

ENVIRONMENTAL SCAN WORKSHEET

Instructions:

Use the below worksheets to conduct a suicide prevention-focused environmental scan across the institution. This scan focuses on means restriction. It will duplicate some questions asked in the baseline JED Foundation assessment, but these questions necessitate regular review for ensuring means restriction efforts are being implemented consistent with campus needs.

This scan will be completed in four parts.

- Part 1 – Organizational / Policy Scan
 - Complete this scan first, as responses should be incorporated into Parts 2 and 3 of the scan.

- Part 2 – Building / Space-specific Scan
 - Complete this scan for each on campus space (not all sections will be relevant in each space). Prioritize spaces/buildings with attention to multi-story buildings, residential spaces, and hotspots or frequently mentioned locations related to suicidal ideation on campus.

- Part 3 – Community and Surrounding Environment Scan
 - Complete this scan regarding the community both in close proximity to your campus as well as within your town/city.

- Part 4 – Follow-up Discussion and Action Plan
 - Use this tool to facilitate ongoing follow-up re: areas of concern identified the first three parts of the scan. Not every risk point identified will require follow-up (e.g. it is not plausible to remove every ligature point on campus). Scanners should still note those risks to facilitate a more comprehensive understanding of the potential means that exist on campus and strategies to reduce access to them.

The organizational / policy scan should be completed with more frequency than may be plausible for the building / space-based scan. Given the size of many college campuses and the details included in Part 2, scanners may need to break this into a multi-year process that cycles back through spaces on a regular basis or identify spaces that need to be scanned more frequently. (Example—a residence hall that houses hundreds of students or a science building where students have 24/7 access should be scanned more often than a house that holds faculty offices and is only accessible to students during office hours.) Part 3 should be conducted every one to two years.

Unless otherwise instructed by campus counsel, maintain the results of this scan as confidential and privileged documentation.

Context:

The process of scanning environments for suicide prevention is a challenging process. It can be draining and emotionally impactful to be looking specifically for ways in which people can bring harm to themselves within your own environment. It is important that all individuals participating in the scan have an understanding of how (via what means) people—particularly students—commit suicide, the lethality of those means, and what might disrupt that suicide and give opportunity for intervention, change of heart, or rescue. To develop this understanding, a brief introduction to the context of suicide on college campuses and means reduction is outlined below.

According to the Means Matter campaign from the Harvard School of Public Health, means reduction is the process of reducing a suicidal person's access to highly lethal means as part of a comprehensive approach to suicide prevention. According to this campaign, means reduction efforts are based on these understandings:

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- Many suicide attempts occur with little planning during a short-term crisis.
- Intent isn't all that determines whether an attempter lives or dies; means also matter.
- 90% of attempters who survive do not go on to die by suicide later.
- Access to firearms is a risk factor for suicide.
- Firearms used in youth suicide usually belong to a parent.
- Reducing access to lethal means saves lives.

As stated above, means and the lethality of those means is an important consideration in suicide prevention. The Means Matter campaign has identified five factors related to lethality of which to be aware. They are as follows:

- Inherent deadliness
 - Some means are inherently more fatal than others (e.g. lethality of a gun vs. attempting to overdose on Tylenol)
- Ease of use
 - A method that requires technical knowledge is less accessible than one that does not
- Accessibility
 - A means that is easily and immediately accessible poses greater risk than one that must be obtained such as pills in a nightstand vs. having to walk five blocks to a bridge
- Ability to abort mid-attempt
 - More people start and attempt and abort it than carry it through, therefore methods that can be interrupted mid-attempt offer a window of opportunity for rescue or change of heart
- Acceptability of that method to the attempter
 - There are means that are more socially, culturally, and personally acceptable to attempters than others.

