Student Nurse Suicide Prevention Resources

ANA Enterprise HNHN Nurse Suicide Prevention Committee

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Please see more on the articles, programs, and people discussed in this presentation by clicking any reference listed at the top of each slide or on links (as in the louisville.edu link above) to be taken to websites and contact information.

Review of Select Literature R/T Suicide in the Student Nurse Population

This presentation is intended to be a brief overview of studies and programs to mitigate suicide in university students

- **Main takeaways**
  - **Psychological characteristics and life stressors contribute to deliberate self-harm behaviors**
  - **Emotional Intelligence education could mitigate impact of psychological characteristics and life stressors**
  - **Suicide predictors: depression & emotional attention**
    - **Anxiety is NOT a predictor**
  - **Suggest: ID high suicide risk students, teach self-esteem enhancement, emotional intelligence, & ways to mobilize support**

Descriptive, cross-sectional analysis of 93 Spanish nursing students (1st year, prior to clinical placement)

- Trait Meta-Mood Scale (3 dimensions: emotional attention, clarity and repair),
- Plutchik Suicide Risk Scale
- Rosenberg Self-esteem Scale,
- Zung Self-Rating Depression Scale, and
- Trait scale of the State-Trait Anxiety Inventory

Main Goals: assess

1. 1) prevalence of nursing student suicide risk,
2. 2) the relationship between suicide risk and perceived emotional intelligence, depression, trait anxiety, and self-esteem;
3. 3) for gender differences among study variables;

https://www.sciencedirect.com/science/article/abs/pii/S0260691713002396

Leal, S. C., & Santos, J. C. (2016). Suicidal behaviors, social support and reasons for living among nursing students. *Nurse Education Today, 36,* 434-438. doi:10.1016/j.nedt.2015.09.012

- **Main takeaways**
  - **Students taking meds**
    - Were less satisfied w/friends, intimacy and social activities
    - 2.36 times more likely to have suicidal behavior
  - **Those with higher support scores had more frequent family contact**
  - **Social support was statistically lower in those with suicidal behavior**
  - **4th year students had worse reason for living scores**
  - **Suicidal risk factors include students who are in 4th year, have less contact with family/social support networks, are female, and take medications**

The aim of the quantitative cross-sectional and correlational descriptive study was to characterize undergraduate, Portuguese nursing students' suicidal behaviors, use of medication, social support and reasons for living

Scales
- The Social Support Satisfaction Scale (SSSS)
- Reasons for Living Inventory (RFLI)

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Van Hoek, G., Portzky, M., & Franck, E. (2019). The influence of socio-demographic factors, resilience and stress reducing activities on academic outcomes of undergraduate nursing students: A cross-sectional research study. *Nurse Education Today, 72*(2019), 90-96. doi:10.1016/j.nedt.2018.10.013

Main takeaways

- **Students who intend to leave school:**
  - Younger
  - Lower resilience
  - Possessed more destructive and less positive stress reducing activities
  - Committed a suicide attempt in the past
  - Studied in a densely populated area
- **For every 1 point resilience score increase**
  - The intention to leave risk is reduced by 8.1%
  - The success rate increases 3.5%
- **Dropouts had lower resilience scores than those who graduated or were still in the program**
- **Resilience significantly influences intention to leave, academic success, and dropout**

"The objective . . explore . . the influence of socio-demographic factors, resilience and stress reducing activities on the academic outcomes: intention to leave, academic success, and dropout."

Belgian nursing colleges

Scales:

VK+ Resilience – measured resilience

P3 'Palliative Behaviour' scale – measures stress reducing activities

Programs Mitigating Suicide Risk in (Nursing) Students

Goetz, C. S. (1998). Are you prepared to S.A.V.E. your nursing student from suicide? *Journal of Nursing Education, 37*(2), 92-95. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/9489685

- **Program Points**
  - **S*A*V*E***
    - **S**uicidal Behaviors
    - **A**ssessment Interview
    - **V**alue Student
    - **E**valuate – Referral
  - **Peplau's Interpersonal Framework**
    - Nursing education & instructors: interpersonal and nurturing
  - **If student is connected with one person, suicide risk is reduced**

Teacher-student relationship could be understood w/in Peplau's interpersonal relations framework:

- nursing education is interpersonal, investigative, nurturing.

Caring is a personal component of the student-teacher relationship.

Nursing instructors should demonstrate holistic concern for student personally and academically;

- role is to listen and provide referrals PRN (unless trained, RNs aren't counselors).

Suicidal behaviors listed; if student could connect with one person, suicide risk is reduced.

