



RU OK: Promoting Student Health Through An Effective Gatekeeper Training Program

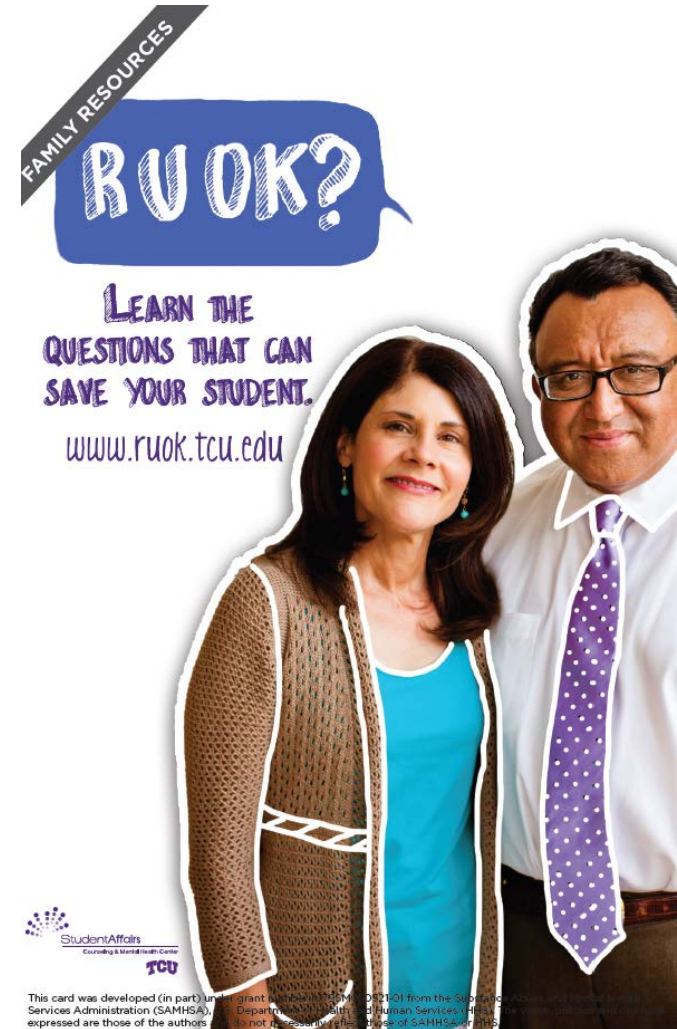
Lavonne Adams, PhD, RN, CCRN
Trung Nguyen, MA
Texas Christian University

Karen Bell Morgan, PhD, MPH, CHES®
University of North Texas Health Science Center

- Describe the effectiveness of a suicide prevention gatekeeper training program for student leaders
- Describe whether QPR gatekeeper training could improve self-described knowledge, competency, and self-efficacy about intervening with suicidal individuals

- **Lavonne Adams, PhD, RN, CCRN**
 - TCU Harris College of Nursing & Health Sciences
 - Received TCU support to attend Research Congress; no other disclosures
- **Trung Nguyen, MA**
 - TCU Student Development Services
 - No conflicts to disclose
- **Karen Bell Morgan, PhD, MPH, CHES®**
 - UNTHSC Department of Health Behavior and Health Systems/School of Public Health
 - No conflicts to disclose

- Suicide is a major cause of death in persons age 15-34 years (CDC)
- Concern for student emotional well-being
(Eagan et al, 2016)
- Increased suicidal ideation
(SAMHSA, 2013)





- Campus-wide initiative
- Campus partners
- Faculty/staff partners
- Student leaders

FACULTY/STAFF RESOURCE

RUOK?

LEARN THE QUESTIONS THAT
CAN SAVE A STUDENT.

www.ruok.tcu.edu

Student Affairs
Counseling & Mental Health Center

TCU

This card was developed (in part) under grant number 1A54060121-01 awarded by Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

The graphic is a promotional card for the 'RUOK?' campaign. It features a blue speech bubble with the text 'RUOK?' in white, hand-drawn style letters. Above the bubble is a black diagonal banner with the text 'FACULTY/STAFF RESOURCE' in white. Below the bubble, the text reads 'LEARN THE QUESTIONS THAT CAN SAVE A STUDENT.' followed by the website 'www.ruok.tcu.edu'. To the right of the text is a cutout-style portrait of a middle-aged man with short brown hair, wearing a grey suit jacket over a white button-down shirt. At the bottom left, there is a logo for 'Student Affairs Counseling & Mental Health Center' and the 'TCU' logo. At the bottom, there is a small disclaimer in fine print.

