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.

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.

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.

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.

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.

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.

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.

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

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.

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