

# 2021-2022 Rovinsky Family Lectureship Series

## **Assessing Suicide Risk through a Lens of Equity: Research and Practice in the COVID-19 Era**

**Wednesday, November 10, 2021: 12:00-1:00pm: LIVE WEBINAR**

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### **PROGRAM DESCRIPTION**

Clinical assessment and management of suicide risk may be forever changed post-COVID19. The mental health impact of the pandemic will continue to present unique challenges for clinicians for years to come. Issues related to equity have been brought to the forefront as more People of Color are dying not only from COVID19, but also from overdose and suicide. This session will introduce suicide risk factors including racial and socioeconomic disparities indicated before and during the COVID19 pandemic. Other disparities discussed include those related to age, profession, as well as sexual and gender identity. Challenges as well as tips and strategies for assessing suicide risk in the COVID19 era will be presented, including inquiries related to the social, financial and emotional impact of COVID19 for clients. Current research regarding clinician barriers in equitable treatment of clients will be presented and strategies to seek cultural competence in conducting equitable suicide risk assessments will be explored. Participants will leave this workshop with many specific strategies and skills that can be implemented immediately. **This session meets criteria for Pennsylvania Act 74 licensure requirements.**

### **EDUCATIONAL OBJECTIVES**

Based on the presentation, the participants will be able to:

- Outline suicide risk factors including disparities of age, race and sexual/gender identity
- Discuss the impact of the COVID-19 pandemic on mental health
- Analyze clinical barriers in conducting equitable risk assessments
- Describe strategies to query cultural expressions of suicidal distress when working with diverse clients

### **ABOUT THE PRESENTER**

Terri Erbacher, Ph.D. has practiced as a school psychologist with the Delaware County Intermediate Unit since 1999 and was a clinical associate professor at Philadelphia College of Osteopathic Medicine for 13 years. Dr. Erbacher received her Ph.D. in School Psychology from Temple University and is both a certified school psychologist and licensed psychologist in Pennsylvania. She has written extensively on crisis management, suicide risk, and threat assessment in journals, newsletters, and books, being the lead author of the innovative text *Suicide in Schools* released in 2015 and co-author on a text currently in-press entitled *Developing Comprehensive School Safety and Mental Health Programs: An Integrated*

*Approach.* Dr. Erbacher has given over 200 presentations to schools, parents, police, and community organizations, has been a frequent guest expert in the media including NPR, 6abc and Philly.com, and often consults and responds to local school districts in the aftermath of a critical incident. Amongst many board roles, Dr. Erbacher is past President for the Philadelphia Chapter of the American Foundation for Suicide Prevention and currently serves as the Crisis Committee Chair for the Association of School Psychologists of Pennsylvania. She has received multiple awards for her service, including being named Pennsylvania's School Psychologist of the Year. She has a private practice at [erbacherconsulting.com](http://erbacherconsulting.com).

## SUGGESTED READINGS

- Abreu, R. L., & Kenny, M. C. (2018). Cyberbullying and LGBTQ youth: A systematic literature review and recommendations for prevention and intervention. *Journal of Child & Adolescent Trauma*, 11(1), 81-97. <https://doi.org/10.1007/s40653-017-0175-7>
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- Bridge, J. A., Horowitz, L. M., Fontanella, C. A., Sheftall, H., Greenhouse, J., Kelleher, K. J., & Campo, J. V. (2018). Age-related racial disparity in suicide rates among US youths from 2001 through 2015. *JAMA Pediatrics*, 172(7), 697-699. <https://doi.org/10.1001/jamapediatrics.2018.0399>
- Centers for Disease Control and Prevention. (CDC, 2021). *Web-based Injury Statistics Query and Reporting System (WISQARS)* (Fatal Injury Reports, 1981–2019, for National, Regional, and States [RESTRICTED]). National Center for Injury Prevention and Control. Retrieved from <https://webappa.cdc.gov/sasweb/ncipc/mortrate.html>
- Centers for Disease Control (CDC, 2020). COVID-19 in racial and ethnic minority groups. Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html>.
- Dutheil, F., Aubert, C., Pereira, B., Dambrun, M., Moustafa, F., Mermillod, M., & Navel, V. (2019) Suicide among physicians and health-care workers: A systematic review and meta-analysis. *PLoS ONE* 14(12): e0226361. <https://doi.org/10.1371/journal.pone.0226361>
- Erbacher, T.A., & Singer, J.B. (2018). Suicide Risk Monitoring: The missing piece in suicide risk assessment. *Contemporary School Psychology*, 22, 186-194.
- Erbacher, T.A., Singer, J.B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention and postintervention*. Routledge.
- Fulginiti, A., Rice, E., Hsu, H. T., Rhoades, H., & Winetrobe, H. (2016). Risky integration: A social network analysis of network position, exposure, and suicidal ideation among homeless youth. *Journal of Crisis Intervention and Suicide Prevention*, 37(3), 184–193.
- Hollis, C., Falconer, C. J., Martin, J. L., Whittington, C., Stockton, S., Glazebrook, C., & Davies, E. B. (2017). Annual research review: Digital health interventions for children and young people with mental health problems – a systematic and meta-review. *Journal of Child Psychology and Psychiatry*, 58(4), 474–503. <https://doi.org/10.1111/jcpp.12663>
- McInroy, L. B., McCloskey, R. J., Craig, S. L., & Eaton, A. D. (2019). LGBTQ+ Youths' Community Engagement and Resource Seeking Online versus Offline. *Journal of Technology in Human Services*, 0(0), 1–19. <https://doi.org/10.1080/15228835.2019.1617823>
- Millner, A. J., Lee, M. D., & Nock, M. K. (2017). Describing and measuring the pathway to suicide attempts: A preliminary study. *Suicide & Life-Threatening Behavior*, 47(3), 353–369. <https://doi.org/10.1111/sltb.12284>
- Oyesanya, M., Lopez-Morinigo, J. & Dutta, R. (2015). Systematic review of suicide in economic recession. *World Journal of Psychiatry*, 5(2), 243-254. <https://doi: 10.5498/wjp.v5.i2.243>

Reger, M.A., Stanley, I.H. & Joiner, T.E. (2020). Suicide mortality and Coronavirus disease 2019—A perfect storm? *JAMA Psychiatry*, 77(11), 1093-1094. <https://doi:10.1001/jamapsychiatry.2020.1060>

Target Audience: Doctoral Level Psychologists and  
Other Mental Health Professionals  
Level of Instruction: Intermediate  
Number of CE Credits Offered: 1 Credit  
Cost: \$15

## CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.

PCOM's School of Professional & Applied Psychology is approved ACT 48 provider by the Pennsylvania Department of Education. This CE event is eligible for ACT 48 credits.



**Psychologists:** Philadelphia College of Osteopathic Medicine's School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology maintains responsibility for this program and its content.



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**Licensed Social Workers:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts the psychology continuing education hours/credits for social workers. However, all social workers are responsible for checking with their Board. The Board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.

*Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. For any program where a fee is charged, there is a Refund/Cancellation Policy.*

Refund/Cancellation Policy: For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than 3 business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within 3 business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at [katiega@pcom.edu](mailto:katiega@pcom.edu).