

**Introduction:**

This **Suicide Prevention Resource Guide** was developed in Summer 2021 by the New Mexico Department of Health Epidemiology and Response Division Injury and Behavioral Epidemiology Bureau’s Office of Injury Prevention. It is intended to provide a list of national and state resources for individuals across New Mexico who are involved in promoting awareness of suicide as a significant public health issue and in suicide prevention, intervention, postvention, crisis response, and data surveillance. The initial sections provide a list of resources that can be used for strategic planning, obtaining data and information, and learning what crisis and support services are available to people interested in support and services. Subsequent sections are topic- or population-focused and are alphabetized. A companion guide is the American Indian Suicide Prevention Resource Guide by the **New Mexico Suicide Prevention Coalition: American Indian Workgroup**.

**Note:** *These resources are intended to inform stakeholders and community members of potential resources. Inclusion does not imply endorsement by the New Mexico Department of Health.*

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| **Table of Contents** | **1** |
| **Suicide Prevention Resources** | |
| **Strategic Planning for Suicide Prevention: State and National Levels** | **2-5** |
| **Data Sources** | |
| **Data, Statistics, & Technical Assistance** | **5-6** |
| **Crisis and Access Lines** | |
| **Suicide Crisis and Support Lines** | **6-10** |
| **Specific Topic Areas** | |
| **Asylum Seekers** | **10** |
| **Catastrophic Events and Community Planning** | **11** |
| **Construction Workers** | **11** |
| **Disabled and Chronically Ill Populations** | **11** |
| **Emergency Departments** | **12** |
| **Families** | **13-13** |
| **Faith-based Communities** | **13-14** |
| **Funeral Directors** | **14** |
| **Gun-Violence Prevention** | **14** |
| **Law Enforcement, First Responders, and Crisis Care Providers** | **15-16** |
| **LGBTQ+ Youth and Adults** | **16-18** |
| **Links Among Various Forms of Violence, Mental-Health, Substance Use, and Suicide** | **18** |
| **Means Reduction** | **19** |
| **Media Guidelines for Reporting on Suicide** | **20** |
| **Native American/American Indian Populations** | **20-22** |
| **Primary Care Clinics and Health Facilities** | **22-24** |
| **Rural Communities** | **24** |
| **School, Youth-Serving Organizations, and University Settings** | **24-27** |
| **Seniors/Elderly** | **28-29** |
| **Suicide Attempt Survivors and Family Loss Survivors** | **29-30** |
| **Veterans/Active Military/Reservists/Military Families** | **30-31** |
| **Workplaces/ Worksites** | **32** |
| **Resources** | |
| **National Suicide Prevention Resources and Advocacy Sources** | **33** |
| **State Suicide Prevention Resources** | **33-35** |
| **Acknowledgements** | |

**Strategic Planning for Suicide Prevention: State and National Levels**

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|  | | ***Preventing Suicide: A Technical Package of Policy, Programs, and Practices*** was published by the Centers for Disease Control in 2017 and outlines six evidence-based strategies for approaching suicide prevention at community and state levels. This technical package supports the goals and objectives of the *2012 National Strategy for Suicide Prevention* and focuses on evidence-based approaches to suicide prevention and suicide-related behaviors. <https://www.cdc.gov/violenceprevention/pdf/suicideTechnicalPackage.pdf> | |
|  | | ***The 2012 Revised National Strategy for Suicide Prevention***emphasizes the role individuals can play in helping friends, family members, and colleagues to not die by suicide. Gives guidance for schools, businesses, health systems, clinicians, and other sectors while considering newer research and advancements in the field.  <https://www.ncbi.nlm.nih.gov/books/NBK109917/pdf/Bookshelf_NBK109917.pdf> | |
| Graphical user interface, website  Description automatically generated | | [***Transforming Communities: Key Elements for Comprehensive Community-Based Suicide Prevention***](http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/TransformingCommunitiesPaper.pdf) presents seven key elements for comprehensive community-based suicide prevention, identified via a review of relevant programs, guidance documents, and models. The elements are key considerations that should guide community-based suicide prevention efforts and are aimed at helping communities create policies, programs, and services that reduce suicide and improve individual, family, and community health. <https://theactionalliance.org/resource/transforming-communities-key-elements-implementation-comprehensive-community-based-suicide> and  <http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/TransformingCommunitiesPaper.pdf> | |
| A picture containing text  Description automatically generated | | | | ***The Surgeon General’s Call to Action to Implement the National Strategy for Suicide Prevention***. This 92-page document introduced a blueprint for suicide prevention and is built on private-public partnership to lead the implementation of its 13 goals and 60 objectives. <https://www.hhs.gov/sites/default/files/sprc-call-to-action.pdf> | | |
| Graphical user interface, application  Description automatically generated | | The ***American Indian/Alaska Native National Suicide Prevention Strategic Plan 2011 -2015*** provides information about the U.S. Indian Health Service mission and six goals with specified objectives to address suicide in American Indian/Alaska Native populations. <https://www.ihs.gov/sites/suicideprevention/themes/responsive2017/display_objects/documents/AIANNationalSPStrategicPlan.pdf> | |
|  | | ***Addressing the Opioid Crisis in the United States*** is a29-page document published in 2016 by the Institute for Healthcare Improvement. It provides practical information for applying strategies using a systems approach at the community level to more effectively address the opioid epidemic in the US.  <http://www.ihi.org/resources/Pages/Publications/Addressing-Opioid-Crisis-US.aspx> | |
|  | | ***The World Health Organization’s National Prevention Strategies: Programs, Examples and Indicators*** provides a worldwide perspective about suicide, including resources and data sheets.  <http://www.who.int/topics/suicide/en/> | |
|  | | ***National Advisory Committee on Rural Health and Human Services*** is a 21-page policy brief published in late 2017 by the Health Resources and Services Administration National Advisory Committee on Rural Health and Human Services. This resource addresses the impact of suicide in rural areas and state- and federal-level prevention strategies.  <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committees/rural/publications/2017-impact-of-suicide.pdf> | |
|  | | ***State Suicide Prevention Infrastructure Recommendations*** were developed under the direction of the Suicide Prevention Resource Center (SPRC) based on findings from a literature review and public and private sector expert panel member opinions. It is designed for state leaders and is organized into six categories: Authorize, Lead, Partner, Examine, Build, and Guide. <http://www.sprc.org/sites/default/files/SPRC-State%20Infrastructure-Full%20Recommendations.pdf> .  Also, see the accompanying 1-page summary.  <http://www.sprc.org/sites/default/files/SPRC-State%20Infrastructure-Summary.pdf> | |
|  | | ***Responding to Grief, Trauma, and Distress After a Suicide*** providesnational guidelines in this 67-page document developed by the National Action Alliance for Suicide Prevention: Survivors of Suicide Loss Task Force. The document calls for creating and sustaining necessary resources, infrastructure, services, and systems for communities to effectively respond to any incidence of suicide in the U.S.  <https://allianceofhope.org/wp-content/uploads/2018/10/2015-GriefTraumaDistress-AfterSuicide-NationalGuidelines.pdf> | |
|  | | ***Best Practices in Care Transitions for Individuals with Suicide Risk: Inpatient Care to Outpatient Care*** provides an evidence-based summary of recommendations for in-patient and out-patient providers to help individuals at-risk successfully transition from hospitalization to care in out-patient settings. The document provides practical suggestions for improving collaborations and partnerships to ease transitions in this especially high-risk group.  <https://theactionalliance.org/resource/best-practices-care-transitions-individuals-suicide-risk-inpatient-care-outpatient-care> | |
|  | | ***Strengthening Partnerships Between Business and Public Health: A Roadmap to Advance Community Injury and Violence Prevention*** includes collatedfindings from recommendations developed in collaboration with businesses and public health agencies by the Safe States Alliance. Included are associated resources in this publication. Partnerships among businesses and public health are essential in addressing and improving community conditions that foster suicide risk and promote resilience.  <https://www.safestates.org/page/strengtheningpartnershipsroadmap> | |
| **https://www.who.int/mental_health/suicide-prevention/2014_report_publication.png** | | **Preventing Suicide: A Global Imperative** is a 92-page document published by the World Health Organization providing background information about the extent of suicide in the world and offering guidelines for countries about means to address suicide effectively and comprehensively. Use link below for more information about the Global Imperative <https://www.who.int/publications/i/item/9789241564779> | | | |
| A picture containing text, sign  Description automatically generated | | ***The New Mexico Substance Use Disorder Treatment Gap Analysis January 2020*** details survey results gathered from treatment facilities across the state’s 33 counties. The report describes the number and types of treatment facilities in New Mexico counties and the types of services they provide, such as Medication-Assisted Treatement (MAT) and in-patient and out-patient care. <https://www.nmhealth.org/publication/view/marketing/5596/> | | | | | |
| Treemap chart  Description automatically generated with medium confidence | | ***Concept of Trauma and Guidance for a Trauma-Informed Approach****,* published by the Substance Abuse and Mental Health Resources Administration, teaches how trauma affects many individuals regardless of their age, gender, socioeconomic status, race, ethnicity, geography, and sexual orientation. The need to address trauma is increasingly viewed as an important component of effective behavioral health service delivery. The frameworks and concepts provide keys to help providers and stakeholders better understand a trauma-informed approach to individuals affected by trauma. [https://ncsacw.samhsa.gov/userfiles/files/SAMHSA\_Trauma.pdf](https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf%20) | | | | | |

