

## Washtenaw Community College Comprehensive Report

### TRL 176 Addressing Barriers to Apprenticeship Success Effective Term: Spring/Summer 2024

#### Course Cover

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

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

**Department:** United Association Department

**Discipline:** Trade Related Learning

**Course Number:** 176

**Org Number:** 28000

**Full Course Title:** Addressing Barriers to Apprenticeship Success

**Transcript Title:** Addressing Barriers Apprenticeship

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

**Publish in the Following:**

**Reason for Submission:**

**Change Information:**

**Rationale:** Copy non-trade specific course from UAT discipline to provide a course for other trades.

**Proposed Start Semester:** Fall 2024

**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/apprenticeship relationship, like reflective listening, open-ended questions, and motivational techniques. Limited to approved union 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

## **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 2024

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: Trade-related 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 2024

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: Trade-related instructors

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

### **Assessment 1**

Assessment Tool: Outcome-related exam questions

Assessment Date: Fall 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Outcome-related exam questions

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: Trade-related instructors

## **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

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Mar 22, 2024</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Apr 02, 2024</i>
<b>Dean:</b> <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Apr 03, 2024</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jun 14, 2024</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jun 17, 2024</i>
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jul 05, 2024</i>