



Suicide Prevention Resource Center

**Sustainability through Collaboration:
Using Coalitions or Advisory Boards to
Support Your Efforts**

**2012 GLS Grantee Meeting
April 17, 2012**



Welcome!

Today's Presenters:

- Jennifer Kennymore, Northwest Missouri State University
- Lena Newlin, University of Wyoming
- Kerri Smith, Suicide Prevention Resource Center

Session Agenda

- Introductions
- Key considerations for advisory boards or coalitions
- Campus examples
- Small group discussions
- Regroup to discuss
- Your questions and comments

What brings you here?



Developing a Coalition or Advisory Board



Starting a Campus Coalition

- Who should be on it?
 - Membership
 - Chairperson(s)
- How should it work?
 - Organizational structure
 - Meeting frequency
- What should it accomplish?
- How long should it exist?



The Jed Foundation, 2006

Membership



- Broad representation
- Senior enough to have the ability to make change
- Those with high student contact

The Jed Foundation, 2006

Identifying Partners/ Members

Who also has a stake in the problem you want to address?

- Obvious partners: counseling center, health promotion, health center, dean of students, residence life, campus safety, student organizations
- Less obvious partners: learning center, financial aid, facilities management, admissions, registrar, local treatment facilities, campus clergy, alumni association, **STUDENTS!**

Some Characteristics of Effective Coalitions

- Task-focused
- Action planning
- Build coalition capacity
- Build member capacity

Foster-Fishman et al, 2001; Butterfoss, 1993; Community Toolbox; Florin et al, 2000



Northwest
Missouri State
University
- Project Hope -

Jennifer Kennymore, MPH
Project Hope Director
Health Educator

Suicide Prevention Advisory Board (SPAB)

- Our Story and History
- Mission
- Why an advisory board... not a coalition?
- Who is Involved
- What we've Accomplished
- Supporting Success
- Barriers to Developing
- Helping with Sustainability

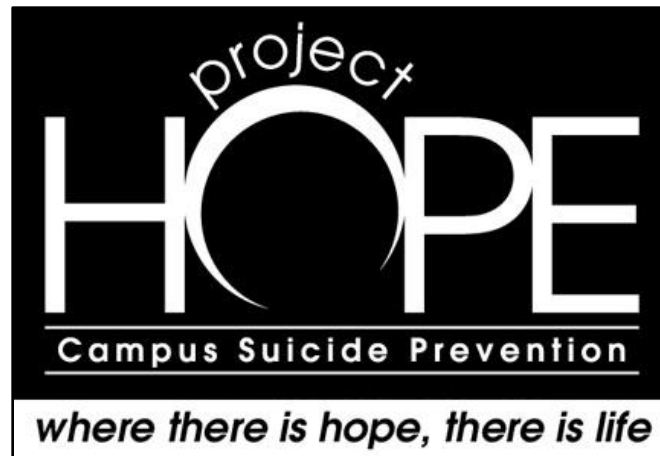
Our Story

- Northwest Missouri State University is located in a rural area
- In 2004 there were numerous suicides
- These events were one reason our community was prompted to apply for the GLS grant



History

- Our Advisory Board was set up in October 2005 and consists of various stakeholders
- Through the years they have served as advisors and brought their expertise
- The group has met regularly over the last 6 years



Mission

- The purpose of the Suicide Prevention Advisory Board (SPAB) is to:
 - Help Project Hope staff stay focused on the goals of the program
 - Provide feedback on programming
 - Help provide direction for the project to ensure we are meeting the needs of our campus community

Why an Advisory Board?

- Collaborative effort aimed at connecting departments
- Group shares ideas/thoughts/recommendations/resources
- Help guide programming
- Have conversations about concerns

Who is Involved?

- Project Hope Staff
- VP of Student Affairs
- Residential Life Director
- University Police Chief
- Wellness Services Director and Staff
- Personal Development and Counseling Director and Staff



Who is Involved Cont.?



- International/Study Abroad Staff
- Academic and Library Services Director
- Psych/Soc/Counseling Academic Staff
- Student Organization Leaders
- Campus Media

What the SPAB has Accomplished

- Recommended programming and reviewed website
- Shared ideas on trends
- Reviewed our budget, action plan and timeline
- Developed a consistent message
- Provided Valuable Feedback
- Help spread the word about programming and Ask. Listen. Refer. (online suicide prevention training)

Supporting Success

- The support of the SPAB has enabled Project Hope to experience many successes:
- Developing a strong Behavioral Intervention Team
- Conducting awareness raising events:
 - Live Your Life Week and Red Flag Events
- Bringing in Speakers:
 - Kevin Hines, Jamie Tworkowski, Chaz Bono
- Conducting Trainings and Presentations for:
 - Residential Life Staff, Freshman Seminar Staff, Greek Life, General Psychology Classes, etc.

**TO
WRITE
LOVE
ON HER
ARMS.**

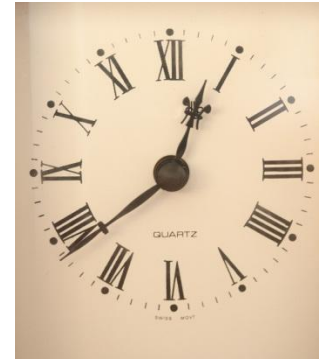


Barriers to Development

- Time commitment
- Finding a leader who embraces their role
- Maintaining focus to ensure progress
- Having programs/actions designed to fit the departments involved
- Bringing the *right* people on board

Helping with Sustainability

- Helped consider sustainability
 - What we want to continue, why and how.
- Offered buy-in from their departments
- Recommended interns as an alternate for staffing
- Committed to stay involved even after grant funding has ended
- Continuing conversations beyond the meetings
- Asking for updated statistics to evaluate progress



University of Wyoming: Two Examples of Campus Coalitions



LENA NEWLIN, MPH, CHES



Wyoming



- Least populated state in US
 - 500,000 people spread over 98,000 square miles
- Ranks #3 in the nation for individuals committing suicide* (20.4 per 100,000 versus 12.0 nationally)
 - Leading method is firearm



Source: American Association of Suicidology, 2009

University of Wyoming



- Public land grant university
- Only 4-year institution of higher education in Wyoming
 - (7 community colleges, 1 tribal college, 1 technical institute)
- Approximately 10,000 students
- Located in southeast corner of Wyoming, in Laramie, population 29,000.



