

Foundations of Mental and Behavioral Health Careers II



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

Pathway: Mental & Behavioral Health

The second course of Foundations of Mental and Behavioral Health Careers series expands on content from Foundations of Mental and Behavioral Health Careers I. Students will gain in-depth knowledge of mental and behavioral health careers, including the policies and legislation that impacts the mental and behavioral practices in the United States. Students will learn communication techniques and skills in building empathy and trust to effectively support clients in the therapeutic relationship. These newfound skills and strategies will assist students in understanding, developing and implementing treatment plans. In addition, effective research strategies will be taught to assist students in identifying peer-reviewed literature needed to complete the final course Case Study Assignment. This research essay will bring together all elements of proper client care, related policies, effective treatment plans, and a client or vulnerable population of the student's choice.

Last Revised: August 11, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Health Science and Medical Technology: Mental & Behavioral Health Pathway</p> <p>Grade Levels: 11</p> <p>CSU/UC Approval: No</p> <p>Community College Course: No</p> <p>Pathway Sequence(s) That Include This Course:</p>	<p>Course Level: Concentrator</p> <p>CALPADS Pathway: HLT - 195</p> <p>CALPADS Course Title: Foundations of Mental & Behavioral Health Careers II</p> <p>State Course ID: 7961</p> <p>Total Hours: 90</p>

Mental & Behavioral Health Pathway Course Sequence:

Introduction to Health and Human Service Careers or
Health Professions and Organizations
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

Course Length: 2 Semesters**Local Course Number:** MH6202**Board Approval:** Pending Board Action on 12/7/17**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. Assume the roles and behaviors of a mental and behavioral health primary care provider using research, leadership/management, and teaching strategies.
12. Apply ethical reasoning skills and legal standards to mental and behavioral health practice.
13. 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;
14. 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;
15. The diagnosis and treatment of neurologic disorders commonly encountered in mental and behavioral health practice
16. The use, reliability, and validity of the generally accepted diagnostic techniques
17. The history of mental and behavioral health and its relationship to the evolution of medicine;
18. The legal aspects of mental and behavioral health practice;
19. An understanding of American culture and subcultures;

Standards

California's 2013 CTE Standards

1. CTE.HSMT.F.2.1 [Describe the elements of active listening.](#)
2. CTE.HSMT.F.2.3 [Differentiate between giving advice and active listening by constructing real-life examples.](#)
3. CTE.HSMT.F.2.6 [Build on communication by using motivational interviewing as an engagement tool.](#)
4. CTE.HSMT.F.3.3 [Explore and practice collaborative methods for working with special populations to increase their community capacity.](#)
5. 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.](#)
6. CTE.HSMT.F.4.5 [Assess the implementation of the recovery plan and formulate alternative approaches to reach desired outcomes.](#)
7. CTE.HSMT.F.4.7 [Examine ways in which one's recovery from mental illness can be measured.](#)
8. CTE.HSMT.F.7.1 [Define and describe practices that help individuals improve the quality of all aspects of their lives, including social, occupational, educational, spiritual, and financial.](#)
9. CTE.HSMT.F.7.2 [Identify and provide evidence for an effective collaborative approach in mental health recovery that is inclusive of the individual in need.](#)
10. CTE.HSMT.F.7.4 [Design a treatment plan that addresses the unique needs of individuals, consistent with their values, hopes and aspirations.](#)
11. CTE.HSMT.F.8.3 [Analyze causes for mental health disparities using current research methods and literature.](#)
12. CTE.HSMT.F.9.5 [Examine the role that natural supports such as spiritual organizations, community centers, and other community-related resources play in an individual's mental health recovery.](#)
13. CTE.HSMT.F.12.2 [Explain the components of a treatment plan.](#)

14. CTE.HSMT.F.12.3 [Select appropriate equipment and instruments in accord with the treatment plan.](#)
15. CTE.HSMT.F.12.6 [Determine the resources available for the effective implementation of treatment plans for patients.](#)

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

Reading

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.](#)

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.](#)

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)

[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

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 - Mental & Behavioral Health Careers II

Description

The initial unit of Foundations of Mental and Behavioral Health Careers II expands on the Introduction to Mental & Behavioral Health and Careers unit from Foundations of Mental and Behavioral Health Career I.

Key Topics/Activities

Students will have the opportunity to select a desired career to research and gain in-depth knowledge, including the academic requirements.

