages of change.
- Participants undergo a self-identification exercise.
- Review essential aspects of BMI.
- Introduce BMI Techniques R.O.A.D.S.

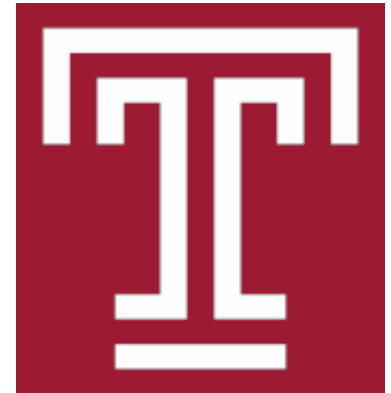
# Kognito Online Gatekeeper Training



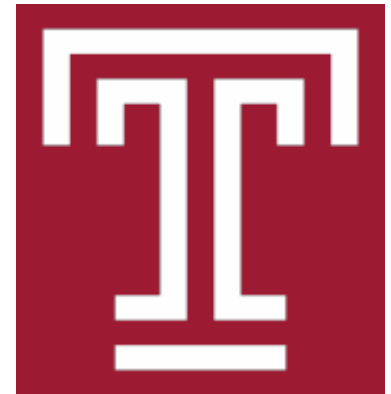
- Participants can engage in, and practice with, a series of virtual scenarios aimed at identifying-high risk behaviors.
- Kognito has received overwhelmingly positive feedback.
- Program has a built-in evaluation of completion rates and satisfaction.

# Program Evaluation

- Participants are invited to attend monthly follow-up lunches.
- Follow-up lunches include themed content, review of the ROADS techniques, and role-plays.
- Participants complete an evaluation survey regarding the context and frequency they use the ROADS techniques.



# Program Evaluation



## Brief Motivational Interviewing – Luncheon Survey

Since my Brief Motivational Interviewing training, I have addressed the following issues with students: *(Please check all that apply)*

- |  |  |
|--|--|
| <input type="checkbox"/> Alcohol use/abuse             | <input type="checkbox"/> Illicit drug use/abuse        |
| <input type="checkbox"/> Prescription drug use/abuse   | <input type="checkbox"/> Changing major                |
| <input type="checkbox"/> Sexual health                 | <input type="checkbox"/> Interpersonal violence        |
| <input type="checkbox"/> Mental health                 | <input type="checkbox"/> Physical health               |
| <input type="checkbox"/> Eating habits                 | <input type="checkbox"/> Interpersonal conflict        |
| <input type="checkbox"/> Academic difficulties         | <input type="checkbox"/> Transition issues             |
| <input type="checkbox"/> Getting involved              | <input type="checkbox"/> Relationship challenges       |
| <input type="checkbox"/> Financial concerns            | <input type="checkbox"/> Work performance              |
| <input type="checkbox"/> Particularly needy student(s) | <input type="checkbox"/> Overly domineering student(s) |
| <input type="checkbox"/> Other: _____                  |  |

On what basis do you use the ROADS techniques?

- |                              |                               |                                  |                                   |                                 |                                |
|------------------------------|-------------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------------|
| <b>Reflective listening</b>  | <input type="checkbox"/> None | <input type="checkbox"/> Monthly | <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Daily |
| <b>Open-ended questions</b>  | <input type="checkbox"/> None | <input type="checkbox"/> Monthly | <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Daily |
| <b>Affirming</b>             | <input type="checkbox"/> None | <input type="checkbox"/> Monthly | <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Daily |
| <b>Develop discrepancies</b> | <input type="checkbox"/> None | <input type="checkbox"/> Monthly | <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Daily |
| <b>Summarizing</b>           | <input type="checkbox"/> None | <input type="checkbox"/> Monthly | <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Daily |

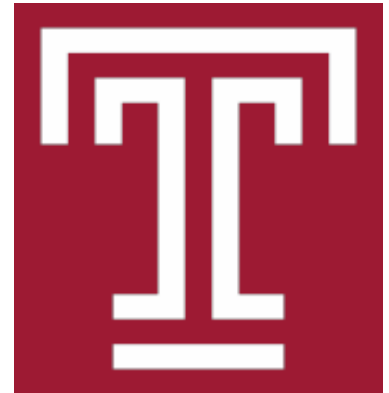
What situations would you like to learn more about regarding difficult conversations and the use of BMI techniques?

What do you find is most useful about the BMI approach?

What has this technique helped you to accomplish?

What is most challenging about implementing BMI?





## Ongoing Efforts

- Offering trainings through the Human Resources Department for Learning and Professional Development credits increases participation.
- Target enrollment of staff and faculty who interact regularly with students.
- Tailoring content to departments makes the material relevant.
- Challenges with attendance from faculty and staff for 2 hour training.

## Q & A

- Linda Howells ([Linda.Howells@temple.edu](mailto:Linda.Howells@temple.edu))

Thanks!

