

## HELPING SKILLS & SUICIDE INTERVENTION TRAINING

UCalgary offers a number of free, evidence based suicide intervention training programs open to all UCalgary students, faculty, and staff.

We encourage all campus members to receive training to learn life-saving skills and contribute to a caring, supportive campus community.

### Applied Suicide Intervention Skills Training

Learn to recognize and and review risk of suicide, and how to intervene.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/assist](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/assist)

### Question, Persuade, Refer

Learn to recognize and support someone who may have thoughts of suicide.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/question-persuade-refer](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/question-persuade-refer)

### Community Helpers

Learn the skills needed to help others experiencing a problem or in distress.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/community-helpers](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/community-helpers)

### Safer Substance Use: Harm Reduction

Learn about the harm reduction approach to substance use.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/harm-reduction-101](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/harm-reduction-101)

### The Inquiring Mind (students only)

Learn about mental health, stigma reduction and resilience.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/inquiring-mind](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/inquiring-mind)

### LivingWorks Start

LivingWorks Start is a powerful online training program that teaches life-saving skills to recognize and prevent suicide.

[ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/livingworks](https://ucalgary.ca/wellness-services/staying-healthy/learning/workshops-training/livingworks)

### The Working Mind (staff and faculty)

Staff and faculty can learn about mental health, stigma reduction and resilience.

[ucalgary.ca/hr/wellness/wellbeing-worklife/workshops-programs/working-mind](https://ucalgary.ca/hr/wellness/wellbeing-worklife/workshops-programs/working-mind)

**Staff and faculty groups can also request sessions for training programs by emailing [communityhub@ucalgary.ca](mailto:communityhub@ucalgary.ca).**

### Learn more:

[ucalgary.ca/wellness-services/staying-healthy/training](https://ucalgary.ca/wellness-services/staying-healthy/training)

## ADDITIONAL RESOURCES

### CANADIAN MENTAL HEALTH ASSOCIATION

[cmha.ca/documents/preventing-suicide](https://cmha.ca/documents/preventing-suicide)

### CENTRE FOR SUICIDE PREVENTION POST-SECONDARY RESOURCES

[suicideinfo.ca/post-secondary](https://suicideinfo.ca/post-secondary)

### MENTAL HEALTH COMMISSION OF CANADA

[mentalhealthcommission.ca/English/what-we-do/suicide-prevention](https://mentalhealthcommission.ca/English/what-we-do/suicide-prevention)

## HELPER SUPPORT

As a helper, it is also extremely important that you get the support you need. For example, this could be debriefing with a supervisor or helping professional, practicing self-care, or accessing resources.

Visit UCalgary Staff Wellness to get the proper support you need.

### STAFF WELLNESS

#### UCalgary WellBeing & WorkLife

[ucalgary.ca/hr/wellness/wellbeing-worklife](https://ucalgary.ca/hr/wellness/wellbeing-worklife)

#### UCalgary Mental Health Consultant

[ucalgary.ca/risk/staff-wellness/wellbeing-worklife/mental-health/mental-health-consultant](https://ucalgary.ca/risk/staff-wellness/wellbeing-worklife/mental-health/mental-health-consultant)

#### LifeWorks Employee & Family Assistance Program

[ucalgary.ca/hr/wellness/wellbeing-worklife/employee-and-family-assistance-plan](https://ucalgary.ca/hr/wellness/wellbeing-worklife/employee-and-family-assistance-plan)

**1-866-424-0699**



## Student Wellness Services

# Suicide Intervention QUICK REFERENCE GUIDE

If you are noticing signs of distress and are concerned that a student may be thinking of suicide, use the following guide to check in with care and concern.



# 1

## BE DIRECT AND CARING

Ask about suicide in a direct, non-judgmental, and caring manner. Demonstrate that you are a safe person that they can talk about suicide openly with.

Start the conversation by generally checking in about how the student is doing before mentioning suicide or distress.

