



## Connecting for Life

Ireland's National Strategy to Reduce Suicide

# **National Education and Training Plan**

Quality Assurance Framework (QAF)

HSE National Office for Suicide Prevention

Connecting for Life

**National Education and Training Plan** Quality Assurance Framework (QAF)

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## 1.0 Introduction

The National Office for Suicide Prevention (NOSP) Connecting for Life National Education and Training Plan was developed under Action 5.4.1 of Connecting for Life (CfL), Ireland’s national suicide prevention strategy 2015 – 2020. The Department of Health has supported an extension of CfL for a further five years until 2024.

Objective 3 of the National Education and Training Plan identified the need to “Ensure a consistent and standardised approach to the provision of education and training through the development of a National Quality Assurance Framework (QAF)”. This QAF has been developed under action 3.1 of the Education and Training plan. It is a live document that will be reviewed and updated on a regular basis to reflect new developments and good practice in suicide prevention training.

The NOSP will work closely with the Resource Officers for Suicide Prevention (ROSPs), Training Coordinators, training providers, trainers, government departments, funded agencies and the HSE as required, to maintain and update this document.

This document will cover the NOSP approved training programmes listed below:

- Livingworks Start, (e-learning programme)
- SafeTalk
- ASIST
- Understanding Self Harm
- STORM Adult (Skills Training on Risk Management)
- Professional Bereavement Programme: A workshop for professionals and key contact people providing support to those bereaved through suicide
- Community Bereavement Presentation: Supporting people bereaved through suicide in the community.

Full details of each programme can be found in **Appendix One**.



## 2.0 Purpose of the Quality Assurance Framework

The Quality Assurance Framework will:

- Ensure the maintenance of a desired level of quality, consistency and where required, standardisation. It covers the planning, accessing, delivering, reporting and evaluation of education and training programmes within NOSP.
- Support a learning environment that nurtures a consistent and high standard of delivery.
- Ensure fidelity to the NOSP suicide prevention training programmes.
- Reflect the NOSP's commitment to evidence based and evidenced informed decision-making and a culture of continuous improvement in relation to suicide prevention education and training.

Adherence to all elements of the QAF will ensure that the NOSP education and training programmes are delivered to participants to the specified standard. (See **Appendix Two**, Training Programme Fidelity Checklists).

The QAF is underpinned by the following guiding principles as identified in the National Education and Training Plan.

**Collaborative** – Suicide prevention is the responsibility of all. This plan ensures that all suicide prevention education and training is planned and delivered in collaboration with key strategic partners across all relevant sectors and government departments.

**Accountable** – Implementation structures to support this plan will be built on accountability, competence and openness to ensure quality and delivery of education and training in the most efficient and cost-effective way.

**Responsive** – Based on the premise that suicide can be prevented, all suicide prevention education and training will be responsive to the level of need, accessible and appropriate. Priority will be given to those most likely to come in to contact with individuals at risk of suicide, and prioritised in settings which can have the greatest impact on suicide and self-harm rates.

**Evidence-informed and outcome focused** – All education and training will be evidence-informed, quality assured, evaluated and outcome focused, contributing to the strategic goals of Connecting for Life.

**Adaptive to change** – Suicide prevention education and training will be continually reviewed. Providers must adapt to emerging evidence and changing circumstances and be open to implementing new and successful evidence-based programmes, which can best contribute to the outcomes in Connecting for Life.

The QAF is an important reference and guidance document for everyone who is involved in NOSP funded suicide prevention education and training.

This includes but is not limited to:

- HSE Resource Officers for Suicide Prevention (ROSPs)
- Local Training Coordinators
- National Office for Suicide Prevention (NOSP) staff
- Trainers
- External training providers e.g. LivingWorks, Irish Hospice Foundation.

## 3.0 Roles and Responsibilities

This section outlines the key stakeholders for the QAF.

### **The National Office for Suicide Prevention (NOSP)**

The NOSP will provide funding for training based on evidenced need and manage the relationship with training providers. The NOSP will manage the delivery of Train the Trainer (T4T) events for suicide prevention training programmes (**Appendix One**) and support the quality assurance of trainings in partnership with ROSPs/Training Coordinators.

The NOSP will also work with government departments and agencies whose staff are likely to come into contact with people who are vulnerable to/at risk of suicide. The NOSP will direct training requests to the appropriate ROSP/Training Coordinator.

### **Resource Officers for Suicide Prevention (ROSPs)**

ROSPs (in some cases with support from the local Training Coordinator and/or administration staff), are responsible for the planning and delivery of training across their respective HSE Community Healthcare Organisation (CHO) areas based on annual funding secured from the NOSP.

ROSP's will secure trainers, manage local training budgets and trainer payments, and ensure compliance with relevant training policy and practice documentation. It is the responsibility of the ROSP/Training Coordinator to communicate with the trainers under their remit on the NOSP's behalf.

### **Trainers**

Trainers are recruited nationally and locally. Every trainer must complete and sign a Trainer Agreement form. This is a comprehensive document outlining the trainer role, responsibilities and level of commitment required. ROSP's are responsible for local recruitment of trainers, this may be done at a CHO level, or at the ROSP local area level.

### **Key partners/External Suppliers**

Partners identified as the training providers or licensors as shown in **Appendix One**, will follow the requirements as set out in the license agreement with the HSE.

## 4.0 Recruitment and Training of Trainers

### 4.1 Trainer recruitment and selection

Trainers are recruited from a range of sources, internally from the HSE, externally from a range of organisations and independently through Resource Officers for Suicide Prevention. Recruiting and training new trainers is a considerable investment from the NOSP, as such it is essential all potential trainers are made aware of and agree to the training requirements and commitments in order to maximise trainer retention.