Within the college student population, there are specific means that are more prevalent. Drum, Brownson, Burton Denmark, and Smith (2009), collected data on 26,000 undergraduate and graduate students at 70 colleges and universities. For student who had a specific plan for attempting suicide in the past twelve months, the top ten methods considered (with some fluctuation in order between undergraduate as compared to graduate students) were:

- | | | |
|--------------------|------------|-----------------|
| 1. Overdose | 5. Gun | 9. Asphyxiation |
| 2. Combined method | 6. Jumping | 10. Drowning |
| 3. Cutting | 7. Other | |
| 4. Motor vehicle | 8. Hanging | |

These are the primary methods scanners should be evaluating for endeavoring to restrict and/or disrupt.

Finally, it is important that scanners be aware of the impact of this process on their own mental health and well-being. Scanning multiple large spaces in one day or for prolonged periods is not recommended due to the mental and emotional fatigue that may occur.

References:

- Drum, D. J., Brownson, C., Burton Denmark, A., & Smith, S. E. (2009). New data on the nature of suicidal crises in college students: Shifting the paradigm. *Professional Psychology: Research and Practice*, 40(3), 213-222.
- Jed Campus. (2018). *Environmental scan checklist by University of South Carolina*. <https://www.jedcampus.org/>
- Jed Campus. (2018). *Baseline assessment*. <https://www.jedcampus.org/>
- President and Fellows of Harvard College, The. (2018). *Means Matter*. <https://www.hsph.harvard.edu/means-matter/>

PART 1 - ORGANIZATIONAL / POLICY SCAN

DATE:	SCANNING TEAM:
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Complete sections below as relevant. Check findings as follows:
 YES = criteria met; NO = criteria not met; N/A = not applicable; FU = Follow-up discussion and/or action needed

Criteria – Firearms	YES	NO	N/A	Finding or Comment	FU
Are firearms allowed on campus?					
If yes, is there a firearms safety policy?					
If yes, are faculty, staff, and students informed of policy?					
If yes, is a permit or some other kind of registration with a campus department required?					
If registration is required, do they get suicide prevention education when they register?					
Can students store firearms on campus?					
If yes, is suicide prevention information posted in the storage area?					
Are there certain departments or student organizations that are allowed to have firearms on campus?					
If yes, how many staff and how many students have access to these firearms?					
Are the firearms regularly checked / tracked/ accounted for?					
Are they stored in a secure area?					

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Criteria – Firearms	YES	NO	N/A	Finding or Comment	FU
Can that storage be accessed without another person present?					
Is the storage alarmed?					
Is there a process for temporarily / permanently revoking access for a student in crisis or one who indicates suicidal ideations?					
Regardless of weapons policy, is there a campus or community process for students to turn in / temporarily forfeit their firearms or ammunition?					
If yes, can they turn them in on campus?					
If yes, is there 24/7 access to this process?					
If yes, are there requirements to get the item returned to the student?					
Can students get gun safes or gun locks from the university?					

Criteria – Prescription and Other Drugs	YES	NO	N/A	Finding or Comment	FU
Is there an on campus formulary or pharmacy? (Consider all areas including student health and clinics run by medical or dental schools, any stocks maintained by pharmacy school or for other educational purposes, and retail areas on campus.)					
If yes, are these medications regularly checked / tracked/ accounted for?					
Are they stored in a secure area?					
Can that storage be accessed without another person present?					

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Criteria – Prescription and Other Drugs	YES	NO	N/A	Finding or Comment	FU
How many students have access to these medications?					
Do you have individuals who are licensed to prescribe medications?					
Are there policies regarding prescribing of abuse-prone medications (opioids, anxiety meds, muscle relaxants, amphetamines, sedatives, barbiturates, benzodiazepines, stimulants, etc.)?					
Is there a policy re: not using opioids as the first line treatment / routine treatment for pain management?					
Are there standardized guidelines for prescribing the lowest clinically effective dose?					
Are students educated re: proper storage and handling of medications?					
Are students educated re: dangers of sharing medications?					
Does the university provide students with medication safes?					
Is there an event / process for drug takeback for students?					
If yes, does this occur at least one time per year?					
Is there a process for students to turn in / temporarily forfeit their medications?					
If yes, can they turn them in on campus?					
If yes, is there 24/7 access to this process?					
If yes, are there requirements to get the item returned to the student?					

