THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Professor: Susan M. De Luca, MSW, Ph.D.
Course Numbers: SWN360K (93860), SWN395K (94010), WGSN393(88547)

Unique Number:	93860	**E-mail:** sdeluca@austin.utexas.edu
Semester:	Summer 2014	**Phone:** 512.471.1713
Meeting Time:	1:30pm -4:00pm	**Office Room:** 3.130L
Meeting Place:	SWB 2.118	**Office Hours:** By appointment

SUICIDE PREVENTION: THEORIES, ASSESSMENT AND POLICY

I.   COURSE DESCRIPTION

This graduate/upper level undergraduate seminar will examine in depth the topic of suicide, integrating social work theories across the lifespan. Theoretical and empirical perspectives from sociology, psychology and genetics/neuroscience will also be considered utilizing a social-ecological framework. Philosophical and ethical issues related to suicide will be considered; there will be a special emphasis on clinical and community practice and prevention. Cultural, political, religious, media, public health and policy issues related to suicide will also be explored.

II.   COUSRSE OBJECTIVES

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

III.   TEACHING METHOD

A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, case studies, and audiovisual materials will be used to help students understand suicide prevention. Students are expected to be the chairs of their own education, meaning they will contribute to their own learning through asking questions, sharing experiences, and actively participating in class discussion.

Use of Canvas in Class

In this class, the professor uses Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. It is required that students check their email daily.

IV.   COURSE REQUIREMENTS

Course requirements consist of classroom participation, a case study and a literature review (undergraduate)/literature review with intervention and presentation (graduate). **Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Students will be evaluated on the required assignments as well as class participation and contribution.**

Preparation, participation & contribution (10%)

Students are expected to attend all classes, to arrive on time, and to come prepared to participate **meaningfully** in class discussion, skill-building exercises, small group activities, and assignments. Students are expected to call upon relevant experiences and course readings for contributions.

The success of the class depends upon your preparation, participation and contribution.

Points will be reserved for evaluating students' participation in various in-class activities (e.g., large and small group discussions, etc.). Remember that participation is not so much about quantity as it is quality. You are a major contributing factor to the learning environment of your fellow classmates. Thus, if your behavior in class deters from other students' learning, especially observed by having side conversations, this will be reflected in your grade.

Case Study (40%)

For this assignment, please focus either on a client you have worked with who had suicidal ideation or a suicide attempt, or on a character in a memoir or novel, that describes a person's experience with suicidal thoughts or behaviors; the instructor will provide titles to choose from or you may use your own selection with the instructor's approval. For your paper, 1) provide a brief summary of the person's situation, risk and protective factors for suicide, and level of suicide risk, 2) apply knowledge of research and theory to your analysis of the primary contributors to the person's suicidal state, 3) explain what protective factors help the person stay alive. Please be sure to explore cultural aspects that may exacerbate suicide risk or confer protection from suicidal thoughts. This paper should be about roughly 8-10 pages long. Feel free to use these requirements as your headings and descriptions as subheadings. For example:

<u>Potential Headings/Outline for Paper</u>
(suggested length)
Please note: I'm looking for quality writing rather than necessarily page length

Summary of X's Situation (1-2 pages)
        Include any past history that might help us understand their suicidal risk (family, cultural, behavioral health, recent losses, etc).
Description of X's Story (2-3 pages)
        Risk and protective factors for suicide
        Level of suicide risk
Analysis of X's Suicidal State (2-3 pages)
        Research supporting this analysis (i.e. peer reviewed or highly regarded websites)
        Theory supporting this analysis (a theory we've discussed in class or one you believe fits with the person)
Protective factors help the person stay alive (2-3 pages)
Conclusion/Recommendations (1-2 pages)

Grading of case study: grammar, content, clarity and a comprehension of information discussed in class and in your readings (class readings and additional readings specific for this paper) in order to show me that you understand the information and able to apply it in the "real world".

I **strongly** encourage students to meet with me about their papers from conceptualization/brainstorming to rough drafts. I have consistently found that students' work is far superior with consultation.

<u>Final Paper (50%)</u>

A final paper is typically a project that demonstrates the ability to relate all the information you've learned inside and outside of class and also apply it to a specific deliverable. Therefore, this paper should really reveal to the reader your knowledge of suicide prevention.

