



Beyond Kognito: **Suicide Prevention** **Training for Student** **Leaders**

Bucknell University
Counseling and Student Development Center



Objectives

- Clarify your role
- Deepen learning & practice on how to support students in distress
- Identify other sources of support - for you & others

What's your role?

And how does it fit in with our goal to prevent deaths by suicide?



What did you learn from the Kognito simulation?

What surprised you?

What lingering questions do you have?

Brene Brown on Empathy





Empathy & Setting Aside Your Ego

- Ask what the person needs from you:
 - How can I best support you?
 - Do you just need me to listen?
 - Do you want help brainstorming solutions?
 - Are you looking for information or a referral?
 - Is there someone else you'd prefer to talk to/get support from right now?
- Avoid:
 - Minimizing feelings
 - Judging feelings and reactions
 - Talking over them & offering advice. Listen.

Stages of Change

Stage	Characteristics	Helpful Responses
Pre-Contemplation (No intention on changing behavior.)	Denies that there is a problem. Minimizes significance of concern. <i>"I don't have a problem with drinking, everyone blacks out now and then. Besides, most of my friends drink way more than I do."</i>	Focus on expressing concern about particular behaviors (raising consciousness). <i>"I worry about what might happen to you when you're blacked out, or if you start to get behind in your classes."</i>
Contemplation (Aware problem exists but with no commitment to action.)	Debating (internally) about existence or significance of problem. Behavior may appear very inconsistent. <i>"I know I should talk to someone in counseling about my panic attacks, it's just that I don't have time. Besides I'm sure they're really busy with people with more important problems."</i>	Help them talk through both sides of the concern; careful not to push them, you may increase resistance. <i>"You seem worried because your panic attacks seem to be occurring much more often. At the same time, you are really busy. It must seem impossible to fit anything else in."</i>
Preparation (Intent on taking action to address the problem.)	Committed to change and making plans as to how to follow through. Preparing for change. <i>"I'm going to go and talk to someone at the counseling center about my sleep problems. My schedule is really unpredictable, though, so I wouldn't be able to make an appointment."</i>	Help and support in the planning process. <i>"I know the Counseling Center has Initial Consultations available most afternoons during the week. Let's call them or walk over to see when you could get in to see a counselor."</i>
Action (Active modification of behavior.)	Taking steps to address the problem. <i>"I've been seeing a counselor and she says I should be getting out of my room more instead of avoiding others to control my social anxiety."</i>	Support their follow through. <i>"I know how hard it is for you to go to the cafeteria, how about I meet you there tonight at 6pm?"</i>
Maintenance (Sustained change. New behavior replaces old.)	Maintaining changes until they become more habitual. <i>"Exercising has really helped improve my mood and energy; it's just with finals coming up next week I'm not sure I'll have time to get to the gym."</i>	Support changes. <i>"Yeah, I know how you feel. I'm worried about time too. Let's make a pact to go together at least on Tuesday and Thursday of next week."</i>

Practice

You have noticed changes in the behavior of a student in a group you lead. The student was once engaged in group activities but now seems disengaged and quiet and, on several occasions, isn't participating at all. When you've happened to see this student on campus you notice they are walking alone and not making eye contact with anyone they pass.

You've reached out to ask the student to meet for coffee to chat and share your concerns. The student has agreed to meet with but also added a comment saying, "It probably won't matter if we meet or not..." When they arrive at your scheduled meeting, the student appears to have been recently crying.

Group Debrief





What's next?

- Retake the Kognito online training again to continue to practice & explore other options
- Be open to utilize your Professional Staff Supervisor and the CSDC as consultants & resources:
 - For support around students of concern
 - The impact being a helper has on you
- Know the resources - You're part of a campus-wide team that exists to support students



Feedback, please!

<https://baseline.campuslabs.com/bucknell/2021oe>

Presenter: Dr. Kelly Shaw

Title: Supporting Peers in Distress