

Foundations of Mental and Behavioral Health Careers I



Industry Sector: [Health Science and Medical Technology](#)

Pathway: Mental & Behavioral Health

This course includes the foundational content for students interested in a career in mental and behavioral healthcare field. Students will become familiar with possible careers fields, and neuroscience of mental & behavioral health, including disorders and diagnosis. Students will also learn the four stages of mental health recovery, the history of mental and behavioral health, and the meaning and importance of cultural competence in mental and behavioral health. This course will also cover the importance of community on mental & behavioral health services, personal self-care, and leadership skills for mental and behavioral health professionals. Finally, students will learn about the integration of modern technology in mental and behavioral health care.

Program Information	CTE Certification Elements
<p>Industries / Pathways: Health Science and Medical Technology Industry: Mental & Behavioral Health Pathway Grade Levels: 10 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</p>	<p>Course Level: Concentrator CALPADS Pathway: HLT - 195 CALPADS Course Title: Foundations of Mental and Behavioral Health Careers I State Course ID: 7961 Total Hours: 90 Course Length: 2 Semesters Local Course Number: MH6201 Board Approval: Pending Board Action on 12/7/17</p>

First Aid, Emergency Response and CPR
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

Labor Market Demand: High
Course Type: Career-Technical Preparation

Competencies / Outcomes

1. To provide students with consistent, reliable and easy-to-use information to help promote basic understanding of mental health and mental illness.
2. To provide students with a basic introduction to normal brain functioning to help them better understand mental health and mental illness;
3. To help students understand the various factors that can contribute to mental illness, and the biological component which makes mental illnesses not that different from other illnesses;
4. To equip teenagers with the knowledge they need in order to identify when they or a friend or family member is experiencing mental health problems or mental illness;
5. To reduce the stigma associated with mental illness by providing clear, factual information about mental illness, its causes, ways to address it and recovery;
6. To help young people understand that seeking help for mental health problems is very important, and to suggest strategies for seeking help;
7. To reinforce the importance of positive mental health and effective ways of coping with stress;
8. To provide information about recovery from mental illness, and the factors which help keep people well.
9. Comprehend concepts related to health promotion and disease prevention to enhance health.
10. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors.
11. Access valid information, products, and services to enhance health.
12. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
13. Use decision-making skills to enhance health.
14. Use goal-setting skills to enhance health.
15. Practice health-enhancing behaviors and avoid or reduce risks.

16. Advocate for personal, family, and community health.
17. Integrate theories, research, and experiential knowledge into mental and behavioral health settings.
18. Demonstrate advanced practice skills in the provision of mental health care for persons across the lifespan.
19. Assume the roles and behaviors of a mental and behavioral health primary care provider using research, leadership/management, and teaching strategies.
20. Apply ethical reasoning skills and legal standards to mental and behavioral health practice.
21. Develop competence in: interviewing and assessment skills; developing rapport with patients; performing all aspects of an evaluation, including eliciting a clear and accurate history; performing physical, neurological and mental status examinations; and ordering appropriate diagnostic and psychological tests.
22. Develop competence in formulating a diagnosis based on the data they have obtained, including evaluation of past records. They will be competent to make a thorough differential diagnosis, and be able to plan further steps to clarify the diagnoses.
23. Develop competence in creating an appropriate and comprehensive treatment plan for all diagnoses in the current diagnostic manual in the following treatment areas:
24. Understand the major theoretical approaches to understanding the patient-doctor relationship;
25. The biological, genetic, psychological, socio cultural, economic, ethnic, gender, religious/spiritual, sexual orientation, and family factors that significantly influence physical and psychological development throughout the life cycle;
26. The fundamental principles of the epidemiology, etiologies, diagnosis, treatment, and prevention of major psychiatric disorders in the current standard diagnostic statistical manual, including the biological, psychological, sociocultural, and iatrogenic factors that affect the prevention, incidence, prevalence and long-term course and treatment of psychiatric disorders and conditions;
27. The diagnosis and treatment of neurologic disorders commonly encountered in mental and behavioral health practice
28. The use, reliability, and validity of the generally accepted diagnostic techniques
29. The history of mental and behavioral health and its relationship to the evolution of medicine;
30. The legal aspects of mental and behavioral health practice;
31. An understanding of American culture and subcultures;
32. Use of case formulation that includes neurobiological, phenomenological, psychological, and sociocultural issues involved in the diagnosis and management of cases;
33. The ability to critically appraise and understand the relevant research literature and to apply research findings appropriately to clinical practice, including the concepts and process of evidenced-based clinical practice:
34. Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
35. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
36. Demonstrate:
37. Compassion, integrity and respect for others;
38. Responsiveness to patient needs that supersedes self-interest;
39. Respect for patient privacy and autonomy;
40. Accountability to patients, society and the profession;

41. Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation, and;
42. High standards of ethical behavior which include respect for patient privacy and autonomy, maintaining appropriate professional boundaries, and understanding the nuances specific to mental health and behavioral practice.
43. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Standards

California's 2013 CTE Standards

1. CTE.HSMT.KPAS.2.8 [Understand and use correct medical terminology for common pathologies.](#)
2. CTE.HSMT.KPAS.3.1 [Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.](#)
3. CTE.HSMT.KPAS.3.4 [Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.](#)
4. CTE.HSMT.KPAS.3.9 [Develop a career plan that reflects career interests, pathways, and postsecondary options.](#)
5. CTE.HSMT.KPAS.4.5 [Research past, present, and projected technological advances as they impact a particular pathway.](#)
6. CTE.HSMT.F.1.1 [Identify and describe prevention and early intervention barriers to mental health care.](#)
7. CTE.HSMT.F.1.3 [Define the principles of community engagement and how they apply to community-based participatory research.](#)
8. CTE.HSMT.F.4.1 [Define four stages of mental health recovery \(hope, empowerment, self-responsibility, and meaningful role in life\) and demonstrate impact on complex mental health problems.](#)
9. CTE.HSMT.KPAS.10.1 [Interpret and explain terminology and practices specific to the Health Science and Medical Technology sector.](#)
10. CTE.HSMT.F.8.1 [Define mental health disparities.](#)
11. CTE.HSMT.F.8.2 [Organize and summarize knowledge on the impact of mental health disparities among different populations.](#)
12. CTE.HSMT.F.8.4 [Synthesize research articles related to mental health disparities and produce a statement problem on what causes such disparities.](#)
13. CTE.HSMT.F.10.2 [Analyze the effect of electronic health records on the quality of care and a green economy.](#)
14. CTE.HSMT.F.11.2 [Communicate and listen effectively across cultures and all levels of care.](#)
15. CTE.HSMT.F.11.4 [Research factors that define cultural differences between and among different ethnic, racial, and special populations.](#)

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.](#)
4. RST.11-12.9 (11th and 12th)[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

Instructor lesson plans and resources can be accessed at CTE Online.

Unit 1: Introduction to Mental & Behavioral Health and Careers

Description

The purpose of this unit is to introduce students to Mental and Behavioral Health Careers. Mental health is a broad field with a wide range of career choices. In general, it involves counseling patients or clients in order to promote their optimum mental health, with an emphasis upon prevention. Working with individuals and/or groups of all ages, health professionals in this field help children, adolescents, adults and older adults deal with a variety of life stresses and problems.

Key Topics/Activities

Students will become familiar with the following mental and behavioral health careers.

Peer Support Specialist: Peer Support Specialists, because of their life experience in dealing with mental illness in themselves or a family member, have expertise that professional training cannot replicate. Tasks commonly performed by Peer Support Specialists include assisting clients in setting and pursuing their recovery goals, monitoring and quantifying their progress, lending assistance with treatment, and leading by example when it comes to coping strategies that have been helpful in their own experience.

Psychiatric Technicians: Psychiatric Technicians are professionals who work for residential care centers, rehabilitation facilities or hospitals. Psychiatric Technicians work with a team of mental health providers including therapists, nurses and physicians. Psychiatric Technicians provide hands-on care to clients in need and help implement treatment plans in acute care settings. Most Psychiatric Technicians need a certificate or an Associate's Degree in Psychiatric Technology.

Mental Health Case Manager: A Mental Health Case Manager counsels clients with emphasis on prevention. They work with individuals and groups to promote optimum mental health. Also help individuals deal with addictions and substance abuse; family, parenting, and marital problems; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health. A Mental Health Case Manager must have a Bachelor's Degree in mental health or social work, depending on the requirements of the facility.

Mental Health Therapists: Therapists provide inpatient or outpatient services to clients with mental health needs. These positions usually require being licensed for optimal employment opportunity. Mental health therapists can be employed by agencies or hospitals. Additionally, mental health therapists may be self-employed in private practice settings, and may or may not accept insurance for payment. Examples of Mental Health Therapists are Marriage and Family Therapists (MFT,) and Licensed Clinical Social Workers (LCSW). This position requires a Master's degree in Social Work or Marriage and Family Therapy.