Students will pick a topic of their choosing related to a specific population at-risk for suicidal behaviors. Please tell me well in advance so that I can help you with the development of your paper. Be careful if you use the same population for your case study (this is why I will approve your topics) <u>because I cannot accept the same work for two separate grades</u>. Please be sure to explore cultural aspects that may exacerbate suicide risk or confer protection from suicidal thoughts. Please provide the following deliverables based on your rank:
 1) Undergraduate students will write a 7-page literature review on the topic.
        a. The literature review will include risk/protective factors, theory and existing prevention programs specific to this population
        b. Students will present their research to the class via Pechakucha (handout on Canvas)
 2) Graduate students will write a 15-page paper that will include:
        a. A literature review (roughly 5 pages that includes background, risk/protective factors and theory)
        b. A novel suicide prevention program/intervention created by the student (either micro, mezzo or macro level focusing on the population of their choice) based on a

theoretical perspective discussed in class or a theoretical framework of his/her choice. (10 pages discussing current suicide prevention programs (but keep to a minimum as you're just providing context) your adaptation or novel program/intervention and how this fits based on theory and culture)

c. Students will present their research to the class via Pechakucha (handout on Canvas)

Grading of case study: grammar, content, clarity and application of information discussed in class and in your readings (class readings and additional readings specific for this paper) a creativity.

I **strongly** encourage students to meet with me about their papers from conceptualization/brainstorming to rough drafts. I have consistently found that students' work is far superior with consultation.

V.   GRADING CRITERIA

Students should be able to track their progress throughout the course. Should you have questions about any assignment for this class, please consult with me in advance of the due date.

Grades will be assigned as follows:

| 94.00-100 points | A (excellent) |
| 90.00–93.999 points | A- (very good) |

To receive an "A" in this course you must have excellent attendance, participation, and you must produce work that is of superior quality.

87.00-89.999 points	B+ (well above average)
84 -86.999 points	B (above average)
80–83.999 points	B- (slightly above average)

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas);

77.00-79.999 points	C+ (average)
74.00–76.999 points	C
70.00-73.999 points	C

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis. Social Work majors must make a grade of C- or above to avoid having to repeat the course.

| 67.00-69.999 points | D+ (below average) |

64.00-66.999 points	D
60.00-63.999 points	D

Grades in the D range reflect work that has <u>important gaps in the assignment</u> both in terms of not meeting the requirements and lacking critical thinking and analysis.

Below 60.0 points or below   F (failing)

Writing guidelines. Papers must be typewritten in <u>12pt Times New Roman font, double-spaced, proofread for spelling and grammatical errors (APA)</u>. Papers, responses to essay questions, and presentations awarded the highest grades include the following elements:
• Evidence of independent, critical thinking
• Integration of material from lectures and course readings

Late assignments. No assignments will be accepted late except for extreme reasons (i.e. serious illness) with documentation.

VI.   REQUIRED READINGS

Maris, R., Berman, A. & Silverman, M. (2000). Comprehensive Textbook of Suicidology. The Guilford Press.

Hawton, K. (Ed.), (2005). Prevention and treatment of suicidal behavior: From science to practice. New York: Oxford University Press. (On Canvas)

The Professor will assign additional readings from books and articles to enrich the course.

