

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Sciences, Math, Nursing/Allied Health, Kinesiology, Health Sciences and Athletics

Program: Psychiatric Technician (PSYT)

Current Academic Year: 2017-2018

Last Academic Year CPPR Completed: 2013-2014

Current Date: March 7, 2018

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

The Psychiatric Technician Program is a one year program that provides students with the necessary training to provide nursing and therapeutic services for the mentally ill, emotionally disturbed or intellectually disabled, under the direction of a physician, psychiatrist, or registered nurse. The program prepares graduates to successfully pass the Psychiatric Technician State Board Exam and achieve licensure as a Psychiatric Technician.

A. Program mission

With students as our focus, the Cuesta College Psychiatric Technician Program seeks to prepare culturally competent, ethical, and caring entry-level healthcare professionals for service within our community. Faculty seeks to create an educational atmosphere of mutual respect, support, and collaboration, which fosters and promotes student learning and achievement and eliminates personal barriers to success.

B. Brief history of the program

The Psychiatric Technician Program based at the Department of State Hospitals-Atascadero (DSH-A) has been in existence in some form or fashion since the late 1950s. Affiliation with Cuesta College first began in 1970 when students began receiving Cuesta College units for their coursework. A contractual agreement between DSH-A and Cuesta College began in 2000 and continues today. Over the years, the number of students enrolled has changed due to changes and fluctuations in the state budget, as well as the increase challenge to reach clinical objectives at local clinical sites. The largest employer in the County is Department of State Hospitals-Atascadero. At its peak, the program began a class of 60 students and at its lowest the program consisted of just 15 students a year.

C. Include significant changes/improvements since the last Program Review

The Program was last accredited by the Board of Vocational Nurses and Psychiatric Technicians (BVNPT) on June 19, 2015 and is due for re-accreditation in June, 2019. Comprehensive curriculum revisions were completed in the in 2011 and an annual review takes place to maintain alignment with the BVNPT's revised State Board Exam Test Plan and by laws. The current curriculum consists of 676 theory hours and 986 clinical hours across the three terms. In preparation for BVNPT re-accreditation in June, 2019, it is anticipated that a comprehensive curriculum review will be completed with minor changes made. Changes will be made in areas for which the standards of practice have changed or there are new curriculum expectations from the Board of Vocational Nursing and Psychiatric Technicians.

Due to the recruitment efforts throughout these past years the program continues to receive many applicants averaging one hundred thirty potential candidates each application deadline period three times a year. Cuesta College funded radio advertisements for several application cycles which resulted in a positive response. DSH-Atascadero funded print advertisements in the San Luis Tribune, which also appears to have been beneficial. A number of career days and recruitment/job fairs have been attended to disseminate program information one in which was sponsored by Department of State Hospitals-Atascadero.

The application deadlines and all processing deadlines continue to give applicants advance notice of acceptance into the program. DSH-A previously completed all pre-admission health screenings at MedWorks in Templeton. DSH-A now contracts out to Family and Industrial Medical Center in San Luis Obispo for all pre-admission physicals, TB clearances, and required lab tests. DSH-A now processes the top 80 applicants each term at a cost of approximately \$600.00 per applicant for all health and security clearance requirements.

Cuesta College continues to foster a collegial relationship with DSH-Atascadero and the Psychiatric Technician Program faculty and staff. There is regular, on-going communication and the Director of Allied Health and Division Chair have worked closely with the new Director. Invitations have been extended to have the program director participate in faculty and departmental meetings and other campus activities. There has also been greater collaboration and input of the Program Director and faculty in program review and student learning outcomes assessment, evaluation and planning.

There has also been success in applying for and receiving grant monies. Last year, the program received a Cuesta College Foundation grant in the amount of \$16, 000 which was used to purchase a skeleton model with muscle and ligaments and a full body manikin with simpad capabilities. The program also received CTEA funds in the amount of \$9, 588 which were used to purchase updated nursing equipment including a new medication cart, skills testing models, and other supplies necessary for instruction. CTEA funds were also secured to allow the Program Director and full-time faculty to attend a two-day annual California Association of Psychiatric Technician Educators Conference in October, 2016. This conference continues to provide opportunities for staff development as well as networking with faculty members from other Psychiatric Technician programs throughout the state.

D. List current faculty, including part-time faculty

Full-time Faculty Members

Lindsay Byers, MSN/Ed., RN, Program Director

Jenny Grant, Office Technician

Kristine Lahr RN, Nurse Instructor

John Robinson RN, Nurse Instructor

Carrie Vanderpool RN, Nurse Instructor

Kathy Monteros RN, Nurse Instructor

Part-time Faculty Members

Doug Moxness RN, Retired Annuitant Nurse Instructor

Joyce Bray RN, Retired Annuitant Nurse Instructor

Nick Cirone RN, Retired Annuitant Nurse Instructor

Darla Glasa RN, Retired Annuitant Nurse Instructor

Megan Wills RN, Health Services Specialist

Kathy Miller RN, Nurse Instructor

E. Describe how the Program Review was conducted and who was involved

This program review was completed through collaboration among faculty, the Program Director, Director of Nursing and Allied Health, and Division Chair of Allied Health.

Copies of the previous CPPR were disseminated and discussed at the monthly Allied Health Faculty meeting. Teaching teams in each term completed course level outcomes assessment in Fall 2015 and data was compiled. Data was reviewed and discussed at the April 2016 staff off site meeting attended by full-time faculty. The Program Director, Director of Nursing and Allied Health, and the Division Chair of Allied Health, contributed to writing and editing this final document.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Department of State Hospitals-Atascadero/Cuesta College Psychiatric Technician Program believes learning is an ongoing life long process. Critical thinking and decision making about personal and professional behaviors that influence accountability for self and the psychiatric technician practice is valued and encouraged throughout the curriculum. Consistent with The Adult Learning Theory, the student is expected to take responsibility for his/her own learning needs and accountability for actions including:

- 1) Identifying strengths and limitations.
- 2) Meeting course requirements.
- 3) Evaluating the adequacy of one's knowledge and ability to safely perform basic nursing skills/psychiatric technician skills safely for a variety of clients.

Course content and skills are introduced in a simple to complex progression. It is recognized

that individuals have different learning styles and Adult Learners are able to draw on previous education and life experiences that provide a foundation for the analysis and evaluation of material presented in the Psychiatric Technician Program. Students are encouraged to share their knowledge, elicit feedback, and learn from colleagues, service staff and instructors in a manner that is relevant and meaningful to them.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

The most evident ways the Psychiatric Technician Program continues to help the district achieve its institutional goals and objectives, and/or operational planning initiatives are listed below.