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Criteria – Prescription and Other Drugs	YES	NO	N/A	Finding or Comment	FU
Is there a mechanism for students to maintain their medication regimen (e.g. get a daily dose dispensed) if they do not feel capable to keep their full supply? Or to get their medications dispensed in less than 30 day supplies?					
Is there a requirement for students in crisis / struggling with ideations to turn in previous medication supplies if they have been switched to a different medication?					
Is there a process to do mental health medication checks at least every 90 days for students?					
Is suicide ideation screening included whenever a student is being prescribed medications for mental health?					
Are students required to be seen for counseling in order to get mental health medication management?					
Are students who are being seen for mental health medication management provided with suicide prevention / crisis hotline information?					
Are OTC medications dispensed at retail locations on campus?					
Are there policies limiting the amount of medication that can be purchased from these locations?					
Is naloxone available on campus?					
If yes, who is trained in administration?					
Is access available 24/7?					
Are students aware of this availability?					
Can local pharmacies dispense naloxone directly to patients w/o a physician visit?					
If yes, are students aware of this availability?					

Criteria – Crisis Response	YES	NO	N/A	Finding or Comment	FU
Are crisis responders on campus (RAs, Residence Hall Directors, Campus Security, Case Managers, etc.) trained in means reduction?					
Do responders have the ability to take immediate action to reduce access to means 24/7?					
Do these responders have information on suicide prevention hotlines that they can provide to students?					
Do members of the community have the ability to report concerns for a student who is expressing ideations?					
If yes, can they make these reports anonymously?					
If yes, is there a 24/7 response plan for students with reported ideations to follow-up on the ideations and determine means access?					
Is there a relationship with local hospitals					
Is there information posted on any crisis resource websites about means reduction resources?					

Criteria – Qualitative / Incident Review	YES	NO	N/A	Finding or Comment	FU
Is there a qualitative review re: reports of ideation and means that occurs with counselors, physicians, case managers, RAs, residence hall directors, campus security or other on call staff? (This review can be thematic in nature regarding trends of means, plans, locations, hotspots, etc. and does not require disclosure of identifiable data.)					
If yes, does this review occur at least one time per year?					

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If yes, are the themes or specific points of concern from these reviews transferred into the environmental scan?					
Is there a review of incident reports or other tracking system to identify themes in means, locations, hotspots, etc.?					
If yes, does this review occur at least one time per year?					
If yes, are the themes or specific points of concern from these reviews transferred into the environmental scan?					

Criteria – Faculty, Staff and Contractor Education / Training	YES	NO	N/A	Finding or Comment	FU
Is there annual training on suicide prevention and mental health support w/faculty, staff, and contractors?					
If yes, does this education include means restriction?					
If yes, does this education include information on suicide prevention hotlines?					
Are contractors provided this education? (Particularly those who are long-term contractors or contractors in higher risk locations.)					

PART 2 – BUILDING / SPACE-SPECIFIC

AREA SCANNED:	DATE:	SCANNING TEAM:

Repeat in full for each space / building scanned. Complete sections as relevant to the specific space / building. Check as follows:
 YES = criteria met; NO = criteria not met; N/A = not applicable; FU = Follow-up discussion and/or action needed

Environmental Attributes	Qualitative Attributes
<p>Primary Purpose of Building:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Residential <input type="checkbox"/> Academic <input type="checkbox"/> Administrative / Operational <input type="checkbox"/> Parking Garage / Structure <input type="checkbox"/> Athletic Facility <p>Daily / Business Hours Traffic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly trafficked (~1000 visitors or more per day) <input type="checkbox"/> Medium traffic (~250 – 900 visitors per day) <input type="checkbox"/> Low traffic (~ 50 – 200 visitors per day) <input type="checkbox"/> Minimal traffic (very few people through building in a day) <p>Non-Business Hours Traffic:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highly trafficked <input type="checkbox"/> Medium traffic <input type="checkbox"/> Low traffic <input type="checkbox"/> Minimal traffic / secluded <p>Building Style:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multi-story – Large (6+ stories above ground level) <input type="checkbox"/> Multi-story – Medium (4-5 stories above ground level) <input type="checkbox"/> Multi-story – Small (2-3 stories above ground level) <input type="checkbox"/> Single-story (only 1 story above ground level) 	<p>Building / space-specific qualitative feedback or themes from reported incidents to be mindful of during scan:</p>

