**Lesson Plan – Assessment and Diagnosis: Suicide and Suicidal Ideation**

**Required reading before class:**

Kring, A., Johnson, S, Davison, G, & Neale, J. (2016). Abnormal psychology. Chapter 3.

Dazzi, T., Gribble, R., Wessely, S., & Fear, N. T. (2014). Does asking about suicide and related behaviours induce suicidal ideation? what is the evidence? *Psychological Medicine, 44*(16), 3361-3.

Miller, A. B., Esposito-Smythers, C., & Leichtweis, R. N. (2015). Role of social support in adolescent suicidal ideation and suicide attempts. *Journal of Adolescent Health*, *56*(3), 286-292.

**Learning Objectives:**

* Students will become aware of risk factors and triggers associated with assessing suicide and suicidal ideation in a patient
* Students will be able to recognize the signs of patients at risk of suicide, Including assessment of non-verbal behaviors.
* Students will know what to do and who to contact if they ever encounter someone who is suicidal
* Students will analyze the pros and cons of structuring counseling sessions including use of proper language, empathetic expression, open-ended questions, and counselor/patient rapport.

**Class break-down:**

* Students will be briefed regarding the nature of the lecture and allow them a chance to voice any concerns about the readings or about the topic in general.
* Suicide and Suicidal ideation prevalence rates slides (5 min):
  + Students will write down potential reasons why certain groups have higher rates of death by suicide compared to others (2 minute).
  + Group discussion regarding student answers (10 min).
* Suicide and suicidal ideation triggers, underlying causes and prevention slide set (15 min):
  + Think/pair/share about the myths regarding suicide and how they can stigmatize those individuals who have attempted suicide or complete suicide and suicidal ideation (10 min).
* Students will break into groups and complete the suicide and suicidal ideation assessment and supervision activity (large class size 8 to 10 groups small class size 4 to 5 groups) (20min):
  + Within each group students will be given either a “counselor handout” to assess the risk of suicide of a patient/client or a “supervisor handout” to assess the counselor during a session.
  + Play clip 1 <https://www.youtube.com/watch?v=cyL_SuPic_A>
    - Let students fill out form (1 min)
  + Play clip 2 <https://www.youtube.com/watch?v=4tR-4ZAHpco>
    - Let students fill out form (1 min)
  + Play clip 3 <https://www.youtube.com/watch?v=G6uxv7H_yyc>
    - Let students fill out form (1 min)
  + Think/pair/share to discuss the pros and cons about the counselor’s assessment and the signs and triggers that were observed (5 min).
  + Students will then suggest ways to improve the session based on the lecture slides.
* End class by addressing any remaining concerns and questions from the students and then introduce the next homework assignment.