I. LOCATOR INFORMATION:
Adjunct Assistant Professor:
Course Number and Name: SWRK 628 Assessment and Treatment of Suicidal Behaviors
Semester Hour of Credit: 3 semester hours
Day/Time Class Meets:
Email:
Building:
Office Phone:
Fax:
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

II. COURSE DESCRIPTION:
Students acquire empirically grounded knowledge on suicidal behaviors, assessment and evidence-based treatment. The significance of culture, race and ethnicity with a special emphasis on military suicidal behaviors are addressed. The impact of suicide on survivors is examined.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203

IV. REQUIRED TEXTS:

V. SUPPLEMENTAL TEXT


*(Additional readings will be required)*

WEBSITES

- **American Association of Suicidology**
  www.suicidology.org

- **National Suicide Prevention Lifeline**
  http://www.suicidepreventionlifeline.org/CrisisCenters/Locator.aspx

- Care for the Troops
  http://careforthetroops.com/about_mft.php

- **Defense Centers of Excellence (DCOE) 24/7 Outreach**

- **Suicide Prevention Action Network USA:**

- **Suicide Prevention Resource Center**
  www.sprc.org

- **What Are The Warning Signs For Suicide?**
  http://www.suicidepreventionlifeline.org/GetHelp/SuicideWarningSigns.aspx

- **Suicide Prevention and Peer Support Organizations:**
  http://www.suicidepreventionlifeline.org/GetHelp/ResourcesAndLinks.aspx
VI. COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Acquire an understanding of the ethical considerations and dilemmas related to suicidality.

2. Explain the role of culture, race and ethnicity in suicide.

3. Acquire an understanding and ability to discuss theories that explain suicide.

4. Recognize verbal and nonverbal warnings of suicide ideation.

5. Describe treatment of suicidality from a culturally competent perspective, including differences in attitudes toward suicide and suicide acceptability across cultures.

6. Explain the perspectives and influences of religion on suicide and its relation to assessing and treating persons exhibiting suicidal behaviors.

7. Demonstrate understanding of suicidality across the life span.

8. Explain suicide relation to psychotic disorders, mood disorders and substance related disorders.

9. Discuss suicide among at-risk groups.
10. Identify and explain evidence based interventions for persons exhibiting suicidal behaviors.