**Data, Statistics, & Technical Assistance**

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|  | The ***New Mexico******Internet Based Information System (IBIS)*** provides stakeholders, public health officials, state leaders, and members of the public with access to data about suicide as well as other public health challenges in the state.  <https://ibis.health.state.nm.us/indicator/view/SuicDeath.Year.NM.html>  Youth risk information can be accessed also.  <https://ibis.health.nm.state.nm.us/ibisphView/query/selection/yrrs/YRRSSelection.html> |
| **[Image result for us flag images clip art](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjc-qf8r-DcAhXpw1QKHZfeBkYQjRx6BAgBEAU&url=http://www.clipartpanda.com/categories/american-flag-banner-clipart&psig=AOvVaw30UwoPzH1HswusYV3y72CR&ust=1533917979912850)** | The ***National Institute of Mental Health’s*** *Suicide* webpage provides both national- and state-level data about the occurrence of suicide. Information includes where suicide falls in the nation’s ten leading causes of death, state rates and rankings, methods of suicide used, rates by age groups, and national survey data about suicide-related behaviors as well as definitions related to suicide and resources  <https://www.nimh.nih.gov/health/statistics/suicide.shtml> |
|  | The ***Centers for Disease Control (CDC)*** websiteincludes information about suicide as a national public health concern and includes fact sheets, information about trends in suicide rates over the past decade, CDC’s strategic plan for suicide, and evidence-based suicide prevention programs.  <https://www.cdc.gov/suicide/> |
|  | The ***Suicide Prevention Resource Center (SPRC)*** developed this tool for use by individuals wanting to access data from state youth-serving systems (juvenile justice, child welfare, and public behavioral health state systems) for purposes of surveillance, planning, political and community support-building, quality improvement, and program assessment. Materials include an overall guide to accessing state data, a technical report, and a worksheet designed to direct a needs assessment and for use in planning to address youth suicide.  <http://www.sprc.org/resources-programs/breaking-down-barriers-using-youth-suicide-related-surveillance-data-state> |
|  | The ***SAMHSA Tribal Training and Technical Assistance* Center** provides technical assistance, resources, information, culturally appropriate guides, and fact sheets to those interested in strengthening suicide prevention efforts in American Indian populations  <https://www.samhsa.gov/prevention/suicide.aspx> |
|  | The ***New Mexico Youth Risk & Resiliency Survey (YRRS)*** websiteprovides data related related to health risk behaviors and resiliency (protective) factors in New Mexico high school and middle school students. The YRRS is part of the national CDC *Youth Risk Behavior Surveillance System* (YRBSS). The survey results provide useful information for planning efforts related to youth mental health and suicide and suicide-related behaviors which are reported at state, county, and school district levels. <http://www.youthrisk.org> |
| A picture containing text  Description automatically generated | The ***2019*** ***Measuring Communities Report*** is the second annual 28-page report published by the Military Family Research Institute and the Purdue Center for Regional Development documenting the state of military -connected individuals in the U.S. The report incorporates information from subject experts, data from a variety of sources (e.g., Centers for Disease Control, Department of Veterans Affairs, Department of Defense, American Community Survey) about military-connected individuals including active duty, reserve, and National Guard members; veterans; and family members for a number of topics, including demographics, employment, behavioral health, medical status, and financial health. Each sections includes a call to action. <https://measuringcommunities.org/files_uploaded/2019_MeasuringCommunitiesReport-Standard.pdf> |

**Suicide Crisis and Support Lines**

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| http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/pictures/NSPL_Logo_0.thumbnail.jpg | ***The National Suicide Prevention Lifeline: 1-800-273-TALK (8255).*** Free, 24-hour hotline available to anyone in suicidal crisis or emotional distress. Calls are routed to the crisis center closest to the caller. Online chat services are available at <https://www.suicidepreventionlifeline.org>. Free, 24/7 texting service from anywhere in the U.S. for crisis support with a trained crisis counselor is available by texting **HOME** or **CONNECT** to **741741.** Services are also available in Spanish. **For Spanish speakers:** 1-888-628-9454 para obtener asistencia en español. For **the Deaf and Hard of Hearing community**, 24/7crisis services are accessible over a video phone by calling **321-800-3323** with sign language-fluent crisis counselors available. TTY-accessible phone lines are also available at **1-800-799-4TTY (4889).** <https://www.crisistextline.org/textline?gclid=EAIaIQobChMI7Kqzh53h3wIVRRx9Ch3g9QkxEAAYASAAEgLpx_D_BwE> | | |
| Text  Description automatically generated | ***Veterans Crisis Line: 1-800-273-8255*, Option 1.** A confidential help line is available to veterans, active military, or persons concerned about a veteran or active military individuals. Callers are connected 24/7 with trained responders with the Department of Veterans Affairs. **Text services** are available24/7 by sending a text to **838255** (with anything noted in the subject line). **Deaf and Hard of Hearing** can call **1-800-799-4TTY (4889)** or use the on-line crisis chat at <https://www.veteranscrisisline.net/>, click “chat online.” Homeless vets can call 1-877-273-8255. | | |
| I:\Suicide - Logos, Screen Captures, Photos\Capture VA Caregiver Support Line.PNG | ***The Veterans Administration’s Caregiver Support Line: 1-855-260-3274*.** Lineis staffed by licensed social workers who assist veterans and families in need of immediate assistance and answer questions about services for which the veteran is eligible. This includes connecting callers with the caregiver support coordinator at a nearby VA Medical Center. <https://www.caregiver.va.gov/> | | |
|  | ***Agora Crisis Center: 505-277-3013*** *or* ***866-435-6166*.** Free, confidential emotional support via phone and online chat ([www.agoracares.org/](http://www.agoracares.org/) andclick *Chat Online*). Also provides referrals and community education throughout New Mexico. **Agora** is located at the University of New Mexico and serves NM by offering support to vulnerable populations locally and nationally through the National Suicide Prevention Lifeline network. **Agora** trains volunteers using a nationally accredited training program. <http://www.agoracares.org/request-materials.html> | | |
| Timeline  Description automatically generated with low confidence | ***New Mexico Crisis and Access Line (NMCAL):*** ***1-855-662-7474 (1-855-NMCrisis).*** Available for individuals to talk to a counselor 24 hours a day, 7 days a week, 365 days a year. The service was developed as a result of Legislation in 2011 to improve securing immediate support for people with a mental health crisis. The crisis line is not just for services related to suicide, but other mental health issues and concerns as well. <https://www.nmcrisisline.com>. An order for materials with information about the crisis line can be made on-line. It is also possible to print NMCAL materials from the site and to share resources digitally. <http://www.nmcrisisline.com/resources/public-awarness/> | | |
| A picture containing text, screen, phone, cellphone  Description automatically generated | ***New Mexico Peer to Peer Warmline: 1-855-466-7100 (1-855-4NM-7100).*** The warmline has in-person and texting services to support individuals who want to call or text and talk about any mental health and substance use concern for themselves or others before that person gets to the point of crisis. Calls are free and anonymous. NMCAL also provides crisis call services for various groups after-hours and weekends. <https://www.nmcrisisline.com> | | |
| **A close up of a logo  Description automatically generated** | **New Mexico Healthcare Worker and First Responder Support Line: 1-855-5509.** Carin for the self is an important first step in caring for others. This site offered as part of New Mexico Crisis and Access Line (NMCAL) Services provides support for individuals who want to talk about their experiences and feelings about what they have felt, seen, heard about, or talked about with clients related to the impact of physical distancing, the emotional impact of isolation, and feelings generated while caring for individuals during the pandemic and as part of their work experience in general. | | |
|  | The ***NMConnect App***wasdeveloped in Spring of 2020 by ProtoCall Services at the request of the New Mexico Behavioral Health Collaborative, a legislatively-mandated collaboration between the Governor’s office and behavioral health-related cabinet secretaries, state agencies, and other state government resources. The app is available to all New Mexico residents and directly connects callers to counselors or peer support workers to help individuals access resources for substance use, mental health services, and other community resources. The app is available on both IOS and Android Devices. ***Information with a video tutorial*** is available at <https://vimeo.com/403526554/303b8436ac> or for all ***Apple IOS devices*** at [https://apps.apple.com/us/app/nmconnect/id1505881354](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.apple.com%2Fus%2Fapp%2Fnmconnect%2Fid1505881354&data=04%7C01%7CJacalyn.Dougherty%40state.nm.us%7C1331c681b5b34b2f926408d976ce40fa%7C04aa6bf4d436426fbfa404b7a70e60ff%7C0%7C0%7C637671450499169564%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=kvnS586VhnJMGPuarvMDyo1uLvErExwv9CFTyygo6mA%3D&reserved=0) . For all Android-compatible devices, the app can be found inside of the ***Google Play Store*** at  [https://play.google.com/store/apps/details?id=com.nmcrisisline.app](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fplay.google.com%2Fstore%2Fapps%2Fdetails%3Fid%3Dcom.nmcrisisline.app&data=04%7C01%7CJacalyn.Dougherty%40state.nm.us%7C1331c681b5b34b2f926408d976ce40fa%7C04aa6bf4d436426fbfa404b7a70e60ff%7C0%7C0%7C637671450499169564%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1Z8vq8nW%2F9ZOqXgMJH0gdx%2BOGNdCVexPif7FF%2FTYGV4%3D&reserved=0) | | |
| Logo, company name  Description automatically generated | The ***5-Actions Program*** is a free on-line service offered through the New Mexico Crisis and Access Line to provide self-help coaching for problems associated with alcohol, other drugs, and/or behavioral addictions. The program does not serve as a substitute for professional treatment and is intended to offer individuals an opportunity to learn more about their own behaviors, options for change, and how to access treatment if desired. <https://nm5actions.com/login/> |
|  | ***Rape, Abuse & Incest National Network (RAINN)*** is the largest US anti-sexual violence organization. It created and operates the confidential National Sexual AssaultHotline 24/7 in partnership with 1000+ local sexual assault service providers across the country. It also operates the *Safe Helpline* for the Department of Defense (DOD). **1-800-656-4673 (1-800-656-HOPE).** Access to obtain live chat services is available at <https://rainn.org/> . Available in Spanish at <https://rainn.org/es> | | |
|  | ***Trans Lifeline*** is a grassroots peer-support hotline offering direct emotional support to trans people in crisis. Developed for and by the trans community, it is staffed by trans individuals, and has a policy against non-consensual active rescue due to perceptions of vulnerability with police. **US: 877-565-8860/Canada:877-330-6366.**  <http://www.translifeline.org> | | |
|  | ***The Suicide Attempt Survivors*** website is designed for individuals with “…lived experience of suicidal thoughts and behaviors.” The site includes stories of hope and recovery and self-care tips from attempt survivors. [http://lifelineforattempsurvivors.org/#n](http://lifelineforattempsurvivors.org/" \l "n) | | |
|  | The ***Trevor Project*** offers phone, instant messaging, and texting services for gay, lesbian, transgender, and questioning (GLBTQ) youth under age 25 years for those in need of emotional or crisis support. The **TrevorLifeline** is a 24-hours/day, 7 days/week, 365 days/year toll-free suicide prevention helpline available at 1-866-488-7386. The lifeline is staffed by trained counselors who can access a public resource directory ([www.glbtnearme.org](https://outlook.office.com/owa/redir.aspx?REF=cz97mRg9m5sRjNcH4a3N5koTJD-VP9oBVPlUc-w-..)) to locate local, vetted, gay-friendly resources using zip codes and the distance individuals are willing to travel for referrals for youth services. (Note: Referral services may be more limited for more rural or isolated communities.) The **TrevorChat** is an online instant messaging service with a **TrevorChat** counselor who is available 7 days/week between 1 pm-8 pm MT. **TrevorText** service is available by texting **START** to 678678 Mon-Friday between 1 pm and 8 pm MT. Other resources include Fact and Resource sheets; **The Lifeguard Workshop,** a free online learning module with video, curriculum, and teacher resources for middle and high school classrooms; and **Trainings for Professionals** which include in-person ***Ally*** and ***CARE Trainings*** for adults who work with LGBTQ youth. Includes discussions about Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ)-competent free suicide prevention training. [https://www.thetrevorproject.org/](https://outlook.office.com/owa/redir.aspx?REF=-_KD1kNE2aXeNeRj2LpHnBQWxLgf1Nu6XSHum-." \t "_blank) | | |
| **Safe Helpline logo, support for the DoD community after sexual assault** | ***Department of Defense (DoD) Safe Helpline: 1-877-995-5247*** is a crisis support service designed to provide live,1-on-1 support to sexual assault survivors, their loved ones, and anyone within the DoD community looking for more information. Confidential, anonymous and secure services are available 24/7 and are and available worldwide via DSN. An online helper for 1-on-1 assistance through a secure instant-messaging platform is accessible at <https://safehelpline.org>. A moderated, 24/7 safe help room is available for live chat for attempt survivors to talk with other survivors. | | |
|  | The ***Disaster Distress Helpline*** offers 24/7, 365-days-a-year crisis counseling and support to individuals experiencing emotional distress associated with natural or human-caused disasters (such as tornadoes, severe storms, hurricanes, tropical storms, floods, wildfires, earthquakes, drought, mass violence, and the pandemic). Call **1-800-985-5990** or text **TalkWithUS** to **66746. TTY 1-800-846-8517.** Alsoavailable in Spanish at **1-800-985-5990, press “2,”** or text **Hablamos** to **66746.** [**https://www.samhsa.gov/find-help/disaster-distress-helpline**](https://www.samhsa.gov/find-help/disaster-distress-helpline) | | |
|  | The ***Substance Abuse and Mental Health Services*** ***Administration*** website includes links to videos of three individuals who survived suicide attempts who discuss their experiences. It is useful for parents, caregivers, and individuals with substance use disorders and is accompanied by a video guide. Includes access to free downloadable material. <https://store.samhsa.gov/product/Stories-Of-Hope-And-Recovery-A-Video-Guide-for-Suicide-Attempt-Survivors/SMA12-4711DVD> | | |
|  | ***The Stories of Hope and Recovery*** website includes short written stories and videos by individuals who lost a family member to suicide or who attempted suicide and their experiences with recovery. Vignettes feature a variety of survivors and family members from different walks of life, Including veterans, youth, and others. <https://suricidepreventionlifeline.org/stories/> | | |
|  | ***A Guide for Taking Care of Yourself After Your Treatment in the Emergency Department: After an Attempt*,** an 8-page booklet available in English and Spanish from the Substance and Mental Health Services Administration, offers practical suggestions for self-care after a suicide attempt. <https://store.samhsa.gov/sites/default/files/d7/priv/sma18-4355eng.pdf> and ***Despuse de un intento de suicide***: ***Guia Para Cuidarse Despues del Tratamiento en la Sala de Emergencia****,* <https://store.samhsa.gov/sites/default/files/d7/priv/sma18-4365span.pdf> *.* | | |
| **Asylum Seekers** | | | | |
|  | | ***Resources to Support the Mental Health of Asylum Seekers*** website includes links to user-friendly publications, videos, and fact sheets to educate people about issues related to the process of seeking asylum. The site includes materials and pocket cards for distribution to asylum seekers and other individuals who may be trauma exposed. Topics include *Key Concepts* for providing trauma-informed care, *Responder Self-Care* *Strategies*, and *Southern Border Resources to Address Immediate Needs*. <https://mhttcnetwork.org/centers/global-mhttc/resources-support-mental-health-asylum-seekers> | |

