

# **Campus Sustainability Training Series**

## **Session #2: Cultivate Partnerships**

**Monday February 27, 2017 2-3:30pm EST**

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### **OVERVIEW OF SERIES**

January 23rd: Adopt a Sustainability Mindset

**February 27th: Cultivate Partnerships**

April 24th: Build Momentum and Foster Leadership

May 22nd: Secure Resources/ Funding

- Leaving a Legacy: Translating Your Recommendations Into Action  
<http://go.edc.org/Sustain1>

### **RECAP ~ January 23<sup>rd</sup> - Adopt a Sustainability Mindset**

Focusing on the concept of adopting a sustainability mindset, suicide prevention leaders and groups should come up with a vision of what they want to have in place when funding ends, and should keep this in mind every step of the way including with evaluation. This means not just thinking about sustainability when you're developing the program, but as you carry out activities and tweak your program throughout the funding period. Since it is challenging to sustain ALL activities after the grant, the prioritizing worksheet will help you decide which efforts are the most cost-effective and impactful.

### **TODAY'S OVERVIEW ~ February 27th: Cultivate Partnerships**

- Discussion: What Have You Been Up to?
- Today's Topic: Cultivating Partnerships for Sustainability
- Guest Speaker: Jacquie Keeves, UMass Lowell
- Using Communications and Data to Make the Case for Sustainability
- Guest Speaker: Allen Riggs, Snow College
- Next Steps

### **PARTICIPANT HAPPENINGS**

*Courtney Pickens (Eastfield College):* Filling out the homework. Filling out the worksheet helped the team to figure out what needs to be done in terms of programming and making sure that the partners' opinions are incorporated.

*Hannah Kuehl (Oregon State University-Cascades):* We've brainstormed with our Wellness Team about how to implement long-term strategies for success that won't require funding. Data collected was constantly shared with supervisors (Deans Council, etc.).

*Kate Simonds (Colorado Mesa University):* Partnerships with District 51, brought Kevin Hines in, discussed future of ASIST as a part of sustainability

*Lisa Thompson-Gibson (Southern Illinois University-Edwardsville):* I have brought the topic up to our student advisory council and our executive council. We need lots of follow up, though. I also spoke informally with our Vice Chancellor for Student Affairs.

*Diana Kirby (Lipscomb University):* Began implementing a student-led awareness group YNA (You're not alone) with intentions of the group leading awareness events after the grant ends. Met with Coalition board as well

**HOMEWORK REVIEW**

- ✓ View step 4 of the [Virtual Learning Lab: Collaborations](#)
- ✓ Engage Partners Consistently and Creatively Worksheet

Developments from participants include: You're Not Alone (YNA) and partnering with Human Resources to institute professional development credit for faculty and staff buy-in as well as making the at risk online module mandatory.

**PARTNERSHIPS**

<p><b><i>On campus partnerships include:</i></b></p> <ul style="list-style-type: none"> <li>○ Active Minds</li> <li>○ Campus newspaper/radio</li> <li>○ LGBTQ student orgs</li> <li>○ Peer counseling program</li> <li>○ Athletic Department</li> <li>○ Sororities/Fraternities</li> <li>○ Student Government</li> <li>○ NAMI Univ. of Louisville</li> <li>○ TRIO (especially first generation students)</li> <li>○ NAMI on campus</li> <li>○ Psych Club</li> <li>○ Veteran’s Resource Center</li> <li>○ School of Nursing</li> <li>○ PSI CHI</li> <li>○ Student workers on campus</li> <li>○ Kinesiology Club</li> <li>○ Student Activities Board</li> <li>○ Transfer Students</li> <li>○ MISSA (mental illness suicide support alliance) through School of Nursing</li> <li>○ Health Sciences</li> </ul>	<p><b><i>Faculty/Staff collaborations</i></b></p> <ul style="list-style-type: none"> <li>○ Current Faculty/Staff</li> <li>○ Academic Advisors</li> <li>○ Campus Security</li> <li>○ Clergy/Religious Life</li> <li>○ Counseling Center</li> <li>○ Disability Office</li> <li>○ Health Services</li> <li>○ International Center</li> <li>○ Sexual Assault Prevention</li> <li>○ Residence Life</li> <li>○ Veterans/ROTC</li> <li>○ Fitness Center</li> <li>○ Health Sciences</li> <li>○ School of Nursing</li> <li>○ Tutoring</li> <li>○ Athletics</li> <li>○ HR</li> <li>○ Equity and Inclusion office</li> <li>○ Arts and Communication</li> <li>○ Social Work</li> <li>○ BRICC (alcohol EDU)</li> </ul>	<p><b><i>Partners off campus:</i></b></p> <ul style="list-style-type: none"> <li>○ Alcohol/substance abuse treatment centers</li> <li>○ American Foundation for Suicide Prevention (AFSP)</li> <li>○ County Health Depts.</li> <li>○ County SP Coalitions</li> <li>○ Crisis phone/text lines</li> <li>○ Domestic violence shelters</li> <li>○ Hospitals</li> <li>○ Mental Health clinics</li> <li>○ Mental Health Adv. Board</li> <li>○ NAMI</li> <li>○ One Love Louisville</li> <li>○ Veterans Health System</li> <li>○ State Suicide Prev. Office</li> <li>○ School districts</li> <li>○ Local businesses including gun shops</li> <li>○ Native American health centers via tribal grants</li> <li>○ Local universities</li> <li>○ California Community College Foundation Office</li> <li>○ NYC Mental Health Service Corps</li> <li>○ State of Kentucky</li> <li>○ Local law enforcement</li> </ul>
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**WORKING WITH PARTNERS ON SUSTAINABILITY**

