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Powerpoint Presentation:

Community gatekeeper training for youth workers on help-seeking and referral practice

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Overview of introduction

Three main strands of research

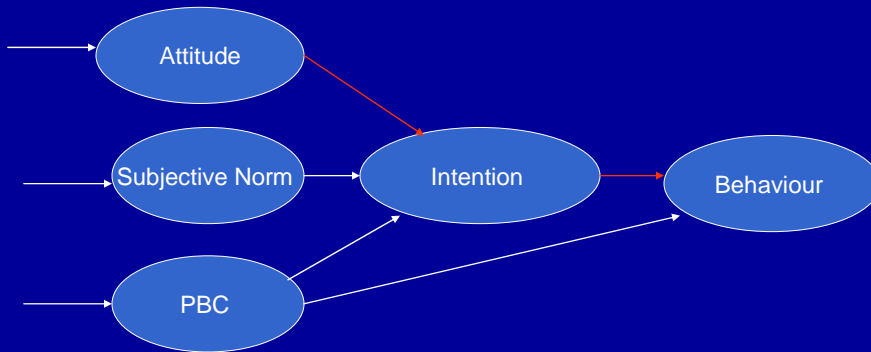
- 1) help-seeking for mental health issues
 - young people
 - model of help-seeking
- 2) personal barriers and professional practice
- 3) gatekeeper training programs

Help-seeking amongst young people

- Highest prevalence rates of mental health problems (Andrews et al., 1999)
- Often do not seek help from adults... (Kalafat, 1997)
- Even less likely when experiencing suicidal thoughts (Carlton & Deane, 2000)

A help-seeking model

- Theory of Planned Behaviour (Ajzen, 1991)



A shift to gatekeepers' view of mental health issues

- Gatekeeper models of early intervention *assume* gatekeepers will be positively predisposed to promote mental health help-seeking
- Recent research identified areas of potentially negative predisposition....
 - religiosity (e.g. Leane & Shute, 1998)
 - perceived ability to intervene (King et al., 1999)
 - personal history of suicide (Neimeyer, 1999)

Personal help-seeking and professional practice

- gatekeepers may have the same barriers to help-seeking as young people (e.g. Wilson & Deane, 2000)

Youth work and the gatekeeper role

- Key gatekeeper group
- Predisposition may be influenced by...
 - social context
 - conflicting functions of the role
 - personal-emotional functioning due to working with troubled youth (e.g. Bourke & Evans, 2000; Snow, 1994)

Gatekeeper programs

- Have existed for 20 years in Australia and internationally (Frederico & Davis, 1996)
- Participant satisfaction surveys
- Single sample cross-sectional survey designs
- Pre-post designs suggest that the training can improve skills of knowledge about and response to suicide

(e.g. Capp et al., 2001; Pfaff et al., 2001; Stuart et al., 2003)

Personal help-seeking variables

Specialist skill

- Actual help-seeking behaviour
- Barriers
- Intentions
- Social Problem Solving

Professional help-seeking

Generalist skill

- Referral skill

Aims

Training Workshops for Community Gatekeepers

- To evaluate the effects of an educational workshop on personal help-seeking and referral skill.

Procedure

- Convenience sampling - brochure invitation to Help-Seeking Workshops
- 3 workshops
- 3 hours duration
 - 1) appropriate help-seeking
 - 2) social problem solving
 - 3) adolescent mental health

Measures

- **Help seeking intention**
(GHSQ; Deane, Wilson & Ciarrochi, 2001)
- **Help seeking behaviour**
(AHSQ derived Rickwood & Braithwaite, 1994)
- **Barriers**
(BASH-B; Wilson et al., 2003a)
- **Social Problem Solving**
(SPSI-A: Frauenknecht & Black, 2003)
- **Referral skill**
(YRS; Deane, Wilson & Biro in Deane et al., 2002)

Results

- **Attrition bias**
 - Females in follow-up group
 - barriers lower
 - intentions for suicidal thoughts higher
- **Selection bias**
 - No demographic differences
 - Intentions P-E higher
 - Social problem solving lower
 - Actual help-seeking lower

Pre-Post test comparisons

Pre-Post test comparisons

	Pre-workshop		Post-workshop		<u>t</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Actual	1.56	1.37	3.34	2.42	-4.01***
Intent PE	4.08	1.59	4.96	1.52	-2.27*
Intent ST	5.29	1.59	5.54	1.86	-.69
Barriers	2.44	.64	2.40	.46	0.36
Social PS	2.01	.37	2.97	.55	-7.81***
Referral	4.19	.51	4.36	.44	-1.19

$n = 24$, * $p < .05$; *** $p < .001$ (two tailed)

Workshop and Control comparisons

Workshop and Control comparisons

	Workshop		Control		<u>t</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Actual	3.34	2.42	3.30	2.07	.35
Intent PE	4.96	1.52	3.12	2.41	3.26**
Intent ST	5.54	1.86	4.73	2.20	1.49
Barriers	2.40	.46	2.71	.59	-2.03*
Social PS	2.97	.55	3.19	.59	-1.57
Referral	4.36	.44	4.17	.62	.25

$n = 20$ (referral) to $n = 26$ (Barriers), * $p < .05$; ** $p < .01$ (two-tailed)

**Intercorrelations between
help-seeking and referral**

Intercorrelations between help-seeking and referral

Help seeking	1	2	3	4	5	6
1. Intent PE	--					
2. Intent ST	.21*	--				
3. Barriers	-.18	-.44**	--			
SPS						
4. Auto	.06	.31**	-.14	--		
5. Orientation	-.11	.20*	-.23*	.31**	--	
6. Solving Skill	.03	.29**	-.08	.46**	.54**	--
7. Referral	.34**	-.03	.02	-.25*	-.09	.01

$n = 63$ (referral skill) – 73 (Barriers) * $p < .05$; ** $p < .01$ (one-tailed)

Discussion

This study

- Some capacity to enhance personal help-seeking predisposition
 - Intentions for personal-emotional functioning increased
 - Social problem solving increased
 - Barriers remained low
 - Awareness of impact of personal response
- No change or difference in referral skill

Discussion

Help-seeking and referral practice

- Intentions to seek help for a personal-emotional problem
 - the potential impact of personal predisposition
- Automatic process
 - what has been done in the past?

Future directions

- Compulsory training for gatekeeping

- Measurement of personal help-seeking response
- Measurement of professional practice

- Promotion of mental health help