Unit 2 - Health Care Policies & Politics and the Impact on Mental & Behavioral Health Practice in the United States

Description

This unit provides familiarity with legal process, legal research and legal analysis of laws and policies important to mental and behavioral practice. This course will examine and provide familiarity with basic legal principles and topics, as well as their relationship to the careers in the mental and behavioral career fields. Focus will be on the impacts of the court system and the legislative system. The relationship of ethics and the law will be explored. The course will also review the knowledge mental health care providers need in order to work within the legal system on behalf of clients.

Key Topics/Activities

Specific topics will include child welfare, civil rights, crime and delinquency, mental health and the regulation of mental health practice.

Unit 3 - Communication, Trust, Empathy and the Therapeutic Relationship

Description

This unit is designed to give aspiring mental health care professionals the skills they need to employ professional and effective communication in supporting clients. Students will gain insight into their own style and behavior through interactive small-group discussions and analysis of simulated client interactions with peers. This unit will focus on the importance of communication in the therapeutic relationship.

Techniques and skills are derived from the practice of Motivational Interviewing. Motivational interviewing is a technique in which the counselor/mental health care professional becomes a partner in the change process and expresses understanding and acceptance of the client. Motivational interviewing builds on optimistic and humanistic theories about people's capabilities for exercising free choice and changing through a process of self-actualization.

Key Topics/Activities

Students will learn: the fundamentals of motivational interviewing, the core OARS strategies (Open-ended questions, Affirmations, Reflections, and Summarizing) of the motivational interviewing process, ways to identify and elicit change talk, as well as strategies for exploring and resolving client's difficulties in making positive choices.

Unit 4 - Mental & Behavioral Health Treatment Plan Components and Development

Description

Unit 4 will explore the systematic, research-based approach to the diagnosis and treatment of the major mental disorders found in the Diagnostic and Statistical Manual of Mental Disorders. Student will learn about the latest research on evidence-based practices in developing and implementing treatment plans.

Key Topics/Activities

Students will use numerous case studies as examples in learning about proper treatment plans for a variety of mental and behavioral health issues, such as:

- Trauma and its effect across the lifespan, suicide assessment and prevention, and new treatment approaches, including mindfulness
- Childhood disorders, including autism spectrum disorders, bipolar disorder, ADHD, and attachment disorder
- Grief, loss, and bereavement
- Diagnosis and treatment of depression, borderline personality disorder, the schizophrenia spectrum disorders, and the bipolar disorders

Unit 5 - The Therapeutic Process

Description

This unit provides knowledge of the uses and abuses of the therapeutic relationship in counseling, psychology, psychotherapy and related fields. It provides an insight into the components and possible issues that arise in the therapeutic relationship. There are three parts to the therapeutic relationship: the therapeutic alliance, the transference and the countertransference. The therapeutic alliance is the unspoken contract between the mental health professional and the client that provides structure. Transference in the therapeutic relationship is the unconscious transfer of feelings and attitudes from a person or situation in the past on to a person or situation in the present. Countertransference in therapeutic relationships is the response that is elicited by the health care professional from the interaction with clients. Countertransference often occur when working with a client that exhibits issues or characteristics similar to experiences in the counselor's past. These feelings can negatively impact the effectiveness of client support.

Key Topics/Activities

Students will gain an in-depth knowledge in the therapeutic relationship and the concept of countertransference.

Unit 6 - Research Strategies in Mental & Behavioral Health

Description

According to the National Association of Social Workers, research in social work helps us:

- Assess the needs and resources of people in their environments
- Evaluate the effectiveness of social work services in meeting people's needs
- Demonstrate relative costs and benefits of social work services
- Advance professional education in light of changing contexts for practice
- Understand the impact of legislation and social policy on the clients and communities we serve

Key Topics/Activities

Unit 6 provides students the opportunity learn how to locate and analyze peer reviewed literature for research purposes.

Unit 7 - Case Study/ Research Project in Individual Direct Practice in Mental & Behavioral Health

Description

The final unit of this course combines all previous lessons of effective policies, research skills, mental health diagnosis, effective therapeutic relationship skills, treatment plan development and implementation to create an essay, highlighting a client. The final essay will introduce the audience to the selected client, the presenting mental or behavioral health issue, a brief history of the medical issue, related policies and legislation.

Key Topics/Activities

Students will provide a diagnosis, treatment plan and guide to implementation.