San Luis Obispo Community College District Strategic Plan 2017-2020

INSTITUTIONAL GOAL 1: *San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.*

Institutional Objective 1.1: *Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.*

Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Mathematics, English as a Second Language, Career Technical Education, Degree and Transfer designated courses.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Psychiatric Technician

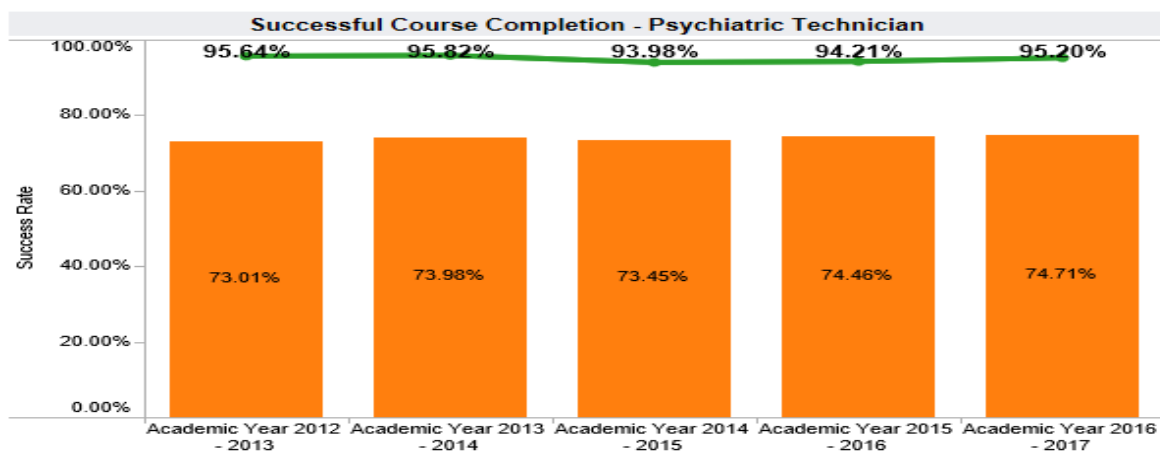
COURSE

(All)

Legend:

Department Success Rate

Overall College Success Rate



Psychiatric Technician Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	95.64%	95.82%	93.98%	94.21%	95.20%
Total Enrollments	321	335	332	328	333

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Strategies and efforts that assist in retention improvements and student success rates are ongoing. Some of the things we continue to implement to promote increased completion rates include:

- The PSYT Director has collaborated with Cuesta College North County campus DSPS to assure that PSYT students have access to DSPS resources equal to other students.
- Provided CTEA funded Student Success Specialist services-presented study skills strategies class and provided resource information to incoming PSYT students for every new cohort.
- Made presentations to the Academic Counseling staff regarding program requirements, need for proper academic preparation and course expectations.
- Continue to hold the first term registration process from DSH-A to Cuesta's North County Campus. This simplified the process for Cuesta by making it electronic/on-line but more importantly it brought the students to campus; engaging them with the college and familiarizing them with available student services.
- Coordinated with Academic Counseling staff to complete Student

- Education Plans for all incoming students during program orientation.
- f. Funded conference and travel expenses for all instructors and the PSYT Program Director to attend the annual state-wide CAPTE conference (California Association of Psychiatric Technician Educators) and participate in professional development.

San Luis Obispo Community College District Strategic Plan 2017-2020

INSTITUTIONAL GOAL 3: *San Luis Obispo County Community College District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.*

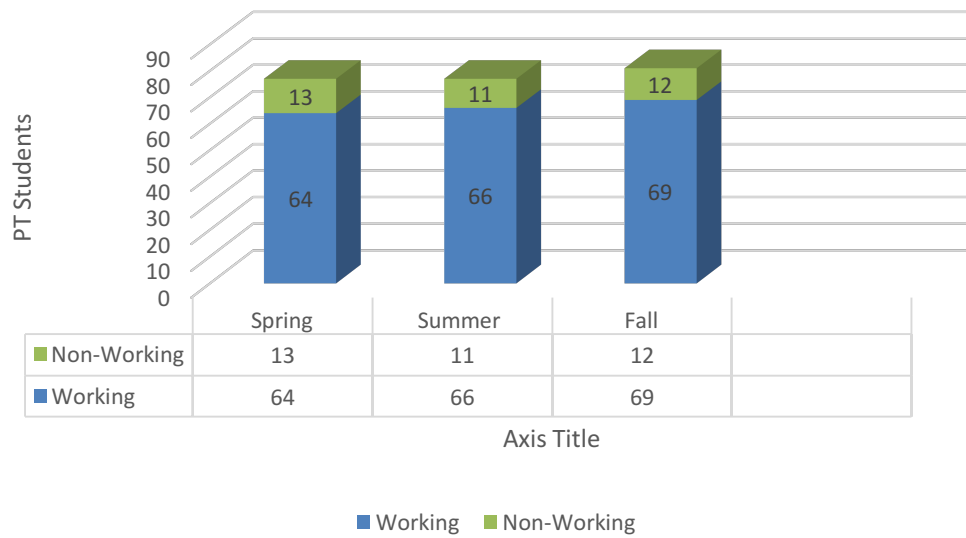
Institutional Objective 3.2: *Increase the number of partnerships with the local businesses in order to expand student work-based and experiential-based learning opportunities.*

Measure 2: Count of students participating in internship courses, work experience courses, and clinical sites.

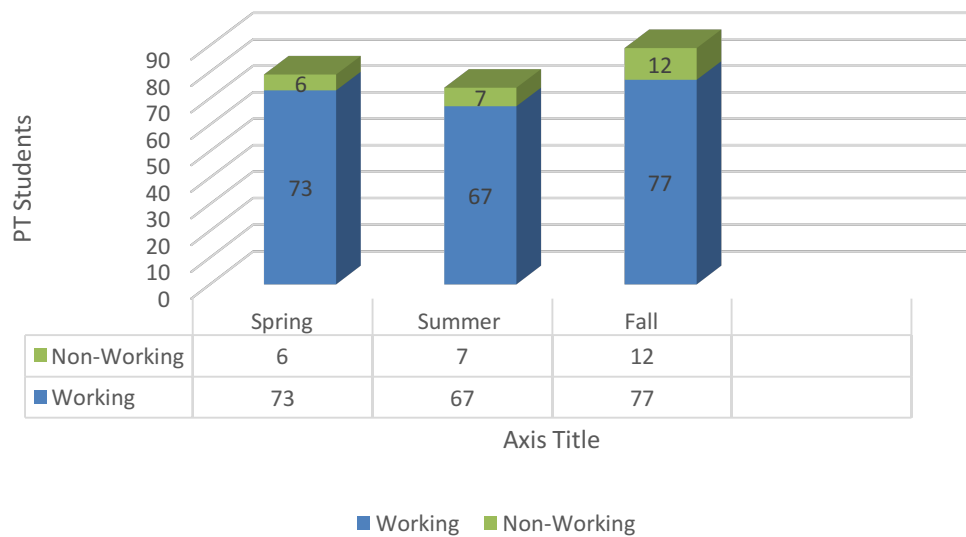
The Psychiatric Technician Program has a functioning partnership with the Department of State Hospitals-Atascadero which allows the students to be exposed to and apply what is being taught in the classroom environment. The students receive an opportunity to work as a Psychiatric Technician Trainee. Under close supervision and in a training capacity, they participate in the treatment programs of a State hospital setting, contracting with the Department of State Hospitals for diagnostic and treatment services. The students acquire knowledge, skills, and attitudes needed to provide a basic level of general behavioral and psychiatric nursing care for developmentally or mentally disordered offenders.

