

Program and Strategy Examples from Across the U.S.

Program/Strategy	Brief Description	Evidence/Support	Implementation Notes	Additional information
American Association of Suicidology (AAS) College & University Accreditation Program	Many counselors have not received training to sufficiently prepare them to adequately intervene with a suicidal student, manage an unfolding crisis or contribute to school suicide postvention activities. The program teaches: Best and evidence-based suicide prevention practices; Risk factors and warning signs for college and university students; How to assess young adults at risk; Confidentiality; Prevention and postvention principles; Self-injury; How to reintegrate a student after a suicide attempt; Dealing with traumatic loss; Contagion and cluster; Litigation outcomes, and more.	AAS is approved by the American Psychological Association to sponsor continuing education for psychologists. The program is approved by the National Association of Social Workers.	\$360 for professionals; \$260 for graduate students with proof of student status. Accreditation is valid for 3 years. At the end of the accreditation period, renewal without reexamination can be obtained for a fee of \$200 and evidence of continuing education in suicidology, suicide prevention, and/or crisis intervention at a minimum of 9 credits over the 3-year period. Reaccreditation is valid for 4 years with the same ongoing continuing education requirement. If requirements are not met, the requirements for initial accreditation (fee and examination) must be completed.	suicidology.org/training-accreditation/college-university-accreditation-program
Campus Connect: A Suicide Prevention Training for Gatekeepers	2.5 hour highly interactive gatekeeper training program for college and university faculty, staff, and students. The experientially based training is designed to enhance participant's knowledge, awareness, and skills concerning college student suicide. Aims to increase participant's knowledge about suicide statistics, risk and protective factors, warning signs, and referral resources; to increase empathic listening skills, communication skills, and the ability to ask individuals if they are thinking about suicide; and to increase self-awareness concerning the potential emotional reactions gatekeepers may experience when interacting with students in crisis. Culminates with a role play, in which gatekeepers are given the opportunity to practice the skills they are taught.		Completion of the Campus Connect readiness checklist to ensure that the campus is adequately prepared for program implementation. (Although not essential, a Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student, developed by the Jed Foundation, may be useful.) Training conducted by qualified Campus Connect trainer. Train-the-trainer workshop = \$4,500. Fee includes: six-hour train-the-trainer session, training manual for each participant, consultation prior to and following the training, and travel costs.	sprc.org/resources-programs/campus-connect-suicide-prevention-training-gatekeepers
Connect Suicide Postvention Training	Developed by National Alliance on Mental Illness (NAMI) New Hampshire. Increases the capacity of a community or organization to respond effectively to a suicide death in order to prevent	Protocols were created through statewide stakeholder groups and reviewed by national	Training can be provided in the following formats:	theconnectprogram.org sprc.org/resources-programs/connect-

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	<p>additional suicides and promote healing for survivors of suicide loss. Uses a holistic, socio-ecological model that examines suicide in the context of the individual, family, tribe, community and society. Training includes interactive case scenarios, facilitated discussion, activities, written materials, PowerPoint presentation, and consultation. Connect staff encourage and facilitate dialogue between service providers to build a comprehensive and consistent response to suicide based on best practices.</p>	<p>suicide prevention experts. Training activities and materials are based on these protocols and were created in consultation with experts in training and suicide prevention, and then tested and evaluated.</p>	<ul style="list-style-type: none"> • Training - 1 day (6 hours or customized), 30 participants, \$3,000 plus travel. • Training and Planning - 2 days, 30 participants, \$6,000 plus travel. Day One is the 6-hour curriculum. Day Two applies Day One's training to develop a postvention response plan. • Train-the-trainer - 3 days, can be provided for two sizes: small (5-8 participants) \$7,500 plus travel, or standard (9-16 participants) \$10,200 plus travel. Up to 30 people may attend the first day in which the curriculum is presented. • Combination: Prevention Planning and Train-the-Trainer - 4 days, \$10,500 plus travel for 5-8 to become trainers; \$13,200 plus travel for 9-16 to become trainers. Includes training, developing a response plan, and creating a team of local certified trainers. 30 participants can attend the two-day training/planning component in either sized group. 	<p>suicide-postvention-training</p>
<p>Connect Suicide Prevention/ Intervention Training</p>	<p>Developed by NAMI New Hampshire. Provides training in suicide prevention across the lifespan for professionals and laypersons. Using a unique socio-ecological model, examines suicide prevention in the context of the individual, family, tribe, community and society. Participants learn to recognize early warning signs of suicide and how to connect with individuals at risk and get them help. Also addresses "systems" issues</p>	<p>Protocols were created through statewide stakeholder groups and reviewed by national suicide prevention experts. Training activities and materials are based on these protocols and were</p>	<p>Training can be provided in the following formats:</p> <ul style="list-style-type: none"> • Training - 1 day (6 hours or customized), 30 participants, \$3,000 plus travel. • Training and Planning - 2 days, 30 participants, \$6,000 plus travel. Day One is the curriculum. Day Two applies Day One's training to 	<p>theconnectprogram.org</p> <p>sprc.org/resources-programs/connect-suicide-preventionintervention-training</p>

