



**Behavioral Health  
AAS  
Program Review**

**Submitted Nov. 1, 2008  
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## Introduction

The Behavioral Health Program is designed to meet the needs of individuals who currently work and plan to pursue employment in health, social and human services. Students must participate in both in-class and on the job training. Competency in social and human service affairs, as well as writing, language and computer skills are emphasized.

The program is offered on the Dewitt and Helena/West Helena campuses.

**CRITERION 1: Both full-time and part-time faculty members are academically and professionally qualified and maintain expertise appropriate to their teaching responsibilities.**

**Response:** The faculty has the academic credentials and experience to accomplish program goals. The Behavioral Health Program currently has three full-time Phillips Community College of the University of Arkansas (PCCUA) employees. All three instructors possess a master's degree or higher. More detailed instructor information is provided in Appendix A. PCCUA annually reviews the performance of faculty members. Each portfolio is evaluated by two instructors within the Art and Sciences Division, one instructor outside the division, and the dean of the division. Student Evaluation of Instruction surveys are also completed twice a year and the average results are included in the Teaching- Instructional Delivery part of the portfolio. The instructor meets individually with the dean to discuss the results of the portfolio and the results of the Student Evaluation. The portfolio consists of four major areas: Teaching (Instructional Delivery and Design), College Service, Professional Development, and Community Service. Faculty ratings in these four areas are combined to produce an Overall Composite Rating. The Behavioral Health instructors earned an average Overall Composite Rating of 4.86 out of a possible 5 on the 2007 Annual Faculty Evaluation.

**CRITERION 2: The number and utilization of full-time and part-time faculty are appropriate to meeting the program's goals.**

**Response:** All specialized Behavioral Health courses, which include Health Care and Delivery, Chronic and Infectious Disease, Behavioral Health Issues, Theories and Treatment of Social Problems, and the Practicum and Practicum Seminar, are taught by the full time Phillips Community College Behavioral Health instructors and staff. All instructors hold a masters degree or above in a Social Science area (See Table 1). Medical Terminology, which is included in the list of specialized course requirements, is taught by a master's level full-time instructors from the Division of Business and Information Systems. Additionally, Health and Safety (PE 223) is taught by a full-time instructor from the Arts & Sciences Division who holds a Masters degree in Physical Education.

Table 1 Behavioral Health Instructors		
Name	Highest Degree Held	Major
Catherine McKinney	Masters of Science	Social Work
Naomi Borchert	Masters of Science	Social Work
Leroy Cook	Masters of Science	Rehabilitation Counseling

A summary of Behavioral Health faculty utilization, student semester credit hours generate and the full-time enrollment equivalency is outlined in Table 2.

Table 2 SSCH AND FTE DATA BY FACULTY 2006 – 2007									
FACULTY	FALL 2007			SPRING 2008			YEAR TOTAL		
	SSCH	COURSES	FTE	SSCH	COURSES	FTE	SSCH	COURSES	FTE
CATHERINE MCKINNEY	381	7	25.4	297	7	19.8	678	14	45.2
NAOMI BORCHERT	369	10	24.6	219	9	14.6	588	19	39.2
LEROY COOK	45	1	1	102	3	6.8	147	4	7.8

**CRITERION 3: Students are provided access to support services including academic advisement and placement assistance.**

**Response:** Support services are accessible to new, returning, and transferring Behavioral Health students. The services are designed to promote and enhance academic, professional and personal growth. Support services include walk-in one on one and group advisement with the department dean, faculty, academic advisors and student success coordinators. Additionally, the institution provides services for financial aid, transfer guidance, student records, and job placement through practicum, public service and career planning. Behavioral Health students also have access to the campus libraries, computer labs, tutoring centers, testing centers, and the campus bookstore.

**CRITERION 4: Prospective and current students are provided accurate and consistent information in the college catalog, recruitment brochures, advertisements, and student handbooks. Any admission, academic progress, graduation, grading, or grievance policies specific to the program should be included.**

**Response:** The PCCUA college catalog is updated each school year. Admission information and requirements, student service information, grading system, rules for academic suspension

and appeal, checking grades online, and graduation requirements are all included in the Catalog. PCCUA maintains and frequently updates its website with extensive information and links. All students are also assigned a student email account at registration. The catalog, the website, and all advisors have degree checklists that are consistent and available to students to track progress in their pursuit of the AAS degree. The revised Behavioral Health brochure was recently published. The PCCUA Student Handbook, given to each student at the beginning of the academic year, also contains information on the college grading system, academic clemency policy, graduation requirements, and all student-specific policies.

**CRITERION 5: Technical Certificate and AAS degree graduates will be well prepared for entry level positions in their field.**

**Response:** The Behavioral Health Technology Program at PCCUA is designed to prepare social service and human service workers with broad skills necessary to perform many jobs in these career areas. Instruction produces career prepared students who can demonstrate the following behaviors.

