Beyond Knowledge and Satisfaction Measures: Do Gatekeepers Use Learned Skills to Intervene?
Session 4A
Campus Suicide Prevention Grantee Technical Assistance Meeting
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Presenters
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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?
Planning considerations
Evaluating your efforts

**Generic Logic Model**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities/outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term...</td>
<td>Interim...</td>
<td>Long-term...</td>
</tr>
</tbody>
</table>

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

What’s in the middle?

<table>
<thead>
<tr>
<th>Activity/output</th>
<th>Long-term outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatekeeper training</td>
<td>- Decrease suicidal ideation...&lt;br&gt;- Decrease depression...&lt;br&gt;- Decrease hopelessness...</td>
</tr>
</tbody>
</table>

What’s in the middle?

- Skills to recognize, assess, intervene, and emotionally connect<sup>1</sup>
- 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 gatekeepers referring to services
- # of students seeking services and receiving services
- # of gatekeepers recognizing and communicating with distressed students
- # of students seeking services and receiving services

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?

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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?

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<sup>1</sup>This example was created for training purposes.