Unit 2: The Neuroscience of Mental & Behavioral Health

Description

Many young people do not know basic facts about mental health and mental illness. In fact, many people confuse the terms mental health and mental illness. Before thinking about the problems that occur in the brain when someone has a mental illness, it is helpful to think about how the brain functions normally.

Key Topics/Activities

In Unit 2, students will be introduced to the basics of brain function, and will learn that the brain processes and reacts to everything we experience. Its activities initiate and control movement, thinking, perception, involuntary physiological processes, as well as emotions. Students will learn that the brain function determines both mental health and mental illness, and that the two are not mutually exclusive.

Unit 3: Review of Mental & Behavioral Health Disorders & Diagnosis

Description

Mental illness disorders describe a variety of psychiatric (emotional, thinking and behavioral) problems that vary in intensity and duration, and may recur from time to time. Major mental illnesses include Anxiety, Mood, Eating, and Psychotic Disorders. Mental illnesses are diagnosable conditions that require medical treatment as well as other supports.

Mental health behavioral problems refer to the more common struggles and adjustment difficulties that affect everybody from time to time. These problems tend to happen when people are going through difficult times in life, such as a relationship ending, the death of someone close, conflict in relations with family or friends, or stresses at home, school or work. Feeling stressed or having the blues is a normal response to the psychological or social challenges most people encounter at some time or another. Mental health problems are usually short-term reactions to a particular stressor, such as a loss, painful event, or illness.

Key Topics/Activities

Students will be introduced to 6 groups of disorders:

Group 1: Anxiety Disorders

Group 2: Attention Deficit Hyperactivity Disorder

Group 3: Bipolar Mood Disorders

Group 4: Depression

Group 5: Eating Disorders

Group 6: Schizophrenia

Unit 4: Four stages of Mental Health Recovery

Description

The philosophy and practices of the four stages of the mental health recovery framework are derived from, “A Road to Recovery,” by psychiatrist Mark Ragins, M.D. The stages of mental health recovery are: hope, empowerment, self-responsibility and a meaningful role in life.

There is consensus among California mental health practitioners that the current mental health system must be transformed and, that there is a need to build a mental health/human services workforce that is capable of implementing services to consumers and their families within a recovery framework. Mental health professionals have also recognized that evidenced based curricula at all levels of education that promotes the philosophy and practices of recovery, is essential in training a highly skilled workforce. Therefore, incorporating a “recovery education” module consisting of the four stages of recovery into the academy’s curriculum is vital in order to provide relevant and current training in mental health.

Key Topics/Activities

Students will become familiar with the following stages of mental health recovery:

Stage 1: Hope. Recovery begins with a positive vision of the future. Hope is most motivating when it takes form as a real, reasonable image of what life can look like. Individuals need to see possibilities – getting a job, earning a diploma, having an apartment – before they can make changes and take steps forward.

Stage 2: Empowerment. To move ahead, individuals need a sense of their capabilities. Hope needs to be focused on what they can do for themselves. To be empowered, they need access to information and the opportunity to make their own choices. Individuals choose the types of services they want using a “menu” of options.

Stage 3: Self-Responsibility. As individuals move toward recovery, they realize they need to be responsible for their own lives. This comes with trying new things, learning from mistakes and trying again. Individuals are encouraged to take risks, such as living independently, applying for a job, enrolling in college or asking someone out on a date.

Stage 4: A Meaningful Role in Life. To recover, individuals must have a purpose in their lives separate from their illness. They need to apply newly-acquired traits such as hopefulness, confidence and self-responsibility to “normal” roles such as employee, neighbor, graduate and volunteer.

Unit 5: Past, Present and Future of Mental & Behavioral Health

Description

The field of human services education has evolved significantly since its initial development in the 1960s and deserves to be recognized as a profession. Higher education programs in human services have had a significant impact on changes in the field.

Key Topics/Activities

The purpose of this unit is to explore the development of the field of human service via 7 sub-units:

Sub-Unit 1 provides a historical overview of the development of the field.

Sub-Unit 2 consists of discussion of pertinent professional organizations.

Sub-Unit 3 describes the role of education in the development of the profession.

Sub-Unit 4 details important credentialing programs that significantly influenced the accreditation process of human services programs.

Sub-Unit 5 outlines the structure of standards related to human services.

Sub-Unit 6 includes an overview of human healthcare partnerships.

Sub-Unit 7 offers conclusions and recommendations for further development of the field.