The following charts represent the number of working and non-working students.

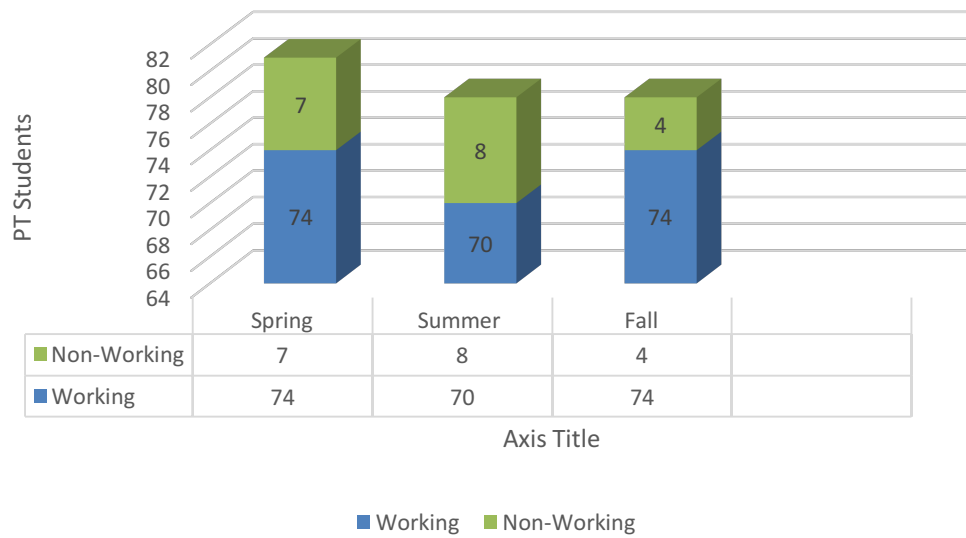
Psychiatric Technician Trainees 2013



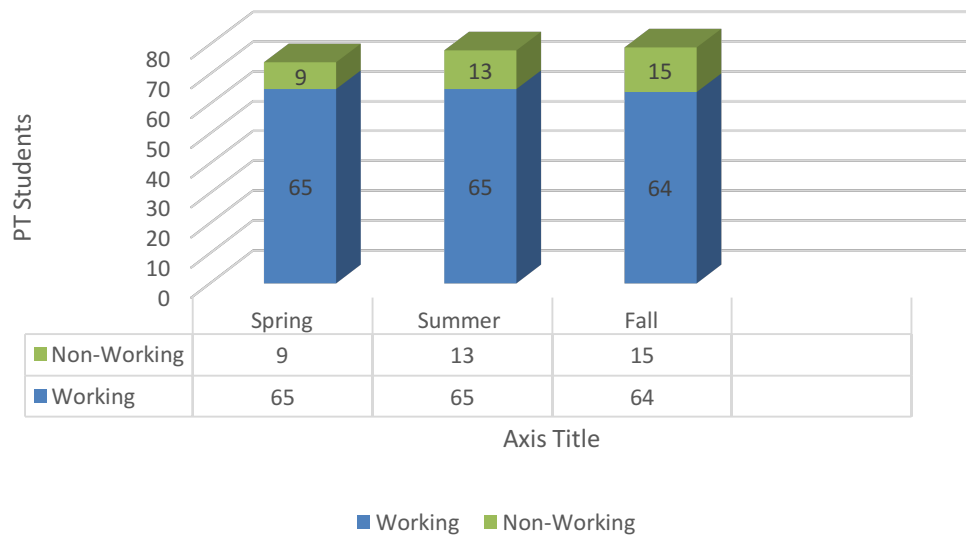
Psychiatric Technician Trainees 2014

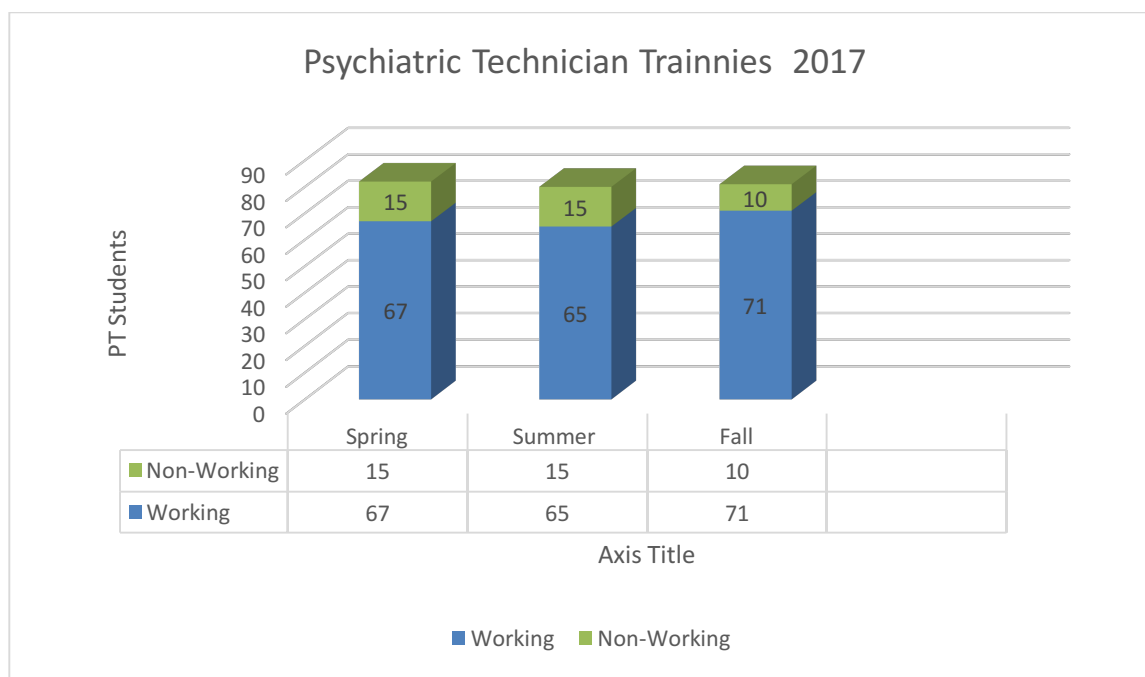


Psychiatric Technician Trainees 2015



Psychiatric Technician Trainees 2016





C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Upon completion of the Psychiatric Technician Program, the graduating student has demonstrated the following competencies that helps students achieve Institutional Learning Outcomes:

Personal, Academic, and Professional Development-

- Demonstrate safe performance and provision of basic nursing and psychiatric technician skills within the scope of practice for psychiatric technician licensure in mental health and developmental health care delivery.
- Safe administration of medication within the scope of practice of psychiatric technician licensure.
- Facilitation and co-facilitation of therapeutic groups, leisure activities, education, and socialization of recipients of care.
- Team participation and psychomotor involvement in the implementation of prescribed treatment and therapy, including documentation of observations and nursing interventions.
- Application of nursing concepts of health care, maintenance, disease prevention, and rehabilitation as a basis for Psych Tech nursing practice.
- Teaching self-help skills and supporting autonomy in clients under their care.
- The ability to organize and prioritize duties and assignments in a manner that is conducive to client care and team cohesion.

