

## GLS Campus Sustainability Training Series

### First Session: Adopting a Sustainability Mindset (1/23/2017)

- **Overview of Participants**

- 88% of campuses participating are public.
- 12% of campuses are rural, 24% suburban, and 64% urban/town.
- For more details about the participants, please visit [here](#).

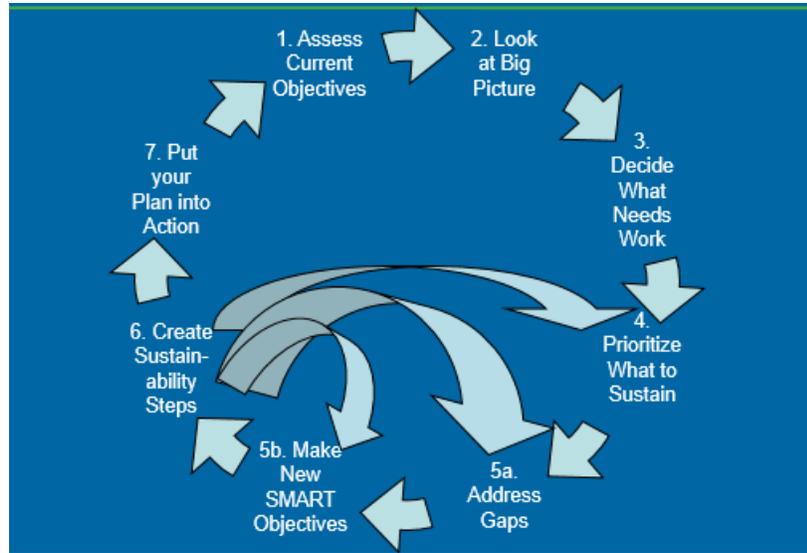
- **Overview of Series**

- Based on your feedback and interviews from a number of alumni grantees who were successful in sustain their suicide prevention efforts beyond the GLS grant, we have developed our curriculum to highlight some key components that are essential for sustainability:
  - January 23rd: Adopt a Sustainability Mindset
  - February 27th: Cultivate Partnerships
  - April 24th: Build Momentum and Foster Leadership
  - May 22nd: Secure Resources/ Funding
- Webinar format – discussion, speakers, and homework

- **Adopting a Sustainability Mindset**

- Maintain a vision of sustainability throughout the program cycle—from design to implementation to evaluation. It's important to think from the beginning about what are ways you could sustain this work after the grant.
- Make a case for sustainability from the beginning.
  - What evaluation data do you need?
  - What stories do you need to collect?
  - Show leadership, constituents, and community members what you're doing is important.
- Sustainability Cycle

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- Importance of goal setting
  - You are not able to fund everything, so it's important to consider these questions:
    - What programs can you continue?
    - What programs/activities have made the most impact?
    - What programs/activities have been successful, but hard to implement?
  - Case study – Campus X needs to figure out what to do about the gatekeeper training. Campus X has a QPR training for faculty/staff and Kognito for students. Which aspects of the program should we continue?
    - Consider how much it has been used.
    - Cost-effectiveness
    - If your state has alternative options that are free or cost effective, look into using those versus paying for those specific programs.
    - What resources, tools, and/or partners do we need to sustain these aspects?
      - Healthy Campus Division (under the Student Affairs) became the hub of suicide prevention advocacy trainings, so these training will continue after the grant ends.
      - QPR training is embedded in the clinical counselling master's program and graduate students do trainings with on-campus student groups.
      - Residence life, student activities, Greek life, and student government often have programmatic funds. Residence life incorporated the suicide advocacy training to all of the student advisors' orientation.

