



SOS for Higher Ed: Suicide Prevention for Faculty and Staff

Group Facilitation Guide



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This guide prepares on-campus leaders to facilitate a suicide prevention training using the 30-minute *SOS for Higher Ed* 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* 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 SOS for Higher Ed Group Facilitation Guide
 - Printed Extension Activities from the Resources tab in the online module for each participant (including yourself)
 - Sticky notes OR scrap paper and tape
 - Blank paper
 - Pens/Pencils
- Test the *SOS for Higher Ed* module and ensure the audio works and visual displays properly on monitor/smartboard

Training Day

- 1 Arrive early to set up the module and room.
- 2 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.
- 3 Begin *SOS for Higher Ed* module, project for everyone to see and hear, advance through slides.
- 4 Guide group through 4 in-module exercises:
 - Professor Adams/Wes conversation (throughout module)
 - Building Connection Activity
 - Asking the Question Activity
 - Identifying Resources
- 5 Facilitate 5 extension activities when instructed in the module:
 - 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
- 6 Conclude training with final slides/videos and thank everyone for participating.

See guidance below for each in-module exercise and extension activity, in the order they will appear:

In-Module: Professor Adams/Wes Conversation*

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

- 1 Ask a volunteer to read the possible responses to questions on screen.
- 2 Ask the group which response they think is best.
- 3 Select the group's response and listen to the feedback. If needed, select the other response.

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

Extension Activity 1: Acknowledge the Signs

- 1 Ask for a volunteer to read Shawn's story aloud (Activity packet, p.2).
- 2 Allow a few minutes for participants to follow instructions for Activity 1.
- 3 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 judgments or assumptions
- 4 Prompt the group for additional discussion by asking if they have additional feedback or thoughts.

In-Module: Building Connection Activity

- 1 Ask a volunteer to read each on-screen notecard.
- 2 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.
- 3 After each vote, check off the response on the notecard reflective of the group majority.

Extension Activity 2: Prioritize Connection

- 1 Distribute sticky notes or scrap paper and tape.
- 2 Allow participants a few minutes to complete instructions on the worksheet and ask them to post their sticky notes/scrap paper around the room.
- 3 Encourage participants to walk around the room and read all of the notes.
- 4 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

- 1 Allow the participants a few minutes to consider the on-screen question.
- 2 Select all responses so everyone can hear the feedback for each option.
- 3 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.
 - As Professor Adams, participants should each take a turn asking Wes whether he is considering suicide.
- 4 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.
- 5 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

- 1 Allow a few minutes for participants to follow worksheet instructions.
- 2 Ask a volunteer to share which answer they chose for:
 - Reflecting back Shawn's statement
 - Validating Shawn's emotions

Extension Activity 3: Show You Care (continued)

- 3 Ask a volunteer to share how they would show they care by asking Shawn about suicide.
- 4 Prompt the group for additional discussion by asking if they have additional feedback or thoughts.

In-Module: Identifying Resources

- 1 As a group, review the on-screen resource list.
- 2 Ask the participants to call out which resources they would consider encouraging a student to use.
- 3 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?).
- 4 Select all resources that any participant indicates they would consider offering to a student.

Extension Activity 4: Map Our Campus Resources

- 1 Allow a few minutes for the participants to follow worksheet instructions.
- 2 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
- 3 Ask a few volunteers to share:
 - Sample phrase that would encourage Shawn to seek help
 - Resources on your campus to suggest for Shawn

In-Module: Tell Question 1 & 2

- 1 As a group, review the on-screen resource list.
- 2 Ask the participants to call out which resources Professor Adams encouraged Wes to try. Select the resources on-screen as identified.

Extension Activity 5: My Plan to ACT

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