Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

Knowledge of the GNM Students Regarding Suicide Prevention in the Govt. AMT School, GMCH Jammu J&K UT India: A Survey

Mrs. Monika Devi NR[1*], Mrs. Rajni Sharma[2]

[1]Nursing Tutor Govt. AMT School, GMCH Jammu, J&K UT, India*
[2]Principal Govt. AMT School, GMCH Jammu, J&K UT, India

Corresponding Email: [1]monikasyal98@gmail.com*

Received: 04 August 2022 **Accepted:** 19 October 2022 **Published:** 24 November 2022

Abstract: Introduction: In recent times, there have been more evident cases of nursing students in the first year of their course attempting suicide because of mental stress, frustration and workload they get in their first year, which they are not accustomed to handling. This study is going to evaluate the effectiveness of these programs concerning their capability to mitigate the rate of suicides among students.
Need of this study: This study is very much significant in today's time as it measures the effectiveness of the different "suicidal prevention awareness programs" the increasing rate of suicides among nursing students is an elevating concern in almost every part of the world. This needs to be mitigated as soon as possible by finding out the key reasons behind such tragic attempts. This study is significant as it helps in evaluating the cause along with the assessment of some other measures of suicide prevention as well.
Research Methodology: "Quasi-experimental method, Research design is a "one group pre-test, post-test "was used. Self-Structured Questionnaires tool was developed to research about awareness about suicidal prevention among GNM students."self-Structured Questionnaire" has been developed in order to collect data from the nursing students The information has been gathered from students regarding "suicidal prevention awareness" .approximately 15 to 25 minutes" has been taken for collecting data by Universal Sampling Technique.
Results: Showed that majority of the participants are in between the age of (62%) 18 to 20 years, there are 60% of female participants and 40% are males, majority of the participants (72.2%) belong to the first year. The responses of participants have derived the mean and standard deviation values of 3.63 and 0.832 respectively, suggesting that the majority of them believe depression to be the main reason behind suicide. that most participants are not aware of the causes of suicide and are willing to do those themselves.
Conclusion: The study has provided a brief idea about the importance of prevention programs to aware people about this mental health problem.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

Keywords: Suicide, Awareness Programme, Self-Structured, Suicidal Prevention, GNM Student.

1. INTRODUCTION

In recent times, there have been more evident cases of nursing students in the first year of their course attempting suicide because of mental stress, frustration and workload they get in their first year, which they are not accustomed to handling (Adewuya and Oladipo, 2020). As per the views of Audouard-Marzin et al. (2019), this has resulted in the introduction of "suicidal prevention awareness programs", especially for the "GNM Students". This study is going to evaluate the effectiveness of these programs concerning their capability to mitigate the rate of suicides among students.

Need for the study
This study is very much significant in today's time as it measures the effectiveness of the different "suicidal prevention awareness programs". In the views of Rassy et al. (2021), the increasing rate of suicides among nursing first-year students is an elevating concern in almost every part of the world. This needs to be mitigated as soon as possible by finding out the key reasons behind such tragic attempts (Asarnow and Mehlum, 2019). This study is significant as it helps in evaluating the cause along with the assessment of some other measures of suicide prevention as well.

Aim of the study
The key aim of this study is to "provide awareness about suicide prevention to the students of GNM students".

2. RESEARCH METHODOLOGY

Research approach: - Quantitative research approach
Research design: - Quasi-experimental research design with one group post-test design.
Research setting: - Conducted in the School of Nursing, Govt Medical college and Hospital Jammu, J&K UT India.
Population: - GNM Students of School of Nursing, Govt Medical college and Hospital Jammu, J&K UT India.
Sampling technique: - Universal sampling technique was used.
Sample size: -Sample size for the study was 115 GNM Students.
Inclusive Criteria: -The study include-
GNM Students who
Are studying in selected school of Nursing, Available at the time of data collection.
Exclusive criteria: -The study excluded GNM Students who Are not studying in selected school of Nursing. Not Available at the time of data collection.
The following tools were used in the study:
Socio-demographic characteristics. A self-structured questionnaire was developed
Method for data collection
The elucidation concerning the "Data Collection Process" reflects the method for attaining and measuring data concerning the "variable of interest" which helps in answering research