COURSE OUTLINE

Date	Topics	Readings and Assignments
Class 1 **June 9** (M)	Introduction and theory of suicide	Ch. 1 and 2 (Maris)
Class 2 **June 11** (W)	Empirical foundations, history, current initiatives	Ch. 3 and 4 (Maris)
Class 3 **June 16** (M)	Demographics and IPT	Ch. 5 and 6 (Maris) *Suicide in Older Adults* (Conwell & Duberstein)
Class 4 **June 18** (W)	Race, culture, work, and economy	Ch. 7 and 8 (Maris)
Class 5 **June 23** (M)	Relationships & Help-seeking	Ch. 9 and 10 (Maris)
Class 6 **June 25** (W)	Notes, attempts, and methods (Prevention and Assessment)	Ch. 11 and 12 (Maris) *Restriction of Access* (Hawton)
Class 7 **June 30** (M)	Physical illness and psychiatric diagnosis (Stigma	Ch. 13 and 14 (Maris)
Class 8 **July 2** (W)	Suicide Prevention, Evaluation, and Assessment (Public Health Approach) Guest Speaker: **Gina Signoracci, Ph.D.** Clinical Research Psychologist VISN 19 Denver VA MIRECC Topic: Rehabilitation Approaches	*Traumatic Stress* (Mehlum) *The Burden of Suicide* (Jamison) *Making Mental Health Safer* (Appleby, Swinson, Kapur) *Psychosocial Treatments* (Hawton)
Class 9 **July 7** (M)	NSSI & LGBT	*Haas et al., 2011 (On Canvas)*
Class 10 **July 9** (W)	Substance abuse, alcoholism, and biology Guest Speaker: **Beeta Homaifar, Ph.D.** VISN 19 Denver VA MIRECC Topic: Safety Planning	Ch. 15 and 16 (Maris) *Interplay of Genes* (Marusic) *Resistance of Suicide* (van Praag) *Psychobiological Approaches* (van Heeringen)

		Substance Use and Suicidal Behavior (Rossow)
Class 11 **July 14** (M)	Aggression, violence, and indirect self-destructive behavior (Media/Messaging) Guest Speaker: **John Blosnich, Ph.D.** Postdoctoral Research Fellow, VA Pittsburgh Healthcare System Center for Health Equity Research and Promotion Adjunct Assistant Professor, Department of Behavioral and Community Health Sciences Graduate School of Public Health University of Pittsburgh Topic: LGBT Suicidal Risk	Ch. 17 and 18 (Maris) *Suicide in Prisons* (Paton) *Media Influences* (Hawton) *Haas et al., 2011 (On Canvas)*
Class 12 **July 16** (W)	Ethics, religion, philosophy and the law Guest Speaker: **Megan Lytle, Ph.D.** Postdoctoral Fellow, University of Rochester Medical Center Department of Psychiatry Topic: Accessing difficult-to-reach populations	TBD
Class 13 **July 21** (M)	TBD	TBD
Class 14 **July 23** (W)	Presentations	
Class 15 **July 28** (M)	Final Papers & Survivors of Suicide **Guest Speaker Marian Trattner, MSW**	Ch. 21 and 22 (Maris)

VII.   COURSE AND UNIVERSITY POLICIES

Attendance
It is important for practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students anticipating being absent from class for a legitimate reason (serious illness, family emergency) should notify the professor in advance by e-mail and provide documentation of emergency. An attendance sheet will not be passed around. Instead, minute papers will be used to track your attendance. **If you are late, and do not complete the minute paper, you will be considered absent. Students with two unexcused absences will have 5 points deducted from their final grade. Beyond that, the instructor will deduct one (1) point from your final grade for each unexcused absence. Any student missing more than 4 classes (excused or unexcused) will not pass this course**. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the Instructor.

Mutual Learning
The professor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback during office hours, by e-mail, and by appointment if they desire. The professor will utilize a mid-course evaluation to gain student feedback. **PLEASE** schedule office appointments with me if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course.

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class
The Professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the Professor does require that students engage one another with respect and professionalism. In addition, due to the nature of this class, sensitive information may be disclosed and you will be held to the same rules of confidentiality that you would be expected to have at your agency.

Policy on scholastic dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student

may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Documented disability statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious holidays
By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of e-mail for official correspondence to students
Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. **Students should check their e-mail/Canvas page daily to stay current with university-related communications, some of which may be time-sensitive.** Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

A note on email
Please allow 24 hours for email response. It is likely that you will receive a response sooner than that. However, in the case that you do not, you are encouraged to re-contact the professor. I also expect the same response time in return.

Safety
As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Use of class materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes,

among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Behavior concerns advice line (bcal)
If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency evacuation policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Additional Readings
(to explore specific topics of interest, for your papers, etc.)

Aseltine, R. H., Jr., & DeMartino, R. (2004). An outcome evaluation of the SOS Suicide Prevention Program. *Am J Public Health, 94*(3), 446-451.

