

# STUDY GUIDE

## ***BASICS OF SUICIDOLOGY 1 - CRISIS SKILLS FOR A SAFER WORLD: UNDERSTANDING STIGMA, SUICIDE PREVENTION, SUPPORTING OTHERS AND BUILDING HOPE***

**Organised by  
Karlstad University**

1. IDENTIFYING DATA.		
· Course Name.	Suicidology Basics I. Crisis Skills for a Safer World: Understanding Stigma, Suicide Prevention, Supporting Others, and Building Hope 26-27 S1	
· Coordinating University.	Karlstad University	
· Partner Universities Involved.	N/A	
· Course Field(s).	Mental health / Public health / Education / Social sciences	
· Related Study Programme.	N/A	
· ISCED Code.	0988 Interdisciplinary programmes and qualifications involving health and welfare	
· SDG.	SDG 3: Good health and well-being SDG 4: Quality education SDG 10: Reduced inequalities	
· Study Level.	B, M	
· EUNICE Key Competencies	[Indicate the Key Competencies offered by the course.]	
	<ul style="list-style-type: none"> <li>• Green – strongly</li> <li>• Orange - moderately</li> <li>• Red – partially</li> <li>• Blank cell - not at all</li> </ul>	
	Problem solving	
	Teamworking	
	Communication	
	Self-management	
	Cognitive flexibility	
	Digital competence	

	Technical competence	
	Global intercultural competence	

· Number of ECTS credits allocated.	2
· Mode of Delivery.	Online learning with live online seminars
· Language of Instruction.	English
· Course Dates.	09/11/2026 – 27/11/2026
· Precise Schedule of the Lectures.	3-week course 2 hours per week live online seminar Additional asynchronous study in Moodle
· Key Words.	Suicidology, suicide prevention, stigma, safety planning, crisis communication, leadership, technology, mental health, community safety
· Catchy Phrase.	Build crisis skills that matter in real life.

· Prerequisites and co-requisites.	<ul style="list-style-type: none"> <li>· Be enrolled as a student at any EUNICE member university</li> <li>· English B2</li> <li>· No prior background in suicidology required</li> </ul>
· Number of EUNICE students that can attend the Course.	20-50
· Number of EUNICE students that can attend the course per institution	2-3
· Course inscription procedure(s).	

## 2. CONTACT DETAILS.

· Department.	Department of Political, Historical, Religious and Cultural Studies, Centre for Societal Risk Research (CSR)
· Name of Lecturer.	Anna Baran
· E-mail.	anna.baran@kau.se
· Other Lecturers.	

### 3. COURSE CONTENT.

This course introduces students to practical and socially relevant aspects of psychological crisis response, stigma and destigmatisation interventions, suicidology and suicide prevention. It combines online learning with live seminars and addresses both individual and structural society challenges, including stigma, mental health issues, social disadvantages, minority status, rural inequalities, climate challenges, and technological gaps in need of support.

The course covers three main themes:

- Week 1: Mental health issues, emotion regulation, restructuring distressing thoughts, behaviour re-modelling. How to overcome stigma on individual and group level?
- Week 2: How to create and communicate a safety plan focused on self-management, supporting a family member or a helping acutely a stranger in a psychological crisis with or without suicide thoughts
- Week 3: Leadership, technology and suicide prevention

A key practical task is the development of a prototype description of a solution to one selected challenge discussed during the course. The prototype is evaluated through self-evaluation, peer evaluation, and expert/mentor evaluation.

### 4. LEARNING OUTCOMES.

By the end of this course, students should be able to:

1. Identify stigma, explain how stigma affects help-seeking and mental health on individual and group levels, as well describe destigmatisation interventions;
2. identify the core components of three different safety plans that can be used in a psychological crisis and build a safety plan in collaboration with a peer student or a family member;
3. describe how leadership and technology can support suicide prevention and safer communities and present an example of such real-life responses;
4. communicate supportively with a person experiencing psychological distress;
5. propose an evidence-informed prototype solution to a selected challenge related to stigma, safety planning, leadership, or technology.

### 5. OBJECTIVES.

This course helps students:

- identify practical challenges in suicide prevention and crisis support and use them as a platform for innovative supportive responses;

- explore mental health issues and social inequalities to rethink how access to help could increase for everyone in need;
- develop coping skills, including basic strengthening relationship communication
- connect academic learning with a practical prototype solution;
- reflect on ethics, feasibility, and lived-experience sensitivity in prevention work.

## 6. COURSE ORGANISATION.

### UNITS

1. [Indicate the name of the units and topics of the course]
2. [Indicate the name of the units and topics of the course]

### LEARNING RESOURCES AND TOOLS.

- Moodle learning environment
- Video lectures
- Live online seminars
- Serious game learning activity
- Individual work
- Peer feedback
- Online access to course mentor one day/week

### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

- Total workload: 53 hours
- Video lectures and course materials: 8 hours
  - Live online seminars: 6 hours
  - Quizzes and short knowledge checks: 5 hours
  - Individual work (assigned readings, worksheets, reflections): 20 hours
  - Interactive activities, including serious game methodology: 4 hours
  - Prototype assignment and evaluation process: 10 hours

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

- Participation in live online seminars and serious game activities
- Quizzes and short reflective tasks
- Prototype description assignment
- Self-evaluation, peer evaluation, and expert/course mentor evaluation

Grading is based on a scale from 1 (Sufficient) to 5 (Excellent):

- A grade of 5 (Excellent) is awarded for work showing strong understanding of the course themes and a highly relevant, feasible, and ethically sound prototype solution.
- A grade of 4 is awarded for strong work with only minor weaknesses in clarity, feasibility, or evaluation criteria.
- A grade of 3 is awarded for good achievement of the learning outcomes and a relevant prototype that may need further development.
- A grade of 2 is awarded for satisfactory achievement of the learning outcomes and a prototype that meets basic requirements.
- A grade of 1 (Sufficient) is awarded for minimum acceptable achievement of the learning outcomes.
- A Fail is given when the student does not meet the minimum course requirements.

The prototype solution is evaluated with attention to:

- ethical and legal appropriateness
- cost-effectiveness
- respect for people with lived experience
- real-life usability
- required collaborative expertise

Schedule for assessment: during and at the end of the 3-week course.

## OBSERVATIONS.

Upon successful completion of the course, students will be awarded a EUNICE certificate issued by the host university.

Recognition of ECTS at the student's home university is subject to approval by the relevant office or department at that university.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Will be available in Moodle