

# Washtenaw Community College Comprehensive Report

## UAT 176 Addressing Barriers to Apprentice Success (UA 9006)

Effective Term: Spring/Summer 2021

### Course Cover

**Division:** Advanced Technologies and Public Service Careers

**Department:** United Association Department

**Discipline:** United Association Training

**Course Number:** 176

**Org Number:** 28200

**Full Course Title:** Addressing Barriers to Apprentice Success (UA 9006)

**Transcript Title:** Addressing Barriers (9006)

**Is Consultation with other department(s) required:** No

**Publish in the Following:**

**Reason for Submission:** New Course

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** Conditionally approved course seeking full approval. This course was conditionally approved 6/1/20.

**Proposed Start Semester:** Winter 2021

**Course Description:** In this course, students will develop skills to improve communication with apprentices at their local Training Center. By using real-life scenarios, students will learn how to address a variety of issues related to cultural diversity, emotional intelligence, distress or emotional dysregulation, violence, and substance abuse. In addition, students will develop skills to enhance the coordinator/apprentice relationship, like reflective listening, open-ended questions and motivational techniques. Limited to United Association program participants.

### Course Credit Hours

**Variable hours:** No

**Credits:** 1.5

**The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min**

**Lecture Hours: Instructor: 22.5 Student: 22.5**

**The following Lab fields are not divisible by 15: Student Min, Instructor Min**

**Lab: Instructor: 1.5 Student: 1.5**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 24 Student: 24**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

### Requisites

## **General Education**

### **Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Demonstrate motivational interviewing techniques that facilitate specific behavioral changes.

### **Assessment 1**

Assessment Tool: Demonstration/role play

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: U.A. instructors

2. List and define the basic principles of intervention and communication with difficult students.

### **Assessment 1**

Assessment Tool: Outcome-related written exam questions

Assessment Date: Fall 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key and rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: U.A. instructors

3. Define the central concepts of ambivalence and discrepancy in facilitating behavioral change.

### **Assessment 1**

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## **Course Objectives**

1. Recognize and identify concepts of various leadership styles.
2. Recognize and identify the levels of emotional intelligence.
3. Discuss and demonstrate communication skills and techniques.
4. Identify different types of personal barriers affecting communication.
5. Identify and discuss the five principles of motivational interviewing.
6. Discuss and develop techniques to reduce resistance and increase motivation in the classroom and workplace.
7. Identify and discuss relationship styles as well as strategies that improve communication.
8. Define emotional intelligence.

9. Discuss and demonstrate the five methods of Older Americans Resources and Services (OARS).
10. Identify student barriers, issues and concerns using work scenarios and case studies.
11. Describe ambivalence and its relationship to change.
12. Discuss techniques to promote engagement, retention and success in communication.
13. Develop action plans that define roles, expectations and best practices.

## **New Resources for Course**

### **Course Textbooks/Resources**

Textbooks  
Manuals  
Periodicals  
Software

### **Equipment/Facilities**

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Nov 11, 2020</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Nov 29, 2020</i>
<b>Dean:</b> <i>Jimmie Baber</i>	<i>Recommend Approval</i>	<i>Dec 01, 2020</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Jan 29, 2021</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Feb 01, 2021</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Feb 04, 2021</i>