Learning Outcomes for this course:
1. Understand the phenomenology of suicide as the foundation the assessment is built on.
2. Perform a risk assessment for suicide using the AIDE algorithm identifying risk factors, protective factors, warning signs related to suicide
3. Demonstrate how to document the risk assessment to include the environment, warning signs, interventions and who risk is communicated to.

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<tr>
<th>Part</th>
<th>Specific Learning Outcomes</th>
<th>Topical Outline</th>
<th>Assignments or Learning Activities</th>
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</table>
| Intro/Background   | Understand the phenomenology of suicide as the foundation the assessment is built on.                                                                                                                                       | I. Joint Commission Sentinel alert 2-24-16  
A. Holds nurses accountable for screening for suicide  
B. Root cause analysis showed a failure of an assessment for risk for suicide  
C. Assure safety of patients in acute suicidal crisis  
II. Statistics  
A. 10th cause of death 2014  
B. Every 12.93 minutes a person dies from suicide  
C. Individuals 85 or older highest rate of death by                                                                                                   | Review slide 7  
Review slides : 3, 4, 5 and 9 |
### Suicide Prevention

- **APNA competencies applicable for all nurses**
  - **A.** Applicable for all nurses
  - **B.** Will demonstrate application for Med/Surge nurses during this in-service

### Suicide Risk Factors

- D. Second highest group at risk, Individuals 45-65
- E. Highest rate of death by suicide: Caucasian men, American Indians and Alaskan Natives
- F. Women attempt suicide 3.5 times men
- G. Men die by suicide more than women
- H. Guns account for almost 50% of death by suicide 2014
- I. Other common causes, cutting, overdose and hanging
- J. Add local statistics of hospital, unit, state

### Acceptable and Non-Acceptable Terms

- **III.** Acceptable terms and non-acceptable terms when discussing suicide (CDC 2011)
- **IV.** APNA developed competencies for psychiatric mental health nurses who work on inpatient units
  - A. Applicable for all nurses
  - B. Will demonstrate application for Med/Surge nurses during this in-service

Review slides regarding the definition of term related to suicide and terms that are not acceptable as per the CDC 2011. See slides: 14-15

APNA competencies see slide 8
| Phenomenology of suicide | C. Mills identified most common root causes for death by suicide  
| i. Poor communication  
| ii. Need for staff training  
| iii. Improve suicide risk assessment  
| V. Legal issues  
| A. Each state has laws that govern care for individuals who are at risk for suicide  
| B. Documentation is a legal responsibility  
| C. Uphold HIPAA  
| D. Utilize ethical principles  
| VI. Phenomenology of suicide: Competency I.  
| A. Personal experiences across the lifespan  
| B. Experiences that influence risk  
| C. Protective measures  
| D. Suicide is a culmination of life events, vulnerabilities and mental states  
| E. Vulnerabilities linked to pain: Schneidman (1993) referred to psychache in suicide  
| F. Suicide is a means to end  
| Review slide 13 for legal issues  
| Review slide 6  
| Exercise for participants to help relate what hopelessness means  
| 1. Ask what hopelessness means to learners.  
| 2. What is a meaningful activity to the participants?  
| 3. When these are all removed people become feel hopeless,
Perform a risk assessment for suicide using the AIDE algorithm identifying risk factors, protective factors, warning signs related to suicide

Risk factors: review slide 10

Warning signs: review slide 11

Protective measures: review slide 12

Review case study that will be used to highlight skills for assessment and interventions using the algorithm (AIDE)

Suicide Algorithm review slides 17-18

Follow Algorithm using case study
Ask for interactivity with the identification of the warning signs and risk factors from the case study. IS PATH WARM included in handouts.

Interventions
Demonstrate how to
A. Assign a staff member to
Review slides 19
Assessment-
| Document the risk assessment to include the environment, warning signs, interventions and who risk is communicated to. | stay with the patient until the psychiatric evaluation is completed  
B. Consult with psychiatric services and the attending physician/ health care provider  
C. Educate patient and family members about risk of suicide and interventions to promote safety  
D. Limit access to lethal means  
E. Develop a safety plan with the patient  
  i. Warning signs  
  ii. Personal strategies to comfort self  
  iii. Reason for living  
  iv. Activities for distraction  
  v. Professional contacts  
  vi. Make the environment safe  
  vii. Where to go for help  
XIII. Documentation  
A. Quote patient’s statement using direct quote  
B. Interventions, such as one to one  
C. Notification of the | If you asked Harry (case study) “Are you thinking of killing yourself?” From your case study what do you believe would be his answer?  
If patient says yes: use worksheet and follow up.  
**What if he says “no” what do we look for to maintain safety?**  
Hopelessness often leads to hospitalization. What leads up to the decision to say no?  
Safety plan, review slide 20  
Show a safety plan- Discuss the components, how they can be used on a document, patients can put on a 3 x 5 card. This helps patients have hope and a plan when those triggers occur. Add suicide crisis hot line 1-800-273-TALK, veterans ext. 1.  
Assist Harry (case study) to develop a safety plan.  
Review slide 24  
Review the documentation Key for |
<table>
<thead>
<tr>
<th>Identify Environmental hazards and Environmental interventions</th>
<th>Psychiatric Services and the attending D. Risk factors and warning signs</th>
<th>Harry</th>
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</thead>
<tbody>
<tr>
<td>Summary</td>
<td>XIV. Environmental safety A. Identify environmental hazards B. Discuss ways to keep the patient safe when the patient needs an IV or monitor</td>
<td>Review the environment hazards slides: ask the participants to identify the hazards. Review sides 21, 22, 23</td>
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<td>The participants identify the room hazards based on the top 7 ways patient have died by suicide on Med/Surg ICU units. State the things nurses can do to prevent suicide: Assess, Assess and Reassess. Communicate risk Safety plan Document</td>
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