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	including the need for community-wide collaboration, safe messaging, restricting access to lethal means, and the impact of social media. Training includes interactive case scenarios, facilitated discussion, activities, written materials, PowerPoint, and consultation.	developed in consultation with experts in training and suicide prevention, and then tested and evaluated.	develop a plan that builds or strengthens a community safety net around suicide prevention.	
Garrett Lee Smith (GLS) Campus Suicide Prevention Grant Program	Provided by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). Authorized under the Garrett Lee Smith Memorial Act. The purpose of this program is to develop a comprehensive, collaborative, well-coordinated, and evidence-based approach to: (1) enhance services for all college students, including those at risk for suicide, depression, serious mental illness, and/or substance use disorders that can lead to school failure; (2) prevent mental and substance use disorders; (3) promote help-seeking behavior and reduce stigma; and (4) improve the identification and treatment of at-risk college students so they can successfully complete their studies. It is expected that this program will reduce the adverse consequences of serious mental illness and substance use disorders, including suicidal behavior, substance-related injuries, and school failure.		Up to 3 years. Anticipated Award Amount: Up to \$102,000 per year	samhsa.gov/grants/grant-announcements/sm-18-003 samhsa.gov/sites/default/files/grants/pdf/sm-18-003.pdf
Interactive Screening Program (ISP)	Provides a mechanism to reach out to students at risk for depression, suicide, and related problems, and encourages them to get help. By proactively engaging those in need, supports student mental health and helps create a campus culture that recognizes that stress and depression are common and treatable problems. Students complete a 35-item questionnaire, which normally takes less than 10 minutes to complete, that contains the PHQ-9 (a 9-item standardized depression screening scale) and questions about		The program counselor should be comfortable interacting with those at risk for depression and suicide, and able to use basic technology (email, web forms). School or community-based mental health professionals need to be available for referrals from the program counselor. Costs include an initial start-up fee of \$2,500 for website customization and an annual program fee of \$2,500. The college or university	afsp.org/isp sprc.org/resources-programs/interactive-screening-program

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	<p>suicidal ideation and attempts, problems related to depression such as anger and anxiety, alcohol and drug abuse, and eating disorder symptoms. Students receive a personal written response from a campus counselor that offers options for follow-up evaluation and treatment and can “dialogue” with the counselor online while maintaining anonymity, schedule a telephone or in-person meeting, or request a referral for treatment or support services.</p>		<p>provides the counselors and clinical personnel for the ISP.</p>	
<p>Jed Foundation Jed Campus program</p>	<p>Comprehensive public health approach to suicide prevention. Seven-point framework includes: provide behavioral health services, follow crisis management procedures, restrict access to lethal means, develop life skills and student wellness, promote social networks, identify students at risk and increase help seeking behavior. Uses proprietary assessments to understand each school’s programs, systems and challenges. After completing the initial assessment, a JED Campus receives feedback and recommendations based on their responses and informed by student data gathered on their campus by the Healthy Minds Study. JED Campus team then works with the school to develop a strategic plan for implementation over their four years in the program. JED Campuses are provided with ongoing support and technical assistance from a dedicated JED Campus Advisor. JED Campuses can share information and resources with other schools in the program through the Learning Community, which includes webinars, newsletters, an online resource center, and a discussion forum.</p>	<p>Based on the Air Force suicide prevention program, which has been shown to decrease rates of suicide, homicide and accidental deaths. Based upon the Comprehensive Approach to Mental Health Promotion and Suicide Prevention on College and University Campuses, which was developed and reviewed by multiple experts in mental health and higher education.</p>	<p>Over the course of four years, campuses are provided in-person and remote technical assistance to make strategic improvements in the areas covered by the Jed Campus template, as well as policy and strategic planning; substance use disorder services; student skills that support academic performance; and student wellness. The first two semesters are the most time intensive and team members should expect to meet at least monthly. The first semester is used to build the team and complete both the JC and HMS assessments. The second semester continues with the campus visit and strategic planning activities. Once implementation begins towards the end of the first year, teams typically split into focused work groups and the whole steering committee need only meet 1-2 times per semester. The four-year registration fee is \$22,000. Financial aid is available.</p>	<p>jedcampus.org</p>
<p>Kognito At-Risk for</p>	<p>30-minute, online, interactive gatekeeper training program that teaches students how to (1) identify</p>	<p>Listed designated as a “Program with</p>	<p>The program’s implementation manual should be thoroughly reviewed prior to</p>	<p>kognito.com/products/at-risk-for-college-students</p>

