



Course Title: Evidence-Based Clinical Interventions for Suicide

Course Number: 18:821:512

Course Pre- and Co-requisite(s): none

Course Instructor: Linda Oshin, PhD
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Office Hours: Tuesdays 12-1pm and Thursdays 3-4pm, and by appointment. Office hour instructions are available on Canvas.

Course Assistant: Hannah Pucker
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Course Website: canvas.rutgers.edu

Required Course Text: Required reading materials will include a combination of chapter texts, articles, websites, and other sources. Reading/listening assignments include journal articles available online via the Rutgers Library, or on the course Canvas site, and publicly available videos.

Course Description:

The suicide rate has risen steadily over the past decades with over 800,000 people dying by suicide each year globally (WHO, 2014). Over the last 50 years, several interventions have been formulated and tested to treat suicidal thoughts and behaviors (STBs) and thereby reduce the rate of suicide. This course introduces students to interventions that have been designed to reduce the suicide rate and/or suicidal behavior. The course covers the history of such interventions and then focuses on evidence-based approaches to the treatment of suicide risk at an individual level. Throughout the course, students will learn an overview of a number of different approaches to treating suicide risk, the evidence supporting (or failing to support) their use for diverse populations, and the key target mechanisms addressed by the interventions.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each certificate offered. The competencies addressed in this course for the Certificate in Suicide Prevention, Practice and Policy include:

1. Summarize current evidence for individual-level suicide interventions and population-level suicide prevention strategies.
2. Evaluate current knowledge about suicide with respect to diverse identities and communities



The competency addressed in this course for the MPH in Population Mental Health is:

3. Evaluate interventions that promote population mental health or wellbeing

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for more information about the curriculum and competencies for our degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- A. Describe existing interventions designed to reduce suicide risk.
- B. Identify key components of existing evidence-based treatments for suicide risk
- C. Summarize the evidence, or lack thereof, for suicide risk interventions for diverse populations.

Course Communication: The instructor will communicate with students primarily through the tools within the Canvas course. If you have a question that you feel may help other students as well, please post your question in the "Class Help: Ask A Question" discussion thread. If you have a personal concern or question you would like to talk about, please email the instructor directly or attend office hours. During the work week, the instructor will aim to respond to personal emails or your posts directed to the instructor within 48 hours. For communications posted/emailed over the weekend, the instructor will try to respond by the end of the business day on Tuesday for most situations. If the instructor is out of town and not able to respond to emails, the instructor will post a note in Canvas in Announcements. The goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated.

Fostering Course Community: The instructor will work to foster community through discussion boards, chat sessions, online activities, etc. Students are encouraged to get to know each other and contribute their particular strengths, expertise, and experience to enrich the class. Working with your classmates, explaining concepts to each other, and interacting with your instructor (and course assistant, if assigned) are the most effective ways to understand the course concepts and succeed in this course. By posting questions on Canvas (rather than via email) the entire class has the benefit of learning from the discussions, so please consider posting your question as a first option.

Canvas Announcements: This course will use Announcements in Canvas to share course information, highlight lessons learned, and send reminders. Be sure you review your notification settings in Canvas so that you receive these Announcements using your preferred contact method. In addition, please be sure to check the Announcements tab at least once each week in the Canvas shell for this course.

Schedule: All course deadlines are listed in Eastern Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a Tuesday and will end on Monday. In order to complete all of the assignments, you should plan to spend approximately 5-7 hours per week on the course material for a total of



approximately 115 hours of course-related activities (discussion boards, assignments, papers, readings, etc).

By the end of each week, you should complete the following:

- 1) Reading/Viewing the assigned materials. PowerPoint slides for instructor-created videos are included.
- 2) Participation in Discussion Board (see below).
- 3) Graded exams and assignments, if assigned for that week. You are expected to follow the honor code and complete these assignments independently unless instructions specify that you may/should work with a partner or group. These assignments are due by Monday at 11:59pm following the week that it is assigned.

Discussion Board Guidelines and Expectations: Discussion prompts will be posted on Canvas weekly. You will utilize readings, videos and other information to inform and engage in the discussion boards each week. Respect, critical thinking and application of knowledge will guide these discussions. Original posts for Discussions are due by Thursday at 11:59 pm and your replies are due Sunday at 11:59pm. The instructions and expectations for the Discussion Board, including a rubric, are posted on Canvas.

