

Creating a Public Service Announcement

When creating messaging about suicide awareness and prevention, use the following three key message concepts:

1. Mental Health issues affect everyone and a shared responsibility exists to create an environment where people can talk openly
2. It's okay to ask for help
3. An abundance of resources are available

Below is a sample PSA that you can tailor to fit your campus.

PSA for Mental Health Campaign

(Organization Name) Launches Mental Health Promotion Campaign

Building Bridges – Friends Helping Friends is part of a national effort launched by The BACCHUS Network™, The Ad Council and the Substance Abuse and Mental Health Services Administration

(Organization name) announced today that it is launching a public education campaign in (community name) as part of a national effort to promote mental health awareness. The campaign is designed to help provide education and reduce stigma.

The college years are often when mental health problems, such as anxiety disorders, manifest themselves. According to the National Institute of Mental Health, 75% of all people with an anxiety disorder will experience symptoms before they are 22 years old. College students make up more than 7% of adults struggling with anxiety, a statistic that has been rapidly rising over the last 50 years, according to NIMH [now Mental Health America] research. But only half of the 19 million Americans struggling with the ailment seek treatment.

As a part of our efforts to promote mental health awareness and reduce stigma, the (organization name) and our partners are sponsoring the (name or type of event). (Insert brief information to elaborate on your organization's efforts).

Campus Model Programs

University of Albany, SUNY

BACCHUS Affiliate Group: Middle Earth Peer Assistance Program

UAlbany College Student Mental Health Awareness Week

Program Goals/Objectives:

1. To provide students with information on mental health issues, particularly depression, anxiety, and the prevention of suicide
2. To provide students with on-campus resources where they can receive assistance
3. To provide students with a web link (using a wallet card giveaway) to online screening for a variety of mental health issues, including depression, anxiety, posttraumatic stress disorder, eating disorders, and alcohol and other drug issues

Target Audience: All undergraduate and graduate students.

Program Description

The event, which took place in October 2006 (prior to midterm exams) over four days in the University at Albany Campus Center, focused on providing information, referral, and access to online mental health screening for students. Our program set up an information table containing a number of brochures focused on mental health issues (depression, anxiety, stress management, etc) and related issues (loneliness, dealing with family conflict, dealing with relationship abuse, etc.). Our peer educators gave out wallet cards listing warning signs of a variety of mental health issues on one side of the card and a web address for online mental health screening on the other side of the card. We also set up a screened-in private area in the Campus Center in which a laptop computer was located so that students who wanted to take our anonymous mental health screenings and receive immediate feedback could do so. On the days of the event, our University Counseling Center and Middle Earth Peer Assistance Program hotline were prepared to receive higher volumes of walk-in appointments and telephone calls. The event was very successful, with over 1,000 students stopping at our information table to receive mental health information.

Promotion and Publicity

1. Flyers, posters, and information on University Counseling Center web site
2. Word of mouth from peer educators
3. Articles on mental health-related topics in student newspaper (written by our peer educators)



Budget

\$200 for printing of wallet cards and promotional materials

Collaboration

1. University Counseling Center
2. Office of Student Life
3. School of Social Welfare (faculty members with specialty area in depression and his graduate students)

Duration

Four days (Monday–Thursday)

Contact

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 Director, Middle Earth Peer Assistance Program
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 University Counseling Center
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University of Missouri – Columbia

BACCHUS Affiliate Group: Missouri Campus Communities that Care

Stigma Reduction Campaign

Program Goals/Objectives:

1. Decrease overall stigma of mental health and mental illness
2. Encourage students to seek professional help for their mental help when needed
3. Increase overall awareness of mental health issues
4. Implement stigma-reduction campaign and help seeking-behavior campaign
5. Develop tool-kit for other campuses to implement the campaign

Target Audience: Gatekeepers who may know students who are experiencing suicidal ideation. This includes but is not limited to campus health center staff, student affairs professionals, counselors, faculty, coaches, clergy, and student resident advisors.

Program Description

The Wellness Resource Center, which houses the statewide substance abuse prevention higher education consortium Partners in Prevention, implemented a comprehensive plan that focuses on the risk and protective factors associated with suicide through campus-wide educational programs and materials and providing an array of targeted training programs for campus health center staff, student affairs professionals, counselors, faculty, coaches, clergy, and student resident advisors.