<b>Example:</b>	<b>Avoid:</b>
"I noticed you haven't been attending classes lately, is everything okay?"	"You're not thinking about suicide, are you?" (leading question)
"Have you been considering suicide?"	"Are you thinking about hurting yourself?" (indirect language that leaves room for misinterpretation. If used, follow with a direct question as well)
"I'm concerned about you, are you thinking of killing yourself?"	"You wouldn't do anything stupid would you?" (judgmental tone)

# 2

## EXPLORE PROBLEMS & ACTIVELY LISTEN

Invite a supportive conversation through asking open ended questions to explore the problems.

Take into consideration that suicide is not the problem but rather the perceived solution to other problems and circumstances they are experiencing.

<b>Example:</b>	<b>Avoid:</b>
"I am so glad you told me. It sounds like things have been really tough. How long have you been feeling this way?"	"What has been contributing to these feelings?"
	"Tell me more about about what has been going on."

# 3

## VALIDATE & EMPATHIZE

Validation and empathy can be very helpful strategies to help the person feel heard and understood without agreeing that suicide is the right option.

<b>Example:</b>	<b>Avoid:</b>
"I can understand why you are feeling defeated - it sounds like things are extremely hard right now."	"You have been dealing with so much. I can understand why you are feeling overwhelmed."

# 4

## USE COLLABORATIVE PROBLEM SOLVING

Use a collaborative approach to identify next steps to help keep the person safe. Explore support and resources the person may be connected with, any protective factors present, and inquire about what types of supports they feel could be most helpful.

Protective factors may include:

- social support
- coping strategies
- resources

If the person is reluctant, you may have to be more direct with the plan for next steps.

<b>Example:</b>	<b>Avoid:</b>
"I can understand why you are feeling defeated - it sounds like things are extremely hard right now."	"I understand you are unsure about talking to anyone else about this, but I am really concerned about you and we need to connect with further support. Let's talk about some options for this, I want to come up with a plan for this together."
"You have been dealing with so much. I can understand why you are feeling overwhelmed."	
"How have you been coping?"	"Are you aware of some of the resources on and off campus available to you?"

