

# **Sustainability: Putting the Pieces Together**

**SAMHSA Campus Suicide Prevention  
Grantee Technical Assistance Meeting  
January 8, 2008**

# What does “sustainability” mean?



- Ensure ongoing support for suicide prevention
  - Overarching goals
  - Positive outcomes to maintain
  - Characteristics of program implementation

**Institutionalization**

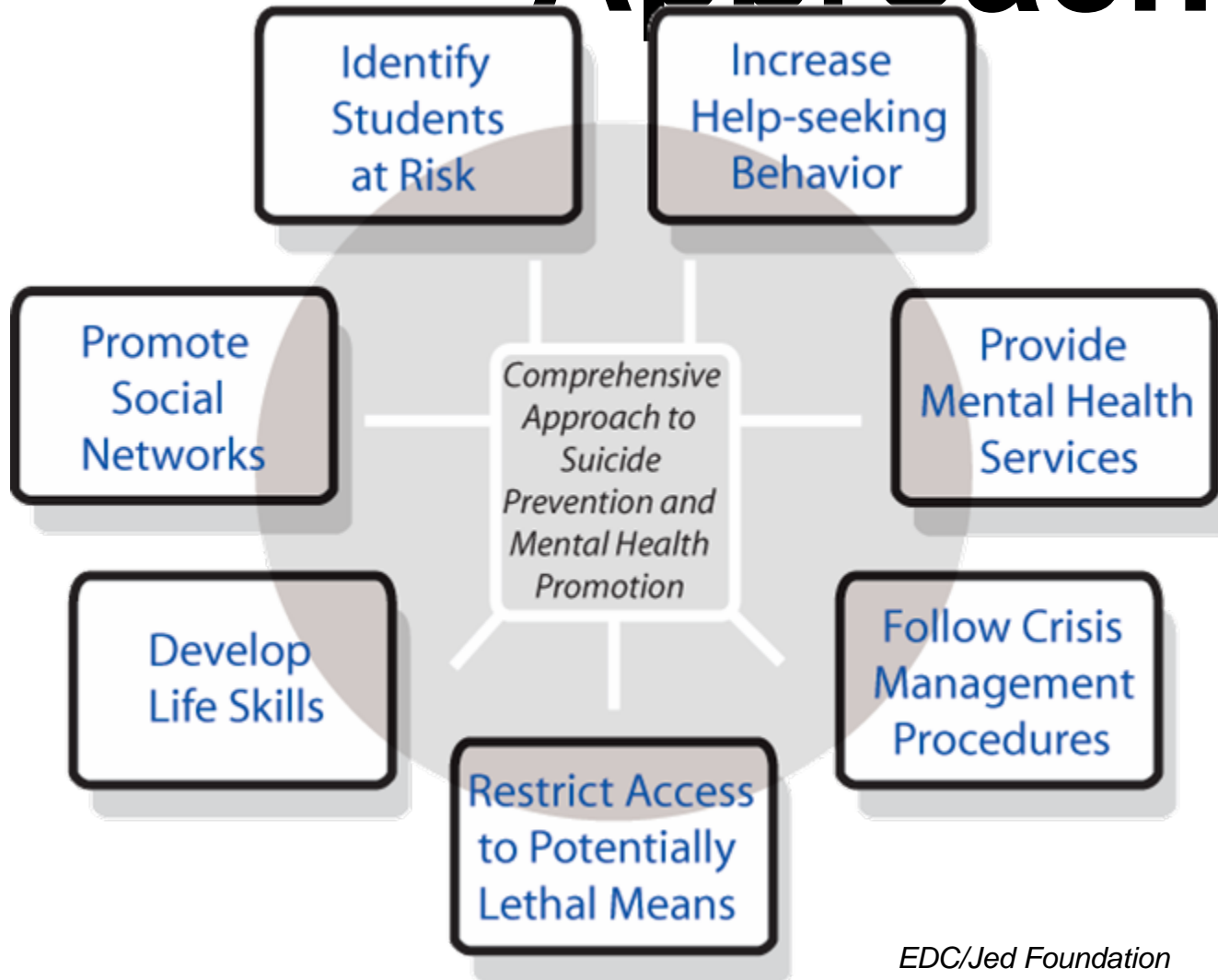
# Your Thoughts

When you hear  
“sustainability,” what comes  
to mind?