Working with partners on sustainability involves 1) using the data collected to decide on what grant goals to continue, 2) requesting input from partners on any unmet needs, their concerns once the GLS program ends, their thoughts about student mental health, and 3) assessing existing partnerships to determine whether to continue the partnership, if the partnership is productive and if they are being heard. Communication is key in making these determinations and may include personal emails, in person meetings, events, e-newsletters, social media, and trainings. Determining how often should you communicate with the partners is also a factor.

Although priorities sometimes change, collaboration is still possible as demonstrated in the Wellness Center example from the module. The Wellness Center and suicide prevention programs collaborated in past, but due to several recent sexual assaults, the Wellness Center is now focusing on sexual violence prevention and includes providing sexual assault bystander trainings. This is a similar goal to suicide prevention in that it encourages bystanders and peers to take action if they see someone at risk of suicide or sexual assault.

Strategies for sustaining partnerships off-campus are also needed and communication is a critical step. MOUs and bi-standards training (i.e., pairing suicide groups with substance abuse groups), memorandums and thanking coordinators of events sponsored by off campus providers are all effective ways to sustain partnerships.

As you develop sustainability, determining who is missing from the table is key. Call participants noted some of their challenges:

*Camille Vega (Truckee Meadows Community College):* We are having challenges with the local for profit hospital; Asian and Muslim communities.

*Diane Kirby (Lipscomb University):* Intercultural development office (on campus)

*Kimberly Smullen (University of Houston-Victoria):* private counseling offices in our town

*Lisa Thompson-Gibson (Southern Illinois University-Edwardsville):* I'd like to see Human Resources on our campus. We've tried to reach out but it's been a bit difficult to get on the same page so far. Haven't given up, though.

*Regina Varin-Mignano (LaGuardia Community College/CUNY):* new immigrant support services due to our large ethnic population.

**GUEST SPEAKER: Jacquie Keeves**, Asst. Dir for Violence Prevention, University of Massachusetts, Lowell, Former Program Coordinator for the GLS Cohort 6

## BACKGROUND

Demographics changed between the time of the request and actual funding:

Variables	FALL 2011	FALL 2015
Undergraduates	9,000	11,000
Graduates	4,000	4,100
Total Day Students	13,000	15,100
Minority	28%	31%
Residential vs. Commuter	34% (3,000) vs. 66% (6,000)	38% (4,000) vs. 62% (6,500)

To form a partnership between suicide prevention and violence prevention efforts, UML focused on training identified staff, faculty and students in warning signs, resources and highlighted high risk groups such as veterans and students with disabilities.

UML identified student needs via 1) Community Readiness Survey, 2) UMass Lowell: One Conversation Can Save a Life and 3) a Dear Colleague letter to create buy-in for violence prevention and to sustain the partnership beyond the GLS grant ending in Spring 2016. Key questions were:

- How do we continue the trainings/education?

- Who will oversee the work?

In response, UML created a position in March 2015 to oversee sexual violence programming, including suicide prevention. This position was initially under the Office of Student Affairs and reported to the Associate Dean.

