

## Clinical Practice

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### Key Program Additions or Modifications to Address AZ Rev Stat § 15-1656. Suicide prevention training - Implementation to EDU62470 Clinical Practice II and EDU62490 Clinical Practice IV

Snapshot of Implementation:

#### Course Assessments

Assessment	Point Value
<b>Week 1</b>	
Discussion: Language Demands	25
Assignment: Professional Development Plan	50
<b>Week 2</b>	
Assignment: Supporting Language Needs	50
Assignment: Week 2 Video Progress Assessment	100
<b>Week 3</b>	
Discussion: Student Work Samples	25
Assignment: Family Communication	50
<b>Week 4</b>	
Assignment: District Support Provider Meeting Notes & Data Sheet	100
Assignment: Week 4 Video Progress Assessment	100
<b>Week 5</b>	
Discussion: Diverse Learning Needs	25
Assignment: Lesson Plan	60
<b>Week 6</b>	
Assignment: Week 6 Video Progress Assessment	100
<b>Week 7</b>	
Assignment: Suicide Prevention Training for All	100
Assignment: Intern Placement Check	90
<b>Week 8</b>	
Discussion: Reflection	25
Assignment: Quarterly Assessment	100
<b>Total Points</b>	<b>1000</b>

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

## Week 7

### Assignments

<b>Assignment: Intern Placement Check</b>	
<p><b>Complete</b> the <a href="#">Intern Tracking Form</a>.</p> <p><b>Note.</b> Be sure to check the box to receive an email receipt of your responses.</p> <p><b>Submit</b> the receipt by Sunday.</p>	
<b>Assignment: Suicide Prevention Training for All</b>	
<p>An evidence-based Suicide Prevention Training will provide skills to feel more prepared and confident to talk with students about their mental health. The training will guide you in preparing a School Orientation for incoming students. This orientation will guide students in identifying school stressors and in developing healthy goals. Supporting students' mental health can shift school-culture to be more supportive of student well-being.</p> <p><b>Review</b> Resources – see Kognito link in <i>Canvas for Suicide Prevention Training for All</i></p> <p><b>Complete</b> Suicide Prevention Training for All: Talking about suicide in School. After completing the <i>Suicide Prevention Training for All</i>, create a <a href="#">School Orientation Plan</a> (SOP) for talking to students about suicide using the guidance from the training including (1) suicide prevention plan (2) identifying the warning signs of suicidal behaviors in adolescents and teens and (3) appropriate intervention and referral techniques.</p> <p><b>Resource(s):</b> Kognito Training: Suicide Prevention Training for All (link available via Canvas)</p> <p>Ybarra, M. L., Mitchell, K. J., &amp; Kosciw, J. (2014). The relation between suicidal ideation and bullying victimization in a national sample of transgender and non-transgender adolescents. In P. Goldblum, D. Espelage, J. Chu, &amp; B. Bonar (Eds.), <i>Youth Suicide and Bullying: Challenges and Strategies for Prevention and Intervention</i> (pp. 134–145). doi:10.1093/med:psych/9780199950706.003.0012</p> <p>Student Support Programs: <a href="#">A Community of Support</a></p> <p>If you would like additional Training, Alliant offers CE Unit Hours: Suicide: Statistics, Assessment, Prevention &amp; Interventions and Special Population Considerations (<a href="#">6 Ce Unit Hours</a>)</p>	

**Assignment–SOP Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 82%</b>	<b>Approaches Requirements 73%</b>	<b>Below Requirements 62%</b>
<b>Elements</b> 20 points	Demonstrates an above average level of knowledge of the required elements. Includes detailed, specific and descriptive content.	Knowledge of the required elements is proficient. Includes descriptive strengths and weaknesses.	Knowledge of the required elements is not yet proficient. Includes general and vague strengths and weaknesses.	Knowledge of the required elements is introductory. Strengths and weaknesses are limited and not supported.
<b>Improvements &amp; Specific Growths</b> 20 points	Provides detailed, specific and relevant examples supporting implementation.	Provides detailed and relevant examples supporting all 3 professional and measurable goals.	Provides general and vague examples supporting all 3 professional and measurable goals.	Provides not examples supporting strengths and weaknesses and no measurable goals.
<b>Application in Learning Environments</b> 10 points	Demonstrates an above average level of knowledge of the connection between the different learning environments is descriptive, relevant and appropriate.	Knowledge of the connection between the different learning environments is discussed, but general.	Knowledge of the connection between the different learning environments is vague.	Knowledge of the connection between the different learning environments is limited.