

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 360K/ 395K

Unique Number: 88697/88833

Semester: Summer 2019

Meeting Time/Place: Mondays & Wednesdays
8:30am-11:00am
Room SSW 2.116

Instructor: Susan M. De Luca, Ph.D.

Email: sdeluca@austin.utexas.edu (preferred)

Office: 3.130L

Office Phone: 512-471-1713

Office Hours: By appointment

Suicide Prevention

I. COURSE DESCRIPTION

This course will examine the public health problem of suicide, with specific attention to prevention, intervention, and postvention related to micro, mezzo, and macro approaches. Students will gain an understanding of suicide epidemiology and underlying theory, as well as risk and protective factors for suicidal thoughts and behaviors. This course will familiarize students with evidence-based practices and ethical considerations with clients engaging in suicidal thoughts and behaviors, including learning directly from individuals with lived experience with suicidality. Students will also learn about the current state and national strategies for suicide prevention, as well as policies related to suicide. Upon completion of this course, based on the completion of all readings and projects outlined in the syllabus, students will gain skills in assessment and management of suicide risk, intervention and treatment techniques with suicidal clients, and postvention approaches with survivors of suicide loss.

II. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Understand the epidemiology and theories of suicide, as well as the various models of suicide prevention.
2. Understand risk and protective factors (at multiple levels) for suicide and identify and understand which social groups are at high risk for suicide.
3. Understand the importance of developing a therapeutic alliance for effectively working with suicidal clients.
4. Demonstrate the ability to actively listen to suicidal clients.
5. Demonstrate reflecting skills necessary to build rapport and trust with suicidal clients.
6. Be able to critically evaluate, select, and apply evidence-based suicide risk screening and assessment.
7. Understand, select and modify appropriate suicide intervention strategies based on continuous clinical assessment.
8. Learn about development and implementation of interventions for individuals with suicidal thoughts and behaviors.

III. TEACHING METHODS

The Professor is committed to helping students prepare for social work field education. A variety of teaching methods including interactive lectures, experiential group activities, reading assignments, guest speakers, audiovisual materials, and student presentations will be used to help students understand suicide prevention at the micro, mezzo, and macro levels. 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. In covering various topics, our class will intentionally discuss diversity based on gender, gender

identity, sexual orientation, race, ethnicity, nationality, immigrant/documentation status, class, religion, varying ability, and age. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. If students do not believe they are getting what they desire to learn in class, the Professor strongly suggests that the student meet with the Professor early on in the semester. The Professor welcomes these conversations and cannot know if a student is struggling unless he/she/hir informs her.

Use of Canvas in Class & Email

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 and respond within 24 hours when warranted. This is not only preparing you for ethical and professional social work practice, but also affords effective communication between you and the Professor.

IV. REQUIRED TEXT AND MATERIALS

See syllabus calendar for all required readings. There is no required text.

V. COURSE REQUIREMENTS

The assignments are designed to give each student the opportunity to demonstrate their learning over the semester in a variety of ways including presentations, essays/papers, and in class debates/discussions.

Debates 40%

- ***20% in class debates***
- ***20% written comments/questions***

Students will receive a pro/con card at the beginning of every class based on the specific reading for that day. Students are expected to be able to argue both sides for the “debate article” as it will also increase empathy to a “side” you might not understand well. We will all read the required article for that day. While the other readings are not mandatory, I do ask that you read at least one other article the help organize and inform your thoughts for debates. As you read the ‘debate article’ please write a pro/con stance list with 3-5 comments for and against the topic. This will be part of your grade and must be turned in before class (hard copy only). As the field of social work specifically focuses on aspects of social justice or social determinates of care, please include those topics in your debate and the one-page paper you turn into your professor. Please remember all papers must adhere to APA or will be returned. For ease, you may use bullets for your pro/con list, but these bullets must be clear and concise so that the professor can also understand your points.

Stakeholder Paper and Presentation 50% (due 7/24)

- ***25% Paper***
- ***25% Presentation***

A final project typically demonstrates your ability to relate all the information you’ve learned inside and outside the class and apply it to a specific deliverable. Therefore, this project should reveal your knowledge of suicide prevention and the stakeholders involved.

First, pick a group that is at heightened risk for suicidal thoughts and behaviors. You will then talk to stakeholders from that group you would like to serve. Please note, a stakeholder does not include speaking to a social worker at an agency. I would like you to speak to an individual who identifies as part of the group you are interested in (for example, someone who identifies as a middle-aged man, a member of the LGBTQ community, family members with lived experience of suicide, veterans, etc. You will first do research on a few prevention or intervention programs that are currently used with the specific stakeholder group. When you meet with these individuals (at least 3) you will describe briefly what each of the interventions or programs include and ask each stakeholder their thoughts on what could be improved upon or changed with each program. You will then write a paper and present to the class: 1) what are current interventions/programs for this specific group, and 2) a synthesized list of stakeholders in one group or you can meet with them individually.

