

SIMMONS COLLEGE SCHOOL OF SOCIAL WORK

Spring 2016

Wednesdays, 6-8:50pm

SW 464 – Understanding Suicide: Prevention, Intervention, and Postvention

Faculty

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Course Description

This course will examine the public health problem of suicide, with specific attention to prevention, intervention, and postvention approaches. Students will gain an understanding of suicide epidemiology and underlying theory, as well as risk and protective factors for suicide. This course will familiarize students with evidence-based practices and ethical considerations with suicidal clients, 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, 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.

Required Texts:

Miller, C.A. (2012). This is how it feels: A memoir-Attempting suicide and finding life. Publisher: Craig A. Miller.

Textbook Rentals:

- Rent on-line at <http://simmons.bncollege.com> or in the bookstore
- Pay using any form of payment accepted at the bookstore
- Use the book for the entire semester

While not every textbook is available to rent, many of the common, re-usable books are on the rental list. If you have questions regarding whether or not a book is rentable, please contact the Simmons bookstore.

Materials for the Courses

The course materials listed in this syllabus are available in several different sources as noted below:

T = Textbook

L = Library Reserves. Go to the **Library home page** and click on the link for “course reserves.” These are **hardcopy books and media** available for checkout at the Library Circulation Desk, and also searchable in the Library Catalog.

E = Electronically available chapters and articles **on Moodle**. These are scanned PDF files posted by your faculty and located on your Moodle course site.

W = Web link. Freely available online resources.

Journal articles: full-text journal articles are **listed in the syllabus** and can be found through the Simmons Library by the following instructions:

There are multiple ways to find a full-text article when you have the citation for it (like the ones listed in a syllabus or article reference list). The following is the most accurate method of getting to the full-text of articles in journals that the Simmons Library subscribes to.

1. From the **Simmons Library homepage** (<http://www.simmons.edu/library>), click on **Find a Journal**.
2. Search for the title of the **Journal** in which the article was published.
3. Look at the date ranges next to the database links listed under the journal title. Click on a **link with the date range** that includes the article's publication date.

If you're off-campus you'll be prompted to log in with your Simmons username and password at this point.

4. From the Journal Page, use the **year, volume, and issue** information to locate the journal issue in which the article was published.
5. Click on the issue number and scroll through the article titles until you locate the one you want to read. **Click on the PDF icon** in order to download, save or print the article.

For further instructions see the handout "**From a Citation to a Full-Text Article**" available from your instructor or the Library.

For difficulties getting to a reading through the Library, please contact reserves@simmons.edu or [617-521-2796](tel:617-521-2796)

Council on Social Work Education (CSWE) Core Competencies & Practice Behaviors

The 2008 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. A description of the 10 core competencies and associated foundation and advanced practice behaviors can be found on the SSW website through the following link within the searchable Field Manual:

<http://simmons.edu/ssw/for/msw/field-education/manual/files/12%20%20Student%20Learning%20in%20Field.pdf>.

The course will primarily address and assess your attainment of the following competencies and practice behaviors:

Competency	Practice Behavior(s)
2.1.3 Apply critical thinking to inform and communicate professional judgments	a-1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom a-2. Analyze multiple models of assessment, prevention, intervention and evaluation.
2.1.7 Human behavior. Apply knowledge of human behavior and the social environment	a-1. Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation a-2. Critique and apply knowledge to understand person and the environment

<p>2.1.10 a-d Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities <u>2.1.10.a. Engagement</u></p>	<p>a-1. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities a-2. Attend to the interpersonal and contextual factors affecting the therapeutic alliance</p>
<p>2.1.10 a-d Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities <u>2.1.10.b. Assessment</u></p>	<p>b-2. Select and modify appropriate intervention strategies based on continuous clinical assessment</p>
<p>2.1.10 a-d Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities <u>2.1.10.c. Intervention</u></p>	<p>c-1. Critically evaluate, select, and apply best practices and evidence-based interventions c-2. Collaborate with other professionals to coordinate treatment interventions</p>

Learning Objective	Practice Behavior(s)	Assignment(s)
<p>Understand the epidemiology and theories of suicide, as well as the various models of suicide prevention</p>	<p>2.1.3.a-1, a-3</p>	<p>Class participation Assignment 2</p>
<p>Understand risk and protective factors (at multiple levels) for suicide and identify and understand which social groups are at high risk for suicide</p>	<p>2.1.7.a-1, a-2</p>	<p>Class participation Assignment 1 Assignment 2</p>
<p>Be able to critically evaluate, select, and apply evidence-based suicide risk screening and assessment</p>	<p>2.1.10.b</p>	<p>Class participation Assignment 1</p>
<p>Learn about development and implementation of interventions for individuals with suicidal thoughts and behaviors</p>	<p>2.1.10.c</p>	<p>Class participation Assignment 1 Assignment 2</p>

Evaluation of Student Performance

Evaluation of students' performance is based on:

Assignments.