Research on Taking Notes and Enhancing Your Attention: Research demonstrates that taking notes by hand rather than on the computer triggers higher-level thinking and leads to higher recall and better understanding (Mueller and Oppenheimer, 2014). Consider taking your notes of the presentations (lectures) by hand either in a notebook or using a smartpen with a tablet – what's important is writing your notes rather than typing your notes.

Paying attention and holding your attention is important for learning. But it is not as easy as it sounds! There are strategies that can help you enhance your attention. Research on meditation has shown that it can help increase our ability to control our attention by changing our brain structure (Jha, 2011) In addition, our brains are wired to pay attention to whatever is most interesting at any point and we can hold that focus until something else shifts our focus away. By removing or eliminating distractions we can help ourselves to stay focused. While viewing the presentations (lectures) or completing the readings, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up. And if you're still having trouble resisting the temptation to check your email or surf the web, try downloading a website blocker. These website block applications can help eliminate distractions by blocking the apps or websites that tend to compete for your attention. For a list of sample website block applications, visit <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/>.

Course Requirements and Grading:

ASSIGNMENTS	Competencies Assessed	Objectives Assessed	DUE	GRADE VALUE (percentage of grade)
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Weekly Discussion Boards: Our greatest class resource is you! Your thoughts, ideas, questions, and comments will enrich everyone's learning experience. Weekly tasks will include responding to discussion board prompts. Be prepared by watching the lectures and reading the course articles. Submissions should be at least 200 words. Students will respond to the submission of at least one classmate. A rubric and additional details are provided on Canvas.	1&2	A-C	Weekly	15
Learning Activities: There will be at least 6 assignments in which you will be asked to engage with a portion of an intervention that we are covering, or respond in depth to a topic related to an intervention.	1&2	A-C	As Assigned	10
Assignment 1: Pick an intervention for suicide that is covered in class that has not been rigorously tested or an intervention not covered in class. Propose a design for a research trial that would (further) establish its efficacy with diverse populations. Propose a realistic design that overcomes limitations of prior suicide intervention work. A rubric and additional details are provided on Canvas.	1	B	9/22/25	10
Midterm Exam: The midterm exam will be based on readings and presentation materials. It will cover material from weeks 1-6. This exam will be timed, and students must complete it independently but can use readings and notes. Students will be able to start the exam when they choose after it opens, but it must be completed by the deadline. Once started, the exam timer also starts. A rubric and additional details are provided on Canvas.	1&2	A-C	10/13/25	20
Assignment 2: Contrast two interventions. Each student will select two interventions covered in class and do a compare and contrast of the models. Prepare a 1-page handout that could be given to target audiences to help them decide which intervention to choose for themselves or a loved one. A rubric and additional details are provided on Canvas.	1	A-B	11/3/25	10



Assignment 3: Interventions with specific populations/communities. Each group of students will select an intervention that was covered in class and look to the literature for the use of this intervention with a specific community or population that isn't comprehensively covered in class. Each group will then: 1) prepare and record a 10-minute presentation for the class on the use of the intervention in that community/population (e.g., definitions, epidemiology, and prevention/intervention considerations), 2) Create an informational message for the community/population about the intervention, using any format - provided it is selected specifically for the intended population (e.g., podcast, infographic, Tiktok, Twitter, etc.), 3) View and respond to at least 1 other group's presentation and informational message. A rubric and additional details are provided on Canvas.	2	C	11/24/25	15
Effective Interventions Final Paper: This will be in place of the final paper and is required for doctoral students who wish to use this course for their Effective Interventions requirement. Students will apply one of the concepts you learned in class from an intervention (e.g., chain analysis, treatment hierarchy, DBT skills, the Suicide Status Form, etc.) with a case you are actively seeing. The client does not have to have active suicide ideation or risk. You will then (a) write a report about the case, characterizing their suicidal thoughts and behaviors and detailing the intervention(s) you used, (b) post a brief, deidentified summary of your case to Canvas, and c) comment on others' posts to provide consultation.	1&2	A-C	12/15/25	20
Final Paper: Pick a case from media or a case of an individual that you encountered in a clinical setting that had suicide ideation. Write a paper that assesses their suicide ideation and risk and proposes an intervention that is appropriate to their presentation. You will also post a brief summary of this case to Canvas and comment on others'. Students who choose to do the Effective Interventions Final Paper will not need to do this paper.	1&2	A-C	12/15/25	20
TOTAL:				100



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Grading Policy:	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F



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Course Schedule:

WEEK/ START DATE	COURSE TOPIC	ASSIGNED READINGS AND VIEWING	Link to Competencies/Object ives
1 9/2/25	Course overview and introduction to suicide interventions	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 1 Discussion thread• Introduction Discussion Thread• Syllabus annotation• Student Survey <p><u>Required Readings:</u></p> <p>Jobes, D. A., & Chalker, S. A. (2019). One size does not fit all: A comprehensive clinical approach to reducing suicidal ideation, attempts, and deaths. <i>International Journal of Environmental Research and Public Health</i>, 16(19), 3606</p> <p>Posner, K., Brodsky, B., Yershova, K., Buchanan, J., & Mann, J. (2014). The classification of suicidal behavior. In M. Nock (Ed.) <i>The Oxford Handbook of Suicide and Self-Injury</i> (pp. 7-22). Oxford University Press.</p> <p><u>Optional Reading:</u></p> <p>O'Connor, R. C., & Nock, M. K. (2014). The psychology of suicidal behaviour. <i>The Lancet Psychiatry</i>, 1, 73-85.</p> <p><u>Lectures:</u></p> <p>Watch recorded lecture.</p>	1, A, B



2 9/9/25	Broad overview of intervention science; research design and implementation science	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 2 Discussion Thread• Study Classification Exercise <p><u>Required Readings:</u> Fox, K. R., Huang, X., Guzmán, E. M., Funsch, K. M., Cha, C. B., Ribeiro, J. D., & Franklin, J. C. (2020). Interventions for suicide and self-injury: A meta-analysis of randomized controlled trials across nearly 50 years of research. <i>Psychological bulletin</i>, 146(12), 1117.</p> <p>Larkin, C., Arensman, E., & Boudreaux, E. D. (2023). Preventing suicide in health systems: How can implementation science help? <i>Archives of Suicide Research</i>, 27(4), 1147–1162. https://doi.org/10.1080/13811118.2022.2131490</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	1, 3, A, B
3 9/16/25	Light Touch Interventions: Caring Contacts/Safety Planning	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 3 Discussion• Assignment 1: Intervention Research Trial Design <p><u>Required Readings:</u> Skopp, N. A., Smolenski, D. J., Bush, N. E., Beech, E. H., Workman, D. E., Edwards-Stewart, A., & Belsher, B. E. (2023). Caring contacts for suicide prevention: A systematic review and meta-analysis. <i>Psychological services</i>, 20(1), 74.</p> <p>Stanley, B., & Brown, G. K. (2012). Safety planning intervention: a brief intervention to mitigate suicide risk. <i>Cognitive and behavioral practice</i>, 19(2), 256-264.</p> <p><u>Pick 1 of the Following</u> Jansen, K. J., Shaw, J. L., Comtois, K. A., Elliott-Groves, E., Slaney, T., Avey, J. P., ... & CARE Phase 1 Study Team. (2023). Culturally adapting</p>	1, 2, 3, A, B, C



		<p>caring contacts for suicide prevention in four Alaska Native and American Indian communities. <i>Archives of suicide research</i>, 27(1), 89-106.</p> <p>Luxton, D. D., Smolenski, D. J., Reger, M. A., Relova, R. M. V., & Skopp, N. A. (2020). Caring e-mails for military and veteran suicide prevention: A randomized controlled trial. <i>Suicide and Life-Threatening Behavior</i>, 50(1), 300-314.</p> <p>Gysin-Maillart, A., Schwab, S., Soravia, L., Megert, M., & Michel, K. (2016). A novel brief therapy for patients who attempt suicide: A 24-months follow-up randomized controlled study of the attempted suicide short intervention program (ASSIP). <i>PLoS medicine</i>, 13(3), e1001968.</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	
4 9/23/25	Collaborative Assessment and Management of Suicidality (CAMS)	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 4 Discussion• SSF Annotation <p><u>Required Readings:</u> Jobes, D. A., & Drozd, J. F. (2004). The CAMS approach to working with suicidal patients. <i>Journal of Contemporary Psychotherapy</i>, 34, 73-85.</p> <p>Comtois, K. A., Hendricks, K. E., DeCou, C. R., Chalker, S. A., Kerbrat, A. H., Crumlish, J., ... & Jobes, D. (2023). Reducing short term suicide risk after hospitalization: a randomized controlled trial of the Collaborative Assessment and Management of Suicidality. <i>Journal of affective disorders</i>, 320, 656-666.</p> <p>Swift, J. K., Trusty, W. T., & Penix, E. A. (2021). The effectiveness of the collaborative assessment and management of suicidality (cams) compared to alternative treatment conditions: A meta-analysis. <i>Suicide and Life-Threatening Behavior</i>, 51(5), 882-896.</p>	1, 3, A, B



