

Prevention of suicidal ideation, workshop proposal

Prevención de la ideación suicida, propuesta de taller

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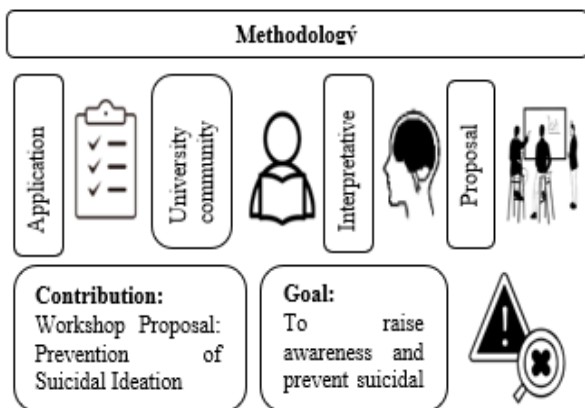


Abstract

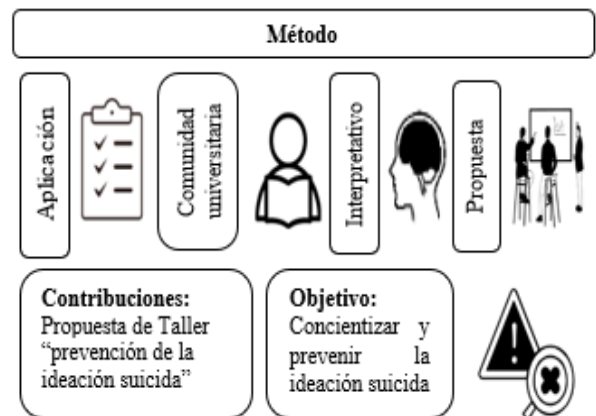
This study addresses the prevalence of suicidal ideation within the university student community and seeks to identify the pattern of affectation that precedes a suicide attempt. The aim is to raise awareness and promote prevention regarding this phenomenon. The research concludes with a pedagogical workshop designed for undergraduate faculty at the Autonomous University of Chiapas [UNACH]. This workshop is intended to equip educators, administrative staff, and others with the necessary knowledge to detect and refer cases of suicidal ideation within the student community.

Resumen

El presente estudio aborda la prevalencia de la ideación suicida en la comunidad estudiantil universitaria, trata de identificar la tendencia de afectación que precede al intento suicida. Lo anterior, con el objetivo de concientizar y prevenir respecto a este fenómeno, la investigación propone al final un taller pedagógico dirigido a docentes de licenciatura en la Universidad Autónoma de Chiapas [UNACH]. Este taller está diseñado para equipar a las y los educadores, administrativos, entre otros, con el conocimiento suficiente para detectar y canalizar casos de ideación suicida en la comunidad estudiantil.



Suicidal ideation, Prevention, Workshop



Ideación suicida, Prevención, Taller

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Introduction

The prevalence of suicidal ideation has been a phenomenon that has impacted the university student community, as it has become a trend, reflecting symptoms or signs prior to the attempt.

That is why the present research aims to propose an educational workshop that allows for the detection, awareness, and prevention of suicidal ideation in undergraduate students, aimed at university staff, in order to gain knowledge about it. It begins by defining the concepts that structure suicidal ideation, allowing them to be understood and interpreted by the reader. Subsequently, the context and, as a result, the components are addressed, and the educational workshop is described in text form as a strategy that allows interaction with university staff. In addition, the institutions and suicide prevention actions that promote early detection for the various cases presented are explored, allowing the main risk factors in the institution to be categorised, from the regular to the emerging, which will serve to carry out and structure the workshop proposal.

Therefore, the question is asked: Does the proposed educational workshop support teachers in raising awareness and preventing suicidal ideation among UNACH students? To this end, three moments are composed that open up an analysis of suicidal ideation.

The educational workshop, being a methodological strategy, consists of a gradual sequence that involves various tasks to transfer knowledge, which in turn must be structured and organised in a logical manner. When implementing the workshop, it is essential to consider its stages in order to carry it out effectively and thus ensure that participants contribute and share their reflections on what is required. The workshop can be designed in various ways, but it is extremely important to consider its purpose, so that the workshop is not only aimed at learning, but also at collective action on the topic being developed.

1. Concept of suicidal ideation.

For a better understanding of 'suicidal ideation', both concepts are described etymologically, allowing us to broaden our knowledge of this topic, with the aim of recognising the aspects of this problem and its public magnitude.

The following concepts, which are presented below, will therefore provide the basis for this research work.

The Royal Spanish Academy [RAE], [2023] tells us etymologically that the word 'ideation' derives from 'to ideate' and epistemologically means 'genesis and process in the formation of ideas.' On the other hand, the word "suicide" etymologically derives from 'modern Latin *suicidium*,' which in turn derives from 'Latin *sui* "of oneself" and *-cidium* "-cide".'

Epistemologically, it means 'action or behaviour that harms or can seriously harm the person who performs it.' *suicidium*, and this from the Latin *sui* "of oneself" and *-cidium* "-cide" and epistemologically 'Action or behaviour that harms or can seriously harm the person who performs it', so it is understood that suicidal ideation moderates in the subject, beginning with a thought related to the intention to take one's own life.

