

RISK OF SUICIDE IN UNIVERSITY STUDENTS

Public Health

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ABSTRACT

The profound modifications of the material environment, ecological, sociocultural, ideological and familiar, confront people with situations of hostility that generate suicide. These evidences advocate imperious need to promote mental health and individual/social equilibrium of citizens, in particular in academic context.

In order to answer the question "What are the levels of suicide risk for university students?" We performed a literature review indexed in online databases, obtaining 37 articles published between 2006 and 2017.

This review is of the utmost importance to the educational system, due to the relationship between education/mental health, resetting or catching up with the school's role in the prevention of risk factors. The results reveal an incentive to the scientific community for future research and development support of strategic programs with specific interventions to promote mental health in university students and social and educational policies.

KEYWORDS

Suicide, Young Adults, College Students, Mental Health

INTRODUCTION

Knowledge, education and explanation about the suicidários behaviors in young adults has increased greatly in recent decades to be critical public health dilemmas and admittedly of multifactorial character, multicultural and multidisciplinary, involving specific interventions of different professionals, especially in the areas of health, education and social.

Suicide corresponds to 1.4% of all deaths worldwide in 2015, making it the 17th most common cause of death in 2015, representing a number of 800,000 people a year commit suicide. Based on these values, it turned out that every 40 seconds a person dies by suicide in the world and every three seconds there will be an attempt. The world index of suicides is 16 per 100,000 inhabitants, varying according to the sex, age and country, and in many countries is the second most common cause of death in individuals between 10 to 24 years^[1].

In Europe is the second most common cause of death in the age group of 15 to 35 years^[2]. In the United States, it was found that every 12.3 minutes a person dies by suicide and there were 42,773 cases in 2014. Writing that the highest rate of suicides occurred among individuals with 45 to 64 years, then 25 to 34-year-old individuals, thus becoming the third leading cause of death in younger^[3]. However, every 45 minutes, an act of suicide is committed in Brazil, noting so 11,736 deaths per suicide in 2015^[4]. At the University in the US suicide is the third cause of death^[5].

According to data from the Agency WHO (2012) intake of pesticide, hanging and firearms are among the most common methods of suicide at a global level. This is a serious public health problem, however, suicides can be avoided in a timely manner, based on evidence and with low-cost interventions. Although the relationship between suicidal and mental disorders (in particular, depression and alcohol abuse) is well established in high-income countries, several suicides occur impulsively at a time of crisis, with a breakdown in the ability to cope

with the stresses Of life, such as financial problems, relationship endings and diseases. In addition, coping with conflicts, disasters, violence, abuse or loss and a sense of isolation are strongly associated with suicidal behaviour^[2]. Suicide rates are also high in vulnerable groups that suffer discrimination. Suicides can be avoided with a series of measures that can be taken with the population, subpopulation and personal levels^[6].

The stresses main causes death, traffic accidents, collective and relational violence, self-mutilation and drowning. Another threatening phenomenon is the group effect^[7]. It is believed that the most gifted and talented university students are at greater risk of committing suicide, as they seek perfection exhaustively and their high expectations provoke enormous tension, and may trigger a delay in Socio-cognitive development^[8].

Higher education is a propitious medium for suicidal ideation because it is a new and demanding medium with great stress and risk factors (family network, social relations, abuse, bullying, emotional problems) and that in this group the percentage of suicidal thoughts is 10%. Through the information of the Social Action Services of the University of Aveiro, in 2016, there were 1936 consultations of psychology and in 2017 were of 1477 consultations in this teaching unit, at the University of Coimbra in 2017 were 1411 Consultations, at the University of Porto were 600 and at the University of Lisbon were 1298 consultations^[9].

Therefore, suicide is a complex issue and prevention efforts need collaboration between the multiple sectors of society, including health, education, work, agriculture, business, justice, law, defense, politics and media. In several societies, the theme is taboo, not openly discussed. The stigma, particularly around mental disorders and suicide, causes many people who have attempted suicide to seek no help and, consequently, do not receive the aid they need^[6]. Prevention has not been adequately treated due to a lack of awareness of suicide as

a serious public health problem. Currently some countries have included suicide prevention among their health priorities and only 28 countries report having a national strategy for this. Sensitizing the community and breaking the taboo are important actions for countries to achieve progress in preventing suicide.

We reinforce the congruence of the study of these depressive disorders in universities since they are places of choice in the training of young people/adults for a profession. Higher education institutions cannot underestimate their fundamental role in the formation of biopsychosocial welfare of students, such as: profound changes in lifestyles, irresponsible behaviour in the preservation of nature, models of Production/consumption and consolidated structures of power, which today govern our collectivity.

The scientific evidence, fruit of the concern and valuable reflection on these themes, produced by countless researchers, philosophers, theologians and social organizations, has demonstrated the importance of the interaction between biological, psychological, social factors, environmental and cultural factors in the determination of suicidal ideations and suicidary risks resulting from severe depressions within young people in a university context.

We reinforce the relevance of the study of the risk of suicide in universities given that they are places of choice in the training of young people/adults for a profession. Higher education institutions cannot underestimate their fundamental role in the formation of biopsychosocial welfare of students, such as: profound changes in lifestyles, irresponsible behaviour in the preservation of nature, models of Production/consumption and the consolidated structures of power, which today govern our collectivity.

The scientific evidence, fruit of the concern and valuable reflection on these themes, produced by countless researchers, philosophers, theologians and social organizations, has demonstrated the importance of the interaction between biological, psychological, social factors, environmental and cultural in the determination of depression and consequent suicidal ideation. The present study intends to contribute to increase research and to bridge the scarce existing studies in favor of assessing the risk of suicide in university students.

