

Three Methods of Peer-to-Peer Outreach: Improving Mental Health on College Campuses

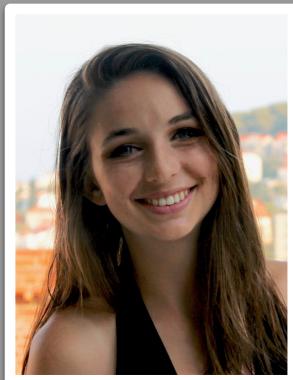
Kyra Ortega-Schwartz; Mary Donaldson; Allison Dona

Kyra: We are three undergraduate students at the University of Oregon and we're going to discuss Three Methods of Peer-to-Peer Outreach that aim to Improve Mental Health on College Campuses.



Kyra Ortega-Schwartz

Junior, She/Her/Hers
Peer Wellness Advocate
UCC Student Advisory Board
Student Suicide Prevention Team



Mary Donaldson

Senior, She/Her/Hers
UCC Student Advisory Board
Student Suicide Prevention Team
Co-founder/Lead Coordinator



Allison Doma

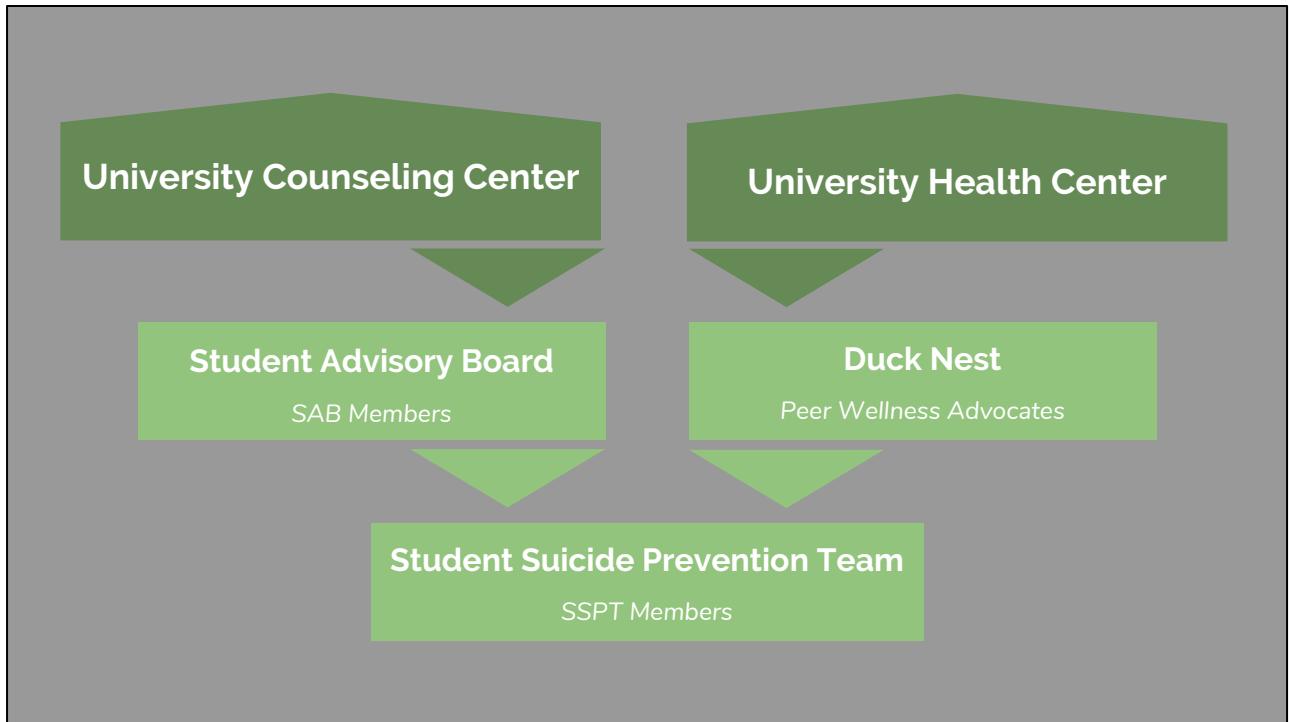
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Kyra: introduce self with year, pronouns, major/minor(s)

Mary: introduce self with year, pronouns, major/minor(s)

Alli: introduce self with year, pronouns, major/minor(s)

Alli: Kyra and I are Peer Wellness Advocates for the Duck Nest, and all three of us are members of the Counseling Center's Student Advisory Board as well as the Student Suicide Prevention Team. All of which contributed to our University winning the Active Minds Healthy Campus Award.



Mary: That said, here is an infographic showing our three different outreach models. The darker green shapes represent our administrative platforms - the University Counseling Center and the University Health Center. The lighter green shapes are peer-led entities.

The Student Advisory Board on the left stems from the Counseling Center. Allison will talk more about the outreach we do later on.

The Duck Nest on the right stems from the Health Center, which Kyra will discuss in just a moment.

And the Student Suicide Prevention Team recruits from both the Student Advisory Board and the Duck Nest, so we utilize both university platforms. I'll touch more on this relationship later.

All three of our peer-to-peer models work together to improve mental health at this university.

Objectives

1. Grow your understanding that the impact peer-to-peer interactions have on students
2. Improve ability to implement programs to reach traditionally underserved groups, combat stigma, and make resources more accessible
3. Increase utilization of evidence-based outreach in order to ensure positive outcomes for students and reliability of services over time

Kyra: today, we would like to grow your understanding of the efficacy of the unique, multifaceted impact that peer-to-peer interactions have on both the students receiving services and conducting outreach.

Alli: Develop implementation strategies for different educational events and programs in order to reach traditionally underserved groups on campus, combat stigma around mental health care, and make resources less intimidating and more accessible to students.

Mary: Utilize and track the effectiveness of evidence-based outreach in order to ensure positive outcomes for students, the use of accurate information, and the reliability of services over time.

Duck Nest Wellness Center

Kyra Ortega-Schwartz

Hello again, everyone. My name is Kyra, i use the pronouns she, her, and hers. I'm going to explain what the Duck Nest is, how it serves students, and how peers are involved in conducting mental health outreach. Before I begin, i'd like to tell you a bit more about why these issues matter to me. As the child of an immigrant, I always found it difficult to talk about my struggles with my mental health. My mom sacrificed so much to come to this country so that her children might have a better life. It felt like I was being ungrateful by talking about it. When i got to college, i realized seeking help would not be ungrateful. It has been so empowering to share my experiences with other students, and to feel equipped to connect them to resources on campus. Later in the presentation, allison will speak to how this kind of work benefits students conducting outreach. For now, i'll speak to how the duck nest seeks to support the student body.

Mission Statement

To make health and wellbeing an accessible part of everyday life by creating a thriving and inclusive hub for the campus community and offering primary and secondary prevention opportunities.

I will read our mission statement to give you all a general sense of what our university hoped to accomplish by creating it [the Duck Nest]. *Read mission statement.* We've only been open for 2 years. Since the center is so new, I will speak to some of our accomplishments thus far, and what we'd like to accomplish in the future.

Duck Nest Overview

The Duck Nest is a physical space on campus designed to connect students to health and wellness resources on campus, staffed by Peer Wellness Advocates.

