

Appendix II: Overheads

OVERHEAD # 1**Canadian and BC Suicide Statistics**

- After accidents, suicide is the second leading cause of death among youth and young adults age 15 – 24 in most Canadian provinces.
- The suicide rate for this age group tripled between 1960 and 1980.
- Since 1980, this trend seems to have leveled off.
- However, the risk remains high.

Results from a 1998 Survey of 25,838 BC Youth (McCreary Centre Society, Vancouver)

- 14% of those surveyed had considered suicide at least once in the past year (3617 students)
- 11% of those surveyed had planned a suicide (2842 students)
- 7% of those surveyed had attempted suicide (1808 students)
- 2% of those surveyed reported they were injured in a suicide attempt (517 students)

OVERHEAD #2
Module Intent and Learning Outcomes

MODULE INTENT

To improve the overall competency of foster parents in the recognition and crisis management of potentially suicidal youth

LEARNING OUTCOMES

The caregiver can:

- demonstrate attitudes favourable to suicide intervention, including adoption of a non-judgmental approach, demonstration of willingness to make referrals, and the foresight to seek consultation
- recognize youth stressors and suicide warning signs
- demonstrate skills in initiating intervention, assessing risk and developing action plans.

OVERHEAD #3

AGENDA

1. Welcome and Introductions, and Agenda
(25 minutes)

2. Attitudes
(20 minutes)

- Break
(15 minutes)

3. Knowledge
(2 hours)

4. Lunch Break
(60 minutes)

5. Skills
(1 hour and 40 minutes)

6. Closure
(20 minutes)

Note: Due to time constraints and the content of the afternoon, there will be no afternoon break.

OVERHEAD #4

STRESSORS

Life events that might produce feelings
of intolerable stress and/or overwhelming
loss

OVERHEAD #5

SUICIDE WARNING SIGNS

Changes in behaviour, physical
appearance, thoughts, or feelings

OVERHEAD #6

**CPR:
THE MOST IMPORTANT
RISK FACTORS**

Current Suicide Plan
Prior Suicidal Behaviour
Resources

Variables:

- Age
- Gender
- Stress
- Symptoms
- Current Suicide Plan
- Prior Suicide Behaviour
- Resources

OVERHEAD #7

SIX TASKS FOR THE HELPER

Ask

1. Engage
2. Identify

Assess

3. Inquire about
 - prior behaviour
 - current plan
 - availability
 - timing
 - resources
4. Assess risk

Act

5. Contact
6. Follow through

Appendix III: Evaluation Tool

PROGRAM SATISFACTION QUESTIONNAIRE
ASK z ASSESS z ACT

Program Satisfaction Questionnaire

Thank you for participating in the ASK###ASSESS###ACT Suicide Intervention Training. In order to improve the training we are asking for your feedback. **Your opinion is important to us.**

Each of the following statements has been grouped according to sequence of the training. Thank you for your participation.

Please indicate the extent you agree with each of the following statements. **Circle one response for each statement.**

Strongly Agree	Undecided	Disagree	Strongly Disagree
Agree			

Introduction

- | | | |
|------------------------------------------------------------------------------------|------------|---|
| 1. I have increased my knowledge about youth suicide as a result of this workshop. | SA A U D S | D |
| 2. I feel more confident in my ability to help a youth at risk of suicide. | SA A U D S | D |

UNIT I: Attitudes

- | | | |
|-------------------------------------------------------|------------|---|
| 4. The discussion on attitudes was a useful activity. | SA A U D S | D |
|-------------------------------------------------------|------------|---|

UNIT II: Knowledge

- | | | |
|------------------------------------------------------------------------------|------------|---|
| 4. I increased my knowledge of youth stressors as a result of this workshop. | SA A U D S | D |
| 5. I increased my knowledge of warning signs of suicide. | SA A U D S | D |
| 6. The Risk Assessment Framework will be a useful tool for me. | SA A U D S | D |
| 7. The Risk Assessment Exercise was a useful activity. | SA A U D S | D |
| 8. The 'CHOICES' video helped clarify issues of youth suicide for me. | SA A U D S | D |

UNIT III: Skills Component

9. Doing the simulation exercise was valuable. SA A U D S D

10. I would rate the overall presentation:

1..... 2..... 3..... 4..... 5
not very
effective effective

11. I would rate the workshop as:

1..... 2..... 3..... 4..... 5
not very
effective effective

12. I will recommend this workshop to my colleagues:

~ Yes
~ No

13. I suggest the following improvements for this workshop

14. Please provide any additional comments and suggestions:

BC Foster Care Education Program Module Evaluation

Please answer the following questions to provide us with information on the training session you have just completed. Your feedback will inform us about how the training met your needs and suggests changes for future training sessions. Thank you.