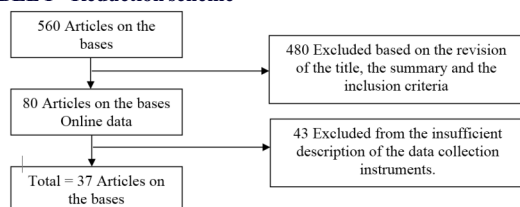
METHODOLOGICAL DESIGN

This research was based on a systematic review of the literature with a narrative summary. It was performed exclusively on online databases, namely à EBSCOhost (Medline, Cochrane Central Register of Controlled Trials, Cochrane Database of Systematic Reviews, Psychology and Behavioral Sciences Collection, EJS E-Journals, British Nursing Index), à SciELO e ao RCAA (Repositório Científico de Acesso Aberto de Portugal), all of these at once.

As inclusion criteria we considered the articles reported to the period between 2006 and 2018, in full-text and on the risk and suicide in university students. Articles that did not report research on the subject under study were excluded.

Of the research resulted 560 articles, through the keywords suicide, students, university. Some articles were common to the databases and after full reading of them, 37 studies were selected for the systematic review. The remaining ones were eliminated by not meeting the inclusion criteria (Table 1).

TABLE 1 – Reduction scheme



For analysis and synthesis of the selected articles, a synoptic picture was performed contemplating several information extracted from them and then a descriptive analysis of the results.

RESULTS

The synopsis of the articles and selected studies are described in Table No. 1, according to the year of publication, study objectives, type of study, methods, sample and results.

Regarding the year of publication, we identified the prevalence of studies published in 2015 with 7 articles, subsequently with 5 articles in the year 2016, between 2017 to 2018, with 4 articles each year, posteriori with 3 articles in the Years 2014, 2010 and 2008. In the Years 2013, 2011, 2009 with 2 articles and 2006 with 1 article. Methodologically it was found that most studies are of the quantitative paradigm. From the data collection instruments used, the questionnaire was most commonly used. Similarly, we observed the use of qualitative methods in a study. Only one article used a mixed, qualitative and quantitative methodology, two articles with qualitative methodology-interview and Phenomenology, and a literature review.

Through the analysis of the results of the selected studies, we categorize them into three subtypes, namely in the act of suicide, risk of suicide and suicidal behaviors.

Higher education students have the presence of self-harm behaviors (14.8%) and suicidal ideation of 18.9%^[10] and 72.6%^[11] and with a suicide risk of 24%^[12]. The authors report that 9% of higher education students had suicidal ideations in different degrees^[13], particularly in absent, low, moderate and high. Regarding the risk of suicide there are authors who report that 59.3%^[14] and 96.0% of higher education students do not have a risk of suicide^[15], 7.8% have a potential risk of suicide, 13.84% have a presence/severity of low suicidal thoughts^[16], and in 42.41% there was a low risk of suicide^[17]. However, it was found that 5.3% and 9.1% of the students presented moderate risk of suicide^[17-18], 49% present high risk^[17] and 2.8% of the population presents a high risk of suicide^[15].

As for suicidal ideation, we found that 12.6% of the sample already had suicidal ideation at some point in their lives^[19-20], 6.1%^[21] and 9.5% have a history of suicidal ideation^[21], 55% have attempted suicide at some point in their lives^[22], 37% tried to kill once and 3.7% tried to commit suicide more than two times Throughout life^[14], 5.5% and 28.8% already thought of committing suicide^[23-24] and 22.3% had attempted suicide attempts and/or ideation, with the probability of having suicidal ideation present in these students was significantly higher^[25].

The prevalence throughout the life of ideation, plans and suicidal attempts was 32.7%, 17.5% and 4.3% respectively. The prevalence before 16 years of ideation, plans and suicidal attempts was 17.2%, 8.8% and 1.0%. Of these students, 53.4% transitioned to a suicide plan and 22.1% of lifetime planners made the transition to a suicide attempt^[26].

Regarding the prevalence of suicidal ideation in the last year of higher education students, we found that 10.7% of these idealized suicide^[19-20], 9.1% and 5.5% reported having thought and planned suicide in the last twelve months^[27] and another study refers to ideation, planning and suicidal attempts with percentages of 17.2%, 8.8% and 1.0%^[26]. Regarding the prevalence of suicidal ideation in the last six months or authors refer to percentages of 6.1% have suicidal ideation and 6.3% with a suicide attempt for more than six months^[28].

Regarding the last 30 days, we observed that 3%^[25] and 9.9%^[19] idealized suicide, presented suicidal thoughts and plans with 4.8% vs 6.2% in boys and 4.0% vs 4.2% in girls^[16] and 9.9% of Students had suicidal ideas^[19].

Regarding the last weeks, we found a prevalence of suicidal ideation of 1.1%^[19], of 10.7% in the week preceding the completion of the questionnaire^[23] and in the previous weeks there was a prevalence of 10.7%^[20]. We noticed that 55% of the students presented suicidal ideation at the time of data collection^[14].

The students affirmed (22.7%) that they felt the desire to die: 33% for natural death, 24.56% by suicide, 17.54% by accident and 12.28% for homicide^[10].

Regarding gender, there was a statistically significant association between this variable and the ideation in the last month ($r = 0.14$, $p < 0.05$)^[41]. Check Association between female and have subjective well-being below average^[27] and that these present higher levels of depressive symptomatology ($p < 0.05$) and the anxiety level of affective relations ($p < 0.05$) and social ($p < 0.05$)^[23], promoting suicidal behavior. The men present association between levels of comfort with the intimacy/closeness in relationships ($p < 0.05$)^[23] and that of 13.31% classified with risk of suicide, 54.53% were of this sex^[17]. However,

there was a study in which no significant differences were found for the suicidal behavior compared to the genus^[28].

Ascertained that suicidal ideation was significantly associated with between homosexuals and bisexuals ($p = 0.008$ and $p < 0.001$), with a ratio of prevalence of 4.7%^[19], and that same-sex attraction were the strongest of the transition of related ideation for plans^[26].

The absence of religiosity, health in General and sexual abuse were other points that we identified as triggers of mental problems and suicidal ideation^[29], however there is a study that contradicts this Association, referring to religious belief does not influence the suicidal ideation^[15]. Students have religion Catholicism (8.4%)^[10]

The higher prevalence of suicidal ideation focuses in the following students: reside in the countryside (8.0%) vs. urban zone (7.7%); in married/Union fact (8.1%) vs. single/divorced (7.8%); the age of 19 years (9.6%) or more than 26 years (9.1%); living alone (9.8%) vs with the family (7.7%) or with friends (7.6%) with a history of psychiatric pathology in the family (12.7%)^[16].

