

Course Title: Suicide Risk, Response, and Resilience: A Culturally Humble Approach to Assessment and Care

Instructor: Sidney Gaskins, LCPC

Course Description:

This 3-hour training provides behavioral health professionals with a comprehensive overview of suicide assessment, treatment, and management strategies. Through the lens of cultural humility, participants will deepen their understanding of how to recognize risk and protective factors, build therapeutic alliances, navigate ethical considerations, and develop culturally responsive treatment plans. This course draws on current research, evidence-based models, and case scenarios to explore the complex interplay of identity, trauma, social context, and mental health in suicidality.

Course Objectives:

By the end of this course, participants will be able to:

1. Define and differentiate core terminology related to suicide assessment and risk.
 2. Identify at least five key risk and protective factors, including those relevant to cultural, racial, and sexual minority populations.
 3. Apply at least two theoretical models of suicide (e.g., Interpersonal Theory, Diathesis-Stress Model) to clinical practice.
 4. Demonstrate the principles of cultural humility in suicide assessment and management.
 5. Describe three evidence-based treatment strategies and ethical considerations when working with suicidal clients.
 6. Develop a culturally informed safety planning protocol and identify self-care strategies for clinicians.
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Class Outline (3 Hours)

Hour 1: Understanding Suicide through a Cultural Humility Lens

- A. Opening Activity
- B. Key Definitions and Scope
- C. Theoretical Models of Suicide

Cultural Humility Integration

Hour 2: Suicide Risk Assessment and Management

A. Recognizing Risk and Protective Factors

B. Suicide Assessment Process

Cultural Humility Integration:

Hour 3: Interventions, Ethics, and Clinician Resilience

A. Treatment and Safety Planning

B. Therapist Self-Care and Vicarious Trauma

C. Ethical and Legal Considerations

Wrap-Up + Resources

References (selected)

CDC (2018). *Vital Signs: Trends in Suicide*.

Gunnell, D., et al. (2020). Suicide risk and prevention during the COVID-19 pandemic. *The Lancet Psychiatry*, 7(6), 468–471.

Joiner, T. (2009). *Why People Die by Suicide*. Harvard University Press.

SAMHSA (2015). *Stories of Hope and Recovery: A Suicide Prevention Toolkit for African American Faith Communities*.

Tervalon, M., & Murray-García, J. (1998). Cultural humility vs. cultural competence: A critical distinction.

Van Orden, K. A., et al. (2010). The interpersonal theory of suicide. *Psychological Review*, 117(2), 575–600.

Course Title: Cultural Humility in Action: Creating Psychologically Safe Spaces in Mental Health and Organizations

Instructor: Sidney Gaskins, LCPC

Course Description

This 3-hour training explores cultural humility as a lifelong lens through which we approach interpersonal and institutional interactions. Integrating Dr. Gaskins' research on climate and culture, the session highlights how psychological safety and cultural humility shape outcomes in mental health services, organizational leadership, and everyday relationships. Through critical reflection, experiential activities, and real-world scenarios, participants will learn to identify barriers to safety and belonging and adopt practices to foster inclusive, healing environments.

Course Objectives

By the end of the session, participants will be able to:

1. Define cultural humility and differentiate it from cultural competence.
 2. Describe the impact of organizational culture and climate on mental health, specifically feelings of psychological safety and well-being.
 3. Identify personal and institutional barriers to inclusive, affirming practices.
 4. Apply principles of cultural humility to clinical, organizational, and personal interactions.
 5. Practice active strategies that promote equity, safety, and healing in diverse environments.
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PreAssessment Short survey (Likert scale + 2 open-ended questions)

Class Outline (3 HOURS)

I. Welcome + Framing the Lens

Interactive Partner Exercise

II. Climate & Culture: Systems and Structures (40 minutes)

Mini-Case Study:

Interactive Mapping

III. Psychological Safety & Lived Experience (30 minutes)

Group Activity

Debrief Discussion Questions

IV. Clinical & Organizational Applications

Activity

V. Integration & Action Planning

Partner Work & Discussion Prompt:

VI. Post-Assessment + Reflection

Post-Survey

Open Reflection

References

Edmondson, A. (1999). *Psychological safety and learning behavior in work teams*.

Gaskins, S. (Dissertation). *Workplace Climate and Culture Experiences of Black LGBTQ Public School K-12 Educators*

Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., & Utsey, S. O. (2013). *Cultural humility: Measuring openness to culturally diverse clients*.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*.

Tervalon, M., & Murray-García, J. (1998). *Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education*.