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- Bring in students. A student had an idea Working with the student council tried to get a paid position from the student council to work with student wellness.
  - Student academic affairs and student success office (MH is an important part for retention)
  - Campus BIT
  - Hiring students to the health center to liaison to other campus groups and generate ideas
  - Academic Deans
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- **Speaker – Rita Tybor, Director of Student Wellness from Miami Dade College (GLS Cohort 6) [rtybor@mdc.edu](mailto:rtybor@mdc.edu)**
    - **Introduction of Miami Dad College**
      - Miami Dade College has 8 campuses. It is a nonresidential community college that also offers some 4- year baccalaureate degree program. Our 164,000 student hails from 150 different countries, and speak 76 languages.
      - As a commuter college, we do not have counseling centers. The GLS grant was offered in tandem with the department of Emergency Management, and networked with many other College offices. The GLS grant was a catalyst for a new Office of Student Wellness, and I [Rita Tybor] was hired as its director, immediately following the GLS grant.
    - **What kind of suicide prevention activities had been sustained?**
      - We started planning for sustainability from the very beginning. We continue some suicide prevention educational workshops, coalition/community building events, and annual health fairs and conferences. We share SPRC materials, plan an annual a suicide prevention conference day, and the college has instituted a new FT position that includes suicide prevention and oversees other college prevention and wellness services.
    - **How do you prioritize which activities to sustain?**
      - To prioritize what can be sustained, one could ask:
        - What would be supported by the campus and leadership and goals?
        - What was practical? What would be most cost effective?
        - What could be embedded, and tied to other units, events, or trainings?
        - How could community partners and resources share the work? The costs? The volunteers?

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- **What are some effective strategies you used to get buy-in from the leadership?**
  - Growth is both top down and organic. Strive for faculty buy in, to see things continued on campus. If they are behind it, it has a better chance of being continued.
    - Know that each suicide prevention activity is an opportunity to develop a new advocate.
    - Try to say YES to requests, and adapt your training as necessary.
      - When possible let others guide the suicide prevention services to fit their format and needs, such as a department meeting, a student training, a conference day, and event, or a resource table. It is a good fit, they are more likely to continue it after the GLS grant.
    - Collect feedback or mini evaluations as often as possible.
      - At each event you can capture the number attended, whether they attended an event like this before, if they found it helpful or useful, if they would recommend this training to others, and any special comments.
    - Share that feedback as soon as possible to show need and impact.
    - Use that feedback to honor your partners (faculty, etc.) and to advance their needs.
- **Are any of the partners you collaborated with during the grant sustain beyond the grant? If so, how did you sustain the momentum?**
  - One of our primary projects sustained by the grant is an Annual Best Practices in Suicide Prevention Conference. This interdisciplinary undertaking was initially spearheaded by our SAMHSA GLS Suicide Prevention grant and now includes several community partners. The event started when a retired member of our GLS advocacy steering group helped to keep the momentum going. She took it on as one of her pet projects. Each year the event draws 200. It is held at a hospital in Miami.
  - The grant also worked with outreach opportunities to address mental health promotion and suicide prevention awareness issues. One local agency, who was a former GLS grantee, helped us and now we work together on other training projects and a MHFA grant.

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- **Can you share some strategies you used to secure additional funding/resources?**
  - We also become very proactive, and vocal, at looking at other resources and funding. What local resources, grants, groups, or volunteers could help keep the suicide prevention message going? We worked with our partner on a number of grants. One that was funded was the 3-yr MHFA grant, Project Aware, and this included a suicide prevention component.
  - On campus we received some funds from the Perkins grant, which focuses on career and technical education, to educate workforce students in the addiction studies department.
  - With the conclusion of our GLS grant on July 31, 2015, we were able to sustain the important work in improving student suicide prevention and awareness at Miami Dade College. As stated, we shared feedback to show the need and impact of services. Later, consolidate that feedback to make a case for the new position. For us, those discussions of an added position had to be a year before the end of the grant, as that was when the college forecasts its budget for the next year.
    - Consider a broader topic than suicide prevention, but add suicide prevention to the activities.
    - Review Spark newsletter, SAMHSA, and other funding sites and newsletter for opportunities.
    - Ask your grant's department to do a funding search and find agencies where you can apply.
    - Look at local community foundations, alumni groups, clubs and organizations that may be advocates
    - Tell partners that your campus has the participants and the site if they have workshops to deploy
    - Ask partners to write you into their grants, or to collaborate as partners on the applications
    - Consider social media and other resources site.
- **Next steps and Homework**
  - Ideas from grantees:
    - Visit the SPRC website to see if there's a GLS state grant and how you can collaborate.
    - Acknowledge, communicate, repetition about needs and goals

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- Work with local counseling group to continue small group therapy on campus for Fall 2017.
- Search for local chapters of NAMI and AFSP.
- Find out about the state suicide prevention coalition
- **Homework**
  - View step 4 of the Virtual Learning Lab: Collaborations
  - Fill out VLL worksheet *Engage Partners Consistently & Creatively*  
<http://www.sprc.org/collaboration>
  - Member profile if you haven't done yours yet
- **Visit this website to access more resources and the member profiles:**  
<http://glscampusustainability.com/>