- Personal awareness
- Trace the history and development of health care and delivery in the United States
- Connect the role and function of human growth and development
- Identify and understand abnormal behavior patterns
- Identify a variety of methods of treatment and behavior
- Develop strong intra and interpersonal skills
- Understand problems related to substance abuse
- Demonstrate the practical application of theory through working in a clinical setting of social service and human service occupations
- Know the basic chronic and infectious diseases
- Demonstrate knowledge and appropriate practice in case work
- Identify domestic abuse, understand safety, security, and emergency procedures in the work place
- Have written and oral skills
- Demonstrate legal and ethical behaviors
- Recognize the family as the primary institution
- Understand community dynamics and cultural diversity.

Learning outcomes, methods of assessment and courses where the specific outcomes are taught are outlined in the Behavioral Health Technology Assessment Learning document (See Appendix C). Additionally, the Behavioral Health Practicum provides students with direct experience in entry level positions. When surveyed, 100% of practicum supervisors indicated that BH students placed with their agencies was prepared for entry level positions in their field.

**CRITERION 6: Technical Certificate and AAS degree graduates will find employment in their chosen field.**

**Response:** Behavioral Health graduates are able to find employment in the field. Many graduates are employed in the Phillips County area after graduation. In Spring 2008, 3 of 5

students completing practicum placements were hired by their practicum supervisors. Counseling Services of Eastern Arkansas (CSEA) employs several Behavioral Health graduates. The Director of Forensic Services at CSEA stated in a 2008 telephone survey, “any student who applies with the Behavioral Health degree from PCCUA is definitely weighted more favorably for employment.”

**CRITERION 7: AA graduates will be able to transfer courses intended for transfer.**

**Response:** N/A. PCCUA does not offer an AA degree in Behavioral Health.

**CRITERION 8: AA and AAS degree graduates will exhibit effective reading and writing skills.**

**Response:** Students who complete an AAS degree in Behavioral Health Technology are required to successfully complete Freshman English I (EH 113) and Freshman English II (EH 123). Additionally, students must complete the Reading sequence (DS 103 and DS 123) with a “C” or above, or test out of Reading by earning a score of 19 or above on the ACT, 43 or above on the ASSET Reading Skills test or 82 or above on the COMPASS Reading Skills Test. Writing and reading opportunities are provided for students in a number of courses (PS 213, PSY 223, SY 213, SY 223) required in the BH Program. As a component of the Behavioral Health Practicum Seminar (BH 153), a final paper is required to provide students with an additional opportunity to exhibit their effective reading and writing skills. Finally, students must possess proficient reading and writing skills in their Behavioral Health Practicum (BH 143) placement. Some of the assignments include reading employee manuals, legal documents, and policy and procedure manuals. Writing requirements may include progress notes, case evaluations, and reports.

**CRITERION 9: Technical certificate and associate degree graduates will have interpersonal skills needed to relate to others in a professional setting.**

**Response:** As part of the Behavioral Health Practicum that is completed the semester before graduation, students contract a Learning Plan (See Appendix B) with their practicum supervisor. One of the six goals in the Learning Plan is that the student will “demonstrate effective communication skills”. To accomplish this goal, specific objectives are also stated in the Learning Plan. The three objectives that specifically apply to interpersonal skills include:

- The student will demonstrate professionalism;
- The student will effectively use verbal and written communication;
- The student will apply the principle of confidentiality and privacy.

The student and the practicum supervisor then list specific tasks and skills that the student will perform to meet these objectives. The supervisor uses this Learning Plan at the end of the practicum to evaluate the student’s progress in the placement. When surveyed, practicum supervisors expressed 94% satisfaction with students’ interpersonal skills in the professional setting of their agency.

**CRITERION 10: The length of the program enables students to achieve program objectives and to acquire knowledge and skills necessary for employment in the field or successful transfer to a four year college.**

The AAS degree in Behavioral Health Technology requires 64 semester credit hours. Full-time students who require no remediation can complete this program easily within four semesters.

**CRITERION 11: The curriculum encompasses instructional materials, equipment, course and program content, and method and types of instructional delivery. The program curriculum should reflect current practices in post-secondary education and the workforce.**

**Response:** The Behavioral Health Program does encompass various methods and types of instructional delivery. The Behavioral Health practicum is a course that provides field experience in a professional setting. The practicum requires 120 hours of students doing volunteer work at an agency that provides behavioral health services. Students are closely monitored and supervised by a professional currently working in the field.

Current textbooks, current essays and articles, lectures, DVDs and videos, PowerPoint, guest speakers, and online video clips and exercises are utilized in instructional delivery. SMARTBOARD equipped classrooms enable the instructors to access a wealth of current and pertinent information. Instructors are required to document updates in instruction on the course syllabi in the teaching section of the Faculty Portfolios. One Hundred percent (100%) of practicum supervisors, in a 2008 telephone survey, expressed satisfaction with BH Practicum students placed with their organization.

