SW 510-011: Share, Explore, Engage, Discover (SEED) Mini-Course: Suicide Risk, Assessment, and Intervention using Cognitive Behavioral Therapy (CBT)

Instructor: Lindsay A. Bornheimer, PhD, LCSW
Course #/term: SW510 Section 011, SEED Week (August) 2020
Time and place: 8/25/20 and 8/26/20
(note: this is all virtual, see ‘live class’ hours below in schedule)
Credit hours: 1
Pronouns: She, her, hers
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SSW Phone: 734-615-2915
Office: SSW 3792
Office hours: By Zoom; please email to arrange

1. Course Statement

a. Course description

During New Student Orientation, varied social work topics, or themes, will be presented as foundation-level mini-courses inviting students to share, explore, engage, and discover the vast world of social work. This course will emphasize experiential, active, and engaged learning components and operationalize the three SEED goals: 1) Strengthen connection and community at the School of Social Work, 2) Explore PODS (privilege, oppression, diversity, & social justice), and 3) Learn foundation-level social work skills. Each theme will begin by attending a shared welcome experience.

Suicide is a leading cause of preventable death in the United States. Suicide risk assessment and treatment are consistently difficult in practice and greater attention to this public health issue and prevention efforts are needed, especially so, by social workers who provide the majority of mental health services in the U.S. Cognitive-behavioral therapy (CBT) for suicide prevention is a valuable evidence-based intervention and effective approach to use in practice for individuals experiencing suicidal ideation and/or having made an attempt. This mini course is designed for MSW students who are focused on interpersonal practice and will cover the following topics: the public health issue of suicide, stigma related to the experience of suicide and help-seeking, demographic and clinical characteristics related to increased risk for fatal (death) and non-fatal (ideation, plan, attempt) behaviors, comprehensive person-in environment risk assessment, safety plans, introduction to CBT theory and skills, and use of CBT for suicide prevention. Students will have the opportunity to apply knowledge and practice skills with use of case studies in small groups and dyads.
b. **Learning goals**

To increase understandings of:

1. The public health issue of suicide
2. Stigma related to the experience of suicide and help-seeking,
3. Demographic and clinical characteristics related to increased risk for fatal (death) and non-fatal (ideation, plan, attempt) behaviors
4. Comprehensive person-in environment risk assessment
5. Safety plans
6. Introduction to CBT theory and skills
7. Application of CBT for suicide prevention

c. **Course design**

Class format will include asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and synchronous (live lectures and discussion groups) activities.

### 2. Class Requirements

To fully engage in the course and develop understandings of suicide risk and prevention using CBT in practice, it is expected that students will complete all required readings (will be referenced during class lectures and discussions and are listed in CAVAS).

a. **Books and Class Materials**

All required readings will be provided in CANVAS, no need to search for them on your own unless that is preferred.

**Recommended Books for Purchase** if interested in learning more *(not required for course):*


**Required readings** (access will be available in CANVAS under Day 1 and Day 2)


• Suicide Assessment Five-Step Evaluation and Triage (SAFE-T) PDF. [https://www.porticonetwork.ca/documents/366159/1073220/Suicide+Assessment+Five-Step+Evaluation+and+Triage+%28SAFE+T%29+Booklet/00b209ca-3078-45db-a175-6983c6962166](https://www.porticonetwork.ca/documents/366159/1073220/Suicide+Assessment+Five-Step+Evaluation+and+Triage+%28SAFE+T%29+Booklet/00b209ca-3078-45db-a175-6983c6962166)

• Suicidal Ideation Risk Assessment PDF. [https://www.health.state.mn.us/people/syringe/suicide.pdf](https://www.health.state.mn.us/people/syringe/suicide.pdf)


b. Class Schedule

Synchronous items involve live class via zoom and asynchronous items involve work on your own time. Content from class 1 will be a foundation for class 2, so ideally all class 1 (day 1) activities will be complete by the start of class 2 (day 2).

