Term Information

<table>
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<tr>
<th>Effective Term</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Value</td>
<td>Summer 2013</td>
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Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Move from S/U to grade.
Allow course to be taught in Autumn, Summer, and Spring (instead of just Maymester, as originally proposed)

What is the rationale for the proposed change(s)?
Students work extremely hard to develop skills to meet standards to be a trained suicide hotline volunteer, to conduct REACH trainings for suicide prevention, and to be suicide peer educators. Past students have indicated that they have a strong preference for having this be a graded course.

Allowing the course to be taught in semesters other than Maymester allows for flexibility in scheduling for course instructors and meets the ongoing demand for hotline and REACH trained students

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Educ Sts: Counselor Education</th>
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<tbody>
<tr>
<td>Fiscal Unit/Academic Org</td>
<td>School/Educ Policy&amp;Leadership - D1280</td>
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<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
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<td>Level/Career</td>
<td>Graduate, Undergraduate</td>
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<tr>
<td>Course Number/Catalog</td>
<td>5270</td>
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<tr>
<td>Course Title</td>
<td>Suicide Prevention &amp; Mental Health Education</td>
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<tr>
<td>Transcript Abbreviation</td>
<td>Suicide Prev</td>
</tr>
<tr>
<td>Course Description</td>
<td>Training in suicide prevention, including suicide hotline and suicide gatekeeper training.</td>
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<td>Semester Credit Hours/Units</td>
<td>Fixed: 3</td>
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Offering Information

<table>
<thead>
<tr>
<th>Length Of Course</th>
<th>14 Week, 7 Week, 4 Week (May Session)</th>
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<tr>
<td>Previous Value</td>
<td>4 Week (May Session)</td>
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<tr>
<td>Flexibly Scheduled Course</td>
<td>Never</td>
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<tr>
<td>Does any section of this course have a distance education component?</td>
<td>No</td>
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<td>Grading Basis</td>
<td>Letter Grade</td>
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<td>Satisfactory/Unsatisfactory</td>
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<td>Repeatable</td>
<td>No</td>
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<td>Course Components</td>
<td>Field Experience, Lecture</td>
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<td>Grade Roster Component</td>
<td>Lecture</td>
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Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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<thead>
<tr>
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<th>13.1101</th>
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<tbody>
<tr>
<td>Subsidy Level</td>
<td>Doctoral Course</td>
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<td>Intended Rank</td>
<td>Junior, Senior, Masters, Doctoral, Professional</td>
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Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Successful completion of State of Ohio suicide hotline training program
• Successful completion of OSU Suicide Prevention Gatekeeper Training program
• Knowledge of OSU Campus Suicide Prevention Education campaign and peer education program

Previous Value

• Successful completion of State of Ohio suicide hotline training program
• Successful completion of OSU Suicide Prevention Gatekeeper Training program
• Knowledge of OSU Campus Suicide Prevention Education campaign

Content Topic List

• Board certified suicide hotline training program
• OSU Suicide prevention gatekeeper training
• OSU Campus Suicide Prevention Education campaign

Attachments

Suicide Prevention Course.doc
(Syllabus. Owner: Granello,Darcy Haag)

Comments
## Workflow Information

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<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Granello,Darcy Haag</td>
<td>03/07/2014 03:33 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Zirkle,Christopher J</td>
<td>03/07/2014 05:35 PM</td>
<td>Ad-Hoc Approval</td>
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<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>04/08/2014 06:32 PM</td>
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<td>Wheaton,Joe Edward</td>
<td>04/09/2014 11:14 AM</td>
<td>Unit Approval</td>
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<td>Achterberg,Cheryl L.</td>
<td>04/09/2014 11:14 AM</td>
<td>College Approval</td>
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<td>Warnick,Bryan R.</td>
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<td>Odum,Sarah A.</td>
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<td>Zircher,Andrew Paul</td>
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The Ohio State University  
College of Education and Human Ecology  
Educational Services Counselor Education  
ESCE 5270: Suicide Prevention and Mental Health Service Learning Course  
May Session 2013  
Monday – Thursday  
10:00 – 12:30  
PAES Room 111  
3 U credit hours,

Instructors:
Wendy Winger, MA (Main contact for course and REACH concerns)  
448 PAES Building • (614) 688-5829  
Email wwinger@ehe.osu.edu

Mary Brennen-Hofmann, MSW (contact for SPS service learning concerns)  
Suicide Prevention Services  
Email: sps@ncmhs.org

This four week May Session course is a service learning course devoted to increasing students' awareness and knowledge about mental health and suicide prevention and providing community service in crisis phone service and suicide prevention gatekeeper training. Both of these services are suicide prevention tools deemed as best practices in preventing suicide. Designed for any student considering a career in public health, education, social work, medicine, counseling and who want an opportunity to provide service, this class aims to enhance students’ skill and confidence in empathic listening and conversation, phone assessment of risk for suicide, proper referral and emergency procedures and protocol, public speaking, and understanding of the unique nature and circumstances surrounding suicide. Students will need to meet volunteer qualifications for the Suicide Prevention Service and have instructor permission prior to admission and will need to agree to provide service hours to the Suicide Prevention Service Crisis line and for the OSU Suicide Prevention Program.