A Peer Wellness Advocate:

- Receives 1 quarter long training course
- Provides non-judgemental support
- Acts as first point of contact with counseling and health centers
- Conducts outreach related to nutrition, sexual health, self-care, and mental health



Just to be clear, the Duck Nest is a physical space, just one floor below us, down the hall from the brew pub. I'd like to invite you all to come visit while you're here. The space was designed to be a safe and comforting place for students to spend time in, but also to seek support. There are stress-relieving activities in the space such as coloring, a room to nap in, and free tea. Our space is staffed by volunteers called Peer Wellness Advocates (PWAs). I typically explain to my friends what my role as a PWA is by saying 'we're like your friends, but with a little extra training on how to be supportive and we are knowledgeable about campus resources'. PWAs take a 3 credit, quarter long course to learn about public health theory, health disparities, and how they relate to our community. We act as a friendly, non-judgemental first point of contact for students, and can connect them to the counseling and health centers—which as i'm sure you all know, can be intimidating to students. In addition to mental health outreach, we also conduct outreach related to various topics such as nutrition, sexual health, self-care.

Overview of Services

In the Space

- Yoga
- Nap room
- Pet therapy
- Tea
- Stress & anxiety management workshops

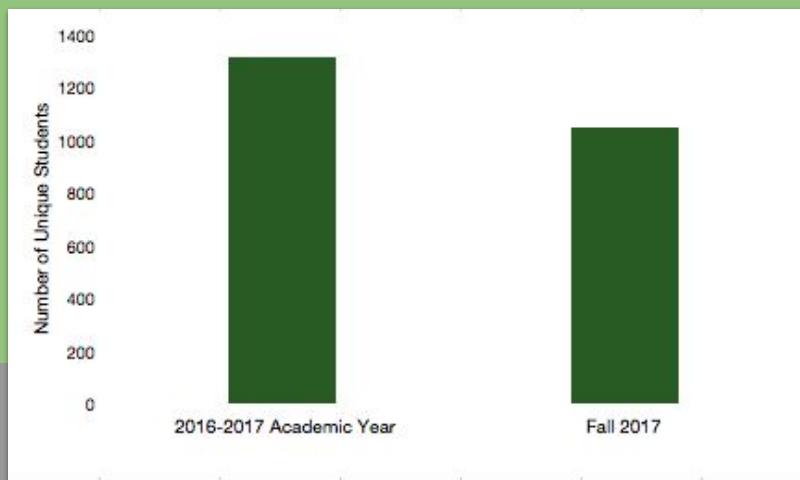


What does our mental health outreach look like? We focus on holistic & preventative aspects of managing mental health concerns. We provide services in our space, as well as out and about on campus. In the space we have relaxation yoga, pet therapy every other saturday, as well as stress & anxiety management workshops provided by doctoral interns from the Counseling Center. All of the services we provide are free! All of the Peer Wellness Advocates are placed into outreach groups, each of which address different health topics. I am in the Mental Wellbeing outreach group. We address things like stress and anxiety management as well as the importance of sleep and sleep hygiene and how these can affect our physical and mental health. There also seems to be a culture in college of competitiveness over 'who can be the most functional without sleep' which is extremely problematic. Here's a topic i've found the peer to peer model be very effective in starting productive conversations. We write and design presentations about these topics, while we receive great support from our professional staff campus partners. As an example, i worked to develop a presentation on the difference between anxiety and stress. The presentation underwent several rounds of edits by staff at the counseling center. This presentation is one of many ready-to-go programs we have developed this year, which was one of our primary goals for this year. Now that our presentations are completed, we are able to give them to student groups.

We also sometimes host, or attend meetings of different student organizations on campus. Often times, leadership of student groups notice when there is a feeling of general exhaustion within the group. They might request for us to come and give a presentation, and conduct self-care activities. As an example, a few weeks ago, i gave a stress & anxiety management presentation to the Mock Trial team. We

brought them some aromatherapy, and helped facilitate some conversations about the stress they were feeling surrounding their upcoming tournament. This is what the outreach we do tends to look like. In addition to developing programming, we are working on tracking the effectiveness and reach of our work.

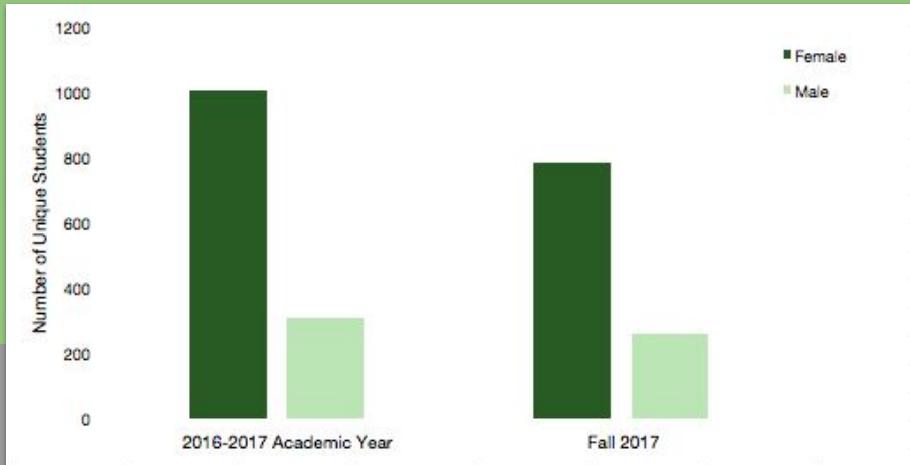
Total Student Visits



We track students entering the space by scanning their student IDs. If a student doesn't have their ID, we record it manually. That being said, this data pertains only to students at the university, and does not include faculty, staff, or community members that visit our space. This figure has the number of unique students visiting the 2016-2017 academic year and data for fall 2017. It was my hope that I would have more data to show for this year, but the winter data is still being compiled and spring term is still wrapping up.

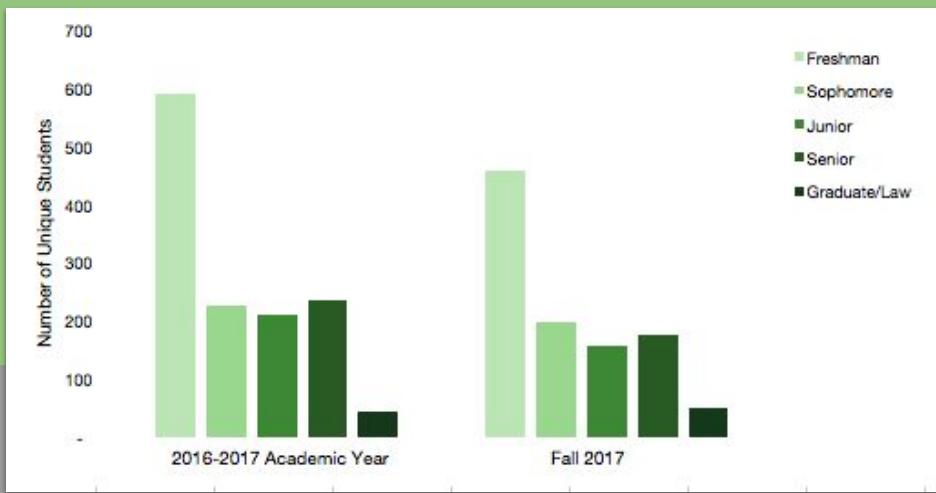
In the 2016-2017 academic year, 1,309 *unique* students visited the space. In the fall term of the current academic year, 1,043 unique students visited the space. That means that in one term, we reached nearly as many students as we did the entirety of the last school year. I would say this is a great achievement, however there are areas where we could still improve.