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

questions, testing hypotheses and assessing outcomes (Kahn et al. 2020). As the research follows the "Primary Quantitative" research strategy, the primary sources of data have been considered and thus a "Structured Questionnaire" has been developed in order to collect data from the medical students (Fatimah et al. 2020). Significant academic research has applied the "Research Questionnaire" as an essential tool or equipment for obtaining suitable and relevant data from GNM students based on the effectiveness of programs related to suicide prevention (Singh and Sagar, 2021). The use of the "Research Questionnaire" has helped in collecting quantitative information related to the research concept and thus a list of ten "close-ended questionnaires" has been developed. Ethical And Administrative Permission Was Taken. Then GNM Students Was Taken Based on Inclusion and Exclusion Criteria then Consent Was Taken from The Participants then Pre- Test Was Done –Regarding Knowledge of suicidal prevention Was Assessed then Teaching Was Given On suicidal prevention awareness then Post-test was done to assess the improvement in the knowledge of the GNM Students about suicidal prevention. The information has been gathered from students regarding "suicidal prevention awareness". In addition, approximately 15 to 25 minutes" has been taken for collecting data and the participants provided their preferred answers related to the question, which has helped in developing a profound understanding. As the "close-ended research questionnaire" has been chosen as the effective instrument for capturing real-life data from the students, it is essential to measure the validity and reliability of the questionnaire (Knight, 2021). In this regard, certain criteria have been developed based on the "inclusion and exclusion" criteria, where first-year students that are interested, and available are included and the rest are excluded (Oliveira et al. 2022). The consistency and accuracy of the survey question have been checked and it was measured whether the questionnaire is sufficient to measure the research context.

3. RESULT

number of participants in the survey was 115 students. Therefore, the overall results of demographic and descriptive analyses have been affected. The percentage in the demographic analysis, majority of the participants are in between the age of (62%) 18 to 20 years, there are 60% of female participants and 40% are males, majority of the participants (72.2%)belong to the first year. The responses of participants have derived the mean and standard deviation values of 3.63 and 0.832 respectively, suggesting that the majority of them believe depression to be the main reason behind suicide. Hence the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention.

4. DISCUSSION

Suicidal behaviour is a complex phenomenon that revolves around three major concepts such as suicidal ideation, suicide attempt, and consummated suicide. The first concept is defined by the ideas or thoughts about suicide, also referring to the planning process of own death. Suicide attempt refers to an act of committing the effective intention to end life, whereas the last concept of consummated suicide is characterized by the act that was previously performed and resulted in the death of a subject. Suicide is considered a serious "public health concern" in the world. Although the rates of suicide are decreasing globally, it is