Aseltine, R. H., Jr., James, A., Schilling, E. A., & Glanovsky, J. (2007). Evaluating the SOS suicide prevention program: a replication and extension. *BMC Public Health, 7*, 161.

Barber, B. K., & Schluterman, J. M. (2008). Connectedness in the lives of children and adolescents: a call for greater conceptual clarity. *J Adolesc Health, 43*(3), 209-216.

Bearman, P. S., & Moody, J. (2004). Suicide and friendships among American adolescents. *Am J Public Health, 94*(1), 89-95.

Berkman, L. F., Glass, T., Brissette, I., & Seeman, T. E. (2000). From social integration to health: Durkheim in the new millennium. *Soc Sci Med, 51*(6), 843-857.

Black, D. R., Tobler, N. S., & Sciacca, J. P. (1998). Peer helping/involvement: an efficacious way to meet the challenge of reducing alcohol, tobacco, and other drug use among youth? *J Sch Health, 68*(3), 87-93.

Boldt, M. (1982). Normative Evaluations of Suicide and Death: A Cross-Generational Study. *Omega: Journal of Death and Dying, 13*(2), 145-157.

Bongar, B. (2002). The suicidal patient: Clinical and legal standards of care (2nd ed). Washington, DC: American Psychological Association.

Bongar, B. (Ed.), (1992). Suicide: Guidelines for assessment, management, and treatment. New York: Oxford University Press.

Bongar, B., Berman, A.L., Maris, R.W., Silverman, M.M., Harris, E.A., & Packman, W.L. (Eds.) (1998). Risk management with suicidal patients. New York: Guilford Publications.

Borowsky, I. W., Ireland, M., & Resnick, M. D. (2001). Adolescent suicide attempts: risks and protectors. *Pediatrics, 107*(3), 485-493.

Borowsky, I. W., Resnick, M. D., Ireland, M., & Blum, R. W. (1999). Suicide attempts among American Indian and Alaska Native youth: risk and protective factors. *Arch Pediatr Adolesc Med, 153*(6), 573-580.

Brent, D. A., Perper, J. A., Moritz, G., Baugher, M., Schweers, J., & Roth, C. (1993). Firearms and adolescent suicide. A community case-control study. *Am J Dis Child, 147*(10), 1066-1071.

Bridge, J. A., Iyengar, S., Salary, C. B., Barbe, R. P., Birmaher, B., Pincus, H. A., et al. (2007). Clinical response and risk for reported suicidal ideation and suicide attempts in pediatric antidepressant treatment: a meta-analysis of randomized controlled trials. *JAMA, 297*(15), 1683-1696.

Brown, C. H., Wang, W., Kellam, S. G., Muthen, B. O., Petras, H., Toyinbo, P., et al. (2008). Methods for testing theory and evaluating impact in randomized field trials: intent-to-treat analyses for integrating the perspectives of person, place, and time. *Drug Alcohol Depend, 95 Suppl 1*, S74-S104.

Brown, C. H., Wyman, P. A., Brinales, J. M., & Gibbons, R. D. (2007). The role of randomized trials in testing interventions for the prevention of youth suicide. *Int Rev Psychiatry, 19*(6), 617-631.

Brown, C. H., Wyman, P. A., Guo, J., & Pena, J. (2006). Dynamic wait-listed designs for randomized trials: new designs for prevention of youth suicide. *Clin Trials, 3*(3), 259-271.

Cabassa, L., Lester, R. & Zayas, L. (2007). "It's like being in a labyrinth:" Hispanic immigrants' perceptions of depression and attitudes toward treatments. *Journal of Immigrant and Minority Health, 9*(1), 1-16.

Cabassa, L., Zayas, L. & Hansen, M. (2006). Latino adults' access to mental health care: a review of epidemiological studies. *Administration and Policy in Mental Health, 33*(3), 316-330.

Carter, M., McGee, R., Taylor, B. & Williams, S. (2007). Health outcomes in adolescence: associations with family, friends and school engagement. *Journal of Adolescence, 30*(1), 51-62.

Centers for Disease Control and Prevention. (2001). School health guidelines to prevent unintentional injuries and violence. *MMWR Recomm Rep., 50*, 1-73.

Centers for Disease Control and Prevention. (2006). *Connectedness as a strategic direction for the prevention of suicidal behavior*. Atlanta, GA: National Center for Injury Prevention and Control.