Criteria – Building Access and Patrols	YES	NO	N/A	Finding or Comment	FU
Does the building have open access during business hours?					
During non-business hours for that space, do students have the ability to access the space?					
If students can access during non-business hours, does access require card swipe or other permission-based access?					
If yes, who grants access and using what permission criteria?					
If yes, are there specific areas students can access during off-hours?					
If doors are accessed w/o permission or propped, do alarms ring to Campus Security?					
Are security rounds conducted within the building during non-business hours?					
If yes, approximately how often?					
Does the building have surveillance cameras?					
If yes, are cameras trained on doorways?					
If yes, are there any internal views available?					
If yes, are there cameras trained on any high risk points within the space? (i.e. rooftop balconies)					
Does custodial services conduct work in the building on a regular schedule during non-business hours?					
If yes, do custodial staff attend to all areas of the building and on what approximate schedule?					

Criteria – Floors, Ceilings, Walls	YES	NO	N/A	Finding or Comment	FU
Are there any ligature points waist-height or higher on ceilings or walls? (Including hooks, HVAC, pipes/conduits, lighting fixtures, etc.)					
Are there handrails / grab bars on the walls at waist height or higher?					
Does ceiling have lay-in tiles?					
Does ceiling have rafter beams that are not fully flush to the ceiling?					
Are ceiling-based ligatures at such a height that they are accessible either by standing or standing on a chair? (vs. requiring a ladder to reach)					
Are there any access doors or access panels in the floor or ceiling?					
If yes, are those access panels locked?					

Criteria – Doors & Windows	YES	NO	N/A	Finding or Comment	FU
If any door has locking ability, can it be opened by key, swipe, electronic keypad access, etc.?					
If yes, appropriate staff / Campus Security have access to these emergency unlocking means 24/7?					
Can the door to any publicly accessible area be barricaded where staff could not access via alternate egress in an emergency situation?					
Do doors to student accessible spaces (excluding their sleeping / living spaces) have windows within the door so that the interior of the room can be visualized?					
Are there any spaces that are accessible to students during non-business hours that cannot be easily visualized during safety / security rounds?					

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Criteria – Doors & Windows	YES	NO	N/A	Finding or Comment	FU
Do doors or windows have waist-height or higher ligature attachment points (e.g. hinges, hooks, handles, drapery rods)?					
Can windows be unlocked / opened by public?					
Do windows above ground floor have screens?					
If yes, can screens be easily removed?					
Can windows above ground floor can be opened to the extent that a person could fit through?					
Does the building have window wells?					
If yes, are there ligature points surrounding the window wells?					

Criteria – Stairwells & Elevators	YES	NO	N/A	Finding or Comment	FU
Considering both stairwells internal to the building as well as exterior stairwells, are the stairwells open (e.g. the stairwell does not have walls on both sides of the stairs)?					
If open, does the size of the opening allow a person to fit through if someone were to jump / attempt to fall from the top of the stairs?					
Do the stairwells have doors?					
If doors, is access to the stairwell restricted at any point (by access permissions, during specific hours of the day, etc.)?					
Are there any ligature points above waist height?					
If open stairwell, is there sufficient space to use the railing of the floor above as a ligature point?					

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Criteria – Stairwells & Elevators	YES	NO	N/A	Finding or Comment	FU
If there is an elevator in the space, can the elevator be stopped at any point by a passenger?					
Can the elevator doors be opened without a key or emergency personnel assistance (either from the landings outside the elevator doors or from inside the elevator) that would allow access to the elevator well?					
Does the elevator have a ceiling access panel?					
If yes, is it locked?					
Is there video surveillance within the elevator?					

