The New York State College Health Association (NYSCHA) is partnering with SUNY, and the New York State Office of Mental Health (OMH) to host the virtual Suicide Prevention Symposium. The goal of the Suicide Prevention Symposium is to enhance knowledge and skills regarding suicide prevention and mental health for college and university populations. The Symposium will offer opportunities to explore ways to improve the care and services offered to meet the mental health needs of students. Collaboration across disciplines, within campus communities, and with college health and campus colleagues is vitally important to the work done on campuses. Each member of the higher education community has a critical role to play in mental health and suicide prevention. The Suicide Prevention Symposium will bring together college health professionals, student affairs professionals, faculty, and students to discuss suicide prevention strategies that colleges and universities can take to enhance the well-being of college students and to address the factors that put students at higher risk of suicide as a result of the COVID-19 pandemic.

### WEEK 1 – December 1-4, 2020

**Tuesday, December 1**

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<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
<th>Objectives</th>
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| 11:45-1:00 p.m. | **TUE-1.01 – OPENING SESSION**                                                                          | **Implementing a Comprehensive Suicide Prevention Program During the COVID-19 Pandemic: Navigating a New Landscape** | 1. Describe the key elements of a comprehensive suicide prevention model based on a comprehensive public health approach.  
2. Identify how existing comprehensive suicide prevention strategies may be adapted to address the challenges associated with the COVID-19 pandemic.  
3. Identify ways to address challenges associated with adapting comprehensive suicide prevention strategies to the COVID-19 pandemic.  
4. Identify resources to support the transition of comprehensive suicide prevention programs to the COVID-19 environment.  