You will be working in groups of 2-3 *students*. Your paper will be 8-10 *pages*, APA format with the bulk of your paper focused on what the stakeholders have said about the intervention(s) or program(s) and how you are going to improve or change them. The final presentation will be 10-*minutes* in length and must include all group members.

In addition to the group paper and presentation ***graduate students*** must choose from one of two options:

Option 1: Creating a one-page fact sheet/pamphlet or editorial to send to area agencies, policy advisors etc. that represent their stakeholder base. Another option is the information provided will share what you found as a group, what the agency is doing and recommendations for what else they could be doing. You will attach a cover sheet to your one pager/pamphlet/editorial offering to present your findings at the agency.

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.

Participation 10%

Do I have to attend class?

In a word, "yes". Do you HAVE to, "no". But students who attend class regularly perform better and attain better grades than students who do not attend regularly.

I have a hard time getting to class on time, is that a problem?

Arriving to appointments on time not only shows your level of maturity, respect for your colleagues, and your commitment to learning to become the best social worker you can be in your career. It also is a skill you must achieve in the workforce to show respect for your colleagues and clients, but you will also represent your agency. Finally, time management is also key to model for your clients. If you want them to be on time for their appointment, you need to be on time as well.

Do you have an attendance sheet?

Yes. It will be distributed before class. Once class starts, I will take the attendance sheet. If you unfortunately arrive late, you may sign the attendance sheet, but you will be marked late. Students with perfect attendance (meaning they are here in class, stay the entire class time and arrive before class starts) will get 3 points added to their final grade (i.e. they will likely raise their grade one letter grade).

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

*Evaluation of students' performance is based on:
Assignments.*

- Most questions can be answered by reading the syllabus. If your question is not answered, your professor will further explain her expectations for assignments and specific grading criteria based on questions offered by students in class/via email and office hours. *Each assignment is due on the date noted in the syllabus; any exception must be discussed in advance with your professor.*

Class Participation.

- You are responsible for completing all readings before class and being prepared to apply them in class discussions. Class discussion may include in-class discussions, debates, role-plays, and exercises. Class participation should reflect the social worker's professional responsibility for respectful interactions and attentiveness with fellow students and faculty. Please review the student policy manual for SHSSW standards for professional development and the honor code.

Attendance, Attentiveness, and Punctuality.

- Students are expected to let the professor know before class when they will be absent. This allows for the professor to change activities as needed.
- Use of computers, phones, and other electronic devices are not allowed during class.
- Please inform your instructor if you may be late and when late, enter the class quietly and with minimal disruption. Repeated lateness will influence evaluation of student performance.

Grading Policy

Evaluation of student performance in the class is based on:

Debates (40%)

Final Paper and Project (50%)

Class Participation (10%)

See below for the SHSSW Grading Scale.

Grading Scale: (there is no curving)

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-

77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Grade Grievance Policy and Procedure.

The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions or other legitimate pedagogical objectives.

VIII. UNIVERSITY POLICIES

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 AND CIVILITY IN THE CLASSROOM. The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material

which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

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, examination, work assignment, or 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.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may

contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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 for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Services Available:

Suicide can be a sensitive topic for many people, even those with professional training and experience. If you find the class is causing personal difficulty or stress, or brings up issues you'd like to discuss, the University of Texas has campus resources available: UT Counseling and Mental Health Center is a resource to all students. They are located at SSB – 0980 in the Student Services Building and are open from 8:00am to 5:00pm, Monday through Friday. The phone number is: 512-471-3515. The crisis line for students is 512-471-2255. Additionally, there is anonymous help available 24/7 at the Suicide Prevention Lifeline, which can be reached by phone at: 1-800-273-TALK (8255). You can visit their website at: <http://www.suicidepreventionlifeline.org/>. If you are concerned about a classmate contact the Behavior Concerns Advice Line (BCAL) UT at 512-232-5050.

