



# Course program and reading list

Semester 0 Year 2020

**School:** Baruch Ivcher School of Psychology

Guided Research -Intervention for suicide prevention and strength

**Lecturer:**

Prof. Anat Brunstein Klomek [bkanat@runi.ac.il](mailto:bkanat@runi.ac.il)

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| <b>Course No.:</b> | <b>Course Type :</b> | <b>Weekly Hours :</b> | <b>Credit:</b> |
|--------------------|----------------------|-----------------------|----------------|
| 8967               | Elective             | 2                     | 2              |

| <b>Course Requirements :</b> | <b>Group Code :</b> | <b>Language:</b> |
|------------------------------|---------------------|------------------|
| Final Paper                  | 200896701           | English          |

**Prerequisites**

**Prerequisite:**

8000 - Introduction To Psychology

**Students who took one of the courses listed below will not be allowed to register to the course Guided Research -Intervention for suicide prevention and strength development among students in middle and high schools in Israel (8967):**

3048 - Guided Research - Project Alpha: Genetic and Epigenetic Study of Psychological Development

8157 - Guided Research -Infant Development - Development of the caregiver, the infant and the relationship between the two.

8172 - Guided Research of mental processes in sport and exercise

8929 - Guided Research on social defense theory and its implication to interpersonal relationships

8931 - Guided Research research conducted by the members of DICE@IDC research center

8932 – Guided research on the psychology of intergroup conflict  
8933 – Guided Research Group project course in the Advanced Reality Lab  
8965 – Interpersonal synchrony and neuroscience  
8966 – Attachment processes  
8968 – Hormones, Behavior and Chemo-Signaling  
8969 – Guided Research – Yes we can communication aging and neuro  
8970 – Guided Research – Mindfulness, psychological flexibility and the brain

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## Course Description

Suicide is a leading cause of death among adolescents. The National Suicide Prevention Program in Israel has included implementation of suicide prevention initiatives in schools. To date, most of these initiatives have focused on school staff. The current study will focus on both school staff and students.

More specifically, this study will assess the feasibility and effectiveness of a school-based suicide prevention program among middle and high school students in Israel. The school staff will all receive a gate keepers training for suicide prevention. The intervention for students includes seven sessions during the academic year. This sessions focus directly on suicidality, including various risk and protective factors. The intervention is led by a counselor from the Psychological Counseling Service (PCS, Shefi) in the Ministry of Education and a school staff member. This coming year the program will be disseminated in 20 additional classes around the country.

The study goals include improvements among both students and teachers. For students, we expect to find a decrease in suicide ideation and suicide attempts; increase in help seeking behaviors and mental first aid; increase in mental wellbeing; and improvement in student- teacher relationship. For the teachers we expect to find an increase in ability to support the students; increase of identification of students who are at suicide risk; improvement of the relationships with the students and understanding of the teacher's role in the school-based suicide prevention efforts.

The students in the guided research will be part of the study team with a researcher from the Ministry of Education. The work will include interviews with school staff, distributing questionnaires and analyzing them, literature review and writing the results.

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## Course Goals

The goal of the guided research is to familiarize students with a study conducted as part of the Israeli national suicide prevention program in the Israeli Ministry of Education.

Students will be able to learn the various phases of a research study including designing the study, collecting and analyzing data and writing the results.

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## Grading

The grade will be based on:

1. Student's participation and motivation during the year -30% of the final grade.
  2. Final report - usually includes a 10-page report (theoretical introduction, methods, results and discussion)- 70%.
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## Lecturer Office Hours

Meeting will be scheduled by email- bkanat@idc.ac.il

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## Reading List

Aseeltine R Jr, DeMartino R. An outcome evaluation of the SOS suicide prevention program. *American Journal of Public Health*. 2004; 94(3):446. [PubMed: 14998812]

Benbenishty R, Astor RA, Roziner I. School-Based Multilevel Study of Adolescent Suicide Ideation in California High Schools. *J Pediatr*. 2018; 196,251-257. doi: 10.1016/j.jpeds.2017.12.070. Epub 2018 Mar 12.

Brown CH, Wyman PA, Brinales JM, Gibbons RD. The role of randomized trials in testing interventions for the prevention of youth suicide. *Int Rev Psychiatry*. 2007; 19(6):617-631.

Cusimano, M. D., & Sameem, M. The effectiveness of middle and high school-based suicide prevention programmers for adolescents: A systematic review. *Injury Prevention*. 2011; 17(1), (1353-8047), 43-49. doi:10.1136/ip.2009.025502.