In recent months, the COVID-19 pandemic has redefined how we engage in suicide prevention on college campuses. This workshop will discuss how comprehensive suicide prevention models based on a public health framework have been redefined during the Coronavirus pandemic and how what we are learning can offer new opportunities to reach our students through innovative and undiscovered strategies, partnerships, and resources.
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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Description</th>
<th>Objectives</th>
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| 3:00-3:50 p.m. | **TUE-1.02 – DISCUSSION GROUP**  | Remote Learning and Mental Health: The Student Perspective  
Emily Laskey, Austin Lin, and Mary Halm, Students, University of Rochester | Join our student facilitators for a discussion on how the COVID-19 pandemic has been impacting student mental health in an online learning environment.                                                                      |                                                                                                        |
| 4:00-5:15 p.m. | **TUE-1.03 – PRESENTATION**      | Improve College Students’ Mental Health with the Comprehensive Healthy Monday™ DeStress for Success Program  
Mary Kate Lee, BA, Syracuse University | Healthy Monday™ is a national public health initiative to stop the spread of chronic, preventable disease. Under Healthy Monday™, DeStress for Success is a 5-week workshop series based on positive psychology. DeStress for Success arms students with the knowledge and skills to improve their mental and emotional wellbeing. Topics include: cultivating resilience, increasing daily mindfulness & engagement, mindful communication, knowing & using your strengths, and healthy habit & goal setting.  
Objectives:  
1. Describe the DeStress for Success program.  
2. Outline steps to implement DeStress for Success at participants’ university. |                                                                                                        |
| 6:00-7:00 p.m. | **TUE-1.04 – DISCUSSION GROUP**  | Resilience as a Means of Improving Distress Tolerance  
Keith Anderson, PhD, FACHA, Staff Psychologist/Outreach Coordinator, Rensselaer Polytechnic Institute | This discussion will focus on the benefits of being more resilient, especially in regarding to improving our ability to tolerate distress. Possible topics can include the use of trigger warnings, and benefits of failure experiences. |                                                                                                        |
| Wednesday, December 2 | **WED-2.01 – PRESENTATION**      | Mindfulness Groups for Addressing College Student Anxiety  
Dina Nunziato, MSW, LCSW, Sarah Lawrence College | The 2019 ACHA reports that 65.7% of college students experienced “overwhelming anxiety” within the past 12 months (up 18% since 2009). In an attempt to address student anxiety with effective and economically viable interventions, college counseling centers have begun offering alternative treatment modalities including mindfulness groups. This workshop will present case study findings focused on anxiety management through mindfulness as well as shared practices of mindfulness groups which may support a decrease in student anxiety.  
Objectives:  
1. Describe college student experiences of anxiety.  
2. Identify characteristics and shared practices present in a mindfulness group.  
3. Discuss student experiences of decreased anxiety within the shared community of the mindfulness group. |                                                                                                        |
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<th>Time</th>
<th>Session</th>
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| 11:45-1:00 p.m.| **WED-2.02 – PRESENTATION**              | **A Practical Guide to Prescribing Mental Health Medications: Why, When, and How**  
Alan Lorenz, MD; Phil Lavine, PhD; Maggie Reilly, PA-C; Rochester Institute of Technology  
CE CREDITS:  
CME: 1.25  
CHES: 0.00  
MCHES: 0.00  
PsyCE: 1.25  
With the prevalence of mental health issues on college campuses, there is increasing need for qualified and trained prescribers. Primary care clinicians can play an integral role in the management of anxiety and depression. This session will review options for screening for and the accurate diagnosis of anxiety and depression along with the pharmacological management of these problems. We will review screening for bipolar spectrum disorder and describe indications for referral.  
**Objectives:**  
1. Describe basic tools available for screening for depression and anxiety.  
2. Explain how to accurately diagnose depression and anxiety.  
3. Explain when to prescribe first and second line medications for anxiety and depression.  
4. Describe when to refer a patient for a higher level of mental health care. |
| 3:00-3:50 p.m. | **WED-2.03 – DISCUSSION GROUP**           | **Disability and Mental Health**  
Leah Wentworth, PhD, MPH, Director of Student Wellness, The State University of New York; Nazely Kurkjian, MS, Coordinator of Disability, Diversity, & Nontraditional Student Services at SUNY; Lauren Rodriguez, PsyD, Director of the Office of Disability Resources, Purchase College  
Mental Health America recently reported on 471 students’ experiences with college, disability status, and mental health impact. This discussion group will unpack some of the nuances related to disclosing disability status, access, and support. |
| 4:00-5:15 p.m. | **WED-2.04 – PRESENTATION**               | **Ambassadors for Student Mental Health: The Role Students and Professionals Can Play in Student-Led Advocacy Efforts**  
Brianna Maher, MPH, NYS Office of Mental Health; Lucas Johnson, Field Organizer at Montana Democratic Party and student at Bowdoin College; Marcus Alston, Founder and Executive Director at Alston for Athletes, graduate of Saint Francis University; Joi-Michelle Rhodes, Member of Mental Health America’s 2019-2020 Collegiate Mental health Innovation Council; and students from the University of Rochester Mental Health Task Force  
CE CREDITS:  
CME: 1.25  
CHES: 1.25  
MCHES: 1.25  
PsyCE: 1.25  
This session will highlight student-led advocacy initiatives to advance campus, local, or state level mental health and suicide prevention policies and provide guidance and advice on how students can get involved and professionals can coordinate and lead such efforts. After the panel presentations, audience members will have the opportunity to engage in discussion and ask questions.  
**Objectives:**  
1. Discuss examples of how students and professionals can become involved with mental health advocacy.  
2. Describe ways in which policy change can improve the wellbeing of those living with mental illness and/or with suicidal thoughts.  
3. Identify resources and opportunities for advancing mental health and suicide prevention policy. |
6:00-7:00 p.m.  
**WED-2.05 – PRESENTATION**

*Play Pause Stop: The Important Skill of Giving Yourself Permission to Take a Break*

*Rebecca Harrington, MA, SUNY Oneonta*

CE CREDITS:  
- CME: 0.00  
- CHES: 1.00  
- MCHES: 0.00  
- PsyCE: 0.00

Do you have a hard time saying no to all the things? Are you going to fix all the things even if it means no sleep? Do you listen when your body sends signals that you need a break? This session will discuss the long-term sustainability for the people who have all the desire to do things, and just need to learn the art of giving yourself permission to take breaks.

