

## Washtenaw Community College Comprehensive Report

### UAT 328 Advanced Skills in Suicide Prevention Training, Peer Support and Mental Health Literacy (UA 2172) 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:** 328

**Org Number:** 28200

**Full Course Title:** Advanced Skills in Suicide Prevention Training, Peer Support and Mental Health Literacy (UA 2172)

**Transcript Title:** Adv Skills Suicide Prev 2172

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

**Publish in the Following:**

**Reason for Submission:** New Course

**Change Information:**

**Rationale:** New United Association course

**Proposed Start Semester:** Fall 2024

**Course Description:** In this course, students will further develop and demonstrate peer support skills and mental health literacy with the intent to train others. Students will develop basic proficiency in motivational interviewing, crisis response planning, lethal means safety planning, and suicide prevention. Topics of focus will be assessing emotional intensity, emotional regulation, overdose trauma, and grief. This course will prepare students to take the VitalCog in Construction Train-the-Trainer certification exam. Limited to United Association Instructor Training program graduates.

#### 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. Review and discuss advanced mental health literacy.

#### **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: 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. Discuss and demonstrate crisis ally support skills.

#### **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: 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

3. Discuss and demonstrate the skills of a VitalCog in Construction trainer.

#### **Assessment 1**

Assessment Tool: Outcome-related demonstration

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: U.A. Instructors

### **Course Objectives**

1. Describe the aspects of mental health literacy.
2. List and discuss ways to reduce stigma and bias related to mental health.
3. Identify available mental health supports and services.
4. Identify the critical elements involved in trauma-informed support.
5. Discuss the basic skills in motivational interviewing.
6. Describe effective approaches in lethal means safety.
7. List at least three steps in suicide postvention.
8. Discuss foundational concepts related to construction suicide, including the suicide risk model and related data.

9. Explain and demonstrate the skills and procedures necessary to identify people at risk and respond to a crisis.
10. Discuss the importance of creating a forum for open dialogue and critical thinking in a crisis situation.

## New Resources for Course

### Course Textbooks/Resources

#### Textbooks

S. Spencer-Thomas. • *Guts, Grit, & the Grind: A Mental Mechanic Manual 10 Advanced Mechanical Tips to Repair & Overhaul after a Breakdown*, 1st ed. ABE Books, 2022

#### 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>May 21, 2024</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>May 21, 2024</i>
<b>Dean:</b> <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>May 21, 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>