

COURSE SYLLABUS
SPSY 590-01 Applied Suicide Intervention (ASIST)
Dec 7-8, 2018
Lewis and Clark College
Graduate School of Education and Counseling

Catalogue Description:

Applied Suicide Intervention Skills Training (ASIST) is an intensive, interactive and practice-dominated course designed to help caregivers recognize risk and learn how to intervene to prevent the immediate risk of suicide.

Instructors:

Kathy Wilson-Fey, MS. Phone: 503-758-7603. kathywilson-fey@lclark.edu

Leslie Rodgers, LCSW. Phone: 503-998-5590. lrdogers@lclark.edu

Course Calendar:

Class meets **Dec 7 & 8, 2018 from 8:30am to 4:30pm**. The class is structured around these topics:

- Day 1 Morning Session: Overview of the training, connecting with your attitudes about suicide
- Day 1 Afternoon Session: Understanding the needs of a person at risk
- Day 2 Morning Session: Assisting practice
- Day 2 Afternoon Session: Working together with other caregivers

Course Objectives:

By completing this workshop, participants will be able to:

- Recognize that caregivers and persons at risk are affected by personal and societal attitudes about suicide
- Discuss suicide with a person at risk in a direct manner
- Identify risk alerts and develop a safe plan related to them
- Demonstrate the skills required to intervene with a person at risk of suicide
- List the types of resources available to a person at risk of suicide
- Make a commitment to improving community resources and networking
- Recognize that suicide prevention is broader than suicide intervention, and includes life promotion and self-care for persons at risk as well as for caregivers

Required Readings/Materials

- ASIST Participant Workbook (distributed in class)

Optional Readings/Materials

- NASP Resources http://www.nasponline.org/resources/crisis_safety/suicide-resources.aspx
- CALM training (Access to Lethal Means) <http://training.sprc.org/>

Course Requirements:

Attendance/Preparation/Participation. Course attendance is mandatory for the entire two days of the class to receive a passing grade and/or ASIST certification. Students are expected to come prepared to each class session and actively participate in course discussions and activities.

Final Paper. Utilizing the information from the course, students will submit a paper that synthesizes information on suicide intervention, both in the professional environment and in the wider community. The paper should be written in such a way that it could be a useful resource to guide future practice and professional development. More information about the assignment is provided at the end of this syllabus.

An electronic copy of the paper is due on **Dec 15 at 5pm**.

Please email your paper to kathywilson-fey@lclark.edu.

Course Grading

This is a graded course. Please note that a grade of *Incomplete* will only be given in rare circumstances, according to Lewis & Clark guidelines. When a grade of Incomplete is given, the student and course instructor will develop a contract and timeline for completing any remaining requirements to earn a letter grade. The contract must be signed by the student and course instructor.

| <u>Grade</u> | <u>Grade Explanation</u> |
|--------------|---|
| A | Excellent |
| B | Good |
| F | Unsatisfactory performance, no credit awarded |
| I | Incomplete |

Disability Services Statement:

If you have a disability that may affect your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

Non-Discrimination Policy and Special Assistance

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate based on race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45-hour class (3 credits), 3.0 hours for a 30-hour class (2 credits) or 1.5 hours for a 15-hour class (1 credit.) In case of extreme hardship and at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Guiding Principles/Standards Addressed in Course:

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| <u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. | X |
| <u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. | X |
| <u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. | X |
| <u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. | X |
| <u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. | X |
| <u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. | X |
| <u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| <u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. | X |
| <u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s). | X |

Authorization Levels (for TSPC-approved programs only):

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|------------------------|--|----------|
| Early Childhood | Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school. | R |
| Elementary | 3 rd -8 th Grades in an elementary classroom or in a self-contained 5 th or 6 th grade classroom in a middle school. | R |
| Middle Level | 5 th -9 th Grades in an elementary, middle, or junior high school, or high school. | R |
| High School | 9 th -12 th Grades in Subject/Dept. Assign. in a High School. | R |

*R = Readings and In-class Discussions *P = Practicum

The following NASP training domains will be addressed in the course via assigned readings, class discussions and other activities:

- Domain 1: Data-Based Decision Making and Accountability
- Domain 2: Consultation and Collaboration
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 6: Preventive and Responsive Services
- Domain 7: Family-School Collaboration Services
- Domain 8: Diversity in Development and Learning
- Domain 9: Research and Program Evaluation
- Domain 10: Legal, Ethical, and Professional Practice

Final Paper Assignment
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After completing the ASIST course, please write a final paper for your grade in the course (in addition to attendance and participation). Use the following writing prompt.

Papers should be 1000-1500 words and an electronic copy of the paper is due on **Dec 15 at 5pm.**

Please email your paper to Kathy Wilson-Fey at kathywilson-fey@lclark.edu.

Final Paper. Utilizing the information from the ASIST course and required reading materials, write a 1000-1500 word paper that synthesizes information on suicide intervention, both in the school environment and in the wider community. Please construct the paper in such a way that it could serve as a useful guide for future practice and professional development. The paper should be in APA format, free of spelling and grammatical errors.

- **Part 1: Description of the Suicide Intervention Model.** Write a description of the three stages of the Pathways for Assisting Life (PAL) framework outlined and practiced in the ASIST course. Please highlight the important factors for a caregiver to consider at each stage of the PAL, and articulate how you plan to integrate these considerations in your future practice.
- **Part 2: Personal Reflection.** Continue the paper by writing a personal reflection on your learning during ASIST that includes the following.
 - Discuss **at least two concepts** in the ASIST model that were new to your practice or understanding regarding suicide intervention.
 - Explain **at least two insights** you gained from practicing, or watching others practice, the PAL and suicide intervention skills during the workshop.
 - Finally, identify **three goals** for your future commitment to suicide prevention, in your learning or in your work setting, and describe a detailed plan of how you will implement each goal.

Grading Rubric

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| The paper clearly outlines the components of the PAL model outlined in the ASIST training. | 20 points possible |
| The paper addresses important factors for caregivers to consider at each stage of the PAL model and how the author will integrate these considerations in future practice. | 20 points possible |
| The paper discusses at least two concepts in the ASIST model that were new to the author's practice or understanding regarding suicide intervention. | 10 points possible |
| The paper explains at least two insights the author gained from practicing, or watching others practice, the PAL and suicide intervention skills during the workshop. | 10 points possible |
| The paper identifies three goals of the author's future commitment to suicide prevention, and describes a detailed plan of how the author will implement each goal. | 20 points possible |
| The paper is written in a clear manner and is free of spelling and grammar errors. | 20 points possible |
| Overall: | 100 points |