# 5

## CONNECT AND REFER TO FURTHER SUPPORT

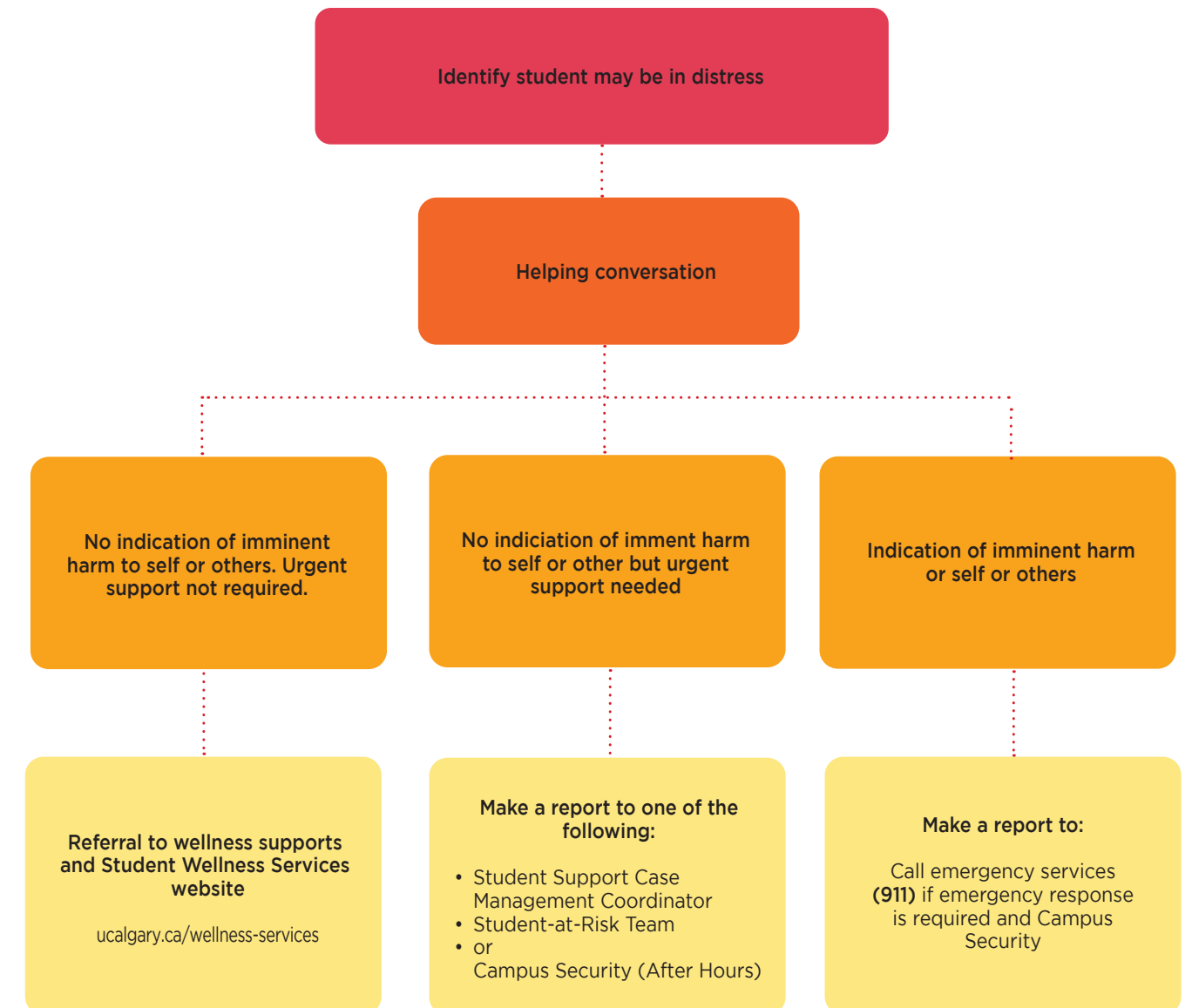
Consult supervisors and additional resources for further support. Provide support in making arrangements to connect the person to helping resources. You can determine the resource by assessing the risk level.

The flow chart on the following page identifies actions to take depending on the level of risk.

When in doubt about level of risk, consult resources.

<b>IMMEDIATELY REPORT THE FOLLOWING SITUATIONS</b>	<b>CAMPUS SECURITY</b> 403.220.5333
<ul style="list-style-type: none"> <li>• Violent or destructive behaviour</li> <li>• Concern for safety related to suicidal thoughts of behaviours</li> <li>• Concerning drug or alcohol poisoning</li> <li>• Aggressive or threatening behaviour with high risk of harm</li> </ul>	<b>EMERGENCY SERVICES</b> 911
	<b>STUDENT WELLNESS SERVICES</b> 403-210-9355

## ACTIONS TO TAKE DEPENDANT ON RISK LEVEL



### POSSIBLE INDICATORS OF DISTRESS

- Significant changes in mood, behaviour, or appearance
- Appears agitated, sad, worried, or anxious
- Expresses hopelessness or references suicide or self-harm
- Mental health appears to be significantly deteriorating
- Current or past experience of violence or trauma

### IMMEDIATELY REPORT THE FOLLOWING SITUATIONS

- Violent or destructive behaviour
- Concern for safety related to suicidal thoughts or behaviors
- Concerning drug or alcohol poisoning
- Aggressive or threatening behaviour with high risk of harm

<b>CAMPUS SECURITY</b>	<b>403-220-5333</b>
<b>STUDENT AT RISK TEAM</b>	<b>403-220-4923</b>
<b>CALGARY EMERGENCY SERVICES</b>	<b>911</b>
<b>STUDENT WELLNESS SERVICES</b>	<b>403-210-9355</b>