The students who reported cases of attempted suicide in the family and among friends were more likely to present the suicidal ideation compared to those who did not report the event^[19]. Corroborating these reports, there is a relationship of suicidal ideation with suicide attempt in the family and among friends (24%)^[19], presence of suicide attempts in or near relatives was present at 7.2% of students and 21.1% of the students who exhibit suicidal ideation without a plan, has the background to suicide attempts on relatives or next^[28].

It was also represented the suicidal ideation as a disease, due to an imbalance, which causes fear and sadness, characterizes the end of life, an ultimatum, problem is central to the support of the family^[22]. Most students believe it is possible to prevent suicide (84.4%) through family support^[10]. The family acts as a motive for suicide behavior, as well as a protective factor and support for family coping or disagreements. When the individual becomes the victim of his own feelings, that is, when the search for this happiness through love is unsuccessful, the individual goes through a feeling of intense unhappiness to the point of wanting to take his own life, evidencing that the motives of Suicidal behavior among students are related to situations in the world of family life^[30], as well as the distance from the family^[29]

Regarding the housing of these individuals with suicidal ideation, it was perceived that 11.1% lived alone, 40.7% lived with parents, 33.3% lived with colleagues and 14.8% said they had another type of housing^[14]. The fact that students being away from your family and your land of origin determines the presence of more suicidal thoughts when compared with those who did not have to move ($p = 0.571$)^[31]. However, there is an association with the right to live with the responsibility to the family ($p = 0.010$) and concerns related to the children ($p = 0.032$), checking the existence of statistically significant differences between individuals who contact daily with the household and those who contact us weekly and even among those who contact us every day and those who contact only in school holidays^[32]. The young people of higher education away from your family and your birthplace feature less satisfaction with social support^[31].

Students with lower family income present higher levels of loneliness ($p < 0.05$)^[23]. There is a negative association between suicide ideation among students investigated and economic classification levels^[19] and positive association between suicide ideation and low socioeconomic conditions^[22,29].

Students with behaviors of suicidal ball smaller and beliefs present mechanisms of adaptation^[32]. Dissatisfaction with the social support^[32] and difficulties in interpersonal relationships are reasons reported for suicide attempts (13.6%)^[10] and the psychological suffering in students at significant risk of suicide is associated with the lack of comfort with the proximity ($p < 0.05$) and trust in others ($p < 0.05$)^[23].

The higher the dissatisfaction with social support, greater levels of depressive symptoms ($r = -0.449$; $p < 0.001$) and the results revealed that the larger still dissatisfaction with social support, higher levels of suicidal ideation ($r = -0.282$; $p < 0.001$)^[31]. Satisfaction with social support in academic life occurs when most of the day-to-day runs without negative life events and with moderate psychological vulnerability^[33].

The social integration of students in higher education does not increase with the years of course, however it is different depending on the country of origin^[15]. Experiences related to the immense studies were reported, with difficulties in interpersonal relationships with classmates or with the family members, difficulties in adapting to the academic environment, with the change from their city of origin to another city^[34], with prejudice and with academic stress^[29].

Satisfaction with peers/colleagues negatively influences suicidal ideation ($p < 0.05$), Social anxiety ($p < 0.05$), loneliness ($p < 0.05$), depression ($p < 0.05$), however, positively influences comfort with proximity ($p < 0.05$) and trust with others ($p < 0.05$)^[23]. We observed a negative association between depressive symptoms and hopelessness with the high levels of social support^[35]. There is a negative correlation, only of the variable relationship and positive ideation ($p < 0.01$), in which the greater the empathy, the lower the presence of suicidal ideation^[13]. Younger students have higher levels of anxiety/fears of abandonment in affective relationships ($p < 0.05$)^[23] and have more propensity to present symptoms of depression, anxiety and eating disorders^[36].

Psychological/mental health was associated with the increase in the current suicidal ideation^[25], and the depressive symptoms ($p < 0.001$) presented significant statistical association with suicidal ideation^[19]. Students present depressive symptoms (10.6%^[18]; 27%^[21]) and bipolar disorders (10.4%)^[18].

The students present 58.5% symptoms of depression, 17.1% of anxiety disorder, 7.3% of traumatic stress disorder and related disorders, 2.4% of personality disorders, 2.4% of obsessive-compulsive disorder and associated disorders and 12.2% responded to suffering from some kind of psychological/psychiatric problem^[11].

Depressive symptomatology is a strong ally to the risk of suicide in university students^[17], however, 85.1% of the sample presented depressive symptomatology in "No symptomatology", 10.5% mild, 4.5% moderate^[37]. In the other study revealed that 78.0% of the students showed no signs of depression, 17.6% mild depression, 3.6%, moderate depressive and 0.8% severe depression^[15].

From self-reports, depression was represented as a sadness, while suicide represents an escape, a withdrawal from life in the face of a disappointment^[22]. Depression influences the low academic performance and increases the probability of school dropout (5%), is associated with anxiety^[36], reveal low levels of mental health (16.6%) and self-damaging behaviors (10%)^[33].

The students also make reference that the use of alcohol and illicit psychoactive substances aggravates the depressive condition leading to suicidal behaviors^[29,35]. There is a study in which the authors report that of the sample studied 8.4% do not have alcoholic habits, 10.4% are smokers and 11.0% are drug users^[16]. However, in other studies, we observed an incidence of 24.2%^[18] and 93.5%^[10] for alcohol consumption and 4.1% for tobacco consumption. The students with high/moderate risk of alcohol consumption had twice as much suicidal ideation as compared to low-risk students ($p = 0.002$)^[19]. Other authors mention that 86.0% consume drugs, prevailing the use of licit drugs among 73.7% of students, requiring intervention in 10.6%^[21].

