



Course Title: Prevention, Education, Postvention Services, and Advocacy – COU-285-HYB

Credit Hours: 3
Semester: Spring 2022
Cap: 15

Faculty: Dr. Dianna Dekelaita-Mullet (please call me “Dianna” or “Dr. Dianna”)
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Office: MOD-8
Office Hours: Monday, Tuesday, Wednesday, Thursday from 11:00 a.m. – 12:00 p.m.

Class Location: SUB 208 and Blackboard

Class Meeting Times:

- Monday, 2:00 – 3:15 p.m. in SUB 208 (Face to face, attendance required)
- Wednesday, 2:00 – 3:15 p.m. on Blackboard (asynchronous learning activities, required)
- Attendance at both the in-person class AND Blackboard activities is required.

Required Materials:

- Access to a computer with Internet
- Blackboard account
- NTU email account (*REQUIRED*—I will use your NTU email address to send course announcements and information).

Textbook: There is no textbook for this course. Readings will be posted on Blackboard.

Mission

Navajo Technical University honors Diné culture and language, while educating for the future.

Vision

Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally and economically.

Philosophy

Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

COU 285. This course provides a description of roles that go beyond direct suicide and crisis assessment and management. Students will learn about efforts for suicide prevention and education locally, on a statewide basis, and nationally. Using culturally informed models, students will learn the skills and knowledge necessary to provide these types of services.

Important Note

Suicide is a sensitive topic for many people, even those with professional training and experience. If you find the class is causing personal difficulty or stress, or brings up issues you would like to discuss, NTU has campus resources available; Student Services has a full-time counselor, Ms. Cheryll Atine, available by appointment to meet with students. Ms. Atine's office is located on the second floor of the SUB building at Crownpoint campus. Her office phone is 505-786-4380 or she can be contacted by email to c.atine@navajotech.edu. Additionally, anonymous help is available 24/7 from the Suicide Prevention Lifeline at 1-800-273-TALK (8255) or from their website at <http://www.suicidepreventionlifeline.org/>

Course Outcomes

Students will:

- Describe the epidemiology and theories of suicide, as well as the various models of suicide prevention
- Explain risk and protective factors for suicide, and identify which social groups are at high risk for suicide
- Critically evaluate, select, and apply evidence-based suicide risk screening and assessment tools
- Development and implementation of interventions for individuals with suicidal thoughts and behaviors

Course Assessments

Learning will be assessed by means of two comprehensive exams and a research project with rubric.

Connections to Program Assessment

There are no program level assessments in this course.

Grading Plan

Participation and Professionalism	100 points	A = 1000 – 900 points
Resource Tool Review Project	200 points	B = 899 – 800 points
Training: A Strategic Planning Approach	250 points	C = 799 – 700 points
Training: Access to Lethal Means	250 points	D = 699 – 600 points
Midterm Exam	100 points	F < 600 points
Final Exam	100 points	

Total Possible ***1000 points***

Expectations Regarding Academic Performance

This course uses a participatory, learner-centered adult education approach. This approach recognizes that *you* are responsible for your learning. I can facilitate, organize, and provide opportunities to learn, but cannot force you to learn. Course material is presented in readings, lessons, research project, exams, and online certification trainings. Evaluation of your performance will be based on your professionalism and the work you submit.

Expectations Regarding Communication with Instructor

When sending email or Moodle message please identify the course number in the subject line. I usually respond to email and texts the same business day, but please allow 24 hours.