Trainers recruited from the HSE or an external organisation must seek approval from management to ensure training delivery can be incorporated as part of their substantive post. As part of the initial trainer recruitment process, trainers must discuss the annual training requirements & obligations with their manager and provide a management signature on the T4T application form. This ensures the NOSP have a formal agreement with the employer regarding the release of staff to deliver training and to keep up to date with training materials as required.

There are a number factors to consider when recruiting new trainers:

- Evidence of Professional indemnity insurance (for trainers not employed by the HSE or through an agency)
- Travel and Subsistence payments
- Revenue requirements in relation to trainers (e-brief August 2019)
- Contractual requirements (see the 2020 NOSP Trainer Agreement Form)
- Approval and commitment to taking time from their substantive role to prepare for and deliver training
- Trainer ability to deliver required level of programmes to maintain trainer status.

**Table One** shows the programme specific recruitment considerations.

**Table One**

Programme	Recruitment Considerations
ASIST	<ul style="list-style-type: none"> <li>• Qualification in a relevant health related discipline</li> <li>• Knowledge of mental health and suicide prevention</li> <li>• Group facilitation and training delivery experience</li> <li>• Good presentation and problem-solving skills.</li> <li>• Have undertaken safeTALK and the 2-day ASIST workshop as a participant within 24 months prior to the T4T</li> <li>• Must be available to deliver a minimum of 3 programmes per year.</li> </ul>
safeTALK	<ul style="list-style-type: none"> <li>• Qualification in a relevant health related discipline</li> <li>• Knowledge of mental health and suicide prevention</li> <li>• Group facilitation and training delivery experience</li> <li>• Good presentation and problem-solving skills</li> <li>• Have undertaken safeTALK and the 2-day ASIST workshop as a participant within 24 months prior to T4T</li> <li>• Must be available to deliver a minimum of 4 programmes per year.</li> </ul>
Understanding Self-harm	<ul style="list-style-type: none"> <li>• Qualification in a relevant health related discipline</li> <li>• Group facilitation and training delivery experience</li> <li>• An understanding of mental health services structure and delivery</li> <li>• An understanding of mental health and self-harm</li> <li>• Have undertaken the safeTALK and ASIST programme</li> <li>• Must be available to deliver a minimum of 3 programmes per year.</li> </ul>
STORM	<ul style="list-style-type: none"> <li>• Qualification in a relevant health related discipline</li> <li>• Group facilitation and training delivery experience</li> <li>• An understanding of mental health services structure and delivery</li> <li>• An understanding of mental health and self-harm issues</li> <li>• Must be available to deliver a minimum of deliver 3 programmes per year.</li> </ul>
Community Bereavement	<ul style="list-style-type: none"> <li>• Preference that facilitators of the community bereavement presentation are in post as a ROSP or SBLO</li> <li>• Considerations for other candidates:                             <ul style="list-style-type: none"> <li>• Considerable experience in group facilitation and training delivery</li> <li>• Knowledge of mental health, suicide prevention and postvention</li> <li>• Counselling experience.</li> </ul> </li> </ul>
Professional Bereavement	<ul style="list-style-type: none"> <li>• Qualification in a relevant health related discipline</li> <li>• Group facilitation and training delivery experience</li> <li>• Good presentation and problem-solving skills</li> <li>• An understanding of mental health services structure and delivery</li> <li>• An understanding of prevention, intervention and postvention practices in relation to suicide</li> <li>• Must be available to deliver a minimum of 2 programmes per year.</li> </ul>



## 4.2 Trainer recruitment process

### 4.2.1 CHO Area/ Local Recruitment Process

- ROSPs will contact the NOSP if there is a local need and requirement to recruit additional trainers.
- The NOSP will review the interest in particular T4Ts nationally and send the Expression of Interest form (EOI) to the ROSPs, who will distribute it locally.
- The ROSP will review the EOI form and send out application forms to suitable candidates.
- The ROSP will shortlist the applications and invite the shortlisted candidates for interview.
- The ROSP will lead the interview (see **Appendix Three** for interview questions), supported by other local qualified staff and/or a ROSP colleague from another area.
- Successful candidate applications will be submitted to the NOSP for the relevant T4T event.
- The NOSP will secure T4T trainers, dates, venue hire and provide relevant information to candidates.

### 4.2.2 National Recruitment Process (Related to Action 1.1, Education and Training Plan)

- Trainer need will be identified by Government Departments and Agencies.
- The NOSP will review the training need identified at organisational level, and a nominated contact at department/agency level will issue EOI forms on behalf of NOSP.
- The NOSP will review the EOI forms informing applicants of the decisions taken, application forms will be issued to suitable candidates.
- The NOSP will shortlist the applications and invite the shortlisted candidates for interview.
- Interviews will be conducted by members of the Education and Training Sub-Group (see **Appendix Three** for interview questions).
- Successful candidate applications will be submitted for the relevant T4T event.
- The NOSP will secure T4T trainers, dates, venue hire and provide relevant information to candidates.

### 4.3 Train the Trainer Event

For all facilitated training programmes covered by the QAF, new trainers are trained using the Train the Trainer (T4T) model. This model uses a trainer (a subject matter expert) to train candidates on the programme content as well as providing training delivery and facilitation skills. The need for new trainers (and thus T4Ts) is driven by local need at ROSP/CHO level and nationally by gaps identified by NOSP. The NOSP will log candidate interest and when sufficient demand has been identified for a particular T4T a business case will be submitted to the NOSP management team for approval. The NOSP manages all aspects of the arrangement and delivery of the T4Ts, including cost. T4Ts usually take place in Dublin and most require overnight stays. Once a candidate has been recruited they will be invited to attend a T4T. This process includes the following steps:

- Collate the Trainer T4T application forms and Trainer Agreement forms
- Provision of details for the T4T (date(s), times, location, accommodation (if applicable), food and refreshments, preparation, tutor contact prior to course).
- Online registration prior to T4T for some training courses.