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| **Catastrophic Events and Community Planning** | |
| Graphical user interface, website  Description automatically generated | ***Suicide Prevention Modules: Preventing Taruma and Suicide During Catastrophic Events and Beyond*** was developed by the Prevention Institute. It comprises four modules: Module 1: Making the Case; Module 2: A Public Health Approach; Module 3: Bringing Equity to Suicide Prevention; and Module 4: Developing Strategies. In addition, a unit on multimedia resources for Adverse Childhood Experiences Prevention is included.  <https://preventioninstitute.org/suicide-prevention/modules> | | |
| **Construction Workers** | |
| Graphical user interface, application  Description automatically generated | The ***Construction Industry Alliance for Suicide Prevention*** website includes information about suicide among construction workers, and in the industry which is now being recognized as a high-risk-for-suicide occupation. https://preventconstructionsuicide.com | |

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| Graphical user interface  Description automatically generated with medium confidence | The ***LivingWork****s* section of the site includes information for industry leaders who may want to involve their employees in 60–90-minute on-line trainings to educate them about suicide risk and recognizing ways to mitigate suicide risk in workers. <https://preventconstructionsuicide.com/Training>. Also offered is a toolbox talk kit to educate about safety, promoting awareness, and normalizing discussions about help-seeking for suicide. <https://preventconstructionsuicide.com/Toolbox_Talks> | | |
| **Disabled and Chronically Ill Populations** | | |
| Text  Description automatically generated | | ***Autism Resources for Warning Signs of Suicide: Considerations for the Autism Community*** is a 3-page toolkit available on the American Association of Suicidology (AAS) website which is co-authored by an individual with autism who chairs AAS’s Autism and Suicide Committee. The authors note that some aspects of autism might be misconstrued as warning signs of suicide and describe various warning signs of suicidal intent and how these might manifest in individuals with autism. The information is intended both for professionals (e.g., behavioral health care providers and the general public) and describes how suicidal intent and ideation may present in individuals with autism-spectrum disorder (ASD) and indications for assessing risk in these individuals. <https://suicidology.org/wp-content/uploads/2020/12/Autism-Warning-Signs-3.pdf> | |
| **Emergency Departments** | | |
|  | | ***How Emergency Departments Can Help Prevent Suicide Among At-Risk Patients: Five Brief Interventions*** is a 9-minute video that describes action steps and tools that Emergency Department staff can implement prior to a patient’s discharge to decrease the risk of subsequent suicide. Five topic areas include: Brief Patient Education; Safety planning; Lethal Means Counseling: Rapid Referral; and Caring Contacts. (Note: These interventions are covered more in-depth in a companion resource titled *Caring for* Adults *Adult Patients with Suicide Risk: A Consensus Guide for Emergency Departments*). <https://www.sprc.org/micro-learning/how-emergencydepartments-can-help-prevent-suicide-among-risks-patients-five-brief> | |
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|  | ***Preventing Suicide in Emergency Department Patients*** is an online educational program for healthcare professionals who work in emergency departments to learn about caring for patients at risk for suicide. Content includes how to conduct screening, assessment, and brief interventions to reduce risk for suicide. Free , takes 1.2- 2 hours to complete. <https://zerosuicidetraining.edu.org/enrol/index.php?id=30> | |
|  | ***Caring for Adults with Suicide Risk: A Consensus Guide for Emergency Departments*** is a resource guide for those providing services to patients in the emergency department. Content includes a decision tree for care of patients along the continuum of suicidal experiences (ideation, attempts), risk screening tools, brief suicide prevention interventions, patient education, safety planning, lethal means counseling, referral processes, discharge planning, and information to support ED procedures and ED staff. (e.g., telepsychiatry, reducing liability concerns). Included also are sample caring contact letters to patients, a community resource list template, and an extensive list of suicide-related resources. <https://www.sprc.org/sites/default/files/EDGuide_full.pdf> | | |
|  | ***Counseling on Access to Lethal Means*** is an on-line, self-paced course designed to educate providers, particularly behavioral health care and emergency department staff, about strategies for reducing access to lethal means for self-harm for individuals who are at risk for suicide, particularly during acute crises when individuals are particularly vulnerable. <https://zerosuicidetraining.edc.org/> |
|  | The ***Columbia-Suicide Severity Rating Scale (C-SSRS)*** is used for suicide risk assessment. The scale is widely used, evidence-supported, and part of a national and international public health initiative to assess suicidality. <https://suicidepreventionlifeline.org/wp-content/uploads/2016/09/Suicide-Risk-Assessment-C-SSRS-Lifeline-Version-2014.pdf> |

**Families**

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|  | ***How to Talk to a Child About a Suicide Attempt in Your Family.*** Thispublication found on the U.S. Department of Veterans Affairs website is designed as an adjunct to the support being provided by a mental health professional working with family members who have lost someone to suicide or a family member who has made a suicide attempt. Content is available in both English and Spanish. <https://www.mirecc.va.gov/visn19/talk2kids/> |
| How To Talk to a Child About a Suicide Attempt in the Family (Booklet and DVD Set Kit) | ***How to Talk to a Child About a Suicide Attempt in Your Family: Guide for Families of Preschoolers, School Age Children and Teenagers*** is a multimedia publication which is user-friendly, in-depth, and guides adults when they talk to children about a suicide attempt in the family. The publication consists of a booklet and DVD and provides suggestions about how adults can talk to preschoolers, school**-**aged children, and teenagers. Information is included for each age group about when and where to talk with children, examples of what to say, what reactions to expect, how to handle their responses, and other ways to support those affected by an attempted suicide in the family. <https://bookstore.gpo.gov/products/how-talk-child-about-suicide-attempt-family-booklet-and-dvd-set-kit>. |
|  | ***Suicide and Social Media: A Tipsheet for Parents and Providers*** *is a* 3-page, user-friendly handout published by the American Association of Suicidology which offers practical suggestions for parents and providers about monitoring use of social media by children and youth. <https://suicidology.org/wp-content/uploads/2019/07/SUICIDE-SOCIAL-MEDIA.pdf> |
|  | ***Talking to Children About Terrorist Attacks and School and Community Shooting in the News*** is a 2-page infographic published by the National Center for School Crisis and Bereavement. The author provides suggestions and guidance for addressing the topic of school shootings with children and adolescents. <https://www.schoolcrisiscenter.org/wpcontent/uploads/2018/02/guidelines-talking-about-tragedies.pdf> |