Gender



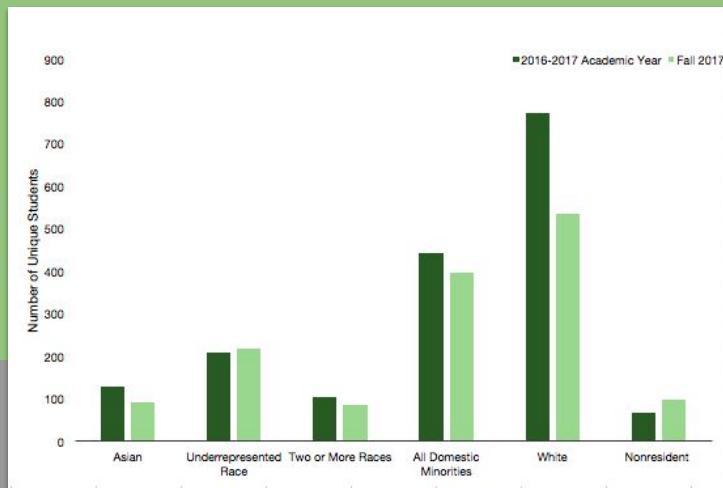
In 2016-2017, 1000 of the unique students were female identified, while only about 300 were male identified. That is 77% of student visitors identifying as female, when only 53% of the general student population identifies as female. This fall term was marginally better. 25% of students that visited the space identified as male, compared to 23% the year before. This is still considerably less representation than the general student population (47% male identified). This is a clear disparity in our space, and we are working to improve this by attempting to improve representation within the Peer Wellness Advocates (currently only 2 male-identified, hired 4 more?), supporting events like Movember *explain briefly*, and have given a Stress vs. Anxiety presentation to the Men's Center. Briefly, i'd like to mention we have no data about transgender and gender expansive folks, and so we try to support these students by attending training such as the queer ally coalition training and building relationships with campus partners.

Class Standing



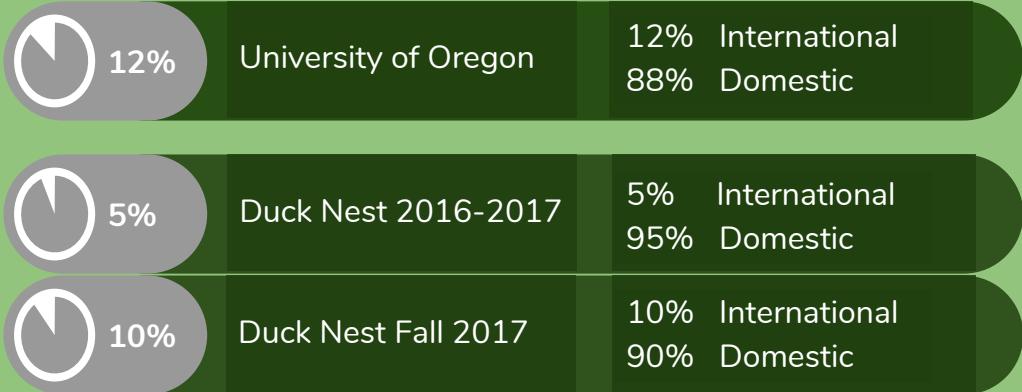
Another area where we could improve is in the distribution of student's academic class standings. Last year and this year, nearly 50% of students visiting the space were first year students. There are a few possible explanations for this trend. Firstly, the space was built after upperclassmen had already been at school/were well into their college career, established habits, normal hang out spots, etc. Second, the Duck Nest staff presents to new students during their orientation. As time goes on, we hope that this trend will dissipate as next year, approximately $\frac{3}{4}$ of the student body will have learned about the Duck Nest at orientation. In the meantime, our team works to be more visible on campus through various means, which I will touch on a bit more shortly.

Race and Ethnicity Data



Here we have race and ethnicity data for students visiting the space. First, I would like to say that the Duck Nest doesn't have any control over these categories, this is how the university categorizes its students. This makes reaching underrepresented communities difficult because we don't know which communities we are reaching. As an example, while 21% of the students visiting our space fall under "underrepresented race" (compared to 14% of university population), we don't know which races those are. Do we need to work on reaching the Latinx population? The Alaskan Native/Native American population? There is no way for us to know with the data we collect by scanning student IDs. This is a problem throughout the university, and will need to be addressed in the long term. In the short term, the Duck Nest tries to form relationships with student groups and campus partners to address the needs of underrepresented communities. As an example, we recently hosted a Women of Color Coalition meeting to discuss common myths about mental health, and the counseling center.

International Students



We have made some improvements between this year. last year, only 5% of the students visiting the space were international students, even though they account for 12% of the student population here at oregon. This year, nearly 10% of students visiting the space were international. This is a great improvement, and more closely resembles our student population. I think this probably due to increasing outreach to organizations like the (Mills) International Center, and the American English Institute.

Barriers

Future Directions

Visibility

- A bigger sign, more University support

Diversity & Inclusion

- Liaisons & outreach to student groups

Awareness

- Social Media Team

Throughout the presentation, I have mentioned some of the challenges we experience at the Duck Nest. Now I'm going to more specifically address these challenges, and next steps in addressing them. First is our physical visibility. The space is tucked away in a corner of the ground floor of the Memorial Union. To address this we'd like to have a bigger sign, and to be on all of the directories/signs in the EMU. Next, diversity and inclusion are some of our core values at the Duck Nest. While we have been relatively successful at reaching students of color we'd like to focus on addressing the needs of each population. Ideally, we'd do this by continuing to reach out to student groups on campus, create liaison positions between the Duck Nest and multicultural student groups. We'd also like to increase our outreach to male identified individuals. We are currently partnering with the Men's Center on campus, and presented an anxiety and stress management workshop for them in their space earlier this month.

Lastly, we'd like to be better known on this campus, particularly to older students. As mentioned on an earlier slide, there is a great disparity between the class standings of students using the space. Increasing our presence on social media is one way to increase awareness about the space, and our events. This year, the Duck Nest established the social media team which is composed of PWAS with interest in designing posts, analyzing reception, and interacting with other accounts (ie UO Be Well--UCC account).

In conclusion, the Duck Nest has accomplished much in the past two years, and has set goals for years to follow. Our biggest goal is being a place where students can feel safe, and comfortable. A review of the space by a student fills me with gratitude, and makes me feel like we are accomplishing this goal: "I've been to the Duck Nest a

handful of times for different reasons. Going to events there, just hanging out, and in times where I've needed support and someone to talk to. Each time I've been welcomed in and each time I walk away feeling so much better. It's amazing to have a designated space devoted to support and wellness, and I'm so impressed by the wonderful staff."