Name of Module _____ Date of Training Session _____
 College _____ Instructor _____
 Location _____

Please rate the training session as follows:

1. The course content was	Excellent	Satisfactory	Poor
	5 4	3 2	1
Comments:			
2. The participant materials for this module were:	Excellent	Satisfactory	Poor
	5 4	3 2	1
Comments:			
3. The role and effectiveness of the instructor in delivering this module was	Excellent	Satisfactory	Poor
	5 4	3 2	1
Comments:			
4. The facilities and scheduling of this module were:	Excellent	Satisfactory	Poor
	5 4	3 2	1
Comments:			
5. The most useful aspect of this training session was:			
6. The least useful aspect of this training session was:			
7. Please provide further comments about the training session:			

Appendix IV: the ask • assess • act program

Background to the development of ASK z ASSESS z ACT for school personnel

In 1992 the BC Council for Families introduced Let's Live! A School-Based Suicide Awareness and Intervention Program. Let's Live! was designed to link to the Learning for Living curriculum at the intermediate and graduation levels. Concurrently, in-service training sessions on the implementation of Let's Live! and suicide intervention were delivered to several school districts within the province. In 1994 the Let's Live! program was redesigned to link with the new BC school curriculum, Career and Personal Planning, and in-service training continued. During the fiscal year of 1996-1997 the BC Council for Families focused on revising the in-service training, now known as ASK z ASSESS z ACT. The revised training includes a more comprehensive evaluation component. Pilot testing and field-testing were conducted in January, February and March 1998. Revisions were made to the curriculum and pre/post test questionnaires during the summer of 1998 and are included in this document.

Rationale for the Training Revision and Content Selection

A great deal of attention was given to the most current literature on the topics of suicide prevention and intervention, training, and evaluation for the revision of this training program. The literature search was based on an *Annotated Bibliography on Suicide Prevention and Intervention Training for School Personnel in British Columbia: Program Design and Implementation Issues*, a bibliography compiled by CUPPL, UBC. In addition, BC Council for Families conducted a focus group to determine the suicide intervention needs of school personnel, and CUPPL, UBC conducted an extensive needs assessment survey of all BC school districts (*1997 School Gatekeeper Needs Assessment Survey*). These findings, as well as the experience gained conducting the Let's Live! In-service Training sessions, have been incorporated into the content and format of the revised training.