**Faith-based Communities**

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|  | ***Faith.Hope.Life.*** Thiswebsite and campaign was developed by the *National Alliance for Suicide Prevention’s Faith communities Task Force* and provides resources for faith communities, regardless of creed, to use in support of suicide prevention with Native American, Buddhist, Christian, Hindu, Jewish, Muslim, and Interfaith groups. <https://theactionalliance.org/faith-hope-life> |
|  | ***Suicide Prevention Competencies for Faith Leaders: Supporting Life Before, During, and After a Suicidal Crisis*** is a 20-page document developed for spiritual and religious leaders of all faiths. Listed are competencies designed to help faith leaders “develop the knowledge, attitudes, and skills needed to support faith, hope, and life before, during, and after a suicidal crisis in an informed, caring, and effective way.” <https://theactionalliance.org/sites/default/files/fhl_competencies_v8_interactive.pdf> |
|  | **Faith Leaders’ Guide to Self-Care After a Suicide** is a 7 ½ minute video designed for religious leaders who are often asked to provide care and support to individuals and groups following a death by suicide in their communities. The video features leaders of all faiths discussing the importance of self-care so that they are best prepared to help others deal with their loss and the thoughts and feelings that accompany suicide. The video, developed in conjunction with the *National Action Alliance for Suicide Prevention* and the *Alliance’s Faith Communities Task Force*, provides practical suggestions to guide faith leaders’ own self-care. (Note: The text for the video was authored by Santa Fe resident and faith leader Rev. Dr. Talitha Arnold). <https://theactionalliance.org/faith-hope-life/take-action/provide-care-and-comfort> |

**Funeral Directors**

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|  | ***Supporting Survivors of Suicide Loss: A Guide for Funeral Directors (2nded).*** This 22-page guide, published in July 2020, provides information and advicefor funeral directors serving people bereaved by suicide loss. Includes information about the experiences of and resources for family loss survivors, how directors might work with individuals and communities and a guide for communicating with loss survivors. <http://www.sprc.org/resources-programs/supporting-survivors-suicide-loss-guide-funeral-directors-2nd-ed> |

**Gun Violence Prevention**

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|  | ***Public Health Approach to Gun Violence Prevention.*** Gun violence is best addressed by focusing both on firearm access and underlying risk factors that contribute to gun violence. The site discusses a 4-step public health approach to gun violence prevention and brings together institutions and experts across disciplines in a common effort to addressgun violence. <https://efsgv.org/learn/learn-more-about-gun-violence/public-health-approach-to-gun-violence-prevention/> |
| **A picture containing text, screenshot, businesscard, vector graphics  Description automatically generated** | ***Coalition to Stop Gun Violence: Safer States Initiative*** works to equip gun violence prevention leaders in states and communities across the country with the financial resources, policy expertise, and capacity needed to continue to create change. This initiative is one of the nation’s oldest gun violence prevention organizations. <https://www.csgv.org/safer-states-initiative/> |

**Law Enforcement, First Responders, & Crisis Care Providers**

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| [Ruderman Family Foundation Home Page](http://rudermanfoundation.org/) | The ***Ruderman White Paper on Mental Health and Suicide of First Responders***, published in spring of 2018, presents information about the need for improved mental health services for first responders who die by suicide at higher rates than dying while in the line of duty. http://rudermanfoundation.org/white\_papers/police-officers-and-firefighters-are-more-likely-to-die-by-suicide-than-in-line-of-duty |
|  | ***Crisis Services’ Role in Reducing Avoidable Hospitalization*** was published in August of 2017 by members of the National Association of State Mental Health Program Directors. Major premises in this document include the importance of matching clients in need of care with appropriate, available, and accessible health crisis services to avoid use of the emergency department as a default crisis service provider. <http://crisisnow.com/> |
|  | ***Be the Change—Ensuring an Effective Response to All in Psychiatric Emergency Equal to Medical Care*** is a 20-page document that lists recommendations developed by an international panel to better address the needs of individuals in crisis using an integrated, systematic approach to behavioral health crisis care. <http://bhltest2.com/wp-content/uploads/2018/10/Be-the-change.pdf> |
|  | ***Make Strides to* *Save*** ***Lives*** - ***Fire Service Suicide Prevention Training of Trainers*** course is offered to first-responders and provides information about suicide prevention, awareness training, and intervention techniques for use among fire/rescue service personnel to prevent suicide. <https://cpsi.spcollege.edu/firefightersuicide/index.html> |
|  | ***Critical Incident Stress Management (CISM***) is a State of New Mexico website offering a wide range of programs and interventions designed to prevent stress in emergency responders and to assist them in managing and recovering from significant stress should they encounter it in their work. <https://www.nmhealth.org/about/erd/emsb/cism/> |
|  | ***In Harm’s Way: Law Enforcement Suicide Prevention*** website was developed in the state of Florida for individuals in law enforcement and their families. The site includes a variety of resources to benefit those involved in law enforcement, including a *Law Enforcement Suicide Prevention Toolkit* for use with departmental suicide prevention trainings. Training includes suggestions for reducing stigma around help-seeking in this population group. <https://policesuicide.spcollege.edu/> |
|  | The ***First Responders and Disaster Responders Resource Portal***, sponsored by the Substance Abuse and Mental Health Services Administration (SAMSHA), includes resources to support first responders and disaster planners, survivors, and providers. Content includes trainings such as: *First Response* (initially developed for 1st responders during the opioid crisis); *Creating* *Safe Scenes* (for learning about safe, positive approaches to assist people in crises related to mental illness or substance use); *Shield of Resilience* (for law enforcement officers to help them better understand unique stressors in law enforcement); *Service to Self* (for fire and Emergency Management System personnel about occupational stressors, mental health, and substance use issues); and other free online disaster behavioral health trainings such as crisis intervention and *Psychological First Aid*. Other content mitigates the effects of disasters, like the *Crisis Counseling Assistance and Training Program* (CCP) *Toolkit* for educating stakeholders about setting up counseling assistance and training programs in response to disasters. Survivor resources include handouts for coping with anger and tip sheets for managing stress. <https://www.samhsa.gov/dtac/disaster-responders?utm_source=SAMHSA&utm_campaign=5673ff5524-DTAC_Bulletin_2021_07_14_1600138&utm_medium=email&utm_term=0_ee1c4b138c-5673ff5524-168951194> |
| Text  Description automatically generated | ***Crisis Supports for the Autism Community*** is a 7-page resource found on the American Association of Suicidology’s (AAS) website and written by the Chair of AAS’s Autism and Suicide Committee, an individual with autism. The publication provides information about how suicidal intent and ideation may present in individuals with autism-spectrum disorder. It is particularly useful for individuals at crisis call centers who may receive calls from such individuals. [Autism Crisis Supports (suicidology.org)](https://suicidology.org/wp-content/uploads/2019/07/Autism-Crisis-Supports.pdf) |

**LGBTQ+ Youth and Adults**

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|  | ***New Mexico Resource and Referral Guide for LGBTQ Students.*** This guide was developed with the New Mexico Youth Education on Sexual Health (YESH) Advisory Council to serve as a resource for teachers and school staff to help refer middle and high school students to services in NM. <https://webnew.ped.state.nm.us/wpcontent/uploads/2017/12/SHSB_NM_LGBTQ_Student_Services_Directory.pdf> | |
|  | | ***The Trevor Project*** is a national non-profit organization offering crisis call support, educational, and resource services for LGBTQ youth and people who work with LGBTQ individuals. Resources include fact and resource sheets; the ***Lifeguard Workshop***, a free online learning module with video, curriculum, and teacher resources for MS and HS classrooms; and trainings for professionals which include in-person ***ALLY*** and ***CARE Trainings*** for adults who work with LGBTQ youth and want to raise awareness about LGBTQ-competent suicide prevention discussions. <https://www.thetrevorproject.org/> |
|  | | *The* ***Trans Lifeline*** organization provides, in addition to a peer-support crisis hotline for transgender people, low-barrier microgrants for trans individuals who need financial support to secure such items as legal name changes and updated government identification documents. The organization also assists incarcerated and undocumented trans people. US: 877-565-8860 /Canada: 877-330-6366. <http://www.translifeline.org> |
|  | | The ***MyPronouns.org*** website includes information and resources related to the use of preferred pronouns for all individuals to avoid making assumptions about an individual’s gender. Content includes why personal pronouns matter, how to use personal pronouns (such as they/them), handling mistakes in preferred pronoun use, strategies for sharing personal pronouns, suggestions for asking about an individual’s personal pronouns, inclusive language, and print and video resources on this topic. <https://www.mypronouns.org/inclusivelanguage> |
| A picture containing text, outdoor, screenshot, aircraft  Description automatically generated | | The **Transgender Resource Center of New Mexico** (TGRCNM) (phone: **(505) 200-9086**) is a non-profit organization and primary resource for Trans and non-binary individuals across the state. TGRCNM offers an array of help, including case management, information, and referrals on name changes and medical care; help with obtaining or updating identification documents; and other services for the transgender and gender non-conforming people of New Mexico and their loved ones. Other services include emergency financial assistance, trans-specific items (such as chest binders), clothing, general hygiene products, food assistance, and peer support, and trainings for organizations and businesses on transgender lives and issues which includes basic terms, definitions, and how to be an ally to Transgender and gender non-conforming people. Drop-in services in the Albuquerque area include a place to rest, someone to talk to, and a site where people can “be themselves.” The site provides access to a computer lab and support groups, free confidential HIV testing, syringe exchange, food, and other services. TGRCNM is located at 5600 Domingo Rd NE, Albuquerque, NM, 87108 and is open Monday, Wednesday, and Friday, with drop-in hours from 1 to6 p.m. [***www.tgrcnm.org/***](http://www.tgrcnm.org/) |
|  | | ***The GLSEN Report: The 2019 National School Climate Survey****.* The Gay, Lesbian, Straight Education Network (GLSEN) has worked to ensure that schools are safe and affirming spaces for all students, regardless of their sexual orientation, gender identity, or gender expression. Online surveys about youth school experiences are reported in the 2019 report.  <https://www.glsen.org/sites/default/files/2021-04/NSCS19-FullReport-032421-Web_0.pdf> |
|  | | ***The Trevor Project How to Support Bisexual Youth: Ways to Care for Young People Who Are Attracted to More Than One Gender.*** This 14-page guide is an introductory educational resource that covers a wide range of topics and best practices for bisexual individuals and those wanting to learn more about supporting bisexual youth. Authors note “that education is an ongoing practice, and how individuals define and express their identity is an ongoing journey.” <https://www.thetrevorproject.org/wp-content/uploads/2020/09/How-to-Support-Bisexual-Youth.pdf> |
| **Links Among Various Forms of Violence, Mental Health, Substance Use, and Suicide** | | |
| Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence | | ***Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence.*** This 2014 document focuses on overlapping causes of violence and what individuals and communities can do to prevent violence. Available as a downloadable document. Includes a set of slides for presentations addressing different forms of violence and solutions.  <https://www.cdc.gov/violenceprevention/about/connectingthedots.html> | |
|  | | ***Coercion Related to Mental Health and Substance Use in the Context of Intimate Partner Violence: A Toolkit for Screening, Assessment, and Brief Counseling in Primary Care and Behavioral Health Settings.*** This 2018 publication focuses on overlapping causes of violence and what individuals and communities can do to better prevent all forms of violence. <http://www.nationalcenterdvtraumamh.org/publications-products/coercion-related-to-mental-health-and-substance-use-in-the-context-of-intimate-partner-violence-a-toolkit/> | |