**CRITERION 12: Courses must be offered frequently enough so that students can complete the program in a reasonable period of time.**

**Response:** All course required for the AAS Degree in Behavioral Health are offered at least once per academic year on the Helena/West Helena Campus and the DeWitt Campus. Thus students in the program have at least two times per academic year to complete specialized courses in the program.

<b>TABLE 3</b>		
<b>Behavioral Health SPECIALIZED COURSES Rotation by Campus:</b>		
	<b>Helena Campus</b>	<b>DeWitt Campus</b>
BH 103 Health Care & Del.	Fall	Fall
BY 103 Intro to Ant & Phys.	Fall, Spring, Sum	Fall, Spring,
OT 113 Medical Terminology	Fall, Spring	Fall, Spring
BH 113 Chronic & Inf. Dis.	Spring	Spring
BH 123 Theories & Treat. Of Social Problems	Spring	Spring
BH 133 Beh. Health Issues	Fall	Spring
BH 143 Practicum in BH	Fall, Spring, Sum	Fall, Spring, Sum
BH 153 Practicum Seminar	Fall, Spring, Sum	Fall, Spring, Sum
PE 223 Health & Safety	Fall, Spring, Sum	Fall, Spring, Sum



Table 4 (below) outlines the frequency of offering specialized courses in Behavioral Health, the campus and average enrollment for each campus site. Additionally, two courses in Behavioral Health are also offered as a part of the PCCUA Secondary Centers' Medical Profession Program. Enrollment for the Secondary Centers is also included in this table.

<b>Table 4</b>				
<b>Behavioral Health Course Frequency and Average Enrollment</b>				
<b>Course Name/Number</b>	<b>Campus</b>	<b>Frequency of Offering Per Academic Year</b>	<b>Semester/Year Last Offered</b>	<b>Average Enrollment For Last Three Academic Years</b>
Health Care Delivery BH 103	Helena	1	Fall 08	16.3
	DeWitt	1	Fall 08	9.3
	Totals	2	NA	25.7
Chronic and Infectious Disease BH 113	Helena	1	Spring 08	19.3
	DeWitt	1	Spring 08	6.0
	Totals	2	NA	23.5
Theories & Treatment of Social Problems  BH 123	Helena		Spring 2008	14.7
	DeWitt	1	Spring 08	9.0
	Secondary CTR	5	Fall 08	43.0
	Totals	4	NA	
Behavioral Health Issues BH 133	Helena	1	Fall 2008	14.3
	DeWitt	1	Fall 08	9.3
	Secondary CTR	1	Spring 08	10.0
	Totals	3	NA	
Practicum in Behavioral Health BH 143	Helena	3	Fall 08	5.7
	DeWitt	3	Fall 08	2.7
	Totals	6	NA	2.8
Practicum Seminar in Behavioral Health BH 153	Helena	3	Fall 08	5.7
	DeWitt	3	Fall 08	2.7
	Totals	6	NA	4.6

**CRITERION 13: The program's current operating budget is adequate to assure program quality.**

**Response:** Although funds are limited, as with most community colleges, our current operating budget is adequate to assure program quality based on a limited enrollment of students. During the spring semester, BH faculty and staff are asked to project budgetary need for the next academic year. The budget is reviewed and then submitted to the Vice Chancellor for Instruction. Recently, the requested budgets have experienced some cuts, but needed supplies, equipment and professional development opportunities have been funded with the assistance of

funds from various grants (Carl Perkins, Title III, Student Support Services, and Achieving the Dream) and other instructional areas.

**CRITERION 14: Physical facilities are adequate to sustain the program.**

**Response:** Instructional space, classroom furniture and instructional technology are adequate to sustain the Behavioral Health program. Students also have access to break and vending areas, well lighted parking, and security patrol.

**Helena Campus**

Behavioral Health classes are generally scheduled in two main classrooms: L304 and L305. Each classroom is furnished with 15 long tables with two comfortable chairs per table. Both L304 and L305 are equipped with SMARTBOARDS, overhead projectors and a computer with internet access. Additionally there is a moveable television and VCR that is shared by the two classrooms. Students have access to library services for both day and evening hours with 10 internet accessible computers and printers available for use. Copy machines are also available for students in the Lewis Library.

**DeWitt Campus**

The classroom used for Behavioral Health classes on the DeWitt Campus is equipped with comfortable tables and chairs, a TV/VCR combination, Internet access, and an overhead projector. The instructor has access to a laptop computer that is used for instruction in the classroom. Students on the Dewitt campus have access to the library and a computer lab.

**CRITERION 15: Library resources appropriate to support the program are available and accessible to faculty and students.**

**Response:** PCCUA libraries are open during all regular college operating hours which allow accessibility to Behavioral Health students and faculty during day, evening, night and limited weekends. Campus libraries in Helena/West Helena, DeWitt and Stuttgart offer the latest in technology, online catalog accessibility, inter-library loan with various regional universities, online access to a vast number of books, journals, magazines, relevant films and other databases. Library holdings consist of approximately 49,000 volumes found in PCCUA's three libraries: Lewis Library (36,088); Dewitt (5357) and Stuttgart (7288). (See Appendix C) Included in these traditional holding are more than one thousand volume related to Nursing/Allied Health. Also included are current materials and books, such as, the International Classification of Diseases, Clinical Modification and the Diagnostic, and Statistical Manual of Mental Disorders; professional health journals as well as a growing collection of electronic sources.