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

estimated by experts that more than 1 million people die by suicide worldwide every year. The number of people attempting the same is 20 times more (Wasserman et al. 2021). In the context of university students, suicide is ranked as the second main cause of death. The transition to the adult age is prone to conflicts that can be derived from both family and academic adversities because of the need to adopt psychological, social, and biological changes. They face immense challenges regarding the process to deal with fulfilling the requirements of adult life efficiently. In addition, academic attributions of nursing and burdens of study can often create an atmosphere of "psychological distress and anguish." All these can contribute as a bigger factor to fuelling the intention of suicide among nursing students (Wolitzky-Taylor et al. 2020). On the other side, nursing as a profession demands the emotional abilities of individuals to care for people, which can ignite feelings of disability, depression, anguish, and especially suicidal behaviour. These challenges are mostly faced by people who are incapable of adopting favourable skills or strategies to cope with a situation. It becomes further important to understand the importance of the "internationalization of suicide" as greater exposure to vulnerable situations is now happening across the globe. In the case of the country side, situations often involve poverty and limited or no access to quality health care and policies, which create problems associated with emotional involvement. These factors further contribute to the initiation of personal conflicts, making the population more vulnerable to any suicidal behaviour. This might be considered a reason to figure out the risk of suicide among university students, particularly those located in the country side (Yonemoto et al. 2019). Risk identification proves to be beneficial for planning "integrated multidisciplinary actions" to prevent suicide. The adaptation to a new environment by students may not happen successfully, which seems to trigger negative feelings generation in them. Therefore, the current discussion is relevant from the perspective of GNM students as it proposes the benefits of "suicidal prevention awareness programs" among them. Although the Covid-19 pandemic has increased the emergence of stress and depression in individuals, the situation was already stressful in nursing workplaces due to a number of reasons. These include long work shifts and the lack of self-care, which have significantly influenced the risk of suicide among nurses and nursing students. In the US, nurses think of committing suicide more than any other worker. Certain journals identified burnout as the primary reason behind nurses experiencing suicidal ideation. Moreover, it is also proved that these nurses are less likely to seek professional support than any other professionals. Burnout has a significant contribution to increasing the risk of "suicidal ideation." There are mainly three subscales of burnout such as "depersonalization", "emotional exhaustion", and "a low sense of personal accomplishment." These factors individually or together contribute to increasing the level of suicidal ideation among nursing students (Zinzow et al. 2020). The current study, therefore, is based on a questionnaire that consists of questions related to the causes of suicide as well as its impact on GNM students. The reason behind GNM students committing or thinking about suicide can be of different types, namely depression, anxiety, problems in relationships, or unemployment.

Table 1: Sociodemographic Variables analysis N: 115 Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	5	16.7	16.7	16.7
	19	12	40.0	40.0	56.7

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

	20	7	23.3	23.3	80.0
	21	2	6.7	6.7	86.7
	22	1	3.3	3.3	90.0
	23	2	6.7	6.7	96.7
	24	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Table 1: Age
(Source: SPSS)
The demographic analysis of the Pre-test starts with the analysis of the age group of participants in the survey. It can be seen from the above table that there are 5 participants who are 18 years of age, whereas 1 participant each is 22 and 24 years old. 12 participants are 19 years old and 7 participants are 20 years old. Subsequently, 4 participants each belong to 21 and 23 years of age of the total 30 participants. Therefore, it is clear from the analysis that there are more participants of 19 years than any other age group in the survey.

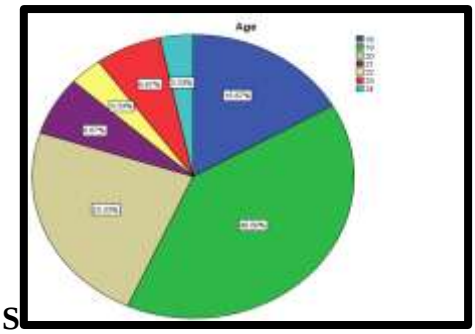


Figure 1: Age

The figure above is representing the percentage of different age groups of people taking part in the survey. It is observed that there are 40% of participants, whose age is 24 years, whereas 23.3% of participants are 20 years old. The rest 6.67%, 3.33%, 6.67%, 3.33%, and 16.67% of participants are 21, 22, 23, 19, and 18 years old respectively.

Sex

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	40.0	40.0	40.0
	Female	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 2: Sex

(Source: SPSS)
The above table represents the two types of sex of people participating in the survey. It can be observed that there are 12 and 18 female and male participants out of the total 30 participants respectively. Hence, it is clear that the majority of participants in the survey are females.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

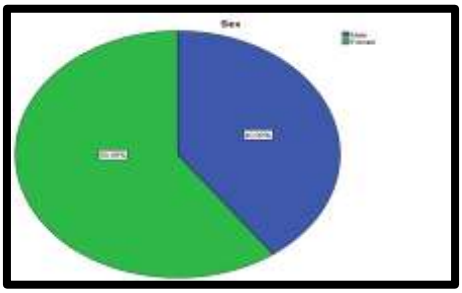


Figure 2: Sex

It is represented in the above figure that there are 60% of female participants along with their counterparts of males with 40% in the research survey.

