



"Saving Lives in Tennessee"

Higher Education Suicide Prevention Outreach and Curriculum Infusion Strategies

Recommendations for Colleges and Universities to

1. Develop curriculum infusion.
2. Provide free screenings.
3. Promote education and awareness in suicide prevention and gatekeeper training.

OUTREACH AND
CURRICULUM
INFUSION
TOOL KIT

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INTRODUCTION

The Tennessee Suicide Prevention Network (TSPN) Higher Education Task Force (HETF), an appointed task force of 22 representatives serve to unite colleges/universities throughout Tennessee towards the goal of suicide prevention. All those selected for this task force were approved by the TSPN Advisory Council, who are appointed by the Governor, on June 8, 2017, have exhibited excellence in suicide prevention and/or intervention efforts at their institution either by trainings and awareness on their campus.

The task force met to create and carry out action items to best help the at-risk population of college students. Colleges and universities pose a unique problem for suicide prevention/intervention/postvention efforts. By employing the expertise of those on this task force, the initial task force with TSPN and the first of its kind in the nation, it is the hope that this effort will expand to other colleges and universities throughout the state, creating suicide safer campuses throughout Tennessee.

The task force broke up into 3 smaller committees: Advocacy and Sustainability Committee, Protocol Committee, and Outreach and Curriculum Committee. The Outreach and Curriculum was formed to identify what outreach and curriculum infusion strategies were being used across the state that show evidence of lowering the risk of suicide.

It is our hope that this tool kit provides helpful suicide prevention outreach and curriculum infusion strategies that can meet the unique needs of campuses regardless of size or available resources. These strategies are simply recommendations for building a sustainable program. It is understood that not all efforts will work for every college or university.

Please use this tool kit as a guide for your campus and university's efforts. Whether your efforts are grassroots or fully developed, this guide can serve to strengthen your suicide prevention strategic plan.

MORE INFORMATION

For more information about the outcome of research, data, and other helpful resources gathered by the HETF please contact Joanne Perley, MPH, Statewide Initiatives and Development Coordinator, Tennessee Suicide Prevention Network at 615-297-1077 or jperley@tspn.org. Please also visit our website at www.tspn.org.

PROJECT PARTICIPANTS

This Higher Education Suicide Prevention Outreach and Curriculum Infusion Strategies

Tool Kit was made possible by:

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STRATEGIES BY CAMPUS DEMOGRAPHIC

The higher education suicide prevention outreach and curriculum infusion strategies are compiled on a table with suggestions for the following areas: curriculum infusion, access to free screenings, as well as best practice for education and awareness. Using the table of contents determine the sector (private/public) and size (large/medium/small) and refer to the corresponding page. If you were provided with 2 options (option A/option B) the appendix A can be a helpful resource in determining the best option for your institutions. Again, not all efforts will work for every college or university. However, the options below are recommended for a sustainable suicide prevention program.

Public Large 31,000-9,000

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option A 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • Bystander Intervention Training in Freshman Connection Courses as well as across campus • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/ Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Engaging Graduate Teaching Assistants in the prevention process: Create faculty designed suicide prevention content that is integrated throughout course assignments. See Appendix for examples 	<ul style="list-style-type: none"> • College Response Package • PHQ2 • PHQ9 • Resource Folders for Faculty and Staff to identify signs of distress • Departmental Resource Bags • Free Online Screening: screening.mentalhealthscreening.org* 	<ul style="list-style-type: none"> • CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. • Safe Messaging Model from Action Alliance • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • Incorporate Program Evaluation and Outcome Measures • Include Campus and Community Partners • Incorporate Gatekeeper Training Bystander Programming <ul style="list-style-type: none"> ○ Train a percentage of faculty and staff from each college ○ Train all incoming freshmen Through a mandated online module ○ Include a brief resource guide on Parent portals • Grounded in the Social Ecological Model of Framework Prevention • Ethical Practices based on practicing guidelines