Counseling Center Student Advisory Board

Allison Dona

Hi my name is Allison and I am going to tell you a little bit about another great peer to peer outreach group. The student advisory board of the university of oregon counseling center is another meaningful way we are able to improve mental health on our campus. I am passionate about this model and mental health in general because a very close friend of mine attempted suicide when I was sixteen. Another friend and I tried everything we could to help her before it happened. We talked to our coaches, parents, and the school counselors. We were ultimately told that they could put her on a psychiatric hold in the hospital if we knew of a specific method and time she was planning to take her own life, but otherwise there was nothing else they could do. Feeling helpless but knowing that her attempt was inevitable, she never got help until she almost died by suicide. At the university of oregon, we have so many resources that we didn't have access to in high school. Now that there is a way students can get help, I want to reduce barriers and help students get to them.

Mission Statement

The University Counseling Center Student Advisory Board (SAB) enhances Counseling Center initiatives and support services through advocacy, feedback, and peer education.

SAB members are the voice of our diverse student body and provide the resources and services that are relevant to our community.

Like Kyra did for the Duck nest, I am going to share the Student Advisory Board's mission statement with you all so that you can better understand our goals and values. -Reads mission statement-

Overview

- Counseling Center resources and services feedback
- Student advocacy
- Reduce barriers for students in marginalized communities or with underrepresented identities
- Professional staff interviews and selection processes
- Outreach and educational programming



With these values in mind, the student advisory board helps the counseling center in many capacities. This is just a general overview, and I will share some more specific examples on the next slide. There are 12 members of the student advisory board, including chair and vice chair. One of the most important things we do on the student advisory board is give feedback to the counseling center on their services and outreach strategies. We know best as a whole what students are receptive to and what they aren't, so this feedback can improve both the quality of care and access. Second, we advocate for students and what they need. We act as a bridge between the counseling center and the students, which reduces barriers for all students, especially those in marginalized communities or with underrepresented identities. When students feel like the services we offer might not work for them or that they may not be included, seeing someone they can relate to advocating for the services can make them more approachable. Student advisory board members also do a variety of outreach and educational programming, and we participate in professional staff hiring processes to make sure they are a good fit for the students on our campus.

This can look like...

Social Media

Stress Less Week

Movember

May Mental Health Month

All Sizes Fit

Visiting Other Student Groups

And More!

As I shared on the other slide, we do a lot of outreach and programming. We do a lot of different events, but these are some of our favorite examples. First, we share a lot of events on our own personal social media accounts that are relevant to the counseling center. This gets the word out to students and makes students want to come to events more when they see their friends and community members participating. Second is stress less week. During the week before finals week, we have a lot of events that we put on and support for students, like a relaxation station where students make face masks. We also make hundreds of stress less kits that have snacks and other self care items to pass out to students. Next, the student advisory board organizes Movember, or Men's health month. Some events we do are a photo booth for people to take pictures and win gift cards, a video game night in the duck nest, and a men's health panel. We focus on body positivity and hold an art contest for students to express themselves. We also have may mental health month. This year's theme was "let's talk about it" to encourage students to communicate about their mental health with their friends and create a community of support. We tabled multiple times to raise awareness about events, had an inside out movie screening, a discussion about the 13 reasons why second season premiere, an extra student suicide prevention team presentation, and other events. A week long event that we do is All Sizes Fit. This year it fell on national eating disorder awareness week in late february and early march. One event that was new this year for All Sizes fit was a size inclusive fashion show. We collaborated with the Women of Color Coalition, and around 80 people came. Another event we do every year is the All Sizes fit art contest. These are currently displayed in the global scholars hall, and a past winner is displayed in the duck nest. This is something we are trying to approve

upon, but we hope to meet students where they are at and visit student groups on campus to share counseling center services and further reduce barriers. These are some of our biggest events throughout the year, and we participate in even more than I shared here.

20-25

Hours
Per Member
Per Term



- Meetings
- Services Provided
- Prep and Planning
- Events Attended

±250

Total Member
Hours Per Term



- Stress Less Week
- All Sizes Fit
- May Mental Health Month
- And more!

200

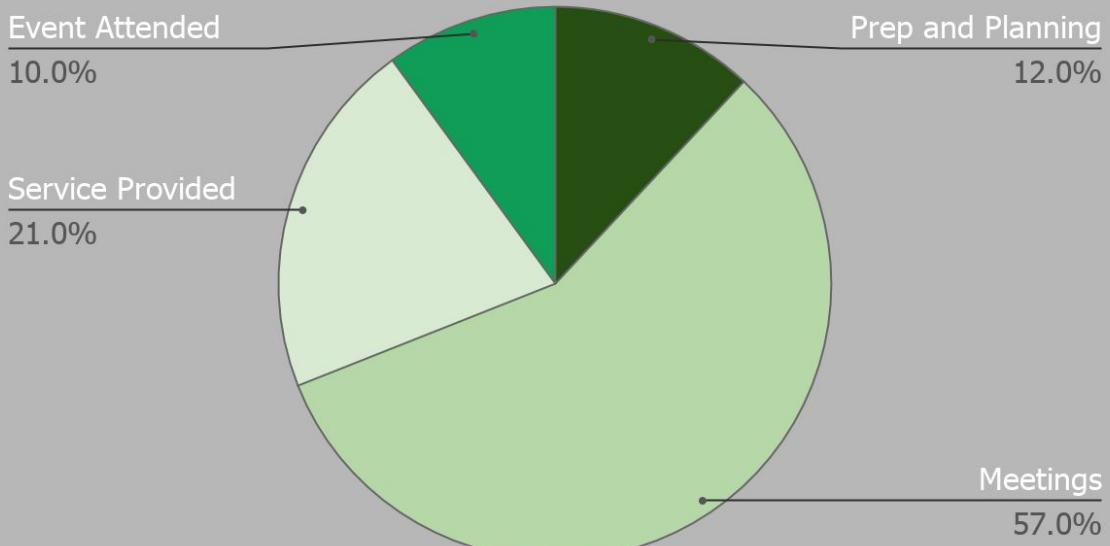
Chair/Vice Chair
Hours Per Term



- Extra Planning/Prep
- Delegating
- Outreach Team
- Professional Development

To hold all of these events, then 10 student advisory board general members have to make 20-25 hours per term and receive a \$250 stipend. This comes out to about 250 hours per term just for general board members. This might look a little bit higher for your schools per term because we are on a quarter system. For us, this comes out to about 750 hours per year. The student advisory board chair and vice chair together complete another 200 additional hours per term or 600 hours per year completing extra planning, delegating tasks to other members, participating on counseling center committees like outreach team, keeping track of member hours, and having additional professional development opportunities. Overall, this is about 1,350 hours per year,

Hour Distribution



This is how student advisory boards spend those 250 hours per term. The biggest chunk of time is spent in meetings at 61 percent. These can be our biweekly student advisory board meetings or other committee meetings like. In the student advisory board meetings, we have different people from the counseling center and related community organizations come and speak with us about various services so we can advocate for them with other students. and we sign up for and plan events, Make stress less kits, and other activities. In the meetings we get a lot done that makes our events possible. The next biggest slice of the pie is service provided at twenty one percent. These are hours we actually spend doing the services I told you all about a few slides back where we directly reach out to students. At 12 percent is prep and planning. This is time outside of meetings that we spend preparing for the services and events we provide. Finally, ten percent of of time is spend attending events. These can include attending events endorsed by the counseling center but not put on by the counseling center to make us more well rounded and improve our connections with other parts of the community. These can be LGBTQIA ally trainings, duck nest events, and others.

