

## Washtenaw Community College Comprehensive Report

### UAT 327 Introduction to Peer Support Skills & Mental Health Literacy (UA 2171) Effective Term: Spring/Summer 2025

#### Course Cover

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

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

**Department:** United Association Department (UAT Only)

**Discipline:** United Association Training

**Course Number:** 327

**Org Number:** 28200

**Full Course Title:** Introduction to Peer Support Skills & Mental Health Literacy (UA 2171)

**Transcript Title:** Intro Mental Health Lit UA2171

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

**Publish in the Following:**

**Reason for Submission:**

**Change Information:**

**Rationale:** New U.A. Course

**Proposed Start Semester:** Fall 2024

**Course Description:** In this course, students will develop and demonstrate mental health literacy and be equipped with the necessary skills to offer effective peer support. Students will develop proficiency in identifying and addressing mental health issues, supporting peers in distress, and advocating for mental wellness within their communities. Further, students will also be able to assist in connecting people who are struggling with specialty professional services in their local areas. Instructional techniques include theoretical learning, role play, and practical application scenarios. Limited to United Association Instructor Training.

#### 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

**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. Identify different mental health disorders/issues, and demonstrate various mental self-care exercises.

### **Assessment 1**

Assessment Tool: Outcome-related role play scenario

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: Checklist

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. Recognize a peer in need and demonstrate proper peer ally techniques.

### **Assessment 1**

Assessment Tool: Outcome-related role play scenario

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: Checklist

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. Present a local mental health resource audit and demonstrate the skills to identify these resources to others.

### **Assessment 1**

Assessment Tool: Outcome-related presentation

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: Checklist

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

## **Course Objectives**

1. Describe and discuss stress, psychological distress, mental health, and mental illness.
2. Recognize signs and indicators of trauma as well as substance use problems and addiction.
3. Discuss self-care techniques, sleep hygiene, and stress-coping skills.
4. Explain the statistics and data surrounding suicide in the construction industry.
5. Demonstrate suicide prevention strategies and techniques.
6. Describe and demonstrate the role of a peer ally.
7. Distinguish between Peer Zone and Therapy Zone dynamics.
8. Demonstrate open-ended questions to foster dialogue.
9. Demonstrate reflective listening techniques.
10. Identify available mental health resources and programs.
11. Identify available substance use/addiction support resources.

12. Explain the differences what is offered by, and in the intended audiences of, various mental health resources and programs.
13. Identify, contact, and review one local mental health resource.
14. Develop a local resource list for your home city (or surrounding cities) and conduct a local resource audit.
15. Present an audit of local mental health resources to the class for peer discussion.

## New Resources for Course

### Course Textbooks/Resources

#### Textbooks

Spencer-Thomas. • *Guts, Grit, & the Grind: A Mental Mechanic Manual Basic Mechanics, (BLUE Version – 2020)*, first ed. Bowker, 2020, ISBN: 0578658135.

#### 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>Jun 11, 2024</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Jun 12, 2024</i>
<b>Dean:</b> <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Jun 18, 2024</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Nov 07, 2024</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 21, 2024</i>
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>Nov 26, 2024</i>