The Effects of SuicidePreventionEducation on Nurses: A Literature Review

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The Effects of Suicide Risk Education on Nurses: A Literature Review

Early detection and safety measures are very important steps of suicide prevention. It allows for other health professionals to be able to intervene to protect patients from events leading to self-injury or suicide. When patients are loss due to suicide in hospitals. Nurses can feel guilt, sadness, failure and need support in coping with the loss of someone in their care. These negative feelings can also be frightening when discussing or receiving education about suicide. It may be avoided on the clinical unit and saved for psychiatrists or behavioral health professionals.Current research suggest that more is necessary in the approach to preventing inpatient suicide. According to Canady (2018),new data from Centers for Disease Control and Prevention (CDC') indicate that “suicide is still the 10th‐leading cause of death, and the rate has increased by 1.5 percent from 2015 to 2016” (p.4). “The purpose of this lit review was to research the topic of how suicide prevention education affects nurses. Some hospital settings may providedifferent types of education that may have a stronger impact on the way nurses absorb the information: Some of these methods may include, online survey, online learning modules, videos, in person lectures, discussion,in person reading material with photos.Research of how suicide risk education affects nurses is important to understand why continuing education is necessary to improve patient safety and reduce suicide deaths.

**Methods**

The methods used for this literature review included the use of Databases such as CNIHL and PubMed. I search phrases included *suicide* and *continuing nursing education*. 15 articles were reviewed for this literature review. 5 were selected and no article was older than the year 2009.

(include synthesis table)

**Review of Literature**

Two common themes seen in the articles that correlated with the effect of nursing education on nurses are highlighted in Table 1; *Increased Confidence* and The *IncreasedKnowledge*.

Research question: How does continuing nursing educationaffect nurses caring for patients at risk for suicide?

Table 1

*Synthesis of Sources*

|  |  |  |
| --- | --- | --- |
|  | Increased  Confidence | Increased Knowledge |
| Blair et al. (2018)  Chan et al. (2009) | X  X | X  X |
| Manister et al. (2017) | X | X |
| Neville et al. (2013) | X | X |
| Ryan et al. (2017) | X | X |

**Increase in Confidence**

To havean increased confidence level may initiate a positive attitude. When one has confidence,this means that he/sheis secure. Confidence can ride negative feelings of fear, doubt, uncertainty. Confidencesis a feeling that means that a person feels stability and assurance in their actions.

In the study by Blair, Chhabra, and Belonick(2018) and the studyby Manister, Murry, and Burke, Finegan, and McKiernana (2017), the authors found that the education caused nurses to have increased confidence. The use of pre and post surveys testing asking participates to rate their confidence level indicated major differences.Similarly, the authors Chan, Chein, and Tso (2009), Neville and Roan (2013), and Ryan, Tindall, and Strudwick (2017) attained study findings that improved nurses’ attitude and confidence as well. Chan (2009) found that

These findings support therespond to my research question because it shows how education improves nurse’s confidence (Blair et al. 2018; Chan et al. 2009; Manister et al., 2017; Neville et al., 2013).

**Increased Knowledge**

To have increased knowledge means to obtain and understand more information. Something that can be valuable in being able to think critically and gather ideas. Knowledge of new strategies to improve patient safety and to detect suicide risk is often learned by experience or by using an in person and/or online education program (Manister et al., 2017).

A common theme seen in all the study findings to evaluate the effects of education was that that nurses had acquired new knowledge of the subject regarding suicide risk and prevention.All the authors used pre and post surveys to test participants knowledge of objectives before and after the educational program. In the study by Chan et al. (2009) higher test scoreswas found from a suicide prevention 12-question test providedthreemonths and six months after the educational program. The participant high scores and interview ratingsmeant that nurses’ increased knowledge and application of knowledge while workingon the clinical floor. In addition, the articles by Blair et al.(2018), Neville et al. (2013), and Ryan et al. (2017), the same outcome was seen from the use of pre and post surveys. Surveys were completed to test the knowledge of education received. In the article by Manisteret al. (2017), which purpose was toalso to evaluate the effectiveness of suicide prevention education, nurse’sknowledge was measured by use of pre and posttest that contained questions and essay format. The outcome was higher test scores, which meant that the nurses had increased knowledge of the topic of suicide prevention.

Thesestudy findings support the research question because they all indicate that continuing education programs will increase nurse’s knowledge.

**Discussion/Recommendations**

**Conclusion**

References

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