Cigularov, K., Chen, P., Thurber, B. & Stallones, L. (2008). What prevents adolescents from seeking help after a suicide education program? *Suicide and Life Threatening Behavior, 38*(1), 74-86.

Czyz, E., Horwitz, A., Eisenberg, D., Kramer, A. & King, C. (2013). Self-reported barriers to professional help seeking among college students at elevated risk for suicide. *Journal of American College Health, 61*, 398-406.

De Luca, S., Yueqi, Y., Lytle, M. & Brownson, C. (2014). The Associations of Race/Ethnicity and Suicidal Ideation Among College Students: A Latent Class Analysis Examining Precipitating Events and Disclosure Patterns. *Suicide and Life Threatening Behavior.* DOI: 10.1111/sltb.12102

De Luca, S. & Wyman, P. (2012). Association between school engagement and disclosure of suicidal ideation to adults among Latino adolescents. *Journal of Primary Prevention, 33*, 99-110.

De Luca, S., Wyman, P.A. & Warren, K. (2012). Latina Adolescent Suicide Ideations and Attempts: Associations with connectedness to parents, peers and teachers. *Suicide and Life Threatening Behavior, 42*(6), 672-683. PMID: 23062099

Drum, D., Brownson, C., Denmark, A. & Smith, S. (2009). New data on the nature of suicidal crises in college students: Shifting the paradigm. *Professional Psychology: Research and Practice, 40*, 213-222.

Durkheim, E. (1951). *Suicide.* New York: The Free Press.

Early, K. E., & Akers, R. L. (1993). ''It's a white thing'': An exploration of beliefs about suicide in the African American community. *Deviant Behavior, 14*, 277–296.

Eaton, D. K., Lowry, R., Brener, N. D., Galuska, D. A., & Crosby, A. E. (2005). Associations of body mass index and perceived weight with suicide ideation and suicide attempts among US high school students. *Arch Pediatr Adolesc Med, 159*(6), 513-519.

Erlangsen, A., Nordentoft, M., Conwell, Y., Waern, M., De Leo, D., Lindner, R. et al. (2011). Key considerations for preventing suicide in older adults: Consensus opinions of an expert panel. *Crisis, 36,* 106-109.

Freedenthal, S. (2007). Challenges in assessing intent to die: Can suicide attempters be trusted? *Omega: The Journal of Death and Dying, 55,* 57-70.

Garrett Lee Smith Memorial Act: S. 2634. (2004). Available at: http://frwebgate.access.gpo.gov /cgi-bine/getdoc.cgi?dbname=108_cong_bills& docid=f:s2634enr.text.pdf

Gibbons, R. D., Brown, C. H., Hur, K., Marcus, S. M., Bhaumik, D. K., Erkens, J. A., et al. (2007). Early evidence on the effects of regulators' suicidality warnings on SSRI prescriptions and suicide in children and adolescents. *Am J Psychiatry, 164*(9), 1356-1363.

Goldsmith, S. K., Pellmar, T.C., Kleinman, A.M., & Bunney, W.E. (2002). *Reducing suicide: A national imperative.* Washington, DC: Institute of Medicine.

Goldston, D. B., Daniel, S. S., Erkanli, A., Reboussin, B. A., Mayfield, A., Frazier, P. H., et al. (2009). Psychiatric diagnoses as contemporaneous risk factors for suicide attempts among adolescents and young adults: developmental changes. *J Consult Clin Psychol, 77*(2), 281-290.

Gould, M. A., Marrocco, F.A., Hoagwood, K., Kleinman, M. Amakawa, L., & Altschuler, E. (2009). Service use by at-risk youth after school-based suicide screening. *Journal of the American Academy of Child and Adolescent Psychiatry, in press.*

Gould, M. S. (2001). Suicide and the media. *Ann N Y Acad Sci, 932*, 200-221; discussion 221-204.

Gould, M. S., Fisher, P., Parides, M., Flory, M., & Shaffer, D. (1996). Psychosocial risk factors of child and adolescent completed suicide. *Arch Gen Psychiatry, 53*(12), 1155-1162.