University students develop some mental disorder in training (15% to 25%)^[37], in which psychiatric consultations (14.4%) have already been conducted (24.7%)^[16]. They believe that suicide prevention (84.4%) is possible through psychiatric, psychological^[10]

There are several studies investigating the relationship between psychiatric disorders and suicide ideation, and we conclude that higher education students present 10.72% of depression, being mostly female (80%), single (96.3%) and non-active (88.9%)^[22]. Another study revealed that 26.8% of the sample presented depressive symptoms, being 33.5% of the female students and 19% male, in which 79.8% had never had depression diagnosed and/or had been treated, 8.1% had/did before the entry into Higher education, 7% reported having undergone the pathological process after admission to the course, and 6.3% are in the process of treatment^[38]. It was also confirmed that the most common symptoms were depressed mood (81.3%), and 56% of the students in the study had depression episodes before the age of 18, 0.6% of the currently depressed students had considered suicide and 0.2% had attempted Suicide^[39]. Women (51.4%) presented more depression compared to men (44.4%)^[40].

The variable having a psychiatric disease correlated significantly with the ideation variables in the last month ($r = 0.19$, $p < 0.001$), current ideation ($r = 0.22$, $p < 0.001$), and ideation in the last year ($r = 0.14$, $p < 0.05$). It is verified that depression is significantly correlated with hopelessness and mental pain, that hopelessness relates to mental pain and suicidal ideation, mental pain is significantly related to suicidal ideation^[41]. There is a negative relationship between the practice of physical activity and the incidence of manifestations of depressive symptomatology^[15], and that the higher the level of depressive symptomatology, the greater the suicidal ideation ($r = -0.338$; $p < 0.0001$)^[31].

Mental health is positively correlated with a socio-demographic level, having a stable and satisfactory affective relationship, having academic performance, sleeping seven or more hours, not consuming drugs, being satisfied with social support and academic life, having Had few negative life events, had less psychological vulnerability and had less perceived vulnerability. The low mental health level is correlated with having a conflicting/tense or short/occasional relationship, having mediocre/sufficient performance, sleeping less than 6 hours, taking drugs, having self-damaging behavior, psychological vulnerability and feeling vulnerable^[33].

The studies show a statistically significant association between suicidal ideation and frequency in higher education, particularly for students from the first (9.4%) and the last year of the course (8.6%), for students attending the unintended course (11.8%), For students who have already reproved (9.7%), who have insufficient academic performance (13.9%) vs enough (11.2%) vs Good academic performance (4.1%)^[16],

who are enrolled in the first periods (30%) vs in the middle of the course (37%) vs. students or pre-graduates (33%)^[22].

The training received can have a positive effect on the desired changes in relation to the attitudes of nursing students in the face of suicidal behavior^[42]. The prevalence rates of students for suicide risk were: 7.5% for medicine, 7.8% physiotherapy and 25.6% for occupational therapy^[43]. There are courses in which it provides a higher prevalence of depression, namely that of medicine (8.9%), physiotherapy (6.7%) and occupational therapy (28.2%)^[43]. However, there is a study that did not corroborate the presence of depression in nursing and pharmacy students and also reports the absence of suicidal ideation among medical, nursing and pharmacy students. However, there is a higher percentage rate of hopelessness in medical students compared to nursing students^[44;45].

This whole new life experience combined with academic tasks ultimately generates symptoms that increase the risk of ideation and the act of suicide, namely anguish and loneliness, suffering^[34] and psychic Suffering^[30], anxiety, melancholia^[29] and the alteration in sleep patterns (79.2% e 82.7%)^[12;39]. Several studies have presented an association between suicide and eating disorders^[18;28] and about eating disorders^[36].

Thinking and understanding the attempts and ideations of suicide within the academic context goes beyond the comprehension of the phenomenon itself, permeates a whole historical and singular horizon of each university^[34].

TABLE 1 – General characterization of the revised articles

Author (s)	Date	Objective of study	Type study	Sample	Results
Assari, S.	2018	- Investigate the multiplicative effects of social and psychological and risk/protective factors in suicidal behaviors among university students in the United States	Quantitative	27.961 students of higher education	- Multiplicative effects were found among the following groups of social and psychological risk factors: financial difficulty and anxiety; financial hardship and depression; depression and drug use; problematic use of alcohol and drug use; and depression and problem use of alcohol -Overlapping social and psychological processes, as financial stress, mood disorders and substance use problems, the risk of suicide in college students
Becker, S.; Dvorsky, M.; Holdaway, A.; Aaron, M.	2018	- Examine the overlap between sleep bad and the risk of suicide, suicidal behavior and depression	Quantitative	1700 students of higher education	-24% risk of suicide -82.7% dps classified with risk of suicide also have problems in patterns of sleep. -31.3 of patients with sleep problems presented a risk of suicide. -Sleep problems associated with depression and suicidal behaviors
Mortier, et al.	2018	- Detect suicidal thoughts and behaviors	Qualitative	13.984 students of higher education	-Lifetime prevalence of ideation, suicide attempts and plans was 32.7%, 17.5% and 4.3% -The prevalence of 12 months was 17.2%, 8.8% and 1.0% -Start before the 16 years with persistence values in the range of 41% to 53%. -53.4% of mentors in life moved to a suicide plan -22.1% of lifetime planners made the transition to an attempt -Same-sex attraction were the strongest of the transition of related ideation for plans
Silva, M.; Azevedo, A.	2018	- Understand how college students of the health of an academic unit specializing in the interior of Rio Grande do Norte deal with issues involving suicide	Fenomenologia	4 students of higher education	- Reported experiences intense demand for related studies; difficulties in interpersonal relationships with classmates or with their own families, difficulties of adaptation to the academic environment; change of your city of origin to another city. This whole new life experience added to academic affairs turns out to generate angst and loneliness, unveiling suffering -Think and understand the attempts and ideations of suicide within the academic context goes beyond the comprehension of the phenomenon itself, is a whole historical and unique skyline of each University