Public Large 31,000-9,000

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option B 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • Bystander Intervention Training in Freshman Connection Courses as well as across campus • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/ Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Engaging Graduate Teaching Assistants in the prevention process: Create faculty designed suicide prevention content that is integrated throughout course assignments. See Appendix (coming soon) for examples 	<ul style="list-style-type: none"> • PHQ9 • Resource Folders for Faculty and Staff • Free Online Screening: screening.mentalhealthscreening.org* 	<ul style="list-style-type: none"> • CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. • Safe Messaging Model from Action Alliance • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • Incorporate Program Evaluation and Outcome Measures • Include Campus and Community Partners • Incorporate Gatekeeper Training or Bystander Programming <ul style="list-style-type: none"> ○ Train a percentage of faculty and staff from each college ○ Identify and train specific at-risk groups* ○ Include a brief resource guide on Parent portals • Grounded in the Social Ecological Model of Framework Prevention • Ethical Practices based on practicing guidelines

Public Medium 9,000-3,700

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option A 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • Bystander Intervention Training in Freshman Connection Courses as well as across campus • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/ Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Engaging Graduate Teaching Assistants in the prevention process: Create faculty designed suicide prevention content that is integrated throughout course assignments. See Appendix (coming soon) for examples 	<ul style="list-style-type: none"> • PHQ9 • Free Online Screening: screening.mentalhealthscreening.org* • Resource Folders for Faculty and Staff • Departmental Resource Bags 	<ul style="list-style-type: none"> • CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. • Safe Messaging Model from Action Alliance • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • Incorporate Program Evaluation and Outcome Measures • Include Campus and Community Partners • Incorporate Gatekeeper Training or Bystander Programming by TSPN for <ul style="list-style-type: none"> ○ Train a percentage of faculty and staff from each college ○ Train all incoming freshmen and student leaders ○ Include a brief resource guide on Parent portals • Grounded in the Social Ecological Model of Framework Prevention • Ethical Practices based on practicing guidelines

Public Medium 9,000-3,700

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option B 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/ Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Engaging Graduate Teaching Assistants in the prevention process: Create faculty designed suicide prevention content that is integrated throughout course assignments. See Appendix (coming soon) for examples 	<ul style="list-style-type: none"> • PHQ2 or PHQ9 • Free Online Screening: screening.mentalhealthscreening.org* • Departmental Resource Bags 	<ul style="list-style-type: none"> • CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. • Safe Messaging Model from Action Alliance • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • Incorporate Program Evaluation and Outcome Measures • Include Campus and Community Partners • Incorporate Gatekeeper Training or Bystander Programming by TSPN <ul style="list-style-type: none"> ○ Train a percentage of faculty and staff from each college ○ Train all incoming freshmen ○ Mandate an online module ○ Include a brief resource guide on Parent portals • • Grounded in the Social Ecological Model of Framework Prevention • Ethical Practices based on practicing guidelines

Private Large/Medium 13,000-3,000

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option A 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • Bystander Intervention Training in Freshman Connection Courses as well as across campus • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/ Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Create a list of curriculum infusion ideas for faculty general education courses that is provided to all General Education faculty. See Appendix (coming soon) for examples 	<ul style="list-style-type: none"> • College Response Package • PHQ2 • PHQ9 • Resource Folders for Faculty and Staff • Departmental Resource Bags • Free Online Screening: screening.mentalhealthscreening.org* 	<ul style="list-style-type: none"> • CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. • Safe Messaging Model from Action Alliance • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • Incorporate Program Evaluation and Outcome Measures • Include Campus and Community Partners • Incorporate Gatekeeper Training and Bystander Programming by TSPN <ul style="list-style-type: none"> ○ Train a percentage of faculty and staff from each college ○ Train all incoming freshmen ○ Mandate an online module ○ Include a brief resource guide on Parent portals • Grounded in the Social Ecological Model of Framework Prevention • Ethical Practices based on practicing guidelines

