

**Tufts Community Cares  
Gatekeeper Training Program  
2009 - 2010**

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Overview:

In the first year of our suicide prevention grant activities Tufts University used a strategic planning process to develop a gatekeeper training model tailored to the particular needs of our campus. This involved the following steps: 1) utilizing quantitative and qualitative data to determine the mental health needs, attitudes and help-seeking behavior among diverse sectors of our student body; 2) clarifying goals and objectives for training; 3) considering how existing gatekeeper models would fit our goals; 4) developing our own gatekeeper training program; 5) disseminating the training in light of feasibility, integration into existing outreach efforts, coherence, and sustainability; and 6 ) using evaluation tools to measure outcomes and continuously improve the training model.

We designed our own gatekeeper training program. The basic format uses a PowerPoint presentation, one or two brief film clips, and discussion. Exercises are also included for peer leader trainings when time permits. The core training can fit into a 75 minute format, based on feedback from key stakeholders that suggested this length would accommodate most schedule constraints. We have delivered it in 60 – 90 minute blocks with some adaptation. All the training is done by Counseling and Mental Health Service staff clinicians, who have been trained in the gatekeeper model. The visibility of campus mental health professionals has been an important aspect of the training, as participants frequently comment that they value face-to-face contact with a potential resource for consultation or referral.

In keeping with recommended campus suicide prevention guidelines we aimed to develop a program that considers how the social ecology of a campus environment – that is, individual, interpersonal and community level factors – are pertinent to enhancing help-seeking among students at risk. Therefore, we have developed two basic training modules – one for faculty and staff, and another for peer leaders. Content has been adapted to fit our understanding of the unique attitudes and roles of the gatekeepers in relation to student mental health concerns.

In fall 2009 we began disseminating these trainings to students, peer leaders, staff and faculty on our campus. While we initially considered delivering a gatekeeper training program distinctly focused on suicide prevention, we ultimately decided to develop a program that would integrate suicide prevention into broader outreach and training efforts. We felt this would foster more opportunities for dissemination in our busy campus setting. Furthermore, integrating suicide prevention activities into broader mental health related outreach conveys the message that suicide prevention, while requiring some unique information and skills, is best understood within a wider context of student mental health concerns, help-seeking attitudes and behavior, and availability of mental health resources. By developing a model that does both, we have been able to “market” it more effectively to prospective audiences on campus.

We have employed several strategies for continually evaluating the content and delivery of the gatekeeper trainings. We developed a written evaluation tool based on our training objectives that is universal for all trainings. After each presentation, we review the evaluations and debrief with the presenter. This formative evaluation process has been integral to our efforts to revise the training content and process to effectively meet our training objectives.

**Tufts Community Cares Suicide Prevention Grant  
Gatekeeper Training Objectives**

**1. Promote awareness of the nature, extent and impact of mental health problems among college students at Tufts and why this information is important and relevant to this particular audience.**

*Participants will increase awareness and knowledge about the nature, extent and impact of mental health problems among Tufts students.*

**2. Increase knowledge about indicators of mental health problems and warning signs of acute distress or suicide in students.**

*Participants will feel more knowledgeable and confident in their ability to recognize mental health problems, distress or suicide risk in students.*

**3. Discuss the unique role of the participants in responding to student distress and enhance their sense of responsibility, investment and motivation to assist students experiencing mental or emotional difficulties.**

*Participants will gain a sense of responsibility, investment and motivation to assist students who are experiencing mental or emotional difficulties.*

**4. Offer tailored tools about interacting with students in distress, including how to initiate conversations, employ effective listening skills and respond to student distress.**

*Participants will feel more competent and skilled in their ability to interact and assist students experiencing emotional distress or mental health difficulties.*

**5. Describe university network for responding to student distress, including counseling services, deans' offices, on-call/emergency services and available consultation.**

*Participants will understand what resources are available at Tufts to support students experiencing a range of mental health difficulties (from routine to crisis situations) and how and when to utilize appropriate campus resources for students.*

**6. Convey messages that aim to decrease myths or misperceptions about mental health problems and promote positive attitudes about the acceptability and efficacy of professional mental health services for college students.**

*Participants will endorse positive attitudes toward help-seeking for mental health and a belief in the efficacy of professional mental health services for students experiencing mental health difficulties.*

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Gatekeeper Training Program 2009 - 2010**

**Table 1. Summary of trainings offered: 7/28/09 – 12/31/09**

<b>Name</b>	<b>Date</b>	<b>Number</b>	<b>Length</b>	<b>Audience</b>
Fletcher School	7/28/09	17	90 mins	Staff
Res Life Directors	8/13/09	9	90 mins	Staff/Grad Students
Fit Peer Leaders	8/27/09	37	60 mins	Student Peer Leaders
Residence Assistants	8/27/09	66	180 mins	Student Peer Leaders
Experimental College Peer Leaders	8/31/09	37	60 mins	Student Peer Leaders
Orientation Leaders (4 concurrent sessions)	9/1/09	171	50 mins	Student Peer Leaders
Academic Resource Center Tutors	9/1/09	12	75 mins	Student Peer Leaders
Academic Resource Center Consultants	9/1/9/09	13	90 mins	Staff/Grad Students
Biology Dept.	9/21/09	15	60 mins	Faculty/Staff
English Dept. (Writing Faculty)	10/5/09	15	75 mins	Faculty/Staff
Pre-Major Advisors	10/14/09	12	75 mins	Faculty/Staff
Occupational Therapy	10/19/09	8	75 mins	Faculty/Staff
Sociology Dept.	10/25/09	8	90 mins	Faculty/Staff
History Dept	11/2/09	13	75 mins	Faculty/Staff
Athletics Trainers & Coaches	11/2/09	18	60 mins	Faculty/Staff
Asian American Peer Leaders	11/16/09	9	75 mins	Student Peer Leaders
Classics Dept	11/16/09	14	75 mins	Faculty/Staff/TA's
Student Health Groups	11/23/09	22	75 mins	Student Peer Leaders
Ears for Peers	12/7/09	19	75 mins	Student Peer Leaders

