

EXPLANATION OF THE CRITERIA USED IN AAS VIDEO EVALUATION TOOL

In an effort to offer a standardized way to compare and select suicide prevention videos, the following two-step process has been selected for use. The notes below explain the criteria used in evaluating a particular video.

The Mission of the American Association of Suicidology's volunteer evaluation committee is to review videos in a constructive way so that others have guidance in choosing videos to appropriately meet their needs.

A. MINIMUM REQUIREMENT CHECKLIST

This evaluation begins with a list of minimum requirements that any video must meet in order to be considered for recommendation. They include:

- ✓ **Content Requirements.** The video must meet currently accepted practices for prevention materials (#1 & 2 below).
- ✓ **Practical Requirements.** The video must be well made, in a format appropriate for use in the program for which it is intended. (#3 - 4 below)

All videos reviewed by AAS meet all four of these minimum requirements.

CONTENT REQUIREMENTS

1. The video clearly advocates suicide prevention.

- ❑ The message that suicide is preventable is clearly conveyed.
- ❑ A variety of available and helpful resources are mentioned/listed.

2. The information provided is accurate.

- ❑ Videos should present information that is current and accurate when discussing the nature & scope of the problem of suicide.

- ❑ Information is presented in a logical order.
- ❑ Points are made clearly & completely.

PRACTICAL REQUIREMENTS

3. Video and sound quality are high.

Most viewers are well-experienced video consumers and will respond well only to programs with high quality picture and audio. That means:

- ❑ Quality is good, no problems w/ tracking or sound.
- ❑ Some technical imperfections, but acceptable overall.

4. The video is designed for classroom or workshop use.

- ❑ Presentation of the entire video (or one of its segments) is approximately 30 minutes (or less), timed for an average classroom or workshop presentation.
- ❑ Video includes introductions and summaries of previous segments when appropriate.
- ❑ Video includes follow-up activities to enhance classroom learning for those who wish to use them.
- ❑ If video is designed for use within a SPECIFIC curriculum, it should be noted under "influencing factors" on form.

B. QUALITY CHECK LIST

If the video being previewed met all four minimum requirements, it is important to assess how effectively it will meet local needs in terms of:

- ❑ **Developmental Considerations and Cultural Appropriateness.** Is it right for your audience? (#5-10)
- ❑ **Potential for Affecting Viewers' Attitudes, Behaviors & Skills.** Is this video likely to influence suicide prevention efforts? Is it likely to change behaviors to increase the likelihood of the use of specific skills? (#11-15)

Each question is to be rated on a scale of 1-4 (poor to excellent). It takes a total score of 25-44 for a video to be recommended by the video review committee.

DEVELOPMENTAL CONSIDERATIONS & CULTURAL APPROPRIATENESS

- 5. The information is age-appropriate for the intended audience.**
 - ❑ It is designed to hold the interest of audience in its recommended age range.
 - ❑ Information is understandable and in logical order.
- 6. The suicide messages are clear and relevant for your audience.**
 - ❑ Realistic consequences of suicidal behavior are represented.
 - ❑ Scare tactics are avoided.
 - ❑ Messages are believable.
 - ❑ The suicide prevention messages are clear and well presented.

- 7. The video is sensitive to racial, ethnic, religious, and gender differences.**
 - ❑ Style and content are sensitive to different populations.
 - ❑ The people, situations, and dialogue are reasonably easy with which to identify.
- 8. Stigmatization of suicide victims, attempters and/or survivors is avoided.**
 - ❑ All individuals are realistically and respectfully depicted.
- 9. Glamorization of suicide and suicidal behavior is avoided.**
 - ❑ There is little or no depiction, documentation, or dramatization of actual suicidal behavior.
 - ❑ Video does not inadvertently suggest reasons for killing oneself through focusing on detailed stories of suicides or suicide attempts.
 - ❑ Individuals sharing personal stories emphasize resources and help-seeking behaviors.
- 10. Protective factors are promoted.**
 - ❑ The focus is on help-seeking behaviors.
 - ❑ Skills and connections that are life-affirming are discussed.
 - ❑ Realistic and effective steps to prevent suicide are illustrated for someone who might be suicidal as well as the "helper."

POTENTIAL FOR AFFECTING VIEWERS' SKILLS, ATTITUDES & BEHAVIORS

11. Effective suicide intervention skills are discussed and advocated.

- ❑ The video *explains* how to intervene in suicidal behavior.
- ❑ The video outlines clear intervention steps (i.e., listen non-judgmentally, ask directly about suicide, get help).
- ❑ The video discusses steps to take to get help for oneself if feeling suicidal.

12. The video emphasizes and models help-seeking behaviors.

- ❑ The video *demonstrates/ models* how to intervene in suicidal behavior.
- ❑ Seeking help from a trusted adult or community resources is stressed for youth.

13. Resource suggestions are included.

- ❑ Resources ranging from general categories of help to national associations should be mentioned.

14. A variety of presentation techniques are employed.

- ❑ The video includes role-playing, interviews, skill modeling and/or other techniques in addition to “expert” speakers.

15. Printed guidelines for effective follow-up activities are included

- ❑ Videos can generally be of far greater advantage if guidelines are provided with follow-up activities that challenge and enhance the learning experience for the audience.