- The establishment of learning patterns that will provide the means for continued personal and professional growth through continuing education, self-evaluation, and self-awareness.
- Utilization of critical thinking method and adaptive skills in treatment situations, exercising assessment, planning, implementation, and evaluation in concert with the treatment team.
- Accountability for their contribution to the health care delivery mission through the development of personal honesty and integrity.
- Understand the legal issues regarding involuntary commitment and forensic nursing.

Critical Thinking and Communication:

- Implementing psychiatric technician nursing care utilizing the nursing process, professional judgment, communication skills, cultural sensitivity, and the team approach.
- The ability to communicate in a professional and effective manner with clients and co-workers.

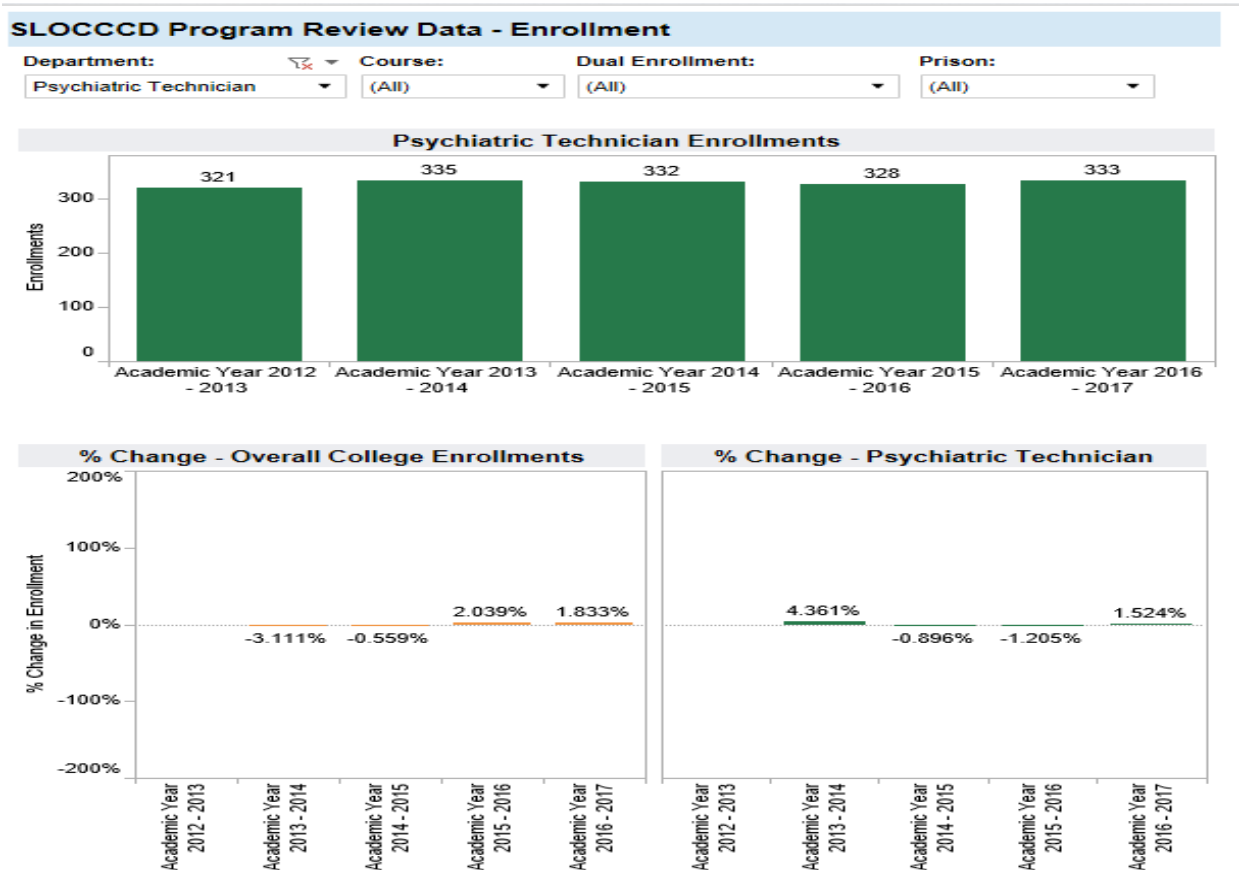
Scientific and Environmental Understanding:

- Development of effective work-role relationships with members of the health care team, including the client and significant others in institutional and community care settings.

II. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

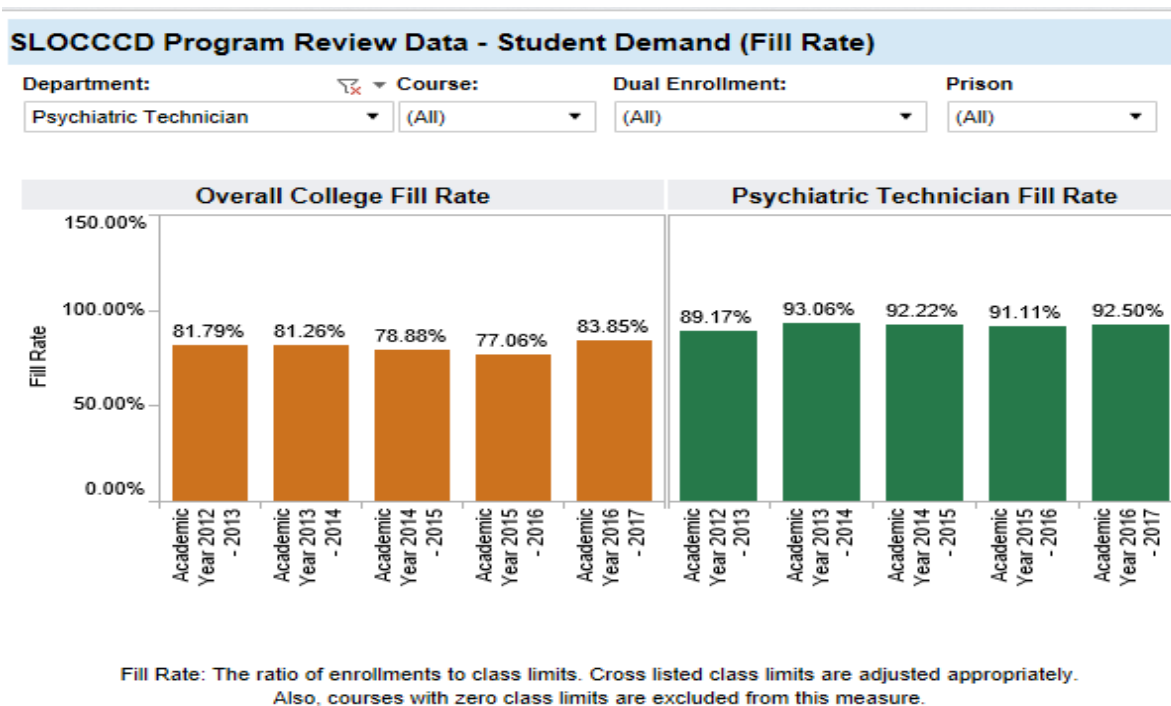
[General Enrollment \(Insert Aggregated Data Chart\)](#)



