### Learn

- Students who participate in QPR Training will (or w
- Identify basic facts of suicide prevention Accurately identify warning signs of suicide (v 2
- Feel more confident in their ability to interver 3.
- Report increased willingness to question som 4.
- Ask effective questions about potential suicid 5.
- Know how to best refer someone who is think 6.
- Effectively persuade someone who is thinking
- Identify the resources available nationally and 8. suicide

## Curriculum Elements

- National and local statistics about suicide
- Myths and facts about suicide
- Suicide risk factors and warning signs
- How to ask someone about their potential suicidal thoughts
- How to effectively persuade and refer someone to get help
- Local and national suicide prevention resources

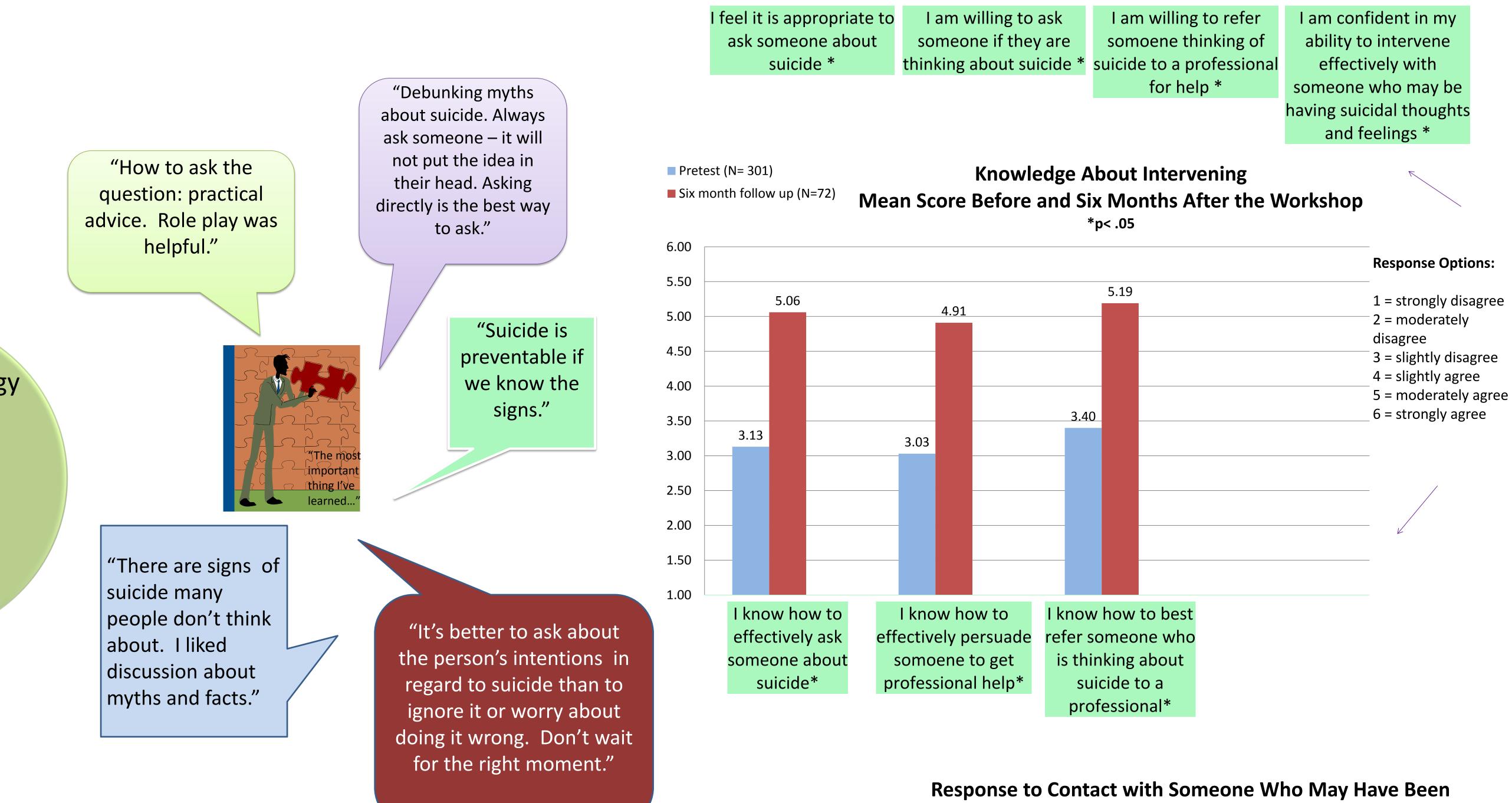
## **Assessment Strategy**

Pretest Day of training Six month follow-up

			-
Total Participants (n=1306)			
Undergraduate students	796 (61%)		
Graduate/Professional students	271(21%)		
Faculty/Staff	230 (18%)		
Other	9 (~1%)	Participants Consenting to Study (n=301)	
Male	626 (48%)		
Female	670 (51%)	Undergraduate students	133 (44%)
Transgender	0 (0%)		
		Graduate/Professional	105(35%)
		students	
		Faculty/Staff	59 (20%)
		Other	4 (1%)
		Male	126 (42%)
		Female	170 (56%)
		Transgender	1 (0%)
		Other	4 (1%)

