Welcome to the Campus Sustainability Training Series

✓ We will be starting shortly.

✓ As we are waiting, please click on the chat icon on the top right corner of your screen. Select “All Participants” and chat in your answer to “What’s your favorite part about working on a college campus?”

✓ If you have any technical issues, chat your question in the Q&A pod located below the Chat pod.

✓ Please do not put us on hold. The hold music will play for everyone!
Campus Sustainability Training Series

Session #3: Build Momentum & Foster Leadership

Monday April 24, 2017 2-3:30pm EST

Irene Cho, Ed.M, Suicide Prevention Resource Center
Bonnie Lipton, MPH, Suicide Prevention Resource Center

Presented by the Suicide Prevention Resource Center & Substance Abuse and Mental Health Services Administration
The Suicide Prevention Resource Center at EDC is supported by a grant from the U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), under Grant No. 5U79SM062297.

The views, opinions, and content expressed in this product do not necessarily reflect the views, opinions, or policies of CMHS, SAMHSA, or HHS.
Your Speakers Today

Irene Cho, SPRC
Prevention Specialist

Bonnie Lipton, SPRC
Prevention Specialist

Dolores Cimini
Univ. of Albany

Jessica Gifford
Amherst College
Type any technical questions at anytime into the Q&A pod on the right-hand side of your screen.

You can make the presentation screen larger at any time by clicking on the “Full Screen” button in the upper right hand side of the slide presentation. If you hit “Esc” it will return to normal view.

To mute or unmute your line, press *6.
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You can maximize the chat pod by clicking on this icon next to the Q&A and Participants pods.
Chat in your caption!

Select All Participants before you send your chat!

Reminder: 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
What We Want From You

✓ Be engaged/talk
✓ Learn from each other
✓ Mute phone line when not speaking (and never put us on hold!)
✓ Complete homework, if possible
✓ Be respectful
✓ Ask lots of questions!
Call to Send Your Success Stories

✅ Please email any example of success stories to Irene Cho icho@edc.org or Bonnie Lipton blipton@edc.org by May 12th (Friday).
Agenda

- Discussion: What Have You Been Up to?
- Today’s Topic: Building Momentum
- Guest Speaker: Dolores Cimini, University of Albany
- Today’s Topic: Fostering Leadership
- Guest Speaker: Jessica Gifford, Amherst College
- Next Steps
Recap of Homework

Homework:

- Listen to [Sustainability Podcast from Adams State University](#)
- Review [the Action Alliance’s Framework for Successful Messaging](#)
Tell Us: What Have You Been Up To?

✔ Did you meet with your advisory council/task force?
  - How did the meeting go?
  - Did you talk about or take steps to include any new partners?
Today’s Topic: Building Momentum

✓ Inspire stakeholders to sustain efforts
✓ Build broad campus-wide and community support
✓ Get leadership buy-in
✓ Engage diverse stakeholders
✓ Why is suicide prevention important on your campus?

“You have to fight with a lot of statistics and passion. My fighting didn’t fall on deaf ears.”
—GLS campus alumni
State Laws: Suicide Prevention on Campuses

- Various policies and procedures that advise students and staff of suicide prevention programs
  - NJ, OH, PA, TX, VA, WA, WV
- Colleges must disseminate suicide prevention information to students
- AFSP important partner for advocating
Challenges

✓ Lack of data that shows impact
✓ People not paying attention to your communication/social media campaign efforts
✓ Community focused on other priorities
✓ Limited faculty/staff/student’s time to meet
✓ Hard to organize after suicide death
Tell Us: How Are You Building Momentum On Your Campus?

✅ What are some ways you've built momentum?

✅ What’s some data you’ve used?

✅ What communication methods have you used?

✅ Any big events?
Hypothetical Case

✓ Doing a lot of gatekeeper training on your campus, and staff are excited and invested!

