

# SYLLABUS

## EDMA 157

### Suicide Prevention for Educators and Administrators

Drake University  
School of Education  
Des Moines, Iowa

**Instructor:** Lisa Boge  
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**Course Dates:** April 1-May 12

**Credit Hours:** 2 credit hours

#### Course Description:

Students will have the opportunity to learn building and/or district level strategies for developing a comprehensive suicide prevention plan to include awareness, prevention, intervention and postvention.

#### Course Goals:

- Students will understand the risk factors, protective factors, and warning signs for suicide
- Students will examine suicide statistics and reflect on data from their county/school
- Students will analyze current suicide prevention work within their building/district
- Students will explore and analyze pros and cons of suicide screeners
- Students will develop various components of a comprehensive suicide prevention program to use in their building and/or district

#### Required Textbook:



<b>Title</b>	<b>Preventing Suicide</b>
<b>Author</b>	U. S. Department of Health and Human Services
<b>ISBN</b>	978-1-387-29254-7
<b>Publisher</b>	Lulu Press, Inc.
<b>Publication Date</b>	October 12, 2017
<b>Binding</b>	Trade Paper
<b>Type</b>	Print
<b>Price</b>	\$25.51
<b>Required</b>	

**Educational Resources:** The readings from the course textbook, along with assorted articles form the core of foundational information. In addition, participants are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

### **Module 1- SUICIDE AWARENESS AND NEEDS ASSESSMENT**

Personal Introduction Blog	5 points
Understanding the Scope Blog	10 points
Marketing Campaign Element	20 points

### **Module 2- PREVENTION PROGRAMMING**

#### ***Week 1: Social and Emotional Learning***

SEL Research and Implementation Plan	10 points
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#### ***Week 2: Evidence Based Student Programs***

Student Program Analysis	15 points
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#### ***Week 3: Staff Training and Prevention Activities Inventory***

Staff Education Program Analysis	10 points
Program Findings Blog	10 points
Suicide Prevention Activities Checklist and Implementation Plan Proposal	10 points

### **Module 3- SCREENING AND INTERVENTION**

Screening Indicator Blog	10 points
Screener Analysis	10 points
Resource Availability Blog	10 points
Risk Action Plan	20 points
Checklist Journal	5 points

### **Module 4- POSTVENTION**

Postvention Resources Blog	10 points
Staff Education Presentation	15 points
Grief Response Plan	10 points
Final Checklist Implementation Plan	20 points

**TOTAL: 200 points**

## Evaluation Criteria:

Assignment-specific assessment guidelines are detailed in each module in Blackboard. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the following week. For example, if class starts on Monday the 1st, all assignments in Module One are due at midnight on Sunday the 7th. Late work will not be accepted, unless student communicates with the instructor prior to due date. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling is expected on each assignment, including blog and journal posts, and will be taken into consideration when grading submissions.
3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

## Points and Letter Grades:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 0-59% F

**Statement of Plagiarism:** The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. Consult the SOE Governance, Appendix II, Page 30 for definitions and additional policies regarding plagiarism, cheating, academic dishonesty, and the appeal process at the following

link:[http://www.drake.edu/media/collegesschools/soe/documents/soe\\_governance\\_%209222015.pdf](http://www.drake.edu/media/collegesschools/soe/documents/soe_governance_%209222015.pdf)

## Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day class. Accommodations are coordinated by Michelle Laughlin. Jean Hansen may assist as well. Their contact information is listed below:

Michelle Laughlin  
Director of Student Disability Services  
515-271-1835  
[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu)

Jean Hansen  
Sr. Online Instructional Designer  
515-201-9571  
[jean.hansen@drake.edu](mailto:jean.hansen@drake.edu)