

Advanced Mental Health Internship



Industry Sector: Health Science and Medical Technology

Pathway: Mental and Behavioral Health

This advanced course is within the Mental and Behavioral Health Pathway, which is designed to integrate concepts and skills students are developing throughout the pathway for work in mental and behavioral health patient care. Students refine professional skills as they participate in 90 hours of supervised internships in local mental and behavioral health care settings. The emphasis of this final internship year is a student project of creating a comprehensive treatment plan. Student interns will address an illness or disorder, the history and theory, a case-study, and a comprehensive treatment plan for the case study.

Last Revised: August 31, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Health Science and Medical Technology Industry: Mental & Behavioral Health Pathway Grade Levels: 12 CSU/UC Approval: No Community College Course: No Pathway Sequence(s) That Include This Course: Mental & Behavioral Health Pathway Course Sequence: Introduction to Health and Human Service Careers or Health Professions and Organizations First Aid, Emergency Response and CPR</p>	<p>Course Level: Capstone CALPADS Pathway: HLT - 195 CALPADS Course Title: Advanced Mental Health Internship State Course ID: 7962 Total Hours: 90 Course Length: 1 Semester Local Course Number: MH6400 Board Approval: Pending Board Action on 12/7/17 Labor Market Demand: High</p>

Career Explorations
Anatomy and Physiology
Foundations of Mental & Behavioral Health Careers I or
Health and Social Justice or Introduction to Public Health
Mental Health Internship (10th, 11th, 12th)
Foundations of Mental & Behavioral Health Careers II or
Substance Abuse and Public Health or
Introduction to Social Work
CPR Recertification
Specialized Mental Health Seminar Project and Exhibition
and/or *Advanced Mental/Behavioral Health Internship*

Course Type: Career-Technical Preparation

Competencies / Outcomes

Students will:

1. Apply the learning from the previous courses to practice in a multi-disciplinary context (conduct an assessment, develop an intervention plan, and implement the plan under supervision)
2. Understand and implement client confidentiality and the Health Insurance Portability and Accountability Act (HIPAA)
3. Use of The Generalist Intervention Model as a guide for client engagement
4. Knowledge of the different types of care
5. Medical knowledge in the various mental and behavioral health disorders
6. Consult with your supervisor, your colleagues and other professionals on specific cases
7. Use an integrated case management process to organize patient records
8. Describe the programs and services provided by the mental health and related system of care and community based mental health resources which are designed to meet the needs of children, youth and families.
9. Be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health
10. Be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates
11. Be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population
12. Acquaint the student with the roles, duties and responsibilities of a professional mental health counselor.
13. Develop counseling techniques that must be acquired in actual counseling relationships. To learn to integrate counseling theories acquired through course work to actual issues confronting persons with mental health problems.

14. Engage student to participate in the roles, duties, and responsibilities of a professional mental health counselor.
15. Provide the student with experiences in which they may receive feedback from a professional mental health counselor and a mental health counselor educator.
16. Develop the skills of a professional mental health counselor so that the student will begin to feel confident in his/her ability to function as a professional in the field.
17. Learn to work and function as a team member with other professionals in the counseling process.
18. Understand the relationship and functioning of systems, e.g. the relationship between the counseling staff and the administration of the agency.

CTE Pathway Standards

1. CTE.HSMT.KPAS.5.1 Identify and ask significant questions that clarify various points of view to solve problems.
2. CTE.HSMT.KPAS.5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
3. CTE.HSMT.KPAS.5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
4. CTE.HSMT.KPAS.5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
5. CTE.HSMT.KPAS.5.5 Know how to apply mathematical computations related to health care procedures (metric and household, conversions and measurements).
6. CTE.HSMT.KPAS.5.6 Read, interpret, and extract information from documents.
7. CTE.HSMT.KPAS.6.6 Maintain a safe and healthful working environment.
8. CTE.HSMT.KPAS.7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
9. CTE.HSMT.KPAS.7.8 Explore issues of global significance and document the impact on the Health Science and Medical Technology sector.
10. CTE.HSMT.KPAS.8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Health Science and Medical Technology industry sector.
11. CTE.HSMT.KPAS.8.3 Demonstrate ethical and legal practices consistent with Health Science and Medical Technology sector workplace standards.
12. CTE.HSMT.KPAS.9.7 Participate in interactive teamwork to solve real Health Science and Medical Technology sector issues and problems.
13. CTE.HSMT.KPAS.10.2 Comply with the rules, regulations, and expectations of all aspects of the Health Science and Medical Technology sector.