Bahamón et al. [2018] define it as follows: Suicidal ideation is one of the initial phases of the suicidal process, in that it invades the subject's thoughts with ideas about death and the meaninglessness of life. [...] Suicidal ideation is inevitably present in those who have taken their own lives and therefore becomes a stage that allows for the early detection of risk factors that can be addressed in a timely manner to prevent the transition to attempted suicide or completed suicide. [p.9]

That is why suicidal ideation is determined to be a persistent tendency that has not yet taken shape, considering it to be an unstructured or fantastical contemplation, with the aim of causing self-harm, tentatively affecting one's own body and even reaching consummation. Expanding on the characteristics of this aspect, the authors allow us to see and recognise how this phenomenon is composed, considering it to be multifactorial, as it gives rise to various types of mechanisms for attempting to take one's own life.

2. Types of suicide

Suicidal ideation has its cognitive origin in factors associated with the individual, which manifest themselves in psychological, social, or clinical aspects, among other aspects that affect the individual's instability.

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Suicide begins to be contemplated based on various causes; however, it is important to emphasise that there are different types of suicidal ideation, which may contain elements of planning that increase the possibility of death.

The conceptualisation of suicidal ideation leads us to make this distinction between the 'intention to die' and the 'intention to act,' as these are classifications of this phenomenon that must be identified in individuals at risk of suicide. Beck [1979, as cited in Magno and Cruzado, 2021] 'classified suicidal ideation into two types: passive and active ideation' [p. 149].

Methodology

Research methodology [RM] or scientific research methodology is the science that provides researchers with a series of concepts, principles, and laws that enable them to efficiently channel the scientific research process towards excellence.

The object of study of IR can be defined as the scientific research process, which consists of a series of logically structured and interrelated steps. This study is based on a set of characteristics and their relationships and laws. [Cortés y León, 2004, p.8]

The steps for the research that make up the methodological plan are established, providing orderly theoretical support or sustenance, using the 'general and specific objectives' as a basis, which will serve in the collection of data and, in turn, the analysis and interpretation of the desired results. Paradigm. A research paradigm is a theoretical reference that allows the reality of a social conception to be studied. It is also part of the methodological process that aids in the understanding of the analysis of results. From the perspective of Marín [2007, cited in Miranda and Ortiz, 2020], the paradigm is considered as follows:

This perspective places the paradigm as a conceptual structure, based on beliefs and theoretical and methodological assumptions, which, as the author states, guides a particular scientific community within its worldview, reinforcing the values and knowledge they share as a collective. [p.5]

The choice of paradigm to be used will depend on the characteristics of the research. It should be understood that there are three types of paradigm, which are: Positivist [empirical] paradigm. Interpretive [hermeneutic] paradigm. Critical [dialectical] paradigm. In this research, the interpretive paradigm prevailed, considering its characteristics, in order to achieve a causal description-interpretation, that is, what are the reasons that cause the subject to behave in a certain way in society from a given context, so that reality can be understood based on facts, in order to construct a criterion that will help to understand the subjects' perception and where it aims to go. Roca, C. [2020] states the following about the interpretative paradigm:

The objective of interpretative research is to understand how members of a given social group, through their participation in social processes, create their particular reality and give it meaning, and to show how these meanings, beliefs, intentions, etc., enable them to carry out social action. [p.2]

Therefore, interpretation, being linked to hermeneutics, aims to go beyond the literal meaning to give the sense or conception of possible theories. That is why the selection of this paradigm will allow for analysis and understanding of the research that will lead us to establish a result.

Approach When conducting research, it is extremely important to consider the choice of approach in relation to the methodological process, as it will serve as a link to the aforementioned paradigm. 'Qualitative approach is understood as "the methodological procedure that uses words, texts, discourses, drawings, graphics and images" [...] qualitative research studies different objects to understand the social life of the subject through the meanings developed by the subject' [Katayama, 2014, as cited in Sánchez, 2019].

The function of the research approach is to provide the theoretical perspective that will be addressed within the problem, with the points of view that it will raise approaching reality.

Approaches are also responsible for directing the problem-solving process and are strongly associated with research paradigms and designs; each has its own characteristics and methodological tools that are used to collect and analyse information.

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[Acosta, 2023, p. 84] Thus, in relation to the above, it is determined that the approach that best suits the interests of the research is the qualitative one, as it provides the appropriate orientation for carrying out an in-depth, reflective study for the understanding and deduction of the study. Methods are considered to be a set of techniques that aid the research process, and the use of tools that will enable a particular result. They are also known as strategies that aim to uncover information about a specific topic. Unlike methodology, which is used at the beginning when a problem to be solved is posed, methods are used during the research process, being the necessary tools for the resolution stage.

