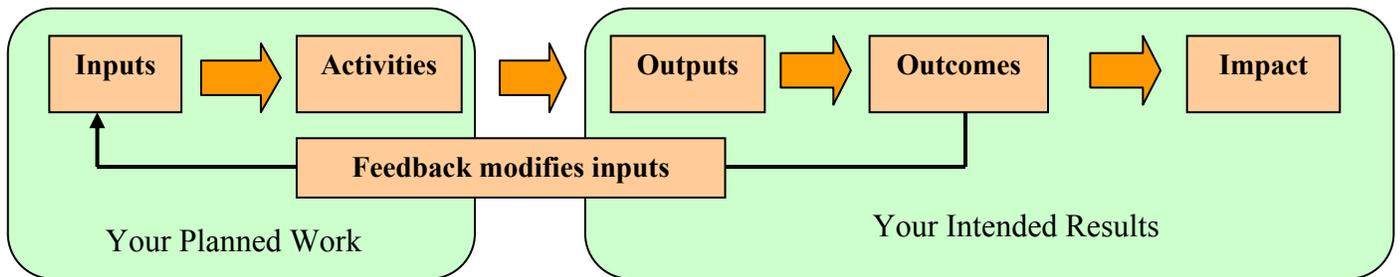


# Evaluating the Effectiveness of Gatekeeper Training Using Logic Models to Guide Implementation & Evaluation

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Logic Models allow us to gather and use information in meaningful ways, to continually learn about and improve gatekeeper training.

Logic Models are a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities of the program, and the changes or result you hope to achieve.



1. Inputs
  - a. Current Environment
  - b. Resources
    - i. Human
    - ii. Financial
    - iii. Organizational
    - iv. Campus
  - c. Constraints
2. Program Activities
  - a. Gatekeeper Trainings
  - b. Educational Sessions for Campus Partners to Contextualize Gatekeeper Program
3. Outputs
  - a. Services delivered
  - b. Products developed
4. Outcomes
  - a. Specific changes in program participants' behavior, knowledge, skills, awareness, and commitment
  - b. Improved effort yields effective and efficient programming
  - c. These become new inputs to the system and allow for continuous improvement
5. Impact
  - a. What are the short-term changes to the campus climate?
  - b. What are the long-term changes to the campus climate?

Logic models are read as a series of “if...then” statements

(e.g., if you commit these resources, what activities will you be able to do?  
if you complete these activities, what outputs can you expect?  
if you have those outputs, what outcomes would you expect to have?  
if the outcomes are met, what is the short and long-term impact?)

### Benefits of Using a Logic Model

1. Program Design and Planning
  - a. Logic models serve as planning tools to develop program strategies and enhance ability to clearly explain and illustrate program concepts and approaches for key stakeholders
  - b. Logic models help provide structure and organization for program design and build in self-evaluation based on shared understanding of what it to take place
  - c. During the planning phase, logic models require an examination of best practices in order to select most appropriate activities that are most likely to yield effective results
2. Program Implementation
  - a. Logic models frame the collection of data that are required to improve programming
  - b. Logic models require a focus on achieving and documenting results
3. Program Evaluation and Reporting
  - a. Logic models present program information and progress toward goals

### Begin with a Problem or “Need” Statement

- What is the problem?
- How significant is the problem?
- Who is affected by the problem?
- Who is going to address the problem?

### For Our Campus:

- What is the problem
  - Suicide and suicidal behavior
  - Unknown level of understanding, ability, or commitment of gatekeepers
  - Unknown number who come to counseling center based on gatekeeper referral
- How significant is the problem?
  - We know the rates of suicide risk for those who come to the counseling center
  - We know the overall rates of ideation & behaviors, based on large-scale campus study
  - We do not know the current functioning of our gatekeepers regarding suicide prevention
    - (research demonstrates that two-hour training program shows increased awareness of suicide warning signs, knowledge of treatment resources, and willingness to make referrals. Experts estimate that school gatekeeper programs could reduce youth suicide by about 12%<sup>1</sup> – no comparable data is available for colleges)
- Who is affected?
  - Certain segments of our student population are at particular risk for suicide, depression
  - Gatekeepers are affected, if they are not properly trained
  - Those who supervise gatekeepers are affected, if they don’t know how to assist
- Who is going to address the problem?
  - Campus partners who have access to gatekeepers, must see this as shared responsibility
  - Campus partners must provide resources and incentives for training
  - Gatekeepers must be trained in culturally and developmentally appropriate ways to meet the needs of their constituents
  - Campus partners must identify trainers, provide resources, and implement training
  - Counseling & Consultation Center must provide resources for those referred by gatekeepers