- Gatekeeper Training

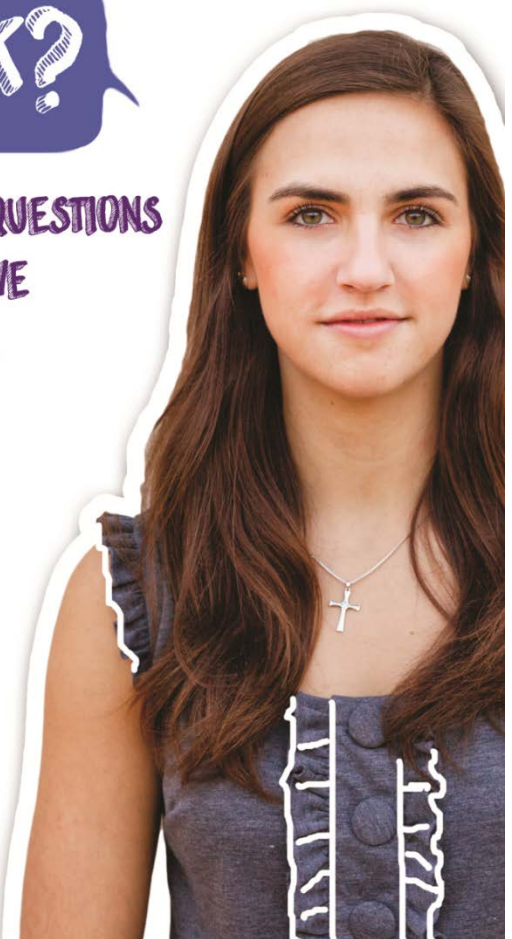
- QPR (Quinnet, 2013)

- Question
- Persuade
- Refer

RUOK?

**LEARN THE QUESTIONS
THAT CAN SAVE
YOUR FRIEND.**

www.ruok.tcu.edu





Gatekeeper Training

- Identified as a strategy to promote suicide prevention (Quinnet, 2013)
- Enables those in personal or professional relationships to identify persons who may be at risk for suicide and refer them to professional services.
- Purpose is to increase the possibility that those trained will intervene with a potentially suicidal person by asking if he/she is suicidal, persuading the individual to seek assistance, and referring to healthcare professionals prior to the occurrence of an adverse event.
- Studies related to gatekeeper training suggest it leads to improvements in skills, attitudes, and knowledge of people who complete training (Harrod, Goss, Stallones, & DiGiuseppi, 2014; Mitchell, Kader, Darrow, Haggerty, & Keating, 2013).



- Student Affairs assessment
- Considerations after four years
 - Is the training effective?
 - Should we continue the training?



LEARN THE QUESTIONS
THAT CAN SAVE
A STUDENT.

www.ruok.tcu.edu



Determine if QPR gatekeeper training could improve self-described knowledge, competency, and self-efficacy about intervening with suicidal individuals

- All First Year Experience (FYE) student leaders receiving QPR training prior to Summer 2016 were invited to participate

- Approved by TCU's Institutional Review Board (IRB)
- Quantitative study began March 2016; follow up studies Spring 2017
- Survey methodology addressing
 - Demographic data
 - Pre-training knowledge, beliefs, and perceived self-efficacy of participants
 - Post-training knowledge, beliefs, and perceived self-efficacy of participants
- Online access to survey via Qualtrics

- QPR FYE Pre-training Survey
- QPR FYE Post-training Surveys
 - Immediate post-training survey
 - Follow up post-training surveys given at intervals (3-6 months and 6-12 months)
- Adapted from similar gatekeeper evaluation studies and incorporated TCU's previous Post-QPR Survey

