

**Health Science Career Cluster
Mental Health Professional
Course Number 25.47000**

Course Description:

This course will introduce and prepare high school students for college and career pathways that focus on emotional, mental, and behavioral health and wellness. While learning about diverse mental health needs, students will gain knowledge about techniques used in recognizing, preventing, supporting, and treating various behavioral and mental health disorders. A variety of careers will be discussed and explored to provide career options that could pertain to mental health and social work services. Students participating in this pathway may spend time researching and understanding the value of mental health for individuals, families, and communities. Exploration of careers in this field could take place through observations in simulated lab scenarios, job shadowing, telehealth, guest speakers, or other clinical exposure.

This course will deliver the basic knowledge and skills set needed that can help prepare students for various industry recognized entry-level certifications.

Pre-requisites:

Introduction to Healthcare Science and Essentials of Healthcare.

Course Standard 1

HS-MHP-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
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Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

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Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Course Standard 2

HS-MHP-2

Explore various careers that pertain to mental health services.

- 2.1 Identify and describe current employment options in mental and behavioral health professions, including required education, training, salary, and employment outlook for each option.
- Examples could include careers in Clinical Social Work, Counseling Psychology, Forensic Psychology, Mental Health Technician, Neurodiagnostic Technology, Nursing, Occupational Therapy, Psychiatry, Psychiatric Nurse Practitioner, Recreational Therapy, Registered

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- Behavioral Technician, Sports Psychologists, Licensed Clinical Counselors, Specialty Counseling, etc.
- 2.2. Distinguish between the different levels of education, credentials, licensing, certifications, pay, and job outlook for careers in this field.
 - 2.3. Identify other related learning opportunities for careers in this field, such as webinars, workshops, and conferences.
 - 2.4. Describe the various roles and responsibilities in the scope of practice for a profession in mental and behavioral health services.
 - 2.5. Explore professional disciplines and settings in mental health services, including:
 - a. Residential/Inpatient Facilities: regular and psychiatric hospitals, substance use recovery, rehabilitation centers, adolescent treatment facilities, geriatric facilities, etc.
 - b. Outpatient Facilities: Individual/family counseling, recovery houses, day treatment centers, support groups, alcohol and drug addiction centers, etc.
 - c. Telehealth services (mental health & psychiatry options)
 - d. School-based mental health programs (school counselors, social workers, mental health clinicians), evidence based best-practices, and research-informed practice.
 - e. Prevention services (ex: teen mental health first aid, suicide prevention, opioid prevention, etc.)
 - 2.6. Identify and discuss the roles of the following government agencies that assist in this field:
 - a. The National Institute of Mental Health (NIMH)
 - b. The National Alliance on Mental Illness (NAMI); NAMI-GA
 - c. Substance Abuse and Mental Health Services Administration (SAMHSA)
 - d. Mental Health America (MHA); MHA-GA
 - e. Mental Health.gov
 - f. The Department of Drug and Alcohol Programs (DDAP)
 - g. Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD)
 - h. Local community agencies: Local mental health providers, community counseling and psychology services, nonprofit organizations, and advocacy organizations for mental health.
 - i. School-based health centers

Course Standard 3

HS-MHP-3

Demonstrate an understanding of appropriate professional, ethical, and legal behavior.

- 3.1. Demonstrate techniques for maintaining confidentiality and patient privacy (protected health information) as outlined in HIPAA (Health Insurance portability and Accountability Act) regulations.
- 3.2. Recognize a personal code of ethics by demonstrating respectful and empathetic interactions and treatment of all clients (patients, consumers, residents, etc.)
- 3.3. Explain the Codes of Ethics for each mental health profession (ex: NASW Code of Ethics).
- 3.4. Compare and contrast various legal considerations such as advanced directives, living wills, DNR, etc.
- 3.5. Identify the power of attorney (POA) for clients with altered mental status and update documentation appropriately (including DNR (Do Not Resuscitate), DNI (Do Not Intubate), and/or code status).
- 3.6. Describe proper healthcare etiquette used in hospice environments, including the use of palliative treatment.
- 3.7. Discuss the client's rights and protection of privacy, confidentiality, privileged communication, Informed Consent, Release of Information, and Mandated Reporter.
- 3.8. Describe the involuntary commitment and involuntary treatment process for suicidal or homicidal individuals' client rights/legal documents.
- 3.9. Discuss the legality and use of forced treatment (hospitalization, medication, restraint, and seclusion) in crisis/emergency situations.

Course Standard 4

HS-MHP-4

Maintain adequate documentation necessary to provide appropriate, confidential patient care.

