



Course Syllabus  
**Suicide and Violence Assessment, Prevention, and Treatment**  
Midwestern State  
University  
Gordon T. & Ellen West College of Education  
COUN 4243 Section X10  
Fall 2025

**Contact Information**

Instructor: Elizabeth Ivey, LPC-S  
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**Instructor Response Policy**

During the week (Monday – Friday) I will respond to emails within 48 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

**Textbook & Instructional Materials**

The viewpoint of the text does not embody the viewpoint of Midwestern State University. If you notice something within your text that you feel is bias or incorrect, please reach out to the publisher with your concerns in hopes that they may be reflected within future editions.

Houston, M. N. (2017). *Treating suicidal clients & self-harm behaviors: Assessments, worksheets & guides for interventions and long-term care*. PESI.

Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Mental Health Presses.

### Additional Readings:

Materials also being read in this course include those listed below.

Beltrani, A. (2022, July 12). *An introduction to violence risk assessments*. Palo Alto University. [Article](#).

Beltrani, A. (2022, Sept. 8). *General violence risk: A strength-based approach*. Palo Alto University. [Article](#).

People for the Ethical Treatment of Animals. (2023). *Animal abuse and human abuse: Partners in crime*. Peta. [Article](#).

Robinson, C. & Clausen, V. (2021, Aug. 10). *The link between animal cruelty and human violence*. FBI Law Enforcement Bulletin. [Article](#).

Sommers-Flanagan, J. (2022, April 1). *Suicide assessment for clinicians: A strength-based model*. Social Work Courses Online. [Article](#).

Substance Abuse and Mental Health Services Administration. (2009). *Quick guide for clinicians: Based on TIP 50 addressing suicidal thoughts and behaviors in substance abuse treatment*. SAMHSA. [Article](#).

### Course Description

Explores suicide and violence assessment, prevention strategies and treatment protocols related to underlying substance use disorder.

### Course Objectives

In this course students will gain the knowledge and understanding of suicide and violence assessment, prevention, and treatment in relation to addiction. Students will also explore how to refer for higher levels of care as well as when they are indicated

□ **Knowledge and Skill Learning Outcomes:** Addiction Counseling Competencies (Substance Abuse and Mental Health Services Administration, 2017)

Upon successful completion of this course, through the following competencies students will:

### Treatment Knowledge

- Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
- Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- Exhibit openness to new information.
- Understand the value of an interdisciplinary approach to addiction treatment.
- Exhibit a commitment to professionalism.

### Application to Practice

- Exhibit openness to a variety of treatment services based on client need.
- Understand the continuum of treatment services and activities.
- Be able to describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Know a variety of helping strategies, including but not limited to: evaluation methods and tools, stage-appropriate interventions, motivational interviewing, involvement of family and significant others, mutual-help and self-help programs, coerced and voluntary models, brief and longer term interventions
- Exhibit flexibility in choice of treatment modalities.
- Know cultural differences in verbal and nonverbal communication.
- Know resources to develop individualized treatment plans.
- Appreciation that different approaches work for different people.
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.
- Know how to access and make referrals to available treatment settings and modalities.
- Be willing to respond and follow through in crisis situations. Willingness to consult when necessary.

### Professional Readiness

- Know information and resources regarding racial and ethnic cultures, lifestyles, gender, and age as well as relevant needs of people with disabilities.
- Be willing to explore and identify one's own cultural values.
- Know the unique influence the client's culture, lifestyle, gender, and other relevant factors may have on behavior.
- Exhibit acceptance of other cultural values as valid for other individuals.
- Be willing to grow and change personally and professionally.
- Know the principles of crisis case management.

- Assessment and intervention methods that are appropriate to culture and gender.
- Acceptance of other cultural values as valid for other individuals. Know available resources for assistance in the management of crisis situations.
- Have understanding of the potential seriousness of crisis situations.
- Be willing to comply with regulatory and professional expectations.

### Understanding Addiction

- Appreciate the complexity inherent in understanding addiction.
- Be willing to form personal concepts through critical thinking.
- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
- Recognize the importance of contextual variables.
- Have sensitivity to multiple influences in the developmental course of addiction.
- Know varying courses of addiction.
- Be sensitive to multiple influences in the developmental course of addiction.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.
- Know methods for differentiating substance use disorders from other medical or mental health conditions.

### Clinical Evaluation

- Be able to establish rapport, including management of a crisis situation and determination of need for additional professional assistance.
- Know rapport-building methods and issues.
- Understand the range of human emotions and feelings.
- Know what constitutes a crisis.
- Recognition of personal biases, values, and beliefs and their effect on communication and the treatment process.
- Available sources of assistance.
- How to communicate effectively in emotionally charged situations.
- Understand assessing a client's mental status—presenting features and relationship to substance use disorders and psychiatric conditions.
- How to apply confidentiality rules and regulations.
- Respect for a client's perception of his or her experiences.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.

