

CABINET FOR HEALTH AND FAMILY SERVICES

# Suicide Awareness and Prevention within SCL Services

by Beck Whipple, MSW



# Objectives

- Understand the importance of suicide awareness within SEL Services.
- Identify suicide warning signs and provide appropriate support, screening, and referral.
- Recognize the role of safety planning in suicide prevention.



## Take Care of Yourself





# Reasons for Being Here Today

**Ourselves** 



**Family** 



Community

Workplace





# Comprehensive Approach to Addressing Suicide

### **Postvention:**

Suicide Postvention is the planned steps to provide evidence-based support following a suicide loss or attempt within a workplace. Best practices include immediate and ongoing support to mitigate future risks from suicide exposure.

### Intervention:

Suicide Intervention is the planned steps to provide compassionate, competent, person-centered care for individuals experiencing suicidal thoughts and behaviors. It should be readily accessible and reviewed often.



### **Prevention:**

Suicide Prevention is the

planned steps
workplaces take
to generate an
environment that
promotes positive coping
skills, reduces stigma,
normalizes help-seeking
behaviors, and increases
mental health awareness.





## Comprehensive Approach



## Language

### Suicide

Death caused by self-directed injurious behavior with any intent to die as a result of the behavior

## **Suicide Attempt**

A non-fatal, self-directed, potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.

### **Suicidal Ideation**

Thinking about, considering, or planning for suicide.



## Language

Died of/by Suicide vs Committed Suicide

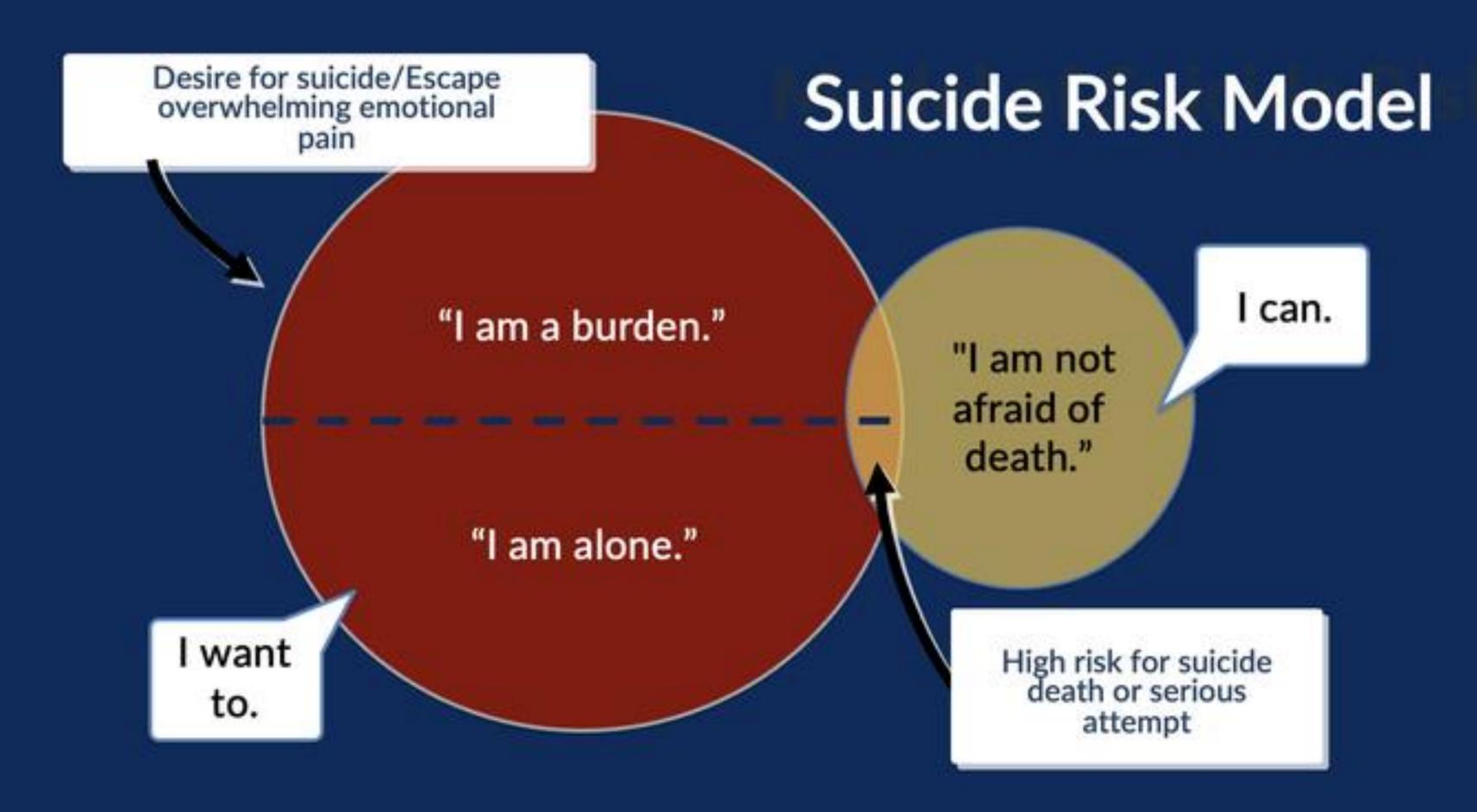
Suicide Death/Attempt vs Successful/Unsuccessful