Criteria – Closets, Shelves, Racks, Furniture	YES	NO	N/A	Finding or Comment	FU
Are closet bars breakaway?					
Are towel hooks / bars positioned higher than waist height breakaway?					
Can mirrors be removed from wall / broken into shards?					
Are shelving units positioned higher than waist height able to be used as ligature points?					
Does furniture have or could it be stacked to create ligature points (e.g. bed lofts)?					
Can the furniture be stacked to barricade the door?					
Do mattresses have plastic covers?					

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Criteria – Restrooms	YES	NO	N/A	Finding or Comment	FU
If the restroom is a single-person fully enclosed restroom or if there is a fully enclosed portion of the community restroom, is there an emergency open lock on the door?					
If yes, do staff in that building or Campus Security have access to this key?					
Do restroom stalls have ligature attachment points waist height or higher? (e.g. hinges, door handle, grab bars)					
Are shower rods breakaway?					
Are towel hooks / bars positioned higher than waist height breakaway?					
Is there any piping or plumbing with ligature attachment points waist height or higher? (including showers, sinks, toilets)					
Does the space have a bathtub?					
Are there electrical outlets near the shower and/or bathtub? (i.e. within 4 feet)					
Do the outlets have ground fault circuit interrupters?					
If there are shower curtains within the space, are they made from breathable material (as opposed to vinyl or plastic)?					

Criteria – Kitchens	YES	NO	N/A	Finding or Comment	FU
Are there any ligature attachment points waist height or higher (e.g. cabinets)?					
Are there any communal sharps (e.g. knives and cutlery) kept in the space?					
If yes, are they routinely accounted for?					

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Criteria – Kitchens	YES	NO	N/A	Finding or Comment	FU
If yes, is there consideration of a process to remove them if there is a student with access to the space whose ideation involves cutting?					
Is there a stove and, if so, is it gas-based? (Recognizing that this gas is not typically lethal, but misinformation exists.)					

Criteria – Utility & Custodial Rooms	YES	NO	N/A	Finding or Comment	FU
Rooms are locked / not accessible to public					
Cleaning supplies or other chemicals are locked within these rooms					
Students have access to chemicals for their use (e.g. pre-mixed cleaning chemicals such as window cleaner or disinfectant)?					
Students have access to cleaning chemicals for their use (in concentrate form)?					
Students have access to other chemicals used in custodial and maintenance work such as paint, varnish, combustibles, acids, etc.?					
Students have access to plastic trash bags beyond what is in trash cans?					
Can students access any major electrical components, including circuit breaker panels?					
Are there any gasses stored in these spaces (i.e. helium, argon, nitrogen)?					
If yes, do students have access to these gasses?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					

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Criteria – Utility & Custodial Rooms	YES	NO	N/A	Finding or Comment	FU
Are there regulations and policies regarding use, storage, and access?					
Are the gasses stored in containers that could be easily relocated / removed from the space?					
Is the heating system / water heater gas-based? (Recognizing that this gas is not typically lethal, but misinformation exists.)					
Are there any chutes within the space that would facilitate a fall from greater than one story? If yes, are these locked? Access restrictions?					

Criteria – Laundry Rooms	YES	NO	N/A	Finding or Comment	FU
Are these rooms accessible 24/7?					
Are there any chemicals stored in this space or bulk detergents accessible to students?					

Criteria – Student Programming Spaces	YES	NO	N/A	Finding or Comment	FU
Consider any workspaces used by students for programming. Are there any chemicals or gasses (e.g. helium tank) stored in these spaces?					
If yes, do students have access to these gasses?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					
Are there regulations and policies regarding use, storage, and access?					
Are the gasses stored in containers that could be easily relocated / removed from the space?					

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Criteria – Student Programming Spaces	YES	NO	N/A	Finding or Comment	FU
Students have access to chemicals for their use (e.g. pre-mixed cleaning chemicals such as window cleaner or disinfectant)?					
Students have access to cleaning chemicals for their use (in concentrate form)?					
Students have access to other chemicals such as paint, varnish, combustibles, etc.?					