**CRITERION 16: Student support and staff services are available.**

**Response:** The Behavioral Health Program, as with all AA/AAS programs, has accessibility to student support and staff services. Some of the major student support services are (1)

admissions, (2) academic advisement, (3) career guidance counseling, (4) financial and other student-aid, (5) registration and records, (6) student activities, (7) placement, (8) the Achieving the Dream Initiative and (9) Career Pathways. Most Behavioral Health students are non-traditional students who work full or part-time. To accommodate these students, a vast majority of the courses for this program are offered during the extended day, evening and weekend. Special efforts are made by the BH faculty, various service departments, division dean, advisors, and student success coordinators to insure that BH students have access to support and staff services afforded traditional students. Awareness is made to lessen or eliminate barriers to success and to help build characteristics of success by providing students with tutoring, early alert, assistance with time management and study skills. Referrals for community resources such as housing, counseling, childcare, and transportation are also provided.

### **Program Strengths**

The Behavioral Health Technology program was created to meet a community need to train paraprofessionals working in the behavioral health field. As evidenced by the employment of our graduates, we are meeting that need. The program has strong support of the Dean of Arts and Sciences, the Vice Chancellor of Instruction and Chancellor of the College. The faculty is composed of master’s level and above instructors with experience in the field. The yearly rotation of specialized courses and the convenient time offering of the courses is designed for working students. The program has grown in the past several years (See Table 6, Appendix F). The number of graduates in the program over the past three years is 26 (See Tables 5 Below).

<b>Table 5 Behavioral Health Technology Graduates Last Three Years</b>		
<b>2006</b>	<b>2007</b>	<b>2008</b>
4	11	11

### **Program Concerns**

1. Declining population in the area
2. On-going professional development
3. Budget constraints
4. Supplying enough graduates to meet the community need for geriatric services, social services, and mental health services.
5. Transferability of Behavioral Health degree and certificate

### **Program Recommendation**

1. Collaborate with other two-year and four-year colleges that can help advocate for a Behavioral Health bachelors degree with more transferable courses from the two-year colleges with Behavioral Health programs. An on-going review of the Arkansas Course

Transfer System that will benefit the PCCUA Behavioral Health Program and its students.

2. Increase the marketing efforts for the Behavioral Health program by indicating and highlighting that the social services will expand with the growing elderly population, who are more likely to need adult day care, and other services such as medical crises support, meal delivery, teen pregnancy, homelessness, and services for people with mental disabilities, substance abuse issues, etc.
3. Implement a yearly networking banquet for local and surrounding area behavioral health professionals and paraprofessionals.
4. Join one or more professional organizations or associations which will allow collaboration and professional sharing of academic and professional information.

# **Appendix A**

## **Faculty Sheets**

**BEHAVIORAL HEALTH PROGRAM Faculty Data Form**

**Name:** Cathy McKinney

**Start date:** 10/15/1998

**Full-time**  **Part-time** \_\_\_\_\_

<b>Current and Previous Classes Taught:</b>	<b>What Year/Term(S)</b>	<b>School/Setting</b>
BH 103 Health Care and Delivery	Fall 1998-present	PCCUA/Helena
BH 113 Chronic and Infectious Disease	Spring 1999-present	PCCUA/Helena
PSY 213 General Psychology	Fall 2003-present	PCCUA/Helena
SY 213 Fundamentals of Sociology	Fall 2007-present	PCCUA/Helena
BH 143 Behavioral Health Practicum	Fall 1998- present	PCCUA/Helena
BH 153 Practicum Seminar	Fall 1998-present	PCCUA/Helena
PSY 223 Human Growth and Development	Spring 2004	PCCUA/Helena
BH 123 Theories and Treatment of Social Problems	Spring 1999-Spring 2007	PCCUA/Helena
BH 133 Behavioral Health Issues	Fall 1998-Fall 2006	PCCUA/Helena

**List all non-teaching assignments, committees, advising, etc. in the past 3 years.**

**Behavioral Health Advisor**

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**Student Activities Committee**

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**Special Events Committee**

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**Educational Background**

<b><u>Degree</u></b>	<b><u>Date Degree Earned</u></b>	<b><u>University</u></b>
MSSW	1998	University of Tennessee
BSW	1993	Delta State University

**(In the past three years)**

**Conferences/Seminars/Presentations**

National Institute on the Teaching of Psychology	St. Petersburg, FL	Jan 2008
National Institute on the Teaching of Psychology	St. Petersburg, FL	Jan 2006

