



# **SOS for Higher Ed: Suicide Prevention for Students**

Group Facilitation Guide



## *SOS for Higher Ed: Suicide Prevention for Students* **Group Facilitation Guide**

This guide prepares on-campus leaders to facilitate a suicide prevention training using the 30-minute *SOS for Higher Ed: Suicide Prevention for Students* 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 students may experience strong emotions. Encourage participation at whatever level feels comfortable for each student.
- Explain your role as facilitator. Counseling center staff may draw on their professional expertise to lead the training. Psychology faculty may use the training in a classroom setting. Student leaders may facilitate the training as a group learning experience.
- Run the *SOS for Higher Ed: Suicide Prevention for Students* module for the group and lead the on-screen exercises.
- Facilitate extension activities using the provided activity packet when instructed.

## Planning Checklist

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- Reserve the meeting room with:**
  - Internet access
  - Smartboard, projector, or monitor
  - Laptop
- Bring materials :**
  - Printed Group Facilitation Guide
  - Printed Extra Practice Activities for each participant
  - 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

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- 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 whereas peer leaders would highlight their goal to learn alongside other students and work together to identify further resources.
- 3 Begin *SOS for Higher Ed: Suicide Prevention for Students* module, project for everyone to see and hear, click through slides.
- 4 Guide group through 3 in-module exercises:
  - David/Alex Conversation (throughout module)
  - How You Feel Connected Activity
  - Identifying Resources
- 5 Facilitate 6 extra practice activities when instructed in the module:
  - Activity 1: Acknowledge the Signs
  - Activity 2: Prioritize Connection
  - Activity 3: Show You Care
  - Activity 4: Map My Resources
  - Activity 5: Encourage to Tell
  - Activity 6: 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: David/Alex Conversation\*

As a group, listen to David and Alex having a phone 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 best response and listen to feedback. If needed, select the other response.

\* This exercise occurs at three different times in the module: Acknowledge, Care, and Tell.

### Extension Activity 1: Acknowledge the Signs

- 1 Ask for a volunteer to read Devon'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 Devon's signs of distress
  - How to mention Devon'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: How You Feel Connected 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 Once participants complete instructions on the worksheet, 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.

## 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 Devon's statement
  - Validating Devon's emotions
  - How Wilbryna showed Keala she cared
- 3 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 of the resources they would consider using.
- 3 If applicable, ask participants to provide specific examples within the category (ex. Which college staff member or department would you consider? How would you access our campus counseling center?).
- 4 Click all resources that any participant would consider.

### **Extension Activity 4: Map My Resources**

- 1 Distribute paper to each participant.
- 2 Allow a few minutes for participants to follow worksheet instructions.
- 3 Ask any participant who is comfortable to share their resource map with a focus on identifying resources that others might use.

### **Extension Activity 5: Encourage to Tell**

- 1 Allow a few minutes for participants to follow worksheet instructions.
- 2 Ask for a few volunteers to share:
  - Sample phrases that would encourage Devon to seek help
  - Resources to suggest for Devon
- 3 Prompt the group for additional discussion by asking if they have additional feedback or thoughts.

### **Extension Activity 6: My Plan to ACT**

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