Describe Behavior vs Manipulative/Attention Seeking

Describe Behavior vs Suicide Gesture/Cry for Help

Working with vs <del>Dealing with Suicidal Patients</del>





## Prevention Best Practices



## Awareness of Self



### What we bring into the room

■ How do we feel? What is our capacity for handling this information today? How do we show up?

### **Biases and Perceptions**

What immediate, automatic thoughts do we have?
What judgements or perceptions of suicidal individuals/ideation do we have?

## Over vs Under Responding

• What does overreacting look like? What about underreacting? What are the risks of either?



# Warning Signs & Risk Factors

#### **Risk Factors:**

- Relationship stressors / loss
- Death of a loved one
- Family history of suicide
- Legal problems
- Serious financial problems
- Access to lethal means
- Chronic illness or disability
- Prior attempts / behavior
- Lack of access to behavioral health care
- A recent or upcoming crisis (within 2 weeks)

#### **Warning Signs:**

- Talking about suicide or wanting to die
- Researching info
- Talking about:
  - Feeling hopeless / no reason to live / being a burden / feeling lonely or disconnected from others / feeling trapped or in unbearable pain /
- Isolation / withdrawal
- Mood swings
- Changes in sleep habits
- Impulsivity / risk taking behaviors
- Increase in substance use
- Anxious / agitated



## Free Question, Persuade, Refer (QPR) Training





Click here to learn more!



## Do's of Working with Suicidal Individuals

- **Be direct.** Talk openly and matter-of-factly about suicide.
- **Be willing to listen.** Allow expressions of feelings. Accept the feelings.
- Be non-judgmental. Don't debate whether suicide is right or wrong or whether feelings are good or bad. Don't lecture on the value of life.
- **Get involved.** Become available. Show interest and support.

- Offer hope. Alternatives are available but do not offer glib reassurance.
- Take action. Remove means, like weapons or pills.
- Get help. Seek out people or agencies specializing in crisis intervention and suicide prevention.
- Fix your face. Shock will put distance between you.
- Seek support. Avoid being sworn to secrecy.





https://tinyurl.com/988toolkit





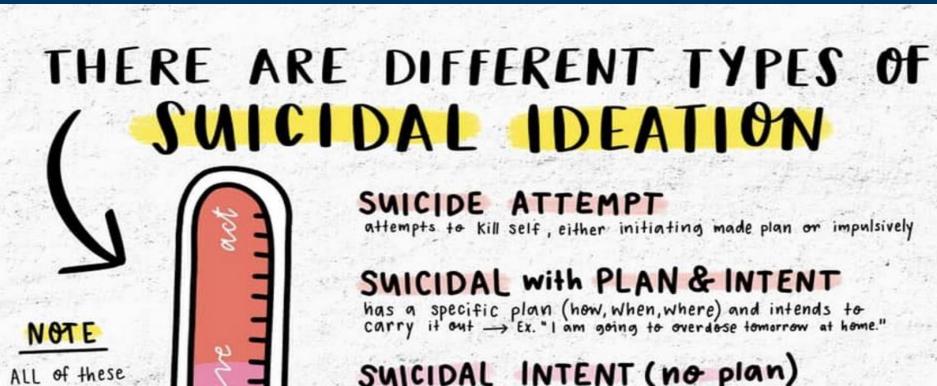
## Intervention Best Practices

## Shift your framework

- A person coping with pain that makes suicide an option
- ∘ Suicide ≠ Incompetent



## Where are we starting?



SUICIDAL INTENT (no plan)

intends to kill self but doesn't have a specific plan -> Ex. " I think I'm going to kill myself, but not sure when."

SVICIDAL THOUGHTS (method, no plant) has an idea of how they would do it, but no specific plan or intent -> Ex. " I've thought about overdosing, but I'm not going to."

SUICIDAL THOUGHTS (no intent/plan) thinking about killing self, but no details & no intention to act -> Ex. "I should just Kill myself." "I wish I could just Kill myself."