Assessment Interview Questions; Value and evaluate discussed (no tools)

- **Program Points**
  - ➢ **Development of a protocol for faculty dealing with an attempt or completed student suicide**
  - ➢ **Three step process to deal with the grief**
    1. Accept reality of the loss
    2. Work through the pain of grief
    3. Adjust to the environment where the deceased is missing
  - ➢ **Excellent literature review of articles to help students in crisis**

Recommends faculty and leaders deal with the issue head on, rather than minimizing it

Coleman, D., Black, N., Ng, J., & Blumenthal, E. (2019). Kognito's avatar-based suicide prevention training for college students: Results of a randomized controlled trial and a naturalistic evaluation. *Suicide Life Threat Behavior, 49*(6), 1735-1745. doi:10.1111/sltb.12550

- **Program Points**
  - **Kognito - https://kognito.com/markets/higher-education**
  - **Trains university students**
    - To ID peers (students) at higher suicidal risk and provide referral
    - To improve student's help-seeking attitudes and behaviors

- **Study Main Points**
  - **At two month f/u, Kognito trainees referred more students than non-trained persons**
  - **Training four students in Kognito generates one more peer referred**
  - **Help seeking rate of Kognito trained students (14.4%) was two times (6.8%) that of the non-trained**

- **Program Points**
  - **Train the trainer program for all university members (students, faculty, staff, etc.)**
    - How to identify and help those at high suicide risk
    - Develop a safety plan for the self to lower suicide risk
  - **Trainers take 3 modules of Connecting with People (CWP) program**
    1. Suicide Awareness
    2. Self-harm Awareness and Response
    3. Emotional Resilience and Resourcefulness for Self
  - **For more information, see our videos on "Three Minutes to Save a Life" in this section**

- The three Minutes to Save a Life program moves trainees from "suicide naïve" to "safe from suicide."
- Disavows notion that student's with suicidal ideation must have mental health issue to also have suicidal ideation (these concepts are mutually exclusive).
- Student's individual risk factors, needs, and strengths are assessed and student is empowered to accept support.
- A referral is offered/made when needed, and a safety plan is created
- Approach assumes everyone is at risk for suicide and should have a prevention plan in place

- **Program Points**
  - **CPR Camp - 3 day retreat**
    - Koru mindfulness practices
    - Balanced eating
    - Yoga
    - Exercise
  - **Positive gains in**
    - Habits and practices for resilient people
    - Resilience building
    - Coping w/stress & burnout
    - Work-life balance

This program overview of a of specific "curriculum" (CPR Camp) to build resilience, introduce stress coping strategies, promote work-life balance, prevent burnout.

39 students from multiple colleges (disciplines) at one Southern US University.

3 day retreat w/Koru mindfulness practices, balanced eating, yoga, exercise.

Measures:
 Pre-post survey assessed perceptions on habits and practices of resilient people, stress reduction strategies, and work-life balance to prevent burnout.

Author believes CPR Camp is an effective strategy to promote and sustain resilience strategies among healthcare profession students that may prevent future practitioners from leaving the workforce or acting on suicidal ideation

hCATS to BARN (health Colleges Advancing Team Skills to Bring Awareness Right Now) for student mental health
University of Kentucky College of Nursing
Contact: Lee Anne Walmsley, PhD, MSN, RN +1-859-221-0597

- **Program Points**
  - **Five Components**
    1. EAL (Equine Assisted Learning)
    2. QPR (Question, Persuade, Refer)
    3. Farm to Table
    4. Storytelling
    5. Ripple Mapping Effect
  - **Program in process**
    - Anecdotal stories of success

Equine Assisted Learning

- Because horses are in-the-moment learners, students work with horses and learn about themselves based on the responses they receive from the horses

QPR

- Suicide assessment training for self and for peers

Farm to Table Intervention

- Students learn about healthy eating and healthy sleeping

Storytelling

- At points during the semester students gather in groups and discuss topics of interest and must participate (even to pass)

Ripple Effect

- Students hear of the struggles from other students during storytelling, and share more deeply about their own stories, because of the connection they feel

Anecdotal stories of success

- Student who was able to voice her frustration at being home-bound was provided a workplace outside her home to mitigate extreme anxiety

Additional Programs[1]

QPR (Question, Persuade, Refer) https://qprinstitute.com/
- Commonly used for undergraduates

CAMS (Collaborative Assessment and Management of Suicidality) https://cams-care.com/
- can be especially useful in teaching all sorts of health professionals, including nurses

Livingworks https://www.livingworks.net/
- has a number of programs including ASIST, SAFETalk, and suicide to hope

Jed Foundation https://www.jedfoundation.org/what-we-do/colleges/
- has resources for colleges and universities

You at College: https://youatcollege.com/

[1]Many thanks to Julie Cerel, PhD, Director, Suicide Prevention & Exposure Lab (SPEL) University of Kentucky College of Social Work

We hope you can access these programs to find more information

Disclaimer

- **The Research Studies**
  ## AND
- **The Programs to Mitigate Suicide Risk Listed In this Presentation**
  - ➤ Are not an exhaustive or complete listing
- **This presentation is intended to be a starting point for those seeking resources at a critical time!**