TABLE 2– General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Almeida, H.; Benedito, M.; Ferreira, S.	2017	- Identify factors associated with suicide in university students	Literature Review	11 estudos	- Prejudice, academic stress, socio-economic issues, distance from the family, trigger an increase in levels of anxiety and melancholia, often leading to greater consumption of alcohol and other drugs, further aggravating the depressive condition. These factors lead to suicide -The absence of religiosity, general health and sexual abuse were other points that we identified as triggers of psychic problems and suicidal idealization

Cremaresco, G.; Baptista, M.	2017	- Investigating depression indices and motives for living in psychology undergraduate students	Quantitative	77 students of higher education	-15% to 25% of undergraduate students develop some mental disorder in training. -85.1% of the sample presented depressive symptomatology in "No symptomatology", 10.5% mild, 4.5% moderate
Nogueira, M.; Sequeira, C.; Barros, M.	2017	- To characterize the mental health of the EES in terms of welfare and Distress; -Explore the relationship between mental health, well-being and psychological distress of the EES and socio-demographic, relational, academic characteristics, health behaviors, satisfaction with social support, satisfaction with academic life, Negative life events ; Psychological Vulnerability and perceived Vulnerability; -Identify predictors of well-being and psychological distress in EES	Exploratory	560 students of higher education	-16.6% of the EES reveal low SM level, and 10% have self-damaging behaviors -Satisfaction with social support, with academic life, mostly without negative life events, with moderate psychological vulnerability. -MS is positively correlated with a high socio-demographic level (NSE), having a stable and satisfactory affective relationship, having academic performance, sleeping seven or more hours, not consuming drugs, being satisfied with social support and academic life, Have had fewer negative life events, have less psychological vulnerability and less perceived vulnerability. - The level of SM-low is correlated with NSE-low/medium, having a conflictual/tense or short/occasional relationship, having mediocre/sufficient performance, sleeping less than 6 hours, taking drugs, having self-damaging behavior vulnerability Psychological and feeling vulnerable.

TABLE 3– General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Santos, H.; Marcon, S.; Espinosa, M.; Baptista, M.; Paulo, P.	2017	- Analyze the factors associated with suicidal ideation in a representative sample of university students	Analytical Transversal	637 students of higher education	-9.9% of the students had suicidal ideas in the last 30 days -suicidal ideation was significantly associated between homosexuals and bisexuals ($p = 0.008$ and $p < 0.00$) -university students who reported cases of attempted suicide in the family and among friends were more likely to present suicidal ideation in relation to those who did not report the event-alcohol consumption ($p = 0.002$) and depressive symptoms ($p < 0.001$) Presented significant statistical association with suicidal ideation 12.6% idealized suicide in life, 10.7% in the last year, 9.9% idealized suicide in the last 30 days and 1.1% in recent weeks -Negative association between suicidal ideation among investigated students and levels of economic classification -Being homosexual or bisexual had more suicidal ideation, with a prevalence ratio of 4.7 -No association between suicidal ideation and religious practice -Relationship of suicidal ideation with the attempted suicide in the family and among friends. 24% had someone in the family who had attempted suicide -Students with high/moderate risk of alcohol consumption, presented twice as suicidal ideation when compared to low-risk students. -association between the presence of depressive symptoms and suicidal ideation. 2% of suicidal ideation in this population during the academic trajectory, and among the 17% of those who idealized was evidenced the presence of depressive symptoms and 9% had diagnosis for depression
Botti, N.; Monteiro, A.; Benjamim, M.; Queiroz, L.	2016	- Evaluate the influence of depression on drug use, suicidal ideation and attempted suicide among nursing students	Cross-sectional, exploratory study	179 students of higher education	- 10.6% of students present depressive symptoms, 9.5% History of suicidal ideation, and 6.1% of students have attempted suicide. -86.0% consume drugs, prevailing the use of licit drug among 73.7% of students, requiring intervention in 10.6%
Eskin et al.	2016	- Assessing the prevalence of suicide and psychological distress in university students	Quantitative	5.572 students of higher education	- 28.8% of the participants have suicidal thoughts; -7% reported having attempted to kill;

TABLE 4 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Lamis, D.; Ballard, E.; May, A.; Dvorak, R.	2016	- Analyze the mixed evidence for the associations between depression, hopelessness, alcohol problems and suicidal ideation in university students and can be due to the influence of social support	Quantitative	2.034 students of higher education	- Negative association between depressive symptoms and hopelessness with high levels of social support. -suicidal ideation associated with alcoholism problems.
Nascimento, V.; Arruda, S.; Falcão, F.; Vasconcelos, F.; Ximenes, R.	2016	- Determining the risk of suicidal behavior in university students with depressive disorders	Quantitative	274 students of higher education	- Suicide risk was observed in which 42.41% was low risk, 9.1% moderate risk and 48.49% high risk. Depressive Symptomatology is a strong ally to the risk of suicide in university students. -of the 13.31% classified at risk of suicide, 54.53% were evils.

Nascimento, I.; Morales, D.	2016	-Analyze the psychosocial aspects of nursing students of the Campus Senador helvídio Nunes de Barros-Federal University of Piauí that present suicidal behavior	Qualitativo	12 students of higher education	- Suicide behavior occurred from an intense psychological distress by the fact that they went through a loving disappointment. The family acts both as a motive for suicide behavior, as well as a protective factor and support for coping or family misunderstandings - When the individual becomes the victim of his own feelings, that is, when the search for this happiness through love is unsuccessful, the individual goes through a feeling of intense unhappiness to the point of wanting to take his own life -The motives of suicidal behavior among students are related to situations in the world of family life
Botti, N.; Araújo, L.; Costa, E.; Machado, J.	2015	- Examining nursing students attitudes towards suicidal behavior after a training course on the subject	Quantitative	58 students of higher education	- The training received can have a positive effect on the desired changes in relation to the attitudes of nursing students in the face of suicidal behavior -statistically significant differences were found in factors of negative feelings before the patient and perception of professional capacity
Dantas, Nathália	2015	- Analyze the correlation between suicidal ideation and empathy in medical students	Quantitative	- 197 students of higher education	- Negative correlation, only of the variable relationship and positive ideation ($p < 0.01$), on the other hand, there was a positive relationship of the variable psychiatric disorder and positive ideation ($p < 0.01$). Finally, the results indicated that 9% of the research sample had suicidal ideations in different degrees. -The greater the empathy, the lower the presence of suicidal ideation