**Table Two**

Programme	T4T Details
ASIST	5 consecutive days
safeTALK	2 consecutive days
Understanding Self-harm	2 consecutive days
STORM	5 consecutive days
Community Bereavement	2 consecutive days
Professional Bereavement	2 consecutive days

To ensure full trainer confidence and competence new trainers will deliver programmes in a staged process. This varies for each of the programmes, see **Table Three** below.

**Table Three**

Programme	Process to become a qualified trainer	Minimum number of programmes to be delivered annually to maintain trainer status
ASIST	Attend T4T, co-facilitate delivery of 2-3 workshops with a Master Trainer*.	3
safeTALK	Attend T4T, co-facilitate delivery of 2-3 workshops with a Master Trainer.	4
Understanding Self-harm	Attend T4T, co-facilitate delivery of 2-3 workshops with a Master Trainer.	3
STORM	Attend T4T, facilitate and liaise with co-facilitators and STORM support.	3
Community Bereavement	Attend T4T.	Based on demand
Professional Bereavement	Attend T4T.	2

\* Master Trainer status is achieved and maintained when the trainer has delivered ten workshops and all components of the ASIST programme.

## 5.0 Training Planning and Organisation.

**Note:** There are specific instructions in place for the delivery of face to face training in relation to the Covid 19 pandemic. Please refer to the HPSC Covid 19 Guidance document which details instructions for delivery of face to face training.

The ROSP, CHO Training Coordinator and/or other designated person is responsible for the organisation of training across their respective CHO areas. Each training programme will have specific requirements in relation to number of trainers, participants, venue selection, room layout etc. The elements below must be covered:

- **Trainer selection.** Consider facilitator pairing when more than one facilitator is required. When selecting trainers, it is important to consider the length of time since their last delivery and their current trainer status – e.g. are they a Master Trainer, newly trained.
- **Community Support.** For some of the public programmes, e.g. safeTALK, it is a requirement to have an ASIST trained individual from the community, i.e. a Community Resource, present to provide support to participants if required.
- **Venue Selection.** Consider accessibility, size, location, cost (where possible use HSE premises or a community based organisation).
- **Booking System.** The HSE approved Bookwhen system must be used to register candidates for all training programmes, with the exception of the Community Bereavement Programme and STORM.
- **Participant Numbers.** Minimum and maximum participant numbers must be adhered to at all times. These are in place to protect and support both the participants and the trainers.
- **Materials.** ROSP's will ensure that participant materials are provided to the trainer prior to the commencement of training, it is the trainer's responsibility to ensure all materials have been received.
- **Venue.** Ensure that all AV/IT equipment is in place & that the room is laid out in the correct format.

## 6.0 Training Delivery

- The trainer(s) must ensure that the specified room layout for both plenary and group sessions must be adhered to. Details of this are covered in the programme manuals.
- The room must be prepared before the programme commences e.g. posters, participant worksheets, name badges, evaluation forms, leaflets etc.
- The format and structure of the training programme must be strictly adhered to. This is particularly important, given the nature and content of the training. The programmes are carefully designed to ensure the safety of participants at all times, and any deviation from this may put participants at risk. This includes ensuring breaks and lunch times happen at the specified times.
- It is important to welcome all participants as they arrive to put them at ease and to set the tone of a welcoming and supportive learning environment.
- Registration/Sign in sheets must be completed.

## **7.0 Training Monitoring and Evaluation**

### **7.1 Monitoring, reporting and evaluation**

For the programmes licensed externally through LivingWorks (ASIST, SafeTALK and START), and STORM (University of Manchester), all monitoring, reporting and evaluation requirements are included in programme specific training manuals. NOSP request separate evaluation feedback sheets for the Professional Bereavement programme, and STORM training figures must be reported quarterly.

It is essential that these requirements are adhered to for every programme that is run. This is a key element of the NOSP education and training plan, and serves to provide lessons learned, and the opportunity for continuous improvement, for trainers, ROSPs, Training Coordinators, NOSP and the licensor organisations.

### **7.2 Managing Trainer performance**

NOSP is fully committed to supporting all local and national trainers. The retention of trainers is cost effective, and reduces the need for additional recruitment. In order to ensure trainers are motivated and successful in their work, they must be actively supported and encouraged by ROSPs and local Training Coordinators.

One of the key challenges to maintaining a high level of trainer performance is ensuring fidelity to the programme format, structure and content. Over time, there is the risk that trainers may change the structure of the programme, either intentionally or unintentionally. As written above, all of the programmes have been developed using evidence based and evidence informed research and designed to ensure a safe learning space, both from a format/timing and content perspective. It is essential that all trainers are aware of this and that fidelity to the programme design is maintained. To support this Appendix Two provides Fidelity Checklists for ASIST, safeTALK and Understanding Self Harm.

To further support this crucial element of successful training delivery, NOSP funds regular Trainer Support Days across the country. Please link with the NOSP Education and Training team to find out more about this and arrange a Trainer Support Day for your area.

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# Appendix One

## NOSP Education and Training Programmes covered by the Quality Assurance Framework

Programme Levels	Standardised Training Programmes	Target Groups for Training Programmes	Learning Objectives	Learning Outcomes	Additional Information
<p><b>Awareness Raising Programme</b></p> <p>Start is a 90 minute online interactive programme which gives participants the skills and knowledge to keep a person safe from suicide.</p> <p>Provider: LivingWorks</p>	<p>Suicide Safer Communities</p>	<p>No prior training or experience needed</p>	<ul style="list-style-type: none"> <li>• To identify people with thoughts of suicide</li> <li>• To become more comfortable talking about suicide</li> <li>• To feel more confident in keeping a person safe in times of distress</li> <li>• To connect people in crisis to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes &amp; knowledge in relation to suicidal prevention have changed</li> <li>• Have increased confidence to deal with a person at risk of suicide</li> <li>• Have increased confidence to identify appropriate services that individuals could be referred to.</li> </ul>	<p>Individuals who are recently bereaved must wait 12 months post bereavement before engaging in this programme.</p>