- Be able to provide appropriate documentation.

### Treatment Planning

- Understand the role assessment plays in identifying client problems, resources, and barriers to treatment.
  - Be able to assess information considering a client's age, developmental level, treatment readiness, gender, and racial and ethnic culture.
  - Know how to communicate with the client in a manner that is sensitive to the client's age, developmental level, gender, and racial and ethnic culture.
  - Know the roles and expectations of significant others involved in treatment.
  - Be willing to make referrals to address the client's needs.
  - Have respect for the input of a client and significant others. Know to consider the client's needs and preferences when selecting treatment settings.
- Understand importance of a client's age, developmental and educational level, gender, and racial and ethnic culture in coordinating resources.

### Referral

- Understand service gaps and appropriate ways of advocating for new resources.
- Community resources for both affected children and other household members.
- Willingness to advocate on behalf of the client.
- Know State and Federal legislative mandates and regulations.
- Have respect for a client's ability to initiate and follow up with referral.
- Know crisis prevention and intervention methods.

### Service Coordination

- Know how to access and transmit information necessary for referral.
- Understand assessing the level and intensity of client care needed.
- Know methods for obtaining relevant screening, assessment, and initial treatment planning information.
- Know biopsychosocial assessment methods.
- Know methods for determining a client's progress in achieving treatment goals and objectives.

### Counseling

- Recognize the importance of cooperation and collaboration with the client
- Will use power and authority appropriately in support of treatment goals.

- Know how to work with a client to establish realistic, achievable goals consistent with achieving and maintaining recovery.
- Promote client knowledge, skills, and attitudes that contribute to a positive change in substance use behaviors.
- Work appropriately with the client to recognize and discourage all behaviors inconsistent with progress toward treatment goals.
- Know how to apply crisis prevention and management skills.
- Understand steps to aid in crisis resolution, including determination of what the client can do and what the counselor, family, or significant others in the client system should do, in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

### Learning Objectives

- Students will be able to understand concepts of suicide and violence assessment, prevention, and treatment in relation to substance abuse.
- Students will be able to discuss different methods of assessment, prevention, and treatment alongside substance abuse counseling.
- Students will be able to discuss the ethics substance abuse counselors must abide by.
- Students will be able to discuss the laws and codes regarding substance abuse counseling.
- Students will understand an ethical decision making model and be able to walk through an ethical dilemma using an ethical decision making model.

## Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor

Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

### Grading

*Table 1: Points allocated to each assignment*

Assignments	Points
Online Discussion Post and Comments <b>D2L</b>	15
Suicide and Violence Reflection <b>D2L Dropbox</b>	15
Exam #1: <b>D2L</b>	20
Exam #2: <b>D2L</b>	20
Suicide and Violence Case Study <b>D2L Dropbox</b>	30
<b>Total Points</b>	<b>100</b>

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 59

## Evaluation and Assignments

\* ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.

### Online Discussion Post and Comments (15pt)

Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written.

**\*You should not be copy and pasting each week's post, and doing so will result in loss of points.** Each original post should include at least three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences in it. **\*The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted.

### Exams

**Exam #1 (20 pts):** Students will complete their first exam **covering Shea (2011) Chapters 1-7 + Appendices** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

**Exam #2 (20 pts):** Students will complete their second exam **covering**



**Houston (2017) Chapters 1-12** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

### Projects Required

**Suicide and Violence Reflection (15 pts.):** Suicide and violence can be difficult subjects to learn about, and understanding our own perspectives on these issues can be helpful with client interactions in the future. Students will choose **FIVE** learning engagement questions to answer in-depth through a reflection paper. For each question, it is expected that two academic paragraphs, with 5 sentences total in each paragraph, are written. Within their paper, students will identify their five questions to be answered, answer each question in a way that their perspectives are explained, and provide a personal summary and reflection on how this assignment will help them to work in the substance abuse field. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, the Grammarly app, and Midwestern State University writing and tutoring services

**Suicide and Violence Case Study (30 pts.):** Students will discuss and make a plan to address suicide and violence concerns for a fictional client through selection of one case study out of four options (Case Study A, B, C, or D). When writing this paper, students are invited to creatively add additional aspects to the case study chosen to develop the required sections. Within their paper, students will use the case study to assess and refer the client, potential influential issue(s) that need to be explored (e.g., health issues, drug use, trauma, family conflict), create a safety plan (including risk factors, protective factors, support people, coping skills, reasons for living), explore cultural considerations, list ethical concerns involved in the case, and provide a personal summary and reflection on their plan could impact their future work as a substance abuse counselor. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app

Extra Credit

There is no extra credit for this class.

### Late Work

All papers and assignments must be turned in the day they are due. **\*No**

**exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered \***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

### **Important Dates**

Last day for term schedule changes: 08/28/2025  
Deadline to file for graduation: 09/22/2025  
Last Day to drop with a grade of "W:" 11/24/2025  
-Confirm all dates on [Academic Calendar](#).