(Tompkins & Witt, 2010 and personal communication, 2016; Wyman et al., 2008 and personal communication, 2015, University of Arizona, personal communication, 2013)

- Knowledge items
- Individual items addressing
 - Beliefs/attitudes related to suicide
 - Competency
 - Self-efficacy



Knowledge Construct

Facts about suicide prevention

Warning signs of suicide

How to ask someone about suicide

Persuading someone to get help

How to get help for someone

Information about resources for help with suicide

General knowledge of suicide and suicide prevention



Individual items

If someone I know was showing signs of suicide, I would directly raise the question of suicide with them

If a person's words and/or behavior suggest the possibility of suicide, I would ask the person directly if he/she is thinking about suicide

If someone told me they were thinking of suicide, I would intervene

I feel confident in my ability to help a suicidal person

I don't think I can prevent someone from suicide

I don't feel competent to help a person at risk of suicide



Response Rates

- Survey link sent to 266 people
- Pre-training survey
 - 68.4% $n=182$
- Immediate post-training survey (Post 1)
 - 56.4% $n=150$
- Six-month post-training survey (Post 2)
 - 32% $n=85$
- Nine-month post-training survey (Post 3)
 - 18% $n=48$
- Pre-training survey and at least one post-training survey
 - 42% $n=113$



Participant Characteristics

- Age: 19 years 40.7% (74)
- Gender: Female 67.4% (124)
- Year in college: Freshman 58.7% (108)
- Ethnic/racial background: White/Caucasian 76.4% (139)
- Majority agreed “nearly always” or “always” that people:
 - “Talk to me about their thoughts and feelings” 74.9% (137)
 - “Come to me for advice” 73.2% (134)
 - “Turn to me when they are concerned about a friend or family member” 59.6% (109)



Previous Training & Experience

- Personal experience with suicide:
 - No 66.7% (122)
 - Yes 33.33% (61)
- Previous training about suicide prevention:
 - None 28% (52)
- Previous QPR training:
 - No 79.2% (145)

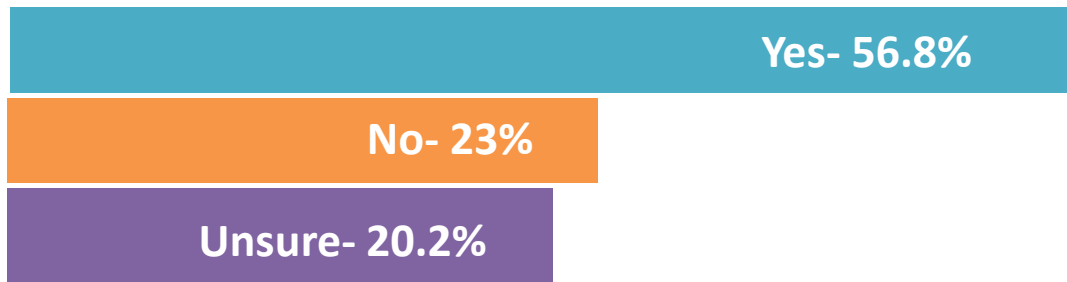


Referral and Resources at TCU

Adequate referral resources for students contemplating suicide?



Do you have adequate knowledge of referral resources?



Is there a specific plan for helping students who are contemplating suicide?



Suicide prevention student education materials available?

Majority said yes, but not necessarily well-displayed or accessed by students

- Repeated measures analysis (Friedman test) showed statistically significant differences in ranking of composite score for knowledge at:
 - Four data collection points ($n = 15$, Friedman's $Q = 28.543$, $p = .000$)
 - Three data collection points ($n = .41$, Friedman's $Q = 54.205$, $p = .000$)
- Repeated measures analysis (Friedman test) showed statistically significant differences in ranking of all individual items at both three and four data collection points

- Wilcoxon signed-rank test
- Compared mean scores on knowledge construct and individual belief/competence/self-efficacy items

- Improvement in mean scores of items related to
 - Knowledge
 - Competency
 - Self-efficacy
- Greatest improvements occurred between pre-training survey and immediate post-training survey (Post 1)

