1. Course Statement

Suicide is one of the leading causes of death across the globe with 80% of the suicide deaths occurring in low to middle income countries. Even so, the vast majority of suicide research is conducted in resource-rich nations, and many suicide interventions rely on a mental health infrastructure that is not widely available to most people in the world. The course uses an adult education approach to share best practices from research across a range of prevention strategies, including individual, interpersonal, organizational and community levels and those addressing different levels of need, from health promotion to crisis level. Additionally, successful suicide prevention requires coordination among these multilevel and multi-focused strategies.

a. Course description

This course is designed to provide students from a variety of clinical and education settings with a working knowledge of a range of suicide prevention strategies, a critical perspective to better meet the needs of the communities with which they work—with a focus on low-resourced settings—and to consider how they might invite collaborations and learning to spur local action. Specifically, the course uses a community mobilization approach to suicide prevention that can work to initiate culturally responsive strategies and community-based models in a variety of contexts. Many of the examples given will
center on rural and remote Alaska Native contexts, and students will be expected to consider their working context, and apply the content in ways that align with their professional and social roles. The course is designed for students to determine for themselves how best to understand and apply the learning about suicide prevention and wellness to their practice across the prevention spectrum and at multiple levels.

b. Course objectives and competencies
Upon completion of this course, students will be able to understand and consider various suicide prevention strategies and assess how they may be adapted for different institutional (school, community mental health, other), geographic (rural, hub, urban), and cultural contexts. They will complete the course better prepared to use a variety of means to prevent suicide in their work environments. Students will achieve these objectives by doing the following:

1. Discuss the meanings of suicide from a variety of perspectives (e.g. disciplinary, historical, cultural) and consider why it matters.
2. Identify effective suicide prevention strategies across the prevention spectrum: universal, selective, indicated.
3. Explore the application of universal and selective (prevention and postvention) at interpersonal, family, institutional and community levels.
4. Consider community mobilization as a way to develop communities of practice to address complex issues like suicide that require multiple levels of culturally-responsive and locally-meaningful activities and engagement.
5. Participate in experiential activities that focus on evidence-based suicide prevention strategies and how they can be applied by different people in various settings.
6. Identify specific needs and priorities for change to prevent suicide and promote health in the clinical and/or educational setting in which they work.
7. Describe their own professional roles within historical, political and social contexts in order to cultivate cultural humility and increase responsiveness.

c. Course design
All class session will follow this format: (1) Share actionable research on multiple levels of prevention; (2) Discuss the information and practices in the context of students' lives and work; and (3) integrate learning into ideas for self-determined actions. In between the course's two sessions, students will be invited to put some of the learning from the class into practice, and are expected to share how they used the information/learning and to reflect on this work in the next session. The focus of the final projects will be determined by students and constrained by their roles, responsibilities and available opportunities.
d. Intensive focus on PODS
This course engages with privilege, oppression, diversity and social justice (PODS) content and asks students to actively consider their positionality, beliefs and roles in relation to their understandings about the complex problem of suicide, and to consider possible actions to ameliorate it in context. Through discussions and application of research to one’s lived experiences, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Required Texts:
   None

b. Required Readings:
   All required readings are available on Canvas.

c. Course Evaluation: Students will be evaluated based on three criteria: class participation, in-class presentations, and the final reflection assignment.

Class Attendance and Participation: Students are expected to attend each of the classes. Classes are most vibrant and engaging when all students attend and are ready to join discussions. Our course discussions will be built around readings assigned, contemporary and cultural links to the reading that you bring to class, questions posed, class survey in which each student will be asked to respond to an instructor question among other ways we will use our time. Reading assignments and participating in class discussions expected. Your attendance and the quality of your involvement in class are worth a maximum of 200 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated.

Seminar Group Presentation/Facilitation: Groups of students will work both independently and together to present research on their population and context focused on one stage of prevention. These groups will submit a draft for feedback the week before the presentation.

Final Assignment: In less than 3 pages, students should reflect on their experience synthesizing the scientific literature, and applying it to a population/context both as a facilitator and participant. What was difficult about applying scientific information to a
particular problem and situation? How did the learning model work for you? What might be promising (and challenging) about doing this kind of community mobilization approach in the community you work (or want to work)?

a. Class schedule

| Class Date       | Class Content                                                                                                                                                                                                                                                                                                                                                     | Readings                                                                 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 19, 2021     | Introductions  
Course Overview: PC CARES Model  
Suicide Prevention on Multiple Levels: Universal, Selective: Pre and Postvention  
Start with the scope of the problem for a particular population and place. Example: Rural and Remote Alaska Native Communities  
Expectations for next class session                                                                                                                                  | Assigned Readings Provided on Canvas                                                                                                                                      |
| June 16, 2021    | Putting learning into action within the context of each student life (what DID you do?)  
Scope of the problem for particular population and context  
“Best practices” focused on one level of prevention: Universal, Selective: Pre and Postvention  
Facilitated small group discussions: What do we know?  
What do we think?  
What do we want to do?  
Whole group reflections and ‘take aways’  
Find your own sources                                                                                                                                                                                                       |
| June 21, 2021    | Final assignment                                                                                                                                                                                                                                                                                                                                              | Assignment link on Canvas                                                                                                                                                 |
| Midnight         |                                                                                                                                                                                                                                                                                                                                                        |

b. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
</table>
| Attendance                                      | May 19\textsuperscript{th} and June 16\textsuperscript{th}  
9am – 4pm with breaks and interactive opportunities                                                              | Part of participation grade, 40% of total grade, and necessary for the other assignments.                                                                                                        |
| Artifact/Information/Key Infographic about ‘what we know’ about the pop/context and best practices for your group’s level of prevention in context (specific) | Draft June 9, 2021  
Final Due June 16th                                                                                                    | 30%                                                                                                                                                                                         |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>area, age group, cultural group, country)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Reflection</td>
<td>June 25th</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Upload assignment by Monday, midnight.</td>
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c. Attendance and class participation

Students are expected to show up to the two synchronous class sessions, to participate fully (keeping cameras on as much as possible, communicating if needing to leave or take a break), and to prepare assignments on time.

d. Grading

If a student needs more guidance or has special circumstances requiring modifications to assignments, s/he/they are expected to contact the instructor as early as possible to negotiate a way forward.

Grading: Your course grade will be determined by the following point system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>200</td>
</tr>
<tr>
<td>Seminar Presentation/Facilitation</td>
<td>150</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>150</td>
</tr>
</tbody>
</table>

Grading Scale:

- 465 points and up (93%) -- A
- 400 points to 464 (80%) – B
- 350 points to 399 (70%) – C
- 300 points to 349 (60%) – D
- Less than 300 points -- F

Total 500 points

e. 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. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified if a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found in the Recording and Privacy Concerns FAQ:

f. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as
soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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