Key elements that helped to successfully sustain partnerships beyond the GLS grant included previously established routes such as:

- Annual RA Training
- Increase in reporting of both suicidal ideation and sexual violence
- Red Folders
- Other campus advocates
- Title IX

To overcome challenges and to continue partnership buy-in beyond the grant, UML focused on:

- Ongoing Communication
  - Sexual Violence Prevention Committee
  - If possible, data (ACHA, Climate Survey)
  - Send posters for events to partners
  - Send updates/ask for feedback
  - Asked students about the needs of the campus
- Created “Red Folders” (crisis folders) that were sent inter-departmentally to increase awareness.
- Stayed in touch with Resident Life
- Established the Sexual Violence Prevention Committee, which leads to other conversations with other groups like Greek Life
- Created posters for events sent to partners electronically and inter-office mail to
- Established a student peer education group

With pressure to follow mandates and not enough current staff to handle the load, a local rape crisis center established a relationship with the Chancellor to secure funding for Title IX.

## DEVELOPING EFFECTIVE COMMUNICATION OBJECTIVES

The following questions will help you develop effective objectives:

- What do we want our partners to do because of this communication?
- Will this change contribute to your sustainability goals?
- What is the best way to communicate with different partners?
- Do we need more funding?
- Do we need them to partner with us on future activities?
- Do we want to secure a commitment to reducing stigma?

Email and meetings may be more effective than inter-office communication

## Framework for Successful Messaging

There are four considerations when developing messages:

1. Strategy
2. Safety
3. Positive narrative
4. Guidelines



## Using Champions

Champion: someone in your community who is well-known/ respected who will champion your cause such as:

- ✓ Dean of students
- ✓ President
- ✓ Community leaders
- ✓ Special groups (director of Veterans' Association, LGBTQ Center director)
- ✓ Student government

It's important to use safe messaging, especially when communicating with students and other individuals at risk. You also want to teach your champions to use safe messaging in their communications. For example, at one university, after a student attempted suicide, the president sent a message using terminology like "Suicide is endemic among those in the typical college-age group. I don't want to lose any more students to this epidemic." inadvertently reinforcing stigmatizing comments about suicide.

### **Importance of Data**

Although research and statistics are important, be careful when tailoring messages to specific audiences. For example, when communicating with the university president, you may want to be candid about the four week wait list to see a provider at the counseling center to advocate for more staff members. However, you wouldn't want to share this with student partners, because it may make them feel it's pointless to access counseling center resources, and they won't refer friends to counseling. In this case, a better statistic that incorporates a positive narrative for students might be "Although 1 in 4 students at our college utilize the counseling center, how can we increase this number either on or off campus?"

**GUEST SPEAKER: Allen Riggs**, Dir. Of Counseling and Wellness Center, Snow College, Ephraim, Utah, Former Project Director for GLS

### **Snow College Demographics**

- Public Institution of higher education with two rural campuses
- Snow College Student Enrollment is 4,779 undergraduate community college students.

### **Master Plan for Sustainability**

- The college will pay for a full-time prevention coordinator/office manager.
- The college will increase the budget for prevention services.
- The college will increase the part time therapist position to full time.
- Create partnerships with on campus departments and off campus resources. Stay visible.
- Facilitate communication between departments and campus wide constituents.
- Constantly inform cabinet level management regarding progress using real time data and anecdotal success stories.

Positive visibility and offering something to them instead of from them has proven effective.