**Objectives:**

1. List the neurotransmitters connected with volunteering.
2. Discuss the autonomic nervous system through the lens of polyvagal theory.
3. Describe burnout.

---

**Thursday, December 3**

8:00-9:00 a.m.  
**TH-3.01 – DISCUSSION GROUP**

*Suicide Prevention at the Intersection of COVID-19 and Black Lives Matter*

*Kevin Readdean, MSEd, LMHC, Associate Director Health and Counseling Services, Rensselaer Polytechnic Institute*

This discussion will address health disparities, structural racism, and racial-trauma informed leadership and services. Following an introduction led by Kevin Readdean, the floor will be opened for discussion.

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4:00-5:00 p.m.  
**TH-3.02 – PRESENTATION**

*The Polyvagal Theory and Its Consideration in Health Promotion Practice*

*Rebecca Harrington, MA, SUNY Oneonta*

CE CREDITS:  
- CME: 0.00  
- CHES: 1.00  
- MCHES: 1.00  
- PsyCE: 0.00

The Polyvagal Theory frames human response to safety in a way that combines the effects of mind and body. This theory has a direct application when considering trauma work. However, the theory also contributes to a greater understanding of social wellbeing and has applications in health promotion practice as well.

**Objectives:**

1. Explain the polyvagal theory.
2. Define the Social Engagement System.
3. Compare mammalian and reptilian stress response.
4. Identify opportunities to apply polyvagal theory in health promotion.

---

6:00-7:30 p.m.  
**TH-3.03 – PRESENTATION**  
[Limited to 35 attendees]

*QPR (Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention*

*Brianna Maher, MPH, Office of Mental Health, Suicide Prevention Office*

CE CREDITS:  
- CME: 0.00  
- CHES: 1.50  
- MCHES: 0.00  
- PsyCE: 1.50

Suicide is the second leading cause of death for college age persons. Gatekeeper training has been widely used in the suicide prevention field for more than 40 years. This educational program, QPR, will train "gatekeepers" in the warning signs of a suicide crisis and how to respond. Participants will learn to question the individual’s desire or intent regarding suicide, persuade the person to seek and accept help, and refer the person to appropriate resources.

**Objectives:**
1. List warning signs for suicide.
2. Recite ways to ask the suicide question.
3. List local and national suicide prevention referral resources and services.

7:00-7:30 p.m. MEDITATION WITH JENNY
This virtual drop-in meditation sitting offers the breathing space you need to thrive throughout your week. Join Jenny Lee, University of Rochester class of 2023 and meditation facilitator for the Mindful University Project, for a virtual 20-minute meditation session. Everyone is welcome to end their day with "Meditation with Jenny." Simply sign in to the Zoom link below, get comfy, and enjoy a peaceful break. What a perfect way to end your day! Prior experience is not necessary. Zoom access: https://rochester.zoom.us/j/95605742327

Friday, December 4

8:00-9:15 a.m. FRI-4.01 – FEATURED PRESENTER
The Current Collegiate Mental Health Landscape: Trends, Psychosocial Development, and Academic Impact
David Reetz, PhD, Rochester Institute of Technology
CE CREDITS: CME: 1.25 CHES: 1.25 MCHES: 0.00 PsyCE: 1.25
Critical trends shaping the current collegiate mental health landscape will be presented. Mental health trends, psychosocial development trends, academic impact and the overlay of the COVID-19 pandemic will be examined. Implications for prevention, early intervention, and retention will be provided.
Objectives:
1. Describe current college student mental health trends.
2. Describe current trends in adolescent development.
3. Identify current trends in mental health and academic success and retention.
4. Discuss strategies for prevention and early intervention.

WEEK 2 – December 7-10, 2020

Monday, December 7

8:00-9:00 a.m. MON-7.01 – DISCUSSION GROUP
Suicide Assessment in Primary Care
Keith Anderson, PhD, FACHA, Staff Psychologist/Outreach Coordinator, Rensselaer Polytechnic Institute
This discussion will focus on current practices of providing accurate assessment of suicidality in primary care settings. Keith Anderson, a psychologist in an integrated health and counseling center will provide an introduction and open the floor for discussion.