**BEHAVIORAL HEALTH PROGRAM REVIEW SHEET**

**Name: Naomi Borchert**

**Start date: 08/17/05**

**Full-time**  **Part-time** \_\_\_\_\_

<b>Current and Previous Classes Taught:</b>	<b>What Year/Term(S)</b>	<b>School/Setting</b>
BH 103 Health Care Delivery Systems	Fall 08, 07, Spring 06	PCCUA/ Dewitt
BH113 Chronic & Infectious Disease	Spring 08, 07, 06	PCCUA / DeWitt
BH123 Theories & Treatment of Social Problems	Spring 08, 07	PCCUA / DeWitt
BH133 Behavioral Health Issues	Fall 08, 07, 06, 05	PCCUA / DeWitt
BH143 Practicum in Behavioral Health	Fall 08, 07, 06 Spring 07	PCCUA / DeWitt
BH153 Seminar in Behavioral Health	Same as above	PCCUA / DeWitt
PSY 213 General Psychology	Fall & Spring 2005-present	PCCUA/ Stuttgart & DeWitt
SY 213 Fundamental of Sociology	Fall & Spring 2005-present	PCCUA/Stuttgart & DeWitt
ECD 1003 Child Development	Fall 2005 to present	PCCUA/Stuttgart

**List all non-teaching assignments/positions on PCCUA Campus)** **Committee(S)**

**Phi Theta Kappa Advisor**

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**Distance Learning Committee**

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**Faculty Senate 06-08; Elections Committee (currently)**

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**Educational Background**

<u><b>Degree</b></u>	<u><b>Date Degree Earned</b></u>	<u><b>University</b></u>
<b>MSW – Masters of Social Work</b>	<b>1975</b>	<b>University of Oklahoma</b>
<b>BS – Major: Sociology Minor: Psychology</b>	<b>1973</b>	<b>University of Central Arkansas</b>

**Additional credits after degree/CEU (s)**

**MidSouth Treatment, Recovery, & Parenting – breaking the cycle 6 CEUs 12/14/07**

**Current Program Enrollment**

(In the past three years)

**Professional Organizations** **Publications** **Conferences/Seminars/Presentations**

**NONE**

## BEHAVIORAL HEALTH PROGRAM REVIEW SHEET

Name: LeRoy Cook

Start date: 10/01/05

Full-time  Part-time

<b>Current and Previous Classes Taught:</b>	<b>What Year/Term(S)</b>	<b>School/Setting</b>
BH 133 Behavioral Health Issues	Fall 06—Fall 08	PCCUA/Helena
BH123 Theories & Treatment of Social Problems	Spring 07—Spring 08	PCCUA/Helena
PSY213 Psychology	Spring 06—Spring 08	PCCUA/Helena
SOS103 Freshman Seminar	Spring 08—Fall 08	PCCUA/Helena
Substance Abuse Group Counseling	2005	St. Anthony Hospital, OKC, OK
Parenting & Family Group Counseling	2005	P.O.M. Counseling Agency OKC, OK

**List all non-teaching assignments/positions at PCCUA** **Committee(S)**

<b>Director of Title III Grant Activities</b>	<b>Book Club</b>
	<b>Retention Committee</b>
<b>Student Success Coordinator</b>	<b>Student Activities</b>
<b>Committee</b>	
	<b>Early Alert Committee</b>

### Educational Background

<b>Degree</b>	<b>Date Degree Earned</b>	<b>University</b>
M.S. – Masters of Rehabilitation Counseling	2005	Langston University
B.S.– Major: Organizational Leadership	2002	Southern Nazarene University

**Additional credits after degree/CEU (s)**

6 credit grad hours – Ethics & Human Growth Development

**Current Program Enrollment**

(In the past three years)

<b>Professional Organizations</b>	<b>Publications</b>	<b>Conferences/Seminars/Presentations</b>
National Rehabilitation Association		2005
Arkansas Association of Two Year Colleges		2006-08
National Academic Advising Association		2007
Arkansas Tutor Association/National Tutor Association		2006-07
CASA-Court Appointed Special Advocate		2007-08



## **APPENDIX B**

### **Behavioral Health Practicum Learning Plan**



## Behavioral Health Practicum Learning Plan

Semester and Year \_\_\_\_\_

Student's Name \_\_\_\_\_

Agency Name \_\_\_\_\_

Agency Supervisor's Name \_\_\_\_\_

Supervisor's Phone Number \_\_\_\_\_

The student will complete 120 hours of volunteer work at the agency. The following goals are used to guide placement for our Behavioral Health Students. The practicum student should be able to:

- ❖ Understand the history, organizational structure, purpose, and eligibility requirements of the agency
- ❖ Understand the network of resources used by the agency
- ❖ Use a culturally sensitive approach with diverse and oppressed populations
- ❖ Apply classroom learning to practice
- ❖ Use critical thinking skills
- ❖ Demonstrate effective communication skills

The student and the agency supervisor will complete the learning plan at the beginning of the semester. This identifies the individual learning needs and experiences of the student and the unique learning opportunities available at the agency. At the end of the semester, the supervisor will use the plan to evaluate the student's progress. For each learning objective below, the supervisor and the student will list tasks that will accomplish that objective. Please try to list several tasks for each objective.

