

# Enhancing Suicide Risk Management in Nursing Education Using Experts by Experience

# A New Approach to Improving Nursing Competence and Confidence

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#### BACKGROUND

- Rising suicide rates nationally and in Utah highlight the urgent need for better prevention strategies within healthcare, particularly among nurses.<sup>3</sup>
- Research indicates that educational programs focusing on suicide education boost nursing students' competence and foster more positive attitudes toward suicide management.<sup>2</sup>
- Incorporating EBEs into nursing education fills a critical educational gap, offering students practical insights that enhance learning outcomes.<sup>1</sup>
- By leveraging the lived experiences of EBEs, the project aims to better prepare students for the complexities of suicide management, promoting a safer and more empathetic approach to patient care.<sup>5</sup>
- Expected benefits of this approach include heightened confidence and competence among nursing students in suicide prevention, ultimately improving patient care quality and safety. <sup>3,4</sup>

# (E) METHODS

The project will use Kurt Lewin's change model as its framework. This model is structured around three key stages: unfreezing, change, and refreezing. The deliverables created for this project are designed to implement each of these stages:

- Infographic: Highlights the benefits of integrating EBE in suicide education.
- Course Map: Outlines EBE roles, learning goals, and evaluation methods.
- Material & Simulation: EBE-based presentations and realistic simulations.
- Surveys: Evaluates skills and confidence pre- and post-intervention.
- Final Exam: Assesses students' comprehension post-course.

## REFERENCES

#### <sup>1</sup>Happell, B., Platania-Phung, C., & Scott, D. (2018). Impact of EBE involvement in mental health nursing education. *International Journal of Mental Health Nursing*, 28(2), 480–491.

<sup>2</sup>Ferguson, M., Reis, J., Rabbetts, L., McCracken, T., Loughhead, M., Rhodes, K., Wepa, D., & Procter, N. (2020). The impact of suicide prevention education programmes for nursing students: A systematic review. *International Journal of Mental Health Nursing*, 29(5), 756–771.

<sup>3</sup>Blair, E. W., Chhabra, J., Belonick, C., & Tackett, M. (2018). Non-Psychiatric nurses' Perceived Self-Efficacy after an educational intervention on suicide Prevention and care. *Journal of Psychosocial Nursing and Mental Health Services*, *56*(6), 43–51.

<sup>4</sup>Maina, R., Bukusi, D., & Kumar, M. (2019). Suicide prevention by emergency nurses: perceived self-efficacy in assessment, management, and referral at Kenyatta National Hospital in Kenya. *Annals of General Psychiatry, 18*(1).

<sup>5</sup>Vandewalle, J., Beeckman, D., Van Hecke, A., Debyser, B., Deproost, E., & Verhaeghe, S. (2019). 'Promoting and preserving safety and a life-oriented perspective': A qualitative study of nurses' interactions with patients experiencing suicidal ideation. *International Journal of Mental Health Nursing*, 28(5), 1122–1134.

#### III INTERVENTIONS

To achieve the project's objectives, the following step-by-step interventions will be implemented:

**Step 1: Stakeholder Engagement -** Inform faculty, administrators, and EBEs about the project's goals and the importance of including lived experiences in suicide education.

**Step 2: Curriculum Planning**—Collaborate with EBEs to identify gaps in suicide management training in the existing curriculum and outline improvements.

**Step 3: Material Development -** Develop EBE-informed course content, including case studies and simulations, and design pre/post surveys for assessing student progress.

**Step 4: Curriculum Implementation -** Integrate new materials and conduct EBE-led sessions, ensuring comprehensive support for the updated curriculum.

Step 5: Feedback and Evaluation - Administer surveys to evaluate student skills and confidence improvements, collecting feedback for refinement.

Step 6: Dissemination - Summarize project impacts and share findings broadly to promote similar educational strategies.

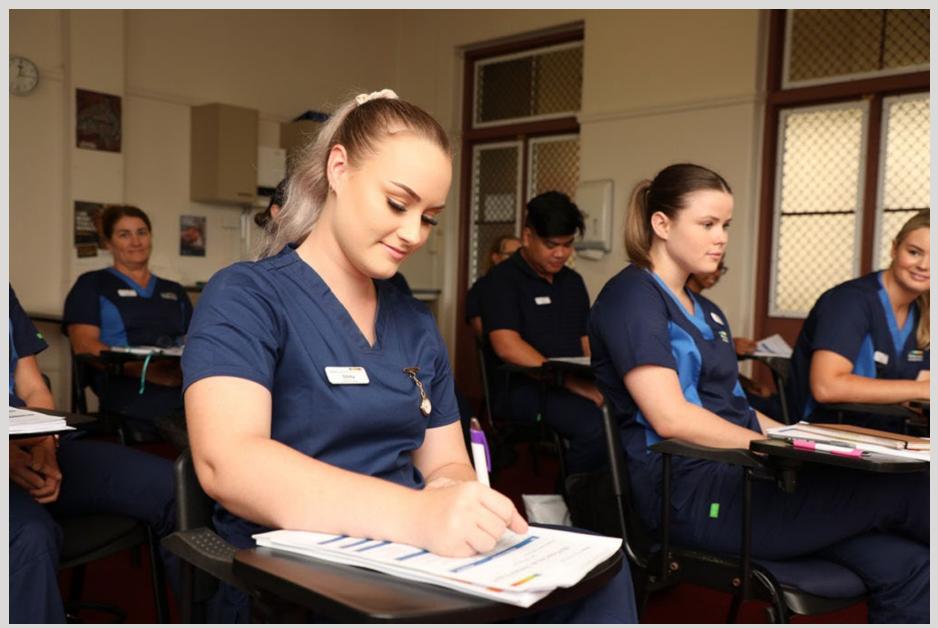
#### ξ≡ IMPACTS

The potential impacts of this project include:

- Enhanced preparedness of nursing students to manage patients at risk of suicide, leading to improved patient outcomes.
- A shift in the educational paradigm within nursing programs, emphasizing the importance of lived experiences in learning.
- Long-term improvements in the quality of mental health care provided by nurses, contributing to a reduction in suicide rates.
- A model for incorporating experiential learning in other areas of nursing education.



Lexdis. (2020). Mental health word cloud [Digital image]. Retrieved from https://www.lexdis.org.uk/mental-health-word-cloud



Wide Bay Hospital and Health Service. (2021). First-year nurse Emma English in the classroom [Photograph]. Bundaberg Now. https://www.bundabergnow.com/first-year-nurse-Emma-English-in-the-classroom-for-Wide-Bay-Hospital-and-Health-Service-as-part-of-the-2021-nurse-gra

### ) CONCLUSIONS

- Integrating Experts by Experience into nursing education presents a promising approach to filling the existing deficit in undergraduate nursing curricula about suicide and managing suicidal patients.
- The project uses EBE's unique perspectives and insights with the objective of enhancing nursing students' abilities and confidence in handling suicidal patients.
- By improving competence and confidence, nursing students will provide better patient care and safety.
- The project's success has the potential to act as a blueprint for other nursing education programs looking to improve their curricula with experiential learning components