

QPR Gatekeeper Training Children's Mental Health: Other

Literature review updated November 2020.

As part of WSIPP's research approach to identifying evidence-based programs and policies, WSIPP determines "what works" (and what does not work) to improve outcomes using an approach called meta-analysis. For detail on our methods, see our [Technical Documentation](#). At this time, WSIPP has not yet calculated benefits and costs for this topic.

Program Description: The QPR (Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention is a training designed to help individuals to recognize potential suicidal ideation; to effectively counsel individuals believed to be at risk of suicide to seek help; and to refer those individuals to appropriate professional care. The brief training can be completed in approximately one hour either online or in person.

Results are based on a single randomized study of schools in the European Union. In the treatment schools, teachers and other school personnel were trained in QPR. In the control schools, posters used in the Youth Aware of Mental Health program (YAM) were posted in classrooms, but faculty and staff were not trained in QPR or YAM. The analysis included only students who had never attempted suicide and who had not reported severe suicidal ideation in the two weeks before baseline.

Meta-Analysis of Program Effects

Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect size and standard error			Unadjusted effect size (random effects model)	
			ES	SE	Age	ES	p-value
Suicide attempts	1	1978	-0.050	0.041	15	-0.050	0.225
Suicidal ideation	1	1977	-0.031	0.167	15	-0.031	0.852

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

Wasserman, D., Hoven, C.W., Wasserman, C., Wall, M., Eisenberg, R., Hadlaczky, G., . . . Carli, V. (2015). School-based suicide prevention programmes: the SEYLE cluster-randomised, controlled trial. *The Lancet*, 385, 1536-1544.

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