11:45-1:00 p.m. MON-7.02 – PRESENTATION
Prescribing Psychotropics in Today’s Times: A Town Hall
Alan Lorenz, MD and Phil Lavine, PhD, Rochester Institute of Technology
CE CREDITS: CME: 1.25 CHES: 0.00 MCHES: 0.00 PsyCE: 1.25
Indications for prescribing psychotropics was steadily on the rise before COVID. Since COVID, by some estimates, at least in the general population, anxiety has increased 500% and depression has increased 700%. How have prescribing habits changed with the new normal? There are certainly some general themes that our town hall will start off with, but the majority of this presentation will be driven by
questions and specific concerns from the audience. Expected topics include nuances and special skills related to tele mental health, specific issues related to remote learning, the role of non-psychiatrist providers.

**Objectives:**

1. Describe new challenges and needed skills in diagnosis given the preponderance of remote mental health visits.
2. Explain how to accurately diagnose depression and anxiety.
3. Describe indications for first- and second-line medications for anxiety and depression.
4. Describe when to refer a patient for a higher level of mental health care.

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<th>Time</th>
<th>Session Description</th>
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| 3:00-4:00 p.m. | **MON-7.03 – DISCUSSION GROUP**  
Suicide Assessment in College Counseling  
*Michael Siembor, PhD., Staff Psychologist and Outreach Coordinator, University of Rochester*  
This discussion will focus on current practices and tools for assessing suicidality in college counseling settings. Possible topics may include adaptation to providing assessment through telehealth, and any other topics attendees wish to discuss. |
| 4:00-5:30 p.m. | **MON-7.04 – PRESENTATION**  
[Limited to 35 attendees]  
QPR (Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention  
*Michele Sloan, MS, CHES, SUNY Oswego*  
Suicide is the second leading cause of death for college age persons. Gatekeeper training has been widely used in the suicide prevention field for more than 40 years. This educational program, QPR, will train "gatekeepers" in the warning signs of a suicide crisis and how to respond. Participants will learn to question the individual's desire or intent regarding suicide, persuade the person to seek and accept help, and refer the person to appropriate resources. |
| 6:00-7:00 p.m. | **MON-7.05 – Networking Session**  
College Health Networking Session  
*Leah Wentworth, PhD, MPH, Director of Student Wellness, The State University of New York and Rebecca Harrington, MA, Health Educator, SUNY Oneonta*  
Are you interested in college health as a profession? Ever wonder what a typical day looks like for a college physician, mental health counselor, health promotion specialist, or drug and alcohol counselor? This session will provide a chance to ask a range of college health staffers about how they got into their positions and what they love about the work! |

**Tuesday, December 8**

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<th>Time</th>
<th>Session Description</th>
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| 8:00-9:15 a.m. | **TUE-8.01 – PRESENTATION**  
“New Shoes, Will They Fit?” Exploration of the A Process: A Case Study of Gender Affirming Care Service Development  
*Lindsay Phillips, MD; Maggie Reilly, PA-C; Chris Hinesley, EdD, Rochester Institute of Technology* |

| CE CREDITS: | CME: 1.25 | CHES: 1.25 | MCHES: 1.25 | PsyCE: 0.00 |
Introducing new services is challenging and necessitates thoughtfulness. In 2018, years of pent up student demand for Gender Affirming services (GAS) reached a head and prompted more critical evaluation of services. This included an initial recognition of the problem, a student survey, literature review and, assessment of services available locally. We recognized students needed access to these services on campus and that we needed to build our own capacity to provide those services.

**Objectives:**
1. Describe the planning process for initiation of a new service within a college health center.
2. Identify the successes noted upon implementation of a new service.
3. Discuss the challenges that happened since implementation.
4. Outline additional programs and services that have benefitted as a result of the new service.