Gould MS, Klomek AB, Batejan K. The role of schools, colleges and universities in suicide prevention. In: Wasserman DW, ed. *Oxford Textbook of Suicidology and Suicide Prevention: A Global Perspective*. 1st ed. New York, NY: Oxford University Press; 2009:551-560.

Gould MS, Greenberg T, Velting DM, Shaffer D. Youth suicide risk and preventive interventions: A review of the past 10 years. *Journal of the American Academy of Child & Adolescent Psychiatry*. 2003; 42(4):386-405. [PubMed: 12649626]

Gould MA, Marrocco FA, Hoagwood K, Kleinman M, Amakawa L, Altschuler E. Service use

by at-risk youth after school-based suicide screening. *J Am Acad Child Adolesc Psychiatry*. 2009; 48:1193–1201.

Gould MS, Velting D, Kleinman M, Lucas C, Thomas JG, Chung M. Teenagers' attitudes about coping strategies and help-seeking behavior for suicidality. *J Am Acad Child Adolesc Psychiatry*. 2004; 43(9):1124–1133.

Katz, C., Bolton, S.-L., Katz, L. Y., Isaak, C., Tilston-Jones, T., Sareen, J. and Swampy Cree Suicide Prevention Team. A Systematic review of school-based suicide prevention programs. *Depress Anxiety*. 2013; 30: 1030–1045.

Miller, D. N., Eckert, T. L., & Mazza, J. J. Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review*, 2009; 38(2), 168–188.

Prinstein, M. J., Boergers, J., Spirito, A., Little, T. D., & Grapentine, W. L. Peer functioning, family dysfunction, and psychological symptoms in a risk factor model for adolescent inpatients' suicidal ideation severity. *Journal of Clinical Child Psychology*. 2000; 29(3), 392–405.

Ross V, Kölves K, De Leo D. Teachers' Perspectives on Preventing Suicide in Children and Adolescents in Schools: A Qualitative Study. *Arch Suicide Res*. 2017; 3;21(3):519–530.

Susanne Condron D, Garraza LG, Walrath CM, McKeon R, Goldston DB, Heilbron NS. Identifying and Referring Youths at Risk for Suicide Following Participation in School-Based Gatekeeper Training. *Suicide Life Threat Behav*. 2015; 45(4):461–76.

Van Orden, K., Witte, T., Cukrowicz, K., Braithwaite, S., Selby, E., & Joiner, T. The interpersonal theory of suicide. *Psychological Review*. 2010; 117(2), 575–600, doi: 10.1037/a0018697

Wasserman D, Hoven CW, Wasserman C, Wall M, Eisenberg R, Hadlaczky G, Kelleher I, Sarchiapone M, Apter A, Balazs J, Bobes J, Brunner R, Corcoran P, Cosman D, Guillemin F, Haring C, Iosue M, Kaess M, Kahn JP, Keeley H, Musa GJ, Nemes B, Postuvan V, Saiz P, Reiter-Theil S, Varnik A, Varnik P, Carli V. School-based suicide prevention programmes: the SEYLE cluster-randomised, controlled trial. *Lancet*. 2015; 385(9977):1536–44.

Wyman, P. A., Brown, C. H., Lomurray, M., Schmeelk-Cone, K., Petrova, M., Yu, Q., Walsh, E., & Wang, W. An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools. *American Journal of Public Health*. 2010; 100, 1653–1661.

Wyman PA, Brown CH, Inman J, Cross W, Schmeelk-Cone K, Guo J, Pena JB. Randomized trial of a gatekeeper program for suicide prevention: 1-year impact on secondary school staff. *J Consult Clin Psychol*. 2008; 76(1):104–15.

Zalsman G, Siman Tov Y, Tzuriel D, Shoval G, Barzilay R, Tiech Fire N, Sherf M, John Mann J. Psychological autopsy of seventy high school suicides: Combined qualitative/quantitative approach. *Eur Psychiatry*. 2016;38:8–14.

Zalsman G, Hawton K, Wasserman D, van Heeringen K, Arensman E, Sarchiapone M, Carli V, Höschl C, Barzilay R, Balazs J, Purebl G, Kahn JP, Sáiz PA, Lipsicas CB, Bobes J, Cozman D, Hegerl U, Zohar J. Suicide prevention strategies revisited: 10-year systematic review.

Lancet Psychiatry. 2016; 3(7):646-59.