✓ Many staff/faculty members sign up to become trainers

✓ But after grant ends trainers lose interest (don’t keep up with qualifications, too busy to do trainings)

✓ How do you keep up the gatekeeper training momentum?
Guest Speaker

Dolores Cimini
University at Albany
Assistant Director for Prevention & Program Evaluation
dcimini@albany.edu
University at Albany Profile

- University Center, 64-campus System
- Urban Setting
- Research University
- NCAA Division I

Students:
- Undergraduates - 12,822
- Graduate Students - 4,516

Faculty: 1,200

Employees: 4,197

Degree Programs:
- Undergraduate - 120
- Doctoral/Masters - 138
Goal 1: Reduce rates of student suicide, suicide attempts, and related mental/behavioral health problems
- Increase identification of proximal risk factors, such as depression, substance abuse, and other risk factors
- Increase early intervention with students at risk for suicide through self-referral and/or referral by gatekeepers

Goal 2: Increase utilization of campus mental health and related primary care services to reach the students in most need of them
- Increase student referrals to Counseling and Psychological Services
- Increase faculty/staff consultation requests for student mental health-related concerns to Counseling and Psychological Services
Components of UAlbany Comprehensive Prevention Program

- Presidential Leadership
- Campus Task Force: ”BRisk”
- Student Involvement/Leadership
- Social Marketing/Social Norms
- Campus-Community Partnerships
- Education/ Living-Learning Communities
- Gatekeeper Training
- Early Intervention – CARE Net
- Policy Evaluation/Enforcement
- Parental Involvement
- Treatment & Referral
- Research and Program Evaluation
Specialized Interventions

- Treatment and Referral
- Response to Urgent or Emergent Situations

Health Promotion
- Stigma Reduction/Bystander Campaigns
- Peer Services (Education and Hotline)
- Healthy Living Communities

Early Intervention
- “Save-A-Life” Gatekeeper Training Program for Faculty, Staff, and Students
- CAPS Connect
- PRISM (Proximate Risk Index and Screening Measure) Screenings
- Consultations with faculty, staff, students, and parents

Spectrum of Intervention Response: Suicide Prevention

Optimize Health & Wellbeing

Reclaim Health

Prevent Problems

Treat Problems

Specialized Interventions
- Treatment and Referral
- Response to Urgent or Emergent Situations
Building Program Momentum

- Collaboration
- Networking and Program Promotion
- Building Intervention Capacity
- Evaluation of Our Interventions
- Establishing a Diversified Funding Base
- Engaging Stakeholders to Support Program Sustainability
Collaboration

- Have we communicated regularly with our collaborators and nurtured relationships?

- Have we strategically empowered our partners to utilize their strengths?

- Have we engaged our partners in diversified roles?

- Have we addressed common barriers, such as varying priorities among members, conflicts of interest, and lack of or shifting funding?

- As programs are implemented and refined, Have we added collaborators as needed?
Networking and Program Promotion

- Have we increased our program’s visibility and likelihood of sustainability?

- How well do our established networks offer support and help to modify and improve efforts through exchange of ideas and techniques?

- Are our networking efforts advancing insight into sustainability strategies and resources that might not have been identified locally, but have been successful for similar programs or groups?
Building Intervention Capacity

- Have we ensured that multiple program staff or coalition leaders and members are trained in the essential program elements or strategies?
- Have we developed written resources, such as manuals and ongoing documentation of program processes to ensure that programs are sustained with fidelity?
- Have we kept a written record of collaborators and the roles that they have played in our project?
- If transitions are needed from one collaborator (individual or organization) to another, can this position be filled more appropriately and seamlessly based on the infrastructures we have established?
Evaluation of Our Interventions

- Are we working with a qualified evaluator who is knowledgeable about appropriate and current data analytic methods for our project?

- Are we using tools that can most accurately and efficiently measure what we want to measure?

- Are our samples of students large enough to detect changes or differences when they exist?

- Has our evaluator “cleaned” our dataset thoroughly?

- What are the possible alternative explanations for negative or null results?
Establishing Diversified Funding

- Have we included sustainability funding options and support within our unit or campus strategic plan?
- Have we identified the types of funding sources to be pursued to operate and sustain particular program elements, the manner in which the approach will be made, and the person responsible for the approach?
- Have we established a timeline to secure funding for the project?
- Have we engaged stakeholders in sustainability discussions from the beginning of the project?
...A well-developed evidence-based program or intervention, in combination with a well-articulated training, implementation, and sustainability plan, can offer a road map to enhanced effectiveness and the capacity to implement and evaluate a broad scope of evidence-based services delivered to our students in most need of them.
Sustainability