IX. COURSE SCHEDULE

CLASS 1 (6/10) Introduction; Epidemiology; Definitions; Statistics

- Gain knowledge in suicide-related epidemiology, definitions, and statistics

Readings:

Nock, MK, Borges, G, Bromet, EJ, Cha, CB, Kessler, RC, & Lee, S (2008). Suicide and suicidal behavior. *Epidemiologic Reviews*, 30, 133-154. doi: Doi 10.1093/Epirev/Mxn002

Nock, M. K., Green, J. G., Hwang, I., McLaughlin, K. A., Sampson, N. A., Zaslavsky, A. M., & Kessler, R. C. (2013). Prevalence, correlates, and treatment of lifetime suicidal behavior among adolescents: Results from the National Comorbidity Survey Replication Adolescent Supplement. *JAMA Psychiatry*, 70(3), 300–310. doi:10.1001/2013.jamapsychiatry.55

Silverman, M. M., Berman, A. L., Sanddal, N. D., O'Carroll, P. W., & Joiner, T. E., Jr. (2007). Rebuilding the Tower of Babel: A revised nomenclature for the study of suicide and suicidal behaviors Part 2: Suicide-related ideations, communications, and behavior. *Suicide and Life-Threatening Behavior*, 37, 264-277.

Tad Friend. Jumpers: the fatal grandeur of the Golden Gate Bridge. *The New Yorker*. October, 3 2004. Available online. http://www.newyorker.com/archive/2003/10/13/031013fa_fact

World Health Organization. (2014). Preventing suicide: A global imperative. Geneva: WHO Press. Read Pages 10-25.

CLASS 2 (6/12) Suicide Theory; Risk and Protective Factors

- Gain knowledge of theories fundamental to the understanding of suicide
- Understand how suicide is situated within the Person-in-Environment perspective of social work practice
- Understand the risk and protective factors for suicide

Readings:

Suicide Theory

REQUIRED:

Barzilay-Levkowitz, S., & Apter, A. (in press). Psychological models of suicide. *Archives of Suicide Research*. <http://www.tandfonline.com/doi/abs/10.1080/13811118.2013.824825>.

O'Connor, R. C. & Nock, M. K. (2014). The psychology of suicidal behavior. *The Lancet Psychiatry*, 1(1), 73-85.

Van Orden, KA, Witte, TK, Cukrowicz, KC, Braithwaite, SR, Selby, EA, & Joiner, TE (2010). The interpersonal theory of suicide. *Psychological Review*, 117, 575-600. doi:10.1037/a0018697

RECOMMENDED:

Joiner, T. (2014). Understanding suicide. In Joiner, T. (Ed.), *The perversion of virtue: Understanding murder-suicide*. (pp. 75-105). New York, NY. Oxford University Press.

van Heeringen, K. & Mann, J. J. (2014). The neurobiology of suicide. *The Lancet Psychiatry*, 1(1), 63-72. DOI: 10.1016/S2215-0366(14)70220-2

Risk and Protective Factors

REQUIRED:

Hawton, K., Comabella, C. C., Haw, C., & Saunders, K. (2013). Risk factors for suicide in individuals with depression: a systematic review. *Journal of Affective Disorders*, 147(1), 17-28.

Bossarte, R. M., Knox, K. L., Piegari, R., Altieri, J., Kemp, J., & Katz, I. R. (2012). Prevalence and Characteristics of Suicide Ideation and Attempts Among Active Military and Veteran Participants in a National Health Survey. *American Journal of Public Health*, 102(S1), S38-S40.

Duong, J., & Bradshaw, C. (2014). Associations Between Bullying and Engaging in Aggressive and Suicidal Behaviors Among Sexual Minority Youth: The Moderating Role of Connectedness. *Journal of School Health*, 84(10), 636-645.

Stone, D. M., Luo, F., Ouyang, L., Lippy, C., Hertz, M. F., & Crosby, A. E. (2014). Sexual Orientation and Suicide Ideation, Plans, Attempts, and Medically Serious Attempts: Evidence From Local Youth Risk Behavior Surveys, 2001-2009. *American Journal of Public Health*, 104(2), 262-271.

Hoffmire, C. A., & Bossarte, R. M. (2014). A reconsideration of the correlation between veteran status and firearm suicide in the general population. *Injury Prevention*, 20(5), 317-321. doi:10.1136/injuryprev-2013-041029

CLASS 3 (6/17) Public Health Approaches to Suicide Prevention

- Gain knowledge on public health approaches to suicide, with specific attention to means restriction strategies

Readings:

*Complete Counseling on Access to Lethal Means training and bring copy of certificate to class. Access online training here (takes approximately 2 hours to complete): <http://training.sprc.org/>

Mann, J. J., Apter, A., Bertolote, J., Beautrais, A., Currier, D., Haas, A.,... Hendin, H. (2005). Suicide prevention strategies: A systematic review. *Journal of the American Medical Association*, 294(16), 2064-2074.

Barber, C. W., & Miller, M. J. (2014). Reducing a suicidal person's access to lethal means of suicide: A research agenda. *American Journal of Preventive Medicine*, 47(3), 264-272.

Yip, P. S. F., Caine, E., Yousuf, S., Chang, S. S., Wu, K. C. C., & Chen, Y. Y. (2012). Means restriction for suicide prevention. *The Lancet* 379(9834), 2393-2399.

