

For Instructional Programs

Program or Area(s) of Study under Review: Psychiatric Technician Program(s)

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**2. Areas for Improvement:**

- Student retention
  - Increased student applications
  - Increased clinical sites.
  - Increase number of qualified adjunct instructor pool

**3. Projected Program Growth, Stability, or Viability:**

Growth in the number of students, staff, and clinical agencies

**B. Institutional Mission and Goals**

**Description of Alignment between Program and Institutional Mission:**

The Psychiatric Technician (Traditional and Fast Track) programs, believe in people

To that end, our faculty assists by providing positive feedback, repetition of experiences and by establishing clearly defined desired outcomes, so the learner can recognize their own success. Treating everyone with dignity and respect is always essential to self-development. Bullying and incivility are never acceptable and will not be tolerated. We believe that Psychiatric Technician Practice is a systematic course of study that prepares learners to assist those with physical, mental, emotional, and developmental problems in a positive environment.

2. Assessment of Program's Recent Contributions to Institutional Mission:

## Program Review Report

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

<b>Program</b>	<b>Psychiatric Technician</b>
<b>Area(s) of Study</b>	On-





**RPIE Analysis:** Fill rates within the Psychiatric Technician Program tend to be lower than the fill rate at the institutional level. [Compare program level rate of 76.0% to institutional level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to the higher rate of decrease among enrollments). Between 2018-2019 and 2019-2020, enrollment decreased while capacity remained stable, resulting in a decrease in fill rate.

Productivity decreased between 2017-2018 and 2019-2020 and ranged from 5.5 to 10.4 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 6.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full student across the academic year.)

\*Note: Fill rates and productivity reported in the table do not include one Psychiatric Technician section offering for a summer term over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section A.1.

**Program Reflection:**

Since the program has relied on referrals to the PTEC

4. Labor Market Demand

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## 2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution

C. Student Achievement

1. Program Completion

	2017-2018	2018-2019	2019-2020
Degrees	19	8	

9.2% of the certificates conferred in 2018 and 7.5% of those conferred in 2019 and 2020. The average time to certificate among Psychiatric Technician certificate recipients ranged from 1.5 to 1.6 years, which was less than the average time to certificate conferred across the institution each year.

**Program Reflection:**

The Fast-Track program administered by DSH-Napa is an apprenticeship program wherein the students are paid. Previously, these students were not encouraged to submit a petition for local/skills certificate. They simply completed their apprenticeship hours and transitioned into their positions as psychiatric technicians.

Going forward we will encourage these students to submit this petition to improve this state525ia4097]2 93-4 904 f\*B2 663

**II. CURRICULUM**

**A. Courses**

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived
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III.

**Program Reflection:**

**Student strengths:**

Progression in nursing documentation skills and task mastery.  
Patient interaction and teaching.  
Teamwork skills.

**Student challenges:**

Time management and task efficiency.  
Mastery of dosage calculation.  
Application of overall medication knowledge base as it applies to indications individual to the patient.  
Dose range, labs and data collection, and nursing considerations.

Most students were resilient in meeting the clients where they were at. Very observant, sensitive, and empathetic toward all the clients. Motivated f oota09 (e)-6.T (ta09ef )10.6 (w2.7 (t))2.7

#### **IV. PROGRAM PLAN**

Based on the information included in this document, the program is in a state of:  
Growth

as the program(s) look to expand and improve. Efforts are being focused on the hiring of a full-time faculty member who recently resigned to pursue other opportunities. Concurrently, the program(s) are actively involved in seeking qualified adjunct clinical instructors to serve/assist the full-time faculty in the oversight of students in the clinical settings.

While significant funding is not required to market the program to potential students, modest funding would assist in creating and distributing relevant materials that can support the efforts of the faculty/staff and the Office of Public Information to increase the number of applicants to the program.

The Program Director allocates time to research and secure appropriate clinical sites willing to serve as facilities for student clinical rotations.

## **PROGRAM HIGHLIGHTS**

### **Recent Improvements**

The unintended impact of the COVID pandemic was the forced transition of the delivery of didactic content to more electronic media. The lecture content of the program is primarily best delivered in the face-to-face classroom setting. However, while the content of the courses has not been altered, the delivery of the content has been revised and updated to allow for more electronic delivery of same. Faculty have been nimble and agile in transitioning delivery (to the extent possible) to alternative media as well as



## Feedback and Follow-up Form

### Completed by Supervising Administrator:

Robert Harris – Senior Dean, Health & Safety

### Date:

05/07/2021

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The PTEC Program(s) are successful due to the commitment of the faculty to ensure student success. As a group, the full-time and part-time faculty are practitioners of nursing science and successful practitioners of the profession of psychiatric technician and/or nursing.

Students are supported and provided every opportunity to succeed. However, as evidenced by the data, there are some gaps in student enrollments and attrition rates. Despite the best efforts of the faculty/staff, there are situations that arise with students that are beyond the control or realm of the faculty.

Areas of concern, if any:

- Limited number of current clinical facilities/sites willing to serve in this capacity.
- Appropriate numbers of qualified adjunct faculty to support the clinical rotations with students and full-time faculty.
- General lack of knowledge by the public of the profession.
- Challenge of profession – it is not for everyone.

Recommendations for improvement:

- The review and revision of curricular content to be shifted from the first-semester course (PTEC 150) to the second-semester course (PTEC 155) is wholly encouraged and supported.
- Faculty recommendations are encouraged and are required to effect change within the program.
- Continued networking and bringing to fruition the initiative to market and promote the program to the local area and other colleges who do not offer this program.
- Continued revision and ongoing review of the student handbook.
- Recruitment and hiring of qualified personnel (per the BVNPT) within the program.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Replace recently departed full-time faculty and secure adjunct clinical instructors to replace/supplement current adjuncts.
Personnel: Classified	None
Personnel: Admin/Confidential	None
Instructional Equipment	Upgraded hardware in classrooms
Instructional Technology	Upgraded computers in faculty offices
Facilities	Dedicated classroom/skills lab

Operating Budget	Adequate
Professional Development/ Training	Adequate
Library & Learning Materials	Update library materials and subscriptions to web-based software technology for clinical supplementation.