Programme Levels	Standardised Training Programmes	Target Groups for Training Programmes	Learning Objectives	Learning Outcomes	Additional Information
<p><b>Intervention Programme</b></p> <p>ASIST – Applied Suicide Intervention Skills Training is a 2 day skills based workshop that equips participants for an effective suicide intervention role. The emphasis is on first aid – helping a person at imminent risk stay safe and seek further help.</p> <p>Provider: LivingWorks</p>	<p>Suicide First Aid Training</p>	<p>It is recommended participants attend a safetALK training prior to attending</p>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To understand the ways that personal and societal attitudes affect views on suicide and suicide interventions.</li> <li>To encourage honest, open and direct talk about suicide as part of preparing people to provide suicide first aid.</li> <li>To provide guidance and suicide first aid to reduce the immediate risk of a suicide and increase the support for a person at risk.</li> <li>To identify the key elements of an effective suicide safety plan and the actions required to implement it.</li> <li>To learn what a person at risk may need from others in order to keep safe and get more help.</li> <li>To consider how personal attitudes and experiences might affect an individual's role helping with a person at risk.</li> <li>Increased knowledge of local community resources</li> <li>Recognition of the need for self-care and support.</li> </ul>	<p><b>Learning Outcomes</b></p> <p>Participants:</p> <ul style="list-style-type: none"> <li>Attitudes &amp; knowledge in relation to suicidal behaviour have changed</li> <li>Have developed a greater understanding of the stigma and taboo surrounding suicide</li> <li>Have improved understanding of suicidal behaviours and risk factors</li> <li>Have increased confidence to deal with a person at risk of suicide</li> <li>Have improved knowledge of intervention strategies in relation to suicide</li> </ul>	<p><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>The delivery of an ASIST workshop requires two trainers.</li> <li>NOSP strongly recommends participants attend SafeTALK before completing the ASIST workshop.</li> <li>Participants: Minimum: 16, Maximum: 30</li> <li>All participants must book their place through Bookwhen which outlines the various registration and attendance criteria</li> <li>Trainers are required to complete the LivingWorks monitoring and reporting documentation after the delivery of the programme. Please also use the ASIST Trainer Fidelity Checklist to ensure delivery of the programme in the correct way.</li> </ul>