		<u>Lectures:</u> Watch recorded lecture.	
5 9/30/25	Cognitive Therapy for Suicide Prevention (CT-SP)	<u>Assignments Due:</u> <ul style="list-style-type: none">Module 5 DiscussionChain analysis assignment <u>Required Readings:</u> <p>Stanley, B., Brown, G., Brent, D. A., Wells, K., Poling, K., Curry, J., ... & Hughes, J. (2009). Cognitive-behavioral therapy for suicide prevention (CBT-SP): treatment model, feasibility, and acceptability. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 48(10), 1005-1013.</p> <p>Wenzel, A., & Beck, A. T. (2008). A cognitive model of suicidal behavior: Theory and treatment. <i>Applied and Preventive Psychology</i>, 12(4), 189-201</p> <p>Brown, G. K., Karlin, B. E., Trockel, M., Gordienko, M., Yesavage, J., & Taylor, C. B. (2016). Effectiveness of cognitive behavioral therapy for veterans with depression and suicidal ideation. <i>Archives of Suicide Research</i>, 20(4), 677-682.</p> <u>Lectures:</u> Watch recorded lecture.	1, 3, A, B
6 10/7/25	Dialectical Behavior Therapy	<u>Assignments Due:</u> <ul style="list-style-type: none">Module 6 DiscussionExam 1 <u>Required Readings:</u> <p>DeCou, C. R., Comtois, K. A., & Landes, S. J. (2019). Dialectical behavior therapy is effective for the treatment of suicidal behavior: A meta-analysis. <i>Behavior therapy</i>, 50(1), 60-72.</p> <p>McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, K., ... & Linehan, M. M. (2018). Efficacy of dialectical behavior therapy for</p>	1, 3, A, B



		<p>adolescents at high risk for suicide: a randomized clinical trial. <i>JAMA psychiatry</i>, 75(8), 777-785.</p> <p>Rizvi, S. L., Bitran, A. M., Oshin, L. A., Yin, Q., & Ruork, A. K. (2024). The state of the science: Dialectical Behavior Therapy. <i>Behavior Therapy</i>, 55(6), 1233–1248. https://doi.org/10.1016/j.beth.2024.02.006</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	
7 10/14/25	Family Based Interventions	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 7 Discussion• Final Paper Proposal <p><u>Required Readings:</u> Asarnow, J. R., Berk, M. S., & Baraff, L. J. (2009). Family Intervention for Suicide Prevention: A specialized emergency department intervention for suicidal youths. <i>Professional Psychology: Research and Practice</i>, 40(2), 118.</p> <p>Ewing, E. S. K., Levy, S. A., Boamah-Wiafe, L., Kobak, R., & Diamond, G. (2016). Attachment-Based Family Therapy with a 13-year-old girl presenting with high risk for suicide. <i>Journal of Marital and Family Therapy</i>, 42(1), 91–105. https://doi.org/10.1111/jmft.12102</p> <p>Frey, L. M., Hans, J. D., & Sanford, R. L. (2016). Where is family science in suicide prevention and intervention? Theoretical applications for a systemic perspective. <i>Journal of Family Theory & Review</i>, 8(4), 446-462.</p> <p>Sullivan, S. R., Spears, A. P., Mitchell, E. L., Walsh, S., Love, C., & Goodman, M. (2023). Family treatments for individuals at risk for suicide: A PRISMA scoping review. <i>Crisis</i>, 44(1), 49–60. https://doi.org/10.1027/0227-5910/a000828</p> <p><u>Lectures:</u></p>	1, A, B