**Live class times are as follows:**

- **Tuesday August 25 19:** From 6 to 8 pm EST via Zoom (link will be provided in CANVAS)
- **Wednesday August 26:** From 6 to 8:30 pm EST via Zoom (link will be provided in CANVAS)

**Agenda of 2-day class (greater detail are in the “detailed agenda” in CANVAS):**

<table>
<thead>
<tr>
<th>Day/Class</th>
<th>Topics</th>
<th>Modality</th>
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</thead>
<tbody>
<tr>
<td>Day/Class 1</td>
<td>Public health issue of fatal and non-fatal suicide behavior in the US</td>
<td>Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and Synchronous (live lectures and discussion groups) activities.</td>
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<tr>
<td>(Aug 25)</td>
<td>Risk factors for fatal and non-fatal suicide behavior</td>
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<tr>
<td></td>
<td>Protective factors for fatal and non-fatal suicide behavior</td>
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<td></td>
<td>Warning signs</td>
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<tr>
<td></td>
<td>Barriers to help-seeking and stigma</td>
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<tr>
<td></td>
<td>Suicide risk assessment</td>
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<tr>
<td></td>
<td>Safety planning</td>
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<td></td>
<td>Cultural humility in suicide risk assessment</td>
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<tr>
<td></td>
<td>Practicing skills and clinical case in breakout groups</td>
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<td></td>
<td>Discussion questions</td>
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</tbody>
</table>
c. Assignments/Tasks and Points for Grading

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due date</th>
<th>Required for Satisfactory Grade</th>
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</thead>
<tbody>
<tr>
<td>Live class attendance</td>
<td>Day 1 and Day 2 live class</td>
<td>Yes</td>
</tr>
<tr>
<td>Discussion posts in CANVAS</td>
<td>Post from Day/Class 1 clinical case due by Aug 28th&lt;br&gt;Post from Day/Class 2 clinical case due by Sept 2nd&lt;br&gt;(Both due in discussion section of CANVAS, need to also reply to someone else’s post for each day)</td>
<td>Yes</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>Submit via CANVAS in assignment section by Sept 2nd</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The assignment description will be posted on the CANVAS site with their due dates.

Reflection paper: 1-page reflection paper is described in CANVAS under assignments. There are clinical questions and processing questions that will be posted for you to respond to.
Reflection should be 12 pt font, double spaced, and does not need to be in APA format. Also, references and citations are not required.

**Discussion posts in CANVAS:** Two discussion post responses are due in CANVAS and will be listed as posts from Day/Class 1 and Day/Class 2. There are clinical questions and processing questions that will be posted for you to respond to. These posts are visible to the full class and will allow for group processing and learning along with others. It is required that you also reply to a classmate’s post for each day as we try to increase engagement remotely.

d. **Attendance and Class Participation**

It is important that you attend each live class session, engage in clinical practice with other students, engage in live class discussions, complete all asynchronous activities (readings, content, and videos), and submit all assignments in CANVAS. It is requested that all students turn on webcams during the class for engagement-purposes and to build our classroom community. Use of a webcam will also be important for our virtual discussions of content and practicing skills in role-plays (small groups via zoom).

Given the context of remote learning and different environments we are all in, attendance/participation grades for the live class will be managed individually at the discretion of the instructor. Missing 1 of the 2 live classes may impact your grade. *Email me if there is a conflict with attending a live class time and we will troubleshoot accordingly.*

e. **Course Requirements and Grading**

The course is graded as S (Satisfactory) or U (Unsatisfactory). All assignments (posts and reflection are due on the date listed above by 11:59 PM in CANVAS). Late assignments will not be accepted and will impact points/grading, unless arranged in advance. **Please email the instructor regarding any lateness.**

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

f. **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern.

Class recordings and all course materials (pre-recorded videos, lecture slides, handouts, readings) may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism