



## COURSE OUTLINE

# MHN704 Understanding and Preventing Suicide

**Course Coordinator:** Christina Driver (cdriver@usc.edu.au) **School:** Thompson Institute

2021 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

“Suicidality is a significant public health problem internationally that results in morbidity, loss of individual life, potential grief to loved ones, and significant healthcare expenditure. In this course, you will learn the historical and contemporary theories of suicide, the neurobiology of suicidality, the current evidence-base as well as innovations in assessment and suicide prevention. The emphasis in the course is on the integration of policy, person-centred practices and care, and community partnerships in suicide prevention”.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE 1			
Online	2hrs	Not applicable	Not Yet Determined

### 1.3. Course Topics

#### Foundations of suicide prevention

1. How do we understand suicide?
2. Neurobiology of suicide
3. Economics of suicide prevention
4. Policy and suicide prevention

#### Four stages of suicide prevention

5. Promotion of health and wellbeing
6. Acute suicide prevention
7. Biopsychosocial assessment and formulation
8. Non-acute suicide prevention

#### Integrated suicide prevention

9. Lifespan suicide prevention
10. Community-based suicide preventions
11. First Nations and suicide prevention
12. Bereavement
13. Ethics and law

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify and explain the evidence base supporting theoretical, neurobiological, economic and policy considerations and complexities in suicide prevention, using appropriate scholarly or professional language.	Knowledgeable
2 Communicate and explain the four stages of suicide prevention, and appraise each in the context of a relevant discipline.	Engaged
3 Apply appropriate and inclusive communication skills and strategies when discussing suicidality and suicide prevention to a broad audience.	Empowered
4 Review and examine the biopsychosocial needs of different populations across the lifespan.	Creative and critical thinker Sustainability-focussed

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
5 Evaluate how current suicide prevention strategies address biopsychosocial needs and propose appropriate future suicide prevention initiatives.	Creative and critical thinker Sustainability-focussed

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Must be enrolled in program AR503, AR602, SC546 or SC514

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Learning activities provided in Weeks 3 & 4 will involve deconstructing, critiquing, and discussing published Perspectives articles (via Zoom drop in sessions or posting to discussion or Padlet boards). You will have the opportunity to receive feedback in week 3 via a check point submission.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	1800 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	10 – 15 slides (not including reference list)  15 minutes audio	Week 10	Online Assignment Submission with plagiarism check
All	3	Report	Individual	40%	2500 words	Exam Period	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Conversation article

<b>GOAL:</b>	To demonstrate your advanced understanding of the complexities of suicide prevention by examining components considered when addressing suicide prevention in Australia. These components will include the theoretical, neurobiological, economical and policy considerations.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	1800 words: 300-word checkpoint submission at Week 3, plus 1500 words final submission  Individual work  Conversation article guidelines and examples will be included in your task folder.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification of key components influencing suicide prevention in Australia ①
	2	Explanation of complexities of suicide prevention ①
	3	Application of scholarly writing skills appropriate to article style and guidelines ① ③

### All - Assessment Task 2: Oral presentation

<b>GOAL:</b>	To demonstrate your ability to comprehend and clearly communicate the varying stages of suicide prevention specific to your current or chosen profession.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	PowerPoint presentation  10 – 15 slides (not including reference list)  15 minutes audio duration  Provide written script  Individual work  Assignment guidelines and rubric will be provided in your assessment task folder	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Explanation of the stages of suicide prevention ②
	2	Appraisal of the stages of suicide prevention relevant to your current or chosen profession. ②
	3	Application of appropriate language to communicate suicide prevention. ③
	4	Application or professional communication skills ① ③

### All - Assessment Task 3: 'White paper report'

<b>GOAL:</b>	To demonstrate your ability to address the complexities of suicide prevention in a distinct population group in the community. You will do this by reviewing and examining the biopsychosocial needs of a given population across the lifespan (from block 3) and propose appropriate future suicide prevention initiatives in this population. This will be presented as a government style white paper report and you will incorporate topics covered throughout the course.		
<b>PRODUCT:</b>	Report		
<b>FORMAT:</b>	2500 words  'White paper' style report  Individual work  See your assessment task folder in Blackboard for details and template		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Review and examination of biopsychosocial needs across the lifespan of chosen population.	4
	2	Evaluation of current suicide prevention strategies.	5
	3	Proposal of appropriate suicide prevention initiatives.	5
	4	Application of inclusive communication skills.	3
	5	Application of appropriate professional writing style.	1

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	n/a	0	No prescribed text. Key readings will be provided each week through the library course readings	n/a

### 8.2. Specific requirements

All work submitted for assessment is to be word processed and submitted electronically. It is expected that students will have ready access to a computer with common productivity software and reliable Internet access.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)