Vriniotis, M., Barber, C., Frank, E., Demicco, R., & the New Hampshire Firearm Safety Coalition. (2014). A suicide prevention campaign for firearm dealers in New Hampshire. *Suicide and Life-Threatening Behavior*, 45(2), 157-163.

Wray, M., Miller, M., Gurvey, J., Carroll, J., & Kawachi, I. (2008). Leaving las vegas: Exposure to las vegas and risk of suicide. *Social Science & Medicine*, 67(11), 1882-1888. doi:10.1016/j.socscimed.2008.09.002

CLASS 4 (6/19) Suicide Risk Screening and Assessment

- Understand the utility of suicide risk screening in medical settings
- Gain knowledge and skills in effective suicide risk assessment

Readings:

Berman, A. L., & Silverman, M. M. (2013). Suicide Risk Assessment and Risk Formulation Part II: Suicide Risk Formulation and the Determination of Levels of Risk. *Suicide and Life-Threatening Behavior*, 44(4), 432-443.

Jobes, D. A. (2012). The Collaborative Assessment and Management of Suicidality (CAMS): An Evolving Evidence-Based Clinical Approach to Suicidal Risk. *Suicide and Life-Threatening Behavior*, 42(6), 640-653.

Linehan, M.M., Comtois, K.A., & Ward-Ciesielski, E.F. (2011). Assessing and Managing Risk with Suicidal Individuals. *Cognitive & Behavioral Practice*, 19(2), 218-232.

Wintersteen, M. B. (2010). Standardized Screening for Suicidal Adolescents in Primary Care. *Pediatrics*, 125(5), 938-944. doi:10.1542/peds.2009-2458

Wortzel, H. S., Matarazzo, B., & Homaifar, B. (2013). A Model for Therapeutic Risk Management of the Suicidal Patient. *Journal of Psychiatric Practice*, 19(4), 323-326. doi:10.1097/01.pra.0000432603.99211.e8

Hamilton, D., Lemeshow, S., Saleska, J. L., Brewer, B., & Strobino, K. (2018). Who Owns Guns and How Do They Keep Them? The Influence of Household Characteristics on Firearms Ownership and Storage Practices in the United States. *Preventive Medicine*, 116, 134-142. doi:10.1016/j.ypmed.2018.07.013

CLASS 5 (6/24) Suicide Prevention in Schools

*Guest Presenter: Laura Dupuis, LCSW
UT Counseling and Mental Health Center
CMHC Assistant Director for CARE*

- Understand approaches to suicide prevention in school settings

Readings:

- 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. doi:10.1186/1471-2458-7-161
- Drum, D.J., Brownson, C., Denmark, A.B., & Smith, S.E. (2009). New Data On the Nature of Suicidal Crises in College Students: Shifting the Paradigm. *Professional Psychology: Research and Practice*, 40(3), 213–222.
- Robinson, J., Cox, G., Malone, A., Williamson, M., Baldwin, G., Fletcher, K., & O'Brien, M. (2013). A Systematic Review of School-Based Interventions Aimed at Preventing, Treating, and Responding to Suicide- Related Behavior in Young People. *Crisis*, 34(3), 164–182. doi:10.1027/0227-5910/a000168
- Wyman, P. A., Brown, C. H., LoMurray, M., Schmeelk-Cone, K., Petrova, M., Yu, Q., ... Wang, W. (2010). An Outcome Evaluation of the Sources of Strength Suicide Prevention Program Delivered By Adolescent Peer Leaders in High Schools. *American Journal of Public Health*, 100(9), 1653–1661. doi:10.2105/AJPH.2009.190025

CLASS 6 (6/26) Safety Planning and Brief Interventions

- Learn about why safety *contracts* are NOT effective with suicidal individuals
- Gain knowledge and skills in effective safety *planning* with suicidal individuals
- Learn about brief interventions for use with suicidal individuals

Readings:

Take this online Safety Planning Intervention course: zerosuicide.sprc.org

Knesper, D.J. (2010). Continuity of Care for Suicide Prevention Research: Suicide Attempts and Suicide Deaths Subsequent to Discharge from an Emergency Department or an Inpatient Psychiatry Unity. American Association of Suicidology, & Suicide Prevention Resource Center. Newton, MA: Educational Development Center, Inc. Retrieved from <http://www.sprc.org/sites/sprc.org/files/library/continuityofcare.pdf>

Rudd, M.D., Mandrusiak, M., & Joiner, T.E. (2005). The Case Against No-suicide Contracts: The Commitment to Treatment Statement as a Practice Alternative. *Journal of Clinical Psychology*, 62(2), 243-251. doi: Doi 10.1002/Jclp.20227.