TABLE 5 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Laranjeira, Patricia	2015	- Assessing the influence of depression, hopelessness and mental pain on suicidal ideation	Quantitative	279 students of higher education	- The gender variable was significantly correlated with the variable ideation in the last month ($r = 0.14$, $p < 0.05$) and that the variable having a psychiatric disease correlated significantly with the ideation variables in the last month ($r = 0.19$, $p < 0.001$), current ideation ($r = 0.22$, $p < 0.001$), and ideation in the last year ($r = 0.14$, $p < 0.05$) -It is verified that depression is significantly related to hopelessness and mental pain, that hopelessness is related to mental pain and suicidal ideation, mental pain is significantly related to suicidal ideation.
Pereira, A.; Cardoso, F.	2015	-Present the prevalence of suicidal ideation and compare by gender and by school students from a Portuguese university	Quantitative	366 students of higher education	- Throughout life, in the previous year and week, prevalences of 12.6%, 10.7% and 10.7% respectively were observed -74.4% were female and 25.6% male
Soares et al.	2015	- Analyze previous suicide, perceived mental health and the age of onset of suicide in students with suicidal ideation	Qualitative	549 students of higher education	- 3% had suicidal ideation at some point in the previous month. -22.3% with attempted and/or suicidal ideation, with the probability of having Current suicidal ideation in these students was significantly higher. -Psychological/mental health (all life) was poor for 0.4% of students and was associated To the increase in the current suicidal ideation. -The mean age of the onset of suicidal ideation was 16.35 years.
Róias, C.	2015	-Identify and characterize the presence of self-harm and suicidal ideation behaviors in the student population of the University of the Azores	Quantitative	662 students of higher education	- The presence of self-harm behaviors (14.8%) and suicidal ideation (72.6%) -58.5% reported having depression, 17.1% anxiety disorder, 7.3% of traumatic stress disorder and related disorders, 2.4% of personality disorders, 2.4% of obsessive-compulsive disorder and associated disorders and 12.2% responded Suffering from some kind of psychological/psychiatric problem, however, did not identify what kind of problem they had

TABLE 6 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Varela, M.	2015	- Identify the levels of depression and suicidal ideation in students in Coimbra	Quantitative	572 students of higher education	-78.0% of the students did not present signs of depression, 17.6% mild depression, 3.6%, moderate depressive and 0.8% severe depression -The average of girls in relation to depression is higher than boys -96.0% does not present a risk of suicide, but 2.8% of the population presents a high risk of suicide. -The social integration of students in higher education does not increase with the years of -The social integration of students is different depending on the country of origin -there is a negative relationship between the practice of physical activity and the incidence of manifestations of depressive symptomatology -Religious belief does not influence suicidal ideation

Gonçalves, Amadeu; Freitas, Paula; Sequeira, Carlos	2014	- Evaluate suicidal ideation and the prevalence of suicide risk in polytechnic higher education students and analyze their relationship with some sociodemographic, academic, clinical and psychosocial variables	Quantitative	1074 students of higher education	<p>-presence/severity of suicidal thoughts is low (13.84%), there is the potential risk of suicide (7.8%).</p> <p>-Suicidal thoughts and plans in the last month were 4.8% vs 6.2% in boys and 4.0% vs 4.2% in girls.</p> <p>-Suicidal ideation: reside in rural areas (8.0%) vs urban zone (7.7%); Married/Union fact (8.1%) vs. single/divorced (7.8%); age below 19 years (9.6%) or more than 26 years (9.1%); live alone (9.8%) vs with family (7.7%) or with friends (7.6%) ; In the 1st (9.4%) and in the last year of the course (8.6%); Attended the unintended course (11.8%); already failed (9.7%); insufficient academic performance (13.9%) vs enough (11.2%) vs Good academic performance (4.1%); no alcoholic habits (8.4%); smokers (10.4%); Drug users (11.0%); with a history of psychiatric pathology in the family (12.7); who have already made psychiatric consultations (14.4%); To perform psychiatry medication (24.7%); -6.5% of the students reported having already made some lifelong suicide attempt</p>
Nepomuceno et al.	2014	-Estimate the prevalence of health risk behavior related to suicide intent among the population of students at the State University of Montes Claros.	Quantitative	902 students of higher education	<p>-9.1% and 5.5% reported having thought and planned suicide in the last 12 months.</p> <p>-association with female gender and having subjective well-being below average</p>

TABLE 7 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Baader et al.	2014	<p>-To establish the prevalence of affective disorders;</p> <p>-Determine the prevalence of licit and illicit drug use;</p> <p>-To know the prevalence of eating disorders;</p> <p>-Identify the relationship between depression and the consumption of alcohol, drugs and eating disorders.</p>	Quantitative descriptivo	804 students of higher education	<p>-27% with depression;</p> <p>-10.4% with bipolar disorder;</p> <p>-5.3% moderate suicide risk;</p> <p>-24.2% with alcohol problem;</p> <p>-15.3% with disorders Food</p>
Leal, Sónia	2013	- Characterizing the suicidal behaviors of students and relate them to influencing factors	Quantitative, transversal e descriptivo correlacional	1130 students of higher education	<p>-Students with suicidal behavior have lower survival beliefs and adaptation mechanisms</p> <p>-Satisfaction with social support is inferior in individuals with suicidal behavior</p> <p>-association with the reason for living with responsibility towards the family ($p = 0,010$) and concerns related to the children ($P = 0,032$).</p> <p>-We verified that there are statistically significant differences between individuals who contact daily ($x = 5,28$) with the household and those who contact them weekly ($x = 5,18$) and even among those who contact daily ($x = 5,28$) and those who They only contact school holidays ($x = 4,91$).</p>
Pereira, Ariana	2013	-Evaluate depression, psychological distress, specifically psychological pain and suicidal ideation in nursing students of the School of Nursing of Coimbra, ESENF, comparing these different levels with the different academic years	Quantitative	776 students of higher education	<p>-28.4% of the young males already had behaviors that would put the life in question, compared with 13.7% of the female sex.</p> <p>-2.3% of young women have said they have tried at least once.</p> <p>-The female sex has higher values of distress, depression, psychological pain.</p> <p>-The 1st and 4th year of graduation are higher levels of distress, the 3rd year being the one that scores lower values.</p>