- Statistically significant differences noted from
 - Pre-training survey to immediate post-training survey (Post 1)
 - All items
 - Pre-training survey to six-month follow up survey (Post 2)
 - All items except “can’t prevent suicide”
 - Pre-training survey to nine-month follow up survey (Post 3)
 - All items except “I would intervene”

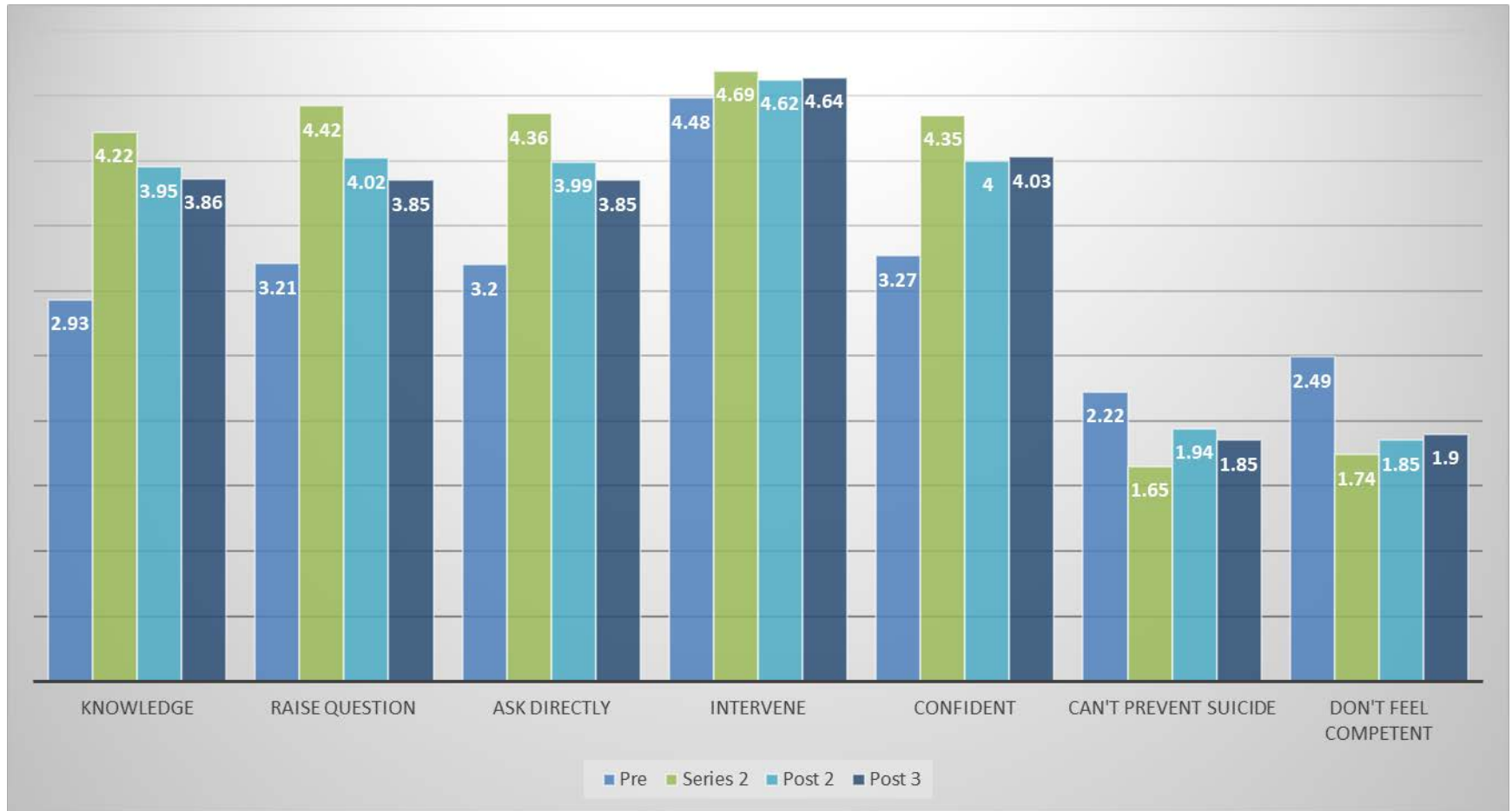
- Statistically significant differences noted from
 - Post 1 to Post 2
 - “Raise question”
 - “Confident”
 - Post 1 to Post 3
 - “Raise question”
 - “Ask directly”