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<th>Time</th>
<th>Event Name</th>
<th>Topic</th>
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<tr>
<td>12:00–1:00 p.m.</td>
<td>TUE-8.02 – DISCUSSION GROUP</td>
<td>Mindfulness as a Tool to Support Student Mental Well-Being</td>
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<td><em>Amy McDonald, MS, CHWP, Senior Health Educator, University of Rochester</em></td>
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<td>The evidence clearly demonstrates that meditation and mindfulness can have a positive and lasting impact on mental well-being. In this discussion group we will talk about creative ways to integrate mindfulness practices to your campus.</td>
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<th>Event Name</th>
<th>Topic</th>
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<td>6:00–7:00 p.m.</td>
<td>TUE-8.03 – DISCUSSION GROUP</td>
<td>Programming Ideas for Spring 2021</td>
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<td><em>Michelle Sloan, MS, CHES, Health Promotion Coordinator, SUNY Oswego</em></td>
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<td>This discussion will include programming ideas for the spring 2021 semester. Topics will include mental health, suicide prevention, self-care, and overall wellness. Do you have a program that worked well and you’d like to share? Need some inspiration as you start planning? Please join us.</td>
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**Wednesday, December 9**

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<th>Time</th>
<th>Event Name</th>
<th>Topic</th>
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<tr>
<td>8:00–9:15 a.m.</td>
<td>WED-9.01 – PRESENTATION</td>
<td>Lessons Learned: Providing Gender Affirming Care for LGBTQ+ Students at Your College Health Center - Erica A. Bostick, MD, University of Rochester Medical Center, Clinical Education Initiative (NYS DOH AIDS Institute grant)</td>
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<td>With more college students identifying as part of the LGBTQ+ community, it is essential that college health centers be able to meet the needs of this community. The American College Health Association recognizes this, and supports creating inclusive and affirming college health services. By using didactics and real-world case-based group discussion, we will walk through how to do this; reviewing terminology, affirming history and exam skills, and an overview of gender-affirming hormones.</td>
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<td><strong>Objectives:</strong></td>
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<td>1. Describe strategies that promote inclusion in a college health office setting.</td>
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<td>2. Describe affirming practices in the sexual and medical health history assessment for LGBTQ+ patients.</td>
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<td>3. Discuss gender affirming medical treatment options for transgender patients.</td>
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<td>4:00-5:00 p.m.</td>
<td><strong>WED-9.02 – PRESENTATION</strong></td>
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<td>Anxiety in the Classroom: The Surge of Mental Health Symptoms Among College Students</td>
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<td>Jim Zians, PhD and Rebecca Harrington, MA, SUNY Oneonta</td>
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<td>College faculty find themselves on the front line of an increasing amount of student mental health issues. This session reviews the science of how mental health presents during the college years. Common faculty experiences and strategies for response will be discussed.</td>
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<td><strong>Objectives:</strong></td>
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<td>1. Define relevant development and mental health theories.</td>
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<td>2. Discuss common diagnosis (DSM V) in Young Adults.</td>
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<td>3. Describe challenges.</td>
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<td>4. Identify the presenting issue.</td>
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<td>6:00-7:00 p.m.</td>
<td><strong>WED-9.03 – DISCUSSION GROUP</strong></td>
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<td>Supporting Someone with COVID-19</td>
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<td>Alan Lorenz, MD, Physician, RIT Student Health Center and Clinical Associate Professor of Family Medicine &amp; Psychiatry, University of Rochester</td>
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<td>I had COVID-19 and learned a lot about what it was like to have the illness, and what was helpful in my care. This group will be an opportunity for people to reflect, ask questions, and discuss this specific topic along with more generally what is helpful in caring for others who are ill.</td>
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<td>Thursday, December 10</td>
<td><strong>TH-10.01 – PRESENTATION</strong></td>
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<td>8:00-9:15 a.m.</td>
<td><strong>Advanced Gatekeeper Skills for Suicide Prevention with College Populations</strong></td>
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<td>Brianna Maher, MPH, Office of Mental Health and Drew Anderson, PhD, University at Albany-SUNY</td>
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<td>Suicide is the second leading cause of death among youth and young adults ages 10-34. While gatekeeper training may help increasing knowledge and awareness of suicide risk, further training is often needed to impact gatekeeper behaviors and likelihood of intervention. This presentation will provide advanced skills for gatekeepers with a focus on college populations and will include supplemental information around theoretical constructs, at-risk populations such as LGTBQ+ and student veterans, and provide guided role play.</td>
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<td><strong>Objectives:</strong></td>
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<td>1. Describe the major theories of suicide.</td>
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<td>2. Explain techniques for intervening with someone who may be suicidal.</td>
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<td>3. Describe which subgroups within a college population may be at-risk for suicide.</td>
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<td>11:45-1:00 p.m.</td>
<td><strong>TH-10.02 – PRESENTATION</strong></td>
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<td>Help-seeking and Utilization of Mental Health Services Among New York State College Students: Implications for Statewide Dissemination of Suicide Safer Campuses</td>
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<td>Brianna Maher, MPH, and Brett Harris, DrPH, NYS Office of Mental Health, Suicide Prevention Office</td>
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<td>CE CREDITS: CME: 1.25  CHES: 1.25  MCHES: 0.00  PsyCE: 1.25</td>
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<td>As suicide, depression, and anxiety become increasingly prevalent among college students, more research is needed to clearly understand students’ unique challenges, their mental health help-seeking behaviors, and their utilization of on- and off-campus services. This presentation will describe a series</td>
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of focus groups with undergraduates, graduates, student athletes, and LGBTQ+ students and how the results have been used to inform the college/university portion of a statewide Garrett Lee Smith youth suicide prevention grant.