Mental Health Issues at UW



- “Cowboy-Up” culture of rugged individualism
- Rural frontier state
 - Limited mental health resources
 - Confidentiality issues
- University Counseling Center
 - Licensed psychologists, counselors, and graduate students
 - Individual and group therapy
 - Free to all students
 - Serve approx. 500 students/year
 - AWARE Program



UW Lifesavers Initiative



- 3-in-1 Framework borrowed from alcohol literature (also a public health model)
 1. University and surrounding community
 2. General student body as a whole
 3. Individual students (especially high risk)



UW Lifesavers Coalition



- **History**
 - Original grant MOUs
 - Started September 2007
- **Membership**
 - Comprised of staff, faculty, students, community members
 - Approximately 10-20 people at each meeting
- **Structure**
 - Meet once per month on campus, 1 1/2 hour meetings over lunch (provided)

Accomplishments

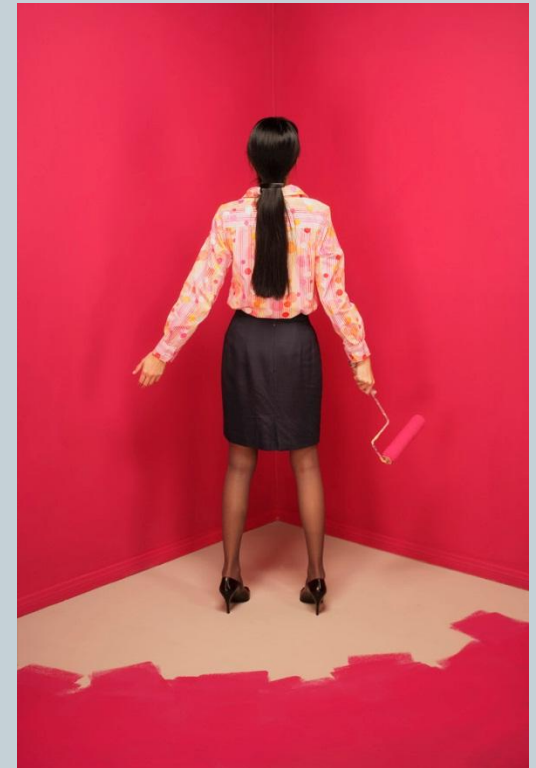


- Strategic planning
- Trained members as gatekeepers
- Development of Crisis / Suicide Response Plan
- Development and dissemination of social marketing campaign
- Support for mental health initiatives/projects
- Educational materials development/review
- Annual statewide conference

Challenges



- Changes in leadership
- Balancing process and task
- Mission: specific or broad?
- Membership recruitment and attrition
 - Faculty, students
- Nature of the subject



Evaluation and Planning



- **Used local evaluator to assist with member assessment**
 - Conducted interviews with current/past members
 - Future direction of coalition
- **Priorities for Coalition**
 - Education
 - Check-in
 - Communication between silos

A-team Campus-Community Coalition



- History
 - Started in 2002 in response to NIAAA Report
- Mission: The A-Team is a collaborative membership comprising UW students, staff, faculty, and invested citizens in the Laramie community, whose mission is to develop, recommend, and assess best practices in policy, prevention / intervention, and enforcement to reduce underage drinking and excessive alcohol use.



A-team Structure



- **Membership**
 - Students, staff, faculty, law enforcement, administrators, community members
 - 25-35 people at each meeting
- **Meet once a month, 2 hours over lunch (provided)**
- **Chair, leadership committee**
- **3 parts to a meeting**
 - Networking
 - Business
 - Education

Challenges



- Membership recruitment and re-educating
- Keep momentum going and energy high
- Nature of the subject



Accomplishments



- Vibrant coalition with members educated and committed to the issue for 10 years
- Policy and local ordinance changes
- Increased communication across campus and community
- Data driven, follow strategic plan
- Environmental scan
- Support for alcohol education
- National awards and recognition for work



Evaluation and Lessons Learned



- **Effective components**

- *Strong leadership*

- ✦ Ability to empower others to get the job done
- ✦ Knows what needs to be done and can stay on task
- ✦ Patience, persuasive, flexible, equalitarian
- ✦ Skilled at facilitating discussions and drawing people out

- *Organizational and logistical structure*

- ✦ Use strategic plan to set agenda and goals
- ✦ Establish sub-committees
- ✦ Hold regularly scheduled meetings (with food!)
- ✦ Communicate clearly and often (email, phone, minutes)

Evaluation and Lessons Learned Cont'd



- **Effective components**

- *Accountability*

- ✦ Develop a strategic plan with clear goals
- ✦ Keep good records
- ✦ Be data-driven

- *An emphasis on process*

- ✦ Have open discussion, inclusive of all members
- ✦ Be patient; don't expect issues to be resolved quickly
- ✦ Build in flexibility; find balance

Evaluation and Lessons Learned Cont'd



- Discuss sustainability early
- Provide food
- Give people a reason to be there
- Orient new members
- Evaluate



Questions?



Small Group Discussions



Discussion



Final questions or comments?

References

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Thank you!

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