**Class Assignments**

**Chapter 13: Preventing Adolescent and Young Adult Suicide**

1. Goal: To increase student recognition of suicide warning signs and strategies for assessing them in practice.
   1. Split the class into teams of three, in which one person is the suicidal client, one is the mental health care provider, and one is an observer. Bring the suicidal client players into a separate space for a brief period and ensure that they understand how to demonstrate or communicate several of the warning signs discussed in the chapter.
   2. Have the groups of three complete a role-play of responding to a suicidal client and conducting a suicide assessment. Have the observer take notes on what seemed to go well and what was less successful. Have each small group process the experience of several minutes.
   3. Follow this with a full-class discussion about the difficulties students encountered in approaching the topic of suicide, gathering the information they needed to make good decision, and actions they took to make corrections if things did not go as planned.
2. Goal: To place suicide prevention in the continuum of care.
   1. Building on the public health approach to suicide prevention presented in the chapter, discuss the relationship between public health and the continuum of care.
   2. Then discuss the various ways in which suicide-relevant interventions might be applied across the continuum of care.