- Your individual instructor will explain her expectations for assignments and specific grading criteria. *Each assignment is due on the date noted in the syllabus; any exception must be discussed in advance with your instructors.*

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 SSW standards for professional development and the honor code.

Attendance, Attentiveness, and Punctuality.

- More than one absence will influence the evaluation of a student's performance and grade.
- Students are expected to let their faculty know when they are unable to be in class.
- Use of computers, phones, and other electronic devices is 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 is based on:

Midterm Assignment (40%)

Final Group Project (40%)

Class Participation (20%)

See below for the SSW Grading Scale. For further information on the school's Grading Policy, please refer to the SSW Student Handbook.

A	=	Excellent Performance
A-	=	Very good Performance
B+	=	Good Performance
B	=	Satisfactory Performance
B-	=	Marginal Performance
C/D	=	Unsatisfactory Performance
F	=	Failing Performance

Grade Grievance Policy and Procedure: Please refer to the SSW policy on grade grievances of final grades.

Statement on Disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a documented disability that requires assistance, you will need to contact the Disability Services Office at the beginning of the semester to request accommodations. Contact the Disability Services Office in person in MCB-E108 or by phone at (617) 521-2470. Students requesting accommodation must do so each semester. Students with disabilities receiving accommodations are also encouraged to inform their advisor and contact their instructors within the first 2 weeks of the semester to discuss their individual needs for accommodation.

Writing Center

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online at <http://my.simmons.edu/academics/writing-center/> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

Library Resources

Shanti Freundlich (shanti.freundlich@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the College Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

Citations for References Used in Written Work

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to: <http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

Statement on Plagiarism

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single-spacing and must be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

HIPAA Guidelines/Client Confidentiality

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments. Ensuring client confidentiality includes not stating the name of the agency, the actual name or initials of clients and/or the actual dates of services. For example, you would use "community health center" and not "Fenway Health Center" or "Upham's Corner Health Center," etc.; "urban public school" and not "Tobin Elementary School;" "larger urban teaching hospital" and not "Mass General." In terms of dates, use terms such as "past Fall" and not "October 2010" or "presenting complaint began about eight years ago when client was 10" and not "2002."

A cautionary note:

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, Simmons College has campus resources available: Simmons Counseling Center is a resource to all students. They are located at P-305 in the Palace Road Building and are open from 8:30am to 4:30pm, Monday through Friday. The phone number is: 617-521-2455. They can also be reached by email at: counselingcenter@simmons.edu. 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/>.

Please note that the syllabus is not a contract.

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

COURSE OUTLINE

CLASS 1 Introduction, Epidemiology, Definitions, Statistics

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

Readings:

De Leo, D., Burgis, S., Bertolote, J. M., Kerkhof, A. J. F. M., & Bille-Brahe, U. (2006). Definitions of suicidal behavior. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 27(1), 4–15. doi:10.1027/0227-5910.27.1.

Drapeau, C. W. & McIntosh, J. L. (2015). *U.S.A. Suicide: 2013 Official Final Data*. Washington, DC: American Association of Suicidology.

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 Suicide Theory

- 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

Readings:

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

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.

Maris, R.W., Berman, A.L., & Silverman, M.M. (2000). *Comprehensive textbook of suicidology*. New York: Guilford Publications. Chapter 2: The theoretical component of suicidology. (pp. 26-61).

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

Shneidman, E.S. (1981). A psychological theory of suicide. *Suicide & Life-Threatening Behavior*, 11, 221-231.

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

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

CLASS 3 Risk and Protective Factors

- Understand the risk and protective factors for suicide

Readings:

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.