Gould, M. S., Greenberg, T., Velting, D. M., & Shaffer, D. (2003). Youth suicide risk and preventive interventions: a review of the past 10 years. *J Am Acad Child Adolesc Psychiatry, 42*(4), 386-405.

Gould, M. S., & Kramer, R. A. (2001). Youth suicide prevention. *Suicide Life Threat Behav, 31 Suppl*, 6-31.

Gould, M. S., Marrocco, F.A., Kleinman, M., Thomas, J.G., Mostkoff, K., Cote, J., et al. (2005). Evaluating iatrogenic risk of youth suicide screening programs: A randomized controlled trial. *Journal of the American Medical Association, 293*, 1635-1643.

Gould, M. S., Wallenstein, S., & Davidson, L. (1989). Suicide clusters: a critical review. *Suicide Life Threat Behav, 19*(1), 17-29.

Gould, M. S., Wallenstein, S., & Kleinman, M. (1990). Time-space clustering of teenage suicide. *Am J Epidemiol, 131*(1), 71-78.

Grossman, J. A., & Kruesi, M. J. (Ed.). (2000). *Innovative approaches to youth suicide prevention: An update of issues and research findings.* New York: Guilford.

Guo, B., & Harstall, C. . (2002). *Efficacy of suicide prevention programs for children and youth*. Edmonton, AB: Alberta Heritage Foundation for Medical Research.

Haas, A. P., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R. et al. (2011). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality, 58,* 10-51.

Hayden, D. C., & Lauer, P. (2000). Prevalence of suicide programs in schools and roadblocks to implementation. *Suicide Life Threat Behav, 30*(3), 239-251.

Hazell, P. (1993). Adolescent suicide clusters: evidence, mechanisms and prevention. *Aust N Z J Psychiatry, 27*(4), 653-665.

Hirsch, J. G. (2006). A review of the literature on rural suicide: Risk and protective factors, incidence, and prevention. *Crisis, 27*(4), 1989-1999.

Hollander, M. (2008). Helping teens who cut: Understanding and ending self-injury. New York: Guilford.

Jobes, D. A., Rudd, M. D., Overholser, J., & Joiner, T. E. (2008). Ethical and competent care of suicidal patients: Contemporary challenges, new developments, and considerations for clinical practice. *Professional Psychology: Research and Practice, 39,* 405-413.

Joe, S., Baser, R. S., Neighbors, H. W., Caldwell, C. H., & Jackson, J. S. (2009). 12-month and lifetime prevalence of suicide attempts among black adolescents in the National Survey of American Life. *J Am Acad Child Adolesc Psychiatry, 48*(3), 271-282.

Joe, S., Romer, D., & Jamieson, P. E. (2007). Suicide acceptability is related to suicide planning in U.S. adolescents and young adults. *Suicide Life Threat Behav, 37*(2), 165-178.

Joiner, T. E., Bernert, R. A., & Jack, D. C. (2005). The bidimensional structure of suicidal symptoms in Nepal. *Arch Suicide Res, 9*(4), 345-351.

Joiner, T. E., Jr., Conwell, Y., Fitzpatrick, K. K., Witte, T. K., Schmidt, N. B., Berlim, M. T., et al. (2005). Four studies on how past and current suicidality relate even when "everything but the kitchen sink" is covaried. *J Abnorm Psychol, 114*(2), 291-303.

Joiner, T. E., Jr., Pfaff, J. J., & Acres, J. G. (2002). A brief screening tool for suicidal symptoms in adolescents and young adults in general health settings: reliability and validity data from the Australian National General Practice Youth Suicide Prevention Project. *Behav Res Ther, 40*(4), 471-481.

Joiner, T. E., Jr., Walker, R. L., Pettit, J. W., Perez, M., & Cukrowicz, K. C. (2005). Evidence-based assessment of depression in adults. *Psychol Assess, 17*(3), 267-277.

Kalafat, J., & Elias, M. (1995). Suicide prevention in an educational context: broad and narrow foci. *Suicide Life Threat Behav, 25*(1), 123-133.

Kalafat, J., & Elias, M. (1994). An evaluation of a school-based suicide awareness intervention. *Suicide Life Threat Behav, 24*(3), 224-233.