In order to implement our comprehensive plan for suicide prevention, we have implemented a volunteer planning group of psychologists, counselors, and faculty from the Partners in Prevention institutions. The team, made up of counseling center directors and staff from each of the 12 campuses, met monthly via conference call to help inform the implementation of the environmental assessment and the development of training and materials.

The campaign also includes campus-wide education focused on stigma reduction, coping skills, and stress reduction, which was piloted on the University of Missouri–Columbia campus and now is in the process of being implemented at the eleven other publicly funded colleges in Missouri.

There are two components of this campaign. The first component is the “Real Stories” Campaign. This poster campaign has real stories of college students who sought mental health help when they felt it was necessary. While the stories are real, the pictures consist of stock photography. These stories highlight many different reasons why students may feel the need to seek counseling.



The other component is the “STOP LISTEN ASK” Poster. This poster encourages students to watch for signs of depression and suicidal ideation amongst their peers. The poster gives action steps on what to do next in the situation. It’s a very clear and easy plan for students to follow. Each component of the Stigma Reduction Campaign has the contact information for important resources located on campus. The components for these posters can be tailored to each university.

Promotion and Publicity

1. Emails sent out to list-serves alerting target groups of this campaign
2. Press releases alerting the media of the new campaign

Budget

\$1,000 for printing costs. The printing costs cover the number of posters each institution needs, the paper, and printing cartridges. This costs covers printing for the 12 public universities in Missouri. Costs for individual institution are estimated around \$250.

Collaboration

1. Creation of a Suicide Prevention Task Force which includes but is not limited too representatives from: Residential Life, LGBT Resource Center, Counseling Center, Student Health Center
2. Advisement from a state planning group consisting of Counseling Center Directors

Duration

Ideally, the posters should stay up the entire year. However, you can post them throughout the school year in recognition of national events.

Contact Information

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Wellness Resource Center
Met98f@mizzou.edu

East Carolina University

BACCHUS Affiliate Group: Center for Counseling and Student Development

Hug It Out Campaign

Program Goals/Objectives:

1. To raise awareness of college student suicide rates, suicide prevention, the importance of healthy relationships, and expressing emotion
2. To challenge students to show their appreciation to those who make up their emotional support system (friends, family, mentors, etc)
3. To demonstrate kind acts of appreciation by having students symbolically hug their peers by handing out chocolate hugs and kisses
4. To encourage a cycle of kind gestures by distributing “Hug Passes:” These passes entitle the giver of the pass to symbolic hug from the receiver and then the hug receiver becomes the giver of the Hug Pass
5. To promote the services of our on-campus Counseling Center to any student who may be struggling with mental health issues, particularly those related to suicide

Target Audience: All students

Program Description

The program was done in conjunction with a larger effort being sponsored by ECU’s Student Government Association (SGA) entitled “Weeks of Kindness.” Fortunately the timing of both of our events coincided which made for a likely pairing. The campaign, which will turn into an annual observance/event, was set in one of the common areas on campus that gets a lot of student traffic during the lunch hour. There was an information table set up with a display board explaining the day and the importance of letting those that you care about know that information. Various pamphlets and handouts covering the following topics were also available: suicide prevention, recognizing suicidal behaviors, conflict resolution, healthy relationships, depression, and expressing emotion. Counseling Center contact information was also on hand. Also available on the table was a bowl of chocolate hugs and kisses to symbolically represent the actions that their names describe!

SGA students were placed strategically through out the common area and actively hugging their peers in honor of the program and handing out “hug passes.” The hug passes were created to help students pass on the idea of “random acts of kindness” even after the program has ended. Pass “receivers” would always then become “givers” creating a never-ending cycle of positive regard.



Promotion and Publicity

1. ECU student listserv
2. Announcement section in student newspaper
3. Strategically placed flyers

Budget

\$75 for candy (hugs and kisses), foam display board, decorative basket, card stock for hug passes.