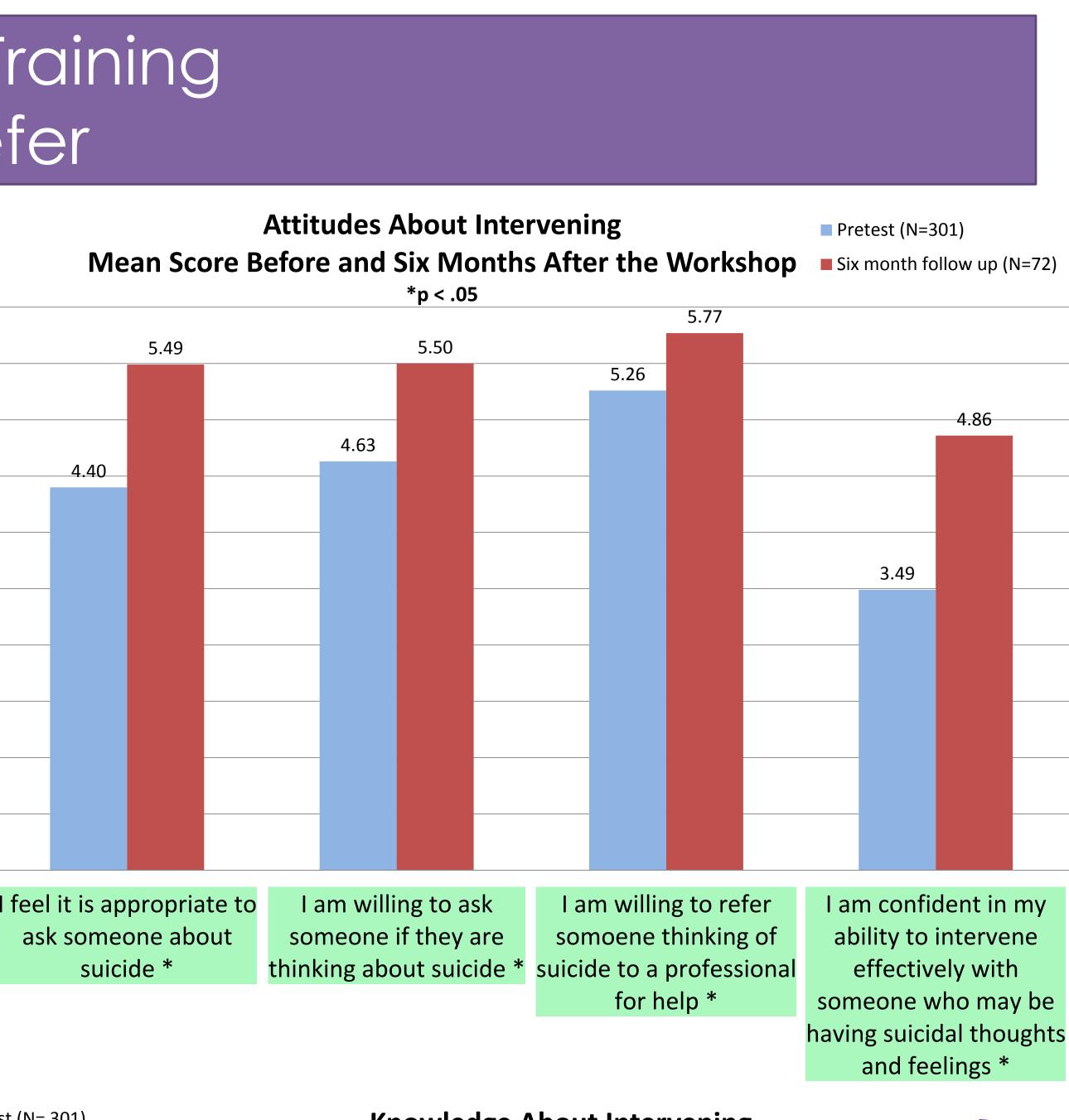
# Suicide Prevention Gatekeeper Training QPR: Question, Persuade, Refer

ning Outcomes	6.00
will be able to):	5.50
verbal, behavioral, and situational)	5.00
ene effectively with someone who is thinking about suicide	4.50
neone about suicide	4.00
dal thoughts	3.50
nking about suicide to a professional ng about suicide to get professional help	3.00
nd at Northwestern to refer individuals who are thinking of	2.50
	2.00
	1.50
	1.00



### Future Directions (per participant feedback):

• Modifying QPR to allow for more role play • Possible QPR Part II to consolidate learning and facilitate continued discussion and practice



## Suicidal (Percent of "Yes") Before and Six Months After the Workshop