Course Topic Areas:
1. Overview of suicide and self-assessment of beliefs
2. Theories of suicide
3. Suicide risk factors, warning signs, protective factors
4. Relationship between mental illness and substance abuse to suicide risk and within a prevention model.
5. Demographic and population specific relationship to suicide incidence and prevention
6. The Public Health Model of Suicide Prevention: Evidence Based Best Practices
7. The role of hotlines and gatekeeper training, community resources, and suicide prevention programming on college campuses and within the broader community.
8. Prevention strategies: REACH, gatekeeper training
9. Prevention strategies: crisis call services
10. Motivational Interviewing and communication skills with callers in crisis
11. Practical strategies for suicide risk assessment (case studies & role plays)
12. Practical strategies for suicide risk assessment (case studies & role plays)
13. Crisis intervention strategies for suicidal individuals
14. Crisis intervention strategies for suicidal individuals (case studies & role plays)
15. Postvention: preventing contagion and elevated risk among survivors
16. Presentation of REACH program; completed crisis service monitoring and supervised phone calls.

Learning Outcomes:

1. Understand the public health approach towards suicide prevention.
2. Understand how to complete a suicide risk assessment for crisis phone callers.
3. Understand how to access emergency services for crisis phone callers who are at high risk for suicide.
4. Develop competencies necessary to become certified as a Suicide Prevention Service Crisis Call responder.
5. Develop competencies necessary to become a certified OSU Suicide Prevention REACH gatekeeper trainer.

Required Text:


Additional Resources:

*A suicide crisis intervention model with 25 practical strategies for implementation.*
Journal of Mental Health Counseling.

*The process of suicide risk assessment: Twelve core principles.*
Journal of Counseling and Development

*Achieving the promise: Transforming mental health care in America* (Pub. No. SMA 03-3832). Rockville, MD: Author. Available at:

Internet Resources:

OSU Web Site: http://suicideprevention.osu.edu/
Lifeline: http://www.suicidepreventionlifeline.org/
American Foundation for Suicide Prevention: https://www.afsp.org/
Suicide Prevention Resource Center: http://www.sprc.org/

ASSIGNMENTS

1. Attendance to all classes. (10% of grade) Note on class attendance: Class will generally be held week one and two in PAES Room 111. Starting week three, class will be held at the North Central Mental Health Agency in the SPS offices. This

2. Class participation and participation in role playing activities that exhibit skill development. (10%)

2. The topics in this course are specifically designed to provide you with the skills and training to become both a crisis line volunteer and a REACH Gatekeeper Trainer. You will be assessed in their skill development throughout the quarter, and must receive a passing mark on both the existing written and Performance measures.
   a. Meet all requirements of SPS to be certified as a SPS volunteer
   b. Meet all requirements of OSU SPS to be a certified REACH trainer.
   (Both requirements necessary and will comprise 70% of grade).

3. Journal of reactions to prompts, readings and class discussion (10% of grade).

CLASSROOM DECORUM

Please remember to turn off your cell phones during class.
Also, for those taking notes on computer, please remember to stay focused, stay on task, and stay off the Internet! Non-class directed Internet, Texting and other social media activities might result in change of attendance status from “present” to “absent” for that day.
Audio recordings of class are not permitted without instructor permission.

**GRADING POLICY**
1. Journals should reflect personal insight and attention to the daily prompt and the day's course content. The writing should be thoughtful, with ideas fully explored and communicated clearly. Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic, and degree to which points made are supported effectively. Grammar and style will be taken into account when they detract from the presentation or understanding of the material that is being presented within the journal entry.

2. Role playing will be graded on the level and completeness of the participation both within the role-play and as an observer evaluating the role-play. Successful completion of role-plays is necessary in order to be certified as a volunteer for SPS.

3. SPS certification will be met upon successful completion of role playing activities and meeting all requirements necessary.

4. REACH certification will be met upon successful completion of a REACH training as observed by classroom instructor and other participants.

4. Basic grading scale: A=94+; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D = 60-69; F = 59 & below

**ACADEMIC CONDUCT**
*You are expected, at all times, to act with academic integrity.*

"At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed and the very Foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement." (Language taken from Student Judicial Services at the University of Texas) The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own,
or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

SPECIAL ACCOMMODATIONS
If you have a disability that impacts on your learning ability, please inform me early in the quarter. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.

PLEASE TAKE CARE OF YOURSELF!
A recent American College Health Survey found stress; sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

A NOTE ABOUT E-MAIL
I use e-mail daily and will answer routine questions via e-mail. However, before you send me an email with a question, please take a moment to look to see if the answer is in your syllabus or on the website. If you send me an e-mail, I will respond within 48 hours. If I haven’t responded by then, chances are the e-mail is lost in my “junk mailbox” – please send a second request or make a phone call. Thank you.