Collaboration

Student Government

Duration

3 hours

Contact

Renita Moore
 Outreach Coordinator
 Center for Counseling and Student Development
 moorer@ecu.edu



Regis University

BACCHUS Affiliate Group: Active Minds

Mardi Gras Beads with Meaning

Program Goals/Objectives:

1. Engage students and the campus community in an activity that breaks down stigma
2. Increase awareness that suicide can affect everyone
3. Increase acknowledgement that many are willing to support the cause of suicide prevention

Target Audience: Campus community

Program Description

This event works best at the end of the school year when students know each other better. The beads can be disseminated at a booth during a health awareness week or at the end of a suicide prevention program. Three colors of beads are chosen and assigned meaning. For example:

- Purple beads – I have lost someone I care about to suicide
- Green beads – I have struggled myself with a mental health issue
- Yellow beads – I support the cause

Beads have a tag on them that explains their meaning and perhaps a call to action: “come to our next meeting” or “visit www.PeoplePreventSuicide.org” or “call 1-800-273-TALK.”

The beads give a strong visual cue about the prevalence or mental disorders and suicide, and are useful in starting conversations about these difficult topics.

NOTE: This idea was adapted from the Out of Darkness Suicide Awareness Walk

Promotion and Publicity

None needed – the beads themselves serve as promotion for the cause

Budget

Dependent upon the number of beads purchased. Oriental Trading Company offers 144 necklaces for \$10.

Collaboration

1. Personal Counseling or Health Services
2. Residence Life

Duration

One booth over lunch hour will impact many people

Contact Information

Sally Spencer-Thomas
 Director
 Leadership Development and Behavioral Health Promotion
 sspencer@regis.edu



University of California, Riverside

BACCHUS Affiliate Group: Golden ARCHES Peer Education Program

“Put the Squeeze on Stress, to Maximize Your Success”

Program Goals/Objectives:

1. Raise awareness of campus resources to address stress and other mental health issues
2. Give students some tools to help them manage stress going into finals
3. Provide a program to allow students to relax

Target Audience: All students

Program Description

The program was comprised of two events:

The first was an information/resource fair at our campus bell tower. We had literature on stress, anxiety and mental health issues (including BACCHUS Network brochures on these topics); we had stress balls (printed with our program logo and event theme) to distribute; students could also make their own stress ball with a balloon (also with our program logo and event theme) and sand; the Counseling Center provided literature and biofeedback; the Athletics Sports Medicine department provided some massage therapists to do brief chair and back massages; and the Learning Center provided resources on their time and stress management strategies. Over 150 students participated in this event.

That evening, we also invited students to come blow off steam and relax at our “Dive In Theater” event at the pool, showing the movie “Pirates of the Caribbean: The Curse of the Black Pearl.” About 40 students attended this event. Due to cooler than expected weather, 40 students attended this program.

Promotion and Publicity

1. Display of information flyers
2. Email messages sent to students

Budget

Resource fair materials (imprinted stress balls and balloons) cost \$1,000. \$1,500 was spent on the dive-in theater (movie rights/rental, facility rental, audiovisual needs, and publicity).

Collaboration

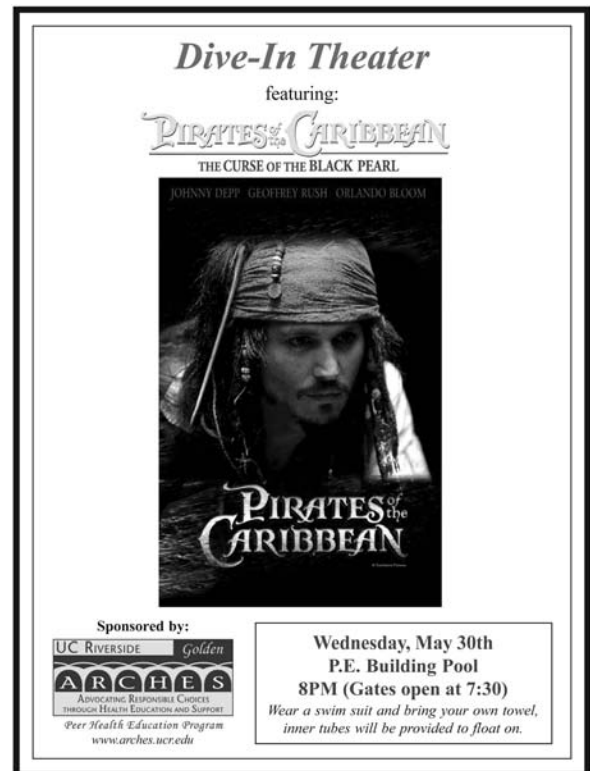
1. Golden ARCHES Peer Education Program
2. Counseling Center
3. Athletics
4. Learning Center

Duration

One day. Resource fair: 11am–2pm; and dive-in theater: 8–11pm.