### Learning Objectives

1. Demonstrate professionalism.  
(Example: Student will adhere to provided dress code and arrive on time for work.)
  
  
  
  
  
  
  
  
  
  
2. Develop effective relationships with clients.

3. Understand and explain agency services, both to clients and their families and to other agencies.
4. Effectively use verbal and written communication.
5. Demonstrate an understanding and utilization of linking clients to appropriate services.
6. Learn agency policies, procedures, and goals.
7. Demonstrate application of classroom learning (theories, facts, history, etc) to placement.
8. The student will initiate or participate in extra learning activities.
9. Apply the principle of confidentiality and privacy.

**Methods used for evaluation student’s learning efforts: (check all that apply)**

Written     Observation     Discussion     Presentation

Other (please describe)

**Student’s Weekly Schedule:**

M\_\_\_\_\_ T\_\_\_\_\_ W\_\_\_\_\_ Th\_\_\_\_\_ F\_\_\_\_\_ S/S \_\_\_\_\_

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX C**

### **Behavioral Health Technology Learning Assessment**

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS**  
**BEHAVIORAL HEALTH TECHNOLOGY**  
**ASSESSMENT AND LEARNING ASSESSMENT**

The Behavioral Health Technology Program at PCCUA is designed to prepare social service and human service workers with broad skills necessary to perform many jobs in these career areas. Instruction produces career prepared students who can demonstrate the following behaviors.

- Personal awareness
- Trace the history and development of health care and delivery in the United States
- Connect the role and function of human growth and development
- Identify and understand abnormal behavior patterns
- Identify a variety of methods of treatment and behavior
- Develop strong intra and interpersonal skills
- Understand problems related to substance abuse
- Demonstrate the practical application of theory through working in a clinical setting of social service and human service occupations
- Know the basic chronic and infectious diseases
- Demonstrate knowledge and appropriate practice in case work
- Identify domestic abuse, understand safety, security, and emergency procedures in the work place
- Have written and oral skills
- Demonstrate legal and ethical behaviors
- Recognize the family as the primary institution
- Understand community dynamics and cultural diversity.

**Learning Outcomes, Assessing Learning Outcomes, Assessment Results**

- 1. Oral, written, and computer occupational skills**  
All courses
- 2. Safety, security, and emergency procedures in the workplace**  
Health, Safety, and Nutrition, EN 163  
Behavioral Health Issues, BH 133
- 3. Legal and ethical responsibilities in health care and social services occupations**  
Behavioral Health Issues, BH 133  
Theories and Treatments of Social Problems, BH 123  
Behavioral Health Issues BH 133
- 4. Community and institutional dynamics (family, agency, culture)**  
The Family SY 223
- 5. Practical Application of Theory through Working in a Clinical Setting**  
Practicum in Behavioral Health BH 143