TABLE 8 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Pereira, A.	2011	- Analyze a set of indicators of psychopathological processes in university students	Quantitative	366 students of higher education	-12.6% of the sample had suicidal ideation at some point in their life, 5.5% already thought of committing suicide and 10.7% of the students had suicidal ideation over the last year and in the week preceding the completion of the questionnaire; -Greater psychological distress in students at significant risk of suicide, with more anxiety ($p < 0.05$), lack of comfort with proximity ($p < 0.05$) and confidence in others ($p < 0.05$). -Women have higher levels of depressive symptomatology ($p < 0.05$) and anxiety at the level of affective relationships ($p < 0.05$) and Social ($p < 0.05$). -Men have higher levels of comfort with intimacy/proximity in affective relationships ($p < 0.05$); -younger students have higher levels of anxiety/fears of abandonment in affective relationships ($p < 0.05$); -Satisfaction with peers/colleagues negatively influences suicidal ideation ($p < 0.05$), Social anxiety ($p < 0.05$), loneliness ($p < 0.05$), depression ($p < 0.05$). Positively influences comfort with proximity ($p < 0.05$) and Confidence with others ($p < 0.05$). -Students with lower family income have higher levels of loneliness ($p < 0.05$)
Micin, S.; Bagladi, V.	2011	-Characterize the incidence of psychopathology and history of suicidal behavior in university students who consult a student health service. -Determine the differences and associations Significant gender-related issues.	Quantitative	460 students of higher education	-no significant differences were found for suicidal behavior when compared to gender. -6.1% have suicidal ideation in the last 6 months -6.3% have attempted suicide for more than 6 months. -presence of suicide attempts in relatives or in the vicinity was present in 7.2% of the students. -21.1% of students who have suicidal ideation without a plan, have as antecedents Suicide attempts in relatives or near -Significant rates: for adaptation disorders, mood, anxiety, personality disorders, eating disorders and a history of suicidal behavior
Lima, L.; Ferry, V.; Fonseca, R.; Junior, G.; Jádão, F.	2010	-Evaluate the epidemiology of depressive symptomatology in students of the medical course of the UEMA.	Quantitative	989 students of higher education	-depressive symptoms in 47.5%, 51.4% of women presented some degree of depression and 44.4% of men. In the first to the second year, the prevalence of symptoms decreases from 58.8% to 40.9%. From the second to the third, the percentage of serious cases increases from 0% to 4.3% and the prevalence increases from 40.9% to 47.8%. Decrease in the prevalence in the fourth year (44.4%).

TABLE 9– General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Dutra, Elza	2010	-Investigate the ideation and attempted suicide among students	Quantitative	256 students of higher education	-22.7% said they felt the urge to die: 33% for natural death, 24.56% by suicide, 17.54% by accident and 12.28% for homicide. -18.9% have suicidal ideation and three students attempted suicide -As a reason for someone attempting suicide, 33% pointed out psychiatric disorders and 13.6% opted for difficulties in interpersonal relationships; -84.4% believe that suicide prevention is possible, which should occur through psychiatric, psychological and family support, believing in a religion. -51.6% of the sample consisted of men and 48.4% of women, most of them aged between 20 and 23 years, 69.1%; Have as religion Catholicism (68.4%), 80.9% reside with parents; 93.5% consume alcohol and 4.1% are smokers;
Araújo, L.; Vieira, K.; Coutinho, M.	2010	-Investigate the interrelation between depression and suicide under a psychosociological approach	Quantitative	233 students of higher education	-With depression, 80% were female and 20% were male -60% was in half the course -44% of most depressed students lived with their parents -The main representative elements of depression found in the participants were those related to sadness, self-criticism, dissatisfaction, suicidal ideation and the feeling of guilt -Regarding the occurrence of suicidal ideation, 63% were females and 37% were males. 30% were enrolled in the first periods, 37% were in the middle of the course. 96.3% were single and 88.9% were not working -Regarding the housing of these individuals with suicidal ideation, it was perceived that 11.1% lived alone, 40.7% lived with parents, 33.3% lived with colleagues and 14.8% said they had another type of housing -59.3% never performed a suicide attempt, 37% tried to kill himself once and 3.7% tried to commit suicide more than twice over life -55% of the same presented suicidal ideation at the time of the realization