Contact Information

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 Health Educator and CHAMPS Life/Skills Coordinator
 Campus Health Center
 doug.everhart@ucr.edu



Regis University

BACCHUS Affiliate Group: Active Minds

Perspectives on Suicide: Faculty Panel

Program Goals/Objectives:

To engage the faculty in the suicide awareness efforts on campus

To increase knowledge about the multiple dimensions of suicide

To increase dialogue and decrease stigma about suicide

Target Audience: Campus community

Program Description

This program offers an opportunity for faculty members to engage in the suicide prevention efforts on campus. The program promotes multidisciplinary collaboration and leads to a rich exploration of a complicated topic.

Step One: Approach certain faculty that have both a good rapport with the students and can develop content related to their discipline and the topic of suicide. Some potential faculty may include:

- Psychology/Psychiatry/Social Work/Counseling
- Sociology
- Biology/Neuropsychology
- Philosophy
- Nursing
- Religious Studies
- English – literature on suicide/death & dying
- History – changes in perspectives on suicide over the ages
- Criminal Justice – determination of death when unclear if homicide, accident or suicide
- Public Health – epidemiology and public health approaches to suicide prevention
- Dean of Students – how suicidal behavior is addressed on campus
- If there are not enough faculty to fill a panel (5-8 people is perfect plus a facilitator), consider looking off campus for expertise:
 - Directors of local suicide prevention organizations or crises centers/hotlines
 - First responders – police, rescue medical personnel
 - Funeral Directors/Faith Community Leaders
 - Survivors of another’s suicide
 - Mental Health Practitioners – crises intervention, grief counseling for suicide survivors
 - Local media, political leaders, or other celebrities who may be passionate about the cause

Step Two: Secure and date and location for the panel presentation

Step Three: Prepare panel with a couple of questions:

- From your perspective/discipline—how do you understand suicide?
- What are your thoughts on the best way to prevent suicide? How can your area of study/work best contribute to the suicide prevention efforts?

Step Four: Market program to campus community.

- Flyers, letters, email blasts to faculty—suggesting extra credit for students’ attendance. A letter from the Dean or Provost makes a big impact.
- Promote to psychology club or other groups on campus that would have a natural interest
- Public relations to promote event in the community

Step Five: Program

- Have participants write questions on index cards
- Facilitator gives overview of session
- Panel members introduce self briefly and interest in topic
- Panel members address prepared questions
- Facilitator asks panel members appropriate index card questions
- Facilitator wraps up with summary
- Participants complete evaluations

Promotion and Publicity

1. Emails and flyers to faculty promoting panel as extra credit opportunity
2. School newspaper and radio PSAs
3. Letter to Academic Dean and Provost asking for support

Budget

1. Optional: Snack (popcorn and lemonade) \$20
2. Optional: Thank you gifts for presenters

Collaboration

1. Faculty
2. Dean
3. Provost

Duration

One hour to 1.5 hours

Contact Information

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Bradley University

BACCHUS Affiliate Group: The Bradley H.E.A.T. (Help, Empower, and Teach)

You Are Not Alone

Program Goals/Objectives:

1. Provide the truth about mental health
2. Decrease the stigma surrounding mental illness
3. Increase awareness about ways to help and where to go for help
4. Host a Bradley version of postsecret.com

Target Audience: Freshman, students living on campus, and students involved in Greek Life.

Program Description

Each presentation begins with an introduction of the presenters and the peer education group. Then the presenters hand out a pre-test, which asks basic questions about mental health and where to find help. Presenters then get a feel for what the students already know by asking what comes to mind when the students hear “depression,” “counseling,” “therapist.” Then the peer educators explain that much of what we hear about these topics are stereotypes that create a negative stigma.

A PowerPoint presentation is used to then describe mental illnesses, such as depression, bipolar disorder, and anxiety. The presentation also includes information on different coping activities people with mental illnesses rely on, such as self-injury, anger, alcohol and drug use, and suicide. Statistics from both national surveys as well as a survey done at Bradley University are used throughout the presentation.