Criteria – Roofs, Balconies, & Atriums	YES	NO	N/A	Finding or Comment	FU
Is there roof access that can be accessed from inside the building?					
If yes, is that space designed for access (i.e. a rooftop garden / community space)?					
If designed as accessible space, are there access restrictions (e.g. time of day, residents only)?					
If yes, is there video surveillance of the area?					
If yes, is there signage with suicide hotline information?					
If yes, are there restrictions such as guardrails or other barriers to prevent jumping?					
If the roof is not designed as an accessible space, are access points secured to prevent access?					
Are there alarms on these access points?					
Are there any other ways to access the room from the exterior of the building (fire escapes, trees, balconies, etc.)?					
Are there any open atrium areas inside or outside (with particular attention to atriums that are greater than one story)?					

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Criteria – Roofs, Balconies, & Atriums	YES	NO	N/A	Finding or Comment	FU
Can the atria be visualized by staff or passersby?					
Does the building have balconies or any other open ledged areas (consider typical open-air parking garage structures w/partial walls)?					
Are the balconies/ledges accessible to students?					
Do the balconies or ledges have any restrictions such as chain link or wire mesh or other barriers to prevent jumping?					
Are there ligature points on the balconies or guardrails? Consider both waist height and higher as well as ligature points as well as suspending over the balcony / guardrail.					
Do the balconies have ledges wide enough to sit or stand on (particularly without holding onto the building or other secured item)?					
Does the amount of ledge on the other side of the balcony allow someone to climb over and stand?					
Is there video surveillance of the area?					
Is there signage with suicide hotline information?					
If this is a parking structure, is there an attendance at the entrance to the structure? If so, during what hours and do they round through the facility?					

Criteria – Outdoor Areas	YES	NO	N/A	Finding or Comment	FU
Is the exterior of the building well lit at night?					
Are there emergency call stations or public use phones available outside the building?					

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Criteria – Outdoor Areas	YES	NO	N/A	Finding or Comment	FU
Are there shrubs or trees around the building that would decrease likelihood of a jumping situation?					
Are ligature points on large trees well lit and able to be visualized by passersby / Campus Security?					
Are there awnings on the building to reduce fall/jumping spaces?					
Are there fences surrounding the building?					
If yes, consider whether they serve as potential access and jumping barriers or if they increase risk.					
Does building material allow for easy toe/foot holds allowing a student to scale the building?					
Is there a charcoal grill available for student use?					
If so, is it permanently stationed or could it be moved into an enclosed space and emit gas?					
Are there any sheds or small storage areas?					
If yes, are they accessible to students?					
And are there any risks points to consider in the space?					

Criteria – Laboratories	YES	NO	N/A	Finding or Comment	FU
Are there chemicals stored in the spaces (with particular attention to poisons and toxic chemicals or chemicals that are prone to abuse)?					
If yes, do students have access to chemicals for their academic use?					

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Criteria – Laboratories	YES	NO	N/A	Finding or Comment	FU
Do the students have access to full concentrate chemicals or only diluted / pre-dosed amounts?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					
Are the regulations and policies regarding use, storage, monitoring of volumes/supply, and access?					
If there is restricted access, are the doors alarmed if unauthorized access occurs?					
Are there any gasses stored in these spaces (i.e. helium, argon, nitrogen)?					
If yes, do students have access to these gasses?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					
Are there regulations and policies regarding use, storage, and access?					
Are the gasses stored in containers that could be easily relocated / removed from the space?					
Are sharps (syringes, scalpels) used in this space?					
Are the sharps stored in locked areas?					
Is there video surveillance in this space?					
Is there a gas-based Bunsen burner or other heating system in the lab? (Recognizing that this gas is not typically lethal, but misinformation exists.)					