Class

Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GNM 1st year	15	50.0	50.0	50.0
	GNM 2nd year	1	3.3	3.3	53.3
	GNM	7	23.3	23.3	76.7
	Pursuing training in medical asst.	1	3.3	3.3	80.0
	Medical asst. 1st year	2	6.7	6.7	86.7
	Medical asst.	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 3: Class

(Source: SPSS)
Students of different classes took part in the survey, which is represented in the above table. It is seen that 15 students out of the total 30 are in their first year of GNM. In the second year, there is only one student, while 7 students have already passed out. Only one student among all is pursuing training in the medical assistance course along with 2 others who are in their first year. 4 students in the survey have passed out the medical assistance course.

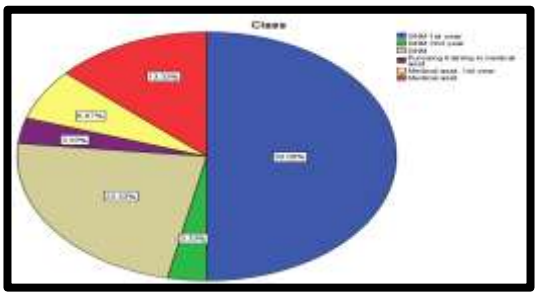


Figure 3: Class

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

It can be seen from the figure that half of the participants in the survey are in their first year of GNM. Subsequently, 3.33% of participants are in the second year, while 23.33% of participants have already passed out the GNM. On the other hand, 3.33%, 6.67%, and 13.33% of participants are pursuing training in medical assistance, studying in the first year of the course, and have passed out the course respectively.

Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What are the causes of suicide	30	1	4	3.77	.679
Have you actually had any thoughts about killing yourself	30	1	4	3.37	1.129
Do you think about hurting yourself	30	1	4	2.80	.761
Are you feeling Hopeless	30	1	4	3.23	.971
What do you think about your future	30	1	4	2.40	1.276
Have you ever thought of harming yourself	30	1	4	3.40	.855
Do you have those methods available to you to take your Life, such as over the counter pills, prescription pills, knives or bridge	30	1	4	2.93	1.143
Are you thinking for suicide	30	2	4	2.17	.531
Have you told anyone that you are thinking for suicide	30	1	4	1.37	.890
Who can help to prevent suicide	30	1	4	2.53	.860
Behaviors and warning sign of suicide	30	1	4	3.27	1.143
How many people die by suicide every year	30	1	5	2.77	1.547
Suicide attempt is when people harm themselves with the goal of ending their life	30	1	4	1.93	1.202
Most people who commit suicide are depressed	30	1	4	1.57	1.040
Counseling about suicide prevention can be helpful for the teenagers	30	1	3	1.13	.434
How do you think and feel about your life now	30	1	4	2.27	.907
How many times have you tried to harm yourself	30	1	4	2.37	.809
Have you wished you were dead	30	2	4	2.23	.504
On which day suicide prevention day is celebrated	30	2	4	3.83	.461
Which group is the most effected by suicide	30	2	4	3.00	.263
Valid N (listwise)	30				

Table 4: Descriptive analysis

(Source: SPSS)

A total of 20 questions were asked to 30 participants who took part in the survey. It can be assumed from the descriptive statistics table that most participants are worried about the causes of suicide and think of harming themselves. The mean and standard deviation values like 3.77 and 1.129 represent that the responses are towards 5 on the Likert scale.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

Correlation analysis
The Pearson Correlation values like 0.430 and 0.574 represent that all questions in the survey have a strong linear relationship with each other to represent the research topic. A positive correlation means all the variables are valid and can provide the projected outcome of the study.

Summary
The current study deals with the identification of the advantages of a suicidal prevention awareness program in the context of GNM students. The study sheds light on the topic by discussing it in different chapters.

Limitations
Limitation of this study is associated with several consequences that include the availability of the students at the time of data collection.

Recommendations
This survey helps to collect the data for the further health education plan for the students.
Also, we can plan for the suicide prevention awareness program for the students as well in the community areas.