Next, the peer educators provide information about where to find help on-campus. The peer educators walk the audience step-by-step through the process of setting up an appointment and going to the first session. This information is then reinforced when the peer educators pass out the brochures which include all the information from the PowerPoint presentation.

The last part of the program includes a segment about postsecret.com. Postsecret.com is an online blog. Each week the blog is updated with new postcards that tell a secret. Anyone can submit a postcard—the only requirement is that the postcard visually and artistically tells a secret you’ve never told anyone before. The purpose of the site is not only to entertain, but to show that we are all going through the same difficult times or thinking the same obscure things. Since many of the postcards are about depression, attempted suicide, self-injury, it only seemed right to include it in the mental health presentation. Therefore, the program provided postcards addressed to the peer education group’s office so that the students could create their own postsecret.com postcards.

The end of the program leaves time for questions and gives the presenters an opportunity to pass out the keychains, magnets, and pens. The audience fills out a post-test and is thanked for being part of the program.



In Fall of ‘06, 10 presentations were given, and approximately 300 students were reached.

Currently, peer educators are collecting the postcards and planning a campus-wide awareness event, where the postcards will be on display. This will give the peer educators an opportunity to talk to students one-on-one about mental health and give away information and brochures.

Promotion and Publicity

Initial presentation to residential life staff, then individual staff members (RAs and Hall Directors) who showed interest in the program received e-mails

Greek executive board members (specifically Risk Management Chairs and Presidents) received an e-mail informing them of the program and offering a presentation.

Description of the program was given at the end of each presentation the group gave throughout the semester. For example, at the end of the alcohol awareness presentations, presenters would inform the students/teachers/RAs that there was also a mental health presentation the group offered and then the presenters would give contact information of the coordinator to set up the program.

Budget

The list of supplies and copies includes key chains, magnets, pens, brochures, LCD projector, projection screen, and refreshments. The budget also allowed training of the peer educators and for three students at each presentation, working for two hours, at minimum wage.

500 key chains = \$ 400

500 magnets = \$450

1000 pens = \$650

1000 brochures = \$500

500 postcards = \$150

LCD projector & projection screen = \$0 (on loan from the Bradley University Audiovisual Department)

\$80 per presentation for refreshments = \$800

Training of each peer educator = \$400 (\$6.50/hour for 3 hours for 20 students)

Presentations = \$400 (3 students @ \$6.50/hour for 2 hours)

Total = \$3750



Collaboration

Health Center’s psychiatrist, Dr. Janine Donahue provided program coordinators with training on mental health, as well as gave them resources on where to find out more information.

Residential Life Staff provided locations for the program, as well as support of the program.

Greek Life Executive Boards provided locations for the program, as well as support of the program.

Duration

Preparation of the program lasted approximately three months, and continuously is updated and revised. The majority of the presentations occurred over the course of the Fall ‘06 semester, but the presentation is still available; however, the program currently does not have funding.

Contact

Lydsey Withers
 Graduate Intern
 Bradley Wellness Program
 lwithers@bradley.edu



Regis University

BACCHUS Affiliate Group: Active Minds

Movie Nights

Program Goals/Objectives:

1. To open discussion about mental health using popular media
2. To create an attractive event to bring new people into mental health awareness

Target Audience: Campus community

Program Description

- This program offers an opportunity to dialogue about mental health issues. To organize the program:
 - Determine appropriate facilitator (e.g., faculty member or local expert) or panel to debrief.
 - Circulate thought provoking questions about the movie’s portrayal of mental disorders and recovery.
 - Schedule room and market to appropriate audiences.
 - Decide which movie to show (some suggestions):
 - Jumping Off Bridges - an indie film about a youth’s response to his mother’s suicide. Probably more appropriate for a high school audience, but our community (students, staff, and community members) thought it was excellent. <http://www.jumpingoffbridges.com>
 - A Beautiful Mind
 - Prozac Nation
 - Girl, Interrupted
 - Pollack
 - 28 Days
 - Born of the 4th of July
 - Proof
 - Manic

Promotion and Publicity

1. Flyers posted around campus
2. Facebook and MySpace

Budget

Snacks - \$25

License to show movie publicly - \$500+ (if smaller venue may be able to show for no charge, fee might be waived under fair use agreement)

Collaboration

1. Personal Counseling or Health Services
2. Residence Life
3. Student Activities



Duration

Two or more hours depending upon movie length

Contact Information

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Director

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**University of Denver**

BACCHUS Affiliate Group: Health and Counseling Center

QPR Training: CPR for Mental Health Crisis**Program Goals/Objectives:**

1. De-bunk myths surrounding suicide
2. Discuss general mental health issues
3. Give practical skills for what to do when someone is suicidal (Question, Persuade, Refer)
4. Offer people a safe place to discuss mental health crisis and suicide—something that is still taboo in our culture.

