Unit Learner Outcomes:

School Counseling Suicide Prevention Curriculum

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The following sections list the unit learner outcomes for each part of this suicide prevention curriculum and the level of thinking based on Bloom's Taxonomy that each portion requires is listed in italics after the learner outcome (Chiarelott, 2006).

**Prevention: Students**

* Students will exhibit understanding of risk factors, warning signs, and statistics for suicide and be able to identify them in pretend scenarios- *application*
* Students will exhibit a knowledge of community resources and school resources for help in this situation for themselves or for a friend- *knowledge*
* Students will be able to discern between myths and facts about suicide and comprehend the reasons someone would choose to kill themselves. This will include building empathy and understanding for people in this situation.- *comprehension, analysis*
* Students will have the ability to communicate with someone who may be suicidal and have a plan for reaching out to a trusted adult with this information. They will partner up and practice this. -*application.*
* Students will create a plan of action in case of emergency for their friends and classmates if they are suicidal or have attempted suicide.- *synthesis*
* Students will create a project to show how they plan to relieve stress and anxiety outside of the classroom and in the classroom. This can be a video, a paper, or demonstration of their chosen stress reliever (eg. yoga demonstration). -*synthesis*

**Prevention: Staff**

* Staff will exhibit a knowledge of community and school resources.- *knowledge*
* Staff will be able to discern between myths and facts about suicide and comprehend the reasons someone would choose to kill themselves. This will include building empathy and understanding for people in this situation - *comprehension*
* Staff will have the ability to communicate with someone who may be suicidal and have a plan for responding to a student who reaches out to them. They will partner up and practice this. -*application*
* Staff will be able to recognize the risk factors and warning signs of suicide in a student by analyzing a few case studies as a group. ­*-application, knowledge*
* Staff will create a plan of action in case of emergency for their student if they are suicidal or have attempted suicide.- *synthesis*

**Prevention: Parents**

* Parents will exhibit a knowledge of community and school resources. - *knowledge*
* Parents will have knowledge of statistics, myths, and facts about suicide.- *comprehension*
* Parents will know how to approach their child if they are talking about suicide or appear to be suicidal.- *application*
* Parents will have knowledge of warning signs and risk factors of suicide to look for in their child. *-knowledge*
* Parents will create a plan of action in case of emergency for their child if they are suicidal or have attempted suicide.- *synthesis*

**Intervention and Responsive Services**

* Staff will be aware of plan of action and understand their role in emergency response in case of suicide or suicide threat from one of their students. *-comprehension*
* Staff will be able to recognize students at risk of suicide and students that may be in a suicide pact or wanting to copy cat a suicide after another student has successfully completed a suicide attempt. ­*-application.*

**Postvention**

* Staff will be able to recognize students at risk of suicide and students that may be in a suicide pact or wanting to copy cat a suicide after another student has successfully completed a suicide attempt. ­*-application.*
* Staff will collectively be able to objectively evaluate the entire curriculum and emergency response to better help in the future after going through experience of a student suicide and having all the training provided in the prevention stage.- *evaluation*

Resources

Chiarelott, L. (2006) *Curriculum in Context*. Belmont, CA: Wadsworth.