COURSE SCHEDULE

Week	Topic	Readings (Download from Moodle)	Assignments
1	Introductions	<ul style="list-style-type: none"> Read the Syllabus and take the syllabus quiz (extra credit). Submit the Biographical Survey (extra credit). 	<p><i>Syllabus Quiz</i></p> <p><i>Student Survey</i></p>
2	Epidemiology, Definitions, Statistics	<ul style="list-style-type: none"> Browse the statistics at the AFSP website: https://afsp.org/suicide-statistics/ Read the article by Friend, T. (2004). Jumpers: The fatal grandeur of the Golden Gate Bridge. <i>The New Yorker</i>. October, 3 2004. <p style="text-align: right;"><i>(Article retrieved from http://www.newyorker.com/archive/2003/10/13/031013fa_fact)</i></p>	<p><i>Resource Tool Review Project: PART A</i></p>
3	Suicide Theory	<ul style="list-style-type: none"> Read the brief article by Joiner, T. (2009). <i>The Interpersonal-Psychological Theory of Suicidal Behavior</i>. <p style="text-align: right;"><i>(Article retrieved from https://www.apa.org/science/about/psa/2009/06/sci-brief)</i></p>	
4	Holiday	<i>Class will not meet in observance of President's Day holiday.</i>	
5	Risk and Protective Factors	<ul style="list-style-type: none"> Read the article from SPRC: <i>Understanding Risk and Protective Factors for Suicide: A Primer for Preventing Suicide</i>. <p style="text-align: right;"><i>(Article retrieved from https://tinyurl.com/yedkwuo8)</i></p>	<p><i>Resource Tool Review Project: PART B</i></p>
6	Public Health Approaches to Suicide Prevention	<p><i>Zoom class will not meet this week. Instead, you will need to complete an online training certification course.</i></p> <ul style="list-style-type: none"> <u>Complete the online training:</u> Complete the <i>Access to Lethal Means</i> online training and submit a picture of your certificate. Go to the online training here (takes approximately 2 hours to complete): https://zerosuicidetraining.edc.org/enrol/index.php?id=20 	<p><i>Submit a copy of your certificate.</i></p>
7	Suicide Prevention in Schools	<ul style="list-style-type: none"> Skim the SAMHSA High School Toolkit. Save and refer to this document for information on tools, protocols, and outreach activities related to suicide prevention and postvention in schools. 	<p><i>Resource Tool Review Project: PART C</i></p>
8	Midterm Exam	<ul style="list-style-type: none"> Please take the Midterm Exam on Blackboard 	<p><i>Midterm Exam</i></p>
9	Spring Break	<i>Class will not meet this week – Happy Spring Break!</i>	
10	Suicide Risk Screening and Assessment	<p>Watch the video on suicide risk screening: https://www.sprc.org/micro-learning/patientsafetyscreener</p>	
11	Safety Planning and Brief Interventions	<p><i>Zoom class will not meet this week. Instead, you will need to complete an online training certification course.</i></p>	<p><i>Submit a copy of your certificate.</i></p>

		<ul style="list-style-type: none"> • Complete the online training: A Strategic Planning Approach to Suicide Prevention. At https://training.sprc.org/enrol/index.php?id=31 	
12	Ethical Considerations	<i>No reading assignment. We will cover this topic together in class this week.</i>	
13	Outpatient Treatment	<ul style="list-style-type: none"> • Read the story by a survivor: <i>My Experience Going to the Emergency Room</i> (Retrieved from https://afsp.org/story/my-experience-going-to-the-emergency-room) 	<i>Resource Tool Review Project: Part D</i>
14	Addressing Comorbidity	<ul style="list-style-type: none"> • Read the article: Suicide and the Health Risks of Lack of Sleep (retrieved from https://tinyurl.com/y8uj2zad) • Read the article: Why Suicidology Should Pay Attention to Moral Injury (retrieved from https://tinyurl.com/ydy7nl8r) 	
15	Postvention	<ul style="list-style-type: none"> • Watch the video on <i>Aftercare that Makes a Difference:</i> https://www.sprc.org/micro-learning/diana-cortez-yanez-lived-experience-aftercare-makes-difference • Read the article: Berkowitz, L. McCauley, J. & Mirick, R. (2011). <i>SPRC Riverside Trauma Center Postvention guidelines.</i> 	<i>Resource Tool Review Project: Part E</i>
16	Policy Implications and National Directives	<ul style="list-style-type: none"> • Complete and submit your Resource Tool Review project and review/study for the final exam. • Be prepared to share one or two resources from your project in class. 	<i>Resource Tool Review Project: FINAL REPORT DUE</i>
17	FINAL EXAM	<ul style="list-style-type: none"> • <i>Class will not meet face to face this week. Please take your Final Exam on Blackboard. Good luck!</i> 	<i>FINAL EXAM</i>