- Mean scores declined from
 - Post 1 to Post 2
 - Post 1 to Post 3
- Increase in “medium” or “neither agree nor disagree” responses
- No statistically significant differences noted from Post 2 to Post 3

- Responses never returned to pre-training survey levels
- Few post-training responses indicated “very low” or “low” or “strongly disagree” or “disagree”



Comparison of Means





Have you used any of the information provided in QPR training?

Survey	Yes	No	Total n
Pre-training	NA	NA	NA
Immediate post-training	NA	NA	NA
Six-month post-training	26.6%	73.4%	79
Nine-month post-training	31.1	68.9	45

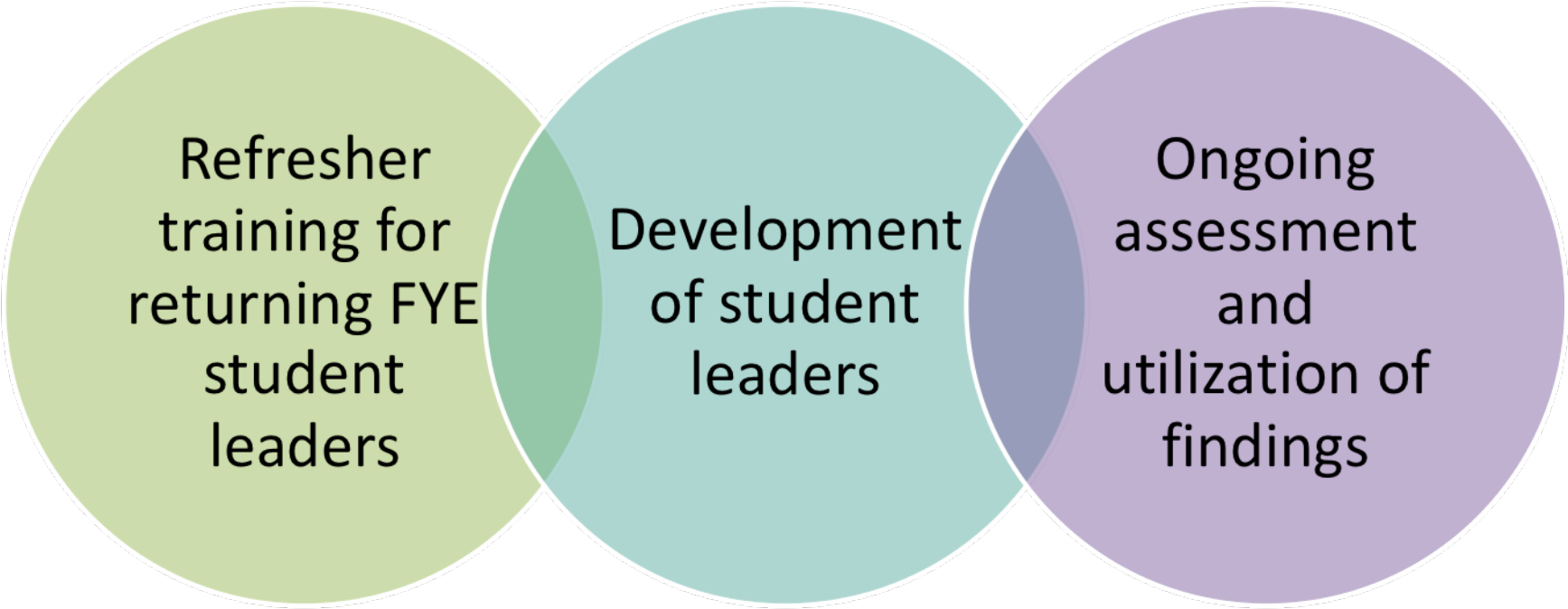
Online surveys

Timing of surveys

- 3-6 months
- 6-12 months

One university

- QPR gatekeeper training produces improvements in knowledge, competency, and self-efficacy toward suicide prevention
 - Supports continued use of QPR training for FYE student leaders
- These improvements decay over time
 - Suggests need for refresher training to help sustain benefits of the training
- Previously only new FYE student leaders were required to complete suicide prevention gatekeeper training.
- Returning FYE student leaders were neither required nor provided with the option to complete suicide prevention gatekeeper training.