# Three Levels

- Overall goals of campus suicide prevention
- Goals for the grant
- Program activities to meet grant goals

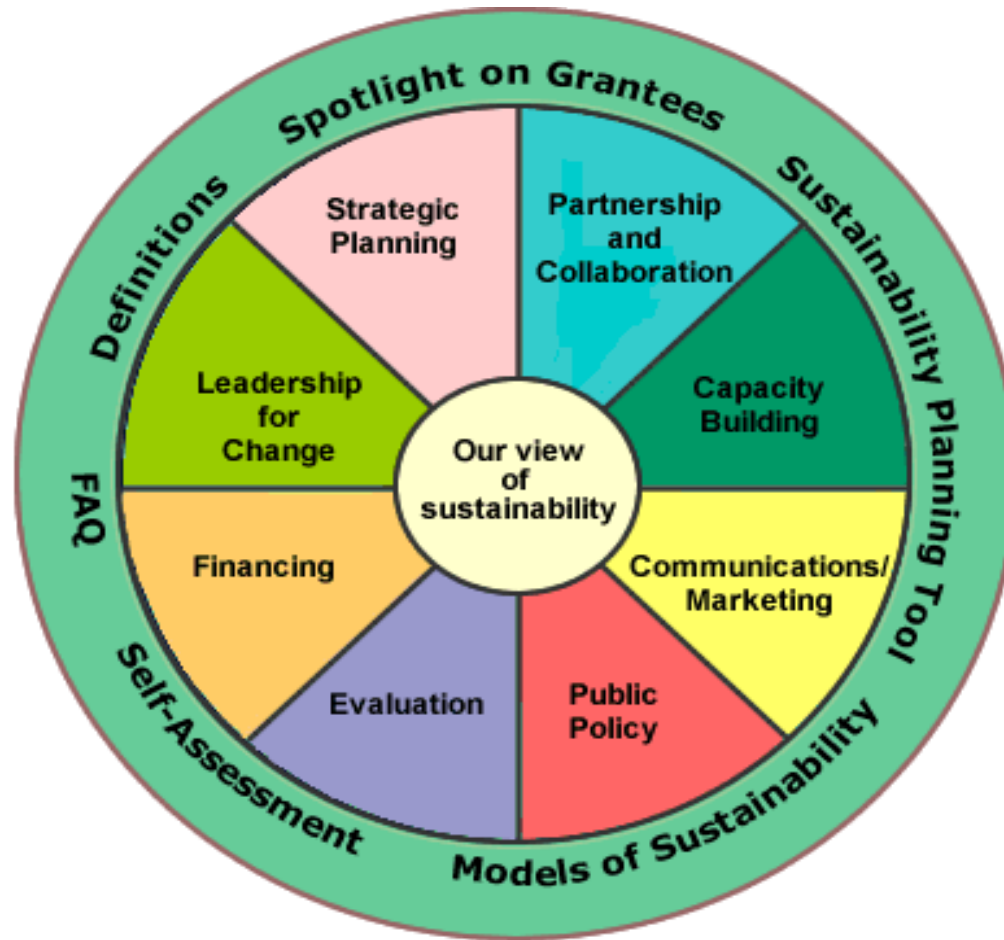
# Comprehensive Approach



# **Grantee Activities**

- Training programs
- Networking infrastructure
- Educational seminars
- Hotline
- Informational materials
- Educational materials for families

# The Legacy Wheel



# Leadership

- Vision
- The role of change agents
- How organizational change occurs
- Public health approach >>> systems change





# Capacity Building

- Leader
  - Staff
  - Partners
- } Knowledge, skills, and abilities
- Policies and



# Communications & Marketing

- Direct communications activities
- Communications/marketing essential to success of other program activities

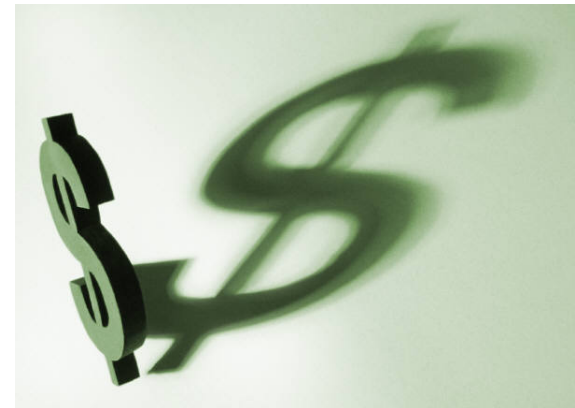
AND

- Communications/marketing of program successes



# Financing

- Broad view of what it means to “finance” an activity
  - Outside funding
  - “Institutionalize”
    - A key partner takes over program activity
    - Policy, protocol, or procedure is established
    - Fees, revenue development
  - Community resources



# Strategic Planning

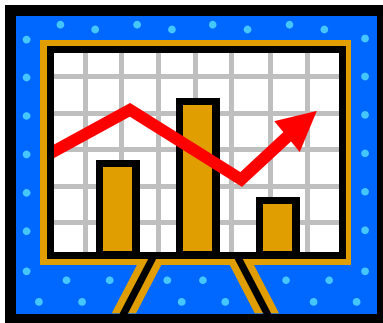
- Leadership skill
  - Data-driven (problem analysis, needs assessment)
  - Establishes goals and desired outcomes
  - Uses evidence-based strategies
  - Gets key stakeholders on the same page (task force!)
  - Evaluates effectiveness