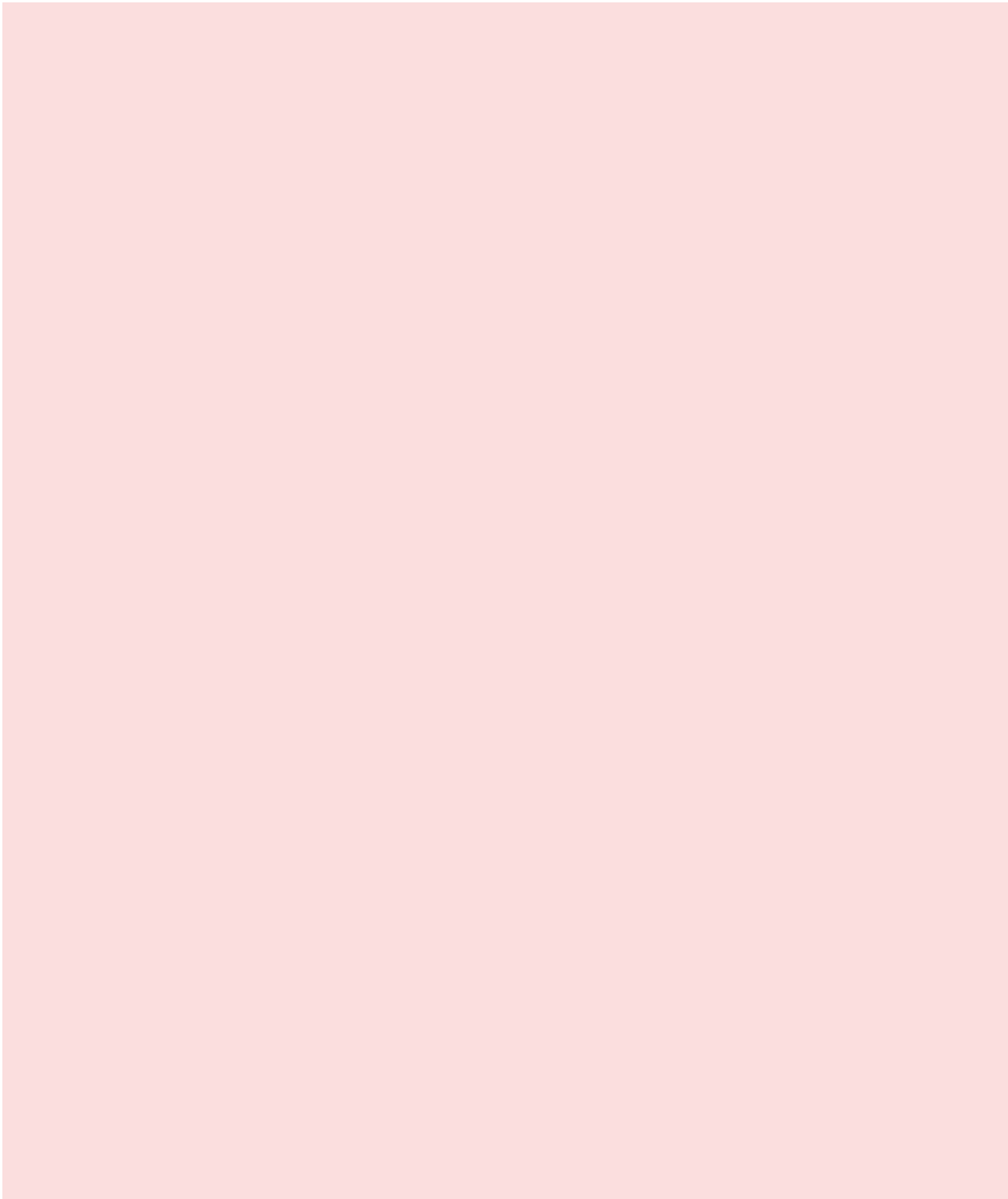
Programme Levels	Standardised Training Programmes	Target Groups for Training Programmes	Learning Objectives	Learning Outcomes	Additional Information
<p><b>Awareness Raising Programme</b></p> <p>Understanding Self-Harm is a 1 day training programme which works to reduce the stigma of self-harm, improve individual and care agencies' awareness and sensitivities to self-harm issues and promote effective care services for those who self-harm.</p> <p>Provider: HSE</p>	<p>Understanding Self-Harm (USH)</p>	<p>No prior training or experience needed.</p>	<ul style="list-style-type: none"> <li>Develop participants' knowledge and understanding of self-harm and the reasons underlying such behaviour</li> <li>Consider the needs of people who self-harm</li> <li>Consider self-harm and its relationship with suicide</li> <li>Understand the prevalence of self-harm across different age groups and genders</li> <li>Develop awareness of possible interventions and helpful responses to people who self-harm</li> </ul>	<p>Participants:</p> <ul style="list-style-type: none"> <li>Have improved knowledge of self-harm and associated risk factors</li> <li>Attitudes/knowledge in relation to self-harm have/has changed</li> <li>Have developed a greater understanding of the stigma surrounding self-harm</li> <li>Have increased confidence to respond to people who self-harm</li> <li>Improved knowledge about suicidal behaviour and risk factors</li> </ul>	<ul style="list-style-type: none"> <li>The delivery of USH requires two trainers.</li> <li>Participants: Minimum X Maximum: 24</li> <li>All participants must book their place through Bookwhen.</li> </ul>
<p><b>Alertness Raising Programme</b></p> <p>safeTALK is an internationally recognised half-day training programme that supports participants to recognise and engage persons who might be having thoughts of suicide, and to connect them with community resources. The programme stresses safety while challenging taboos that inhibit open talk about suicide.</p> <p>Provider: LivingWorks</p>	<p>Suicide Safer Communities</p>	<p>No prior training or experience needed.</p>	<ul style="list-style-type: none"> <li>To identify people who have thoughts of suicide.</li> <li>Recognise that invitations to help are often overlooked</li> <li>Move beyond common tendencies to miss, dismiss or avoid signs of suicide risk.</li> <li>Apply the TALK (Tell, Ask, Listen, and Keep safe) steps to connect a person with suicidal thoughts to people and agencies that can help.</li> <li>Connect the person with thoughts of suicide to suicide first aid help and further community resources.</li> <li>Increased knowledge of resources in your local community</li> </ul>	<p>Participants:</p> <ul style="list-style-type: none"> <li>Attitudes &amp; knowledge in relation to suicidal behaviour have changed</li> <li>Have developed a greater understanding of the stigma and taboo surrounding suicide</li> <li>Have improved understanding of suicidal behaviours and risk factors</li> <li>Have increased confidence to deal with a person at risk of suicide</li> </ul>	<ul style="list-style-type: none"> <li>One Trainer. A Community Resource person should also be available to provide support to participants if required.</li> <li>Participants: Minimum: 12 Maximum:30</li> <li>All participants must book their place through Bookwhen.</li> </ul>



Programme Levels	Standardised Training Programmes	Target Groups for Training Programmes	Learning Objectives	Learning Outcomes	Additional Information
<b>Intervention Programme</b> Provider: University of Manchester	STORM – Skills Training on Risk Management	HSE Health Service and select HSE funded services	<ul style="list-style-type: none"> <li>Developing and enhancing skills in assessment and management of suicide and self-harm</li> <li>Improving attitudes to suicide and self-harm</li> <li>Increasing confidence</li> <li>Developing the essential skills to risk assess and safety plan</li> <li>Improve attitudes to suicide and self-harm</li> <li>Increase confidence</li> <li>Develop the essential skills to risk assess and safety plan</li> </ul>	Participants: <ul style="list-style-type: none"> <li>Have improved understanding of suicidal behaviour</li> <li>Have reduced stigmatising attitudes</li> <li>Have increased confidence to deal with suicidal behaviour</li> <li>Have improved knowledge about suicidal behaviour, risk factors and interventions</li> <li>Have increased suicide intervention skills</li> </ul>	STORM training can be delivered across 4 Levels: <ul style="list-style-type: none"> <li>Basic</li> <li>Level 1</li> <li>Level 2</li> <li>Level 3</li> </ul> Participants: Minimum 4, Maximum 8.
<b>Postvention Programme</b> The Bereavement Training Programme is a one day training programme which provides individuals with the skills and knowledge to support those bereaved through suicide. Provider: HSE/Irish Hospice Foundation	Bereavement Training Programme – Professionals & Key Contacts	Professionals working with people bereaved through suicide	<ul style="list-style-type: none"> <li>To develop participants' knowledge and understanding of the grieving process</li> <li>To enhance participants' skills in supporting people bereaved by suicide</li> </ul>	Participants will: <ul style="list-style-type: none"> <li>Have an increased understanding of the grieving process and the context of suicide</li> <li>Have an improved understanding of the risk factors associated with suicide</li> <li>Have an increased knowledge of how to support people bereaved through suicide</li> </ul>	<ul style="list-style-type: none"> <li>The delivery of this programme requires two trainers.</li> <li>Participants: Minimum 8, Maximum: 16.</li> </ul>
<b>Postvention Programme</b> Guidance for communities on supporting people bereaved through suicide. Provider: HSE/Irish Hospice Foundation	A two-hour presentation - part of a NOSP initiative, to enhance	Members of the community who have been bereaved through suicide	<ul style="list-style-type: none"> <li>To develop an understanding of the Grieving Process</li> <li>Know how to support people bereaved by suicide</li> <li>Reassure members that help and support is available</li> </ul>	Participants: <ul style="list-style-type: none"> <li>Have an increased understanding of the grieving process</li> <li>Have an increased knowledge of supports available</li> </ul>	<ul style="list-style-type: none"> <li>Two trainers and one community support person</li> <li>Participants: No limit</li> </ul>

