**Roll No:** | | | | | | | | | | | |

# PRESIDENCY UNIVERSITY

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REACH GREATER HEIGHTS

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
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Bengaluru

**Mid Term Examinations - October 2026**

**Date:** 06/10/2026 **Time:** 02:00 PM - 03:30 PM

**Course Code:** MSP4307 **Course Name:** Gatekeeper`s Training

**Semester:** Third Semester **Max. Marks:** 50 **Weightage:** 50%

| CO - Levels | CO1 | CO2 | CO3 | CO4 |
|---|---|---|---|---|
| Marks | 10 | 20 | 40 | 20 |

**PART A: Answer Following Questions. 10 M**

| Q.N. | Questions | M | CO | BT |
|---|---|---|---|---|
| 1 | **Explain** the concept of gatekeeper training in the context of mental health and suicide prevention. | 2 | CO1 | BT2 |
| 2 | **Describe** two functions of a mental health gatekeeper in a community or educational setting. | 2 | CO1 | BT2 |
| 3 | **Explain** the importance of suicide prevention frameworks in guiding gatekeeper practice. | 2 | CO1 | BT2 |
| 4 | **Describe** the role of family and peers in recognizing psychological distress. | 2 | CO1 | BT2 |
| 5 | **Explain** why risk documentation and communication are important in gatekeeper practice. | 2 | CO1 | BT2 |

**PART B : Answer Any 1 Following Questions. 10 M**

| Q.N. | Questions | M | CO | BT |
|---|---|---|---|---|
| 6 | **Analyze** how the WHO and CDC approaches to suicide prevention can contribute to understanding suicide prevention at population and community levels. | 10 | CO3 | BT4 |
| 7 | **Analyze** the significance of understanding suicide from biological, psychological, and sociocultural perspectives when developing a comprehensive mental health response. | 10 | CO3 | BT4 |

**PART C: Answer Any 1 Following Questions. 10 M**

| Q.N. | Questions | M | CO | BT |
|---|---|---|---|---|
| 8 | A student approaches a faculty member and says, *"I have been struggling for several weeks, but I don't know whether I should talk to someone about it."* **Apply** appropriate gatekeeper communication skills to demonstrate how the faculty member should respond. | 10 | CO2 | BT3 |
| 9 | A colleague appears emotionally overwhelmed and says that they are finding it increasingly difficult to cope with their current circumstances. **Apply** appropriate communication strategies to demonstrate how a gatekeeper can respond supportively and facilitate further assistance. | 10 | CO2 | BT3 |

**PART D: Answer Any 1 Following Questions. 10 M**

| Q.N. | Questions | M | CO | BT |
|---|---|---|---|---|



*PTO (Please Turn Over)*

| | | | | |
|---|---|---|---|---|
| 10 | A university student has expressed suicidal thoughts and reports increasing difficulty coping with academic and interpersonal stress. **Analyze** how the **CASE framework** can be used to organize and interpret information relevant to the student's risk and determine appropriate intervention and referral. | 10 | CO3 | BT4 |
| 11 | A young adult reports suicidal thoughts, emotional distress, and limited social support. **Analyze** how the **SAFE-T framework** can be used to examine the individual's risk and protective factors and guide appropriate intervention and referral. | 10 | CO3 | BT4 |

| **PART E: Answer Any 1 Following Questions. 10 M** | | | | |
|---|---|---|---|---|
| **Q.N.** | **Questions** | **M** | **CO** | **BT** |
| 12 | **Evaluate** the importance of maintaining appropriate professional boundaries when a gatekeeper is supporting an individual experiencing significant psychological distress. | 10 | CO4 | BT5 |
| 13 | **Evaluate** the importance of recognizing the limitations of the gatekeeper role when responding to individuals requiring professional mental health intervention. | 10 | CO4 | BT5 |