5. CONCLUSION

The study has provided a brief idea about the importance of prevention programs to aware people about this mental health problem.

6. REFERENCE

1. Adewuya, A.O. and Oladipo, E.O., 2020. Prevalence and associated factors for suicidal behaviours (ideation, planning, and attempt) among high school adolescents in Lagos, Nigeria. European child & adolescent psychiatry, 29(11), pp.1503-1512.
2. Agénor, M., 2020. Future directions for incorporating intersectionality into quantitative population health research. American Journal of Public Health, 110(6), pp.803-806.
3. Asarnow, J.R. and Mehlum, L., 2019. Practitioner review: Treatment for suicidal and self-harming adolescents–advances in suicide prevention care. Journal of Child Psychology and Psychiatry, 60(10), pp.1046-1054.
4. Audouard-Marzin, Y., Kopp-Bigault, C., Scouarnec, P. and Walter, M., 2019. General practitioners training about suicide prevention and risk: A systematic review of literature. La Presse Médicale, 48(7-8), pp.767-779.
5. Audouard-Marzin, Y., Kopp-Bigault, C., Scouarnec, P. and Walter, M., 2019. General practitioners training about suicide prevention and risk: A systematic review of literature. La Presse Médicale, 48(7-8), pp.767-779.
6. Beaudry, M.B., Swartz, K., Miller, L., Schweizer, B., Glazer, K. and Wilcox, H., 2019. Effectiveness of the Adolescent Depression Awareness Program (ADAP) on depression literacy and mental health treatment. Journal of school health, 89(3), pp.165-172.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

7. Blacker, C.J., Lewis, C.P., Swintak, C.C., Bostwick, J.M. and Rackley, S.J., 2019. Medical student suicide rates: a systematic review of the historical and international literature. Academic medicine, 94(2), pp.274-280.
8. Casula, M., Rangarajan, N. and Shields, P., 2021. The potential of working hypotheses for deductive exploratory research. Quality & Quantity, 55(5), pp.1703-1725.
9. Chen, Y.L. and Kuo, P.H., 2020. Effects of perceived stress and resilience on suicidal behaviors in early adolescents. European child & adolescent psychiatry, 29, pp.861-870.
10. Coleman, D., Black, N., Ng, J. and Blumenthal, E., 2019. Kognito's avatar-based suicide prevention training for college students: Results of a randomized controlled trial and a naturalistic evaluation. Suicide and Life-Threatening Behavior, 49(6), pp.1735-1745.
11. Darji, D.R., 2022. A Study To Assess The Planned Teaching Programme Of Perinatal Depression In Terms Of Knowledge And Attitude Among Staff Nurse Working In Maternity Ward Of Selected Hospitals.
12. Deep, R., Chaudhary, K.V.S. and Chacko, H.M., 2021. Effectiveness of Self Instructional Module (SIM) on Knowledge and Attitude regarding Care of Attempted Suicide Patients among Staff Nurses–A Pre Experimental Study. Indian Journal of Forensic Medicine & Toxicology, 15(3), pp.3985-3991.
13. Diab Abd El-Wahab, S., Roushdy Hashem, S. and Ibrahem Shattla, S., 2022. The Effect of Dialectical Behavior Therapy-Based Intervention on the Psychological Impacts of Covid-19 among Internship Nursing Students. Egyptian Journal of Health Care, 13(2), pp.1286-1307.
14. Doyle, L., McCabe, C., Keogh, B., Brady, A. and McCann, M., 2020. An overview of the qualitative descriptive design within nursing research. Journal of Research in Nursing, 25(5), pp.443-455.
15. Durasov, N., Dorndorf, N. and Fua, P., 2022. ZigZag: Universal Sampling-free Uncertainty Estimation Through Two-Step Inference. arXiv preprint arXiv:2211.11435.
16. Egger-Rainer, A., 2019. Enhancing validity through cognitive interviewing. A methodological example using the Epilepsy Monitoring Unit Comfort Questionnaire. Journal of advanced nursing, 75(1), pp.224-233.
17. Fatimah, Y.A., Govindan, K., Murniningsih, R. and Setiawan, A., 2020. Industry 4.0 based sustainable circular economy approach for smart waste management system to achieve sustainable development goals: A case study of Indonesia. Journal of Cleaner Production, 269, p.122263.
18. Ferguson, M., Reis, J., Rabbetts, L., McCracken, T., Loughhead, M., Rhodes, K., Wepa, D. and Procter, N., 2020. The impact of suicide prevention education programmes for nursing students: A systematic review. International Journal of Mental Health Nursing, 29(5), pp.756-771.
19. Frick, M.G., Butler, S.A. and deBoer, D.S., 2021. Universal suicide screening in college primary care. Journal of American college health, 69(1), pp.17-22.
20. Godoy Garraza, L., Kuiper, N., Goldston, D., McKeon, R. and Walrath, C., 2019. Long-term impact of the Garrett Lee Smith Youth Suicide Prevention Program on youth suicide mortality, 2006–2015. Journal of child psychology and psychiatry, 60(10), pp.1142-1147.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