## **Appendix Two**

### Training Programme Fidelity Checklists



## ASIST Fidelity Checklist Guidelines

Adhering to ASIST'S structure, sequence and philosophy is essential. The fidelity checklist has research and programme integrity purposes. It is made up of three parts. Part one requires each facilitator to ensure the correct training requirements are in place prior to the commencement of training. Part two requires each facilitator to confirm all parts of the training are delivered in the prescribed format for both day one and day two. Part three requires the facilitator to provide additional information in relation to their experience delivering the training for both day one and day two.

### Part 1

<b>Training Requirements</b>	<b>T.1</b>
2 qualified trainers	
Appropriate venue that meets the requirement for ASIST (see manual)	
The workshop is delivered over 2 full consecutive days 9-5pm	
Maximum participants: 30	
Minimum participants: 16	
<b>Preparation Requirements</b>	
Assign training tasks to each trainer. Consult the shared workshop guide	
Prepare and practice co training tasks including 4.5, 4.6, 5.2 and 5.3	
Prepare slide 1.3.2a the iceberg slide with most up to date national figures	
Prepare slide 1.3.5 (ASIST Tree) and add trainer names and trainer ID numbers	
Prepare slide 1.4.8 and enter trainer details at bottom of slide	
Videos for training are working and are checked prior to training	
Review your manual relating to trainer tasks and room set up	
Confirm break and lunch with venue	
Set up room – 30 chairs in u-shape set up	
<b>Equipments and Materials Requirements</b>	
Laptop, projector, speaker, white screen x2	
Flipchart paper, Markers, & pens	
Name badges for participants	
2 Trainer Posters per Trainer	
Participant handbook	
Quick Reference Wallet cards	
Stickers	
Helpers in the Community Local Resources sheet	
Evaluation Questionnaire	
Certificates (with CEU note added if appropriate)	

**Part 2: Day 1**

<b>Date</b>	
<b>Start and finish time</b>	
<b>No. of participants</b>	
<b>Venue</b>	

<b>Task</b>	<b>Time</b>		<b>T.1</b>	<b>T.2</b>
<b>Section 1: Preparing - Whole Group</b>				
<b>1.1</b>	15 mins	Registration		
<b>1.2</b>	15 mins	Why First Aid		
<b>1.3</b>	05 mins	Why ASIST		
<b>1.4</b>	15 mins	About the Participants		
<b>1.5</b>	10 mins	About the Workshop		
	10 mins	Break		
<b>1.6</b>	20 mins	About Connecting (show cause of death)		
<b>Section 2: Connecting - Work Group</b>				
<b>2.2</b>	50 mins	Connecting Feelings and Experiences with Suicide and Helping		
<b>2.3</b>	30 mins	Introductions		
<b>2.4</b>	60 mins	Connecting Attitudes with Suicide and Helping		
	60 mins	Lunch		
<b>Section 3: Understanding - Work Group</b>				
<b>3.1</b>	10 mins	Introduction to UNDERSTANDING		
<b>3.2</b>	15 mins	Exploring Invitations		
<b>3.3</b>	15 mins	Asking about Thoughts of Suicide		
<b>3.4</b>	10 mins	Understanding Choices Phase		
	10 mins	Break		
<b>3.5</b>	20 mins	Hear Their Story		
<b>3.6</b>	20 mins	Supporting Turning to Safety		
<b>3.7</b>	10 mins	Assisting Life Phase		
<b>3.8</b>	30 mins	Develop Safe Plan		
<b>3.9</b>	10 mins	Confirm Actions		
<b>3.10</b>	20 mins	Concluding UNDERSTANDING collect participant workbooks		

<b>Signature Trainer 1</b>	
<b>Signature Trainer 2</b>	

## Part 2: Day 2

<b>Date</b>	
<b>Start and finish time</b>	
<b>No. of participants</b>	
<b>Venue</b>	

Task	Time		T.1	T.2
<b>Section 4: Assisting - Whole Group</b>				
4.1	15 mins	Starting the Assisting Section		
4.2	50 mins	PAL in Action and show It begins with		
	15 mins	Break		
4.3	10 mins	Transition to Practice		
4.4	10 mins	Connecting Simulation		
4.5	15 mins	Support Turning to Safety Simulation		
4.6	40 mins	PAL Simulation		
4.7	15 mins	Safety First Simulation		
4.8	15 mins	Workgroup Introduction and Guidelines		
	10 mins	Break		
<b>Section 4: Work Groups</b>				
4.9	45 mins	Workgroup Practice (complete 1 practice before lunch)		
	60 mins	Lunch		
4.9	115 mins	Continue Workgroup Practice 115 ( include 10 min stretch)		
<b>Section 5: Working Together- Whole Group</b>				
5.1	5 mins	Organising and Starting		
5.2	20 mins	Relationships with Persons with Thoughts of suicide		
5.3	15 mins	Community Relationships discussion		
5.4	10 mins	Closing The Workshop		
	15 mins	Complete Training report		
		Submit trainer report and Participant Feedback forms to <a href="mailto:asistfeedback@livingworks.net">asistfeedback@livingworks.net</a> asap		

<b>Signature Trainer 1</b>	
<b>Signature Trainer 2</b>	

### Part 3: Day 1

Please offer any comments or observations about working with the group on particular activities within the training.

