

This guide prepares on-campus leaders to facilitate a suicide prevention training using the 30-minute *SOS for Higher Ed Faculty & Staff* online module along with in-person discussion and activities. Plan for a total training time of 45-60 minutes.

## Your Role as On-campus Training Leader

- Prepare for the training (see Planning Checklist)
- Set the tone. Suicide can be challenging to talk about, and some faculty and staff may experience strong emotions. Encourage participation at whatever level feels comfortable for each person.
- Learn and participate with the other faculty and staff (no need to be an expert - the goal is to learn together).
- Run the *SOS for Higher Ed Faculty & Staff* module for the group and lead the on-screen exercises.
- Facilitate extension activities using the provided activity packet when instructed.

# Planning Checklist

## **Reserve the meeting room with:**

- Internet access
- Smartboard, projector, or monitor
- Laptop

## **Bring materials:**

- Printed Group Facilitation Guide
- Printed Extension Activities from the Resources tab in the online module for each participant
- Sticky notes OR scrap paper and tape
- Blank paper
- Pens/Pencils

**Test the *SOS for Higher Ed Faculty & Staff* module and ensure that the audio works and visual displays properly on the monitor or smartboard.**

# Training Day

**Arrive early to set up the module and room.**

**Introduce the training and explain your role.** For example, counseling center staff may share their willingness to answer questions and provide further training. Non-clinical faculty or staff who facilitate would highlight their goal to learn alongside the group and work together to identify further resources.

- **Begin the *SOS for Higher Ed Faculty & Staff* module**, project for everyone to see and hear, click through slides.
- **Guide group through 4 in-module exercises:**
  - Professor Adams/Wes Conversation (throughout module)
  - Building Connection Activity
  - Asking the Question Activity
  - Identifying Resources
- **Facilitate 5 extra practice activities when instructed:**
  - Activity 1: Acknowledge the Signs
  - Activity 2: Prioritize Connection
  - Activity 3: Show You Care
  - Activity 4: Map Our Campus Resources
  - Activity 5: My Plan to ACT
- **Conclude training with final slides/videos** and thank everyone for participating.

# Guidance for In-Module Exercises & Extension Activities

## In-Module | Professor Adams/Wes Conversation

*This exercise occurs at two different times in the module: Acknowledge and Care.*

As a group, listen to Professor Adams and Wes having a conversation. At various points in the conversation, two bubbles will appear on screen.

- Ask a volunteer to read the possible responses on screen.
  - Ask the group which response they think is best.
  - Select the group's best response and listen to feedback. If needed, select the other response.
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## Extension Activity 1 | Acknowledge the Signs

- Ask for a volunteer to read Shawn's story aloud (Activity packet, p.2).
  - Allow time for participants to follow instructions for Activity 1.
  - Ask for a few volunteers to share:
    - Signs of distress they circled
    - A sample phrase that acknowledges Shawn's signs of distress
    - How to mention Shawn's behavior without making judgements or assumptions
  - Prompt the group for additional discussion by asking if they have other feedback or thoughts.
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## **In-Module | Building Connection Activity**

- Ask a volunteer to read each on-screen notecard.
  - Ask participants to indicate, by voting or raising their hands, if each notecard describes either a strategy they are currently using, or a strategy they would consider trying.
  - After each vote, check off the response on the notecard reflective of the group majority.
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## **Extension Activity 2 | Prioritize Connection**

- Distribute sticky notes or scrap paper and tape.
  - Allow participants to complete instructions on the worksheet and ask them to post their sticky notes/scrap paper around the room.
  - Encourage participants to walk around the room and read all the notes.
  - When everyone returns to their seats, ask the group if anyone saw a connection activity that sounded like something they might try themselves.
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## **In-Module | Asking the Question**

- Allow a few minutes to consider the on-screen question.
- Select all responses so everyone can hear the feedback for each option.
- Ask the participants to turn to the person sitting next to them and break into pairs. Allow participants in each pair a few minutes to take a turn role playing as Professor Adams and Wes. (continued next page)

- As Professor Adams, participants should each take a turn asking Wes whether he is considering suicide.
  - After everyone has a chance to play Professor Adams and Wes, ask a few volunteers to reflect on the experience of asking Wes about suicide.
  - At the conclusion of the activity, remind all participants that if they are worried about a student, but are not able to ask directly about suicide, they should connect the student directly to a safe support on campus and follow your school's policies for sharing their concerns with the appropriate staff.
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### **Extension Activity 3 | Show You Care**

- Allow a few minutes for participants to follow worksheet instructions.
  - Ask a volunteer to share which answer they choose for:
    - Reflecting back Shawn's statement.
    - Validating Shawn's emotions
    - Ask a volunteer to share how they would show they care by asking Shawn about suicide.
    - Prompt the group for additional discussion by asking if they have additional feedback or thoughts.
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### **In-Module | Identifying Resources**

- As a group, review the on-screen resource list.
- Ask the participants to call out which resources they would consider encouraging a student to use. (continued next page)

- If applicable, ask the participants to provide specific examples within the category (ex. How would you support a student to access our campus counseling center?)
  - Select all resources that any participant indicates they would consider offering to a student.
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### **Extension Activity 4 | Map Our Campus Resources**

- Allow a few minutes for participants to follow worksheet instructions.
  - Ask any participant who is comfortable to share their resource map. Encourage participants to add to their resource map as they learn ideas from others.
  - Ask a few volunteers to share:
    - Sample phrases that would encourage Shawn to seek help
    - Resources on your campus to suggest for Shawn
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### **In-Module | Tell Question 1 & 2**

- As a group, review the on-screen resource list.
  - Ask the participants to call out which resources Professor Adams encouraged Wes to try. Select the resources on-screen as identified.
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## **Extension Activity 5 | My Plan to ACT**

- Allow a few minutes for the participant to follow worksheet instructions.
- Ask any participant who is comfortable to share their Plan to ACT with the group.