Unit 6: Culturally Competent Mental & Behavioral Patient Care

Description

Developing culturally competent mental health and behavioral patient care is essential. Standards can be implemented, but to be effective, providers first need to know how to adapt their practice to successfully manage elements associated with culture and health and, second, to effectively deliver patient-centered care. Further, culturally competent mental health providers must negotiate care to “bridge cultural beliefs and practices” and adapt care provided to specific contexts. Standards must therefore be reflective of regional, national, and international policies and provisions that effectively address health needs of their population and professional/ mental health standards, regardless of geographical location. As a result, these providers will create a workforce and health care delivery system that is able to provide exemplary care to every patient despite differences such as adeptness to language, ethnicity, race, or culture.

Key Topics/Activities

Cultural Competence

Ethnocentrism

Unit 7: The Importance of Community on Mental & Behavioral Health Services

Description

Community mental health programs are important for every community. These programs offer all citizens access to essential mental health treatment and resources. This affords access to medication, counseling and emergency mental health services for individuals who may not have health care or the financial means to pay for appointments and medication.

Community based mental health services are often provided at little or no cost to individuals that meet certain requirements that may include gross income limits, unemployment, residence within certain postal codes and insurance criteria.

Services are often provided at community health centers located within high-need areas or at offices of counselors within a network. The community centers may offer classes, assessments, counseling appointments and pharmaceutical services in one location at a discounted price or even free of charge. Other services these centers may provide citizens are support groups, group counseling and classes over topics such as PTSD, coping skills, parenting, relationships and resource generation.

These centers may also provide emergency or court ordered substance abuse services along with mental health services. Substance abuse services may be court-mandated or voluntary, but often include assessments, drug and alcohol classes, counseling, support groups and drug testing services.

Community mental health centers and programs often receive the majority of their funding from state and local governments. In turn, agencies can partner with courts and other government agencies to provide "wrap around services" to individuals receiving their services. This type of mental health care delivery is often seen in childhood services, which can prevent vulnerable children from slipping through the cracks when they need psychological or behavioral services.

Mental health agencies in the community not only provide services and advocacy to clients, but also spread awareness and educate the community regarding mental illness. These agencies may also raise money to generate funds to provide discounted services to people who don't qualify for free services.

Key Topics/Activities

Community Based Mental Health Centers and Programs Field Studies

Unit 8: Self-Care of Mental Health Professionals

Description

As a mental health professional, self-care is considered to be a minimum standard of professional practice. Clients and patients deserve to be served by a healthy, well-balanced, health-care professional. And, mental and behavioral health care professionals deserve to take the time to take care of personal needs before they begin to take care of clients' needs.

Key Topics/Activities

This unit will introduce the students to the importance of establishing health routines of Self-Care. Every mental health professional needs and deserves to establish routines of self-care.

Here are some questions that students will be asked to consider:

How does your stress manifest in you physically? Mentally? Emotionally? Spiritually?

When are you at your best physically? Mentally? Emotionally? Spiritually?

When are you at your worst?

What are your personal limits?

What are the personal factors and experiences in your life that have most affected you?

What are the experiences and factors that have most affected your personal life?

In addition to identifying the personal self-care needs, students will take a self-care assessment and students will develop a plan for establishing routines of self-care.

Unit 9: Personal & Leadership Skills for the Mental & Behavioral Health Professional

Description

Developing the next generation of leaders is a critical challenge in mental health as well as public and private administration. This unit addresses the skills, traits, and characteristics of leadership in mental and behavioral health professionals.

Key Topics/Activities

Students will learn about the following 5 topics:

- Personal Skills and Knowledge
- Interpersonal (People) Skills
- Transactional (Execution, Management) Skills
- Transformational Skills and Policy and Program Knowledge

Unit 10: The Role of Technology in Mental & Behavioral Health Practice

Description

Technology has opened a new frontier in mental health support and data collection. Mobile devices like cell phones, smartphones, and tablets are giving the public, doctors, and researchers new ways to access help, monitor progress, and increase understanding of mental wellbeing. In addition to mobile apps, people can now receive online counseling and therapy, or maintain and access health records online.

Excitement about the huge range of opportunities has led to a burst of app development, online therapeutic resources, and many health related online databases. However, this new technology frontier includes a lot of uncertainty. There is very little industry regulation and very little information on app effectiveness, research on the validity of online therapy and counseling.

Key Topics/Activities

In Unit 10, students will learn about the pros and cons of mental health applications, current trends in mobile care, and evaluation mobile apps. Students will also become familiar with the many areas of IT related mental and behavioral health care.