21. Holmes, G., Clacy, A., Hermens, D.F. and Lagopoulos, J., 2021. The long-term efficacy of suicide prevention gatekeeper training: a systematic review. Archives of suicide research, 25(2), pp.177-207.
22. Kahn, J.P., Cohen, R.F., Tubiana, A., Legrand, K., Wasserman, C., Carli, V., Apter, A., Balazs, J., Banzer, R., Baralla, F. and Barzilai, S., 2020. Influence of coping strategies on the efficacy of YAM (Youth Aware of Mental Health): a universal school-based suicide preventive program. European child & adolescent psychiatry, 29, pp.1671-1681.
23. Kamble, M.M. and Thokchom, M., 2019. A study to assess the effectiveness of structured teaching programme on knowledge regarding nursing management of psychiatric emergencies among staff nurses from selected hospital in Pune city. Pharma Innovation, 8(6).
24. Kamble, M.M. and Thokchom, M., 2019. A study to assess the effectiveness of structured teaching programme on knowledge regarding nursing management of psychiatric emergencies among staff nurses from selected hospital in Pune city. Pharma Innovation, 8(6).
25. Knight, M.A., 2021. Social Emotional Learning as a Universal Upstream Approach to Youth Suicide Prevention: A Secondary Data Analysis of a Prevention Program Evaluation (Doctoral dissertation, University of Nevada, Las Vegas).
26. Kumar, S., Meena, M., Goyal, S., Agarwal, B. and Sharma, D., 2020. A Study on Cross Sectional Assessment of Attitudes of Nursing Students Towards Suicide Prevention.
27. Lindow, J.C., Hughes, J.L., South, C., Minhajuddin, A., Gutierrez, L., Bannister, E., Trivedi, M.H. and Byerly, M.J., 2020. The youth aware of mental health intervention: impact on help seeking, mental health knowledge, and stigma in US adolescents. Journal of Adolescent Health, 67(1), pp.101-107.
28. Muehlenkamp, J.J. and Hagan, C.R., 2020. Factors predicting intent to intervene with a potentially suicidal peer. Archives of Suicide Research, 24(4), pp.483-497.
29. Oliveira, G.A., Marcelino, A.C., Tristão Parra, M., Nascimento-Ferreira, M.V. and De Moraes, A.C.F., 2022. Validity and Reliability of Questionnaires That Assess Barriers and Facilitators of Sedentary Behavior in the Pediatric Population: A Systematic Review. International Journal of Environmental Research and Public Health, 19(24), p.16834.
30. Pistone, I., Beckman, U., Eriksson, E., Lagerlöf, H. and Sager, M., 2019. The effects of educational interventions on suicide: A systematic review and meta-analysis. International journal of social psychiatry, 65(5), pp.399-412.
31. Platt, S. and Niederkrotenthaler, T., 2020. Suicide prevention programs. Crisis.
32. Poštuvan, V., Podlogar, T., Šedivy, N.Z. and De Leo, D., 2019. Suicidal behaviour among sexual-minority youth: a review of the role of acceptance and support. The Lancet Child & Adolescent Health, 3(3), pp.190-198.
33. Quarshie, E.N.B., Cheataa-Plange, H.V., Annor, F., Asare-Doku, W. and Lartey, J.K.S., 2019. Prevalence of suicidal behaviour among nursing and midwifery college students in Ghana. Nursing open, 6(3), pp.897-906.
34. Rassy, J., Bardon, C., Dargis, L., Côté, L.P., Corthésy-Blondin, L., Mörch, C.M. and Labelle, R., 2021. Information and communication technology use in suicide prevention: Scoping review. Journal of medical internet research, 23(5), p.e25288.