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Criteria – Clinical and Biohazard Space	YES	NO	N/A	Finding or Comment	FU
Are medications stored in locked spaces?					
Are medications only distributed / accessed by team members?					
Are any medications that are prone to abuse (opioids, anxiety meds, muscle relaxants, amphetamines, sedatives, barbiturates, benzodiazepines, stimulants, etc) stored in areas that can only be accessed by staff?					
Are medications in areas that are not routinely accessed (e.g. emergency carts) routinely accounted for?					
Are medications in areas that are not routinely accessed (e.g. emergency carts) stored with tamper-evident mechanisms?					
Are sharps (scalpels, syringes, etc.) stored in locked areas?					
Are used sharps contained in sharps containers?					
Are sharps containers secured to wall and cannot be removed by public?					
Are all biohazard materials stored in a locked area?					
Is there a process in place for disposing of expired medications and sharps?					
Are there any gasses stored in these spaces (i.e. helium, argon, nitrogen)?					
If yes, do students have access to these gasses?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					
Are there regulations and policies regarding use, storage, and access?					
Are the gasses stored in containers that could be easily relocated / removed from the space?					

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Criteria – Clinical and Biohazard Space	YES	NO	N/A	Finding or Comment	FU
Are there chemicals stored in the spaces (with particular attention to poisons and toxic chemicals or chemicals that are prone to abuse)?					
If yes, do students have access to chemicals?					
Do the students have access to full concentrate chemicals or only diluted / pre-dosed amounts?					
Are there access restrictions (time of day, must be dispensed by a staff member, etc.)?					
Are the regulations and policies regarding use, storage, monitoring of volumes/supply, and access?					
If there is restricted access, are the doors alarmed if unauthorized access occurs?					

Criteria – Recreational / Athletic Space	YES	NO	N/A	Finding or Comment	FU
Is there a pool, diving well, or large water feature (e.g. Jacuzzi or therapy pool)?					
If yes, are all access points restricted after hours?					
Does the area remain lit at all times?					
Do students (including student athletes) have access during non-business hours?					
Can the area be accessed without supervision?					
Do the diving wells have platforms at heights where ligature risk or jumping are of concern?					
Are these areas restricted when not under supervised use?					

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Criteria – Recreational / Athletic Space	YES	NO	N/A	Finding or Comment	FU
Are all athletic spaces secured when not in supervised use?					
Do students (including student athletes) have access during non-business hours?					
Is there a video-taping tower or elevated point for filming?					
If yes, do students have access when not in supervised use?					
Are there any catwalks?					
If yes, do students have access at any point?					
If there are elevated seating, press box, recreation, or observation areas, do these areas have safety railings?					
Are these areas secured when not in supervised use?					
Are there any students who would have access?					

Criteria – Garages (small garages / storage areas), Heavy Equipment, and Loading Docks	YES	NO	N/A	Finding or Comment	FU
Does the space have a garage door or other similar style door?					
If yes, does the door have to be manually pulled shut?					
If it is automated, does it automatically close for any reason?					
Is there a motion detector to prevent closure when something is beneath the door?					

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Criteria – Garages (small garages / storage areas), Heavy Equipment, and Loading Docks	YES	NO	N/A	Finding or Comment	FU
Is the garage door / door opening mechanism accessible as a potential ligature point?					
Can the space be accessed by students?					
If so, are there any access restrictions?					
Are there any vehicles stored in this space?					
Can the vehicles be turned on in the enclosed space by students? (Recognizing that current emission standards reduce likelihood of this particular means, but high emission vehicles and misinformation exist.)					
Is there any heavy equipment, particularly hydraulic lifting or crushing equipment, in the building?					
If so, do students have access to this equipment?					
Are there any access restrictions? (time of day, supervision only)					
Is there risk of self-imposed crushing or ligature with this equipment? (e.g. via activation of a lifting mechanism)					

Criteria – Signage	YES	NO	N/A	Finding or Comment	FU
Are signs posted near points of concern providing suicide hotline information and/or emergency contact information?					
Do bulletin boards or other posting sites within the space have information posted on campus and community mental health support resources?					