THOUGHTS OF MORBIDITY

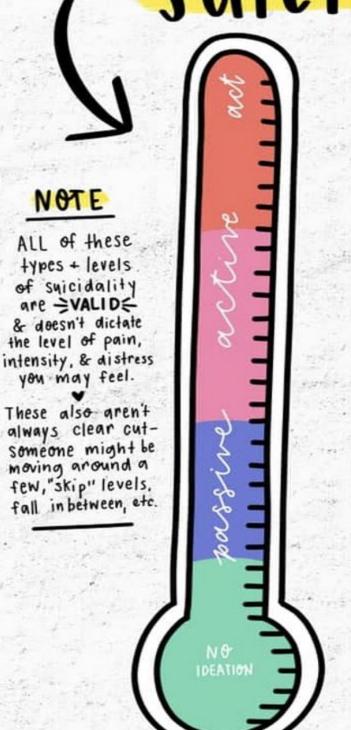
thinking about own death & dying, but not specifically by self -> Ex. "I wish I wouldn't wake up" "I wish I were dead."

RANDOM INTRUSIVE THOUGHT\*

passing thought, curiousity -> Ex. "What if I just jumped?" when waiting for train \*different if person has chronic suicidality

NO THOUGHTS

@ALYSERURIANI



SOURCED FROM fired experience & columbia - suicide severity rating scale





# Start with Screening

The Columbia Protocol, also known as the Columbia-Suicide Severity Rating Scale (C-SSRS)

- Supports suicide risk screening through a series of simple, plain-language questions that anyone can ask.
- The answers help users identify whether someone is at risk for suicide, determine the severity and immediacy of that risk, and gauge the level of support that the person needs.



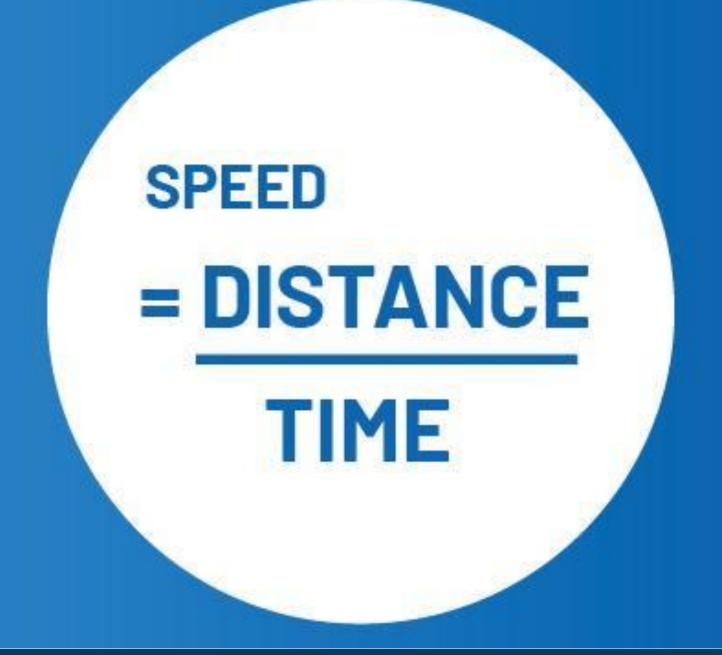
# Pathways to Care



- develop policy and procedure for pathway through co-creation
- train and provide supervision to managers
- disseminate clearly and regularly to all employees



# **DELAY DECISIONS:**Reduce Access to Lethal Means





**LOCK TO LIVE** 



CALM

Counseling on Access to Lethal Means

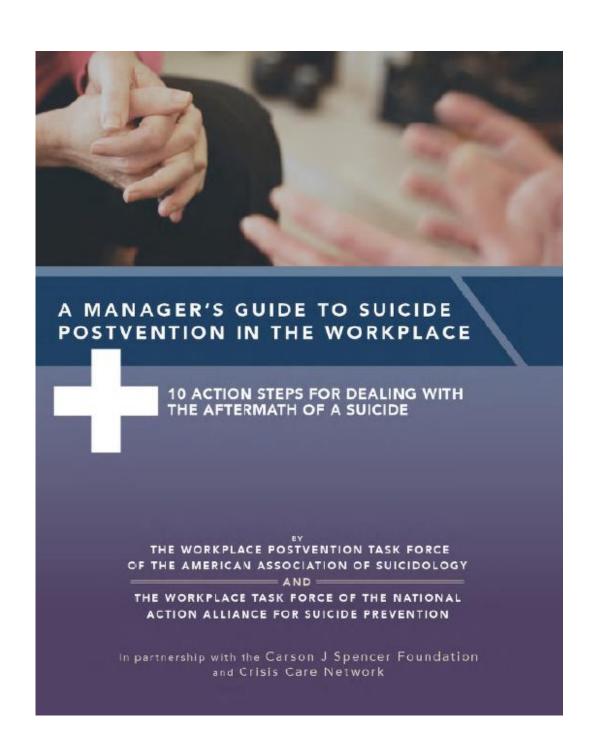
https://tinyurl.com/CALM-



## Postvention Best Practices



# Pre-Plan for Death by Suicide



- Preplan for each phase
  - Immediate: Acute
  - Short-Term: Recovery
  - Longer-Term: Reconstructing





# CABINET FOR HEALTH AND FAMILY SERVICES

## Thank You

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#### References

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