11. Exhibit ability to conduct a suicide assessment.

12. Identify and explain prevention programs, support agencies and individuals as it relates to suicide in the military.

13. Discuss the impact and influence of client suicide on family survivors and clinical professionals.

VII. COURSE OUTLINE
This schedule is subject to change as needed throughout the semester. If revisions are needed, the professor will provide an amendment to the syllabus.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Session Objectives</th>
<th>Activities &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Course &amp; Syllabus Overview</td>
<td>(Objs. 1 &amp; 2)</td>
<td>Understand class format and expectations. Discuss practitioners ethical and legal responsibilities NASW Code of Ethics Discuss data on Suicide in the U.S. military such as factors associated with suicide in the military, (i.e. causes, gender, age, race, ethnicity)</td>
<td>CSWE Military Social Work Brochure Worchel &amp; Gearing Chapter 1. Ramchand, Chapter 2</td>
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<tr>
<td>Session 2</td>
<td>Role of Ethnicity, Culture and Race in</td>
<td>(Objs. 2, 4, &amp; 5)</td>
<td>Discuss the epidemiology of suicide across race, culture and ethnicity,</td>
<td>Worchel &amp; Gearing Chapters 2 &amp; 3</td>
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<tr>
<td>Session 3</td>
<td>Epidemiology of Suicide in the Military Crisis Intervention and Suicide</td>
<td>(Objs. 3 &amp; 10)</td>
<td>Acquire an understanding of military specific characteristics of suicide (i.e. demographics, who are at risk, geographics) Develop an understanding of stages and key crisis intervention strategies</td>
<td>Worchel &amp;Gearing Chapter 5 Ramchand, et.al. Chapter 1</td>
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<tr>
<td>Session 4</td>
<td>Exam 1 (to include 2 pre-identified citations from bibliography) The Military Suicide Assessment</td>
<td>(Objs., 4, 5 &amp; 10)</td>
<td>Develop skills in inquiring about suicidal thoughts, plans, and behaviors. Obtain knowledge in estimating suicidal risk and attending to client’s safety. Develop skills on coordinating care</td>
<td>Worchel &amp;Gearing Chapter 4 Military Suicide Assessment Card Website <a href="http://www.pdhealth.mil/guidelines/downloads/Suicide_Screening.pdf">http://www.pdhealth.mil/guidelines/downloads/Suicide_Screening.pdf</a> U.S. Army Suicide Prevention Manuel Website <a href="http://www.medtrng.com/suici">http://www.medtrng.com/suici</a></td>
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<tr>
<td>Session</td>
<td>Cognitive Behavior Therapy</td>
<td>(Objs. 3, 10 &amp; 11)</td>
<td>Gain knowledge and skills in developing suicide contracts. Explore the usefulness and limitations of suicide contracts. Develop knowledge and skills as to how to develop a treatment plan.</td>
<td>depvention/suicide_prevention.htm</td>
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<tr>
<td>Session 6</td>
<td>Dialectical Behavioral Therapy</td>
<td>(Objs. 3, 10 &amp; 11)</td>
<td>Acquire knowledge and skills in providing suicide education to the patient and family.</td>
<td>Worchel &amp;Gearing Chapter 7</td>
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<tr>
<td>Session 7</td>
<td>Interpersonal Psychotherapy</td>
<td>(Objs. 3, 10 &amp; 11)</td>
<td>Demonstrate understanding factors altering risk or suicide and attempted suicide.</td>
<td>Worchel &amp;Gearing Chapter 8</td>
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<tr>
<td>Session 8</td>
<td>Exam II (to include 2 pre-identified citations from bibliography)</td>
<td>(Objs. 3 7 &amp; 10)</td>
<td>Monitor psychiatric status and response to treatment.</td>
<td>Worchel &amp;Gearing Chapters 9 &amp; 10</td>
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<tr>
<td>Session 9</td>
<td>Older Adult Suicide</td>
<td>(Objs. 3 7, 10 &amp; 11)</td>
<td>Report the history of psychotherapy in the military. Demonstrate ability to determine the appropriateness of utilizing brief psychotherapy</td>
<td>Worchel &amp;Gearing Chapter 11</td>
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<tr>
<td>Session</td>
<td>Topic</td>
<td>Objectives</td>
<td>Resource</td>
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<td>10</td>
<td>Suicide and Mental Illness (suicide prevention, assessment, intervention and monitoring)</td>
<td>(Objs. 3, 8, 10 &amp; 11)</td>
<td>Articulate and demonstrate ability to implement phases of brief psychotherapy.</td>
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<td>Acquire an understanding of the relationships between schizophrenia, depression, substance abuse and suicide.</td>
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<td>Develop an understanding of suicide rates and risk factors in the military.</td>
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<td>Articulate resources preventing and treating suicide ideation.</td>
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<td>Demonstrate ability to assess and provide case management for suicidal behaviors.</td>
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<td>Worchel &amp; Gearing Chapter 12</td>
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<tr>
<td>11</td>
<td>Suicide Prevention Support in the Military</td>
<td>(Objs. 11, &amp; 12)</td>
<td>Military Community Risk Factors &amp; Programs</td>
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<td>Ramchand, et.al. Chapters 4 &amp; 5</td>
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<td>12</td>
<td>Depression and Suicide in the Military</td>
<td>(Objs. 10, 11 &amp; 12)</td>
<td>Clinical Practice in Military Settings</td>
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<td>Develop an understanding of the relationship between Depression and Suicide and identifying evidence.</td>
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<td>Freeman, Moore, &amp; Freeman Chapter 13</td>
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<tr>
<td>Session 13</td>
<td>Special Populations and Suicide</td>
<td>(Objs. 11 &amp; 12)</td>
<td>Military Resources</td>
<td>Worcel &amp; Gearing Chapter 15</td>
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<tr>
<td>Session 14</td>
<td>Survivors of Suicide</td>
<td>(Objs. 11 &amp; 12)</td>
<td>Identify and discuss mental health interventions for surviving family and friends after a suicide.</td>
<td>Worcel &amp; Gearing Chapter 16</td>
</tr>
<tr>
<td>Session 15</td>
<td>Suicide Survivors</td>
<td>(Objs. 12, &amp; 13)</td>
<td>Identify and discuss mental health interventions for surviving family and friends after a suicide.</td>
<td>Worcel &amp; Gearing Chapter 16</td>
</tr>
<tr>
<td>Session 16</td>
<td>Final Exam</td>
<td>(to include 2 pre-identified citations from bibliography)</td>
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**VIII. COURSE REQUIREMENTS:**

