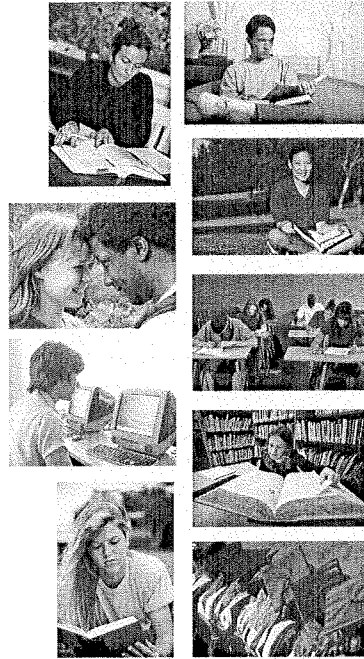


The Evaluation of Gatekeeper Training Programs: Challenges & Resources

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Introduction

- Program Evaluator for Pace University and Marquette University
 - Research Consortium of Counseling Centers in Higher Education
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Outcomes Measured

- Knowledge of behaviors and warning signs for suicidal behavior
 - Knowledge of risk factors for a student to attempt or complete suicide
 - Ability to effectively communicate with a student who is at risk for suicidal behavior
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Outcomes Measured

- Understanding of the circumstances in which it is advisable to send a student to the Counseling Center
 - Knowledge of the procedures to refer a student to the Counseling Center
 - Knowledge about how to reach a mental health professional at the Counseling Center
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Satisfaction Data Outcomes

- The information is useful.
 - The information is relevant to my job.
 - The information was easily understandable.
 - As a result of this training, I am ready to approach suicidal students more effectively than I would have before the training.
 - The presenter(s) were knowledgeable, effectively facilitated the training session.
 - The training session was well organized.
 - The handouts from the training session were helpful.
 - Overall, this training session was valuable to me.
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Quantitative Measures

- Learning Outcomes pre and post training
 - Satisfaction Outcomes post training
 - No follow-up measures (limitation)
 - Review of Other Objective Data (referrals, crisis appts, etc.)
 - Trainings so well received that this quantitative value was of limited utility for program improvement, but valuable to convey how good of a job they were doing.
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Qualitative Measures

- Focus Groups re: GKT
 - Faculty
 - Staff
 - RAs
 - Hall Directors
 - Community Partners
 - Students
 - Behavioral Assessment Team/Administrators
 - Grant Staff (sometimes interviews)
 - Students
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Focus Group Considerations

- Attendance Issues
 - Timing
 - Incentives/Requirements
- Concern over use of responses
- Concern over raising concerns about colleagues
- Building trust and sense of shared mission
- Formative not Summative
- Confidentiality vs. Anonymity
- Voluntary
- Structure
- Composure

Focus Group Questions

- What did you like most about the training session done by the Counseling Center about students at risk for suicide ?
- In what ways have you used the information that you learned in that training in your capacity as an employee?
- How did the training session change the way you approach mental health issues, specifically suicide, among the college students that you interact with ?

Focus Group Questions

- Did any of you notice behavior or risk factors for suicide in students this year ?
- What, if anything did you do about it ? Why did you take that action (or why didn't you take any action) ?
- How was the process of referring this student to the Counseling Center (if applicable) ? What barriers did you run into ? What worked well ? What surprised you about this process ? What did you learn about this process ?

Focus Group Questions

- When the Counseling Center does this presentation for other RA, faculty, and staff groups, what suggestions do you have to improve the training (prompt for additional topics to be included, topics to be excluded, etc.) ?
- What was your impression of the skill of the presenters in conducting an effective training session ?
- What was the general feedback that you heard from your colleagues about this training ?

Analyses & Report

- Triangulation of objective data, subjective gatekeeper training data, interview data, and focus groups.
 - Content analysis
 - Focus Group analysis – strong voices vs. consensus voices (pro: specific discussion re: feedback; con: skewed sample)
 - Recommendations vs. Considerations
 - Written report; follow-up conversations about using evaluation data to improve/inform subsequent development
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Examples of Results/Reccs

- Encourage University Upper Administration to Participate in Gatekeeper Training.
- Coordinate with local hospitals and law enforcement so that students with high suicide risk that are also intoxicated are not released after being treated for the alcohol/drug use. Also clarify expectations of Hall Director's responsibilities when previously intoxicated students who were at risk return to the dorm in these situations. Hall Directors also need adequate training in order to deal with these difficult situations.
- Consider creating follow-up sessions for participants who have already been trained with some of the requested additional information. One possibility would be to e-mail all past participants and offer a semesterly refresher course with the addition of some other mental health topics of interest

Reccs Informing Subsequent Programs/Design

- How active should outside evaluator be in program design?
 - Report vs. follow up conversations
 - Subsequent evaluations should reflect program changes based on previous evaluation data
 - Reccs vs. suggestions
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