**Means Reduction**

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| https://www.sprc.org/sites/default/files/styles/featured_image_large/public/content-page/Reduce%20CROP.jpg?itok=FH9hWu2w | ***Limiting Access to Means of Suicide*** is a web-based Suicide Prevention Resource Center (SPRC) resource that provides information about means reduction as part of a comprehensive approach to suicide prevention. Useful for clinicians, family members, and other stakeholders interested in learning about means reduction. [*https://www.sprc.org/comprehensive-approach/reduce-means*](https://www.sprc.org/comprehensive-approach/reduce-means) |
|  | ***Counseling on Access to Lethal Means (CALM***) is a free, on-line educational program designed to educate about means restrictions as an important component of suicide prevention efforts. Content includes the role of impulsivity, ambivalence, lethality of means, how to ask suicidal patients/clients about their access to lethal means, and strategies to work with patients and family members to reduce their access to various means for suicide. [zerosuicidetraining.edc.org](https://protect-us.mimecast.com/s/Ys3vCBB2ZKFMJNV2hNazr7?domain=url8199.sprc.org) |
|  | ***The Giffords Law Center*** provides a variety of resources for individuals interested in the topic of gun violence. Provides fact sheets about firearms, state rankings related to gun laws, and strategies for mitigating gun violence, including safe storage suggestions for the purpose of preventing suicide by firearm. <http://lawcenter.giffords.org/> |
|  | ***Rocky Mountain Mental Illness Research, Education and Clinical Center (MIRECC****)* provides information about lethal means reduction (e.g., medications, firearms, sharp objects) in addition to materials about suicide-related research and content about self-directed violence among veterans. <https://www.mirecc.va.gov/lethalmeanssafety/> |
|  | ***Treatment for Suicidal Ideation, Self-Harm, and Suicide Attempts Among Youth.*** This 64-page guide focuses on factors contributing to thoughts of suicide among this population including mental health and substance use problems, low self-esteem, peer and parental relationship problems, and academic difficulties. <https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-06-01-002.pdf> |
|  | ***Lethal Means & Suicide Prevention: A Guide for Community & Industry Leaders.*** This 24-page guide describes the role and impact of reducing access to lethal means in preventing suicide. It also details strategies to reduce access to lethal means in communities, especially for those at risk. <https://theactionalliance.org/resource/lethal-means-suicide-prevention-guide-community-industry-leaders> |

**Media Guidelines for Reporting on Suicide/Communications**

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|  | ***Recommendations for Reporting on Suicide*** is a 2-page infographic which provides a user-friendly set of guidelines, resources, and a list of *Do’s* and *Don’ts* for responsible reporting about suicide, including giving specific examples illustrating helpful and non-helpful approaches. Included are suggestions for online media, message boards, bloggers, and citizen journalists about what they can do to help reduce the risk of contagion and to provide helpful information about links to care. <http://www.ReportingOnSuicide.org> |
|  | ***Support for Suicidal Individuals on Social and Digital Media*** Discusses why digital policies for those at risk for suicide are needed and provides practical tips for identifiying and responding to individuals who may be in distress and potentially suicidal and how to connect these individuals to appropriate resources. <https://suicidepreventionlifeline.org/wp-content/uploads/2020/04/Lifeline-Social-Media-Toolkit-2020.pdf> |
| http://www.who.int/mental_health/suicide-prevention/resource_booklet.png | ***Preventing Suicide: A Resource for Media Professionals-Update 2017*.** This World Health Organization documentprovides specific suggestions for members of the media and addresses suicide as a global health concern. Includes information on responsible reporting with a quick reference 1-page summary of *Do’s* and *Don’ts* to enchance suicide prevention inititiatives and strengthen prevention efforts worldwide.  <https://www.who.int/mental_health/prevention/suicide/resource_media.pdf> |
|  | ***Picture This: Depression and Suicide Prevention*** is a co-publication of the Entertainment Industries Council, Inc. and the Substance Abuse and Mental Health Services Administration. It presents guidelines for onscreen depictions and responsible reporting on depression and suicide in film and television. <https://www.yumpu.com/en/document/view/27842472/picture-this-depression-and-suicide-prevention-entertainment-> |
|  | ***Suicide Reporting Recommendations: Media As Partners In Suicide Prevention*.** This 18-page toolkit provides specific recommendations and tips for media leaders about how to address suicide and suicide prevention to limit contagion. The kit also includes suggestions for terms and phases that should and should not be used when writing about this topic and ideas for how to formulate story ideas that avoid sensationalizing the topic and avoiding identifiying suicide as a criminal behavior.  <https://suicidology.org/wp-content/uploads/2018/12/Suicide-Media-Reporting-Extended-4-merged-1.pdf> |
|  | ***National Recommendations for Depicting Suicide*** in entertainmentwas jointly produced by the Substance Abuse and Mental Health Services Administration and the Entertainment Insdutries Council. It supports goal 4 of the *National Strategy for Suicide Prevention* which concerns responsible reporting in various media about suicide. <https://theactionalliance.org/messaging/entertainment-messaging/national-recommendations> . An additional 2-page infographic that can be downloaded is also available. <https://theactionalliance.org/sites/default/files/natl_recommendations_for_depicting_suicide_1.pdft> |
| Text  Description automatically generated | Centers for Disease Control ***Health Equity Style Guide for the COVID-19 Response: Principle and Preferred Terms for Non-Stigmatizing, Bias-Free Language*** is an 11-page guide for addressing all people inclusively and with respect, verbally and in writing, using non-stigmatizing language. The principles and examples apply to providers, the public, and media who write or speak about health equity and public health. <https://ehe.jhu.edu/DEI/Health_Equity_Style_Guide_CDC_Reducing_Stigma.pdf> |

**Native American/American Indian Populations**

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|  | ***Suicide Prevention Resources,*** sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA), lists a variety of resources focused on Native-specific suicide prevention and resiliency among Native Americans, particulary for youth. <https://www.samhsa.gov/tribal-ttac/resources/suicide-prevention> |
| Text  Description automatically generated with medium confidence | ***American Indian Suicide Prevention Resource Guide*is** a 12-page, user-friendly document prepared by the New Mexico Suicide Prevention Coalition: American Indian Workgroup and the Albuquerqe Area Indian Health Board in summer of 2021 and provides a list of resources available for suicide prevention with the American Indian population. Included are national, state of New Mexico, and tribal resources with informration aobut where to access policy guides, strategic planning documents, and various resources for specific population groups (e.g., Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Two-Spirit (LGBTQ2S)), faith based communities, youth, schools, clinics and healthcare providers, and tribal behavioral health services). Accessed at <http://www.nmhealth.org> and search Suicide Prevention. |
|  | ***Suicide Prevention and Care Program*** information is offered on the Indian Health Service website. On-line content includes topics such as how to talk about suicide with Native American populations, warning signs and risk factors, and resources for the general population, Native American youth, and Native-American veterans, including those living with PTSD. <https://www.ihs.gov/suicideprevention/> |
|  | ***Suicide Prevention Strategies for American Indian and Alaska Native Communities*** provides information about how American Indian and Alaska Native communties can gather information about suicide in a culturally-appropriate way to inform both prevention and evaluation efforts in local tribal communities. <https://www.sprc.org/sites/default/files/resource-program/TribalSurveill%20final%20and%20508%20compliant.pdf> |
|  | ***To Live to See the Great Day That Dawns: Preventing Suicide by American Indian and Alaska Native and Young Adults.*** This resource *was published in 2010 by the US Department of Health and Human Services Substance Abuse and Mental Health Services Administration.* It providesa comprehensive overview of issues related to suicide and suicide-related behaviors in American Indian/Alaska Native Youth, and includes such content as historical trauma and risk factors, culture as a protective factor, historical barriers to effecivelyaddressing suicide in tribal communities, and frameworks thatcan be used in addressing this significant public health issue in native population groups. [*https://store.samhsa.gov/product/To-Live-To-See-the-Great-Day-That-Dawns-Preventing-Suicide-by-American-Indian-and-Alaska-Native-Youth-and-Young-Adults/SMA10-4480*](https://store.samhsa.gov/product/To-Live-To-See-the-Great-Day-That-Dawns-Preventing-Suicide-by-American-Indian-and-Alaska-Native-Youth-and-Young-Adults/SMA10-4480) |
|  | ***Ensuring the Seventh Generation: A Youth Suicide Prevention Toolkit for Tribal Child Welfare Programs.*** This toolkit focuses on youth suicide prevention for child welfare workers involved with Native American children and their families. A stated intent is to stimulate a conversation and encourage tribal child welfare agencies toward action to address youth suicide. Includes information about needed policies and procedures, suggestions for their implementation, use of crisis teams, and collaborative protocols between and among service providers. <http://www.icctc.org/August2013/PMM%20Handouts/Youth%20Suicide%20Prevention%20Toolkit.pdf> |