Practicum Seminar BH 153

**6. Practical Application of Health and Social Service Delivery Practice**

Health Care and delivery BH 103

**7. Health Care Treatment and Therapies**

Theories and Treatments of Social Problems BH 123

Behavioral Health Issues BH 133

Chronic and infectious Disease BH 113

**8. Case Work Procedures**

Practicum in Behavioral Health BH 143

Practicum Seminar BH 153

**Criteria for Assessing Results**

Tests, papers, discussion, participation

Field observations

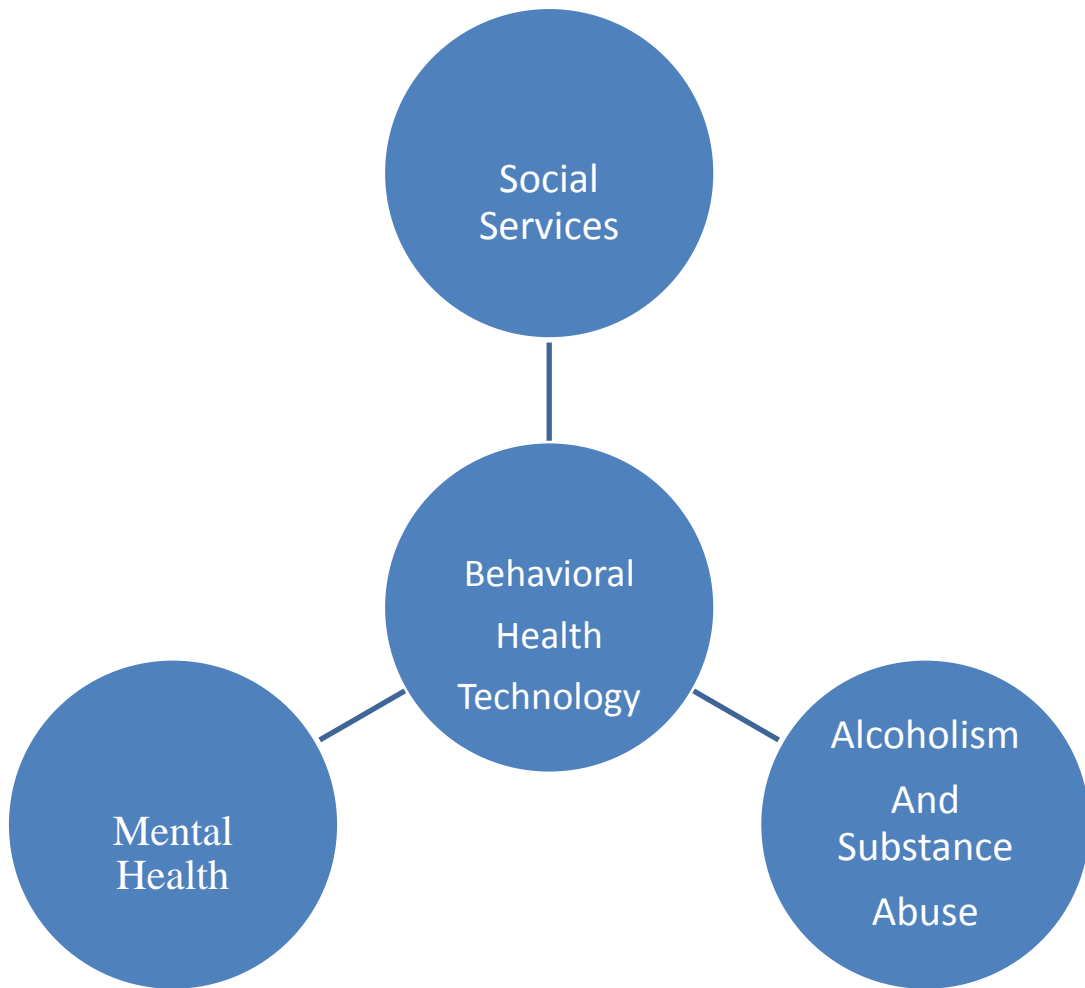
Professional Assessment of Goal Completion

Student Evaluation

Job Placement

Workplace Satisfaction Inventory

**CONCEPTUAL FRAMEWORK**



**Competency Goal 1: Students will demonstrate proficiency in oral, written, and occupational skills.**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	Timing of Assessment Relative To Student Academic Progress			
	<b>Prior to Program</b>	<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduate Student Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review

**Competency Goal 2: Students will demonstrate knowledge and application of safety, security, and emergency procedures in the work place.**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	Timing of Assessment Relative To Student Academic Progress			
	<b>Prior to Program</b>	<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review



**Competency Goal 3: Students will display legal and ethical responsibilities in health care and social services occupations.**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	<b>Timing of Assessment Relative To Student Academic Progress</b>			
		<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review

**Competency Goal 4: Students will display an understanding of community and institutional dynamics (family, agency, culture).**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	<b>Timing of Assessment Relative To Student Academic Progress</b>			
		<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review

**Competency Goal 5: Students will demonstrate a practical application of theory by working in the workplace in a clinical setting.**

Nature of Assessment Measure	Level of Assessment	Timing of Assessment Relative To Student Academic Progress			
		Prior to Program	Within Course Semester	End of Program	After Graduation
Classroom Level		Tests Assignments Syllabi Changes Course Evaluation			
Program Level		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
Institution Level			Total Number of FTE's		Institutional Program review

**Competency Goal 6: Students will demonstrate the practical application of health and social service delivery practice in the clinical setting**

Nature of Assessment Measure	Level of Assessment	Timing of Assessment Relative To Student Academic Progress			
		Prior to Program	Within Course Semester	End of Program	After Graduation
Classroom Level		Tests Assignments Syllabi Changes Course Evaluation			
Program Level		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
Institution Level			Total Number of FTE's		Institutional Program review

**Competency Goal 7: Students will demonstrate a knowledge and application of health care treatments and therapies.**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	<b>Timing of Assessment Relative To Student Academic Progress</b>			
	<b>Prior to Program</b>	<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review

**Competency Goal 8: Students will apply case work procedures in the clinical and workplace setting.**

<b>Nature of Assessment Measure</b>	<b>Level of Assessment</b>	<b>Timing of Assessment Relative To Student Academic Progress</b>			
	<b>Prior to Program</b>	<b>Within Course Semester</b>	<b>End of Program</b>	<b>After Graduation</b>	<b>Annually</b>
<b>Classroom Level</b>		Tests Assignments Syllabi Changes Course Evaluation			
<b>Program Level</b>		Retention Rate Pass Rate		Graduation Survey	Annual Report Program Review
<b>Institution Level</b>			Total Number of FTE's		Institutional Program review