Kashani, J. H., Goddard, P., & Reid, J. C. (1989). Correlates of suicidal ideation in a community sample of children and adolescents. *J Am Acad Child Adolesc Psychiatry, 28*(6), 912-917.

Kincaid, D. L. (2004). From innovation to social norm: bounded normative influence. *J Health Commun, 9 Suppl 1*, 37-57.

Kindlon, D. J. (1998). The measurement of attention. *J Child Psychol Psychiatry, 3*(2), 72-78.

Luke, D. A., & Harris, J. K. (2007). Network analysis in public health: history, methods, and applications. *Annu Rev Public Health, 28*, 69-93.

Lytle, M. C., De Luca, S., & Blosnich, J. (2014). The influence of intersecting identities with self-harm, suicidal behaviors, and depression among lesbian, gay, and bisexual individuals. *Suicide and Life Threatening Behaviors*. DOI: 10.1111/sltb.12083

O'Donnell, L., O'Donnell, C., Wardlaw, D. M., & Stueve, A. (2004). Risk and resiliency factors influencing suicidality among urban African American and Latino youth. *Am J Community Psychol, 33*(1-2), 37-49.

O'Donnell, L., Stueve, A., Wardlaw, D., & O'Donnell, C. (2003). Adolescent suicidality and adult support: the reach for health study of urban youth. *Am J Health Behav, 27*(6), 633-644.

Omer, H. & Elitzur, A. C. (2001). What would you say to the person on the roof? A suicide prevention text. *Suicide and Life-Threatening Behavior, 31,* 129-139.

Orbach, I. (2001). How would you listen to the person on the roof? A response to H. Omer and A. Elitzur. *Suicide and Life-Threatening Behavior, 31,* 140-143.

Pena, J., Wyman, P. A., Brown, H., Matthieu, M., & Olivares, T. (2008). Immigration generation status and its association with suicide attempts, substance use, and depressive symptoms among Latino adolescents in the United States. *Prevention Science, 9*(4), 299-310.

Pena, J. B., & Caine, E. D. (2006). Screening as an approach for adolescent suicide prevention. *Suicide Life Threat Behav, 36*(6), 614-637.

Quinnett, P. (1995). QPR: Ask a Question, Save a Life: The QPR Institute and Suicide Awareness/Voices of Education.

Quinnett, P. (2005). QPR Gatekeeper Training for suicide prevention: The model, rationale, and theory. QPR Institute.

Ramsay, J. R. & Newman, C. F. (2005). After the attempt: Maintaining the therapeutic alliance following a patient's suicide attempt. *Suicide and Life-Threatening Behavior, 35,* 413-423.

Reynolds, W., & Mazza, J. (1999). Assessment of suicidal ideation in inner-city children and young adolescents: reliability and validity of the Suicidal Ideation Questionnaire-JR. *School Psychology Review 28*, 17-30.

Reynolds, W. M. (1988). SIQ: Suicide Ideation Questionnaire. Odessa: PAR.

Reynolds, W. M. (1991). A school-based procedure for the identification of adolescents at risk for suicidal behaviors. *Family Community Health, 14*, 64-75.

Rice, R. E., Donohew, L., & Clayton, R. (2006). Peer networks, sensation seeking, and drug use among junior and senior high school students. *Connections 25*(2), 32-58.

Rimal, R. N., & Real, K. (2003). Understanding the influence of perceived norms on behaviors. *Communication Theory, 13*(2), 184-203.

Roberts, R. E., Lewinsohn, P. M., & Seeley, J. R. (1991). Screening for adolescent depression: a comparison of depression scales. *J Am Acad Child Adolesc Psychiatry, 30*(1), 58-66.

Roberts, A. R. & Jennings, T. (2005). Hanging by a thread: How failure to conduct an adequate lethality assessment resulted in suicide. *Brief Treatment and Crisis Intervention, 5,* 251-260.

Roberts, A. R. & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. *Brief Treatment and Crisis Intervention, 5,* 329-339.

Shaughnessy, L., Doshi, S. R., & Jones, S. E. (2004). Attempted suicide and associated health risk behaviors among Native American high school students. *J Sch Health, 74*(5), 177-182.