"Some of the best skills I have learned from SAB include improved written and oral communication...empathy for other perspectives, and...confidence in my leadership abilities...[understanding] the meaning behind 'social justice' and some of the ways this term can be interpreted and applied to counseling and workplace settings..."

"I think the community we've built...has been able to affect so much positive change on campus. I attribute this to...identifying common goals and forming close-knit relationships with one another."

"One of my favorite parts...of SAB was being able to work with several gifted, intelligent, creative, and committed students with common interests...I felt like when we came together as a group, we were an impressive powerhouse."

Quotes from Student Advisory Board Alumni

We get a lot out of the events that we put on and hours we spend. The following are quotes from students that graduated last year and were part of the student advisory board talking about their experiences. Each student highlights different parts of their experience but emphasize their individual areas of growth. The first student says,

"Some of the best skills I have learned from SAB include improved written and oral communication, ability to have empathy for other perspectives, and having confidence in my leadership abilities. Additionally, I have come to better understand the meaning behind 'social justice' and some of the ways this term can be interpreted and applied to counseling and workplace settings in general."

Kyra: Another student said, "I think the community we've built, professional staff and student employees, has been able to affect so much positive change on campus. I attribute this to the group identifying common goals and forming closeknit relationships with one another."

Mary: A third student said, "One of my favorite parts of being a part of SAB was being able to work with several gifted, intelligent, creative, and committed students with common interests to me. I felt like when we came together as a group, we were an impressive powerhouse, which I was extremely grateful for and proud of."

Barriers

Reaching more students from diverse backgrounds

Counseling Center Myths

Event Awareness

Overcommitment

Future Directions

- Meeting student where they are at
 - Student groups
 - Class
 - Student Centers
- Sending members to more promoted events
- More group bonding events

Although the Student Advisory Board is a great resource for students and learning experience for us, there are still ways we can improve. Barriers that we are always striving to minimize are reaching more students with diverse backgrounds and improving event awareness and attendance. Additionally, we are trying to minimize counseling center myths. For example, a lot of students think that they only get 10 sessions and that once they have used them all they can't come back. This is not true and we encourage students to come back if they need support later in their college career. In order to address these three barriers, we want to meet students where they're at. We can do this by speaking with classes, student groups, and going to student centers such as the women's center and multicultural center. This will help us reach students from more diverse backgrounds because we can reach out to student groups that represent students that traditionally have access to fewer resources. We can dispel rumors this way because students that wouldn't normally come to tables or events will be reached and overall decrease the number of students who are misinformed. Advertising events this way will also reach students who may have otherwise not known because they are not in our direct circle of peers. Similarly, to further our connections with other groups on campus, we would like to send members to more promoted events like LGBTQIA ally trainings and even our own events. One final barrier we face from time to time is overcommitment. We have so many amazing and qualified members who are part of so many student groups, case and point, that there is limited availability. However, the campus connectedness we have is an overall strength, and we have always been able to run our events. Even though we are all really busy, we hope to have more group bonding events and get to know each other better. This term, our board had two group bonding events. Early in the

term when it was cold, we went bowling, and over memorial day weekend we went for a hike. We become close when we work together on projects in these small groups, but it is really fun to be able to spend time as a large group and motivates us to work harder in a group that is so inspiring.

I am proud to work with every member of the student advisory board. It has been very empowering for me to be around other students who are so driven and passionate about improving mental health on our campus. As junior year comes to a close, I am confident that we will be even more impactful next year.

Student Suicide Prevention Team

Mary Donaldson

Hi, my name is Mary. I am a co-founder and the lead coordinator of the Student Suicide Prevention Team. Our team is only two years old, so I'm going to explain what we do, how we started, and how you might implement a team on your own campus.

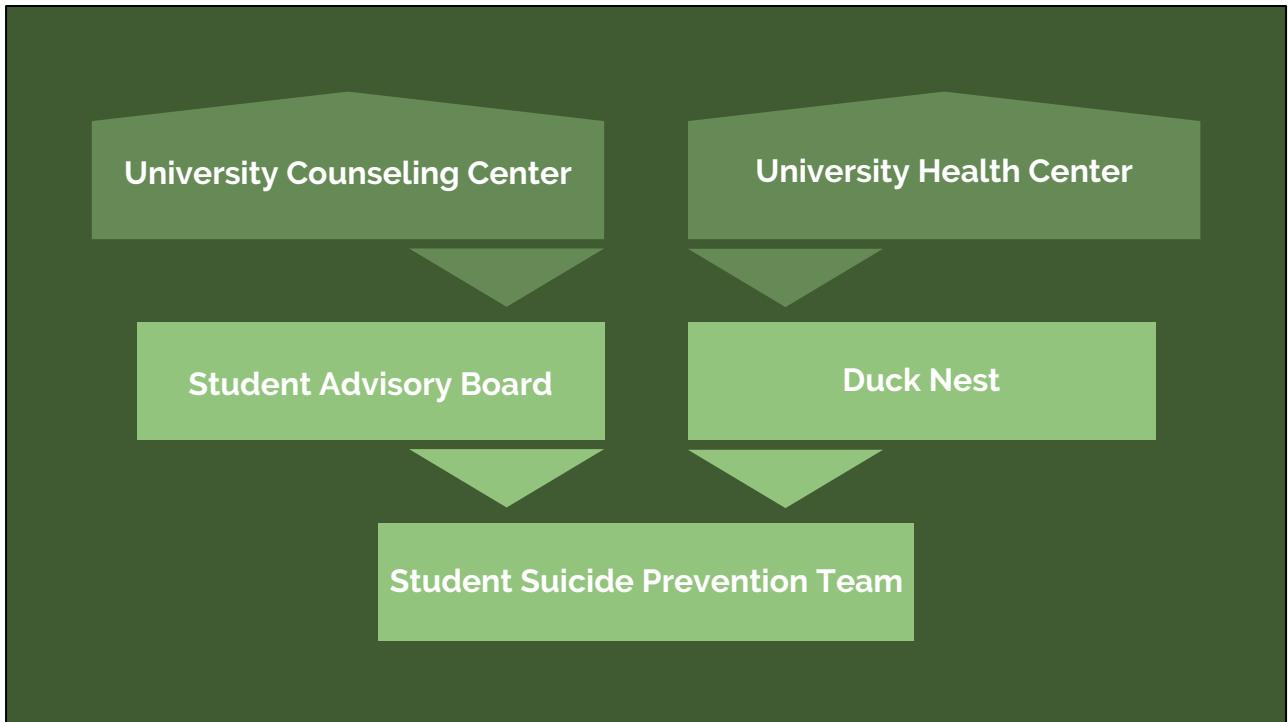
Through my friends' and my own experience with suicidal ideation, I have become a passionate advocate for suicide prevention. Four of my friends have made attempts to end their lives, and two of them were students here at the University of Oregon. Though all attempts were non-fatal, these two friends of mine ended up leaving college and going back home. I miss them a lot, but their pain and departure made me wonder - what could have kept them here? What support was lacking from peers, faculty, and administration? And finally, what could I do to prevent this from happening again?

