| Date of Training: | | Name of Trainer and/or Co-Trainer: | |
|---|---|---|---|
| Host of Training: | | Number of Participants: | |

Each training group is unique in some aspect. Please describe the personality and composition of the group. Please describe group dynamics. Please note any training challenges encountered. If training is virtual, please indicate the number of participants who kept the video on throughout training (our goal is 100%).

| Please confirm that this training addressed and met each objective. | Please confirm that this training addressed and met each objective. |
|---|---|
| ☐ How to QUESTION someone who may be suicidal and what not to say | ☐ The common causes of suicidal behavior |
| ☐ How to PERSUADE someone who may be suicidal and what not to say | ☐ The warning signs of suicide |
| ☐ How and Where to REFER some who may be suicidal | ☐ How to get help for yourself or someone in crisis |

| CONTENT | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments |
|---|---|---|---|---|
| QPR Material | ☐ Trainer does not finish slide deck, has elements of core QPR slides missing, or has made additions and changes without permission of the QPR Institute. | ☐ Trainer completes QPR-approved slide deck, covering all central items. | ☐ Trainer goes through QPR-approved slide deck completely and covers core QPR slides – myths and facts, clues, and QPR. Trainer integrates their unique perspective and experience into material. | |
| Mental Health Stigma | ☐Trainer does not demonstrate an understanding of suicide and mental health – appears to rely heavily on PowerPoint for knowledge and appears uncomfortable with extensive discussion of these topics. | ☐ Trainer demonstrates an understanding of suicide and mental health. Trainer reiterates that suicide is serious and how important it is to overcome hesitations to discussing emotional topics. | ☐ Trainer demonstrates an understanding of suicide and mental health. Trainer is comfortable, holds space for intense emotion, and supports others in feeling comfortable discussing these topics. | |
| Roleplay Please describe debrief in comments. If no role play, explain in comments. | ☐ Trainer gives unclear instructions on role-play, does not monitor during role-play and provides limited or no debrief. | ☐ Trainer gives instructions on role-play and monitors participants as they role-play and then debriefs role-play after. | ☐ Trainer spends time reviewing reason for role-play, gives a demonstration of role-play and has participants debrief. | |
| DELIVERY | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments |

| | | | |
|---|---|---|---|
| **Engagement** | ☐Trainer focused on getting through the material of the training, does not pause for questions or discussion during the training, does not remain after training. | ☐Trainer makes space for questions and comments from participants throughout the training. | ☐ Trainer connects with participants, encourages questions and comments throughout the training, and creates space during and after the training for discussion of relevant topics. | |
| **Clarity** | ☐Trainer does not explain time frame or learning objectives during training. | ☐Trainer articulates purpose of QPR training at some point during the training and identifies learning objectives and/or shows QPR video at some point during the training. | ☐Trainer clearly articulates the purpose of QPR training at the start of the training – outlining the objectives of QPR, topics to be covered and potential utilization of QPR skills. AND/OR: Trainer shows QPR video. | |
| **Inclusivity** | ☐Trainer does not adapt training content or include sector, demographic or culturally specific data or information. Trainer is dismissive of participant(s). | ☐Trainer tailors in moment and invites diverse perspectives but does not include slides or data specific to audience role, culture, demography, etc. | ☐Trainer demonstrates forethought and ability to tailor in the moment in order to address audience specific information needs. | |

| PARTICIPANT SUPPORT | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments |
|---|---|---|---|---|
| **Q + A**<br>**Please describe questions asked in comments.** | ☐Trainer does not leave time at the end of the training for a question and answer period, does not answer questions throughout the training, or provides incorrect or incomplete responses | ☐Trainer leaves time at the end of the training for a question and answer period if needed or answers questions throughout the training. Trainer responds to all questions sufficiently. | ☐Questions are effectively requested, encouraged and addressed. Trainer comprehensively responds to all questions and follows up with individuals who asked questions they were not fully answered after the training. | |
| **Resources** | ☐Trainer does not provide resources to participants during and after training | ☐Trainer provides general resources to participants and shares them during and after the training. | ☐Trainer is prepared with relevant resources to provide for the individuals receiving training and shares about resources during training. | |
| **Safety** | ☐ Trainer is not trauma-informed in how they prepare participants or clear about how to get help during the training. Trainer does not explain follow-up if participants become person of concern. | ☐Trainer prepares participants for content, explains how they monitor for safety, how to get help during training, and what will happen if a participant becomes a person of concern. | ☐Trainer or co-trainer conducts one-to-one check-ins throughout the training in addition to the safety protocol: preparation, on-going monitoring, how to get help, and what will happen if participant is a person of concern. | |
| Please note any other aspects of this training that may be important to capture: | | | | |

## QPR Trainer Debrief Form for Self-Improvement and Fidelity

Please let us know who is taking the time to complete this form.
Your help is appreciated! We want to acknowledge your contribution.

| First Name: | |
|---|---|
| Last Name: | |

Each training group is unique in some aspect. Please describe the personality of the group. Please describe any group dynamics. Please note any challenges encountered.