What worked well during the session

The challenges in delivering the session

Reflections on that session

Future recommendations for Trainers

## Part 3: Day 2

Please offer any comments or observations about working with the group on particular activities within the training.

What worked well during the session

The challenges in delivering the session

Reflections on that session

Future recommendations for Trainers

## safeTALK Fidelity Checklist Guidelines

Adhering to safeTALK’s structure, sequence and philosophy is essential. The fidelity checklist has research and programme integrity purposes. It is made up of three parts. Part one requires the facilitator to confirm the correct training requirements are in place prior to the commencement of training. Part two requires the facilitator to confirm all parts of the training are delivered in the prescribed format. Part three requires the facilitator to provide additional information in relation to their experience delivering the training.

### Part 1

Training Requirements	Trainer
1 qualified trainer	
Maximum 30 participants	
Minimum 12 participants	
Appropriate venue that meets the requirements for safeTALK (see manual)	
The workshop is delivered in full over 3.5 to 4 hours	
The presence of an ASIST trained Community Support Resource person (that is not a participant)	
Preparation Requirements	
Review manual relating to trainer tasks and room set up	
Use the safeTALK Trainer Learning Aid (STLA) aid for preparation	
Transfer presentation material from USB to desktop	
Ensure video clips for training are working and are checked prior to training	
Prepare customisable slide 1.2 with organisation/group identity details	
Prepare customisable slides 8.1-8.4 with alternative ‘invitations’ if appropriate	
Prepare customisable slide 9.2 with different invitations text if appropriate	
Prepare customisable slide 15 with appropriate local resources	
Prepare customisable slide 16.2 with different invitations text if appropriate	
Prepare customisable slide 19 with different invitations text if appropriate	
Prepare customisable slide 20 with practice scene text if appropriate	
Prepare Flip chart page with TALK steps for Creating the practice scene	
Equipments and Materials Requirements	
Laptop, projector, speaker, white screen	
Flipchart paper, Markers, & pens	
Name badges for participants	
Participant workbooks	
Wallet card with TALK steps	
Stickers	
KeepSafe Connections Local Resources sheet	
Evaluation Questionnaire (back of workbook)	
Certificates (with CEU note added if appropriate)	



## Part 2

<b>Date</b>	
<b>Start and finish time</b>	
<b>No. of participants</b>	
<b>Venue</b>	

<b>Task</b>	<b>Time</b>		<b>Trainer</b>
<b>Section 1</b>			
	10 mins	Setting the Context: Information on NOSP/ROSP/CFL	
<b>1.1</b>	15 mins	Community Reasons for safeTALK	
<b>1.2</b>	15 mins	Personal Reasons for safeTALK	
<b>1.3</b>	05 mins	Introduce TALK	
<b>1.4</b>	15 mins	Tell	
<b>1.5</b>	15 mins	Ask	
<b>1.6</b>	15 mins	Listen	
<b>1.7</b>	15 mins	Keepsafe	
<b>1.8</b>	05 mins	Conclusion of Part 1	
	10 mins	Break	
		Check in with Community Support Resource	
<b>Section 2</b>			
<b>2.1</b>	05 mins	Introduction to Part 2	
<b>2.2</b>	20 mins	Activating Your Willingness	
<b>2.3</b>	15 mins	The Importance of being nosey and limits to the Suicide alert role	
<b>2.4</b>	15 mins	Preparing for Practice	
<b>2.5</b>	05 mins	Creating the Practice Scene	
<b>2.6</b>	20 mins	Practice	
<b>2.7</b>	10 mins	Close	
		Submit trainer report online	

<b>Signature Trainer</b>	
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### Part 3:

Please offer any comments or observations about working with the group on particular activities within the training.

What worked well during the session

The challenges in delivering the session

Reflections on that session

Future recommendations for Trainers

## Understanding Self-harm Fidelity Checklist Guidelines

Adhering to the Understanding Self-harm programme's structure, sequence and philosophy is essential. The fidelity checklist has research and programme integrity purposes. It is made up of three parts. Part one requires the facilitator to confirm the correct training requirements are in place prior to the commencement of training. Part two requires each facilitator to confirm that all parts of the training are delivered in the prescribed format. Part three requires the facilitator to provide additional information in relation to their experience delivering the training.

### Part 1

Training Requirements	Trainer
1 qualified trainer	
A maximum of 20 participants	
Appropriate venue that meets the requirements for USH Training (as per manual)	
Preparation Requirements	
Review the Understanding Self Harm Facilitator manual relating to trainer tasks	
Review the notes for each slide in the Facilitators manual (Section B)	
Ensure statistic slides 21,23 and 32 are updated	
Ensure DVD/ Video clips are working and are checked prior to training	
Equipments and Materials Requirements	
Laptop, projector, speaker, white screen	
Presentation slides	
DVD/Video Clips	
Flipchart paper, markers, & pens	
Name badges for participants	
Participant handbook	
Wallet card with self-harm steps	
Attitudes to self-harm sheets – Appendix 3	
Case Studies – Appendix 4	
Evaluation Questionnaire (Facilitators manual appendix 3)	
List of local resources	
Certificates (with CEU note added if appropriate)	

## Part 2

<b>Date</b>	
<b>Start and finish time</b>	
<b>No. of participants</b>	
<b>Venue</b>	

Time	Training Details	Trainer
05 mins	Outline Learning Objectives	
05 mins	Information on NOSP/ROSP/CFL	
<b>Session 1</b>		
05 mins	Training in self-harm – why?	
05 mins	What's in a name?	
05 mins	Definitions of self-harm	
35 mins	Attitudes to self-harm	
20 mins	DVD What Lies Beneath	
15 mins	Break	
<b>Session 2</b>		
25 mins	Self-harm: incidence and prevalence	
15 mins	Types of self-harm	
05 mins	Self-harm and suicide	
10 mins	Methods	
20 mins	DVD What Lies Beneath	
20 mins	Case Study	
60 mins	Lunch	
<b>Session 3</b>		
05 mins	Feelings associated with self-harm	
05 mins	Causes of self-harm	
10 mins	Functions of self-harm	
10 mins	Cycle of self-harm	
20 mins	DVD What Lies Beneath	
<b>Session 4</b>		
20 mins	Self-harm What Helps?	
20 mins	DVD What Lies Beneath	
25 mins	Support Services	
05 mins	Self-Care	
05 mins	List of Resources	
05 mins	Questions and Answers	
10 mins	Close	

<b>Signature Trainer</b>	
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**Part 3:**

Please offer any comments or observations about working with the group on particular activities within the training.