Stanley, B., & Brown, G.K. (2012). Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk. *Cognitive and Behavioral Practice*, 19, 256-264.

Wharff, E. A., Ginnis, K. M., & Ross, A. M. (2012). Family-Based Crisis Intervention With Suicidal Adolescents in the Emergency Room: A Pilot Study. *Social Work*, 57(2), 133-143. Retrieved from https://www.jstor.org/stable/23718918?seq=1#page_scan_tab_contents.

Van Orden, K. A., Stone, D. M., Rowe, J., McIntosh, W. L., Podgorski, C., & Conwell, Y. (2013). The Senior Connection: Design and Rationale of a Randomized Trial of Peer Companionship to Reduce Suicide Risk in Later Life. *Contemporary Clinical Trials*, 35(1), 117-126. doi:10.1016/j.cct.2013.03.003

CLASS 7 (7/1) Ethical and Legal Considerations

- Gain knowledge of ethical and legal issues that may arise with suicidal clients and their families (e.g., confidentiality, sectioning, involuntary psychiatric admissions, psychopharmacology)

- Learn how to effectively address ethical and legal issues with suicidal clients and their families

Readings:

- Gibbons, R. D., Brown, C. H., Hur, K., Davis, J., & Mann, J. J. (2012). Suicidal Thoughts and Behavior With Antidepressant Treatment: Reanalysis of the Randomized Placebo-Controlled Studies of Fluoxetine and Venlafaxine. *Archives of General Psychiatry*, 69(6), 580–587. doi:10.1001/archgenpsychiatry.2011.2048
- Levene, I., & Parker, M. (2011). Prevalence of Depression in Granted and Refused Requests for Euthanasia and Assisted Suicide: A Systematic Review. *Journal of Medical Ethics*, 37, 205-211.
- Mishna, F., Antle, B.J., & Regehr, C. (2002). Social Work with Clients Contemplating Suicide: Complexity and Ambiguity in the Clinical, Ethical, and Legal Considerations. *Clinical Social Work Journal*, 30(3), 265-277.

CLASS 8 (7/3) NO CLASS – Complete Training from SPRC (handout will be provided with links/information)

CLASS 9 (7/8) Outpatient Treatment with Suicidal Individuals

Guest Presenter: Jenna Heise, MA, BC-DMT

Board Certified Counselor

Texas State Suicide Prevention Coordinator

Office of Mental Health Coordination

Health and Human Services Commission

- Learn about evidence-based treatment strategies with suicidal individuals

Readings:

- Brent, D.A., McMakin, D.L., Kennard, B.D., Goldstein, T.R., Mayes, & T.L., Douaihy, A.B. (2013). Protecting Adolescents From Self-Harm: A Critical Review of Intervention Studies. *Journal of the American Academy of Child & Adolescent Psychiatry*, 52(12), 1260-1271. Retrieved from <https://www-sciencedirect-com.ezproxy.lib.utexas.edu/science/article/pii/S0890856713006394>.
- Ewing, E. S., Levy, S. A., Boamah-Waife, L., Kobak, R., & Diamond, G. (2014). Attachment-Based Family Therapy With a 13-Year-Old Girl Presenting With High Risk for Suicide. *Journal of Marital and Family Therapy*, 42(1), 91-105. doi:10.1111/jmft.12102.
- Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., ... & Lindenboim, N. (2006). Two-Year Randomized Controlled Trial and Follow-up of Dialectical Behavior Therapy vs Therapy by Experts for Suicidal Behaviors and Borderline Personality Disorder. *Archives of General Psychiatry*, 63(7), 757-766. doi:10.1001/archpsyc.63.7.757.
- O'Brien, K., Singer, J.B., LeCloux, M., Duarte-Velez, Y., & Spirito, A. (2014). Acute Behavioral Interventions and Outpatient Treatment Strategies with Suicidal Adolescents. *International Journal of Behavioral Consultation and Treatment*, 9(3), 19-25. Retrieved from <http://dx.doi.org.ezproxy.lib.utexas.edu/10.1037/h0101636>.
- Stanley, B., Brown, G., Brent, D. A., Wells, K., Poling, K., Curry, J., ... Hughes, J. (2009). Cognitive-Behavioral Therapy for Suicide Prevention (CBT-SP): Treatment Model, Feasibility, and Acceptability. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48(10), 1005–1013. doi:10.1097/CHI.0b013e3181b5dbfe.

CLASS 10 (7/10) Addressing Comorbidity

- Learn how and when to address comorbid behaviors and/or conditions in treatment with suicidal individuals

Readings:

De Luca, S. M., Yueqi, Y., & Padilla, Y. (2017). A Longitudinal Examination of How Mothers' and Fathers' Mental Health and Thoughts of Death are Related to Their Child's Self-Reported Levels of Parental Connectedness. *Children and Youth Services Review*, 79, 235-241. doi:10.1016/j.chilyouth.2017.06.025.

