

## Specialized Mental Health Seminar, Project and Exhibition



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

Pathway: Mental & Behavioral Health

The senior project and exhibition was developed to provide and opportunity for students to demonstrate what they know and to showcase their achievement through coursework and internship experiences within the mental health field. Through the project students are able to demonstrate accumulated skills and time management, research, problem-solving, human interaction, organization, and public speaking. This is appropriate as a culmination of a K-12 education because these are the very skills and abilities which students will be expected to exhibit in college and/or career. There are four distinct phases of the senior project and exhibition which include a research paper, a portfolio, a product, and a presentation/exhibition.

**Last Revised:** August 14, 2017

Program Information	CTE Certification Elements
<p><b>Industries/Pathways:</b> Mental and Behavioral Health  <b>K-12 Subjects:</b> Physical / Health Education  <b>Grade Levels:</b> 12  <b>CSU/UC Approval:</b> No  <b>Community College Course:</b> No  <b>Pathway Sequence(s) That Include This Course:</b>  <b>Mental &amp; Behavioral Health Pathway Course Sequence:</b>            Introduction to Health and Human Service Careers or            Health Professions and Organizations</p>	<p><b>Course Level:</b> Capstone  <b>CALPADS Pathway:</b> HLT - 195  <b>CALPADS Course Title:</b> Specialized Mental Health Seminar,            Project and Exhibition  <b>State Course ID:</b> 7962  <b>Total Hours:</b> 45  <b>Course Length:</b> 1 Semester  <b>Local Course Number:</b> MH6300  <b>Board Approval:</b> 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 (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)  
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

Upon completion of the course the student will be able to:

1. Identify and demonstrate core ethical standards and behavior in counseling.
2. Identify and demonstrate core attributes of effective helpers.
3. Develop awareness of role of culture in counseling and development of therapeutic relationship.
4. Develop an awareness of the dynamics of the interpersonal process in helping.
5. Implement, assess, evaluate, and present a multi-dimensional problem assessment of client.
6. Identify and develop therapeutic counseling goals for clients.
7. Identify and implement treatment strategies for clients.
8. Broaden scope of clinical interventions utilized with clients.
9. Develop advanced counseling skills and clinical interventions.
10. Develop an awareness of his/her own limitations in counseling sessions.
11. Develop self-awareness and demonstrate a capacity for self-improvement.
12. Identify and develop primary prevention program and goals.
13. Develop a professional identity as a mental health practitioner.
14. Locate, analyze, evaluate mental health treatment resources through print and non-print sources (e.g., peer review journal articles in mental health).

# Standards

## California's 2013 CTE Standards

1. CTE.HSMT.E.1.1 [Understand written text about the history, philosophy, services, and careers in public health.](#)
2. CTE.HSMT.E.1.2 [Describe the environmental, behavioral, biological, and socio-economic factors as well as access, quality, intervention and cost of medical care that are central to communities and the population.](#)
3. CTE.HSMT.E.1.3 [Identify the roles and responsibilities of public health in addressing populations, health disparity, and disaster prevention and management.](#)
4. CTE.HSMT.E.2.4 [Understand the many health disparities barriers to access among underserved communities.](#)
5. CTE.HSMT.E.2.5 [Develop specific competencies for work in underserved and/or linguistically isolated communities.](#)
6. CTE.HSMT.E.2.12 [Research the social, cultural, and behavioral factors influencing health outcomes.](#)
7. CTE.HSMT.E.3.2 [Recognize the contributions that aging persons make to their communities.](#)
8. CTE.HSMT.E.3.1 [Understand how the demographics of the older population affect various aspects of our society.](#)
9. CTE.HSMT.E.3.11 [Analyze the impact of an aging society on the nation's health care system.](#)
10. CTE.HSMT.E.5.1 [Describe the historical roots of epidemiological thinking and its contribution to the evolution of the scientific method.](#)
11. CTE.HSMT.E.5.2 [Describe the basic epidemiological concepts of rates, causation, and public health surveillance.](#)
12. CTE.HSMT.E.5.5 [Explore the effects of disease, injury, and violence on longevity and quality of life.](#)
13. CTE.HSMT.E.5.6 [Evaluate methods to prevent, detect, cure, and minimize disease, injury, and violence in the population.](#)
14. CTE.HSMT.E.5.4 [Research data regarding disease or injuries, including rates, risk factors, disease determinants, and causation of morbidity and mortality.](#)

## 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

## Unit 1: Research Paper

### Description

The chosen topic must be approved by the course instructor or pathway coordinator. The research paper must be written proficiently from a thesis statement using the appropriate format as outlined below. Students will analyze and evaluate various print and non-print sources.

### Key Topics/Activities

A guideline for choosing a topic will be based on the following components:

- The research topic should provide an opportunity for new knowledge gained outside of the regular classroom curriculum. It should be a topic in which you are highly interested, but not yet an expert.
- The research topic must be related to your career/technical area.
- The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.
- The research topic should be one that is intellectually and creatively challenging.
- The research topic should lend itself to a product.

This research paper must be in the American Psychological Association (APA) format along with the appropriate citation and resources listed.

## Unit 2: Portfolio

### Description

The senior portfolio is a way in which students can organize and showcase all of their hard work throughout the mental health internship experience or approved project with an expert in the field of interest. The portfolio will be based on a specific topic related to the research paper described in Unit 1.

### Key Topics/Activities

- Portfolio Creation

## Unit 3: Product

### Description

The product represents significant learning overtime related to the mental health pathway and standards. This product represents a hands-on experience and is defined in the portfolio and presentation topic. The student will apply information gained in research to create a product that demonstrates competency in learned topics.

### Key Topics/Activities

The product should be creatively designed and developed by the student or student team. It should reflect critical thinking skills, problem solving skills, and workplace skills. The product can be physical, performance based, or service oriented. These may include demonstrations, performances or illustrations.

The following examples should serve as guidelines:

- 3D Model
- Performance log with journal reflections
- Digital representation(s)

## Unit 4: Presentation/Exhibition

### Description

Students will be assessed on the following categories:

**Knowledge of topic:** the student's understanding of the topic and argument; the student's ability to thoroughly answer impromptu questions; the amount of knowledge the student gained as a result of Senior Project; the student's ability to explain their "learning stretch."

**Documentation of Process** – the student's ability to show a successful completion process of Senior Project through the Senior Project Portfolio (First Submission)

**Communication Skills** – the effectiveness of the student's communication including the use of proper grammar, speech clarity, pace, and tone, eye contact, and body language

**Professionalism** – the student's attitude and maturity regarding his/her work and Senior Project as a whole; the appropriateness of the student's appearance for the scheduled presentation

**Display** – the effectiveness of the student’s display including neatness, creativity, effort, and visual appeal

### Key Topics/Activities

Students will conduct at least two public exhibitions (e.g., middle school outreach, public end of the year health symposium, school board demonstrating what they have done, learned, and its impact).

In addition, students will develop and deliver a presentation based on the following requirements:

- *An eight to twelve minute oral presentation*
- *With three minutes for questions*
- The presentation should be based on research, portfolio, product and internship
- Students will use technology as appropriate
- The presentation will be judged by volunteers from the school and community