**Primary Care Clinics and Health Facilities**

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| A picture containing graphical user interface  Description automatically generated | | **Suicide Prevention Toolkit for Primary Care Practices** is a web-based resource with information and tools to implement suicide prevention practices in primary care settings. The toolkit was a collaborative project between the Suicide Prevention Resource Center and the Western Interstate Commission for Higher Education Mental Health Program. <https://www.wiche.edu/mentalhealth/suicide-prevention-toolkits> | |
|  | | ***The Zero Suicide Toolkit*** was designed for use by individuals in health care systems working with individuals at risk for suicide. The toolkit includes resources and activities for health care providers, behavioral health care providers, and leadership teams in primary care, integrated delivery systems, EDs, hospitals, physician practices, juvenile justice locales, senior living facilities, and veteran-serving health care organizations. <https://zerosuicide.edc.org/toolkit/zero-suicide-toolkitsm> | |
|  | | ***Safety Planning Intervention for Suicide Prevention*** is a 27-slide web-based introduction to the *whys* and *how’s* of creating a safety plan for individuals who express suicidal ideation. The program was developed by two behavioral health clinicians and provides a clear description of the 7-step process for clinicians developing a patient’s safety plan. <https://zerosuicide.edc.org/resources/resource-database/safety-planning-intervention-suicide-prevention> | |
|  | | ***Suicide Safe: The Suicide Prevention App for Health Care Providers*** is a free phone application sponsored by the Substance Abuse and Mental Health Services Administration and is available free for iOS® and AndroidTM devices through Google Play, the App Store, or iTunes. <https://store.samhsa.gov/apps/suicidesafe/> | |
|  | | ***Recommended Standard Care for People with Suicide Risk: Making Health Care Suicide Safe*** was published in 2018by the National Action Alliance for Suicide Prevention and is intended to help health systems better identify and support people at increased risk of suicide. This document provides recommendations for implementing health care standards for people at risk for suicide and is intended for providers and systems who care for individuals in outpatient mental health and substance use settings, Emergency Departments, and primary care offices. Also includes suicide and behavioral health screening tools and suggested tools for use in planning for a patient’s safety and stabilization. <http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org> | |
|  | | **Safety Planning Guide: A Quick Guide for Clinicians** is a reference with a prioritized list of coping strategies and sources of support that patients can use who have been deemed to be at high risk for suicide. Patients can use these strategies before or during a suicidal crisis. The plan is brief, is in the patient’s own words, and is easy to read. <https://www.sprc.org/sites/default/files/SafetyPlanningGuide%20Quick%20for%20Clinicians.pdf> | |
| **Graphical user interface  Description automatically generated** | ***Treatment for Suicidal Ideation, Self-Harm, and Suicide Attempts Among Youth.*** This 64-page guide focuses on factors contributing to thoughts of suicide among this population including individuals with mental health and substance use problems, low self-esteem, peer and parental relationship problems, and academic difficulties. <https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-06-01-002.pdf> | |

**Rural Communities**

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|  | ***National Advisory Committee on Rural Health and Human Services*** is a 21-page policy brief published in late 2017 by the Health Resources and Services Administration National Advisory Committee on Rural Health and Human Services. It addresses the impact of suicide in rural areas and state and federal-level prevention strategies. <https://www.hrsa.gov/sites/default/files/hrsa/advisory-committess/rural/publications/2017-impact-of-suicide.pdf> |

**Schools, Youth-Serving Organizations, and University Settings**

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|  | | ***Model School District Policy on Suicide Prevention: Model Language, Commentary, and Resources, 2nd edition****.* This document is jointly published by the American Foundation for Suicide Prevention (AFSP), American School Counselor Association (ASCA), the National Association of School Psychologists (NASP), and The Trevor Project advocacy group for Lesbian, Gay, Bisexual, Transgender, Questioning/Queer (LGBTQ) youth. It provides K-12 school personnel with model policies and practice recommendations for managing suicide events in school communities (such as creating a school action plan in advance of any suicide event). It also includes ways to communicate about suicide to avoid contagion and help de-stigmatize mental health issues and promote help-seeking. Included are a list of guidebooks, school-focused toolkits, crisis resources, including for LGBTQ youth who are at greater risk of suicide, and information about suicide that can be included in school student handbooks. <https://afsp.org/wp-content/uploads/2019/10/13820_AFSP_Model_School_Policy_Booklet_m1_v3.pdf> |
|  | | ***The Mental Health Technology Transfer Center Network Coordinating Office (MHTTC) National School Mental Health Curriculum and Best Practices for States, Districts, and Schools.***This free resource was developed by MHTTC and the National Center for School Mental Health. It provides a guide for using a comprehensive school mental health curriculumand includes trainer and participant manuals, slidedecks for learning modules, and virtual recordinglearning sessions. <https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-projects> |
|  | | ***Preventing Suicide: The Role of High School Teachers*** is a 7-page infographic that provides information for teachers about identifying students at risk for suicide. Content includes facts about adolescent suicide, specific strategies that educators can use in responding to a student who is at-risk or following a student death, suggestions for schoolwide suicide prevention activities, and a list of resources. <http://www.sprc.org/sites/default/files/resource-program/Role%20of%20High%20School%20Teachers%20Revised%20FINAL%20v2_6-14-19.pdf> |
|  | | **Preventing Suicide: The Role of High School Mental Health Providers** is a companion infographic to the information for high school teachers about suicide prevention. This document includes a section about responding to a student who may be at risk for suicide and provides a more detailed step-by-step summary of what school mental health providers can do to help prevent student suicide. <http://www.sprc.org/sites/default/files/resource-program/Role%20of%20HS%20MH%20Providers%20Revised%20FINAL%20v3_6-18-19.pdf> |
|  | | ***After a Suicide: A Toolkit for Schools (Second Edition)*** was written in 2018 by staff of the American Foundation for Suicide Prevention and the Suicide Prevention Resource Center Education Development Center. It can be usedas a guide for postvention services for middle and high school students by administrators, school support personnel, staff, parents, and community members following a suicide. <https://www.sprc.org/resources-programs/after-suicide-toolkit-schools> |
|  | | **The School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA).** This document answers a series of questions from school officials related to the disclosure of personally, identifiable information about students in education records provided to outside entities when addressing the Coronavirus Disease 2019 (COVID-19).<https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa> |
|  | | ***Trauma-Informed School Strategies During Covid-19****.* This 12-page guide was published by the National Child Traumatic Stress Network in response to the 2020 pandemic. Content includes a description of the concept of trauma-informed care and specific strategies for administrators and educators for fostering a trauma-informed school environment. <https://www.nctsn.org/resources/trauma-informed-school-strategies-during-covid-19> |
|  | | ***Psychological First Aid for Schools (PFA-S)*** is an evidence-informed program developed by the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center to assist school communities immediately following an emergency or disaster to reduce trauma-related distress. <https://rems.ed.gov/K12PFAS.aspx> |
|  | | ***The Relationship Between Bullying and Suicide: What We Know and What It Means for Schools.*** This document includesinformation for school personnel and parents about risk factors for bullying and specific actions that school staff can take to address this issue. <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf> |
|  | | The **Stopbullying.gov website** provides a number of resources, including training programs, handouts, and resources lists, designed to aid individual students, families, and school personnel in addressing bullying and cyberbullying. Materials include definitions of bullying, evidence-based strategies for intervening with those who are bullied and with perpetrators, and programs such as the ***Prevention: Learn how to identify bullying and stand up to it safely***. Other resources include states’ anti-bullying laws, model anti-bullying legislation, definitions and interventions for both bullying and cyberbullying, tips for teachers, and prevention strategies. <https://www.stopbullying.gov> |
| I:\Suicide - Logos, Screen Captures, Photos\Capture Coalition to Support Grieving Students.PNG | | ***The Coalition to Support Grieving Students*** offers a series of videos and downloadable user-friendly materials for use by teachers and others who work with children to learn about children’s grief and ways to support grieving students, families, and school personnel. 1-877-536-2722**.** [*https://grievingstudents.org/*](https://grievingstudents.org/) |
|  | | ***After a School Tragedy…Readiness, Response, Recovery, & Resources*** is a 7-page PDF which includes strategies, guidance, and a resource list to help schools be better prepared to support students and families after the experience of community violence or trauma. <https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/after-school-tragedyreadiness-response-recovery-resources> |
|  | | ***Postvention: A Guide for Response to Suicide on College Campuses*** is a 2014 document published by the Higher Education Mental Health Alliance. It offers practical information and sample materials, such as templates to announce a student’s death, suggestions for using socialmedia, protocols, and “what to do” steps for campus administratorsand faculty following a suicide on campus. <https://www.sprc.org/sites/default/files/resource-program/Hemha-postvention-guide.pdf> |
|  | | **#chatsafe: A young person’s guide for communicating safely online about suicide** is a 34-page booklet for youth to educate them about talking online about suicide. Little is known about safe peer-to-peer discussion of suicide in online platforms, so this project was initiated in Australia to develop a “set of evidence-informed guidelines that could help young people to communicate safely online about suicide.” The publication comprises four sections: **Section 1:** *Before you post anything online about suicide*; **Section 2**: *Sharing your own thoughts, feelings or experienced with suicidal behavior online*; **Section 3:** *Communicating about someone you know who is affected by suicidal thoughts, feelings, or behavior*; and **Section 4:** *Responding to someone who may be suicidal*. It includes a section about memorial websites, pages, and closed groups to honor the individual who died by suicide. Teachers and providers should review for appropriateness before recommending or distributing. <https://www.orygen.org.au/Training/Resources/Self-harm-and-suicide-prevention/Guidelines/chatsafe-A-young-person-s-guide-for-communicatin/ChatsafeUS_guidelines_Orygen> |
| Text  Description automatically generated | | ***The K-12 Toolkit for Mental Health Promotion and Suicide Prevention*.** Developed for use by California schools as a guide for school communities to 1) promote mental health and wellness in schools; 2) intervene in a suicidal crisis; and 3) implement an effective postvention response to suicide. The toolkit also includes information about child and adolescent development, including self-care activities and handouts related to mental wellness, responsible use of social media, and suicide risk assessment tools. <http://www.heardalliance.org/wp-content/uploads/HEARDToolkit2017.pdf> |
| Text  Description automatically generated | | The ***Facing Fears: Supporting Students*** 22-page back-to-school toolkit was released by *Mental Health America* in 2021. It includes resources and materials that are directed at students and the people who work with and support them. The intent is to help students, families, and school personnel with the transition back to school after the pandemic. Key messaging points and samples of social media posts for sharing with the community, facts about the mental health of children and youth, downloadable poster images, and information about the effect of trauma and abuse on children’s school performance. [B2S 2021 - Full Toolkit.pdf (mhanational.org)](https://mhanational.org/sites/default/files/B2S%202021%20-%20Full%20Toolkit.pdf) |
| A person and a child  Description automatically generated with low confidence | *The Impact of the COVID-19 Pandemic on Children’s Mental Health: What We Know So Far* 27-page document from the Child Mind Institute which focuses on positive, tangible impacts on challenges to the mental health of children, adolescents, and youth. Major sections focus on what is known about the impact of the pandemic on children’s and adolescent’s mental health; findings about youth mental health and the coronavirus; teens’ and educators’ perspectives about the impact of the virus on children’s well-being; and key conclusions. [CMHR-2021-FINAL.pdf (netdna-ssl.com)](https://4ativ3gmvgg3r0ya51kt7gkw-wpengine.netdna-ssl.com/wp-content/uploads/2021/10/CMHR-2021-FINAL.pdf) | |