<sup>1</sup>*Nova Scotia Strategic Framework to Address Suicide (November, 2006)*

Questions that we are considering in Evaluating Gatekeeper Training  
(simplified model)

1. Inputs

- a. Current environment
  - i. Comprehensive needs assessment of 25+ campus partners completed
  - ii. Overall environmental factors
    - 1. General positive approach to shared idea of campus responsibility
    - 2. Several training programs in place, but varied in timing and content
    - 3. General commitment and willingness for higher levels of involvement
    - 4. Regional campuses have different access to mental health care and will require different implementation
- b. Resources needed
  - i. Money for training
  - ii. Method to access gatekeepers
  - iii. Support of campus partners for gatekeeper training
  - iv. Support of leaders of appropriate departments
  - v. Available trainers who have been trained to deliver the models on campus
- c. Constraints
  - i. Currently not seen as within scope of practice for many gatekeepers
    - 1. Cultural beliefs regarding mental health may affect level of understanding of commitment
  - ii. Regulated trainings already exist for many groups
  - iii. Difficult to find ways to get access to all gatekeepers
  - iv. Turnover of student gatekeepers makes this on-going need

2. Activities (Evidence-based practices)

- a. Three models for gatekeeper training will be compared
  - i. Standardized model (QPR, ASIST)
  - ii. On-line model
  - iii. Interactive model
- b. Who should be trained? Who are the gatekeepers? Who is in the pilot program?
- c. How can the trainings be culturally appropriate (for gatekeepers & for constituents)
- d. Enhance infrastructure and relationships of existing campus partners

3. Outputs

- a. Services to be delivered
  - i. Gatekeeper trainings
  - ii. Information sessions to campus partners who supervise gatekeepers

Questions that we are Considering in Evaluating Gatekeeper Training (continued)

b. Products

- i. Written material/resource guides to be given to campus departments and to trained gatekeepers
- ii. Method to identify those who have been through gatekeeper training

4. Outcomes

a. What is to be evaluated?

- i. Satisfaction with training, presentation of material, presenter, etc.
- ii. Appropriateness of material for the population (gatekeepers & their constituents)
- iii. Overall value of the training to the participant
- iv. How can we make sure our trainings are culturally appropriate
- v. What do we want to demonstrate has changed?
  1. Knowledge – of basic suicide risk, warning signs, of basic prevention and intervention, of resources available
  2. Skills – know where/how to refer, know how to communicate with at-risk constituent, know where to go with questions or concerns
  3. Awareness – understand the scope of risk on campus
  4. Behaviors (interventions) – make different choices re: referral than in the past (establish base rate – ever interacted with at-risk constituent before? What did you do (if anything) – then, at follow-up, is this different?
  5. Commitment/Attitudes – understand that this is part of a shared campus responsibility – willingness to participate, commitment to improve care of constituents, positive attitude toward suicide intervention, likelihood of acting to help at-risk constituent
  6. Self-efficacy – feel in control of situation, know what to do

b. Categorization of evaluation

- i. Effort
  1. How many trained?
  2. What type of training received?
- ii. Effectiveness
  1. Which of the three models has the best outcomes?
  2. Are there differences in the models, based on campus populations?
  3. Do some gatekeepers need more intensive training?
- iii. Efficiency
  1. Is the change accomplished worth the resource inputs?

c. Evaluation of process

- i. On-going
  1. is the method we are using acceptable to campus partners?
  2. is the method acceptable to those who are being trained?
  3. has anything changed in our campus climate – e.g., do the *constituents* of gatekeepers who are trained recognize any differences?

d. Evaluation of outcomes (formative and summative)

Questions that we are Considering in Evaluating Gatekeeper Training (continued)

5. Impact

a. Short-term

- i. Increased number of trained gatekeepers
- ii. Increased breadth of trained gatekeepers on campus
- iii. Standardized training insures same basic competencies regardless of trainer or setting

b. Long-term

- i. Institutionalization of operationalized structure for the process of gatekeeper training (e.g., built into on-going requirements for gatekeepers, orientations, updates regularly scheduled) – integrated and seamless gatekeeper training program
- ii. Increased collaboration among campus partners
- iii. More (appropriate) referrals to counseling center
- iv. Increased 1<sup>st</sup> mental health appointments
- v. More requests for education and information to student organizations
- vi. Mental health care results in reduced risk, higher mental health
- vii. Reduced stigma associated with help-seeking on campus