Private Small 2,999-

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> Option A 	<ul style="list-style-type: none"> National Suicide Lifeline Number on Student I.D. and course syllabi Parent Resource Guides/ Packets during student orientation Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. Create a list of curriculum infusion ideas for faculty general education courses that is provided to all General Education faculty. See Appendix (coming soon) for examples 	<ul style="list-style-type: none"> Memorandum of Understanding (MOUs) with local Mental Health facilities to provide suicide prevention screenings 2xs a year <ul style="list-style-type: none"> *In lieu of creating an MOU colleges and universities can develop partnerships or relationships with local Mental Health facilities to provide suicide prevention screenings and/or outreach for students and staff 2x a year when on-campus personnel are not available 	<ul style="list-style-type: none"> CLAS Standards that is prevention education programming that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs. Safe Messaging Model from Action Alliance Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution Incorporate Program Evaluation and Outcome Measures Include Campus and Community Partners Incorporate Gatekeeper Training or Bystander Programming by TSPN <ul style="list-style-type: none"> Train a percentage of faculty and staff from each college Train all incoming freshmen Include a brief resource guide on Parent portals Grounded in the Social Ecological Model of Framework Prevention Ethical Practices based on practicing guidelines

Community College Large/medium

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option A 	<ul style="list-style-type: none"> • Gatekeeper Training in Freshman Connection/Orientation Courses • National Suicide Lifeline Number on Student I.D. and course syllabi • Parent Resource Guides/Packets during student orientation • Educate students who are in training to become mental health, social service, or health care providers on the identification and treatment of individuals at high risk for suicide. • Create a list of curriculum infusion ideas for faculty general education courses that is provided to all General Education faculty. See Appendix for examples 	<ul style="list-style-type: none"> • Memorandum of Understanding (MOUs) with local Mental Health facilities to provide suicide prevention screenings 2xs a year <ul style="list-style-type: none"> *In lieu of creating an MOU colleges and universities can develop partnerships or relationships with local Mental Health facilities to provide suicide prevention screenings and/or outreach for students and staff 2x a year when on-campus personnel are not available 	<ul style="list-style-type: none"> • Promote the National Suicide Prevention Lifeline, Crisis Text Line, as well as afterhours hotline designed specifically by institution • MOU's with local Mental Health facilities to provide Gatekeeper Training or Bystander Programming by TSPN <ul style="list-style-type: none"> ○ Train all faculty and staff ○ Include a brief resource guide on Parent portals

Community College Large/Medium

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option B 	<ul style="list-style-type: none"> • Suicide prevention hotline number on course syllabi, possibly with a brief statement about the warning signs of suicide and campus contact numbers • Create a list of curriculum infusion ideas for faculty general education courses that is provided to all General Education faculty. See Appendix for examples 	<ul style="list-style-type: none"> • Memorandum of Understanding (MOUs) with local Mental Health facilities to provide suicide prevention screenings once a year <ul style="list-style-type: none"> *In lieu of creating an MOU colleges and universities can develop partnerships or relationships with local Mental Health facilities to provide suicide prevention screenings and/or outreach for students and staff 2x a year when on-campus personnel are not available 	<ul style="list-style-type: none"> • MOUs with local Mental Health facilities for suicide prevention education, programing and training. • P.E.E.R. Educators: Student can be used to provide suicide prevention training in lieu of mental health staff • Gatekeeper Training or Bystander Programming by TSPN <ul style="list-style-type: none"> ○ Train all faculty and staff ○ Include a brief resource guide on Parent portals

Community College Small/
Tennessee Centers for Applied Technologies (TCAT's)

	Curriculum Infusion	Suicide Prevention Screening Access to free screening	Best Practice Programming Education/Awareness Gatekeeper Training
<ul style="list-style-type: none"> • Option A 	<ul style="list-style-type: none"> • Suicide prevention hotline number on course syllabi, possibly with a brief statement about the warning signs of suicide and campus contact numbers • Include local mental health resources on website 	<ul style="list-style-type: none"> • Form a partnership or relationship with community mental health to provide prevention screenings once a year 	<ul style="list-style-type: none"> • MOU's with local Mental Health facilities for suicide prevention education, programing and training. • P.E.E.R. Educators: Student can be used to provide suicide prevention training in lieu of mental health staff • Gatekeeper Training or Bystander Programming by TSPN <ul style="list-style-type: none"> ○ Train all faculty and staff ○ Include a brief resource guide on Parent portals