**Total Participants Trained: 515**

**Total Groups: 19**

**Total Faculty/Staff Trained: 142**

**Total Faculty/Staff Groups: 11**

**Total Student Peer Leaders Trained: 373**

**Total Student Peer Leader Groups: 9**

**Table 2. Demographic profile of training participants**

<b>Role</b>	<b>Percentage</b>
Student peer leader	68.0
Resident Assistant	13.3
Faculty	8.1
Staff	8.5
<b>Student Advisors (among faculty and staff)</b>	86.0
<b>Gender</b>	
Female	56.6
Male	40.7
Transgender	0.2
Other	0.2
<b>Race-ethnicity</b>	
Asian/Asian American	10.6
Black/African-American	4.2
Hispanic/Latino	4.0
White/Caucasian	75.2
Pacific Islander	0.2
Multi-racial	3.3
Other	1.7
<b>International students</b>	6.7
<b>Class Year (Students)</b>	
Freshman	1.6
Sophomore	34.6
Junior	29.5
Senior	32.4

**Demographic profile of training participants (based on 471 evaluations). Totals may not add to 100% due to missing data.**

**Table 3: Evaluation Outcomes**

5=Strongly Agree; 4=Somewhat Agree; 3=Neutral; 2=Somewhat Disagree; 1=Strongly Disagree

<b>Objective</b>	<b>Mean</b>	<b>Total Agreement</b>
<b>Q4:</b> I believe that counseling is helpful for students who are experiencing personal or emotional difficulties.	4.65	96.8%
<b>Q7:</b> I would encourage a student to see a counselor if I thought it would be beneficial for them.	4.54	95.1%
<b>Q5:</b> I know how to refer students to mental health and counseling resources at Tufts.	4.42	93.7%
<b>Q6:</b> I am confident that I know what to do and who to contact in a mental health emergency.	4.26	88.2%
<b>Q12:</b> Overall, I was satisfied with this training.	4.25	89.0%
<b>Q10:</b> The presenter(s) was engaging and spoke about these topics in an interesting manner.	4.25	85.6%
<b>Q11:</b> I would recommend this training to others at Tufts.	4.25	83.4%
<b>Q2:</b> I have a good understanding of the types of mental health problems Tufts' students face.	4.20	91.7%
<b>Q1:</b> I am able to recognize the signs that a student is in emotional or mental distress.	4.17	92.2%
<b>Q8:</b> I believe I can play an important role in helping students in emotional distress.	4.17	86.0%
<b>Q9:</b> I believe this training will be useful for my work/activities at Tufts.	4.16	85.6%
<b>Q3:</b> I think I have the necessary skills for talking to a student in emotional distress.	4.02	81.1%

**Gatekeeper training evaluations – mean scores and % of total agreement (n = 471).**

## Tufts Gatekeeper Training Evaluation Form

Date: \_\_\_\_\_ Trainer: \_\_\_\_\_ Group: \_\_\_\_\_

Please rate your agreement with the following statements.

<b>As a result of this training:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I am able to recognize the signs that a student is in emotional or mental distress.	5	4	3	2	1
2. I have a good understanding of the types of mental health problems Tufts students face.	5	4	3	2	1
3. I feel able to talk with a student who is in emotional distress.	5	4	3	2	1
4. I believe that counseling is helpful for students who are experiencing personal or emotional difficulties.	5	4	3	2	1
5. I know how to refer students to mental health and counseling resources at Tufts.	5	4	3	2	1
6. I know what to do and whom to contact in a mental health emergency.	5	4	3	2	1
7. I would encourage a student to see a counselor if I thought it would be beneficial for them.	5	4	3	2	1
8. I believe I have a role in helping students in emotional distress.	5	4	3	2	1
9. I believe this training will be useful for my work/activities at Tufts.	5	4	3	2	1
10. The presenter(s) was engaging and spoke about these topics in an interesting manner.	5	4	3	2	1
11. I would recommend this training to others at Tufts.	5	4	3	2	1
12. Overall, I was satisfied with this training.	5	4	3	2	1

**Please Turn Over**

**Comments (i.e. suggestions for future trainings, things you liked best, things you liked least, etc)**

**1. Gender**

- a. Female
  - b. Male
  - c. Transgender
  - d. Other, please describe
- 

**2. Role**

- a. Student
  - b. Resident Advisor
  - c. Faculty
  - d. Staff
  - e. Clergy
  - f. Other, please describe
- 

**3. Faculty/Staff Only:** Do you serve as an academic advisor to any students?

- a. Yes
- b. No

**4. Ethnicity:** Do you identify yourself as Hispanic or Latino?

- a. Yes
- b. No

**5. Race (Please check ALL that apply)**

- a. American Indian
  - b. Native Alaskan
  - c. Native Hawaiian
  - d. Pacific Islander
  - e. Asian/Asian American
  - f. Black/African American
  - g. White/Caucasian American
  - h. Other, please describe
- 

**6. Students Only:** What is your class year?

- a. First year
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. Grad student
  - f. Other, please describe
- 

**7. Students Only:** Are you an international student? (Defined as not having US citizenship and/or not a permanent resident)

- a. Yes
- b. No
- c. Not sure

***Thank you for filling out this form. Tufts has received a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) and is required to report demographic information of participants trained. We appreciate your assistance in our data collection effort. If you have any questions or need further information please contact Marilyn Downs at [Marilyn.Downs@tufts.edu](mailto:Marilyn.Downs@tufts.edu)***