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

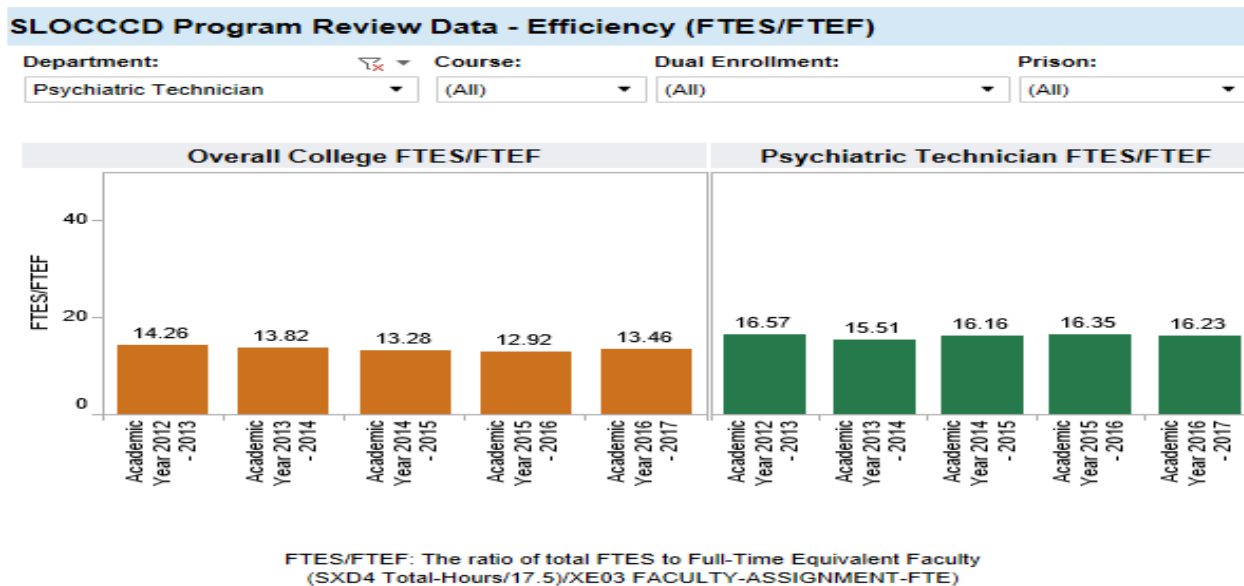
- Enrollment remains fairly static across all three terms and consistently exceeds college-wide data. Enrollment is based upon a contracted education agreement between Department of State Hospitals-Atascadero (DSH-A) and Cuesta College. No change in enrollment is anticipated.
- A cap of three cohorts of 30 students per year is set by contractual agreement. No change in enrollment is anticipated.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



- Student demand has continued to increase steadily and greatly exceeds college-wide demand.
- We receive applications throughout the state.
- Fill rates are always at 100% at the start of each new cohort.
- Attrition varies from term to term. Students generally withdraw due to academic or personal issues. Students who do drop are eligible to reapply and re-enter the program within one year on a space available basis. A list is maintained of students eligible to re-enter.
- The Program Director and staff attend numerous recruitment events throughout each term and advertise via email and the Cuesta College website.
- DSH-Atascadero has created a Recruitment Coordinator office that travels state-wide to various recruitment events. The Program Director provides recruitment materials that are distributed at these events.
- The Program Director and staff hold public informational meetings six times each year.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



- The projected enrollment remains at 30 students per cohort three times a year, as mandated by the contractual agreement between DSH-Atascadero and Cuesta College.
- The Psychiatric Technician Program continues to exceed college-wide FTES/FTEF.
- The demand for Psychiatric Technicians continues to grow state-wide.
- The Psychiatric Technician Program maintains a 1:15 instructor-student ratio for clinical courses as mandated by the BVNPT.

Student Success—Course Modality (Insert Data Chart)

The College

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

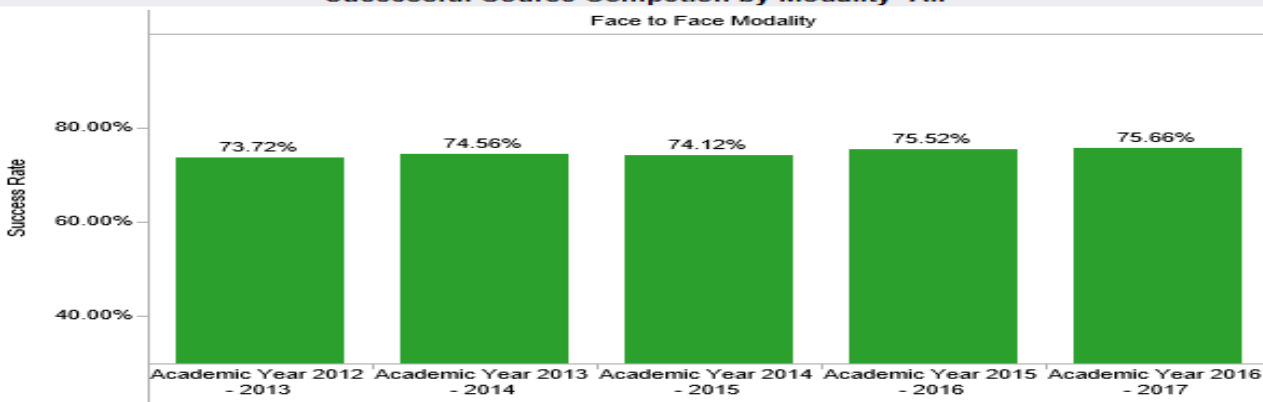
Course:

(All)

Legend:

Face to Face Modality

Successful Course Completion by Modality -All



Successful Course Completion by Modality Table - All

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

Psychiatric Technician Program

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Psychiatric Technician

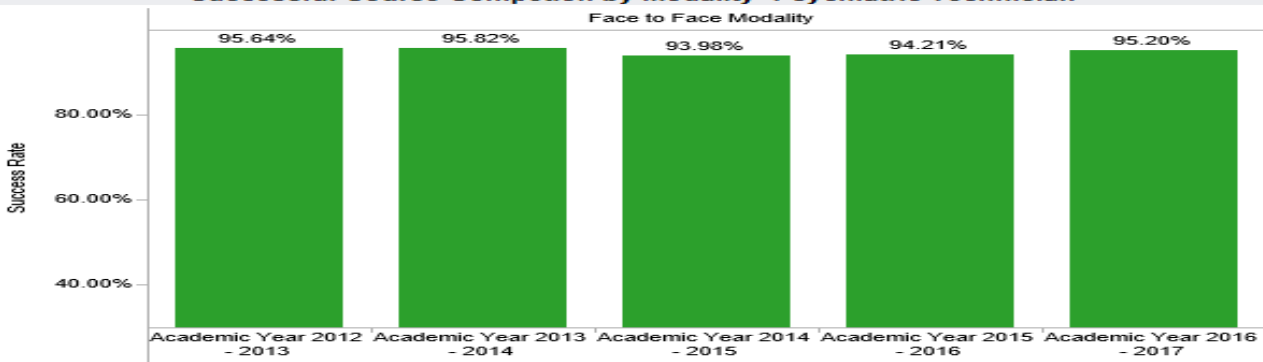
Course:

(All)

Legend:

Face to Face Modality

Successful Course Completion by Modality -Psychiatric Technician



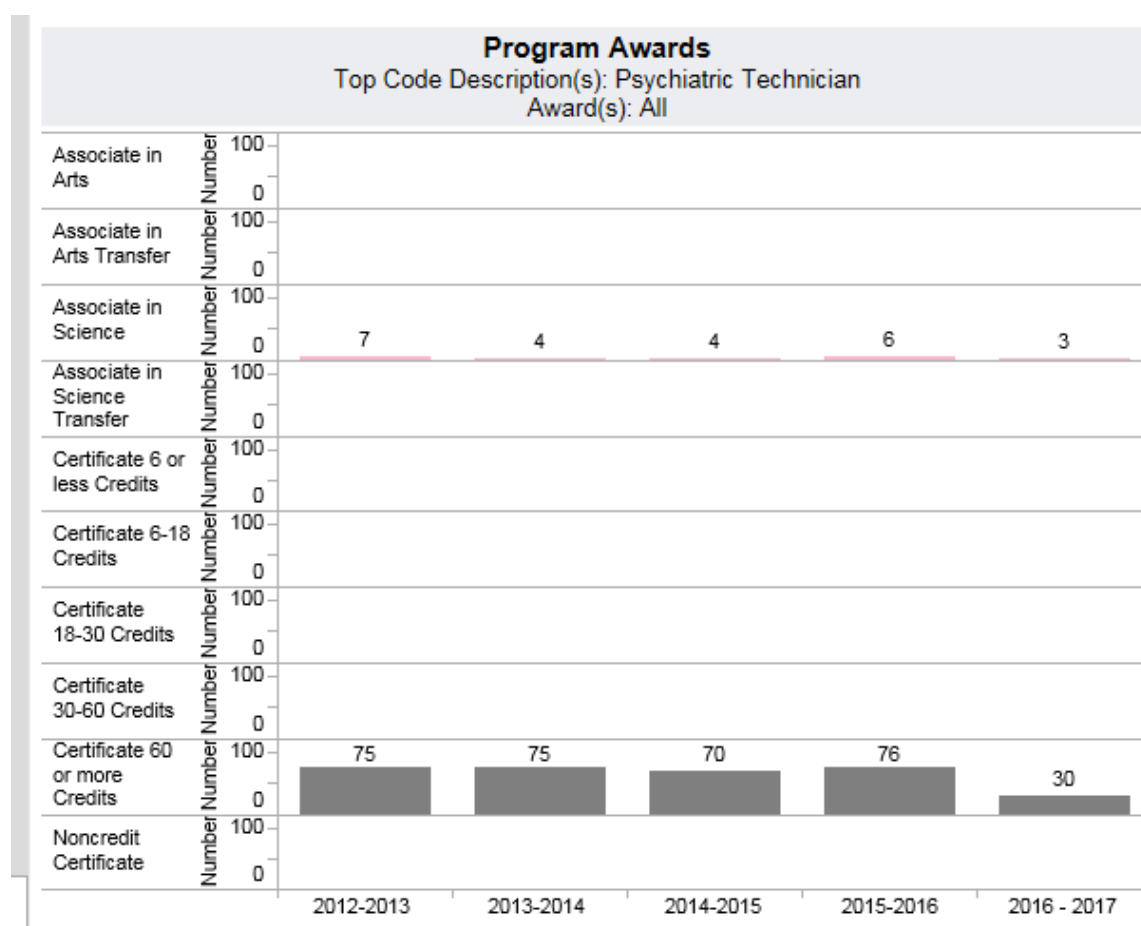
Successful Course Completion by Modality Table - Psychiatric Technician

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	95.64%	95.82%	93.98%	94.21%	95.20%
	Total Department Enrollments	321.0	335.0	332.0	328.0	333.0

- Student course completion rates continue to far exceed college-wide success rates.
- Greater efforts have been made to identify students with special learning needs and refer them to the DSPS program early in the Program.

- Instructors have adopted additional methods of teaching (i.e., I-Clicker Audience Response Systems, online practice exams, etc.)
- Extra emphasis on program rigor and student commitment is presented to applicants during the initial application process and again at orientation.
- Faculty will strive to identify students with special learning needs and facilitate referral to DSPS for possible services.

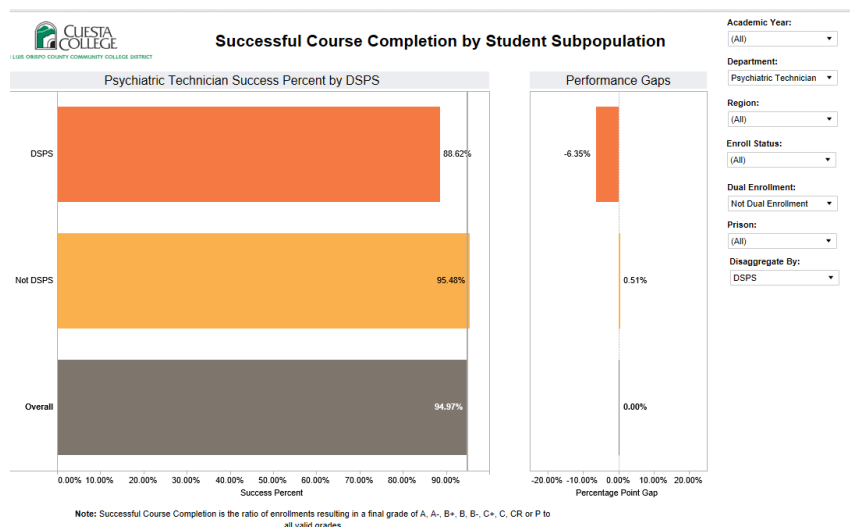
Degrees and Certificates Awarded Data Chart