**Objectives:**

1. Describe unique challenges colleges students face that have an impact on their mental health.
2. Describe mental health and suicide related help-seeking behaviors among college students.
3. Identify ways that colleges and universities can better promote mental health and suicide prevention services and resources.

**4:00-5:15 p.m.**

**TH-10.03 – PRESENTATION**

**Engaging Peer Educators in Delivering Mental Health Programs and Services: Innovative Training Models, Benefits, and Challenges**  
*M. Dolores Cimini, PhD, University at Albany and Amy McDonald, MS, CHWP, University of Rochester*

**CE CREDITS:**  
CME: 0.00  
CHES: 1.25  
MCHES: 1.25  
PsyCE: 1.25

Research indicates that peer educators, when well-trained and supervised, can deliver mental health programs and services alongside health and counseling professionals effectively. This workshop will explore a number of innovative peer education training and service delivery models derived from mental health and suicide prevention best practices. Challenges and potential risks associated with engaging peers in delivering mental health programs and services will be identified and explored.

**Objectives:**

1. Identify three ways in which trained peer educators can support health and counseling professionals in delivering mental health programs and services.
2. Describe two peer education training models focused on mental health service delivery.
3. Identify two benefits associated with training peer educators to deliver mental health programs and services.
4. Identify two challenges associated with training peer educators to deliver mental health programs and services.

**6:00-7:00 p.m.**

**TH-10.04 – NETWORKING SESSION**

**For Students, By Students – Getting Involved on Your Campus**  
*Emily Laskey and Zoe Black, University of Rochester*

Join this networking session to share what you are doing on your campus and to learn ways to get involved that are working for students from other campuses. Emily Laskey, Chair of the University of Rochester Student Health Advisory Committee (URSHAC), will facilitate this conversation.

**7:00-7:30 p.m.**

**MEDITATION WITH JENNY**

What a perfect way to end the Suicide Prevention Symposium! This virtual drop-in meditation sitting offers the breathing space you need to thrive throughout your week. Join Jenny Lee, University of Rochester class of 2023 and meditation facilitator for the Mindful University Project, for a virtual 20-minute evening meditation practice. Everyone is welcome to end their day with “Meditation with Jenny.” Sign in to the Zoom link below, get comfy, and enjoy a peaceful break. Prior experience is not necessary. Zoom access: [https://rochester.zoom.us/j/95605742327](https://rochester.zoom.us/j/95605742327)