Esposito-Smythers, C., Spirito, A., Kahler, C. W., Hunt, J., & Monti, P. (2011). Treatment of Co-Occurring Substance Abuse and Suicidality Among Adolescents: A Randomized Trial. *Journal of Consulting and Clinical Psychology*, 79(6), 728–739. doi:10.1037/a0026074.

Muehlenkamp, J., Brausch, A., Quigley, K., & Whitlock, J. (2012). Interpersonal Features and Functions of Nonsuicidal Self-Injury. *Suicide and Life-Threatening Behavior*, 43(1), 67-80. Retrieved from <https://doi-org.ezproxy.lib.utexas.edu/10.1111/j.1943-278X.2012.00128.x>.

Nock, M.K. (2010). Self-Injury. *Annual Review of Clinical Psychology*, 6, 339-363. doi: 10.1146/annurev.clinpsy.121208.131258.

Nock, M.K. & Prinstein, M.J. (2004). A Functional Approach to the Assessment of Self-Mutilative Behavior. *Journal of Consulting and Clinical Psychology*, 72(5), 885–890. doi:10.1037/0022-006X.72.5.885.

Whitlock, J., Muehlenkamp, J., Eckenrode, J., Purington, A., Baral Abrams, G., Barreira, P., & Kress, V. (2013). Nonsuicidal Self-Injury as a Gateway to Suicide in Young Adults. *Journal of Adolescent Health*, 52(4), 486–492. doi:10.1016/j.jadohealth.2012.09.010.

CLASS 11 (7/15) Lived Experience

- Gain a better understanding of suicide from the perspective of individuals with lived experience with suicidality
- Understand how policy and research is beginning to incorporate the perspectives and experiences of suicide attempt survivors

Readings:

National Action Alliance for Suicide Prevention: Suicide Attempt Survivors Task Force. (2014). *The Way Forward: Pathways to hope, recovery, and wellness with insights from lived experience*. Washington, DC: Author. (Only pp. 1-32 required; the rest is recommended.)

Watch this 30 minute video: “A Voice at the Table” <http://www.youtube.com/watch?v=XG7eH1GLK8E>

Explore this resource: www.suicidology.org/about-aas/divisions/attempt-survivor

CLASS 12 (7/17) Postvention Practices

- Gain a better understanding of the experiences of individuals who have lost a loved one to suicide

- Learn about postvention approaches with individuals and communities in the aftermath of a suicide, including the role of media reporting

Readings:

Aguirre, R.T.P., & Slater, H. (2010). Suicide Postvention as Suicide Prevention: Improvement and Expansion in the United States. *Death Studies*, 34, 529-540. doi:10.1080/07481181003761336.

Berkowitz, L. McCauley, J. & Mirick, R. (2011). Riverside Trauma Center postvention guidelines. Needham: Riverside Trauma Center. Retrieved from:
http://www.riversidetraumacenter.org/documents/RiversideTraumaCenerPostventionGuidelines6_24_11.pdf.

Berman, A.L. (2011). Estimating the Population of Survivors of Suicide: Seeking an Evidence Base. *Suicide & Life-Threatening Behavior*, 41(1), 110-116. Retrieved from <https://doi-org.ezproxy.lib.utexas.edu/10.1111/j.1943-278X.2010.00009.x>.

Carson J. Spencer Foundation, American Association of Suicidology, the Action Alliance for Suicide Prevention and the Crisis Care Network. (2013). *A Manager's Guide to Suicide Postvention in the Workplace: 10 Action Steps for Dealing with the Aftermath of Suicide*. Action Alliance for Suicide Prevention. Denver, CO: Carson J. Spencer Foundation. Retrieved from:
<http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/Managers-Guidebook-To-Suicide-Postvention-Web.pdf>.

Explore these websites:

<http://reportingonsuicide.org/>
<http://www.survivorday.org/the-journey/#thejourney>

CLASS 13 (7/22) Policy Implications and National Directives

Guest Presenter: Will Francis, LMSW

Government Relations Director

National Association of Social Workers/Texas Chapter

- Learn about the current state and national directives and policies aimed at suicide prevention

Readings:

Lewiecki, E.M. & Miller, S.A. (2013). Suicide, Guns, and Public Policy. *American Journal of Public Health*, 103(1), 27-31. doi: 10.2105/AJPH.2012.300964.