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College Students	students exhibiting signs of psychological distress, including depression and thoughts of suicide; (2) approach students to discuss their concern; and (3) make referrals to university counseling centers. Students also learn about support services and resources at their campus, including counseling centers.	Evidence of Effectiveness” by the Suicide Prevention Resource Center (SPRC) based on its inclusion in SAMHSA’s National Registry of Evidence-Based Programs and Practices (NREPP).	program implementation. The institution's Counseling Center staff should have the ability to assess and manage students who may be at risk for suicide prior to program implementation. This course is most effective when used as part of a college or university’s larger strategic plan to identify and help at-risk students.	sprc.org/resources-programs/kognito-risk-college-students
Kognito At-Risk for University and College Faculty: Identifying and Referring Students in Mental Distress	45-minute interactive, web-based training simulation that gives higher education faculty and staff the knowledge necessary to identify and refer students exhibiting symptoms of mental distress, including depression, anxiety, and thoughts of suicide. Users analyze profiles of virtual students – including information about their academic performance, behaviors, and appearance – to identify those who are at-risk and then engage in simulated conversations with them to determine whether and how to refer them to the counseling center. If users decide to refer a student, they must respond to the student’s hesitations and help the student understand how counseling could benefit them. The training is completed once the user successfully identifies and refers the at-risk students.		The implementation manual should be thoroughly reviewed prior to implementation. Several customizable features should be modified to inform faculty and staff of the unique resources of each campus. Most effective when used as part of a campus’ larger strategic plan to identify and help at-risk students. Sold as a yearly, institution-wide license which allows schools to make the training available to all faculty, adjunct, administrators, and staff in their institution. Annual license pricing begins at \$3,250 and includes technical support, training assessment tools, user tracking system, and materials for on-campus promotion.	kognito.com/products/at-risk-for-university-faculty-and-staff sprc.org/resources-programs/risk-university-and-college-faculty-identifying-and-referring-students-mental
Kognito LGBTQ on Campus for Faculty and Staff	30-minute, online, interactive gatekeeper and cultural competency training simulation that teaches faculty and staff at institutions of higher education how to contribute to a safer and more supportive campus environment for lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students. Users gain practice in (1) addressing discriminatory language, (2) respectfully handling LGBTQ-related issues, and		Colleges and universities should identify on- and off-campus resources for LGBTQ students, and make program participants aware of these resources. Cost depends on the size of the purchasing institution and the length of the license. Training for course administrators included in institutional licensing package.	kognito.com/products/lgtbq-on-campus-for-faculty-staff sprc.org/resources-programs/lgbtq-campus-faculty-and-staff