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

You will be required to post in the discussion board weekly. Your discussion post is seen as your weekly attendance in class. Failing to post, reply, or do both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Instructor Class Policies

### Online Etiquette

It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the *American Counseling Association* (ACA; 2014) *Code of Ethics*, and treat all members of the class with respect.

### Confidentiality

Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

### Special Notice

Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

### Limited Right to Intellectual Property

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

### Ethics

For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services)

### **Inclement Weather**

In the case of campus closure due to inclement weather, fully online courses will continue as scheduled, please check news items on D2L for any possible updates.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities.

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a

disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to

watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### *Obligation to Report Sex Discrimination under State and Federal Law*

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

### *Midwestern State University Mission Statement*

MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and

through their private lives.

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the  
Midwestern State University [MSU Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be  
made at the discretion of the instructor.

### **Course Schedule:**

<b>Week or Module</b>	<b>Class Topics</b>	<b>Assignments and Readings</b>
Week 1 8/25 to 8/31	<ul style="list-style-type: none"> <li>Class Introductions</li> <li>Review Syllabus</li> <li>Read Class Instructions</li> <li><a href="#">Substance Abuse and Mental Health Services Administration (2009) Guide</a></li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read guide by Substance Abuse and Mental Health Services Administration (2009)</li> </ul>
Week 2 9/1 to 9/7  Labor Day 9/1	<ul style="list-style-type: none"> <li>Suicide Assessment</li> <li><a href="#">Suicide Assessment for Clinicians: A Strength- Based Model</a></li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Suicide Assessment for Clinicians: A Strength-Based Model (Sommers-Flanagan, 2022)</li> </ul>
Week 3 9/8 to 9/14	<ul style="list-style-type: none"> <li>Violence Assessment</li> <li>Animal Violence</li> <li><a href="#">Beltrani (2022a) Article</a></li> <li><a href="#">Beltrani (2022b) Article</a></li> <li><a href="#">Robinson and Clausen (2021) Article</a></li> <li><a href="#">People for the Ethical Treatment of Animals (2023) Article</a></li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Beltrani (2022a), Beltrani (2022b), Robinson and Clausen (2021), and People for the Ethical Treatment of Animals (2023) Articles</li> </ul>
Week 4 9/15 to 9/21	<ul style="list-style-type: none"> <li>Suicide Assessment</li> <li>Suicide and Violence Reflection due by 9/21st at 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 1-2 (Shea, 2011)</li> <li>Suicide and Violence Reflection due</li> </ul>
Week 5 9/22 to 9/28	<ul style="list-style-type: none"> <li>Suicide Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 3-4 (Shea, 2011)</li> </ul>
Week 6 9/29 to 10/5	<ul style="list-style-type: none"> <li>Suicide Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 5-6 (Shea, 2011)</li> </ul>
Week 7 10/6 to 10/12	<ul style="list-style-type: none"> <li>Suicide Assessment</li> <li>Review readings for Exam #1</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 7, Appendices A, B and C (Shea, 2011)</li> </ul>
Week 8 10/13 to 10/19	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> <li>Exam #1 Covering Shea (2011) Ch. 1-7</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board &amp; Comment on a Peer's Post</li> <li>Read Ch. 1-2 (Huston, 2017)</li> <li>Complete Exam #1</li> </ul>



Course Schedule Continued:

<b>Week or Module</b>	<b>Class Topics</b>	<b>Assignments and Readings</b>
Week 9 10/20 to 10/26	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 3 (Houston, 2017)</li> </ul>
Week 10 10/27 to 11/2  Halloween 10/31	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 4-5 (Houston, 2017)</li> </ul>
Week 11 11/3 to 11/9	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 6 (Houston, 2017)</li> </ul>
Week 12 11/10 to 11/16	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> <li>Suicide and violence Case Study due by 11/16th at 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 7 (Houston, 2017)</li> <li>Suicide and Violence Case Study due</li> </ul>
Week 13 11/17 to 11/23	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 8 (Houston, 2017)</li> </ul>
Week 14 11/24 to 11/30  Thanksgiving 11/27	<b>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</b>	<b>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</b> <ul style="list-style-type: none"> <li>Read Ch. 9-10 (Houston, 2017)</li> </ul>
Week 15 12/1 to 12/7	<ul style="list-style-type: none"> <li>Treating suicidal clients &amp; self-harm behaviors</li> <li>Review readings for Exam #2</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Read Ch. 11-12 (Houston, 2017)</li> </ul>
Week 16 12/8 to Friday 12/12	<ul style="list-style-type: none"> <li>Exam #2 on Ch. 1-12 for Houston (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Do Discussion Board Post &amp; Comment on a Peer's Post</li> <li>Complete Exam #2</li> </ul>

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