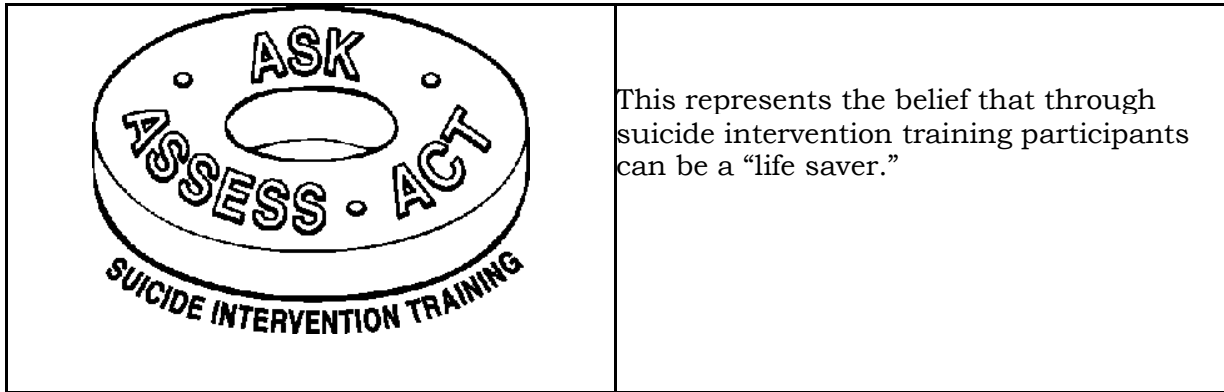
Program Development Process

Several steps were taken to facilitate this project and many individuals were involved. Under the administration of the BC Council for Families, an advisory committee was formed to look at the issues of school-based training, suicide prevention and intervention, program evaluation and other related issues as outlined in the *Framework for British Columbia*. The committee met and discussed these issues, provided consultation and reviewed drafts. Program developers and BC Council staff worked on the program revision and the evaluation component with the guidance of this advisory committee, and the afore mentioned *Annotated Bibliography on Suicide Prevention and Intervention Training for School Personnel in British Columbia: Program Design and Implementation Issues*. Dr. Lesley Andres at the University of British Columbia provided statistical support and data analysis questionnaire development. In addition, several others agreed to review drafts and provide feedback to the developers. Throughout the process, LivingWorks Education and the Suicide Information and Education Centre provided information and support for the project. The following is the list of those involved in this process including the Project Funders, the Advisory Committee, BC Council for Families Staff, Program Developers, Program Reviewers, Statistical Support and Analysis and Support and Information providers:

Project Funding	Province of British Columbia, Ministry of Children and Family Development
Advisory Committee:	
Ann O'Connor	Coordinator for Special Programs, Delta School District
Arnie Funk	School Mental Health Consultant, Child and Youth Mental Health Services
Ann Little	School Age Youth Consultant, Ministry of Children and Family Development
Clem Meunier	Consultant, Ministry of Children and Family Development
Diane Pollard	Coordinator, Special Education Branch, Ministry of Education
Linda Rosenfeld	Director, SAFER
Jennifer White	Community Development Director, BC Suicide Prevention, Information and Resource Centre
BC Council for Families Staff	
Cheryl Haw	Program Director
Ann Morrison	Administrative Assistant
Program Developers	
Brenda Dafoe	Brenda A. Dafoe & Associates
Sheila MacCallum	Callum Consulting
Program Reviewers: School Personnel	
Susan Clayton	President, BC School Counsellors Association, Ft. St. John, BC
Linda McDonald	Counsellor, Columneetza Secondary, Williams Lake, BC
Mary O'Neill	Counsellor, Coquitlam School District
Dick Ramsay	LivingWorks Education Inc., Calgary, AB
Program Reviewers: Foster Parent Curriculum	
Carolyn Robertson	Child Protection Division
Ginny Wilson	Federation of Foster Parents Associations
Cheryl Haw	BC Council for Families
Statistical Support and Analysis	
Lesley Andres	Assistant Professor, Department of Educational Studies, UBC
Support and Information	
Karen Kiddy	Suicide Information and Education Centre, Calgary, AB
Dick Ramsay	LivingWorks Education Inc., Calgary, AB

Program Name and Logo - Description

The program title ASK z ASSESS z ACT, was selected to reflect the content of the intervention training and to differentiate it from the Let's Live! A School-Based Suicide Awareness and Intervention Program (BC Council for the Family).



The Intent of Training School Personnel

ASK z ASSESS z ACT is guided by Tierney’s (1994) evaluation research on suicide intervention training, and the Centres for Disease Control’s (1992) research on school-based programs and training. The Centres for Disease Control (1992, p. 11) describes the intent of school personnel training as being to:

Educate staff on how to identify students with emotional or other problems who may also be potentially suicidal. It is not meant to replace professional mental health care or to empower school staff to act as counsellors but is simply meant to enable staff to sound the alarm.

ASK z ASSESS z ACT Workshop Outline and Content

Centres for Disease Control (1992), Tanney (1989) and others report that the key to suicide intervention is to provide gatekeepers, such as foster parents, with knowledge about suicide (facts, myths, and warning signs) and intervention skills so they can assess if there is a risk of suicide, and if necessary, refer the youth for help. This type of training would be expected to influence a change in attitudes and an increase in knowledge so that school personnel would feel more confident to deal with the issue of youth suicide. Based on this rationale, the ASK z ASSESS z ACT program was developed.