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	(3) talking with students who are exhibiting signs of psychological distress, including suicidal ideation, and making effective referrals to appropriate support services.			
Kognito LGBTQ on Campus for Students	30-minute, online, interactive gatekeeper and cultural competence training simulation that teaches students and student leaders at institutions of higher education how to contribute to a safer and more supportive campus environment for lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students.		Colleges and universities should identify on- and off-campus resources for LGBTQ students and ensure that all program participants are aware of these resources. Cost depends on the size of the purchasing institution and the length of the license. Training for course administrators included in institutional licensing package.	kognito.com/products/lgbt-bq-on-campus-for-students
Kognito Veterans on Campus for Faculty and Staff	30-minute, online, interactive training simulation in which users learn how to (1) refer student veterans to appropriate on- and off-campus resources, (2) manage a classroom discussion concerning a veteran-sensitive issue, and (3) speak with a student veteran struggling with psychological distress and academic work and connect them with support services, including mental health services, on and off campus.		Colleges and universities should identify on- and off-campus local resources for veterans and ensure that all program participants are aware of these resources.	kognito.com/products/at-risk-for-university-faculty-and-staff sprc.org/resources-programs/veterans-campus-faculty-and-staff
Kognito Veterans on Campus: Peer Program	30-minute, online, interactive gatekeeper and re-integration training simulation that prepares active duty military and veteran students to provide support to one another when confronting challenges such as adjusting to campus life or struggling with psychological distress, including suicidal ideation.		The course is hosted on Kognito's learning management system. The client's part of implementing the program is to announce its availability to end users via email, the media, their website, and other marketing outlets. Kognito created an implementation manual that can help clients plan their roll-out. Cost depends on the size of the purchasing institution and the length of the license. Training for course administrators included in institutional licensing package.	kognito.com/products/veterans-on-campus-peer-program sprc.org/resources-programs/veterans-campus-peer-program

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LifeSavers Training	<p>3-day suicide and crisis prevention program that trains high school and college-aged young people to listen to peers compassionately and confidentially using specialized techniques designed to help them make healthier decisions. Trained LifeSavers intervene, often quietly and behind the scenes, to help prevent difficult situations from developing into crises, and provide non-judgmental and confidential support to help troubled peers and friends find their own solutions to their problems. LifeSavers also acquire the ability to discern when problems are more serious and then ensure that the troubled student connects with a responsible adult.</p>		<p>A school-based crisis management plan should be adopted prior to implementing the program. The training costs approximately \$230 per participant with a minimum of 45 student trainees. Schools are responsible for transportation.</p>	<p>lifesaverstrainingcorp.org</p> <p>sprc.org/resources-programs/lifesavers-training</p>
Model Adolescent Suicide Prevention Program (MASPP)	<p>Public health-oriented suicide prevention and intervention program originally developed for a small American Indian tribe in rural New Mexico to target high rates of suicide among its adolescents and young adults. As a community-wide initiative, the MASPP incorporates universal, selective, and indicated interventions and emphasizes community involvement, ownership, and culturally framed public health approaches appropriate for an American Indian population. Central features of the program include formalized surveillance of suicide-related behaviors; a school-based suicide prevention curriculum; community education; enhanced screening and clinical services; and extensive outreach provided through health clinics, social services programs, schools, and community gatherings and events. In addition, neighborhood volunteers of various ages are recruited to serve as "natural helpers." These individuals engage in personal and program advocacy, provide referrals to community mental health services, and offer</p>	Listed in NREPP	<p>Thoroughly review the program manual prior to implementation. Establish a planning group to adapt the model to fit the local community and guide the process of program implementation. Identify qualified staff and informal community supports. Program manual is free. Optional trainings provided by the program developer are available. Off-site 2-day training: \$1,200 per person for up to 25 participants, On-site 2-day consultation: \$1,500 plus travel expenses.</p>	<p>sprc.org/resources-programs/model-adolescent-suicide-prevention-program-maspp</p>