## APPENDIX D

### Library Holdings

## Library Electronic Resources

• <i>Database Titles from Ebsco</i>	Coverage	Approximate Number of Titles
•		
• <i>Academic Search Elite</i>	Academic areas of study	More than 2000 journals – more than 1550 peer-reviewed titles
• <i>Business Source Elite</i>	Business	Approximately 1100 business publications – approximately 500 peer-reviewed titles
• <i>CINAHL with Full Text</i>	Nursing and Allied Health	More than 600 journals, many full text
• <i>EBSCO Animals</i>	Animals	
• <i>ERIC</i>	Education	Links to more than 224,000 full-text documents
• <i>Funk &amp; Wagnalls New World Encyclopedia</i>	Various subjects	Over 25,000 encyclopedia entries
• <i>Health Source: Nursing/Academic Edition</i>	Various medical disciplines	Nearly 550 scholarly full-text journals – 1300 generic drug patient education sheets
• <i>Health Source: Consumer Edition</i>	Consumer health information on various health topics	Nearly 80 full-text consumer health magazines
• <i>Legal Collection</i>	Information on current issues, studies, trends in legal world	More than 250 scholarly law journals
• <i>MAS Ultra—School Edition</i>	Reference, biographies, images	More than 500 full-text magazines
• <i>MasterFILE Premier</i>	General interest subject areas	Nearly 1750 general reference publications and nearly 500 full-text reference books
• <i>Middle Search Plus</i>	Biographies, primary source documents, images	More than 140 popular middle school magazines
• <i>MLA Directory of Periodicals</i>	Listing of current information on periodicals	Includes over 7100 journals
• <i>MLA International Bibliography</i>	Journal articles, books, dissertations	More than 4400 journals and series – nearly 60 titles from J-STOR
• <i>Newspaper Source</i>	National and international newspapers, TV and radio transcripts	35 national and international newspapers; 375 regional US newspapers
• <i>Primary Search</i>	Elementary school research	More than 70 magazines
• <i>Professional Development Collection</i>	Education	Nearly 520 journals – nearly 350 peer-reviewed titles
• <i>PsycINFO</i>	Behavioral science and mental health	More than 2200 periodicals
• <i>Psychology and Behavioral Sciences Collection</i>	Emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational/experimental methods	Nearly 600 journals
• <i>Regional Business News</i>	Regional business publications	75 business journals, newspapers, newswires
• <i>TOPICsearch</i>	International and regional newspapers, periodicals, biographies, public opinion polls, government information	Approximately 1622 sources

## Library Electronic Resources

### Gale Group Database Titles

- Opposing Viewpoints – approximately 750 titles
- Literature Criticism Online – includes:
  - Classical & Medieval Literature Criticism
  - Contemporary Literature Criticism
  - Literary Criticism from 1400-1800
  - 19<sup>th</sup> Century Literature Criticism
  - 20<sup>th</sup> Century Literature Criticism

### Additional Electronic Resources

- Britannica Online
- SIRS Discoverer
- SIRS Knowledge Source
- WorldCat

## Volume Count

An approximate count of the number of volumes we have in each of our campus libraries is provided below. These totals do not include videos, audio books, periodical subscriptions, or audiovisual equipment.

### Lewis Library

- 36,088 volumes
- 480 nursing/allied health titles

### DeWitt

- 5,357 volumes
- 301 nursing /allied health titles

### Stuttgart

- 7,288 volumes
- 227 nursing/allied health titles

Jerrie Townsend, Library Director  
Phillips Community College UA  
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Stuttgart, AR 72160  
(870) 673-4201, x1818  
(870) 673-8166 (FAX)

## **APPENDIX E**

### **Behavioral Health Technology AAS Degree Checklist**





## **APPENDIX F**

### **THREE-YEAR BEHAVIORAL HEALTH ENROLLMENT**

**Table 6**  
**Three-Year Behavioral Health Enrollment**  
**Fall 2005 – Sum 2008**

<b>Total Enrollment in Targeted Courses</b>	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	8	10	0	20	0	0	34	0	0	72
BH 113	0	31	0	0	28	0	0	21	0	80
BH 123	0	13	0	0	85	0	37	43	0	178
BH 133	38	0	0	40	1	0	30	12	0	121
BH 143	3	1	0	3	7	0	4	0	0	18
BH 153	3	1	0	0	7	0	4	7	0	22
<b>COLLEGE STUDENT Enrollment in Targeted Courses</b>	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	7	9	0	20	0	0	34	0	0	70
BH 113	0	23	0	0	28	0	0	20	0	71
BH 123	0	11	0	0	38	0	0	27	0	76
BH 133	11	0	0	28	1	0	30	1	0	71
BH 143	3	1	0	3	7	0	4	0	0	18
BH 153	3	1	0	3	7	0	4	7	0	25
<b>HIGH SCHOOL STUDENT Enrollment in Targeted Courses</b>	Fall 2005	Spring 2006	Sum 2006	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	TOTAL
BH 103	1	1	0	0	0	0	0	0	0	2
BH 113	0	8	0	0	0	0	0	1	0	9
BH 123	0	2	0	0	47	0	37	16	0	102
BH 133	27	0	0	12	0	0	30	11	0	80
BH 143	0	0	0	0	0	0	4	0	0	4
BH 153	0	0	0	0	0	0	0	0	0	0

