**Sustainability Series: Session 4**

**Creating a Legacy**

**Suicide Prevention Resource Center’s Workshop Series for 2nd Year GLS Grantees**

**Tuesday, August 19, 2014, 3-4:30 p.m. ET**

**Recording:** <http://edc.adobeconnect.com/p8ochewzi3o/>

**Strategy of the Day: Supporting Trainings Discussion**

*What strategies could you/will you use to continue trainings after the grant?*

UW Milwaukee

* Campus Connect booster trainings
* Trained residential housing staff so they can train RAs every year
* University Police also have several trainers in Campus Connect
* Plans for Counseling/Health Promotion staff to continue on as trainers
* New training for faculty/staff to reach out to students in distress - working to get process and materials into new faculty, teaching assistant and all new staff orientations
* Working with college of nursing and psychology to get faculty trained as trainers
* Implemented online trainings, vendor provided additional year after grant
* Working with communities to identify how they can take the training on in their schools
* School task force/strategic planning efforts sometimes have training requirement; others have school code requirement
* Identifying ways for trainings to complement each other and meet similar needs

Alabama

* Plan to continue to train residential/housing staff - have 5-10 new people each year; want to do booster trainings for those already trained
* Working with University of Police and School of Nursing staff

**Objective Discussion & Questions**

**Objective 1: Increase knowledge about available mental health resources.**

 *What resources, partners, and/or tools are needed for sustainability?*

Jennifer Martin: a template/form to capture all the pertinent information and assign it to a workgroup to look at it on a regular basis to update/add information

Barbara Moser: Website developed at UWM, plan to sustain through input from Chancellor's Advisory Committee on mental Health, and Counseling services.

Rita Tybor: We have been very fortunate to work with Switchboard of Miami and collaborate in training. This will be important for our sustainablity .

Kip Alishio Miami University: On-going access to atRisk for faculty/staff and students.

Eddie Jones: The information that's currently available is good, incorporating it into our different University sites would be good.

jonathan williams: Cotinued support from the Dean of Students and outside support from community mental health and other outside referral sources.

Julie Ebin: Think about how often things will need to be updated, who will do that

Eddie Jones: Subordinate departments out of the Dean of Students office. Through the existing meeting and info sharing structures

*Who should you keep informed? How will you do it?*

Julie Ebin: Workgroup

Julie Ebin: Committees on campus

Julie Ebin: On a campus, use interns, graduate students to do this work

Kip Alishio Miami University: Students will be kept engaged in process through participation in new Student Advisory Board.

Rita Tybor: Community parnters....listserv to stay informed.

Barbara Moser: Our health center is building the suicide prevention position currently funded by our grant into the health center budget. This person will help keep communication going with our Chancellor's advisory committee

Julie Ebin: Keep in communication with the Student Advisory Board

Jennifer Martin: Our audience are the public and our stakeholders; which can be challenging when we determine "who is our audience"

Eddie Jones: Subordinate departments out of the Dean of Students office. Through the existing meeting and info sharing structures

jonathan williams: We will continue to utilize the business students to be a part of the marketing format as to how to get the information out. As for professionals reaching out by email or invitations to open house are very important.

Julie Ebin: Action Alliance Framework for Successful Messaging: http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

Julie Ebin: Segment your audience -- different strategies for different portions of your audience

*What are some potential barriers and how might you overcome them?*

Rachelle Burns: Time and personnel - addressing them through leveraging support from various stakeholders on campus and in community. We have a Crisis Referral Team who function as an advisory board and we are developing a Resource Team to help implement curriculum modules.

Barbara Moser: I would like to see our evaluation tools continue to assess progress regarding suicide prevention knowledge, etc. or any evidence of back-sliding. I am concerned that we won't have the time/money/discipline to keep up a rigorous evaluation process.

Rita Tybor: One barrier is lack of personnel...we have some dedicated volunteers.

Kip Alishio Miami University: Since so much of the on-going work will be done out of our office (student counseling), when the clinical load gets very heavy it can be difficult to find the time to put into the training and programming involved in the prevention activities. We can partially off set this by having a strong collaborative relationship with our Wellness Office which is less impacted by clinical demand, etc and may be able to be active when we have to pull back.

Eddie Jones: Continuuing to communicate the need to others so that they can continue to make prevention a priority. Not having a crisis make some outside the MH field get apathetic.

Michelle Zelaya: Data Collection and evaluation some sites are reluctan t share finding

Barbara Moser: The data collection/evaluation part will need to be a designated part of someone's position.

jonathan williams: personnel is a barrier however, we are working on ways to justify adding more to appropriately get this done. We are utilizing our numbers of students seen on campus .

jonathan williams: as well as presnting this to the decision makers to have new staff in place to meet this goal

**Objective 2: Increase school adoption of suicide prevention activities.**

*What resources, partners, and/or tools are needed for sustainability?*

Sheila Krishnan: Menu of gatekeeper training programs - variations meet different needs on campus

Sheila Krishnan: Menu of gatekeeper trainings for different audiences

Jennifer Martin: Finding a champion in the school.

Sheila Krishnan: Training programs online that supplement training in-person

Sheila Krishnan: First-year experience course for all incoming students - one session will involve completing At-Risk and debrief with staff

Sheila Krishnan: Creating a culture and community of people who care - communicating this to students

Sheila Krishnan: Developing a coalition to have a partnership with public schools to train them in QPR

Sheila Krishnan: Partnering with person who is a QPR trainer

Sheila Krishnan: 22 middle and high schools that will continue to implement Sources of Strength

Julie Ebin: Local evaluation through a university

Sheila Krishnan: Coalitions around the state are supporting SOS

Sheila Krishnan: Training a school counselor or someone in school district

*Who should you keep informed? How will you do it?*

Sheila Krishnan: Keeping coalitions informed as to how trainings are going

Julie Ebin: Coalitions have funding

Julie Ebin: school-coalition liaisons, because the school prevention work impacts the communities

Jennifer Martin: school administrators - possibilty communitty service members and perhaps parents/families

Sheila Krishnan: Crisis protocols

*What are some potential barriers and how might you overcome them?*

Barbara Moser: Look for alternative funding sources, ? community partners, to fund printed resources developed during the grant period that have proven useful

Rachelle Burns: One barrier is embedding it into the fabric of college life and one way to address this is to partner with the Student Activities department on campus, because they already arrange events for students and have some on-going funding.

Liz Brown: In the coalition that we are developing here in omaha. It is focused towards Native Americans. We are focusing on involving elders and the "go getters" in the community to be a part of the coalition.