

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

<b>Course Number:</b>	SW 360K / 395K	<b>Instructor:</b>	Susan M. De Luca, Ph.D.
<b>Unique Number:</b>	88560 / 87700	<b>Email:</b>	sdeluca@austin.utexas.edu (preferred)
<b>Semester:</b>	Summer 2020	<b>Office:</b>	3.130L
<b>Meeting Time /</b>	Mondays & Wednesdays	<b>Phone:</b>	512-471-1713
<b>Place:</b>	8:30 am – 11:00 am Via Zoom	<b>Office Hours:</b>	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**

- V. Why People Die By Suicide. (2005). Author: Thomas Joiner Harvard University Press.

## **VI. 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.

### ***Discussant 35%***

You will be responsible (generally in pairs, depending on class size) for leading one class discussion. Your objective is to synthesize the day's readings, co-facilitate the discussion, and summarize the take-home points. When fulfilling this role, prior to class, you and your partner(s) will submit 4-5 discussion questions based on the readings (due by 12pm the day before class, so that I can provide you feedback) to really promote a lively discussion, provide some debate points, even include an exercise if you think it will ultimately promote discussion. During class you will co-facilitate our discussion with me. After class you will submit a very brief (1-2 paragraphs or 4-5 bullet points) summary of what you learned as a discussant, how you might improve the discussion in the future, and how you will take this knowledge and share it with friends, family, and professionals (due within 24 hours of class).

### ***Stakeholder Paper and Presentation 55% (due 7/27)***

- ***40% Paper***
- ***15% 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).

## VII. GRADING SCALE:

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

## VIII. 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 Policies*

- **Evaluation of student performance in the class is based on:**
  - Discussant (35%)*
  - Final Paper and Project (55%)*
  - Class Participation (10%)*
- Grading Scale: (there is no curving)
- 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.**

## IX. 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.

**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/>.

**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

**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 <http://www.utexas.edu/its/policies/emailnotify.php>.

**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.** 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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms 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.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

## IX. COURSE SCHEDULE

Date	Discussion Topics	Required Readings	Assignments
6/8 M	Welcome	Losing my dad Joiner, p. 1-15 (It can also be found in the "files" section of the Canvas page in case you haven't purchased the book yet)  Tad Friend. Jumpers: the fatal grandeur of the Golden Gate Bridge. <i>The New Yorker</i> . October, 3 2004. Available online. <a href="http://www.newyorker.com/archive/2003/10/13/031013fa_fact">http://www.newyorker.com/archive/2003/10/13/031013fa_fact</a> (It can also be found in the "files" section of the Canvas page)	<b>Please come with any questions you have regarding the syllabus. We will not go over it as I expect you to read it ahead of time. This is a flipped classroom, meaning that I will ask questions of whatever is due for readings that day, and then we will go straight into critical analysis or application.</b>
6/10 W	Suicide Introduction & Theory	What we know and don't know about suicide Joiner, p 16-45  "It's OK to not be OK": Suicide attempt survivors offer insight and advice (9 minutes) <a href="https://www.cbsnews.com/news/suicide-attempt-survivors-share-insight-and-advice-on-how-to-help/">https://www.cbsnews.com/news/suicide-attempt-survivors-share-insight-and-advice-on-how-to-help/</a>	
6/15 M	Acquired capability	The capability to enact lethal self-injury is acquired Joiner, p. 46-93	Discussant group 1
6/17 W	Connectedness	The desire for death Joiner, p. 94-136	Discussant group 2
6/22 M	Suicide Prevention in Schools	* <i>Guest Presenter: Laura Dupuis, LCSW UT Counseling and Mental Health Center CMHC Assistant Director for CARE</i>  Please come with your clinical questions to Ms. Dupuis  Please watch this 30-minute video that might help your questions. It's truly excellent. "A Voice at the Table" <a href="http://www.youtube.com/watch?v=XG7eH1GLK8E">http://www.youtube.com/watch?v=XG7eH1GLK8E</a>	
6/24 W	Means & Demographics	What do we mean by suicide? How is it distributed in people? Joiner p. 137-171	Discussant group 3
6/29 M	Biology & Suicide	What roles do genetics, neurobiology, and mental disorders play in suicidal behavior? Joiner, p. 172 - 202	Discussant group 4
7/1 W	NO CLASS	Interview day for your stakeholder groups	
7/6 M	Mezzo and Macro Suicide Prevention	* <i>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</i>  No required readings, but please look at Ms. Heise's work. She is prepared to answer questions about her work and advocacy. Here are some places to get started: <a href="https://www.sprc.org/states/texas">https://www.sprc.org/states/texas</a>	
7/8 W	Assessment & Prevention	Risk assessment, crisis intervention, treatment, and prevention Joiner, p. 203-222  Zero Suicide: (take a look at this and have some opinions on the pros and cons of Zero Suicide) <a href="http://zerosuicide.actionallianceforsuicideprevention.org/">http://zerosuicide.actionallianceforsuicideprevention.org/</a>	Discussant group 5
7/13 M	What is missing in suicide prevention	The future of suicide prevention Joiner, p. 223-230 Epilogue 231-232	Discussant group 6



7/15 W	Lived Experience	<p>The Kevin Hines story (13 minutes)  <a href="https://www.youtube.com/watch?v=loiGNZTfu6g">https://www.youtube.com/watch?v=loiGNZTfu6g</a></p> <p>Pick 2 "stories of hope" to watch/read: (there are 7 pages of stories to choose from, so choose the ones that speak to you!)_  <a href="https://suicidepreventionlifeline.org/stories/">https://suicidepreventionlifeline.org/stories/</a>          Discussants, be prepared to watch them all to address all stories.</p>	Discussant group 7
7/20 M	Policy Implications and National Directives	<p>* <i>Guest Presenter: Will Francis, LMSW          Government Relations Director          National Association of Social Workers/Texas Chapter</i></p> <p><i>Please read the following articles as they will help bring up some questions to Mr. Francis.</i></p> <p>Anestis, M. D., Houtsma, C., Daruwala, S. E., &amp; Butterworth, S. E. (2019). Firearm legislation and statewide suicide rates: The moderating role of household firearm ownership levels. <i>Behavioral Sciences &amp; the Law</i>, (available online UT library)</p> <p>Lezine, D. A. (2018). U.S. political parties and support for suicide prevention. <i>Suicide and Life-Threatening Behavior</i>, 48(2), 199-203. (available online UT library)</p> <p>Corey Booker calls for a Suicide Czar  <a href="https://www.newsweek.com/cory-booker-suicide-czar-guns-2020-1425733">https://www.newsweek.com/cory-booker-suicide-czar-guns-2020-1425733</a></p>	
7/22	Class topic to be determined by students	Students and Dr. De Luca will come up with readings/videos to watch on the agreed-upon topic.	All students will be responsible for the discussion along with Dr. De Luca
7/27	Final Presentations		Stakeholder Paper and Presentations Due

**Suicide Prevention 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.

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