14. CTE.HSMT.KPAS.10.3 Construct projects and products specific to the Health Science and Medical Technology sector requirements and expectations.
15. CTE.HSMT.KPAS.10.1 Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.
16. CTE.HSMT.KPAS.11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Health Science and Medical Technology sector program of study.
17. CTE.HSMT.F.4.7 Examine ways in which one's recovery from mental illness can be measured.
18. CTE.HSMT.F.4.6 Advocate for hope and respect, and believe that all individuals have the capacity for learning and growth.
19. CTE.HSMT.F.4.5 Assess the implementation of the recovery plan and formulate alternative approaches to reach desired outcomes.
20. CTE.HSMT.F.4.4 Integrate and apply four stages of recovery by designing a recovery plan based on goals that require real-world scenarios.

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#) RST.11-12.9 (11th and 12th)
4. [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Units

Unit 1: Personal Goals, Career Aspirations, and Agency Guidelines

Description

This is the introductory unit for the Advanced Mental Health Internship. Students will be expected to identify personal goals for internship and career aspirations in the mental and behavioral health career field. An emphasis will be placed on the policies and procedures of the internship placements. Students will understand the key elements of the internship placement, including: the mental health care team; communicating within the team; the delegation process; and the roles of nurses and mental health care interns in patient care.

In addition, the first unit will address Self-Care. Mental and behavioral health professionals' self-care and well-being is often overlooked in this fast-paced world with the multitude of requirements and demands put on helping professionals, whether it be increased paperwork and documentation, productivity, or stretching ourselves thin in order to help more clients. This unit will highlight the importance of self-care, and guidance in taking care of professional mental health.

Key Topics/Activities

- Internship Policies & Practices
- The Mental Health Care Team
- Self-Care

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 2: Policies and Procedures

Description

Students will learn the legal and medical requirements related to patient privacy and ethical decision making, which were first introduced in the Introduction to Health Careers course. Students link the 4 principles of healthcare ethics (autonomy, justice, beneficence, and nonmaleficence) to their mental and behavioral health internship assignment.

Key Topics/Activities

- Interns will have a thorough knowledge of client confidentiality requirements, Patient Privacy and the Health Insurance Portability and Accountability Act (HIPAA).

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 3: Final Project Identification

Description

Student interns will identify the requirements of the final project early on in the internship placement to have ample time to select topics and case studies. The final project will highlight a mental or behavioral health disorder, including the history of the disorder, theoretical connections, and available interventions.

Key Topics/Activities

Students will investigate, research, and write about one of the following topics for their final project.

Anxiety	Parkinson's Disease
Depression	Self-Harm
Substance Abuse	Bipolar
Aggressive Disorders	OCD
PTSD	Panic
Suicide Ideation	Schizophrenia
Dementia	Alzheimer's

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 4: Adult Treatment Programs

Description

This unit addresses the various types of programs offered at internship placement sites. Students will gain in-depth knowledge in different mental and behavioral health populations to assist in selection of case studies for final project.

Key Topics/Activities

Students will create a foldable describing the various types of programs following Adult Mental Health Services. Students will investigate, discuss and recommend services, based on case study analysis, the most appropriate hypothetical treatment plan.

Inpatient (in-hospital) programs.

- Intensive care and intensive treatment programs
- Mood Disorder Program
- Solutions Program
- Partial hospitalization programs
- Cognitive therapy depression treatment
- Dual recovery services (Sharp Mesa Vista Hospital or Sharp Grossmont Hospital)
- Eating disorders treatment
- Outpatient (out-of-hospital) programs
- Cognitive therapy depression treatment
- Eating disorders treatment
- Psychiatric home care

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 5: Child/Adolescent Services

Description

Caring for children, teens and their families is accomplished with support and professional expertise through programs specifically designed for young people and their families. Licensed professional staff is dedicated to providing compassionate care and treatment to children and teens experiencing behavioral and emotional problems.

Mental health professional will partner with children and adolescents and their family to create a comprehensive treatment plan that works best for the family's needs. Experienced professional teams includes board-certified child psychiatrists, nurses, social workers, child psychologists, recreation therapists, certified special education instructors and specially trained mental health workers.