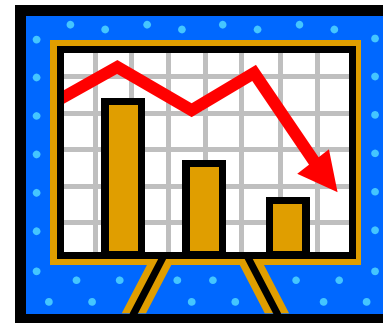
# Evaluation

- Evidence your program activities are working
- Use evaluation data in marketing your efforts
- Different groups have different interests

Protective Factors



Risk Factors



# Strategic Planning/Evaluation

- **Begin with finding what your passion and/or beliefs are about suicide prevention**
- **Be organized, thoughtful and forward-thinking**
  - **Think “sustainability” at the beginning**
- **Assess your current needs/gaps**
- **Assess your team’s strengths and current resources**
- **Establish clear and attainable goals**
- **Create a specific plan of action to accomplish your goals**

# Strategic Planning/Evaluation

- **Establish a solid Evaluation plan**
  - Evaluation cannot be an afterthought
  - Link your plan to your goals
  - Understand the complexities of the issues but be realistic and simple
    - What can you measure?
  - Allow for flexibility in your plan
  - Establish baselines where possible
  - Establish a network for expertise

# Strategic Planning/Evaluation

- **Know, educate and involve key players**
  - **Give them language**
  - **Bring them “into” your broad vision**
  - **What’s in it for them?**



# Strategic Planning/Evaluation

- **Meld your goals with the larger University vision**
- **Communicate your data results**
  - **Link your outcomes/results to broader university goals, division goals, key individual goals and your goals; tailor your data to each different constituency**
  - **“Use” your relationship with SAMHSA to “speak” to your University**

# Strategic Planning/Evaluation

- **Write a good “white paper”**
  - **Outline the strategic plan succinctly and *realistically* go for “the ask”**

# Collaboration

- Project partners
- Sustainability partners
- Campus task force
- Community partners (local, state, national)





# Keene State College

- Liberal Arts, undergraduate, public college
- Around 5000 Students
- Located in beautiful downtown Keene (population 25,000)
- In the state of New Hampshire (population 1.314.895)



# Collaboration

- Which potential partners have something you need?
- What can you provide to potential partners that they need?
- Who are important players in planning, implementing and sustaining your efforts?



# Collaboration

- Natural/Structural Allies
  - Health Service
  - Campus Safety
  - Certain Faculty
  - Dean of Students
  - Disability Services



# Collaboration

- Natural/Structural Allies
  - Residential Life
  - Judicial
  - Athletics
  - College Relations
  - Students



# Collaboration

## Off Campus Allies

Campus Ministry

Community Mental Health Center

NAMI

NH Disaster Behavior Health Response Team

Other Local Resources

Other Colleges

National Organizations





# Collaboration

- Truths I've learned about collaboration
  - Although it is time intensive, it really pays off
  - Once others buy in, they make sure the effort is sustained
  - Others want to help
  - There's a lot of resources already available
  - You have to keep it up/find ways to sustain it
  - You have something very valuable to offer

# Policy

- Internal
- External
- Formal groups that define priorities
  - Mental health services
  - Alcohol prevention
  - Suicide prevention
- Legislation, regulation, funding priorities



# Policy

- Have you instituted systemic change?
- How can you engage policy makers/policy making systems, both internal and external?
- What are their priorities?



# Policies

- We focused on three policies
  - MOU with Emergency Services at local mental health clinic/residential life/campus safety
  - Mandated Safety Assessment Policy
  - Alcohol Poisoning/Protective Custody Policy



# Policy

- Memorandum of Understanding
  - For students who needed to be evaluated for hospitalization
  - Players
    - ES Team
    - Res Life
    - Campus Safety
    - Counseling Center



# Policy

- Mandated Safety Assessment
  - Players
    - Dean of Students
    - Health Services
    - Residential Life
    - Campus Safety
    - Counseling Center
    - Faculty/Staff Students



# Policy

- Alcohol Poisoning/Protective Custody
  - Players
    - Health and Wellness
    - Campus Safety
    - Residential Life
    - Judicial System
    - Keene Courts



# Policy

- Lessons learned
  - Policies are not static
  - Be prepared to answer ‘what if’
  - People are relieved there is something in place
  - Generally students have responded favorably
  - If you involve others in policy development and policy implementation, they will help you in other ways



# Grantees asked for...

- Sustainability
- Opportunities to hear from each other
- Specific topics

# Next Sessions

- Cohort I
- Cohort II - 3 groups
  - Evaluators
  - Ilze's grantees
  - Maria's grantees