Check whether the training was:   in-person ☐             OR             virtual ☐.

If the training was held virtually, how many participants kept the video on throughout the training?
_____ NUMBER WHO STAYED ON CAMERA
Our goal is 100% on-camera virtual participation.

## SUMMARY CHECKLIST

Please confirm that the training addressed and met each objective below.
If it did NOT happen, leave it BLANK.

☐  How to QUESTION someone who may be suicidal and what not to say

☐  How to PERSUADE someone who may be suicidal and what not to say

☐  How and where to REFER someone who may be suicidal

☐  The common causes of suicidal behavior

☐  The warning signs of suicide

☐  How to get help for yourself or someone in crisis

Use the Improvement Rubric below to track your progress toward training excellence.
*For exceptional performance, BOTH the Meets and Exceeds Expectations should be met.*

| CONTENT | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments/Other |
|---|---|---|---|---|
| QPR Material | ☐ Trainer makes additions, deletions or changes to deck without permission of QPR. | ☐ Trainer completes QPR-approved slide deck, covering all items. | ☐ Trainer integrates their unique perspective and experience into the material. | |
| Mental Health Stigma | ☐ Trainer comfortably discusses suicide and mental health. | ☐ Trainer reiterates that suicide is serious and emphasizes how important it is to overcome hesitations to discussing emotional topics. | ☐ Trainer navigates any intense emotions and supports others in feeling comfortable discussing these topics. | |
| Engagement | ☐ Trainer focused on getting through the material and does not pause for questions or discussion during the training and/or does not remain after training. | ☐ Trainer makes space for questions and comments from participants and specifies how and when to ask questions. | ☐ Trainer connects with participants' individually, encourages questions and comments throughout the training and creates space during and after training for relevant discussion. | |
| Clarity | ☐ Trainer introduces learning objectives, agenda and time frame (when training ends). | ☐ Trainer ALSO uses the QPR video to explain the purpose of QPR. | ☐ Trainer describes potential uses of QPR (in the community, professionally, with friends or family). | |
| Inclusivity | ☐ Trainer is dismissive of participants or their questions (either directly or indirectly). | ☐ Trainer adapts training to audience by including sector, demographic or culturally specific data or information. | ☐ Trainer tailors in the moment and invites diverse perspectives. Trainer addresses audience specific information needs. | |
| Resources | ☐ Trainer does NOT provide resources to participants during and after training. | ☐ Trainer prepared with resources most relevant for this audience and shares them during and after training. | ☐ Trainer explains warm-hand-off strategies and shares resource specifics. | |
| Safety | ☐ Trainer is not trauma-informed in how they prepare participants OR Trainer does not explain how to get help during the training OR Trainer does not explain follow-up planned if participant becomes a person of concern. | ☐ Trainer explains protocol for monitoring participant safety (e.g., check-ins or thumbs up when taking breaks). | Trainer or co-trainer reaches out to check-in with each participant throughout the training. | |

| CONTENT | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments/Other |
|---------|-------------------|--------------------|--------------------|-----------------|
| Q and A | ☐ Trainer does not leave time at the end of the training for a question and answer period. Trainer does not stop to answer questions throughout the training. | ☐ Trainer answers comprehensively -- giving complete and correct responses to all audience questions. | ☐ The trainer follows-up with individuals one-on-one if questions are not fully answered or require further discussion. | |

Please list questions asked (especially more unusual or unexpected questions).
We will use these sample questions to create an FAQ for future trainers.

| CONTENT | Needs Improvement | Meets Expectations | Exceeds Expectations | Comments/Other |
|---------|-------------------|--------------------|--------------------|-----------------|
| Role Play | ☐ Trainer gives unclear instructions on role-play, does not safety monitor during role play and provides limited or no debrief. | ☐ Trainer gives instructions on role-play and monitors participants as they role play and then debriefs role-play after. | ☐ Trainer spends time reviewing reason for role play, gives a demonstration of role play and has participants debrief. | **If it is not possible to include a role play, LEAVE BLANK and explain why it was not possible in the comments box below.** |

**ROLE PLAY COMMENT BOX**
Please describe participant comments during the role play de-brief.
Please explain if there was no role play.

Please note any other aspects of this training that are important to capture.