



### **Providing Support, Caring for Students: Suicide Prevention for Educators**

**Course Description:** Death by suicide is a serious public health problem which 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 educators understand the current research on suicide. This course will cover adolescent brain development and the risk factors, protective factors, and warning signs for youth suicide. Myths and facts of suicidal behavior and self-harm will be addressed. This course will also cover the intersections between suicide and mental health, working with special populations, and cultural considerations. Suicide prevention, intervention, postvention, treatment, and reintegration strategies will be shared.

*\* This course was aligned to the criteria adopted by the Minnesota Professional Educator Licensing and Standards Board for all suicide prevention trainings for the purposes of renewing a teaching license.*

**Clock Hours/Continuing Education Units:** 5 CEU Clock Hours

**Learning Objectives:** By the end of this course, participants will be able to do the following:

- Understand current research on adolescent brain development and suicide rates of school-aged children
- Outline the risk factors and warning signs of suicide in school-aged children
- Differentiate between the myths and facts of teen suicide
- Understand the intersections of suicide and mental health, the LGBTQ population, bullying, and other cultural considerations
- Describe effective suicide prevention, intervention, postvention, and reintegration strategies

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

**Getting Started:**

- After registering for the course, you will be sent an email with the website address, password, and course key you need to access your online course, along with login instructions
- Access each assignment through the course home page. All assignments will be submitted through the Canvas platform on each respective assignment page.
- Save a backup copy of all course assignments and completed work.

## Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	<b>Introduction and Overview:</b> 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!	0.2 hours
2	<b>School-Aged Children and Suicide</b> – In this lesson, participants will understand that suicide is a serious public health problem. They will analyze current research on brain development and statistics on suicide rates across the country. Participants will understand the unique factors of pre-teen students and adolescents, and they will also understand that the language describing suicide matters.	0.6 hours
3	<b>Warning Signs and Risk Factors</b> – In this lesson, participants will outline the risk factors and warning signs of suicide in school-aged children. Protective factors will also be addressed and differentiated from risk factors and warning signs.	0.6 hours
4	<b>Myths vs. Facts of Teen Suicide</b> – In this lesson, participants will differentiate between the myths and facts of teen suicide. Participants will understand the difference between self-harm and suicidal behavior and the intent behind each.	0.6 hours
5	<b>Suicide and Mental Health</b> – In this lesson, participants will understand the connections between mental health and suicide. The signs of mental illness will be addressed, along with the reasons why mental illness is difficult to diagnosed in adolescents.	0.6 hours
6	<b>Support, Treatment, and Communication</b> - Participants will also learn about what to do if someone is at risk of suicide. Participants will learn how to ask about suicide, how to respond, and what to do next.	0.6 hours
7	<b>Suicide and Special Populations</b> – In this lesson, participants will develop a definition for bullying in your classroom and school and its connections to suicide (or lack thereof). Participants will understand the impacts of suicide on the LGBTQ community. Specific risks and warning signs of suicide in the LGBTQ community will be addressed.	0.6 hours
8	<b>Suicide and Cultural Considerations</b> – In this lesson, participants will examine the cross-cultural perspectives on suicide prevention and intervention. Specific underrepresented populations will be addressed, and participants will learn effective culturally-competent approaches to enhance their suicide prevention procedures.	0.6 hours
9	<b>Suicide Prevention in Schools</b> – In this lesson, participants will examine effective suicide prevention, intervention, postvention, and reintegration strategies for students. Participants will examine a model school district policy, with detailed commentary, and they will learn about the issues and options surround a student’s return to school following a suicide-related absence.	0.6 hours
	<b>TOTAL CEU CLOCK HOURS</b>	<b>5 HOURS</b>

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 45 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.

### Grading Scale:

100-80% (Between 36-45 Points)	Pass
79%-Below (Below 36 points)	No Pass

**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 email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Academy coursework satisfies the license renewal requirements for your state.

**Resources:** The following evidence-based research was utilized in the development of this course.

Bracho-Sanchez, E. (2019, March 26). Showing compassion, accepting cultures: Preventing suicide in the Latino community. Retrieved on May 8, 2019, from <https://www.cnn.com/2019/03/26/health/latino-community-preventing-suicide/index.html>.

Brogan, J. (2014, March 10). Teens' brains make them more vulnerable to suicide. Retrieved from <https://www.bostonglobe.com/lifestyle/health-wellness/2014/03/09/brain-development-makes-teens-more-vulnerable-suicide-and-mood-disorders/tGBStHOnjqAyanfCe7rbsK/story.html>

Center for Discovery (n.d.). The Difference Between Self-Harm and Attempted Suicide. Retrieved on May 8, 2019, from <https://centerfordiscovery.com/difference-self-harm-attempted-suicide/>

Centers for Disease Control and Prevention (April, 2014) The relationship between bullying and suicide: What we know and what it means for schools. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf>

Frye, D. (2018, June 11). What to know when asking about suicidal thoughts. Retrieved on May 8, 2019, from <https://www.psychologytoday.com/us/blog/brainstorm/201806/what-know-when-asking-about-suicidal-thoughts>

Georgetown Behavior Health Institute (2018, February 2). Normal teenage behavior or mental health issues? Know when to seek help. Retrieved on May 8, 2019, from <https://www.georgetownbehavioral.com/node/1849>.

Mayo Clinic (2018, March 1). Worried about changes in your child's mood or behavior? Retrieved on May 8, 2019, from <https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/mental-illness-in-children/art-20046577>

National Suicide Prevention Lifeline (n.d.). Youth Suicide Warning Signs. Retrieved May 8, 2019, from <https://www.youthsuicidewarningsigns.org/>.

Nevada Division of Public and Behavioral Health (n.d.). The Myths and Facts of Youth Suicide. Retrieved May 8, 2019, from <http://suicideprevention.nv.gov/Youth/Myths/>.

Schreiber, K. (2017, October 12). Why are suicide rates higher among LGBTQ youth? Retrieved on <https://www.psychologytoday.com/us/blog/the-truth-about-exercise-addiction/201710/why-are-suicide-rates-higher-among-lgbtq-youth>.

Society for the Prevention of Teen Suicide (n.d.). Issues and options surrounding a student's return to school following a suicide-related absence. Retrieved on May 8, 2019, from <http://www.sptsusa.org/educators/issues-and-options-surrounding-a-students-return-to-school-following-a-suicide-related-absence/>

Suicide Prevention Resource Center (n.d.). Culturally competent approaches. Retrieved May 8, 2019, from <https://www.sprc.org/keys-success/culturally-competent>.

Suicide Awareness Voices of Education (n.d.). Suicide Facts. Retrieved May 8, 2019, from <https://save.org/about-suicide/suicide-facts/>.

Suicide Prevention Resource Center (2018). Treat suicidal thoughts and behaviors directly. Retrieved on May 8, 2019, from <https://zerosuicide.sprc.org/toolkit/treat/interventions-suicide-risk>.

Suicide Prevention Resource Center, & Rodgers, P. (2011). Understanding risk and protective factors for suicide: A primer for preventing suicide. Newton, MA: Education Development Center, Inc.

Yasgur, B. (2017, January 23). Suicide prevention and intervention: Cross-cultural perspectives. Retrieved May 8, 2019, from <https://www.psychiatryadvisor.com/home/topics/suicide-and-self-harm/suicide-prevention-and-intervention-cross-cultural-perspectives/>.