What worked well during the session

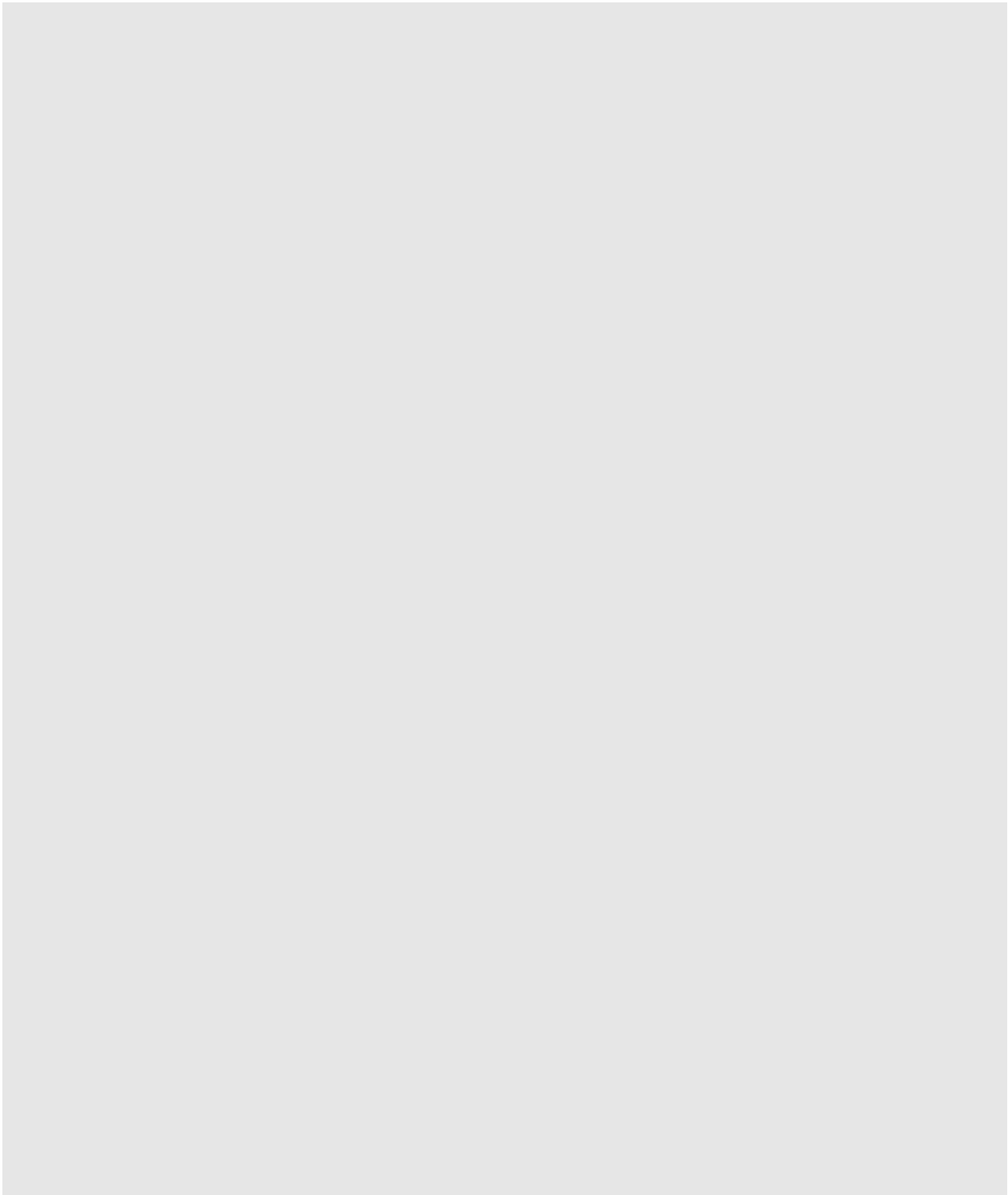
The challenges in delivering the session

Reflections on that session

Future recommendations for Trainers

## **Appendix Three**

### Recruitment of Trainers – Interview Questions



<b>Name</b>		<b>Interview Date</b>	
<b>Completed safeTALK?</b>	<b>Yes</b> - date completed:	<b>Completed ASIST?</b>	<b>Yes</b> - date completed:
	<b>No</b> - date to be completed:		<b>No</b> - date to be completed:

1. If having completed either safeTALK or ASIST, what were your impressions of the programme/s?

2. Have you had much experience responding to suicide/self-harm? How has this shaped/Describe your attitudes to suicide prevention?

3. Do you feel able to be part of an open and direct conversation about suicide e.g. through intervention or bereavment support?

4. safeTALK and ASIST require skilled presenters/facilitator's. Do you feel you have sufficient experience in facilitating groups?

5. What characteristics do you have that will support you in delivering this type of training?

6. Is there anything else you would like to discuss/add?

Comments

<b>Interviewer 1</b>		<b>Interviewer 2</b>	
<b>Signature</b>		<b>Signature</b>	
<b>Date</b>		<b>Date</b>	