Brent, D.A. & Melhem, N. (2008). Familial transmission of suicidal behavior. *Psychiatric Clinics of North America*, 31, 157-177.

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.

Oldham, J.M. (2006). Borderline personality disorder and suicidality. *American Journal of Psychiatry*, 163, 20-26.

Roy, A. A., & Janal, M. M. (2005). Family history of suicide, female sex, and childhood trauma: separate or interacting risk factors for attempts at suicide?. *Acta Psychiatrica Scandinavica*, 112(5), 367-371. doi:10.1111/j.1600-0447.2005.00647.x

Stone, D. M., Feijun, L., Lijing, O., 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. doi:10.2105/AJPH.2013.301383

CLASS 4 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., et al. (2005). Suicide prevention strategies: A systematic review. *Journal of the American Medical Association*, 294, 2064-2074.

- Miller, M.J.. & Barber, C. W. (2014). Reducing a suicidal person's access to lethal means of suicide: A research agenda. *American Journal of Preventive Medicine*, 47(3), Supplement 2, S264-S272. Retrieved from: [http://www.ajpmonline.org/article/S0749-3797\(14\)00247-5/abstract?cc=y](http://www.ajpmonline.org/article/S0749-3797(14)00247-5/abstract?cc=y)
- Peña, J.B., Wyman, P.A., Hendricks Brown, C., Matthieu, M.M., Olivares, T.E., Hartel, D., & Zayas, L.H. (2008). Immigration generation status and its association with suicide attempts, substance use, and depressive symptoms among Latino adolescents in the USA. *Prevention Science*, 9(4), 299-301.
- Price et al. (2007). Psychiatrists' Practices and Perceptions Regarding Anticipatory Guidance on Firearms. *American Journal of Preventive Medicine*, 33(5), 370-373.
- Yip, P.S.F. et al. (2012). Means restriction for suicide prevention. *The Lancet*, 379, 2393-2399.
- Vriniotis, M., Barber, C., Frank, E., Demmico, R., & New Hampshire Firearm Safety Coalition. (2014). A suicide prevention campaign for firearm dealers in New Hampshire. *Suicide and Life-Threatening Behavior*.

CLASS 5 Suicide Prevention in Schools

- Understand approaches to suicide prevention in school settings

Readings:

- Aseeltine, 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.
- Katz, C., Bolton, S.-L., Katz, L. Y., Isaak, C., Tilston-Jones, T., Sareen, J., & Swampy Cree Suicide Prevention Team. (2013). A systematic review of school-based suicide prevention programs. *Depression and Anxiety*, n/a–n/a. doi:10.1002/da.22114
- 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 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.
- Bryan, C. J. & Rudd. M. (2006). Advances in the assessment of suicide risk. *Journal of Clinical Psychology*, 62(2), 185-200.
- Linehan, M.M., Comtois, K.A., & Ward-Ciesielski, E.F. (2011). Assessing and managing risk with suicidal individuals. *Cognitive & Behavioral Practice*, 19, 218-232.
- Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Mental Health Presses, pp. 145-186
- Wintersteen, M. B. (2010). Standardized screening for suicidal adolescents in primary care. *Pediatrics*, 125(5), 938–944. doi:10.1542/peds.2009-2458

CLASS 7 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:

- Knesper, D.J., American Association of Suicidology, & Suicide Prevention Resource Center. (2010). Continuity of care for suicide prevention and research: Suicide attempts and suicide deaths subsequent to discharge from the emergency department or psychiatry inpatient unit. Newton, MA: Educational Development Center, Inc.
<http://www.sprc.org/sites/sprc.org/files/library/continuityofcare.pdf>
- Rudd, M.D., Mandrusiak, M., & Joiner, T.E. (2006). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. *Journal of Clinical Psychology*, 62, 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.

CLASS 8 Ethical Considerations

- Gain knowledge of ethical issues that may arise with suicidal clients and their families (e.g., confidentiality, psychopharmacology)
- Learn how to effectively address ethical issues with suicidal clients and their families

Readings:

- Battin, M. P. (in press). The primary texts: Sources on the ethics of suicide. In M. P. Battin (Ed.), *The ethics of suicide: A comprehensive historical sourcebook*. New York: Oxford University press.