### **Goals and Strategies for Sustainability**

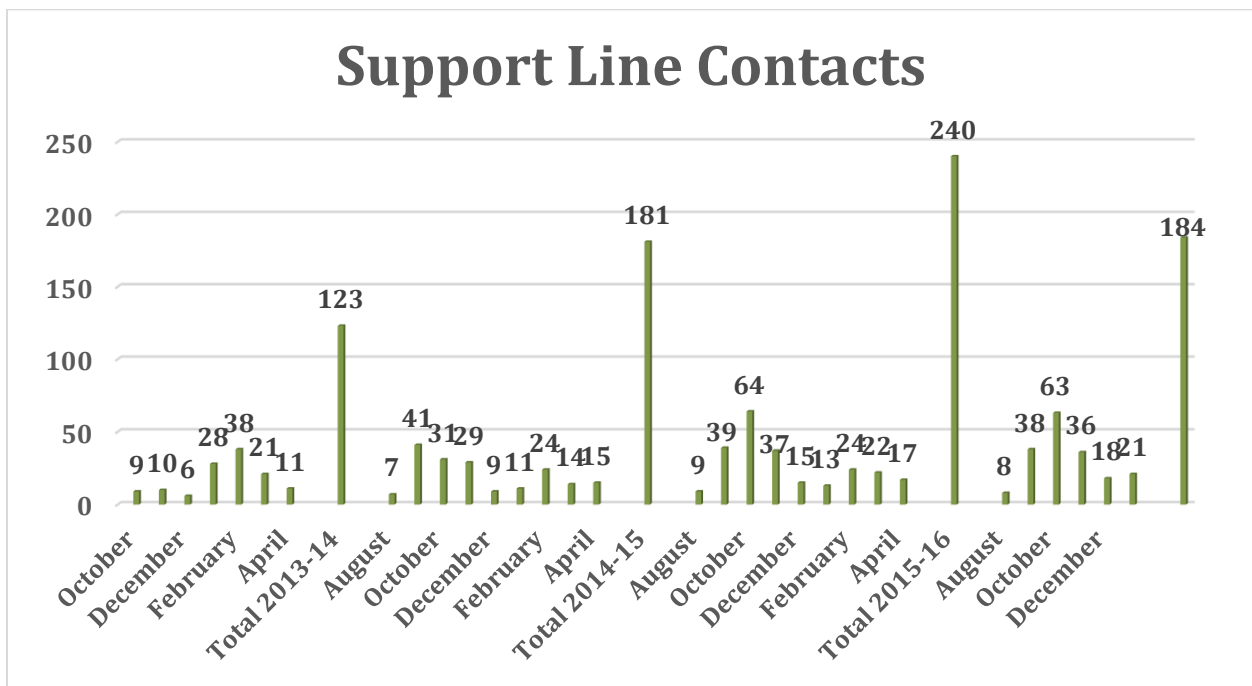
1. Provide training promoted to faculty and staff as we can help you deal with struggling students through a brief and practical 3 step approach: Question-Persuade-Refer
2. Train 100% of Residence Life Resident Assistants and Directors to aid them in helping students who express suicidal thoughts.

3. Train Deans Council and other administrators in the QPR method to help students and employees under their supervision to deal with students at risk for suicide.

4. Invite the new college president to introduce guest speakers Kevin Hines and Officer Kevin Briggs (Golden Gate Bridge) at the community suicide prevention event, increasing the connection between the president’s office and the community on our south campus.

**Creation of a student run support line: talk, text, chat**

Funded by a substantial increase to the small line item already in place, a support line was established during the second year of the grant. The intent of creating the support line was to reach students who were isolated with a supportive anonymous resource where they could talk openly about their challenges. Student mentors were trained and paid to conduct prevention services as well as trained to run the support line. Student operators do not give advice but encourage exploration of solutions with the student caller. After hours, calls are forwarded to national call center. The support line was advertised on campus TV monitors and magnets shared on and off campus as well as promoted by professors and staff. NOTE: Support line had the backup of a licensed therapist in the case of high risk callers.



Frequent updates to the VP and others regarding counseling center usage, demonstrating the needs for more clinicians and outreach and prevention resources. Low numbers of total counseling sessions steadily increased while the no show for appointments percentage demonstrates we are using our time wisely through our efforts to decrease no shows allowing us to move on to students waitlisted for counseling. Short term therapy model; other cases referred out.

Participant input included: Jacquie Keeves and Diane Kirby are partnering with the Samaritans (free resource) on a text crisis line. Others have set up a suicide prevention table for a 5K event and collaborate on programming and discuss how to support each other. Katie Neff uses the JED guidelines for the Campus Advisory Suicide Prevention Council.

## **NEXT STEPS:**

1. Meeting 4/24
2. Meet with council/task force before last meeting
3. Topics to discuss:
  - What we think we should sustain
  - Sharing data to show importance of suicide prevention
  - Identifying gaps in suicide prevention activities
4. Questions to explore:
  - Who are some campus leaders you plan on getting more engaged?
  - Who do you think are the essential people that need to be invested to be successful?
  - Who is missing from the table?
5. Homework
  - Listen to [Sustainability Podcast from Adams State University](#)
  - Review the [Action Alliance's Framework for Successful Messaging](#)
  - Complete member profile if you haven't done so already
  - Homework links are posted at <http://glscampussustainability.com/homework/>
6. How to keep in touch in between meetings
  - Email addresses on *Sustainability Series*
  - *Participants* excel spreadsheet

## **CONTACT INFORMATION**

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