Lovett, I. (2014, September 30). California Will Allow Family Members to Seek Seizure of Guns. *The New York Times*. Retrieved from: http://mobile.nytimes.com/2014/10/01/us/california-will-allow-family-members-to-see-seizure-of-guns.html?referrer=&_r=0

Research Prioritization Task Force, National Action Alliance for Suicide Prevention. (2014). *A Prioritized Research Agenda For Suicide Prevention: An Action Plan To Save Lives*. Rockville, MD: National Institute of Mental Health and the Research Prioritization Task Force. Retrieved from:
<http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/Agenda.pdf>.

U.S. Surgeon General and of the National Action Alliance for Suicide Prevention. (2012). *2012 National Strategy for Suicide Prevention: Goals and Objectives for Action*. Washington, DC: US Department of Health and

Human Services. Retrieved from: http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf.

Zero Suicide: <http://zerosuicide.actionallianceforsuicideprevention.org/>

CLASS 13 (7/24) Class topic to be determined

CLASS 14 (7/29) Final Presentation and Papers Due; Conduct post-course assessment

Additional Reading and Resources

These are not endorsed by the professor

MEMOIRS

- *An Unquiet Mind* by Kay Redfield Jamison
- *Night Falls Fast, Understanding Suicide* by Kay Redfield Jamison
- *How It Feels: Attempting Suicide and Finding Life* by Craig Miller
- *Out of the Whirlpool* by Sue Wiygul Martin
- *How I Stayed Alive When My Brain Was Trying To Kill Me* by Susan Rose Blauner
see http://www.mentalhelp.net/poc/view_doc.php?id=1787&type=book&cn=5
- *Cracked, Not Broken: Surviving and Thriving after a Suicide Attempt* by Kevin Hines
- *Eight Stories Up: An Adolescent Chooses Hope over Suicide* by DeQuincy Lezine
- *Waking Up: Climbing Through the Darkness* by Terry L. Wise
- *Waking Up, Alive: The Descent, the Suicide Attempt, and the Return to Life* by Richard A. Heckler
- *Children of Jonah: Personal Stories by Survivors of Suicide Attempts* by James Clemons
- *Conquering the Beast Within; How I Fought Depression and Won...* by Cait Irwin
- *The Noonday Demon* by Andrew Solomon
- *Struck By Living* by Julie Hersh
- *Seeking Hope: Stories of the Suicide Bereaved* by Michelle Linn-Gust & Julie Cerel

SELF-HELP BOOKS

- *Suicide: The Forever Decision* by Paul Quinnett
- *Choosing to Live* by Thomas Ellis and Cory Newman
- *The Center Cannot Hold* by Elyn Saks.
- *Haldol and Hyacinths* by Melody Moezzi
- *Hello, Cruel World: 101 Alternatives to Suicide for Teens, Freaks, and Other Outlaws* by Kate Bornstein (for a youth)
- *The Dialectical Behavior Therapy Skills Workbook for Bipolar Disorder* by Sheri Van Dijk
- *Secrets of Suicide* by Ken Tullis
- *Seduction of Suicide* by Kevin Taylor
- *Step Back from the Exit: 45 Reasons to Say No to Suicide* by Jillayne Arena
- *Undoing Depression; What Therapy Doesn't Teach You and Medication Can't Give You* by Richard O'Connor
- *Suicide Why: 85 Questions and Answers about Suicide* by Adina Wroblewski
- *Waking the Tiger: Healing Trauma* by Peter A. Levine and Anne Frederick
- *Healing Trauma: A Pioneering Program for Restoring The Wisdom of Your Body* by Peter A. Levine
- *Overcoming Trauma Through Yoga: Reclaiming Your Body* by David Emerson and Elizabeth Hopper
- *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma* by Bessel van der Kolk
- *Peace, Love and Healing: Bodymind Communication & the Path to Self-Healing: An Exploration* by Bernie S. Siegel
- *Minding the Body, Mending the Mind* by Joan Borysenko

RESOURCES FOR HELPERS

- *The Oxford Textbook of Suicidology and Suicide Prevention* by D. Wasserman et al. (2008)
- *International Handbook of Suicide Prevention: Research, Policy & Practice* by R. O'Connor et al. (2010)
- *Managing Suicidal Risk: A Collaborative Approach* by D. Jobes (2006)
- *Grief After Suicide: Understanding the Consequences and Caring for Survivors*, J. R. Jordan & J. L. McIntosh, Eds. (2010)
- *Building a Therapeutic Alliance with the Suicidal Patient*, K. Michel & D. Jobes, Eds. (2010)
- *Why People Kill Themselves* by David Lester (2000)
- *Teen Suicide Risk* by C. A. King, C. Ewell Foster, & K. M. Rogalski (2013)
- *But I Didn't Say Goodbye: Helping Children and Families After a Suicide* by B. Ruble (2009)
- *After A Suicide: An Activity Book for Grieving Kids* by The Dougy Center (2001)
- Online trainings from the Suicide Prevention Resource Center: <http://training.sprc.org/>
- Resources for coping with a client's suicide: <http://cliniciansurvivor.org/> and <http://www.suicidology.org/suicide-survivors/clinician-survivors>