In this way, it is a series of steps for problem solving, revealing the main phenomenon that causes the problem, allowing for a reasoned description by the author. Finol and Vera [2020] summarise it as follows:

The method refers not only to the set of steps for the development of the research process, but also implies the praxis to be carried out by the researcher in accordance with the paradigm, where each method has its own structure and dynamics of application, that is, its own methodology. [p.11]. That is why, within the research itself, the choice of method in this research leans towards the inductive because it will take into account observation and experience of reality to arrive at the construction of general laws, which is useful for generating new knowledge.

Population and sample

The form is aimed at undergraduate students in a convenient method, such as the students where the researcher teaches for several semesters. It consists of non-probabilistic sampling in which the units are selected for inclusion in the sample because they are the most easily accessible to the researcher.

The aim is to obtain specific data regarding the description of suicide cases close to them. By describing and understanding each concept that generalises this risk variable, it is possible to identify the areas most affected, as well as to raise awareness of the impact and risk among students in the educational environment and how the family and economic context also influence individuals with suicidal ideation. Population.

The population with which the research will be carried out consists of university students enrolled in selected semesters of the bachelor's degree programme in education, with a total of 101 participants, both male and female, from the Faculty of Humanities C-VI, located in Tuxtla Gutiérrez. Sample. For the sampling used in this research, it was decided to survey students in the 5th and 8th semesters of the morning shift, and then select the age for the sample from the total population. It was determined that, of the 101 [100%] students, only 80 mixed students aged 22-25 would be considered.

A questionnaire was used as an instrument for collecting information, as it consists of a group of questions that measure one or more variables that have been established in the research. The questions can be open or closed and are administered via telephone call or personal internet. Arias [p.38]

The questionnaire will contain 22 mixed-type questions [open and closed] with a series of predetermined answers, classified into personal dimensions, family-economic and social situations, and suicide information. This requires the user to be able to enter data in a structured manner, which helps to fulfil the purpose of storing and processing the required data

Results

The presence of suicidal ideation in the student population demands the implementation of prevention strategies aimed at mitigating behaviours that compromise the physical and psychological integrity of students. In this context, the implementation of teacher training workshops is justified as a necessary intervention, given that educators are primary agents in the school environment due to their direct and continuous contact with students.

Consequently, it is imperative to provide them with theoretical and practical tools that enable the early identification of risk indicators associated with suicidal behaviour, thus facilitating timely referral and support.

For this reason, the implementation of a theoretical and practical workshop is proposed, aimed at providing teachers and administrative staff with fundamental tools for identifying students with possible indicators of suicidal ideation.

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At the same time, the aim is for teachers to become key agents in the prevention process and in the timely referral of detected cases to the appropriate authorities.

The design of the proposed workshop, entitled 'Prevention of Suicidal Ideation,' has the following curriculum structure:

Sub-competency 1. Contextualisation of suicidal ideation

Topics:

- I. Concept of suicidal ideation and suicide.
 - I.I Statistics and context of suicide in Mexico.
 - I.II Types of suicide and methods of suicide.
 - I.III Myths about suicide.
- II. Common causes of suicidal ideation.

Sub-competence II. Models and factors.

Topics:

- I. Models
 - I.I. Stress-Diathesis Model
 - I.II. Suicide as a Process Model.
 - I.III. Self-destructive behaviours
- II. Risk factors

Sub-competence III. Warning signs and action protocol.

Topics:

- I. Warning signs of suicidal ideation.
- II. Strategies for detection
 - II. I Anxiety and depression test [Beck BDI-II, Stress]
 - II. II School activities.
- III. Action protocol.
- IV. Prevention techniques.

The research allowed the collaborators to participate in the presentation of the results during the lecture held as part of World Suicide Prevention Day, an event held at the Faculty of Humanities [C-VI] of the Autonomous University of Chiapas. Likewise, as a by-product of the study, a bachelor's thesis was written.

The workshop was designed with the participation of UNACH education students Deborah Abigail González Custodio and Lizeth Sánchez Martínez, as well as Dr Gabriela Duque Peña, an expert in curriculum design and suicide.

Conclusions

The scientific relevance of this research project lies in its innovative approach to a contemporary phenomenon of great social relevance. The need for a workshop for teachers and administrators on suicidal ideation is relevant due to the data provided by the questionnaires on the growing concern about suicidal ideation in students and, therefore, their mental health and the key role that teachers and administrators play in identifying and supporting young people at risk. In an educational setting, teachers are often the first to notice changes in behaviour, attitudes or warning signs that could indicate suicidal thoughts in students.

However, without adequate training, they may lack the tools and knowledge necessary to deal with these cases effectively and empathetically.

The social relevance of research to generate a workshop on suicidal ideation will provide teachers with essential skills to: Clearly explain the results and possibilities for improvement.

Declarations

Conflict of interest

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence the article reported in this article.

Author contribution

Mena-Álvarez, Andrea: Contributed to the original product concept, data collection, and methodological design.

González-Custodio Deborah Abigail, Sánchez-Martínez, Lizeth and Duque-Peña, Gabriela: contributed to the design of the curricular structure of the workshop proposal.

Availability of data and materials

The data supporting the findings of this study are available from the corresponding author upon reasonable request

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Abbreviations

UNACH Autonomous University of Chiapas
REA Royal Spanish Academy

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