

# PTEC-91: PRINCIPLES & PRACTICE FOR PSYCHIATRIC TECHNICIANS 1

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**Effective Term**

Fall 2026

**CC Approval**

12/05/2025

**AS Approval**

12/11/2025

**BOT Approval**

12/18/2025

## SECTION A - Course Data Elements

**Send Workflow to Initiator**

No

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**
**Minimum Qualifications**
**And/Or**

Psychiatric Technician (Any Degree and Professional Experience)

**Subject Code**

PTEC - Psychiatric Technician

**Course Number**

91

**Department**

Psychiatric Technician

**Division**

Health Occupations (HEOC)

**Full Course Title**

Principles & Practice for Psychiatric Technicians 1

**Short Title**

Principles for Psyc Tech 1

**CB03 TOP Code**

1239.00 - \*Psychiatric Technician

**CIP Code**

51.1502

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

C - Clearly Occupational

**Rationale**

Fix dangling hours.

## SECTION B - Course Description

### Catalog Course Description

This is the first course in a series of three semesters designed to prepare the student for eligibility for licensure as a Psychiatric Technician in the State of California. Includes role of the Psychiatric Technician, Nurse/Patient Relationship, Nursing Process and Medical Records, Medical Terminology, Nursing Fundamentals, and Medical/Surgical Nursing.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade Only

### Allow Audit

No

## Requisites

### Prerequisite(s)

Students must complete the following requirements prior to enrolling in this course: 1) High School Transcript or Equivalent (GED, CHSPE, OR AA/AS or Higher). All foreign transcripts must be evaluated by an outside evaluation company. All transcripts and evaluations must be official. 2) Certified Nursing Assistant license. 3) Valid American Heart Association CPR Certification. 4) College Orientation Meeting. 5) Program orientation meeting (once accepted). 6) Pass and submit health requirements before the first day of the semester (via email).

## Requisite Justification

### Requisite Description

Non-course Requisite

### Level of Scrutiny

Requisite Necessary for Health/Safety

### Explanation

Students are required to complete a certified nursing assistant course, providing proof of a valid license, through a community program such as Napa Adult Education or an accredited private course. Meeting health requirements is mandatory to qualify for placement in clinical settings to meet clinical objectives and hours.

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

16.5

### Lecture Hours

189

### Lab Hours

297

### Activity Hours

18

### Outside of Class Hours

387

**Total Contact Hours**

504

**Total Student Hours**

891

**Distance Education Approval****Is this course offered through Distance Education?**

No

**SECTION E - Course Content****Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Accurately perform and document basic nursing skills, basic physical and mental assessments and interventions while prioritizing patient care.
2. Ethically advocate for geriatric patients with various medical complexities in all settings, assuring patient rights, privacy, dignity, and confidentiality.
3. Develop leadership and supervision skills by applying leadership theories in the clinical site.
4. Communicate effectively (written and verbally) with the populations served, community members, classmates, instructors, and the interdisciplinary team.

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

1. Define the role of the psychiatric technician and other treatment team roles.
2. Analyze the nurse-patient relationship.
3. Apply the nursing process and navigate the medical record.
4. Define appropriate medical terms in verbal and written communications.
5. Employ fundamentals of nursing skill in patient care.
6. Evaluate the infection process and infection control.
7. Prioritize and plan emergency care using the established principles of safety.
8. Choose appropriate nursing interventions for disorders of the body systems.

**Course Content**

1. Introduction and Orientation
2. Role of the Psychiatric Technician
3. Patient Education
4. Patient Advocacy
5. Communicable Diseases
6. Gerontological Care
7. Leadership and Supervision
8. Culturally Congruent Care
9. End of Life Care
10. Nurse-Patient Relationship/Communication
11. Ethical Aspects of Nursing
12. Nursing Process and Medical Records
13. Medical Terminology
14. Fundamentals of Nursing I and II
15. Infection: Process and Control
16. Principles of Emergency Care
17. Safety and Hygiene
18. Anatomy and Physiology
19. Nursing Interventions in:
  - a. Digestive Disorders
  - b. Cardiovascular Disorders

- c. Respiratory Disorders
- d. Urological Disorders
- e. Neurological and Sensory Disorders
- f. Endocrine Disorders
- g. Reproductive Disorders
- h. Musculoskeletal Disorders
- i. Integumentary Disorders
- j. Oncology
- k. Blood and Lymphatic Disorders
- l. Immune Disorders

Lab Content (Lab activities need to be detailed and complement the lecture content of the course): Students attend clinical rotations in the community 2 days a week, 8-12 hours per day for 11 weeks of the semester to total 318 hours of supervised clinical time. They practice the following skills, as available, learned in the clinical/skills lab on campus as follows:

1. Handwashing
2. Documentation
3. Vital signs
4. Proper body mechanics
5. Bedmaking
6. Bed bath
7. Tracheostomy care
8. Nasogastric tube feeding and insertion
9. Medication administration
10. Medical treatments
11. Injections
12. Blood glucometer use
13. Onsulim mixing, use and injections
14. Lung sounds
15. Bowel sounds
16. Neurological checks
17. Complete physical assessment
18. Sterile gloving
19. Sterile technique
20. Sterile wound care
21. Clean dressing change
22. Enema
23. Bedpan placement
24. Personal protective equipment
25. Suctioning, oral and tracheostomy
26. Oxygen tank usage
27. Nasal canula
28. Oxygen mask
29. Nebulizer
30. Spirometer
31. Comprehensive case study
32. Range of motion exercises
33. Urinary catheterization
34. Isolation techniques
35. Gait training
36. Use and application of anti-embolism stockings
37. Ace bandaging

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Activity	Group activities - students collaborate to solve simulated patient problems.
Lecture	Instructor relays information on a given subject.
Discussion	Students are led in a mediated discussion and review of specific patient issues.
Observation and Demonstration	Instructor demonstrates a nursing skill practice - instructors assist students to practice nursing skill return demonstration - students demonstrate skill for instructor.
Group Work	Students collaborate in theory to address and understand various patient case studies, disease processes, and pharmacology.

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Exam once a week, pharmacology competency exam prior to starting clinical rotation.
Quizzes	Weekly quizzes assigned via an educational platform.
Projects	Collaborative work with case studies and presenting to class.
Skills Demonstration	Weekly skills check-off to ensure safety and competency of required skill sets.
Simulation	Virtual simulation activities through our online learning platform.
Homework	Students are prepared for class bringing meaningful discussions and questions to the class.
Lab Activities	Skills performance.
Exams/Tests	Regularly assigned assessment exams pertaining to course content.

## Assignments

### Reading Assignments

- Textbooks  
Evolve/Elsevier, Sherpath, and Shadowhealth
- Scholarly Journals
- Patient records
- Policy and procedure manuals.
- Various Handouts

### Writing Assignments

- Writing modular objectives
- Nursing care plans
- Documenting patient care in patient's record
- Write a sample Interdisciplinary Note (IDN) after completion of urinary catheterization practice.
- Testing
- Solve pharmacology scenarios, read medication labels
- Transcribe doctor's orders
- Documenting to communicate with a collaborative team (Treatment team)
- Various essay assignments using APA format
- Documentation of personal experiences

### Outside-of-Class Assignments

- Reading nursing science textbooks and answering modular objectives to prepare for class discussion and application to patient care.
- Comprehensive case study/patient presentation: written and oral
- Medication cards
- Interactive discussions on Canvas

- Virtual clinical experience via EVOLVE learning platform. Dynamic scenario-based learning for critical thinking and interactive skill building.

## **SECTION F - Textbooks and Instructional Materials**

### **Material Type**

Textbook

### **Author**

Cooper, K., Gosnell, K.

### **Title**

Adult Health and Foundations of Nursing

### **Edition/Version**

9th ed.

### **Publisher**

Elsevier

### **Year**

2023

### **Rationale**

This digital teaching and learning technology, designed specifically for nursing and healthcare education, is available in book-organized versions for select titles, organized to the chapters in your trusted Elsevier textbooks.

### **ISBN #**

978-0-323-81205-4

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### **Material Type**

Textbook

### **Author**

Ogden and Fluhart

### **Title**

Ogden Calculation of Drug Doses

### **Edition/Version**

12th ed.

### **Publisher**

Elsevier

### **Year**

2023

### **Rationale**

Online access to drug doses and calculations

### **ISBN #**

9780323879842

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### **Material Type**

Textbook

### **Author**

Visovsky

**Title**

Introduction to Clinical Pharmacology

**Edition/Version**

11th edition

**Publisher**

Elsevier

**Year**

2023

**Rationale**

Online access to clinical pharmacology

**ISBN #**

9780443268335

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**SECTION G - Diversity, Equity and Inclusivity****How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

This course prepares future healthcare workers to provide culturally competent, equitable care. Through understanding diverse health beliefs, social determinants, and disparities, students develop the skills and empathy needed to serve all patients with respect and fairness.

**Course Codes (Admin Only)****CB00 State ID**

CCC000652738

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

No

**Only Pass/No Pass**

No