Alexandrino-Silva et al.	2009	-Evaluate the presence of suicidal ideation, depressive symptoms and symptoms of hopelessness among three courses in the area of health	Quantitative	989 students of higher education	-No statistically significant differences among students regarding the presence of suicidal ideation among medical, nursing and pharmacy students -No statistically significant differences between nursing and pharmacy students in relation to depression and hopelessness -higher percentage rate of hopelessness in medical students compared to nursing students.
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TABLE 10 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Eisenberg et al	2009	- Perceive the relationship between the mental health of university students and academic performance during the course	Quantitative	2800 students of higher education	-14% of the students present with depressive symptomatology, 3% of anxiety and 3% eating disorders -Depression influences low academic performance and increases the probability of school dropout (5%) -depression is associated with anxiety -Female students and young Maya had more propensity to present symptoms of depression, anxiety and eating disorders than males
Amaral Et al.	2008	-Evaluate the depressive symptoms of the student population	Estudo transversal, descritivo	287 students of higher education	-26.8% of the sample presented depressive symptoms, 33.5% of the female students and 19% of the male sex -79.8% had never had depression diagnosed and/or had been treated, 8.1% had/did before entry into higher education, 7% reported having undergone the pathological process after admission to the course, and 6.3% are in the process of treatment
Vásquez, F.; Blanoc, V.	2008	- Estimar a prevalência e os correlatos do Manual Diagnóstico e Estatístico de Transtornos Mentais	Qualitativo	554 students of higher education	-The most common symptoms were depressed mood (81.3%) and sleep alteration (79.2%). -56% of the students in the study had an episode of depression before the age of 18 -0.6% of the currently depressed students had considered suicide, and 0.2% had attempted suicide
Vieira, Kay; Coutinho, Maria	2008	-Apprehend the social representations of undergraduate students of the psychology course of a public university about depression and suicide, as well as investigating the epidemiological index of these phenomena in the academic environment	Qualitativo e Quantitativo	233 students of higher education	-10.72% with depression, and 80% were female and only 20% male, reinforces the relationship between depression and suicidal act -11% of the total sample of students have suicidal ideation: 63% were females and 37% were males; Between 18-22 years of age (74.1%); 30% of the students enrolled in the first periods vs 37% in those who were in the middle of the course vs. 33% Trainees or pre-graduates; single (96.3%); Non-active (88.9%); family income that had a family income of up to three Minimum wages (11.1%) or eight to eleven minimum wages (44.4%); reside alone (11.1%) vs. parents (40.7%) or colleagues (33.3%) or other housing (14.8%). -Attempted suicide at some point in his life (55%) -The self-reported depression was represented as a sadness, while suicide represents an escape, a dropout of life in the face of a disappointment. It was also represented as a disease, due to an imbalance, which causes fear and sadness, characterizes the end of life, an ultimatum, problem is central to the support of the family

TABLE 11 – General characterization of the revised articles (cont.)

Author (s)	Date	Objective of study	Type study	Sample	Results
Gomes, Filipa	2007	-Check whether young college students from the first year of higher education, away from their family environment and their land of origin will have a Greater depressive symptomatology, will have less satisfaction with social support and more suicidal thoughts than those not removed. -Ascertain whether the Dissatisfaction with social support causes more depressive and greater suicidal ideation	Quantitative	147 students of higher education	-Young university students away from their family and their land of origin have less satisfaction with social support. -the fact that students are away from their family and their land of origin does not determine the presence of more suicidal thoughts when compared to those who did not have to move ($p = 0.571$) -The greater the dissatisfaction with Social support, the higher the levels of depressive symptomatology ($r = -0.449$; $p < 0.0001$) And the results also revealed that the higher the dissatisfaction with the social support, the higher the levels of suicidal ideation ($r = -0.282$; $p < 0.0001$) and that the higher the level of depressive symptomatology, the greater the suicidal ideation ($r = -0.338$; $p < 0.0001$).
Cavestro, J.; Rocha, F.	2006	Determine and compare the rates of depression and suicide risk among medical students, physiotherapy and occupational therapy	Quantitative	342 students of higher education	-8.9% of the medical students had depression, 6.7% for physiotherapy students and 28.2% for occupational therapy students. -The prevalence rates of students for suicide risk were: 7.5% for medicine, 7.8% physiotherapy and 25.6% for occupational therapy.

DISCUSSION

The results described above emphasize the current need to increase empirical evidence, as well as to make known the risk of suicide in university students and their risk factors.

Suicide is, in fact, a profound phenomenon, which makes it difficult to define the exact causes or motives that lead a certain person to take his or her own life. It is characterized as a multifactorial process, which

means that it does not depend on only one factor, but rather of several. The factors that may, then influence the decision of this same Act are: biological, genetic, psychological, social, cultural and environmental factors.

We found that the level of suicide risk of the student in higher education is significant because it presents moderate, sometimes elevated results. There are significant statistics that reveal the

association of suicide with the subsequent difficulties in interpersonal relationships, mood, social anxiety, depression, stress disorders related to the requirement of higher education.

There is a great correlation between suicidal behavior and mental disorders, especially when it comes to depression, because this is one of the main causes of suicide and is the disease that most often occurs in people who commit consummated suicide. Depression is characterized by symptoms that contribute to the development of suicidal behaviors, such as deep sadness, negative thoughts, hopelessness, constant fatigue, demotivation and lack of interest in life. Depression should never be ignored, but rather treated and monitored to avoid more critical clinical conditions.

Often, alcoholism or just alcohol abuse, drug addiction or just illicit drug abuse is correlated with suicide, especially when it comes to young people

CONCLUSION

Reflecting on the aptitude that this disorder has in the formation of a complete citizen and prepared to live in society, is of great importance for the implications it has in the formation of university students. The trajectory of this study had as its initial focus the concern of understanding the conception of students, about the process of training in the school routine, analyzing whether it is possible to exist this construction and development, when we have disorders at the level of health Mental. In this sense, some conclusions may serve as a starting point for new studies and personal investigations, as well as other researchers who venture into the theme.

Educating is not the same as teaching content. Nowadays the school has an increased responsibility, not only administer and pass on knowledge, but also the function of forming social individuals with the family. It should contribute to the strengthening of the support networks of university students (family, social peers and university), promoting more satisfactory relationships, prevention of mental disorders, and multisectoral cooperation programs (multicultural and multidisciplinary), thus contributing to the increase of the health levels of people, families and communities.

One of its contributions is the emphasis on the practice of interpersonal relationships, based on factors that result in the satisfaction of human needs, health promotion and individual and family growth, as well as in the understanding of the environment as favoring the Personal development and integrated into human biophysical and behavioral knowledge.

We conclude on the need to implement preventive measures of suicide in order to improve the stigma and an addition of knowledge about suicidal behavior, likewise alarming signs and consequently a better identification of People at risk of suicide. In addition to prevention with social means, it is also intended to reduce access to lethal means, with greater prevention of drug use, with campaigns and actions of sensitizing.

Finally, and based on the results obtained, we also suggest the development of more research in order to give greater empirical consistency to this theme, in university students, and thus contribute to the practice/teaching of excellence based in the evidence.

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