



ISEA Professional Development Academy

Course Syllabus

Course Title: Providing Support, Caring for Students: Suicide Prevention for Educators

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Course Description:

Death by suicide affects all who knew or associated with the deceased. Family members, friends, classmates, teachers, coaches, and teammates; the community as a whole is affected by the tragedy. Many different things can lead to a person choosing suicide such as relationship issues, substance use, bullying, or stress.

This course will help teachers understand the risk factors that may push a person over the limit and choose suicide. It will also offer solutions to making your classroom and school a safe and supportive learning environment. In addition, this course will help staff know how to handle students who report wanting to commit suicide. Activities in this course will include discussions, identifying students who may be at risk, and possible ways to prevent such a tragedy from happening to your school.

Credit: One

Check the Iowa Teaching Standards that are addressed in this course:

| | | | |
|---|--------------------------------|---|----------------------------------|
| X | 1. Enhance Student Achievement | | 5. Monitoring Student Learning |
| | 2. Content Knowledge | X | 6. Classroom Management |
| X | 3. Planning and Preparation | X | 7. Professional Growth |
| X | 4. Instructional Strategies | | 8. Professional Responsibilities |

INTASC Standards that are addressed in this course:

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Goals: Participants will...

- Gain knowledge about risk factors
- Consider how to more effectively work to prevent suicide
- Gain knowledge about community resources available
- Implement steps for students who identify suicidal ideations

Objectives: As a result of successfully completing this course, participants will:

- Effectively refer to manage student(s) who report wanting to commit suicide
- Demonstrate knowledge of suicide stemming issues including relationship problems, bullying, substance abuse, stress, and LGBTQ youth
- Understand individual school policies and procedures for dealing with suicidal students

Outline, including Timeline and Learning Strategies:

This outline is designed on the suggested pace an online learner would take this course.

| Week | Topic/Activity | In Class | Out of Class |
|----------|---|----------|-----------------------|
| | <u>Getting to Know the Class; Additional Readings:</u> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time! | | 2 hours 30 minutes |
| 1 | <u>Just the Facts</u> | | |
| | Discussion: Introductions | 1 hour | 30 minutes |
| | Discussion: Some Facts & Figures To Be Aware Of | 1 hour | 2 hours |
| | Discussion: Bullying | 1 hour | 2 hours |
| | Discussion: Stress | 1 hour | 2 hours |
| | Discussion: Substance Abuse | 1 hour | 2 hours |

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|----------|---|----------------------|----------|
| | Discussion: Relationships | 1 hour | 2 hours |
| | Discussion: LGBTQ Youth | 1 hour | 2 hours |
| | Quiz: Just the Facts | 30 minutes | |
| 2 | <u>Legal & Response Plans</u> | | |
| | Discussion: Legal Considerations | 1 hours | 3 hours |
| | Discussion: School Response Plan | 1 hour | 2 hours |
| | Quiz: Legal & Response Plans | 30 minutes | |
| 3 | <u>Prevention & Intervention</u> | | |
| | Discussion: Steps on Prevention/Intervention | 1 hour | 2 hours |
| | Discussion: Postventions for Survivors | 1 hour | 2 hours |
| | Discussion: Diversity in Suicide Prevention Work | 1 hour | 2 hours |
| | Discussion: Case Scenario | 1 hour | 2 hours |
| | Quiz: Prevention & Intervention | 30 minutes | |
| | Implementation Plan | 1 hour 30 minutes | 2 hours |
| | Total Time | 15 hours | 30 hours |

Evaluation Strategy: As this is a new course, evaluations will help determine if participants are being engaged and enjoying the experience. Evaluations will be sent via SurveyMonkey to each participant at the conclusion of each Unit.

They will also complete a course implementation plan in which they indicate how they will apply this learning in their lives and work. This and the Discussion/Shares will be analyzed by the instructors to determine the learning of the participants.

Course Requirements:

- A. Participants check all messages from instructors during the duration of the course.
- B. Participants complete all Reflections, Discussions, and Shares as instructed.
- C. Participants are respectful of each other. While everyone has a right to have an opinion, bullying, mean-spirited language, or divisive attitudes will not be tolerated.
- D. Demonstrates understanding of the material through participation in the online learning experience.

Coursework

Participants can earn up to 120 points total for the course. The following table depicts the breakdown of points possible for the required coursework

| Activity | Points |
|---------------------------------|------------|
| 13 Discussions (5 points each) | 65 |
| 3 Quizzes (10 points each) | 30 |
| Final Implementation Plan/Paper | 25 |
| Total | 120 |

Grading Scale – Graduate Credit

| | |
|--------------------------|---|
| 100-90% (120-108 points) | A |
| 89-80% (107-96 points) | B |
| 79-70% (95-84points) | C |
| 69-60% (83-72 points) | D |
| 59%-Below (<71 points) | F |

Grading Scale - License Renewal Credit

| | |
|-------------------------|----|
| 100-80% (120-96 points) | P |
| 79%-Below (<95points) | NP |

Student Requirements

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Discussion Forums (65 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

| Grading Rubric for Discussion Forums | | |
|---|--|---------------|
| | | Points |
| Critical Thinking | Makes connections to the other content and real-life that are supported by reference(s) and example(s) | 2 |
| | Offers new ideas, connections, or applications | 2 |
| | Expresses and justifies personal opinion | 2 |

| | | |
|---|--|----|
| | Discusses Overall Implications | 2 |
| Assignment Specific Criteria | Addresses all parts of the assignment, cites sources | 1 |
| Participation (Responses to at least 2 peer posts) | Responds to other posts (when available) | 1 |
| Total Points Possible | | 10 |

End of Week Quizzes: Checking for Understanding (30 points possible)

The quizzes are multiple choice, definitions, true/false, or fill in the blank. The grading is done automatically and you only have one chance to complete the quiz.

Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

| Grading Rubric for Implementation Plan | | |
|---|--|---------------|
| | | Points |
| Critical Thinking | Highlights any new knowledge gained as a result of course. | 5 |
| | Offers new ideas, connections, or applications | 5 |
| | Expresses and justifies personal opinion | 3 |
| | Discusses Overall Implications | 2 |
| Assignment Specific Criteria | Addresses all parts of the assignment, cites sources | 2 |

| | | |
|------------------------------|--|----|
| Mechanics | Writing is clear, well developed, and organized, No or few grammar and spelling errors | 2 |
| Implementation | Clearly states ideas to use in the future | 2 |
| | States resources to be used | 2 |
| | Is realistic in their approach – understands limitations may exist | 2 |
| Total Points Possible | | 25 |