- 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.
- Maris, R.W., Berman, A.L., & Silverman, M.M. (2000). Ethical, religious, and philosophical issues in suicide. In R.W. Maris, A.L. Berman, & M.M. Silverman, *Comprehensive textbook of suicidology*. Chapter 19 (pp. 456-479). New York: Guilford.
- 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 9 Outpatient Treatment with Suicidal Individuals

- 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.
- Linehan, M. M., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., Korslund, K. E., Tutek, D. A., Reynolds, S. K., & 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, 757-766.
- O'Brien, K., Singer, J.B., LeCloux, M., Duarte-Velez, Y., & Spirito, A. (2014). Acute interventions and outpatient treatment strategies with suicidal adolescents. *International Journal of Behavioral Consultation and Treatment*, 9(3), 19-25.
- 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 Addressing Comorbidity

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

Readings:

- 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
- 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*. doi:10.1111/jmft.12102

- Muehlenkamp, J., Brausch, A., Quigley, K., & Whitlock, J. (2013). Interpersonal features and functions of nonsuicidal self-injury. *Suicide and Life-Threatening Behavior*, 43(1), 67-80.
- 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.
- 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 Guest Speaker: Craig Miller, Suicide Attempt Survivor, Author of *This Is How It Feels*

- 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:

Miller book should be completed by this class.

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 Postvention

- 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.

Berkowitz, L. McCauley, J. & Mirick, R. (2011). *Riverside Trauma Center postvention guidelines*. Needham: Riverside Trauma Center. Retrieved from: http://www.riversidetraumacenter.org/documents/RiversideTraumaCenterPostventionGuidelines_6_24_11.pdf

Berman, A.L. (2011). Estimating the population of survivors of suicide: Seeking an evidence base. *Suicide & Life-Threatening Behavior*, 41, 110-116.

Carson J. Spencer Foundation, Crisis Care Network, National Action Alliance for Suicide Prevention and American Association of Suicidology. (2013). *A manager's guide to suicide postvention in the workplace: 10 action steps for dealing with the aftermath of suicide*. 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 Policy Implications and National Directives

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

Readings:

Humphreys, K. (2014, September 3). Can a new \$76 million net under the Golden Gate Bridge really prevent suicides? *The Washington Post*. Retrieved from:
<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/09/03/can-a-new-76-million-net-under-the-golden-gate-bridge-really-prevent-suicides/>

Lewiecki, E.M. & Miller, S.A. Suicide, Guns, and Public Policy. *American Journal of Public Health*: January 2013, Vol. 103, No. 1, pp. 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 October 3rd, 2014, from:
http://mobile.nytimes.com/2014/10/01/us/california-will-allow-family-members-to-seek-seizure-of-guns.html?referrer=&_r=0

National Action Alliance for Suicide Prevention: Research Prioritization Task Force. (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. Department of Health and Human Services (HHS) Office of the Surgeon General & National Action Alliance for Suicide Prevention. (2012). *2012 National strategy for suicide prevention: Goals and objectives for action*. Washington, DC: HHS. Retrieved from:
http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report_rev.pdf

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

CLASS 14 Final Group Presentations

ASSIGNMENTS

Midterm Assignment: a) 15 minute audiotaped role play of a suicide risk assessment and b) accompanying reflection paper (maximum 2 pages single spaced) detailing at least two instances in the interview of strong skills and four instances demonstrating a need for further skill development. For the

instances in need of further skill development, write specifically what you could have said or done differently and why. When suggesting improvements, provide exact dialogue and cite exactly where you would have said it in the session. Additionally, discuss issues of the client's and clinician's multiple socio-cultural identities which influenced the session, especially as it relates to your own transference and countertransference, your own values/beliefs and assumptions about your client, language issues, and how these socio-cultural issues helped or inhibited your confidence and/or effectiveness during the suicide risk assessment. **Due Class 8 and worth 40% of total grade.**

Final Group Project: In small groups, you will present on the last day of class on an issue related to suicide prevention, assessment, treatment, postvention, or policy of that is of specific interest to you. The presentation should address the epidemiology of the problem (i.e. scope and magnitude of the problem, as well as risk and protective factors) and provide a rationale for why this is a problem that needs to be addressed. The presentation should also cover how to most effectively address this issue, which may include prevention, intervention, or postvention approaches. Your power point presentation (maximum 20 minutes). **Due Class 14 and worth 40% of total grade.**

Additional Reading and Resources

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>