Mission Statement

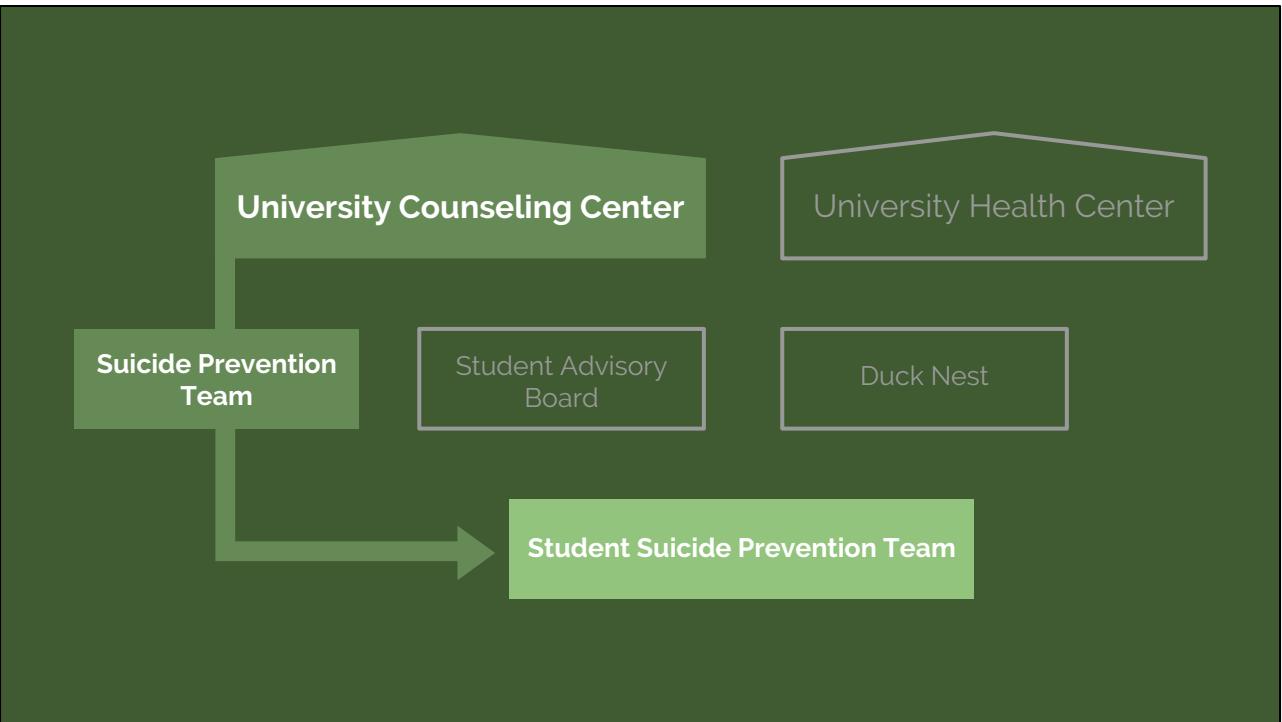
The Student Suicide Prevention Team (SSPT) at the University of Oregon is a group of students who provide comprehensive, research-based services. SSPT offers presentations and outreach that accomplish three goals:

- Advocate for mental health and suicide prevention by encouraging understanding, awareness, and action
- Provide the knowledge to recognize risk and protective factors, warning signs, and to respond and refer appropriately
- Promote self-care and provide campus and community resources

In Fall of 2016, myself and six other students formed the first Student Suicide Prevention Team at the University of Oregon. Before setting out to create our own presentation, we wrote a mission statement to shape our goals. Here it is.



This is the same graphic from the beginning of our presentation. We see here that the Student Suicide Prevention Team includes members from our two platforms - the Student Advisory Board and the Duck Nest. However, we invite all UO students to apply and get involved.



Now I want to draw your attention to another Counseling Center program. (click)

The Suicide Prevention Team, as you can see on the left here, has existed since 2005. The team is comprised of faculty and staff who train other faculty and staff to intervene effectively and steer at-risk students towards professional help. The Student Suicide Prevention Team has their own separate presentation.

So, to break it down: the Suicide Prevention Team is faculty and staff training faculty and staff. The Student Suicide Prevention Team is students training students. While our teams function independently for the most part, we collaborate in a variety of ways. Each time we give a presentation to students, for example, we present in pairs of two *student* co-facilitators, but there is always a representative from the Suicide Prevention Team as support. This representative is mainly there to assist any audience member who becomes distressed in the course of our presentation. This is just one way we keep student voices at the center, while using our professional platforms as a base.

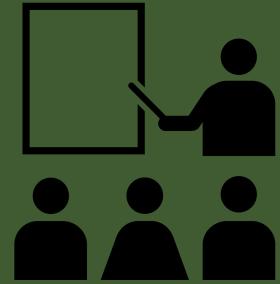
Implementation



Presentation



Recruitment



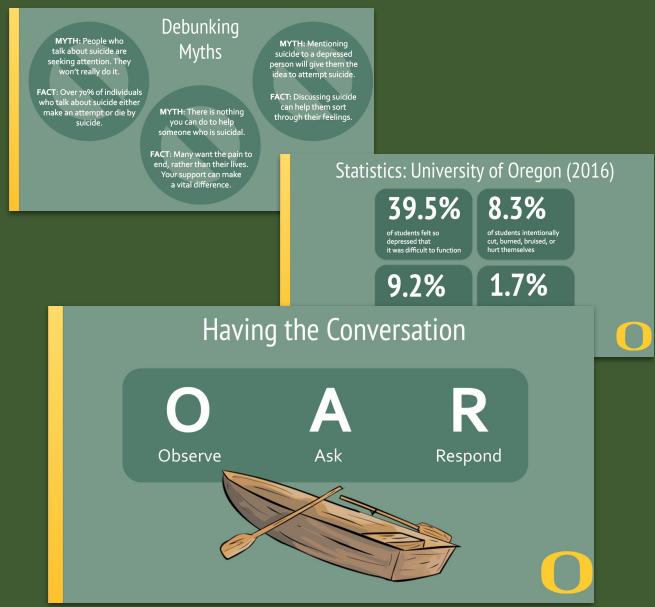
Training

To explain how our team works, I've broken our program into three categories - Presentation, Recruitment, and Training. (click)

Let's start with our presentation.

Presentation

- **Fall:** Research
 - Benchmarking
 - Research Topics
- **Winter:** Production
 - Pre and Post Surveys
 - Script
 - PowerPoint Aesthetics
- **Spring:** Presentations
 - 12 presentations since Spring 2017
 - 118 students reached



On the right, you'll see a few slides from our actual presentation. I'm going to walk you through how we went from blank slate to center stage in just one year. To start off, our presentation was created *by* students *for* students. Our research, script, activities, and aesthetic was shaped to the college student population, keeping our own campus in mind. After writing our mission statement, we set goals for the year.