General Student Success – Course Completion (Insert Aggregated Data Chart)

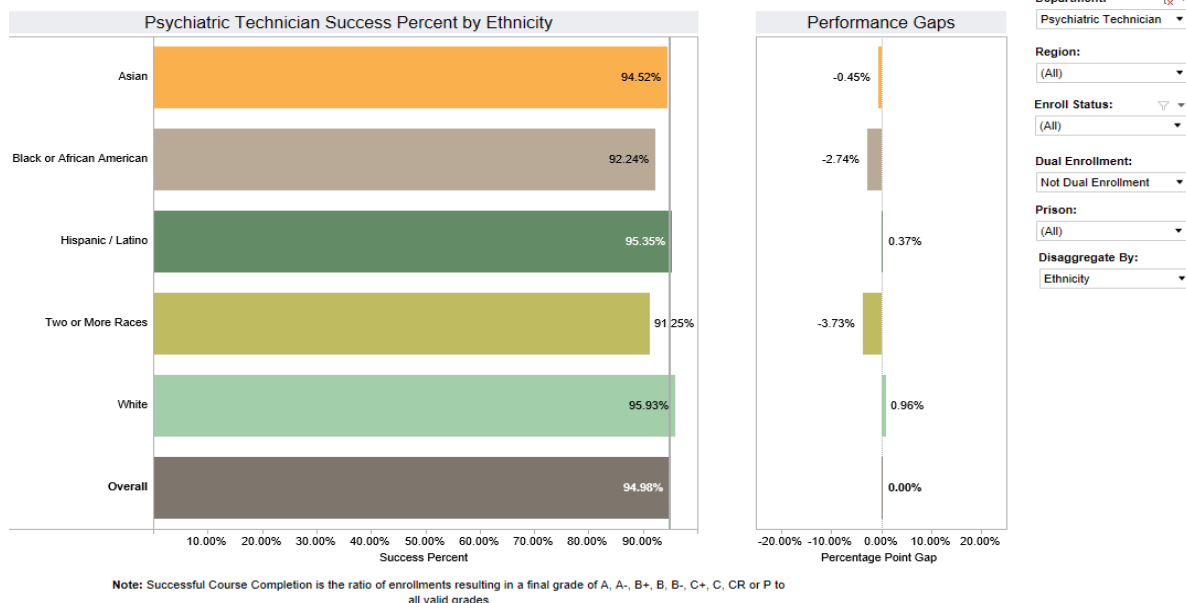
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



- DSPS students enrolled in the Psychiatric Technician Program are significantly less successful compared to non-DSPS students.
- Psychiatric Technician Program DSPS students perform significantly lower than DSPS students college-wide.
- This might be attributed to the rigor of the program. Students complete 61.5 units in a twelve month program.
- DSPS students are provided access to all services prescribed by the DSPS. Students who require testing accommodations are required to test at either of the Cuesta College campuses when campus it is open. During periods when the campus is closed, accommodations are provided at the program classrooms at DSH-Atascadero.
- Some DSPS students choose not to avail themselves of testing on Cuesta College campuses due to the distance to the campuses.
- Students may fail to fully utilize all of the services and supports of the college due to the distance to the campuses. All students are encouraged to access and utilize all services and supports available through the college.
- DSPS students are encouraged to record classroom lectures and utilize a variety of study techniques.
- Instructors hold early morning and afternoon study/review sessions throughout each term for interested students.

Successful Course Completion by Student Subpopulation



- Psychiatric Technician Program students self-identifying as Black or African American or of two or more races performed lower than other Psychiatric Technician Program students, but better than college-wide students of the same ethnicities.
- The majority of the students self-identifying as Black/African American are actually foreign-born students from a variety of African nations. They come to the program with varied backgrounds and educational levels. Some of these students have difficulty with the English language, especially in learning medical terminology and thinking critically. Some also have difficulty understanding and expressing the English language, although they have met the English requirement for admission to the program.
- Students of Asian ethnicity in the Psychiatric Technician Program outperformed other ethnicities.
- Hispanic/Latino students in the Psychiatric Technician Program performed much better than those same students college-wide.
- All students are permitted to record classroom lectures and are encouraged to utilize a variety of study techniques.
- Instructors hold early morning and afternoon study/review sessions throughout each term for interested students.
- Exams are being reviewed and Instructors are designing current exams to reinforce critical thinking learning and retention.

III. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
PSYCH 110	yes	no	no	no	no
PSYCH 207	yes	no	no	no	no
PSYCH 208	yes	no	no	no	no
PSYCH 209	yes	no	no	no	no

Course Number	PSYT 110	PSYT 207	PSYT 208	PSYT 209
1. Effective term listed on COR	Spring 2000	Spring 2010	Summer 2010	Summer 2010
2. Catalog / schedule description is appropriate	Yes	Yes	Yes	Yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	Yes	Yes	Yes	Yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	Not Approved	Not Approved	Not Approved	Not Approved
5. Grading Method is accurate	Yes	Yes	Yes	Yes
6. Repeatability is zero	Yes	Yes	Yes	Yes
7. Class Size is accurate	Yes	Yes	Yes	Yes
8. Objectives are aligned with methods of evaluation	Yes	Yes	Yes	Yes
9. Topics / scope are aligned with objectives	Yes	Yes	Yes	Yes
10. Assignments are aligned with objectives	Yes	Yes	Yes	Yes
11. Methods of evaluation are appropriate	Yes	Yes	Yes	Yes
12. Texts, readings, materials are dated within last 5 years	No	No	No	No
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	NA	Yes	Yes	Yes

14. Degree / Certificate information (if applicable) is correct	NA	Yes	Yes	Yes
15. Course Student Learning Outcomes are accurate	Yes	Yes	Yes	Yes
16. Library materials are adequate and current *	Yes	Yes	Yes	Yes

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

2. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Psychiatric Technician Associate in Science	Yes	No	No	No
Psychiatric Technician Certificate of Achievement	Yes	No	No	No

3. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Psychiatric Technician Associate in Science	yes	no*	yes
Psychiatric Technician Certificate of Achievement	yes	no*	yes

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

4. Four-Year Cycle Calendar

- During the following four-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
PSYT 110	minor				review				minor
PSYT 207	minor				review				minor
PSYT 208	minor				review				minor
PSYT 209	minor				review				minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Psychiatric Technician Associate in Science	modify				review				review
Psychiatric Technician Certificate of Achievement	modify				review				review

- A. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle. **Yes**
- B. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Psychiatric Technician

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
PSYT110						1
PSYT207					4	
PSYT208				1	2	
PSYT209						4
				1	6	5

PSYT 110- Intro to Psy Tech

- (1) Demonstrate knowledge, understanding, and application of ASH rules, regulations, and safety issues in order to practice safely in a forensic mental health setting.
- (2) Demonstrate Basic Core training in First Aid, CPR, and managing assaultive behavior.