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Criteria – Special Considerations	YES	NO	N/A	Finding or Comment	FU
Consider any construction projects underway (internal to building) and access to those spaces or specific risk points.					
Consider any construction projects underway (external to building) and access to those spaces or specific risk points.					
Are there any spaces within the building that might hold special attention, fixation, cultural or religious meaning, etc.? Consider access to and particular risks within these potential hotspots.					
If so, are staff who need to be aware of these spaces informed? (e.g. Campus Security, staff who work in the area, staff with offices who can visualize the space, etc.)					

PART 3 – COMMUNITY AND SURROUNDING ENVIRONMENT

DATE:	SCANNING TEAM:
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Complete sections as relevant to the campus community / surrounding environment with specific attention to areas near campus or areas that are frequently referenced by students or community members with ideations. Repeat in full as needed for each area scanned. Check as follows: YES = criteria met; NO = criteria not met; N/A = not applicable FU = Follow-up discussion and/or action needed

Criteria – Bridges, Overpasses, Towers (radio, tv, bell, etc.), Large Parking Structures, Gorges, etc.	YES	NO	N/A	Finding or Comment	FU
Has the area been identified as a hotspot of point of concern for suicide?					
Is there any community agency / law enforcement engagement in reducing access to this area as a means?					
Is the space designed to be accessed by the public?					
If designed as accessible space, are there access restrictions (e.g. time of day,)?					
If yes, is there video surveillance of the area?					
If yes, is there signage with suicide hotline information?					
If yes, are there restrictions such as guardrails or other barriers to prevent jumping?					
Is the area highly trafficked?					
Can risk points be visualized by passersby?					

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Criteria – Bridges, Overpasses, Towers (radio, tv, bell, etc.), Large Parking Structures, Gorges, etc.	YES	NO	N/A	Finding or Comment	FU
Does local law enforcement patrol?					
Does the building have balconies or any other open ledged areas (consider typical open-air parking garage structures w/partial walls)?					
Are the balconies/ledges accessible to the public?					
Do the balconies or ledges have any restrictions such as chain link or wire mesh or other barriers to prevent jumping?					
Are there ligature points on the balconies or guardrails? Consider both waist height and higher as well as ligature points as well as suspending over the balcony / guardrail.					
Do the balconies have ledges wide enough to sit or stand on (particularly without holding onto the building or other secured item)?					
Does the amount of ledge on the other side of the balcony allow someone to climb over and stand?					
If this is a parking structure, is there an attendant at the entrance to the structure? If so, during what hours and do they round through the facility?					

Criteria – Rail (Underground / Subway or Above Ground)	YES	NO	N/A	Finding or Comment	FU
Has the area been identified as a hotspot of point of concern for suicide?					
Is there any community agency / law enforcement engagement in reducing access to this area as a means?					
Is the space designed to be accessed by the public?					
If designed as accessible space, are there access restrictions (e.g. time of day,)?					

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Criteria – Rail (Underground / Subway or Above Ground)	YES	NO	N/A	Finding or Comment	FU
If yes, is there video surveillance of the area?					
If yes, is there signage with suicide hotline information?					
If it is not designed as a publicly accessible area, are there are access restrictions (fencing or other) to minimize / prevent access?					
Do high speed trains go through the area?					
Does local law enforcement patrol?					
Is there an attendant? If so, during what hours and do they round through the facility?					

Criteria – Roads & Highways	YES	NO	N/A	Finding or Comment	FU
Have any streets, particularly those closest to campus, been identified as a hotspot or point of concern for suicide (i.e. stepping out into traffic)?					
Have there been occurrences of vehicular impact on pedestrians?					
Is there frequent bus or semi traffic through these streets?					
Are speed limits set at a low speed (e.g. 20-30 mph)?					
Are streets well lit allowing drivers to generally be able to visualize pedestrians?					

PART 4 – FOLLOW-UP, RECOMMENDATIONS, AND ACTIONS TAKEN

Follow-up Item	Recommended Action	Assigned To	Updates

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Follow-up Item	Recommended Action	Assigned To	Updates

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