

2022 Campus Suicide Prevention Project

Digital Resources User Notes

Introduction

These resources, two four-minute stories and three half-minute clips, depict a post-secondary student grappling with suicidal ideation as friends and others in their life reach out to offer support. The videos were developed to encourage students to reach out if they are struggling, as well as provide evidence-based approaches for those supporting someone facing these challenges.

The two longer videos are intended for use in workshops and presentations, ideally where there can be some discussion or debrief of the content. The shorter clips are intended for use social media or as PSAs (public service announcements).

The following notes are intended to help users of the videos ensure that these resources are used in a trauma-informed way.

Passive Communications

Passive communication (poster, newsletter, website, social media, etc.) should be trauma-informed meaning that we never know what someone's experiences will have been prior to them interacting with our materials so we want to make sure they are presented in the safest way possible:

1. People should always know what they're clicking on. For example is it an article, video, website, etc. and they should know what topics are discussed. This can be described in a content warning.
2. Once they have this information they can choose if they want to engage with the content or not.
3. Resources should always be provided. You can provide your school's resources so they become better familiar with them.
4. If it is a poster, do not use the word 'suicide' on it as this is hard for people who are experiencing suicidal ideation to see on a regular basis especially when there is no direct help.
5. If it is in an online newsletter or in the body of an email, make sure that you put the content warning at the top of the page or in the subject line.

Social Media

1. If putting the videos on your stories, be sure to follow the guidelines for passive communication above. It is recommended to have at least two story frames before the actual video to give people a chance to click off. These story frames can include the content warning as well as resources.
2. Include resources both before and after the video.
3. Consider best practices for accessibility to ensure that all users have a supported experience.

Direct communication

1. If bringing up the subject in a meeting, ensure that people know this topic is going to be discussed ahead of time. You can mention it in the agenda.

2. Always provide resources.
3. If you are able to, have a resource person available whose sole purpose is to provide support to someone if they need it during the meeting or workshop.
4. Never make workshops on suicide mandatory. People need to choose to interact with this material and it is unsafe to force someone into taking it.
5. If advertising a training, ensure that people understand the components of the training, how long it is and how much work it entails.
 - a. People sometimes attend training because they have recently been touched by suicide. Make sure this is the right time for them to engage in this topic by being clear about what will be discussed.

FAQs

You may get some questions from your campus community about suicide in general.

1. Will I put the idea into someone's head if I ask them about suicide?
 - a. Research shows that you will not put the idea into someone's head. Instead, by asking the question with care and respect you can lower barriers and allow the person to open up.
2. Can I help someone if I'm not an expert?
 - a. Yes, anyone can have a caring conversation with someone. There are trainings available to help you learn the necessary skills.
3. What is my responsibility to get involved?
 - a. While there is no law governing this in Canada, a supportive community means that even if you don't feel equipped to handle the situation, you reach out to someone else to make the connection with the person you are concerned about.
 - b. Find out if you have specific protocols within your department/unit/faculty. They may have a specific reporting structure to follow.

Additional Resources

This link will take you to a booklet developed by the Government of Canada about safe language and messages for suicide prevention: [Safe Language Toolkit](#)