- Strategic Planning
- Project work group & Steering committee
- Addictions Research Center
- Media advocacy
- Consultation with colleagues
- Presentations & Publications
- Presidents Advisory Council on AOD Prevention
- Consultation with colleagues
M. Dolores Cimini, Ph.D.
Assistant Director for Prevention & Program Evaluation
dcimini@albany.edu

University Counseling Center
University at Albany, SUNY
400 Patroon Creek Boulevard
Suite 104
Albany, NY 12206

Phone: 518-442-5800
Fax: 518-442-3096
Website: www.albany.edu/counseling_center/
Questions
Quick Break Time: Chat In!

✓ What’s your favorite self-care activity?
Fostering Leadership on Campus

Champion: someone in your community who is well-known/respected who will champion your cause
Topic: Fostering Leadership on Campus

✓ What do we mean by being a leader/champion for suicide prevention?

✓ How can this help with sustainability?
What are characteristics of a champion/leader?

- Fundraising/grant writing
- Communication
- Community organizing
- Coalition building
- Program management
- Creativity
- Cultural competence
- Strategic planning
- Passion for Suicide Prevention!
Leadership

✓ How can your GLS team become more of a leader for suicide prevention on your campus?

  - Visibility
  - Partnerships
  - Knowledge
Who on your campus can be leaders/champions?

- Health Services
- Student gov’t
- Residence Halls Director
- Alumni Office
- Your Campus
- Campus Police
- University PR
- SAMHSA

SPRC
After the Grant Ends

✓ Who does what work?
  - Clear roles and responsibilities

✓ How can suicide prevention help further their goals/needs on campus?

✓ Recognize people for their work
Let’s Hear From You

✓ What if you don’t have a strong leader on campus to spearhead suicide prevention efforts?

✓ What do you do when there's turnover?
Guest Speaker

Jessica Gifford
Amherst College
Associate Director of Health Education/
Mental Health Promotion

jgifford@amherst.edu
Amherst College

- Founded 1821
- Went coed in 1974
- 1,800 students
- 58% receive financial aid
- 10% international + additional 5% dual citizens
- 44% students of color
  - 13% Hispanic/Latino
  - 14% Asian-American
  - 12% African-American
  - 5% biracial or multiracial
Building Momentum
Who Are the Leaders?

WHO'S IN CHARGE HERE?

THE CLAW CHOOSES WHO WILL GO AND WHO WILL STAY.
Identify the leaders responsible for decision-making

• What is the approval process for new positions/allocations of funds?

• Who will be arguing your case to the decision-makers? (your primary advocate)

• Who else is involved in the decision-making process?
Develop Relationships and Engage Allies
Communicate Value

• Educate about what you do

• Talk about the impact of mental health on:
  • Academic performance
  • Retention
  • Medical leaves and withdrawals
  • Student (“customer”) satisfaction and alumni giving
Share Impact Stories

• **Student Support Network (SSN) training** – 171 students trained

  “I gained the confidence to approach difficult situations and conversations rather than shying away from them.”

• **Wellness Challenge**: 153 students completed this year, over 500 in last 4 years

  “I found that my stress levels have decreased significantly and that I am able to focus much better on my work. This experience has taught me that self-care is extremely beneficial to being happier and more productive.”
Wellness Challenge Results:
participants 4.5X less likely to meet criteria for anxiety disorder
Wellness Challenge Results:
participants 5X less likely to meet criteria for depression

Significance Level at follow-up
.000
Contact Information

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Mental Health Promotion
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413-542-5637
Questions
Next Steps

✓ What steps can you take or have taken to build momentum or foster leadership?
  – What can you share that will inspire people?
  – Who can you reach out to partner with?

✓ Who can you ask to become champions or leaders?
  – How can you become more of a leader on campus?
Wrapping Up

Homework:

- Look over your answers from the worksheet you filled out for session 1 *Prioritizing Your Work Worksheet*

  
  - For worksheet think about what data you have
Wrapping Up

✓ Website: http://glscampussustainability.com/

✓ Meeting notes and presentation will be posted on the SPRC website.

✓ How to keep in touch in between meetings
  – Email addresses on Sustainability Series Participants excel spreadsheet

✓ Questions?
Contact Information

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