**Group Ppt Presentation (25%)**  
Review literature on topics concerning military suicide and provide a 15 minute powerpoint presentation to colleagues. Topics for consideration are: Suicidality and culture, race, ethnicity, age or religion.

**Three Exams (25% each)**

**FSU Policy on Disruptive Behavior in the Classroom (Optional)**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and
responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

IX. EVALUATION CRITERIA

Grade Distribution:

Attendance & Classroom Participation (10%)

Evaluation:

a. Comprehensiveness in addressing assignment outline
b. Neatness, grammar, spelling and sentence structure
c. APA Format (if applicable)

Papers with severe misspelling and poor grammar will receive a drastic grade reduction or “F” grade.
Grading Scale: Grading Scale

A  90-100  Exceptionally high
B  89-80  Good
C  79-70  Satisfactory
Below 70  Academic Failure

A grade of A represents work which is of outstanding quality, well-researched, or unusually insightful; B work is that which is thoughtful and above the group average; C work meets but does not exceed expectations; Below 70 work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

Final Grades – This policy became effective on August 16, 2009

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<table>
<thead>
<tr>
<th>FN</th>
<th>Hours attempted – Not earned</th>
<th>0 per credit hour</th>
<th>Failing due to non-attendance. (Student registered, but never attended.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
</tbody>
</table>

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions became effective on August 16, 2007.

WN GRADE DISCONTINUED:

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.
  STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.
  STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

  STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

Attendance and Class Participation 10%

Class attendance and participation means students will come to class having read the assigned materials and be prepared to discuss them with their peers. Regular and punctual class attendance is essential to the enhancement of student performance. If students are absent for any reason, it is their responsibility to find out from other students what they have missed.

Course Expectations

Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones, and beepers should be set on vibrate or not be turned on during class time. Bluetooth and similar devices are not to be displayed or worn during class. ACCORDING TO UNIVERSITY POLICY VISITORS AND CHILDREN ARE NOT ALLOWED IN CLASS.

Email Policy

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

X. ACCESSING THE WEB ENHANCED COURSE ON BLACKBOARD

Students enrolled in SWRK 605 Military Suicide during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts and related websites.

XI. TEACHING STRATEGIES

Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.

Other selected websites are located on Blackboard.

XII. ACADEMIC SUPPORT RESOURCES

1. The University College Learning Center is open for computer use. They are located at the Helen T. Chick Building.
2. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact them at 910-672-1864 to make an appointment or inquire about their services.

3. Smarthinking: [www.smarthinking.com/static/colleges](http://www.smarthinking.com/static/colleges)

   On line tutorial and on line writing lab.

4. Turnitin.com

   On line plagiarism review Turnitin.com

   Other services are listed and described on the FSU Office of Student Affairs website.