RESOURCES

- [Tennessee Suicide Prevention Network](#)
the statewide public-private organization responsible for implementing the Tennessee Strategy for Suicide Prevention as defined by the 2001 National Strategy for Suicide Prevention.
- [The Jed Foundation](#)
The nation's leading organization working to prevent suicide and promote mental health among college students.
- [Jed Foundation's HALF OF US Series](#)
half of us struggle with depression, and all of us have the power to help ourselves and others by fighting the stigma around mental health and speaking up when we need support.
- [Suicide.org](#)
Suicide Prevention, Awareness and Support
- [Suicide Prevention Resource Center](#)
Customized information for College Students
- [National Suicide Prevention Hotline](#)
1-800-273-TALK (8255)
- [ULifeline](#)
Online College Mental Health Services for Students

OTHER SUGGESTED RESOURCES

- Make The Connection
Military service information
 - maketheconnection.net
- National Action Alliance for Suicide Prevention
 - <http://www.actionallianceforsuicideprevention.org/>
- American Association Suicidology
 - <http://www.suicidology.org/>
- 2012 National Strategy for Suicide Prevention

APPENDIX A: DETERMINING THE BEST OPTION

When determining the best option for your institution use this appendix to consider your campuses capabilities: population, key personnel, suicide prevention evidence-based practices that already exists, and ability to collect and assess data.

LARGE PUBLIC

Option A: Appropriate for institutions with the following capabilities:

- Population: Large number of students from at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Staff and organizational experience – The institution has or can hire personnel able to carry out specific functions of a project manager, coordinator, and evaluator regarding programming, screening, training, and providing recommendations to faculty for curriculum infusion.
- Evidence Based Practice: An institution who already has several Evidence Based Programs in place for suicide prevention
- Data Collection and Performance Measurements: An ability to conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

Option B: Appropriate for institutions with the following capabilities:

- Population: Large number of students from at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Staff and organizational experience – The institution has or can hire a staff person trained as a gatekeeper and can provide 0.4 FTE to training and programming suicide prevention efforts. The institution can hire a Graduate Assistant from an appropriate program (i.e. Psychology, Social Work, Counseling, etc)
- Evidence Based Practice: An institution who already has a few Evidence Based Programs in place for suicide prevention
- Data Collection and Performance Measurements: To conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

PUBLIC MEDIUM AND LARGE/MEDIUM PRIVATE

Option A: Appropriate for institutions with the following capabilities:

- Population: An office or student organizations that specifically target needs of at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Staff and organizational experience – The institution has a staff person trained as a gatekeeper and/or who provides health and wellness outreach programs who can incorporate suicide prevention efforts.
- Evidence Based Practice: An institution who already has a few Evidence Based Programs where suicide prevention efforts can be infused
- Data Collection and Performance Measurements: An ability to conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

Option B: Appropriate for institutions with the following capabilities:

- Population: A few students from at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Staff and organizational experience – Competent, culturally sensitive, staff member with .25 FTE to suicide prevention programming.
- Evidence Based Practice: Buy-in from administration to implement evidence-based practice regarding suicide prevention
- Data Collection and Performance Measurements: Able to conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

SMALL PRIVATE AND COMMUNITY COLLEGE LARGE/MEDIUM

Option A: Appropriate for institutions with the following capabilities:

- Population: Student organizations that specifically target needs of at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Campus or community partner qualified to provide suicide prevention training. Several community partners to refer at risk students to services
- Evidence Based Practice: Buy-in from administration to implement evidence-based practice regarding suicide prevention
- Data Collection and Performance Measurements: An ability to conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

Option B: Appropriate for institutions with the following capabilities:

- Population: A few students from at-risk or high-risk populations (i.e. LGBT, Veterans, American Indians and Alaska Natives, those with mental or substance abuse disorders)
- Key Personnel: Community partners qualified to provide suicide prevention training.
- Evidence Based Practice: Buy-in from administration to implement evidence-based practice regarding suicide prevention
- Data Collection and Performance Measurements: Able to conduct assessment designed to track and monitor progress toward reaching program goals and objectives.

