The Impact of Evaluation on Suicide Prevention Gatekeeper Training Programs

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Office of Suicide Prevention

LivingWorks

Linking Communities, Building Awareness, Preventing Suicide
www.coosp.org
Educational Objectives:

At the conclusion of this presentation, participants will be able to:

1. Summarize the importance of evaluating suicide prevention gatekeeper training programs.

2. Distinguish the different levels of impact that evaluation can have on suicide prevention efforts.
Road Map

- Background: Project Safety Net
- Results of Evaluation
- Application of Evaluation Findings
- Interpretation of Research
- Impact of Evaluation, Nationally & Internationally
Project Safety Net: 2006-2009

- **Gatekeeper Trainings:**
  - Applied Suicide Intervention Skills Training (ASIST)
  - Question, Persuade, Refer (QPR)
- **Target Population - Adults working with adolescents ages 15-18 who are:**
  - Hispanic/Latino(a)
  - Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ)
  - Enrolled in the juvenile justice system
  - Enrolled in the child welfare system
Evaluation of Trainings

- Evaluation Questions
  - Did trainees meet the minimum standard?
  - Did trainees’ knowledge, confidence, and intentions change from before training to after training?
  - How long do these effects last?
Minimum Standard

Knowledge of Suicide Intervention

<table>
<thead>
<tr>
<th>Item</th>
<th>65%</th>
<th>78%</th>
<th>98%</th>
<th>87%</th>
<th>54%</th>
<th>67%</th>
<th>70%</th>
</tr>
</thead>
</table>

- Item 1
- Item 2
- Item 4
- Item 6
- Item 7
- Item 10

Minimum Standard of 70%
### Minimum Standard

#### Level of Satisfaction with Training

<table>
<thead>
<tr>
<th>Trainees’ Assessment of the Training</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training increased my knowledge about suicide prevention.</td>
<td>94</td>
</tr>
<tr>
<td>The training met my needs.</td>
<td>98</td>
</tr>
<tr>
<td>The training addressed cultural differences in the youth I intend to serve.</td>
<td>52</td>
</tr>
<tr>
<td>The training was practical to my work and/or my daily life.</td>
<td>95</td>
</tr>
<tr>
<td>I fully understand why I attended the training.</td>
<td>98</td>
</tr>
<tr>
<td>I am now more ready to help with youth suicide prevention in my community.</td>
<td>98</td>
</tr>
<tr>
<td>I will use what I learned from this training.</td>
<td>99</td>
</tr>
<tr>
<td>The things I learned will help youth seek help for issues that might lead to suicide.</td>
<td>93</td>
</tr>
<tr>
<td>The things I learned will help prevent youth suicide or reduce the problems that might lead to suicide.</td>
<td>93</td>
</tr>
</tbody>
</table>
Knowledge of Suicide Intervention

- Baseline: 42%
- Post: 74%
- 3-mo: 56%
Confidence Intervening with an Individual in Crisis

![Bar chart showing confidence levels over time.](chart_image)
Intentions to Intervene with Individual in Crisis

Intentions to Intervene with Individual in Crisis

- Baseline: 7.41
- Post: 9.63
- 3-mo: 9.13
- 6-mo: 9.41
What do these results mean?

- What is impeding gatekeepers from using what they learned in training to help people in crisis?

- How can we support gatekeepers so that they don’t lose confidence?
Situational Obstacles

- Lack of information at work
- Lack of financial support at work
- Lack of time at work
- Not enough privacy at work
- Lack of opportunity to use suicide prevention skills
Social Support

The graph illustrates the relationship between situational obstacles and suicide prevention behavior under different levels of social support.

- **Lo Social Support** (blue line) shows a high decrease in suicide prevention behavior as situational obstacles increase.
- **Hi Social Support** (green line) indicates a lower decrease in suicide prevention behavior compared to low social support.

This suggests that higher social support may mitigate the impact of situational obstacles on suicide prevention behavior.
Strategies to Overcome Barriers

- Remove barriers
  - Identify during training - give a “heads-up”
  - Generate solutions to prepare for potential challenges

- Improve support from supervisors
  - Increase interactions between supervisor and workers
Sustainability – Maintaining our Gatekeepers

- Focus Groups – 6 strategies

- Quantitative Assessment – rated the 6 strategies

- Developed 2 strategies
  - Inspirational/Motivational video clip
  - Newsletter

- Evaluate effectiveness of 2 strategies
Local Impact

- More than 2,500 community members trained
- 774 direct interventions or referrals from 218 trainees
- Assuming there are 25 suicide attempts for every suicide completion (AAS)
- Prevention of at least 30 suicides!
National and International Impact

- National evaluations in Scotland, Norway, and Ireland
  - Heightened awareness

- Mainstreaming suicide prevention actions

- National level reduction in suicide rate
National and International Impact

- **Independent Review of 20 Evaluation Studies** [ASIST vs pre-training or non-trainees]

  - Greater relevant knowledge/positive attitudes
  - Increased intervention skills
  - Increased interventions
  - Use of ASIST is dependent upon several factors outside the influence of training
Importance of Evaluation

- Critical Component of Research Continuum

  Peer reviewed literature evidence (basic research)

  Knowledge transfer to practical applications (social R&D)

  Outcome measure of applied programs (evaluation)
Importance of Evaluation

- Training Changes
  - Terminology/content shifts
    - risk estimate (‘83)
    - risk review (‘04)
    - safe action plan (‘04)
  - Development of “common language” standard (30 yrs)
  - Customized options increased (5 languages, scenarios)

- Training Manuals
  - includes latest literature evidence; links to CSP library
  - outcomes lead to new editions (10 in 27 years)
Questions? Comments?

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START the conversation
1-800-273-TALK
SUICIDE PREVENTION
It’s Your Business
Questions? Comments?

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