During Fall quarter, we collected research. Research began with benchmarking. As a team, we contacted over 20 colleges and universities, asking questions regarding their own Suicide Prevention programs. We asked - what works? what doesn't? who's in charge? how does the program engage with students? And how do they measure effectiveness? Next, we used this information to create a list of research topics, which we assigned to teams of two - topics like warning signs, risk factors, statistics, how to help a friend, and resources.

Winter's focus was production. The seven of us created pre and post surveys to measure our own presentation's effectiveness, wrote our first script, and designed our PowerPoint aesthetic. It was a lot of work, delegation, and a continuous cycle of drafts, edits, feedback, and more drafts.

And finally, by Spring term, we started presenting to students. Since we started presenting in Spring of 2017, we have given 12 presentations, reaching over 100 students. While we aim to give about 3 presentations per term, we hope to expand this range as we gain more members.

Recruitment

- **Initial** Recruitment
 - SAB members and word of mouth
- **Formal** Recruitment
 - Application
 - Listserv emails
 - Social media
 - Timeline around SAB and Duck Nest
 - SAB members and PWAs can join without application
- **Future** Recruitment
 - 5 minute class presentations, Group interviews, Tabling



Speaking of which, let's talk recruitment. Starting a team can look pretty different from continuing one. In our first year, we recruited informally through word of mouth, appealing directly to the Student Advisory Board and the Duck Nest to start.

Our team started with seven students. This past Winter, we conducted our first ever formal recruitment so today, we have 18 members. I'll take you through how we did it.

We created an application that reflected what we want in new members - strong communication, willingness to work as a team, and above all, passion for suicide prevention. Next, we sent this application to department listservs, student groups, and organizations. We also did what millennials do best - post a *lot* on social media.

To strengthen our links to Student Advisory Board members and the Duck Nest's Peer Wellness Advocates, we allowed them to bypass the application process and join the team. Our application deadline was strategically after both the Student Advisory Board and the Duck Nest finished their respective recruitments. This way, we could draw from their new members *and* their remaining pools of applicants. However, it is important to note that we welcome students of any background, with the hope that our team is strengthened by diverse perspectives.

Training

Suicide Prevention
Base Knowledge

Public Speaking &
Presentation Practice

Structure & Logistics

Team Bonding



We don't require new members to have prior experience with suicide prevention. Instead, we make sure that our internal training program is thorough and dynamic. After recruiting in the winter, we train in the spring across five meetings for a total of ten hours. Our program was developed and facilitated by me and my Assistant Coordinator, but in the future it will be conducted by a whole group of members. Training involves four focus areas listed here: Suicide Prevention Base Knowledge, Public Speaking & Presentation Practice, Structure & Logistics, and Team Bonding. Now I'll elaborate on each one, with a slide from our training program that demonstrates its focus. (click)

First, Suicide Prevention Base Knowledge. Our Suicide Prevention Crash Course includes a variety of research findings. For example, here we see a 2016 study by the Healthy Minds Network about Suicidal Ideation by Gender & Sexual Identity among College Populations. As a team, we discussed its relevance to our work in terms of using inclusive language and reaching out to LGBTQIA+ student groups and resources. (click)

Next, Public Speaking & Presentation Practice is central to our mission. No matter how tailored and researched our presentation is, its impact is only as good as its delivery. In our presentation, we stress the importance of direct and neutral language when talking about suicide. This emphasis is also exercised in training. To practice

and strengthen our public speaking skills, we use mock presentations like the layout shown here. We learn what makes a good public speaker, how to respond to disclosures, answer curveball scenarios, and simply feel more confident before an audience. (click)

Structure & Logistics involves our three internal teams. We have a Membership Team, an Outreach Team, and a Public Relations Team. I personally have an unhealthy obsession with Harry Potter, so in training, I play Harry Potter music and one by one make each new member put on the sorting hat to discover which team they're on. This is what happens when someone gives me authority. (click)

Finally, we have Team Bonding. With such serious subject matter, it's important to keep up morale and foster a supportive atmosphere. We always have silly check in questions in addition to various group activities like Jeopardy.

Tips for Implementation

Timeline	Production	Recruitment	Platform
<p>Set roomy deadlines.</p> <p>Start small.</p> <p>Create structure early.</p>	<p>Keep up morale.</p>	<p>Don't limit yourself.</p>	<p>Define roles & expectations together.</p>

As a co-founder, I've been there since the beginning - and let me tell you - we learned a *lot* in just two years. So here are some tips in case you want to start your own Student Suicide Prevention Team. ([click](#))

When creating your presentation, adopt a goal-oriented approach and set deadlines that leave room for a lot of edits. The process will take longer than you think. Don't worry about pushing deadlines; we certainly did. A smaller team will aid you in the beginning because of the mass amount of decision-making. Even within a small team, I recommend creating leadership structure earlier on. Delegation is your friend - I say that to myself every morning. ([click](#))

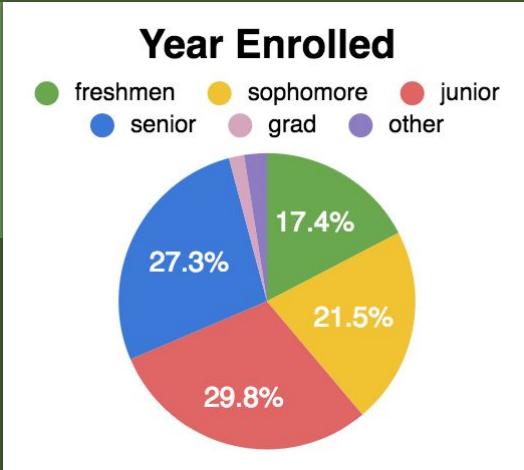
A note on production - this period will be academic and work-heavy. Students balance quite a bit, so ongoing research about a less-than-cheerful topic can affect morale. In response, make meeting time dynamic and incentivizing. Get to know each other. Celebrate every goal achieved. ([click](#))

Regarding recruitment, don't limit yourself to Psychology and Health departments. This team benefits from a variety of perspectives and skillsets. You need creatives, communicators, number-crunchers, *and* mental health nerds. ([click](#))

Finally, platform support is vital. Strike a balance between student leaders and the administrative platform. Clearly define the roles of advisors and the expectations of students, and better yet, shape these roles *together*. I meet with Suzie, our Counseling Center's Outreach Coordinator every week. And I still somehow get more

emails from her than any other person. It's great. I know I can go to her for guidance, and she knows I can execute. Suicide may be one of the most challenging topics, but peer-to-peer models must stay just that. Student voices are some of the most powerful out there - just look at the news.