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)

Journal of Nursing Research, Patient Safety and Practise
ISSN: 2799-1210
Vol: 02, No. 06, Oct-Nov 2022
http://journal.hmjournals.com/index.php/JNRPSP
DOI: https://doi.org/10.55529/jnrpsp.26.6.16

35. Schlichthorst, M., Ozols, I., Reifels, L. and Morgan, A., 2020. Lived experience peer support programs for suicide prevention: a systematic scoping review. International Journal of Mental Health Systems, 14(1), pp.1-12.
36. Singer, J.B., Erbacher, T.A. and Rosen, P., 2019. School-based suicide prevention: A framework for evidence-based practice. School Mental Health, 11, pp.54-71.
37. Singh, S. and Sagar, R., 2021. A critical look at online survey or questionnaire-based research studies during COVID-19. Asian Journal of Psychiatry, 65, p.102850.
38. Siu, A.M., 2019. Self-Harm and suicide among children and adolescents in Hong Kong: a review of prevalence, risk factors, and prevention strategies. Journal of adolescent health, 64(6), pp.S59-S64.
39. Thorn, P., Hill, N.T., Lamblin, M., Teh, Z., Battersby-Coulter, R., Rice, S., Bendall, S., Gibson, K.L., Finlay, S.M., Blandon, R. and de Souza, L., 2020. Developing a suicide prevention social media campaign with young people (The# Chatsafe project): co-design approach. JMIR mental health, 7(5), p.e17520.
40. Torok, M., Calear, A.L., Smart, A., Nicolopoulos, A. and Wong, Q., 2019. Preventing adolescent suicide: A systematic review of the effectiveness and change mechanisms of suicide prevention gatekeeping training programs for teachers and parents. Journal of adolescence, 73, pp.100-112.
41. Tsong, Y., Young, J.T., Killer, J.D., Takemoto, M.A. and Compliment, B., 2019. Suicide prevention program on a diverse college campus: Examining the effectiveness of a peer-to-peer model. Journal of College Student Psychotherapy, 33(2), pp.131-144.
42. Wasserman, D., Carli, V., Iosue, M., Javed, A. and Herrman, H., 2021. Suicide prevention in childhood and adolescence: a narrative review of current knowledge on risk and protective factors and effectiveness of interventions. Asia-Pacific Psychiatry, 13(3), p.e12452.
43. Wolitzky-Taylor, K., LeBeau, R.T., Perez, M., Gong-Guy, E. and Fong, T., 2020. Suicide prevention on college campuses: what works and what are the existing gaps? A systematic review and meta-analysis. Journal of American College Health, 68(4), pp.419-429.
44. Yonemoto, N., Kawashima, Y., Endo, K. and Yamada, M., 2019. Gatekeeper training for suicidal behaviors: A systematic review. Journal of affective disorders, 246, pp.506-514.
45. Zinzow, H.M., Thompson, M.P., Fulmer, C.B., Goree, J. and Evinger, L., 2020. Evaluation of a brief suicide prevention training program for college campuses. Archives of suicide research, 24(1), pp.82-9

Copyright The Author(s) 2022.This is an Open Access Article distributed under the CC BY license. (http://creativecommons.org/licenses/by/4.0/)