



Where: Live Online

<https://weillcornell.zoom.us/j/93210081206>

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When: 12:00pm-1:00pm

Thursday, January 18th, 2024



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Financial Disclosure: Dr. Rohrig has no relevant financial relationship(s) with ineligible companies to disclose and DOES NOT INTEND to discuss off-label or investigational use of products or services.

Dr. Stephanie Rohrig is a licensed clinical psychologist with expertise in cognitive behavioral therapy for anxiety, depression, emotion dysregulation, attention-deficit and hyperactivity disorder (ADHD), and related conditions in youth, adolescents, and young adults. Dr. Rohrig holds appointments as an Assistant Attending Psychologist at NewYork-Presbyterian Hospital/Weill Cornell Medicine and is the Attending Psychologist in the Adolescent and Adult Partial Hospitalization Programs. Dr. Rohrig is a member of the Center for Youth Mental Health at Weill Cornell Medicine where she participates in clinical research focused on youth, young adults, and parents. She is a co-Principal Investigator on a Zero Suicide Initiative research grant and participates in training clinicians in suicide risk assessment and interventions. Her specific research interests include anxiety, school avoidance, and suicidality in youth.

“ZERO SUICIDE INITIATIVE: INNOVATIVE TRAINING STRATEGIES IN ADOLESCENT SUICIDALITY AND SAFETY PLANNING”

ABSTRACT

Suicide is the second leading cause of death among youth, a problem which has been exacerbated by the social and academic fallout related to the COVID-19 pandemic (Bridge et al., 2023). Non-Hispanic Black and non-Hispanic American Indian youth are at higher risk of suicide, highlighting worsening disparities in access to mental health treatment and supports in some communities. Suicide prevention work, including evidence-based risk assessment, safety planning, and means restriction, has proven to be effective in reducing suicide risk in youth. Thorough training and feedback are necessary to disseminate these skills and improve trainee competence and confidence in safe suicide care. This presentation will review a live simulation training model with actors presenting as standardized patients offered to pediatric and psychiatry trainees. We will discuss rationale and outcomes of these trainings and offer suggestions for implementing simulation trainings for suicide prevention in other clinical settings.

LEARNING OBJECTIVES

1. Identify evidence-based risk assessment screeners for youth.
2. Describe a simulation session for risk assessment training.
3. Identify three benefits of simulations as a training model.

***1 CE credit available to WCM Department of Psychiatry full time and voluntary faculty Psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture. Note the survey must be completed within 30 days of the lecture. Please contact wcmpsychiatryce@med.cornell.edu for additional CE information*

REFERENCES

1. Zisk, A., Butler, E., Catarozoli, C., Huttler, A., Rohrig, S., & Lois, B. (2022, Nov. 18). The Mental Health Crisis in Pediatric Medical Settings: Applying Evidence-based Approaches to Support Physicians [Conference Clinical Roundtable Presentation]. Association for Behavioral and Cognitive Therapies, New York.
2. Fallucco, E. M., Conlon, M. K., Gale, G., Constantino, J. N., & Glowinski, A. L. (2012). Use of a standardized patient paradigm to enhance proficiency in risk assessment for adolescent depression and suicide. *The Journal of adolescent health* : official publication of the Society for Adolescent Medicine, 51(1), 66–72. <https://doi.org/10.1016/j.jadohealth.2011.12.026>
3. Bridge, J. A., Ruch, D., Sheftall, A. H., Hahm, H. C., O’Keefe, V. M., Fontanella, C. A., Brock, G., Campo, J. V., & Horowitz, L. M. (2023). Youth suicide during the first year of the COVID-19 pandemic. *Pediatrics*, 151(3). <https://doi.org/10.1542/peds.2022-058375>

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