**Seniors/Elderly**

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| Promoting Emotional Health and Preventing Suicide | ***Promoting Emotional Health and Preventing Suicide: A Toolkit for Senior Centers, 2015*** is designed for senior center staff and volunteers to use to promote emotional health in the elderly toward the goal of preventing suicide. Content includes an overview of suicide in older adults; strategies and specific tools for promoting emotional well-being and preventing suicide, fact sheets; and resources to share. Also available in Spanish.  <http://store.samhsa.gov>, do fulltext Search of the word “Seniors.” | |
|  | ***Question, Persuade, Refer for Eldercare Workers*** is an on-line suicide prevention gatekeeper training designed for individuals who work with elderly individuals. The self-learning modules include content about unique risk factors for elders, QPR components, helping skills, screening and assessment tools, safety planning and information about lethal means reduction, evidence-based treatments for elders, and sample protocols for referring seniors for care. <https://qprinstitute.com/> | | |
| Graphical user interface, text  Description automatically generated | ***A Guide to Promoting Emotional Health and Preventing Suicide in Senior Living Communities*** is a 150-page guide produced by theSubstance Abuse and Mental Health Services Administration for administrators and managers of departments of nursing, social work, pastoral care, wellness, and staff development in senior living communities. The guide includes tools for preventing and mitigating negative responses when a suicide occurs, including a facility assessment checklist to assess a facility’s preparedness to prevent suicide and to direct a postvention response. Sample policies and procedures are framed around suicide prevention for the whole population and individuals at-risk and for responding to crises.  <https://store.samhsa.gov/sites/default/files/d7/priv/guide.gettingstarted.pdf> | | |
|  | ***Suicide Prevention Resource Center: Promoting Psychological Health and Suicide Prevention among Older Adults during Covid-19.*** This 9-page document provides specific suggestions for supporting older adults dealing with challenges to their physical and emotional health associated with isolation during the Covid-19 pandemic. [https://www.sprc.org/sites/default/files/Promoting%20Psychological%20Health%20and%20Suicide%20Prevention%20Among%20Older Adults%20During%20COVID-19\_%20FINAL.pdf](https://www.sprc.org/sites/default/files/Promoting%20Psychological%20Health%20and%20Suicide%20Prevention%20Among%20Older%20Adults%20During%20COVID-19_%20FINAL.pdf) |
|  | ***Increased Access to Mental Health Care for Older Adults Getting Support During Covid-19.*** This site provides information on the potential effects of the COVID-19 pandemic on the mental health of older adults and what is available through tele-health and Medicare. Includes links to tools and tips for finding local providers. [https://www.sprc.org/sites/default/files/Increased%20Access%20to%0%20Mental%20Health%20Care%20for%20Older%20Adults%10Final.pdf](https://www.sprc.org/sites/default/files/Increased%20Access%20to%250%20Mental%20Health%20Care%20for%20Older%20Adults%10Final.pdf). |
| A person looking at a person  Description automatically generated with low confidence | [***Get***](https://store.samhsa.gov/sites/default/files/d7/priv/sma03-3824_2.pdf) ***Connected: Linking Older Adults with Resources on Medication, Alcohol, and Mental Health*** is a comprehensive, 224-page toolkit developed by the Substance Abuse and Mental Heal Services Administration (SAMHSA) and National Council on Aging. It provides information for coordinators about how to use the 5-step process to initiate a program, an education curriculum about life transitions, coping, wise use of mediations, a series of fact sheets about alcohol, medications, and mental health conditions in older adults and prevention and screening guides, and various forms and resources, such as resource identification sheets, sample publicity materials, and materials to manage logistics. [Get Connected: Linking Older Adults with Resources on Medication, Alcohol, and Mental Health (samhsa.gov)](https://store.samhsa.gov/sites/default/files/d7/priv/sma03-3824_2.pdf) |

**Suicide Attempt Survivors and Family Loss Survivors**

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|  | ***Engaging Suicide Attempt Survivors*** is a 4-minute video which discusses, from a survivor perspective, how and why suicide attempt survivors should be included in community planning efforts to address suicide. [*http://www.sprc.org/video/attempt-survivors*](http://www.sprc.org/video/attempt-survivors) |
|  | ***The Survivors of Suicide (SOS)*** website “….an independently owned and operated website designed to help those who have lost a loved one to suicide resolve their grief and pain in their own personal way.” <http://www.survivorsofsuicide.com/help_heal.shtml> |
|  | ***Engaging People with Lived Experience: A Toolkit for Organizations*** was developed to assist organizations and agencies learn how to best recruit and engage individualswith lived experience with suicide using several approachesfor effectively addressing suicide prevention. These includestrategic planning strategies, program implementation,practice reviews, policy development, and leadership.  <http://www.sprc.org/livedexperiencetoolkit/> |
|  | ***EndSuicide.Net*** formerly served as the communication and information platform for the Southern New Mexico Suicide Prevention & Survivors Support Coalition. Contacts are now forwarded to Survivors of Suicide organization in Albuquerque, NM. The site includes opportunities to be involved in support groups and information about suicide resources for the public and for behavioral health care providers. <https://www.sosabq.org/survivor-support> | |
|  | ***The Alliance of Hope*** is a non-profit websiteoffering information for new loss survivors, an on-line 24/7 support forum, print resources, Skype consultations by trained trauma and loss professionals for new survivors, a blog, on-line community “healing support” groups, tipsfor talking with children and adolescents about suicide, a memorial wall, and a section for professionals about postvention care. <https://allianceofhope.org/> | |
|  | ***The American Association of Suicidology*** website includes materials designed to aid grieving families dealing with suicide in loved ones and others experiencing loss. Resources include fact sheets, sample literature, a handbook titled *Coping with the Suicide of a Loved One,* *Helping Survivors of Suicide: What Can I Do?* and *a Suicide* *Prevention and Survivors of Suicide Resource Catalog.* <https://suicidology.org/resources/> | |
|  | ***The American Foudation of Suicide Prevention*** website includes an interactive site that allows individuals to locate support groups in or near loss survirors’ communities. <https://afsp.org/find-a-support-group> | |

**Veterans/Active Military/Reservists/Military Families**

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|  | ***Rocky Mountain Mental Illness Research, Education and Clinical Center (MIRECC).*** The center’s mission is to support and disseminate research about suicide with the goal of reducing suicidal ideation and behaviors among veterans. The research complied focuses on three phases of care: understanding suicide, screening, and assessment, and treatment. The site provides those working with grants and policies access to vetted or juried research. <https://www.mirecc.va.gov/index.asp> |
| Graphical user interface  Description automatically generated with medium confidence | This 32-page toolkit, **Project 1 Small ACT**, was developed by the U.S. Navy Suicide Prevention Program to facilitate planning for small or limited and “doable” actions that can be undertaken by individuals or groups for not only Suicide Prevention Awareness month held annually in September but also for year-round actions in support of suicide prevention with service members and families. The guide includes samples of social media messages and graphics, introduces caring connections, suicide prevention facts and key messages, best practices for safe suicide prevention messaging, and resources, including lethal means safety, all of which are applicable to suicide prevention in the general population. [FY-22 1 Small ACT Toolkit\_FINAL.pdf (navy.mil)](https://www.mynavyhr.navy.mil/Portals/55/Support/21stCenturySailor/Suicide_Prevention/Documents/FY-22%201%20Small%20ACT%20Toolkit_FINAL.pdf?ver=D8HZ05xtExmD04rCAcUjtg%3d%3d) |
|  | ***Community Provider Toolkit Serving Veterans Through Partnership*** provides useful resources for veterans and those who provide services to veterans and families. Th site includes interactive resource locators for VASuicide Prevention Coordinators, VA Medical Centers, crisis call and chat line information, PTSD smartphone apps to aid with emotional regulation and coping with stress, on-line training programs, and safety planninginformation for those at risk for self-harm. <https://www.mentalhealth.va.gov/docs/VA-Office-of-Mental-Health-and-Suicide-Prevention-Guidebook-June-2018-FINAL-508.pdf> |
|  | ***The 2019 National Veteran Suicide Prevention Annual Report*** is a 32-page publication from the Veterans Administration/US Department of Veterans Affairs thatprovides an overview of the status of suicide among the veteran population. Included are easy-to-interpret data graphs, a discussion of the cultural context of suicide in the US, key veteran federal initiatives related to mental health care and suicide prevention, and suggestions for reaching veterans not in the VA health care system. <https://www.mentalhealth.va.gov/docs/data-sheets/2019/2019_National_Veteran_Suicide_Prevention_Annual_Report_508.pdf> |
|  | ***Treatment Works for Vets*** is an on-line user-friendly program for veterans and family members providing information about effective options for ways to both feel better and to sleep as means to improve health and well-being. These resources were developed to help address higher rates of suicide in veterans given that they have higher rates of suicide than the general population. <https://www.treatmentworksforvets.org/> |
|  | ***Resources for Implementing a Public Health Approach to Suicide Prevention Among Services Members, Veterans, and Their Families*** is a companion resource guide to the *Veteran Administration’s National Strategy for Preventing Veteran Suicide 2018-2025*. <https://emma-assets.s3.amazonaws.com/qsdcb/aff3d32e917c81129d50867eb16a886a/SMVFToolkitrevised.pdf> |
|  | ***The Self-Directed Violence (SDV) Classification System and Clinical Toolkit*.** Materials in the toolkit are designed for both veterans and those who provide behavioralhealth care services to them. Included are the CDC’s definition of self-directed violence, a classification system, and a protocol for clinicians to use in interviewing veterans about self-directed violent behaviors, including suicidal ideation and risk. <https://www.mirecc.va.gov/visn19/docs/Clinical_tool.pdf> |