A Venn diagram consisting of three overlapping circles arranged horizontally. The left circle is light green, the middle circle is light teal, and the right circle is light purple. Each circle contains text, and they overlap in the center.

Refresher
training for
returning FYE
student
leaders

Development
of student
leaders

Ongoing
assessment
and
utilization of
findings



Additional Studies

- Refresher training for returning FYE student leaders
- New student leader training with implementation of refresher training

- Ongoing implementation and assessment of the effectiveness of gatekeeper training may assist TCU's suicide prevention efforts and thus promote health of the campus community
- Findings:
 - Demonstrate that gatekeeper training can improve competency and self-efficacy
 - Support importance of developing student leaders to enhance campus-wide student wellness initiatives
 - Continue to guide our institution in determining
 - training priorities
 - training offerings
 - staffing needs



Acknowledgements

- Cortney Gumbleton, MSW
 - Suicide Prevention Outreach Coordinator at Texas Christian University, 2013-2016



References

Adams, L.M., Nguyen, T., Bell Morgan, K., & Gumbleton, C. (in press). "RU OK": Evaluating the effectiveness of a gatekeeper training program. *Journal of College Student Development*.

Centers for Disease Control and Prevention (CDC). Web-based Injury Statistics Query and Reporting System (WISQARS) [Online]. (2013, 2011) National Center for Injury Prevention and Control, CDC (producer). Available from <http://www.cdc.gov/injury/wisqars/index.html>.

Eagan, M. K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). *The American Freshman: Fifty-year Trends, 1966–2015*. Los Angeles: Higher Education Research Institute, UCLA. Available from <https://www.heri.ucla.edu/monographs/50YearTrendsMonograph2016.pdf>

Harrod, C.S., Goss, C.W., Stallones, L., DiGuseppi C. (2014). Interventions for primary prevention of suicide in university and other post-secondary educational settings. *Cochrane Database of Systematic Reviews*, 10. Art. No.: CD009438. DOI:10.1002/14651858.CD009439.pub2

Mitchell, S.L., Kader, M., Darrow, S.A., Haggerty, M.Z., & Keating, N.L. (2013). Evaluating question, persuade, refer (QPR) suicide prevention training in a college setting. *Journal of College Student Psychotherapy*, 27, 138-148.



References cont.

Quinnet, P. (2013). *QPR Gatekeeper Training for Suicide Prevention: The Model, Theory, and Research*. QPR Institute. <https://www.qprinstitute.com/uploads/QPR%20Theory%20Paper.pdf>

Substance Abuse and Mental Health Services Administration, Results from the 2013 National Survey on Drug Use and Health: Mental Health Findings, NSDUH Series H-49, HHS Publication No. (SMA) 14-4887. Rockville, MD: Substance Abuse and Mental Health Services, 2014. Available at <http://www.samhsa.gov/data/sites/default/files/NSDUHmhfr2013/NSDUHmhfr2013.pdf>.

Tompkins, T.L., Witt, J. (2009). The short-term effectiveness of a suicide prevention gatekeeper training program in a college setting with residence life advisers. *Journal of Primary Prevention*, 30, 131-149.

Wyman, P.A., Inman, J., Guo, J., Brown, C.H., Cross, W, Schmeelk-Cone, K., Pena, J.B. (2008). Randomized trial of a gatekeeper program for suicide prevention: 1-year impact on secondary school staff. *Journal of Counseling and Clinical Psychology*, 76, 104-115.



Questions

Contact information:

Lavonne Adams

email: L.adams2@tcu.edu

Trung Nguyen

email: trung.nguyen@tcu.edu