PSYT 207- Nursing Science

- (1) Demonstrate understanding of medications and safely administer prescribed medications.
- (2) Demonstrate application of the nursing process provide basic nursing care to adult and geriatric patient in long term care and other clinical settings.
- (3) Demonstrate understanding of basic anatomy and physiology.
- (4) Apply communication techniques to establish a therapeutic environment.

PSYT 208- Develop. Disabled

- (1) Demonstrate understanding of medications and safely administer prescribed medications.
- (2) Provide interventions and teaching to promote hygiene needs, self-care, social, and vocational skills.
- (3) Assist in the identification of client problems and strategies to achieve resolution.
- (4) Demonstrate ability to successfully complete State Board Review tests.

PSYT 209- Psychiatric Nursing

- (1) Demonstrate understanding of psychiatric medications and safely administer prescribed medications.
- (2) Demonstrate appropriate supervision of therapeutic activities related to client's leisure, education and socialization and ADL's.
- (3) Provide interventions and guidance in order to promote and maintain client safety.
- (4) Apply communication techniques to establish a therapeutic environment for a mentally disabled client.
- (5) Demonstrate ability to successfully complete State Board review tests.

Program-level SLOs

Psychiatric Technician A.S./C.A.

- (1) Demonstrate skills and ability to practice safely within the legal, ethical and privacy issues through accurate documentation.
- (2) Demonstrate the ability to guide the client toward an optimal therapeutic regime by implementing appropriate treatment plans, medications, and delivery of safe patient care.
- (3) Implement procedures based on critical thinking and learned knowledge regarding

the care, treatment and rehabilitation of the mentally ill, emotionally disturbed or developmentally disabled person.

Discussion of PLOs and SLOs between Director of Allied Health, PSYT Director and Division Chair takes place after the advisory committee meeting once a year. The PSYT Director independently discusses the PLOs with faculty. It was suggested (1) develop clinical survey to see if it measures the SLO accurately. The need for equipment typically is found in the evaluation of the course SLOs independent of the program PLOs.

- C. Highlight changes made at the course or program level that have resulted from SLO assessment.

No changes were made at the course or program level. Assessment results proved the SLOs lead students to success.

Lindsay Byers as

Department Coordinator

in

Psychiatric Technician

Inbox

Account Settings

Support

Log Out

Strategic Planning

Outcomes & Assessments

Org Management

Reports

Outcomes Listing

Curriculum Map

Outcomes Groups

Assessments

Assessments

Reflection Templates










Assessment Library

Show Filters

Add Assessment

☐ Display Inactive Assessments

<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Terms	
<input type="checkbox"/>	Clinical Evaluations	Success defined as achievement of 77% or greater in clinical at the 16 week mark.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Case Study Assignment	Success defined as achievement of 77% or greater on Case Study Assignment. Students follow the assignment outline and must include all required information.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Comprehensive Post-Test	Success defined as achieving 80% or greater on post-test.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Skills Return Demonstrations	Success defined as return demonstrating all basic skills (First Aid, CPR, TSI) with 100% accuracy.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Evaluation of Pre-Lab Medication Research	Proficiency defined as 77% or greater on medication research assignment.	Direct Assessment	• Spring 2017	

<input type="checkbox"/>	Clinical Evaluation	One of 29 students failed to meet the benchmark at the 8th week. All students met the benchmark at the 16th week.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Clinical Evaluation	Success defined as achievement of 77% or greater in clinical skills at the 8th and 16th week.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Final Exam Anatomy and Physiology Questions	Success defined as achieving 77% or greater on specific final exam questions related to anatomy and physiology.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Clinical Evaluation of Communication Techniques	Success defined as achievement of 77% or greater on clinical evaluation at week 16.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Evaluation of Pre-Lab Medication	Success defined as achieving a 77% or greater on medication research assignment.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Clinical Evaluation at 8 and 16 Weeks	Success defined as achieving 77% or greater in clinical skills practicum at the 8th and 16th week evaluations.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Clinical Evaluation at 8 and 16 Weeks	Success defined as achievement of 77% or greater in clinical practicum skills at 8 and 16 weeks.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	Facilitated Client Group Assignment	Success is defined as achievement of 77% or greater in the performance of the facilitated client group assignment.	Direct Assessment	• Spring 2017	
<input type="checkbox"/>	State Board Practice Exams	Success defined as achieving a 77% or greater on all required state board practice exams.	Direct Assessment	• Spring 2017	

D. Identify and describe any budget or funding requests that are related to student learning outcome assessment results.

Requests have been entered into the Nursing Allied Health [Resource Plan Worksheet](#).

IV. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Identified on pages 3-10 of this document

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling- No anticipated changes
- B. Support services to promote success, persistence and retention- No anticipated changes
- C. Facilities needs-No anticipated changes
- D. Staffing needs/projections- In the last two years, The Psychiatric Technician Program has had two long time faculty members retire. The program was able to replace the positions however the new faculty were unable to pass their probationary period due to their inabilities to work effectively as Nurse Instructors. The program director has worked very closely with the Department of State Hospitals-Atascadero (DSH-A) employment department to fill the vacant positions but there has been no success in attracting eligible Nurse Instructor candidates. The Department of State Hospitals-Headquarters has approved for hiring Nurse Instructors that are retired to work on a half time basis. This has helped the program meet program and student needs. The program director continues to work on recruitment of faculty members. DSH-A currently has an advertisement on CalJobs, LinkedIn, and Craigslist. All efforts will continue to be made until vacancies are filled.

V. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

See above

VI. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

<u>Lindsay Byers</u> Division Chair/Director Name	<u>[Signature]</u> Signature	<u>3/5/18</u> Date
<u>Carrie Vanderpool</u> Name	<u>Carrie Vanderpool</u> Signature	<u>3/5/18</u> Date
<u>John Robinson</u> Name	<u>[Signature]</u> Signature	<u>3/5/18</u> Date
<u>Katy Monteros</u> Name	<u>Katy Monteros</u> Signature	<u>3/5/18</u> Date
<u>Kristie Lohr</u> Name	<u>Kristie Lohr</u> Signature	<u>3-5-18</u> Date
<u>Antonia Torrey</u> Name	<u>Antonia Torrey</u> Signature	<u>3-7-18</u> Date
<u>Marcia Scott</u> Name	<u>Marcia Scott</u> Signature	<u>3-7-18</u> Date

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Instructional Comprehensive Program Planning & Review
Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2018

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.