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.”
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.
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)

- Alcohol use/abuse
- Prescription drug use/abuse
- Sexual health
- Mental health
- Eating habits
- Academic difficulties
- Getting involved
- Financial concerns
- Particularly needy student(s)
- Illicit drug use/abuse
- Changing major
- Interpersonal violence
- Physical health
- Interpersonal conflict
- Transition issues
- Relationship challenges
- Work performance
- Overly domineering student(s)

Other: ________________________________

On what basis do you use the ROADS techniques?

- Reflective listening: [ ] None [ ] Monthly [ ] Biweekly [ ] Weekly [ ] Daily
- Open-ended questions: [ ] None [ ] Monthly [ ] Biweekly [ ] Weekly [ ] Daily
- Affirming: [ ] None [ ] Monthly [ ] Biweekly [ ] Weekly [ ] Daily
- Develop discrepancies: [ ] None [ ] Monthly [ ] Biweekly [ ] Weekly [ ] Daily
- Summarizing: [ ] None [ ] Monthly [ ] Biweekly [ ] Weekly [ ] 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)

Thanks!