Suicide Prevention and Awareness

In a year, nearly 40% of college students will report feeling so depressed that it's difficult to function. Depression is also a major risk factor for suicide, however, depression is a treatable disease.

If you are experiencing suicidal thoughts You are not alone.

Get Help.

**College Resources
and/or**

Community Resources

**Online Resources
[Half of Us](#)**



**[Tennessee Suicide Prevention
Network](#)**



**24 Hour/Free,
Confidential Hotlines**

Call: 800.273.TALK



CRISIS TEXT LINE |

Text: TN to 741741

The Trevor Project
LGBTQ sensitive
trained counselors.
Call: 866-488-7386

Trans Lifeline
Staffed by transgender people for transgender people.
877-565-8860

Social media guidance:

(This information was taken from the TSPN brochure)

How to help someone who may be having thoughts of suicide:

- Show interest in the person and be supportive of him or her.
- Offer hope that there are alternatives to suicide.
- Take action. Utilize existing social media reporting methods and provide resources.

Things to post when you see a concerning message on social media to someone who has expressed suicidal thoughts or a plan:

I am concerned about your safety and would like to offer help. The counselors at the National Suicide Prevention Lifeline are available 24/7 by calling 1-800-273-8255.

To a public post that may be vaguer:

If you feel life is not worth living, please reach out to the Crisis Text Line at 741741. The crisis workers there are able to assist you confidentially, 24/7/365.

To a person who may be concerned about a friend or loved one:

Thank you for reaching out and caring about your suicidal friend. Feel free to give your friend the National Suicide Prevention Lifeline

Faculty specific curriculum infusion ideas

Specific Curriculum Infusion Ideas:

Special Note: With all types of curriculum: active learning strategies to include brainstorming, behavior modeling, case studies, coaching, critiques, debates, demonstrations, discussions, drills, field trips, games, instruments, interviews, panel discussions, reading, reflection, role plays, simulations, skits, study guides, and visualizations may be integrated as relevant to prevention English/Language Arts:

- Reading about and discussing depression may be integrated into language arts classes
- In language arts classes students may read, discuss, write about and role play prevention strategies for prevention.
- Engage students in “The Skin I’m in Writing Contest” (http://writingfix.com/Chapter_Book_Prompts/SkinImIn3.htm)
- Engage students in “What a Difference a Friend Makes” essay project and/or writing contest (<http://mhaac.org/uploads/documents/What%20A%20Difference-ENG.pdf>)

Math:

- Computing, analyzing, or graphing survey data relevant to depression/suicide/suicide prevention may be infused into the curriculum of math courses.

History:

- Students may participate in class presentations, group or individual research projects related to the history of mental health in the state or country. This could be expanded to include suicide awareness/prevention

Social Sciences:

- Incorporate learning about protective factors, risk factors and warning signs into class discussion and presentations
- Learning about the risk factors of bullying, and substance abuse may be integrated into social science classes.
- In social science classes students may read, discuss, write about and role play prevention strategies for prevention
- In social science classes, students could engage in class with role playing exercises related to engaging another student/person who may be thinking about suicide
- Incorporate class presentations, research and group projects related to de-stigmatizing mental health
- Examine in class discussion, presentations, and group projects the impact of mental health issues and diversity

Exercise Science/Fitness:

- Yoga instruction to learn mindfulness as coping skill for depression/anxiety
- student athletes could research about the impact of depression and anxiety on athletic performance
- engage students in an interactive mind-body dance or body movement program in which students learn more about the mind-body connection, how to recognize signs of distress, and learn how to respond