		Watch recorded lecture.	
8 10/21/25	Group therapy – Acute Settings and Corrections	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">Module 8 Discussion <p><u>Required Readings:</u> Chalker, S. A., Martinez Ceren, C. S., Ehret, B. C., & Depp, C. A. (2022). Suicide-focused group therapy: A scoping review. <i>Crisis: The Journal of Crisis Intervention and Suicide Prevention</i>.</p> <p>Gurtovenko, K., Waitz, C., & Tebbet-Mock, A. (2024). Adapting and implementing evidence-based interventions on inpatient psychiatric units, 193-207. In Leffler, J.M., Thompson, A.D., & Simmons, S.W. (Eds.), <i>Handbook of evidence-based inpatient mental health programs for children and adolescents</i>. Springer</p> <p>Johnson, L. L., O'Connor, S. S., Kaminer, B., Gutierrez, P. M., Carney, E., Groh, B., & Jobes, D. A. (2019). Evaluation of structured assessment and mediating factors of suicide-focused group therapy for veterans recently discharged from inpatient psychiatry. <i>Archives of Suicide Research</i>, 23, 15-33.</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	1, 2, 3, A, B, C
9 10/28/25	Psychopharmacology and Somatic Therapies	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">Module 9 DiscussionArticle annotationAssignment 2: Contrast Two Interventions <p><u>Required Readings:</u> Barredo, J., Bozzay, M. L., Primack, J. M., Schatten, H. T., Arney, M. F., Carpenter, L. L., & Philip, N. S. (2021). Translating interventional</p>	1, A, B



		<p>neuroscience to suicide: It's about time. <i>Biological Psychiatry</i>, 89(11), 1073–1083. https://doi.org/10.1016/j.biopsych.2021.01.013</p> <p>Hawkins, E. M., Coryell, W., Leung, S., Parikh, S. V., Weston, C., Nestadt, P., ... & National Network of Depression Centers Suicide Prevention Task Group. (2021). Effects of somatic treatments on suicidal ideation and completed suicides. <i>Brain and behavior</i>, 11(11), e2381.</p> <p><u>Lectures:</u> Watch recorded lecture. Watch Yale Interventional Psychiatry Video</p>	
10 11/4/25	Crisis Interventions	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 10 Discussion <p><u>Required Readings:</u> Dimeff, L. A., Jobes, D. A., Koerner, K., Kako, N., Jerome, T., Kelley-Brimer, A., ... & Schak, K. M. (2021). Using a tablet-based app to deliver evidence-based practices for suicidal patients in the emergency department: pilot randomized controlled trial. <i>JMIR mental health</i>, 8(3), e23022.</p> <p>Bryan, C. J., Bryan, A. O., Khazem, L. R., Aase, D. M., Moreno, J. L., Ammendola, E., ... & Baker, J. C. (2024). Crisis response planning rapidly reduces suicidal ideation among US military veterans receiving massed cognitive processing therapy for PTSD. <i>Journal of anxiety disorders</i>, 102, 102824.</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	1, 2, A, B, C



11 11/11/25	The Future of Suicide Intervention/ Digital Technologies	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">Module 11 Discussion <p><u>Required Readings:</u> Coppersmith, D. D. L., Dempsey, W., Kleiman, E. M., Bentley, K. H., Murphy, S. A., & Nock, M. K. (2022). Just-in-time adaptive interventions for suicide prevention: Promise, challenges, and future directions. <i>Psychiatry</i>, 85(4), 317–333. https://doi.org/10.1080/00332747.2022.2092828</p> <p>Meyerhoff, J., Kruzan, K. P., Kim, K. Y. A., Van Orden, K., & Mohr, D. C. (2023). Exploring the safety of a general digital mental health intervention to effect symptom reduction among individuals with and without suicidal ideation: a secondary analysis. <i>Archives of Suicide Research</i>, 27(3), 966-983.</p> <p><u>Lectures:</u> Watch recorded lecture. SPARC Video</p>	1, A, B
12 11/18/25	Interventions across Settings	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">Module 12 DiscussionAssignment 3: Specific Populations <p><u>Required Readings:</u> Arnon, S., Shahar, G., & Brunstein Klomek, A. (2024). Continuity of care in suicide prevention: Current status and future directions. <i>Frontiers in Public Health</i>, 11. https://doi.org/10.3389/fpubh.2023.1266717</p> <p>Daniel, A. E. (2006). Preventing suicide in prison: A collaborative responsibility of administrative, custodial, and clinical staff. <i>Journal of the American Academy of Psychiatry and the Law Online</i>, 34(2), 165-175.</p>	1, 2, 3, A, B, C