Students Reached

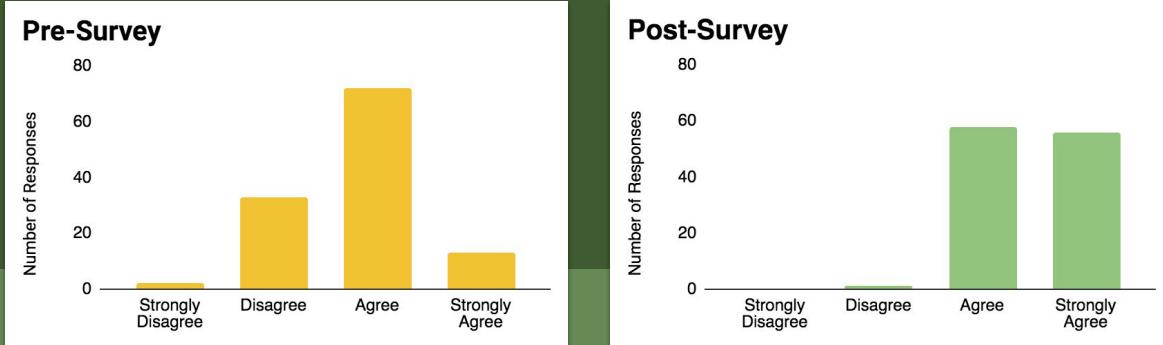


- Data from Spring 2017 - Spring 2018: 4 quarters
- 12 presentations
- $n = 118$ students reached

Now for the data. The following results include data from our first presentations in spring of 2017 all the way to our most recent one this past May. As I mentioned earlier, we have given 12 presentations, reaching a total of 118 students. Because we collected data through pre and post surveys, our total number of students reached is likely higher because it's hard to guarantee that every audience member completes both surveys.

If you look at this pie chart, one strength is a relatively equal spread across freshman, sophomores, juniors, and seniors. We hope that this trend continues, especially since our own team has become more representative of all four classes. In the future, it would be great to increase our exposure to freshman in particular, since they may feel isolated or stressed while transitioning into college.

Referring Peers: Pre vs. Post

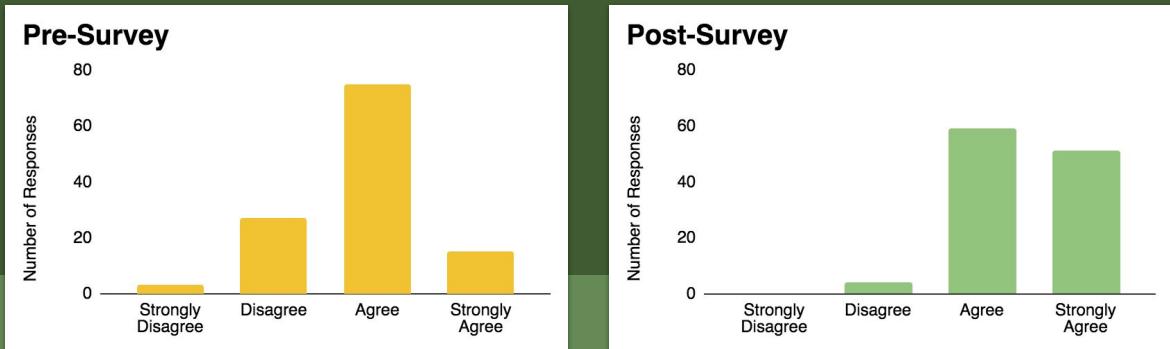


**“I feel confident that I know where to refer
a peer for mental health support.”**

These graphs correspond to one statement on our pre and post surveys. The one on your left with the yellow bars represents pre survey responses, and the other with the green bars represents post survey responses. With a scale ranging from strongly disagree to strongly agree, students indicated how they identified with the following statement. “I feel confident that I know where to refer a peer for mental health support.”

Here, you can see by the yellow bars that the majority of pre survey responses were “disagree” and “agree.” After viewing our presentation, however, students appeared to shift to the right. Those who previously “disagreed” gained more confidence in their referral skills, which is also indicated by the much higher green bar for “strongly agree.”

Helping Suicidal Peers: Pre vs. Post



**"I feel confident in my ability to help
a suicidal peer seek help."**

These graphs correspond to a different statement on our pre and post surveys: "I feel confident in my ability to help a suicidal peer seek help."

Here we see a similar trend to the previous slide, with the green bars showing that students are feeling more confident to encourage help-seeking.

These results support our mission of helping students respond and refer appropriately. Most often, college students turn to their friends for support *first* before seeking professional services. We want more peers feeling equipped to help each other, and we hope this also shrinks the gap between resources and the student body.

Strengths

“Made hard conversations seem possible”

“It was personal and allowed questions...the scenarios were relevant.”

“Should be a training for everybody”

“Strong connections to community resources”

“Strengths were the clarity of info and emphasis on language”

“Speakers were kind, empathetic, and sensitive”

“Great to know the many resources that are available for health and suicide needs”

“No longer afraid to face this problem”

At the end of our post surveys, we ask audience members to comment on our strengths and areas for possible improvement. Here are some statements by students about our strengths. Among these are: a focus on resources, (click) speaker sensitivity, (click) appropriate tone and language, (click) and relevant scenarios.

Barriers	Future Directions
Audience Engagement	<ul style="list-style-type: none"> • More interactive presentation • Improve public speaking skills
Member Morale	<ul style="list-style-type: none"> • More team bonding • More members
Structure	<ul style="list-style-type: none"> • Electoral process • Bylaws
Recognition	<ul style="list-style-type: none"> • Increase social media presence • Become a fixed part of Freshman Orientation or Residence Halls

Along those lines, these are some barriers and future directions for the Student Suicide Prevention Team. Barriers include audience engagement, member morale, structure, and recognition.

First, keeping audiences engaged is difficult with such a heavy, stigmatized topic. Some students asked for more interaction and activities. We do have a role play activity and discussion questions, but we often have to skip these to save time. In the future, we hope to strike that perfect balance between information and engagement. As times change, cultures change, and universities change, suicide prevention should also change to meet the needs of the student body. So we take feedback seriously to foster our team's growth and development.

Sometimes our members feel a little spread thin. This isn't an easy commitment, but it's certainly rewarding. More team bonding activities and simply more members will decrease the demand on each individual and keep retention high.

Because of the fickle process of implementation, our internal structure continues to change and develop. We had to start from scratch, which is empowering, liberating, and frankly, terrifying. Currently, we're refining our structure with an electoral process and bylaws. Feels a lot like wet cement at the moment, but it's all comin' together.

And finally, recognition is another barrier. We're a new team on campus, so eventually promoting presentations and recruitment will be easier with stronger social media presence. Along those lines, it would be awesome to become a fixed part of freshman orientation or the residence hall community in order to reach incoming students. We only have 18 members, but ya gotta dream big.

As for me, I actually graduate on Monday - ahh - but being on this team has helped me grow as a leader and as a friend. I've loved being a part of it since the beginning, and I'm excited to see what's next for the Student Suicide Prevention Team.

Conclusions

- Peer-to-peer models benefit the student body by making resources less intimidating and more accessible.
- Peer-to-peer models benefit the students *conducting* the outreach through community connectedness as well as professional, personal, and intellectual growth.
- Peer-to-peer models empower student voices, reduce stigma, and encourage help-seeking behavior.

Kyra: So, in conclusion, the peer-to-peer model creates a friendly first point of contact for the student body, making resources less intimidating and more accessible.

Alli: Peer-to-peer models benefit the students *conducting* the outreach through community connectedness as well as professional, personal, and intellectual growth.

Mary: And finally, peer-to-peer models empower student voices, reduce stigma, and encourage help-seeking behavior.

Questions?

Mary: Thank you all for listening. For the remainder of our presentation, we welcome any questions you might have.