Health/Wellness:

- could research about the impact of depression/anxiety on grades and academic success
- Incorporate decision-making and goal setting exercises
- Incorporate learning about protective factors, risk factors and warning signs into class discussion and presentations

Science:

- Research projects, group projects, class discussions, or class presentations related to mental health and neuroscience and/or the brain

Visual Arts:

- Design prevention flyers, brochures, pamphlets, education guides
- Student art displays related to prevention, awareness, education regarding mental health and suicide prevention

Service Learning:

- Students may be encouraged to participate and/or volunteer with campus and/or community suicide prevention coalitions and/or task forces.
- Students may be encouraged to participate in national campaigns/programs that provide more resources to and promote suicide prevention.

Service Learning Project Example - Building a community (or campus community) memorial garden that provides both an aesthetically pleasing community space. This project involves several subject areas.

- ***Math:*** Students look into funding for the project from local or campus environmental organizations and utilize math concepts to develop a multi-year budget for building and expansion of the garden, buying plants and seeds. Geometry is utilized to lay out a grid of a garden space or an existing garden and students work in groups to design a three dimensional plan for the garden. Students select from a list of trigger questions on a weekly basis to reflect upon their experiences, successes, and failures in moving the project forward and regular feedback is provided to students from teachers and community mentors. The math teacher works with other teachers to extend learning to other subject areas.
- ***Science:*** Science (Botany) class students research climatically appropriate trees and flowers. Students learn when to plant and how to care for them while developing manuals for future students.
- ***Social Studies*** If the school does not have an appropriate piece of property, students work with local aldermen or other City officials to lobby for a small park or with local businesses to lease an unused area.
- ***Language Arts*** Students write or develop presentations about the project for school and community newspapers or audiences. Students involved in the school garden project develop presentations and community advocacy programs about gardening that they deliver to public/private high school and middle school students, community groups, or legislators as part of their service learning hours.

MEMORANDUM OF UNDERSTANDING

BETWEEN

NORTHEAST STATE COMMUNITY COLLEGE

AND THE

CRISIS CENTER, INC.

This Memorandum of Understanding (MOU) is entered into by Northeast State Community College and the Crisis Center, Inc. This MOU formalizes the commitment of the parties to work together to provide trauma-informed services to student and employee victims of sexual misconduct (including but not limited to dating violence, sexual assault, and stalking) and of domestic violence and to improve the overall response to sexual misconduct and domestic violence at the College. The parties share the goal of preventing sexual misconduct and domestic violence on campus and in the community, and of responding appropriately to students and employees who have been victimized.

HISTORY

Prior to its first MOU, the partnership between Northeast State Community College and Crisis Center, Inc. was one of providing educational information to students at Northeast State. Both the Health Services and Counseling Services offices at Northeast State have invited Crisis Center representatives to events and other initiatives where students at campus locations were provided information and an opportunity to ask questions. For more than five years Northeast State Community College and the Crisis Center have partnered in such a manner. In 2014 the need to formalize the relationship arose. The initial MOU was signed between the parties in December 2014. Below is an updated version of the MOU and the signatures of parties committing to continuing the partnership.

I. Description of Partner Agencies

Northeast State Community College

The College began as Tri-Cities State Area Vocational-Technical School in 1966 under the governance of the State Board for Vocational Education. In 1970, the mission was expanded and the school became a regional center for vocational and technical training. The scope was again expanded in 1978 to include the awarding of both one-year certificates and associate degrees in technology, and the name was changed to Tri-Cities State Technical Institute. Effective on July 1, 1983, Tri-Cities State Tech was placed under the governance of the Tennessee State Board of Regents and became part of the State University and Community College System of Tennessee. On July 1, 1990, a university parallel component was added, and the institution's name was changed to Northeast State Technical Community College. On July 1, 2009, the name of the institution was changed to Northeast State Community College to better reflect the diverse range of programs offered by the institution.

