

<p><b>MYTH OR FACT:</b> Asking someone about suicidal intent lowers anxiety, opens up communication and lowers the risk of an impulsive act</p>	<p><b>MYTH OR FACT:</b> Talking to a person about suicide will only make them angry and increase their risk of suicide</p>	<p><b>MYTH OR FACT:</b> Once a person decides to commit suicide, there is nothing anyone can do to stop them</p>	<p><b>MYTH OR FACT:</b> Suicide is the most preventable kind of death, and almost any positive action may save a life.</p>
<p><b>MYTH OR FACT:</b> Suicide prevention is everyone's business and anyone can help prevent the tragedy of suicide.</p>	<p><b>MYTH OR FACT:</b> Only experts can prevent suicide.</p>	<p><b>HOW MANY:</b> in a group 100 college students (50 men and 50 women) at least:  (10) will have a substance-abuse problem</p>	<p><b>HOW MANY:</b> in a group 100 college women at least:  (30) will be victims of rape or sexual abuse</p>
<p><b>HOW MANY:</b> in a group 100 college women at least:  (12) will have an eating disorder</p>	<p><b>HOW MANY:</b> in a group 100 college men at least:  (8) will be victims of sexual abuse</p>	<p><b>MYTH OR FACT:</b> A student expresses debilitating anxiety about a presentation. You should require them to do it anyway.</p>	<p><b>MYTH OR FACT:</b> Talking to a person about suicide will only make them angry and increase their risk of suicide</p>
<p><b>MYTH OR FACT:</b> Graduate students are 6 x more likely to experience depression than the general population</p>	<p><b>MYTH OR FACT:</b> Graduate students are 2.4 x more likely to experience depression than the general population</p>	<p><b>MYTH OR FACT:</b> The best way to reduce mental health issues is to normalize talking about them.</p>	<p><b>MYTH OR FACT:</b> Being more specific in emails reduces anxiety in recipients.</p>



<p>VERBAL MESSAGES</p> <p>“I wish I were dead”</p>	<p>VERBAL MESSAGES</p> <p>“I’m going to end it all”</p>	<p>VERBAL MESSAGES</p> <p>“If this paper is rejected, I’m giving up on life”</p>	<p>VERBAL MESSAGES</p> <p>“My family would be better off without me.”</p>
<p>VERBAL MESSAGES</p> <p>“I won’t be around much longer.”</p>	<p>VERBAL MESSAGES</p> <p>“Pretty soon you won’t have to worry about me”</p>	<p>VERBAL MESSAGES</p> <p>“I’m so tired of my life, I just can’t cope with it all”</p>	<p>VERBAL MESSAGES</p> <p>“I’m so tired of my life, I just can’t cope with it all”</p>
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<p style="text-align: center;">QUESTION TO ASK</p> <p>“Have you been so unhappy lately that you have thought of hurting yourself? Have you thought of ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I’ve noticed that you have been very upset lately, have you been considering ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I notice several difficult things have been happening lately, have you considered ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I heard you say _____, have you been thinking of suicide?”</p>
<p style="text-align: center;">QUESTION TO ASK</p> <p>“Have you been so unhappy lately that you have thought of hurting yourself? Have you thought of ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I’ve noticed that you have been very upset lately, have you been considering ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I notice several difficult things have been happening lately, have you considered ending your life?”</p>	<p style="text-align: center;">QUESTION TO ASK</p> <p>“I heard you say _____, have you been thinking of suicide?”</p>
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- Seriously poor grades or a change from consistently good to unaccountably poor performance
- Despite satisfactory performance, a student who appears anxious, constantly seeks you out and is concerned about grades
- Excessive absences, especially if the student previously demonstrated consistent class and/or work attendance
- Unusual or markedly changed pattern of interaction (e.g. totally avoiding participation, becoming excessively anxious when called upon, dominating discussion, withdrawal from social contact, etc.)
- Depressed mood, excessive crying and/or inability to make transition to school environment
- Other characteristics, such as lethargic behavior, excessive activity and very rapid speech; swollen, red eyes; marked change in personal dress or hygiene; anxious behavior; and falling asleep in class or at work

- Repeated requests for special consideration, such as deadline extensions (especially if the student appears uncomfortable or highly emotional disclosing the circumstances prompting the request)
- New or consistent behavior which pushes the limits of decorum and which interferes with the effective management of your class, work setting or living arrangements
- An unusual or exaggerated emotional response that is obviously inappropriate to the situation
- A student with no apparent physical illness loses a dramatic amount of weight in a short time period
- A student seems agitated and restless in class, constantly argues with you and is shunned by classmates
- Highly disruptive behavior (hostile, aggressive, violent, etc.)

- Inability to communicate clearly (garbled or slurred speech, disjointed thoughts)
- Loss of contact with reality (seeing/hearing things that are not present, beliefs or actions greatly at odds with reality or probability)
- Overtly suicidal thoughts (referring to suicide as current option)
- Homicidal threats