Silenzio, V. M., Duberstein, P. R., Tang, W., Lu, N., Tu, X., & Homan, C. M. (2009). Connecting the invisible dots: reaching lesbian, gay, and bisexual adolescents and young adults at risk for suicide through online social networks. *Soc Sci Med, 69*(3), 469-474.

Stanley, B. & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice, 19,* 256-264.

Ting, L., Sanders, S., Jacobson, J. M., & Power, J. R. (2006). Dealing with the aftermath: A qualitative analysis of mental health social workers' reactions after a client suicide. *Social Work, 51,* 329-341.

Tulvey, C. L., Conwell, Y., Jones, M. P., Phillips, C., Simonskick, E., & Pearson, J. L. (2002). Risk factors for late-life suicide: A prospective, community-based study. *Am J Geriatr Psychiatry, 10*, 398-406.

Valente, T. W., & Davis, R.L. (1999). Accelerating the diffusion of innovations using opinion leaders. *Annals of the American Academy of Political and Social Sciences, 566*, 55-67.

Valente, T. W., Chou, C. P., & Pentz, M. A. (2007). Community coalitions as a system: effects of network change on adoption of evidence-based substance abuse prevention. *Am J Public Health, 97*(5), 880-886.

Valente, T. W., Hoffman, B. R., Ritt-Olson, A., Lichtman, K., & Johnson, C. A. (2003). Effects of a social-network method for group assignment strategies on peer-led tobacco prevention programs in schools. *Am J Public Health, 93*(11), 1837-1843.

Valente, T. W., & Pumpuang, P. (2007). Identifying opinion leaders to promote behavior change. *Health Educ Behav, 34*(6), 881-896.

Weinberg, I., Ronningstam, E., Goldblatt, M. J., Schechter, M., Wheelis, J., & Maltsberger, J. T. (2010). Strategies in treatment of suicidality: Identification of common and treatment-specific interventions. *Journal of Clinical Psychiatry, 71,* 699-706.

Wendler, S., Matthews, D., & Morelli, P. T. (2012). Cultural competence in suicide risk assessment. In R. I. Simon & R. E. Hales (Eds.), *The American Psychiatric Publishing textbook of suicide assessment and management (2nd ed.)* (pp. 75-88). Washington, DC: American Psychiatric Publishing.

Wexler, L. M. & Gone, J. P. (2012). Culturally responsive suicide prevention in indigenous communities: Unexamined assumptions and new possibilities. *American Journal of Public Health, 102,* 800-806.

Whitlock, J. L. (2006). Youth perceptions of life at school: Contextual correlates of school connectedness in adolescence *Applied Developmental Science, 10*(1), 13-29.

Wyman, P. A., Brown, C. H., Inman, J., Cross, W., Schmeelk-Cone, K., Guo, J., et al. (2008). Randomized trial of a gatekeeper program for suicide prevention: 1-year impact on secondary school staff. *J Consult Clin Psychol, 76*(1), 104-115.

Wyman, P. A., Brown, C. H., LoMurray, M. et al (2009). School-based suicide prevention delivered by teen peer leaders: Impact on student norms for suicide and helpseeking. *Manuscript submitted for publication.*

Wyman, P. A., Gaudieri, P. A., Schmeelk-Cone, K., Cross, W., Brown, C. H., Sworts, L., et al. (2009). Emotional triggers and psychopathology associated with suicidal ideation in urban children with elevated aggressive-disruptive behavior. *J Abnorm Child Psychol, 37*(7), 917-928.

Zayas, L. H. (1987). Toward an understanding of suicide risks in young Hispanic females. *Journal of Adolescent Research, 2*, 1-11.

Zayas, L., Lester, R., Cabassa, L. & Fortuna, L., (2005). Why do so many Latina teens attempt suicide? A conceptual model for research. *American Journal of Orthopsychiatry, 75*(2), 275-287.

Zayas, L., Gulbas, L., Fedoravicius, N. & Cabassa, L. (2010). Patterns of distress, precipitating events and reflections on suicide attempts by young Latinas. *Social Science Medicine, 70*, 1773-1779

Zayas, L. (2011). Latinas Attempting Suicide: When cultures, families and daughters collide. New York: Oxford University Press.