Northeast State provides university parallel programs designed for students desiring to transfer to another college or university, career programs for students planning to enter the workforce immediately upon graduation, and continuing education and community service programs for professional growth and personal enrichment to the citizens of Carter, Johnson, Sullivan, Unicoi, and Washington counties.

In partnership with the community, the College sustains the effort toward improving the quality of life for residents of the Northeast Tennessee region. The College's fall 2014 headcount enrollment was 5,865 credit students.

Crisis Center, Inc.

The Crisis Center, Inc. is a non-profit agency that has been providing free services to the community for nearly 40 years. The Crisis Center has grown from a hotline for teens to an agency which provides a wide range of services including those dealing with issues of sexual assault, domestic violence, and stalking. The Crisis Center office is located at 100 Oakview Avenue, Bristol, Virginia, but serves individuals throughout eastern Tennessee and western Virginia. All services are free and confidential.

II. Collaboration

Previously, the Crisis Center has provided workshops at Northeast State on sexual assault, staffed a table at the annual Wellness Fair, and served as a referral resource for students in crisis. This MOU will formalize the collaboration between Northeast State and the Crisis Center as a part of the *Safe Northeast: A Safe Campus Saves You!* initiative.

Role of Northeast State Community College

Northeast State agrees to:

- A. Provide space on an “as available” basis to the Crisis Center to hold advisory board meetings and support group meetings at any of the College’s teaching sites.
- B. Promote awareness among campus populations of volunteer opportunities at the Crisis Center.
- C. Facilitate the development of educational materials that promote the primary prevention of sexual misconduct, including sexual assault, domestic violence, dating violence, and stalking.
- D. Provide the Crisis Center with schedules of College workshops open to the public that cover topics such as applying for college, applying for financial aid, career exploration, resume writing, and interviewing skills.

Role of the Crisis Center, Inc.

The Crisis Center agrees to:

- A. Provide training to students, faculty, and staff at Northeast State as requested regarding such topics as bystander intervention, sexual misconduct, sexual assault, domestic violence, dating violence, and stalking.
- B. Serve as a referral agency for Northeast State students, faculty, and staff who are victims of sexual misconduct, including sexual assault, domestic violence, dating violence, and stalking.
- C. Provide literature and standing exhibits for each Northeast State teaching site when requested.
- D. Staff information tables during the College’s annual Club, Service, and Wellness fairs or other events as appropriate to this agreement.

III. Confidentiality

Northeast State and the Crisis Center affirm the importance of providing students with options for confidential services and support. All service provided by the Crisis Center to students and employees of the College will be kept confidential except in the following circumstances:

- A. If the student or employee requests information shared with the College or the Northeast State Police Department or local law enforcement, the Crisis Center will obtain informed consent for Release of Information (ROI). When ROIs are required, they will be written, informed, and reasonably time-limited. Northeast State encourages reporting of such incidents and has in place Limited Voluntary Confidential Reporting to Campus Police. Such a report will be treated in accordance with College policy.
- B. The Crisis Center will immediately provide the College with aggregate data about incidents of sexual misconduct (including but not limited to dating violence, sexual assault, and stalking) and of domestic violence and other reportable offenses to include

in its annual Clery Act security report and to help the College identify patterns or systemic problems related to sexual misconduct and domestic violence which may result in the issuance of Timely Warnings or Emergency Notifications in order to protect the campus community from possible threats. No personally identifying information will be provided for Clery Act purposes. The Crisis Center will consult with victims regarding what information needs to be withheld to protect their identities.

- C. If federal or state law requires disclosure because there is an imminent risk of harm to self or harm to others, the Crisis Center will determine: 1) who will be notified; 2) in what form; 3) what information will be provided to the victim regarding this disclosure; and 4) what steps will be taken to protect the victim from the imminent risk. The Northeast State Police Department must be notified in accordance with applicable federal or state law.