Target Audience: Students, staff, and faculty

Program Description

Suicide is the 2nd leading cause of death among college students (age 18–24). It is also the most preventable cause of death. Research shows that most people communicate their intent to harm themselves prior to attempting suicide, yet only a small percentage of people who complete suicide are getting the professional help they need. The topic of suicide defies age, gender, race, and religion and is a topic that directly affects college students regardless of their own mental health. In this session you will learn the basic signs and symptoms of a suicide and how you can act to save a life (without being a professional therapist).

Two staff members at the DU Health & Counseling Center are certified QPR instructors. We offer QPR trainings to key individuals on campus – Residence Life staff, Law School faculty and staff, Health and Counseling staff, Campus Safety officers and Student life staff. Some trainings are open to the general campus staff and student population.

The trainings are in lecture-format using PowerPoint and “clicker” technology to provide real-time opportunities for participants to give opinions and feedback in an anonymous, non-threatening way.

Training components include the following:

- Mental health and suicide stats related to the general public and campus-specific information
- Suicide myths & realities
- How to ask “The Question” (what to say & not to say)
- How to persuade someone to stay alive
- How to refer and who to refer to for help



Promotion and Publicity

1. Residence Life trainings for resident assistants
2. Staff trainings for Student Life and Campus Safety Personnel
3. General offerings (posters, online advertising), webmail

Budget

QPR instructor certification cost \$400. QPR cards + booklets cost \$1.50 per set. The QPR institute (who provides the certification course) requires that each person in a training get a card and booklet.

Collaboration

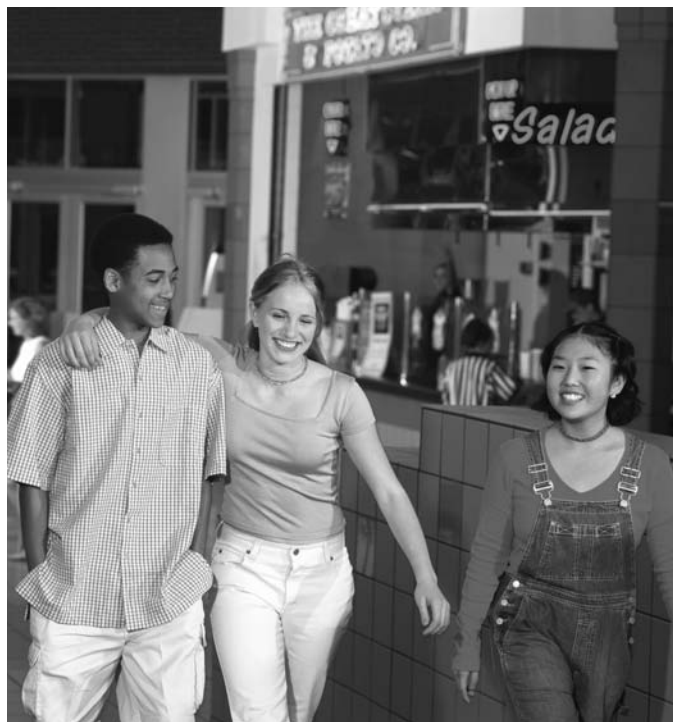
1. Student Life
2. Residence Life
3. Campus Safety

Duration

Trainings are 75 minutes long

Contact Information

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 DU Health & Counseling Center
 Katie.Dunker@hcc.du.edu



Regis University

BACCHUS Affiliate Group: Active Minds

Suicide Survivor Healing Ceremony

Program Goals/Objectives:

1. To provide a place to reflect to those who are grieving the loss of a loved one to suicide
2. To create connection among those who have survived a loss of due to suicide

Target Audience: Campus community

Program Description

This event works best at the end of fall semester, when holidays are approaching. The holidays can be a difficult time for survivors of another’s suicide. You might want to have a faith community leader and counselor present to help facilitate or offer counseling.