***** Each week's assignments are always due before Sunday at 11 p.m. *****

Important Dates

January 21: Last day to add classes or drop classes without a W

February 25: Graduation petition is due

March 31: Last day to withdraw with a W

RESOURCE TOOL REVIEW PROJECT

- I. You will compile a list of suicide prevention resources in these five categories: (a) websites, (b) books on the topic of suicide, (c) national policy papers or reports, (d) suicide risk screening/assessment measures, and (e) suicide bereavement forums or chat rooms. Please evaluate each resource carefully to ensure that the information is credible, trustworthy, and high quality. Write a short (2-3 sentence) description of each resource. Submit both the list and descriptions on Moodle. *Each of these lists must be submitted through Moodle on the dates shown on the syllabus.*
- II. After compiling all of the resources, you will create a brief report, brochure, or PowerPoint presentation that summarizes the **features, strengths and weaknesses** of each of these resources. You will share your report (or brochure or PowerPoint) with your classmates in a forum on Moodle at the end of the semester. *Please submit your assignment ON TIME according to the schedule in the syllabus so that your classmates can benefit from your work.*

Resource Tool Review Project: Grading Rubric

<i>Requirement</i>	<i>Outstanding (3 points)</i>	<i>Proficient (2 points)</i>	<i>Emerging (1 point)</i>
A. <i>Websites</i> : Student submitted a list of at least three suicide prevention websites, including a brief description of each website.			
B. <i>Books</i> : Student submitted a list of at least three book titles/authors on the topic of suicide, including a brief description of each book.			
C. <i>Policy Papers</i> : Student submitted a list of at least three national policy papers or reports, including a brief description of each paper/report.			
D. <i>Screening/Assessment</i> : Student submitted a list of at least three suicide risk screening or assessment tools, including a brief description of each tool.			
E. <i>Forums/Chat Rooms</i> : Student submitted a list of at least three suicide bereavement chat rooms or discussion forums, including a brief description of each resource.			
<i>Final Report</i> : Student submitted a final summary report, brochure, OR PowerPoint presentation summarizing the features, strengths, and weaknesses of each resource.			
Report is free of grammar, spelling, and formatting errors.			
Resources are credible, trustworthy, and adhere to the practices and principles covered in the course materials.			
Each part of the assignment was submitted on time.			
<i>A (24-27 points); B (21-23 points); C (18-20 points); D (15-17 points); F (<15 points).</i>			

TRAINING

You will complete two online training certification courses and submit a picture of your certificates. The trainings are free and fully online, and take 1-2 hours to complete. See the Course Schedule and Moodle for links to each training.

EXTRA CREDIT

You will have a chance to offset any unavoidable absence or build extra points by attending a suicide prevention event or an online training (other than the two assigned trainings) for a credit of 100 points if proof of attendance can be shown. Should training be offered through UNT, I will announce the dates/times in advance on Moodle.

PARTICIPATION

Because the course is interactive and involves online activities, you are expected to attend class meetings, log in to Moodle every week, keep up with the course schedule, and complete all assignments on time.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does **NOT** automatically relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Hybrid Courses

For every credit hour in a hybrid course, the student is expected to spend three hours each week studying the course materials (this means that for a 3-credit hour online course, you are expected to study and interact with course materials **9 hours per week**).

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Sih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

Students with Disabilities

The Navajo Technical University and the Department of Business and Education are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.