		<p>Dimeff, L. A., Jobes, D. A., Tyndal, T., Zhang, I., Stefan, S., Kako, N., ... & Ilac, M. (2023). Using the Delphi method for determining key performance elements for delivery of optimal suicide-specific interventions in emergency departments. <i>Archives of suicide research</i>, 27(2), 246-260.</p> <p>Yiu, H. W., Rowe, S., & Wood, L. (2021). A systematic review and meta-analysis of psychosocial interventions aiming to reduce risks of suicide and self-harm in psychiatric inpatients. <i>Psychiatry research</i>, 305, 114175.</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	
13 11/25/25	Interventions across the Lifespan	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 13 Discussion• Developmental stage paragraph <p><u>Required Readings:</u> Heisel, M. J., & Duberstein, P. R. (2005). Suicide Prevention in Older Adults. <i>Clinical Psychology: Science and Practice</i>, 12(3), 242.</p> <p>King, C. A., Arango, A., & Foster, C. E. (2018). Emerging trends in adolescent suicide prevention research. <i>Current opinion in psychology</i>, 22, 89-94.</p> <p>Oppenheimer, C. W., Glenn, C. R., & Miller, A. B. (2022). Future directions in suicide and self-injury revisited: Integrating a developmental psychopathology perspective. <i>Journal of Clinical Child & Adolescent Psychology</i>, 51(2), 242–260. https://doi.org/10.1080/15374416.2022.2051526</p>	1, 2, 3, A, B, C



		<p>Van Orden, K., & Deming, C. (2018). Late-life suicide prevention strategies: current status and future directions. <i>Current opinion in psychology</i>, 22, 79-83.</p> <p><u>Lectures:</u> Watch recorded lecture.</p>	
14 12/2/25	Population Considerations	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none">• Module 14 Discussion• Specific Populations Follow Up <p><u>Required Readings:</u> Alvarez, K., Polanco-Roman, L., Samuel Breslow, A., & Molock, S. (2022). Structural racism and suicide prevention for ethnoracially minoritized youth: A conceptual framework and illustration across systems. <i>American journal of psychiatry</i>, 179(6), 422-433.</p> <p>Meza, J. I., & Bath, E. (2021). One size does not fit all: making suicide prevention and interventions equitable for our increasingly diverse communities. <i>J Am Acad Child Adolesc Psychiatry</i>, 60(2), 209-212.</p> <p>Molock, S. D., Boyd, R. C., Alvarez, K., Cha, C., Denton, E., Glenn, C. R., Katz, C. C., Mueller, A. S., Meca, A., Meza, J. I., Miranda, R., Ortin-Peralta, A., Polanco-Roman, L., Singer, J. B., Zullo, L., & Miller, A. B. (2023). Culturally responsive assessment of suicidal thoughts and behaviors in youth of color. <i>American Psychologist</i>, 78(7), 842–855. https://doi.org/10.1037/amp0001140</p> <p>Oshin, L. A., & Rizvi, S. L. (2024). Considerations for the use of dialectical behavior therapy for individuals experiencing oppression. <i>Psychotherapy</i>, 61(4), 282–291. https://doi.org/10.1037/pst000054</p>	1, 2, 3, A, B, C



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		<u>Lectures:</u> Watch recorded lecture.	
15 12/9/25	Ethics of Intervention	<u>Assignments Due:</u> <ul style="list-style-type: none">• Module 15 Discussion• Final Paper <u>Required Readings:</u> Szasz, T. (1986). The case against suicide prevention. <i>American Psychologist</i> , 41(7), 806. Ward-Ciesielski, E. F., & Rizvi, S. L. (2021). The potential iatrogenic effects of psychiatric hospitalization for suicidal behavior: A critical review and recommendations for research. <i>Clinical Psychology: Science and Practice</i> , 28(1), 60. <u>Lectures:</u> Watch recorded lecture. Universal Screening Debate SRS Video	3



Policies:

Learning Management System: Canvas will be used throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@oit.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

Late Assignments Policy: Assignment deadlines are given to allow me enough time to grade and return your work in a timely manner. Assignments that are late without an extension that was requested prior to the deadline are subject to a 10% reduction per day. There will be no late assignments accepted for discussion board postings.

Academic Integrity: Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

Extra Credit: Extra credit assignments will be offered to the entire class and cannot be requested by individual students. Students may propose assignments to be offered as extra credit to the entire class. Please do not request extra credit assignments in the final weeks of the semester.

AI Policy: Artificial Intelligence can be a useful tool for brainstorming or gathering information quickly. Under no circumstances should clinical information be entered into an AI tool (e.g., transcripts from sessions or case conceptualizations). I expect the work that is submitted for a grade to have been generated from a student and not from AI or any other resource.

Students with Disabilities: Please let me know if there is anything I can do to make it easier for you to learn in my class and I will try to accommodate what I can. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>



RUTGERS

Graduate School of Applied
and Professional Psychology

Online/Asynchronous Course

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.