**Workplaces/Worksites**

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|  | ***The Role of Co-Workers in Preventing Suicide in the Workplace*.** Is a 5-page document that provides specific and practical suggestions and strategies. For how individuals in the workplace can help prevent suicide by providing the tools needed to speak to co-workers about suicide. To learn more use the link <http://www.sprc.org/sites/default/files/resource-program/V11_Co-worker_May2018.pdf> | | |
| Graphical user interface, website  Description automatically generated | ***Workplace Suicide Prevention: Make Suicide Prevention a Health and Safety priority at Work.*** A call to action to all workplaces and professional associations to implement the National Guidelines for Workplace Suicide Prevention. <https://workplacesuicideprevention.com/> |
|  | ***A Manager’s Guide to Suicide Postvention in the Workplace: 10 Action Steps for Dealing with the Aftermath of a Suicide.*** This document defines postvention and provides tips about actions that managers can take and materials they can use, such as samples of internal and external notifications of a death by suicide, when a suicide occurs in the workplace. <https://theactionalliance.org/sites/default/files/managers-guidebook-to-suicide-postvention-web.pdf> | |
|  | ***The New Mexico Substance Use Disorder Treatment Gap Analysis January 2020*** details survey results gathered from treatment facilities across the state’s 33 counties. The report includes the number and types of treatment facilities in New Mexico counties and the types of services they provide, such as Medication-Assisted Treatement (MAT) and in-patient and out-patient care. <https://www.nmhealth.org/publication/view/marketing/5596/> |
|  | ***Workplace Suicide Prevention: Make Suicide Prevention a Health and Safety Priority at Work.*** A call to action to all workplaces and professional associations to implement the National Guidelines for Workplace Suicide Prevention. <https://workplacesuicideprevention.com/> | | | |

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| **National Suicide Prevention Resources and Advocacy Sources** |
| ***American Foundation for Suicide Prevention (AFSP):*** Provides suicide prevention education, training, funding, and resources for the general public and health care professionals. <http://www.afsp.org> |
| ***Suicide Prevention Resource Center (SPRC):*** Provides a wide variety of print, on-line, and web-based instructional webinars and programs for the general prublic and health care professionals. <https://www.sprc.org/> |
| ***Centers for Disease Control and Prevention (CDC):*** Federal website providing comprehensive suicide-related information. Content includes suicide definitions, data sources, risk and protective factors, prevention strategies, lists of resources, and an interactive query and reporting system for data about suicide and suicide attempts. [**https://www.cdc.gov/violenceprevention/suicide/index.html**](https://www.cdc.gov/violenceprevention/suicide/index.html) |
| ***National Alliance on Mental Illness (NAMI): NAMI*** is the largest grassroots mental health organization which works to improve the lives of the millions of Americans affected by mental illness. The organization’s activities include advocacy, shaping public policy, promoting public awareness, and countering stigma, and providing a helpline for referral, support, and information. <https://www.nami.org/About-NAMI> |
| ***State Suicide Prevention Infrastructure***. The Suicide Prevention Resource Center (SPRC) reported findings from a thorough research literature review and environmental scan and make recommendations for state infrastructure to more effectively address suicide in a comprehensive, coordinated manner. Investigators consulted with experts from 21 state and national organizations, held focus groups with state suicide prevention leaders, and solicited focused feedback from specialists in state government and those personally touched by suicide to identify common needs and best practices for improving states’ suicide prevention efforts. Includes tools for state infrastructure development. [www.sprc.org/state-infrastructure](http://www.sprc.org/state-infrastructure). |
| **State Suicide Prevention Resources and Advocacy Sources** | |
| The ***New Mexico Department of Health’s (DOH) Suicide Prevention Program*** is housed within the Epidemiology and Response Division’s Office of Injury Prevention (OIP). Program staff serve as a resource for evidence-based and evidence-informed resources for use by various national, regional, and state entities and individuals involved in suicide prevention, intervention, and postvention services. The Department of Health also facilitates the New Mexico Suicide Prevention Coalition. The Department of Health’s Senior Injury Epidemiologist, Garry Kelly ([garry.kelley@state.nm.us](mailto:garry.kelley@state.nm.us)) conducts analyses, monitors trends, and responds to data inquiries related to suicide and suicide-related behaviors across all ages and population groups in New Mexico. The Department of Health’s Mental Health Epidemiologist, Dylan Pell ([dylan.pell@state.nm.us](mailto:dylan.pell@state.nm.us)), similarly analyzes, minotors trends, and responds to inquiries about mental health issues in the state. For information about resources related to suicide prevention and the New Mexico Suicide Prevention Coalition, contact the Department of Health’s Suicide Prevention Coordinator Jacalyn Dougherty at [jacalyn.dougherty@state.nm.us](mailto:jacalyn.dougherty@state.nm.us) or call 505-827-2488. | |
| The ***New Mexico Department of Health’s (DOH) Office of School and Adolescent Health (OSAH)*** educates and provide resources to educational staff, physical and behavioral health care professionals, and community members who serve schools and adolescents. OSAH provides resources, training, and technical assistance for individuals and developing programs and is working to enhance a sustainable behavioral health system for schools and youth-serving organizations. Evidence-based practices to improve the health, wellness, and resilience of students and adolescents are promoted. For information about behavioral health services within OSAH, contact Shayna Klassen, Behavioral Health Consultant, at [shayna.klassen@state.nm.us](mailto:shayna.klassen@state.nm.us) or call 505-222-8683. Also, the Training and Resource Portal for the NM Department of Health’s Office of School and Adolescent Health (OSAH) is now open and available! <https://trainmeosah.com/> | |
| The ***School-Based Health Center Directory and Map*** document and website identify the location of various individual school-based health centers across New Mexico. An interactive map provides the clinic name, school district and county information, address, and phone number. Types of services available can be obtained by calling each clinic. Printable copy is available. <http://www.nmasbhc.org/SBHC_Locator.html> | |
| ***New Mexico Human Services Department, Behavioral Health Services Division (BHSD)*** provides financial support and technical assistance to community organizations dedicated to delivering suicide prevention activities throughout the state. Activities funded by BHSD include crisis hotlines, suicide prevention trainings, recovery events, and youth summits. The BHSD has oversight of the Behavioral Health Planning Council, a federal requirement for states receiving Block Grant funding. The council serves as an advisory body to the Governor of New Mexico and the Behavioral Health Collaborative. One of the council’s top priorities is suicide prevention. For more information on BHSD-funded programs and available resources, please visit: <http://newmexico.networkofcare.org/mh/> | |
| ***NAMI Santa Fe*** is the local affiliate of the National Alliance on Mental Illness, the nation’s largest grassroots organization for individuals with mental health conditions and their families. NAMI provides support, education, and advocacy services to people with illness as well as their families. All services are free to members and non-members alike and are provided by volunteers who have lived experiences plus NAMI training. NAMI also works with local and state government agencies to advocate for better mental health public policy and legislation. For more information, see: [www.namisantafe.org](http://www.namisantafe.org) or call 505-395-6204 . | |
| The ***New Mexico Department of Health Drug Overdose Prevention Progra*m** has been a leader in drug overdose prevention with initial activities beginning as early as 1999. The purpose of the program is to: 1) increase the timeliness of actionable surveillance data used to inform program strategies; 2) increase state and local capacity and coordination for prevention and response efforts; 3) improve processes for and access to linkages to care; 4) improve use of and access to the New Mexico Prescription Monitoring Program (PMP); 5) partner with health systems, payers, and communities to improve opioid prescribing; and, 6) empower individuals to make safer choices. The program supports several resources available free to the public including an educational campaign promoting alternatives to pain management, ***AnotherWayNM.com,* available at** <https://www.anotherwayNM.com/>. To provide the public and providers with current information about the public health issue of drug overdose deaths, including deaths from prescription opioids, heroin, and fentanyl), the Opioid Overdose Prevention Program created an easy-to-use, substance use data dashboard for the public, policy makers, providers, and community partners to use in decision making. The data resource can be found at **OverdoseDataNM.org .** <http://nmhealth.org/about/erd/ibeb/sap/dod/> | |
| The ***New Mexico Department of Health Prevention of Excessive Alcohol Consumption*** has an alcohol epidemiologist funded by a cooperative agreement with the Centers for Disease Control and Prevention (CDC). The purpose of this position is to provide public health surveillance of excessive alcohol use and its related harms. The alcohol epidemiologist provides data, presentations, and support to other agencies, public health programs, and community groups to prevent excessive alcohol consumption and related harms. The alcohol epidemiologist is part of the Substance Use Epidemiology Section in the Injury and Behavioral Epidemiology Bureau of the Epidemiology and Response Division. Excessive alcohol use has an immense impact on the state of New Mexico, and New Mexico has the highest alcohol-related death rate and the highest rate of alcohol-related years of potential life lost (YPPL) in the nation. In this state, alcohol is responsible for nearly 1,600 deaths each year. About 8% of alcohol-related deaths in New Mexico are due to suicide. <https://www.nmhealth.org/search/?keyword=+Prevention+of+excessive+alcohol+consumption&search=search> and <https://www.thecommunityguide.org/search/alcohol%20prevention>  <https://us02web.zoom.us/j/82462149072?pwd=eU90aVRScmZOdjFQWUJ5MXh2SUpDZz09> | |

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Jacalyn Dougherty, Suicide Prevention Coordinator

Liza Suzanne, Injury Prevention Program Unit Manager

Rachel Wexler, Injury Prevention Section Manager

Toby Rosenblatt, Injury and Behavioral Epidemiology Bureau Chief