

Electronic Supplementary Material 1

Table 1. Learning outcome domains for suicide prevention workers

What the worker is able to 'do': Competence (knowledge, attitudes and skills)	How the worker approaches their suicide prevention practice	The worker as a professional
<ul style="list-style-type: none">• Clinical/applied skills• *Practical procedures/approaches and strategies• *Engaging and assessment of the client• Intervention and management• Health promotion and early intervention (including networking)• *Communication and referral• Handling of information (documentation, reporting) and information retrieval	<ul style="list-style-type: none">• With understanding of evidence-based theory and practice, and principles of suicide prevention domains• *With appropriate attitudes, cultural understanding, and ethical and legal responsibilities• With appropriate decision making, problem-solving and clinical/applied reasoning and judgement	<ul style="list-style-type: none">• *An understanding of the individual's role in the organisation and within the broader suicide prevention spectrum• *An aptitude for personal development, insight and interpersonal communication, and personal and professional development

* Represents proposed areas of relevance for 'gatekeepers' undertaking non-clinical training

Table 2. Competencies for suicide prevention workers in prevention, intervention, and postvention

<i>Prevention</i>	<i>Intervention</i>	<i>Postvention</i>
<p><i>Research, theory and knowledge:</i></p> <ul style="list-style-type: none"> • *Demonstrate understanding of epidemiological trends, statistics, culture and contexts of suicidal behaviours • *Understand the link between attitudes, stigma, language and knowledge • *Understanding the importance of lived experience in approaching suicide prevention • *Demonstrate knowledge of the multifaceted nature of suicidal behaviour and the differing developmental pathways/trajectories for suicide. • Describe different suicide prevention and response models. • Articulate operational frameworks of practice (individual and organisational) • Identify the differences between targeted and universal suicide prevention strategies. • Define and describe ways to increase effective collaboration and partnerships between community and government services • Identify resources within the community for suicidal persons and their families 	<p><i>Engaging the suicidal person:</i></p> <ul style="list-style-type: none"> • Differentiate between acute, sub-acute and crisis situations. • *Identify differences in engaging responses for different suicidal contexts (above) • *Discuss appropriate language and interpersonal skills for establishing rapport with suicidal persons • Describe the principles for working with suicidal persons • *Understand the unique factors impacting on suicidal persons • Demonstrate appropriate boundaries between the worker and client • *Understand and demonstrate sensitivity towards suicidal persons from different backgrounds 	<p><i>Management and rehabilitation:</i></p> <ul style="list-style-type: none"> • Describe essential resources and procedures for long-term management of a suicidal person • Demonstrate understanding of the difference between management and long-term therapeutic approaches
	<p><i>Risk assessment and duty of care:</i></p> <ul style="list-style-type: none"> • *Describe and report on the range of risk and protective factors and warning signs for suicide across different developmental age groups 	<p><i>Postvention:</i></p> <ul style="list-style-type: none"> • Understand the principles of postvention (including bereavement and prevention of suicide contagion)

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| <ul style="list-style-type: none">• Describe an holistic approach to suicide assessment• Apply different assessment methods for identifying risk state• *Elicit important information from assessment of risk factors to guide subsequent intervention• Define duty of care and workplace obligations.• Demonstrate understanding of legal requirements when working with suicidal people | <ul style="list-style-type: none">• Describe the main areas to be considered in the aftermath of a suicide.• Describe any differences between postvention plans applied at the individual, family, and community levels.• Identify the needs of the individual, family and community in a plan, and include the identification of external support agencies.• Describe prevention responses to prevent suicide contagion |
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Crisis Intervention:

- Understand the difference between crisis intervention and long-term therapy
- Describe the principles of crisis intervention
- Assess the appropriate risk state and identify the problem
- *Describe and match client needs to services identified with the organisation or referring organisation
- Describe intervention strategies different stages of crisis intervention (eg, safety, support, and giving information)
- *Demonstrate obtaining commitment from a suicidal person and the issues involved in making a contract with a client
- *Outline appropriate referral processes
- Demonstrate knowledge of a management plan

Self Care:

- *Understand the importance of different areas of personal management and self care
- Describe principles and practice of supervision
- Describe principles and practice of debriefing
- Understand the usefulness of worker supervision and debriefing within the organisation
- *Describe some of the factors contributing to negative emotions and well-being
- *Describe the strategies to improve physical and emotional well-being.

* Represents proposed areas of relevance for ‘gatekeepers’ undertaking non-clinical training