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	peer counseling (with guidance from professional mental health staff) to youth who may prefer to seek assistance from trusted laypersons in a less formal setting.			
National Alliance on Mental Illness (NAMI) On Campus	NAMI knows that some of the best support a student can receive is from peers. When students connect with one another, they can share common experiences and support each other through the transitions. NAMI on Campus helps make those connections happen. NAMI on Campus clubs work to end the stigma that makes it hard for students to talk about mental health and get the help they need. Clubs hold creative meetings, hold innovative awareness events, and offer signature NAMI programs through partnerships with NAMI State Organizations and Affiliates across the nation.		Currently working to make NAMI On Campus better for students and are not accepting new applications at this time.	nami.org/Get-Involved/NAMI-on-Campus
Patient centered medical home model	<p>Moving a psychologist from the counseling center into the campus primary care clinic, allows for brief interventions to take place in the medical clinic.</p> <p>The medical home model holds promise as a way to improve health by transforming how primary care is organized and delivered. Building on the work of a large and growing community, the Agency for Healthcare Research and Quality (AHRQ) defines a medical home not simply as a place but as a model of the organization of primary care that delivers the core functions of primary health care. The medical home encompasses five functions and attributes: 1) Comprehensive Care; 2) Patient-Centered; 3) Coordinated Care; 4) Accessible Services; 5) Quality and Safety.</p>	Every year the Patient-Centered Primary Care Collaborative (PCPCC) releases an Annual Evidence Report evaluating the impact of the PCMH model on cost and utilization measures	The Primary Care Practice Facilitation (PCPF) Curriculum is designed to support the development of a PCPF workforce prepared to help transform and revitalize primary care by supporting widespread adoption of new models of care delivery and the use of continuous quality improvement to improve health care outcomes. This PCPF curriculum can serve to train both new and experienced practice facilitators in the knowledge and skills needed to support meaningful improvement in primary care practices	pcmh.ahrq.gov acponline.org/practice-resources/business-resources/payment/models/patient-centered-medical-home/understanding-the-patient-centered-medical-home/what-is-the-patient-centered-medical-home

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Problem-Solving Therapy (PST)	Brief psychosocial treatment for patients experiencing depression and distress related to inefficient problem-solving skills. Designed to be provided by mental health professionals (e.g., psychologists, psychiatrists, social workers, mental health counselors) and primary care physicians and nurses.	Listed in NREPP	Requires the appropriate therapy manual, its applicable curriculum, and introduction training. The training is a 1-day workshop that can be delivered on site and is available online at no cost through the University of Washington's AIMS Center . The online training is a 13-module program with 17.5 hours of content. Implementing the intervention may take from 1–6 months.	pstnetwork.ucsf.edu aims.uw.edu/impact-improving-mood-promoting-access-collaborative-treatment sprc.org/resources-programs/problem-solving-therapy-pst
Student Support Network (SSN)	Trains selected students to identify, support, and refer peers who may be struggling with significant mental and behavioral health concerns. Students are actively recruited to participate based on their high level of involvement/leadership on campus and their desire to help others. The program gives local mental health staff the opportunity to form connections with a significant number of individuals within the existing peer support network on campus.		SSN trainers should have a good knowledge of campus and community resources that they can impart to trainees. Allows for multiple six-week trainings. The training manual is available free of charge from the Worcester Polytechnic Institute (WPI) Counseling Center. One- to two-day “train the trainers” consultation is available for \$1,000 to \$3,000, plus travel.	wpi.edu/offices/student-development-counseling-center/support-network sprc.org/resources-programs/student-support-network
Suicide Prevention Multicultural Competence Kit	Geared toward developing multicultural competence among mental health professionals who work with diverse college students and among community members of a college or university. Helps people understand the mental health needs of diverse students in order to prevent suicide. An interactive one-hour PowerPoint presentation teaches how discrimination of all kinds leads to negative mental health outcomes, how stigma prevents help-seeking, and how an understanding of diversity can help people connect a depressed or suicidal student with the help they need. Ancillary	Materials are based on a literature review of topic areas, a search of suicide education and prevention websites, and focus groups with faculty, staff, administrators, students, mental health professionals, and suicide prevention experts	Trainers should be aware of available resources for subgroups of students who may be at risk for suicide and relevant institutional protocols and guidelines regarding the identification, referral, and care of students who are at risk for suicide, and make these part of their training. Materials are available at no charge	pace.edu/counseling-center sprc.org/resources-programs/suicide-prevention-multicultural-competence-kit