RESOURCES FOR SCHOOLS

- *Preventing Suicide: A Toolkit for High Schools* – available at: <http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>
- *After a Suicide: A Toolkit for Schools* – available at: <http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>
- Suicide Prevention Resource Center page for Colleges & Universities: <http://www.sprc.org/collegesanduniversities>

OTHER BOOKS & RESOURCES

Books

- *Stay: A History of Suicide and the Philosophies Against It* by Jennifer Michael Hecht
- *The Suicide Index* by Joan Wickersham.
- *The Suicidal Mind* by Edwin M. Shneidman
- *Autopsy of a Suicidal Mind* by Edwin M. Schneidman
- *The Turning Hour* by Shelley Fraser Mickle
- *All My Puny Sorrows* by Miriam Towe
- Many recommendations available at: <http://www.suicidology.org/resources/recommended-reading>

Videos

A Voice at the Table Video <http://attemptsurvivors.com/2014/05/19/watch-this-video-people/>

Websites

- www.AttemptSurvivors.com
- www.ThisIsHowItFeels.com
- www.TalkingAboutSuicide.com
- www.LiveThroughThis.org
- <http://lifelineforattemptsurvivors.org/>
- <http://diorvargas.com/poc-mental-illness>
- <http://ihurtmyselftoday.com/>
- www.conversationsmatter.com.au/
- bit.ly/afterasuicide.

Articles Available Online:

- Coping with Suicidal Thoughts: A Resource for Patients – <http://www.sfu.ca/carmha/publications/coping-with-suicidal-thoughts.html>
- “How I Live – and try to die – with Schizophrenia” by Reshma Valliappan – <http://scroll.in/article/703383/how-i-live-%E2%80%92-and-try-to-die-%E2%80%92-with-schizophrenia>

Support Lines & Chat Services

- **Affirmations:** Peer Counseling helpline with resources for the LGBT community. Monday-Saturday, 3:00 pm – 8:00 pm (EST), 1-800-398-GAYS
- **Common Grounds:** 24-hour Crisis and resource hotline
Call 1-800-231-1127 or text 248-809-5550, or live chat at www.commongroundhelps.org
- **The Trevor Project:** National LGBT issues line for youth age 13-24
Call 1-866-488-7386 or live chat daily 3:00 pm – 9:00 pm EST at www.thetrevorproject.org
- **National Suicide Prevention Hotline:** 1-800-784-2433
- **National Suicide Prevention Lifeline:** 1-800-273-TALK (8255)
- **Veterans Crisis Line:** 1-800-273-8255, then press the number 1
- **Also, check out these apps:** My3, Safety Plan, Virtual Hope Box, Suicide Safe

Reports/Articles

The Way Forward Report:

<http://actionallianceforsuicideprevention.org/sites/actionallianceforsuicideprevention.org/files/The-Way-Forward-Final-2014-07-01.pdf>

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- Tad Friend. Jumpers: the fatal grandeur of the Golden Gate Bridge. *The New Yorker*. October, 3 2004. Available online. http://www.newyorker.com/archive/2003/10/13/031013fa_fact
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- Joiner, T. (2014). Understanding suicide. In Joiner, T. (Ed.), *The perversion of virtue: Understanding murder-suicide*. (pp. 75-105). New York, NY. Oxford University Press.
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- Bossarte, R. M., Knox, K. L., Piegari, R., Altieri, J., Kemp, J., & Katz, I. R. (2012). Prevalence and Characteristics of Suicide Ideation and Attempts Among Active Military and Veteran Participants in a National Health Survey. *American Journal of Public Health*, 102(S1), S38-S40.
- Duong, J., & Bradshaw, C. (2014). Associations Between Bullying and Engaging in Aggressive and Suicidal Behaviors Among Sexual Minority Youth: The Moderating Role of Connectedness. *Journal of School Health*, 84(10), 636-645.
- Stone, D. M., Luo, F., Ouyang, L., Lippy, C., Hertz, M. F., & Crosby, A. E. (2014). Sexual Orientation and Suicide Ideation, Plans, Attempts, and Medically Serious Attempts: Evidence From Local Youth Risk Behavior Surveys, 2001-2009. *American Journal of Public Health*, 104(2), 262-271.
- Hoffmire, C. A., & Bossarte, R. M. (2014). A reconsideration of the correlation between veteran status and firearm suicide in the general population. *Injury Prevention*, 20(5), 317-321. doi:10.1136/injuryprev-2013-041029
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