



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.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- 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
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

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 Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: 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!	0.8 Hours
2	School-Aged Children and Suicide – In this lesson, participants will understand that suicide is a serious public health problem. They will analyze current research on brain development and	1.4 Hours

	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.	
3	Warning Signs and Risk Factors – 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.	1.4 Hours
4	Myths vs. Facts of Teen Suicide – 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.	1.4 Hours
5	Suicide and Mental Health – 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.	1.4 Hours
6	Support, Treatment, and Communication - 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.	1.4 Hours
7	Suicide and Special Populations – 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.	1.4 Hours
8	Suicide and Cultural Considerations – 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.	1.4 Hours
9	Suicide Prevention in Schools – 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.	1.4 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 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.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1

	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

3. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

4. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (140 – 112 Points)	Pass
79%-Below (<112 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 or call 515.381.0588.

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