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	training resources include fact sheets (with self-study quizzes), training vignettes, bibliographies, student and parent brochures, resource lists, public service announcement suggestions, and a poster.			
The DORA College Program (Depression OutReach Alliance)	1-hour peer-based mental health wellness and suicide prevention program developed to increase the health and well-being of college students by reducing their isolation and enhancing social support. The primary teaching tool is an educational DVD that profiles college students who struggled with depression and suicidal ideation and are now in recovery thanks to the support of peers and mental health professionals. The DVD also features an acted scenario modeling a successful intervention as well as input from college counselors. This program is meant to be administered to small groups of students by peer leaders working in conjunction with clinical professionals on campus. The program also includes individual student workbooks with several activities designed to teach students the importance of early intervention and professional help-seeking when it comes to suicide prevention.	Based on the nationally recognized and evidence-based SOS Signs of Suicide® Program	Those implementing should work closely with their college’s counseling center to ensure that available counseling resources are accurately described and adequate to meet demand. The Program Kit costs \$125, which includes one educational DVD, one implementation guide, and fifteen student workbooks. Additional student workbooks are available for purchase at the price of \$30 per pack of fifteen.	mentalhealthscreening.org sprc.org/resources-programs/dora-college-program-depression-outreach-alliance
Trevor Lifeguard Workshop	1-hour interactive workshop for middle school, high school and college-age youth that describes the mental health, suicide, and self-care resources provided by The Trevor Project. There are two versions of the workshop: one for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth and one for general youth audiences. The workshop addresses: how to recognize the warning signs of suicide, how to respond in a way that will keep peers safe, self-care strategies and how to identify personal self-care strategies, how to identify sources of support in their own		Administered by trained Lifeguard Workshop Facilitators who have completed the 2-day training for trainers. Workshop training and materials are provided by The Trevor Project at no charge. Schools should have established protocols for addressing students who may be at risk for suicide. Teachers and staff should be aware of the protocols.	thetrevorproject.org sprc.org/resources-programs/trevor-lifeguard-workshop

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	environment, and resources available through The Trevor Project (e.g., The Trevor Lifeline, TrevorSpace, TrevorChat, and Ask Trevor).			
United States Air Force Suicide Prevention Program (AFSPP)	Population-oriented approach to reducing the risk of suicide. The USAF implemented 11 initiatives aimed at strengthening social support, promoting development of social skills, and changing policies and norms to encourage effective help-seeking behaviors: 1) Leadership Involvement, 2) Addressing Suicide Prevention in Professional Military Education, 3) Guidelines for Commanders on Use of Mental Health Services, 4) Community Preventive Services, 5) Community Education and Training, 6) Investigative Interview Policy, 7) Trauma Stress Response, 8) Integrated Delivery System (IDS) and Community Action Information Board (CAIB), 9) Limited Privilege Suicide Prevention Program, 10) IDS Consultation Assessment Tool, and 11) Suicide Event Surveillance System.	SPRC designated this intervention as a “program with evidence of effectiveness” based on the World Health Organization’s 2014 publication Preventing Suicide: A Global Imperative	The program manual is available at no charge (dmna.ny.gov/r3sp/suicide/AFPAM44-160.pdf)	airforcemedicine.af.mil/SuicidePrevention/ wingmanonline.org/Home sprc.org/resources-programs/united-states-air-force-suicide-prevention-program
Zero Suicide Initiative	Programmatic approach based on the realization that suicidal individuals often fall through the cracks in a sometimes fragmented and distracted health care system. Thus, a system-wide approach is needed to improve outcomes and close gaps. It consists of 7 essential elements- 1) Lead: Create a leadership-driven, safety-oriented culture committed to dramatically reducing suicide among people under care. Include survivors of suicide attempts and suicide loss in leadership and planning roles. 2) Train: Develop a competent, confident, and caring workforce. 3) Identify: Systematically identify and assess suicide risk among people receiving care. 4) Engage: Ensure every individual has a pathway to care that is both timely and adequate to meet his	Organizations that have used this approach found a 60-80% reduction in suicide rates among those in care.	The Zero Suicide Toolkit provides information on the framework and available resources: There is a Quick Guide to Getting Started with Zero Suicide . After completing the Zero Suicide Organizational Self Study , the Zero Suicide Work Plan Template can be completed to outline the tasks that will be completed quarterly during Year 1. The Zero Suicide Institute provides training and consultation.	zerosuicide.sprc.org sprc.org/zero-suicide

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	<p>or her needs. Include collaborative safety planning and restriction of lethal means. 5) Treat: Use effective, evidence-based treatments that directly target suicidal thoughts and behaviors. 6) Transition: Provide continuous contact and support, especially after acute care. 7) Improve: Apply a data-driven quality improvement approach to inform system changes that will lead to improved patient outcomes and better care for those at risk.</p>			