IV. Signatories

Signed _____ Date _____

Janice H. Gilliam, Ed. D.
President, Northeast State Community College

Signed _____ Date _____

Stephanie L. Poe, LCSW
Executive Director, Crisis Center, Inc.

Faculty Syllabus Statements

Brief Syllabus Statement: 53 words

The ABC community is committed to and cares about all students. If you or someone you know at ABC college feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the **State Careline: 877-XXX-XXXX**. More information and local resources are located at www.abcuniversity.edu.

Basic Mental Health Syllabus Statement: 93 words

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ABC services are available and treatment does work. You can learn more about confidential mental health services available on campus at either: www.abcuniversity.edu/mentalhealthcenter/help.edu or www.abcanotheroncampusservice.edu. 24 hour emergency help is also available through the **State Careline** at **877-XXX-XXXX** or at www.thecarelinewebsite.com.

Signs and Resources Syllabus Statement: 170 words

The ABC community is committed to and cares about all students. Recognizing the signs and symptoms of mental health problems can help you or others to consider seeking care that can help. These are some **signs** that may be reason for concern:

1. Feeling hopelessness, worthlessness, depressed, angry or guilty
2. Withdrawal from friends, family and activities that used to be fun
3. Changes in eating or sleeping patterns
4. Feeling tired or exhausted all of the time
5. Trouble concentrating, thinking, remembering or making decisions
6. Restlessness, irritability, agitation or anxious movements or behaviors
7. Neglect of personal care
8. Reckless or impulsive behaviors (e.g., drinking or using drugs excessively or being unsafe in other ways)
9. Persistent physical symptoms (e.g., headaches, digestive problems or chronic pain) that do not respond to routine treatment
10. [Thoughts about death or suicide](#) * (*Note to all: this can be a link to a web site of resources*)

<h2>College Students and Suicide</h2> <h3>Recognize, Respond, Refer</h3>		
<h3>College Students and Suicide</h3> <ul style="list-style-type: none"> ➤ There are approximately 18 million college students ➤ 1 out of 10 college students have considered suicide ➤ Suicide is the 2nd leading cause of death in college students ➤ 90% of those who die by suicide at any age have a diagnosable mental illness predominantly depression 		
<h3>Myths About Suicide</h3> <ul style="list-style-type: none"> ➤ Talking about suicide puts the thought in a person's head ➤ Only older white males die by suicide ➤ Young people talk about suicidal thoughts and intentions for attention ➤ Only a professional can help someone who is considering suicide ➤ Suicides happen with no warning 		
<h2>RECOGNIZE</h2> <h3>Warning Signs</h3>		
<ul style="list-style-type: none"> ➤ IS PATH WARM? The more signs the person shows the greater the risk <p style="text-align: center;">* http://www.suicidology.org/resources/warning-signs</p>		
I Ideation S Substance Abuse	P Purposelessness A Anxiety T Trapped H Hopelessness	W Withdrawal A Anger R Recklessness M Mood Changes
<h2>RESPOND</h2>		
<ul style="list-style-type: none"> ➤ I have noticed you seem (behaviors recognized) are you thinking about killing yourself? ➤ With everything going on do you feel like going to sleep and never waking up? ➤ Do you feel so overwhelmed with life that you wish you were dead? ➤ Do you have thoughts of suicide? Do you have a plan? Do you have the means to carry out this plan? 		
<h2>REFER</h2>		<h3>RESOURCES</h3>
<ul style="list-style-type: none"> ➤ If the person has a plan and means call (local crisis line) do not leave the ill person alone. ➤ Let me walk you over to (campus mental health resource) to a mental health professional can help you work through your thoughts. ➤ Have you told your family or a professional that you were having these thoughts? We should call them together. ➤ If you don't want to talk to someone in person you can call 1-800-273-8255 (TALK). We can call them together 		<ul style="list-style-type: none"> ➤ Campus Resource Numbers ➤ Community mental health resource numbers ➤ Mental Health Screening info ➤ National Suicide Prevention Lifeline 1-800-273-8255 ➤ Tspn.org