NOTE: This idea was adapted from LaRita Archibald’s healing ceremony.

Survivor Memory Book: As people come to the event, have them write down the name of the person they lost to suicide in a memory book. The list of names will be read at the end.

Music: Adds greatly to the emotion of the event. A simple acoustic ensemble is very moving – guitar, piano, flute. The music should be chosen with care. If the event is around the holidays consider: Silent Night, A Bleak Midwinter, or others.

Reading:

We mourn the loss of our loved ones. For many of us the darkness of our loss and sorrow has overshadowed our love of life, has held back happiness and has blinded us to the blessing of wonderful memories.

Light is the symbol of hope. Even the tiniest flame illuminates darkness. As our celebration candles glow let their radiance warm our grief-frozen beings and remind us of the wonder of love. Let us rejoice and celebrate the richness of a life and relationship shared.

[Other poems and responsive readings can be interspersed throughout the program, depending on the length desired]

Candle Lighting: For those that want to participate, each takes the candle(s) that represents their loss and places them on a mirror and lights them as the reader calls them forward. Or to simplify, just have all the candles be one color and have participants come up voluntarily to light them.

In Memory of Mothers: (purple)

You gave me the gift of life and tenderly held and cared for me. You laughed and made good times within our home. Caregiver, teacher, the essence of love, is the memory I have of you. Mother, I celebrate your life.



In Memory of Fathers: (red)

You taught me that gentleness was not weakness and that strength was not power or force. Dad, I fill this void with memories of all you taught and meant to me and celebrate your life by sharing memories of you with others.

In Memory of Sons: (light blue)

I mourn the lost dreams of graduation, college, marriage, grandchildren, carrying on the family name and your companionship as I grow old. I treasure memories of happy times shared and, always, my son, I celebrate your life.

In Memory of Daughters: (pink)

Part of my own life has died in your death, my sweet daughter. Gentleness and laughter and loving are you. I will carry to eternity cherished memory of our time together. I celebrate your life and the blessing of the love we shared.

In Memory of Brothers: (dark green)

My brother, my friend, your unbearable anguish that we couldn't share is now left for me. I am thankful that as time passes I am able to focus on the good times and the camaraderie. I celebrate your life and the bond we shared.

In Memory of Sisters: (sage)

Dear sister, forgive me for not knowing that, for you, the future had lost its promise. I grieve for your unfulfilled dreams. I will cherish your memory always. I celebrate your life and the special friendship we shared.

In Memory of Husbands: (dark blue)

Our lives had become one and that part of me died when you, in your pain, left me. Dear, husband, I am grateful for the treasury of memories I have of you, of our love and our life together. I celebrate your life and I'm thankful for the blessing of sharing it.

In Memory of Wives: (lavender)

Companion, partner, sweetheart. Respect, trust and abiding love enriched our years together. Love is beyond the touch of death, my darling wife. I celebrate your life and our love for one another and will forever cherish your memory.

In Memory of All Other Family Members: (burgundy)

You were someone very special in my life. I ask forgiveness for the missed opportunities to make life more enjoyable for you. I cherish memories of you and celebrate your life and our relationship.

In Memory of Friends: (yellow)

You were the one with whom I shared my dreams, confided my fears and trusted my secrets. It's painful accepting that I can no longer enjoy with you all the things that meant so much to us. I will always celebrate your life and friendship.

IN CELEBRATION OF THEIR LIVES: The most beautiful and lasting tribute we can make to those we loved who have died is renewed focus on the future...a future nourished by our memories of them, by thanksgiving, by peace of mind and by the joy of ever-deepening relationships in our continuing lives.

Silent Reflection: Let the participants sit in silence after the candles have been lit. Read the names from the survivor memory book slowly. As music plays, the participants can leave when they are ready.

Budget

- Musical talent - acoustic guitar, vocal, piano. You can probably get volunteers for this.
- Candles - you can buy little votives in bulk at craft stores (\$10 for 20 candles)
- Mirrors - also purchased at craft stores. Large round or square mirrors go under the candles and reflect the light (\$5 apiece)

Collaboration

1. Personal Counseling or Health Services
2. Residence Life
3. Local faith communities
4. Local suicide survivor support groups

Duration

One hour or less

Contact Information

Sally Spencer-Thomas
Director

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