Key Topics/Activities

Students will explore, write about, and discuss in a whole class discussion about the following Child/Adolescent Health Services:

- Inpatient and outpatient mental health treatment programs provide empowerment patients to reach their fullest potential
- Inpatient programs include treatment for depression, anxiety, challenges with family or school, substance abuse and some developmental disabilities such as Asperger's syndrome
- Specialized outpatient services include:
 - Partial hospitalization treatment for children and teens experiencing difficulties in coping, depression, anxiety and substance abuse
 - A dual-diagnosis program for teens facing both substance abuse and a mental health illness
 - After-school cognitive therapy for teens

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 6: Older Adult Services

Description

As humans age, they must confront profound change in their lives and at challenging times adjusting — such as depression, anxiety, loneliness and fear.

Programs designed exclusively for older adults address the specific struggles facing many seniors. After losing a loved one or suffering health problems, some older adults may turn to alcohol or substance abuse to cope, which can compound the situation and result in complex behavioral health issues. Programs that encourage family member support and participation is highly encouraged. The common goal is to help seniors overcome their difficulties and empower them to lead positive, fulfilling lives.

Key Topics/Activities

Students will explore, write about and discuss in small groups, the following Older Adult Health Services:

- Older Adult Inpatient Programs provides treatment for adults age 60 and older to address a range of issues, including dementia, mood disorders and other severe mental health concerns. The program is staffed by a skilled and caring treatment team specializing in geriatric psychiatry and addictions medicine. The Senior Behavioral Health Center provides compassionate, specialized care for seniors.
- The Senior Intensive Outpatient Program treats adults age 60 and older who are dealing with issues such as addiction, anxiety, bipolar disorder and depression. Patients in this program will learn techniques to manage anxiety and unhealthy thoughts, and cope with changes in health, transitions and losses.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 7: Eating Disorder Treatment

Description

Eating disorders are complex. Conditions like anorexia and bulimia can have devastating effects on the mind and body — and both patients and their families can feel overwhelmed by the struggle. But through early diagnosis and proper treatment, complete recovery is possible.

Clients are assigned a team of eating disorder specialists. Specialists in psychiatry, internal medicine, psychology, nursing and nutrition offer compassionate support. Expect both group and individual therapy, thorough medical assessments, body-image counseling and supervised meals.

The most effective and long-lasting treatment of an eating disorder is psychotherapy coupled with careful attention to medical and nutritional needs. However, not every patient is the same, so this process must be customized to the individual needs.

Compassionate, expert caregivers strive to decrease body image distortion, develop coping techniques, eliminate purging, reduce obsessive thoughts and treat physical complications.

Key Topics/Activities

Students will explore, write about and discuss the benefits and drawbacks of the two levels of care for a customized approach:

- Partial-hospitalization treatment — participants receive care at the hospital from 8 am to 2 pm, Monday through Friday
- Intensive outpatient treatment — participants attend treatment 2 to 5 days per week, for 3 to 4 hours per day

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 8: Substance Abuse Treatment

Description

From admission through aftercare, affiliated physicians, nurses, mental health specialists and counselors help define a recovery path that works best for each patient. Substance Abuse Programs combines psychosocial evaluation, individualized treatment, educational groups, support system development, family education and aftercare, and offers treatment plans for teens, adults and seniors. Programs include inpatient, intensive outpatient, outpatient and partial hospitalization.

Key Topics/Activities

Students will explore the two types of programs:

- The Dual Recovery Outpatient Program that is designed for adults with a psychiatric illness and substance-use disorder, our program uses an integrated approach to help you cope.
- The Chemical Dependency Recovery Program that is medically supervised chemical dependency recovery and provides state-of-the-art treatment in a comfortable residential setting. Inpatient, intensive outpatient, outpatient and partial hospitalization services for adults are offered.

Key concepts and skills will be assessed through written examination (multiple choice, short answer, and short constructed essay).

Unit 9: Final Project

Description

Student interns will compile knowledge, experience, and research to craft a research paper that highlights a presenting disorder, including the history, associated theories, and interventions with a case-study.

Key Topics/Activities

The final project will include a personalized comprehensive treatment plan for the selected case-study.