- 4.1 Demonstrate the use of information management components, including electronic health records and documentation needed for authorized units from payor sources (public and private).
- 4.2 Demonstrate adhering to regulations regarding confidentiality and appropriate record release.
- 4.3 Create a client rotation schedule with client appointments that could be followed in a particular healthcare facility, school environment, telehealth setting, home health setting, etc.
- 4.4 Create an appropriate daily schedule of individual and group activities to be followed.
- 4.5 Identify potential educational needs of the client and the caregiver.
- 4.6 Develop instructions for family members to adhere to when caring for their loved one.
- 4.7 Explain the purpose of constantly interacting with and monitoring the behavior of each client.

Course Standard 5

HS-MHP-5

Identify trends and changes in the mental and behavioral health industry.

- 5.1 Discuss the history, advancements, and emerging needs of mental and behavioral health.
- 5.2 Explain various support provided to individuals experiencing a mental health crisis in a school setting.
- 5.3 Describe changes currently occurring in the business and industry world in relation to employees and their mental and behavioral health (ex: safe rooms, stress relief rooms, aromatherapy, quiet space, therapy dogs, etc.)
- 5.4 Discuss various coping skills and life skills used in therapy groups.
- 5.5 Demonstrate stress reducing behaviors to initiate a positive climate for self and others.

Course Standard 6

HS-MHP-6

Recognize and demonstrate an understanding of appropriate use of terminology within the field of mental and behavioral health.

- 6.1 Describe the difference between mental health and behavioral health.
 - a. Explain how behavior can reflect mental health struggles.
- 6.2 Compare and contrast mental health and mental illness.
- 6.3 Recognize and define medical terminology (including roots, prefixes, and suffixes) and abbreviations related to mental and behavioral health.
- 6.4 Define, identify symptoms, identify causes, and discuss a treatment plan for the following:
 - a. Anxiety Disorders (including panic disorders, obsessive-compulsive disorders, phobias, etc.)
 - b. Mood Disorders (including depression, bipolar disorders, etc.)
 - c. Post-Traumatic Stress Disorder (PTSD)
 - d. Substance Use Disorders (including addiction).
 - e. Eating disorders
- 6.5 Explain the meaning of substance misuse, abuse, relapse, and detoxification.
- 6.6 Analyze possible origins of mental health disorders regarding the following causes:
 - a. Genetic
 - b. Brain chemistry
 - c. Social determinants in relation to social, emotional struggles
 - d. Trauma (the effects of trauma on the brain)
 - e. Socioeconomic disparities in the mental health systems
- 6.7 Discuss and provide examples of defense mechanisms (denial, distortion, repression, projection, etc.)
- 6.8 Compare mental health services within the home care setting versus the clinical setting.
- 6.9 Describe and differentiate between various mental health disorders related to children and teenagers (ages 4-16), such as anxiety disorders, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), eating disorders, depression, post-traumatic stress disorder (PTSD), and schizophrenia.

- 6.10 Describe and differentiate between various mental health disorders related to young adults and adults (ages 17-65), such as anxiety disorders, eating disorders, depression, post-traumatic stress disorder (PTSD), and schizophrenia.
- 6.11 Describe and differentiate between various mental health disorders related to aging adults (ages 65 and older), such as PTSD, frontotemporal disorders, Alzheimer's, Parkinson's, dementia, and cognitive decline.
- 6.12 List some warning signs and onset ages of mental illnesses that may occur in children, beginning at birth.
 - a. Describe signs and symptoms of early childhood mental health disorders from birth-5 years.
 - b. Explain the importance of early intervention as early as birth.
 - c. Analyze various early intervention methods and describe each rationale.
 - d. Explain the importance of forming healthy attachments between infants and young children with their caregivers through building caring relationships (the foundation of mental wellness).
 - e. Demonstrate an understanding of the importance of early social emotional development in the first years of life.
- 6.13 List some warning signs and onset ages of mental illnesses that may occur in adults.
 - a. Create a timeline of possible attributes that could be contributing factors to mental illness in a person's life.
 - b. Analyze various cause and effect scenarios that are commonly discovered with adult onset of mental illness.
- 6.14 Compare and contrast between psychotherapy and medication treatment options (including antidepressants, anti-anxiety, mood-stabilizing, hypnosis, and antipsychotic medications).
- 6.15 Differentiate between the following modalities of therapy:
 - a. Behavioral Therapy
 - b. Cognitive Behavioral Therapy
 - c. Dialectical Behavioral Therapy
 - d. Humanistic Therapy
 - e. Integrative Therapy
- 6.16 Explain the importance of attachment and the effects that are caused by the absence of attachment.

Course Standard 7

HS-MHP-7

Demonstrate methods of delivering and obtaining information, while communicating effectively with patients, care givers, team members and management (in person and/or virtual environments).

- 7.1 Model appropriate verbal and nonverbal communication.
- 7.2 Identify common barriers to communication including physical, psychological, language, cultural, and socioeconomic differences.
- 7.3 Recognize appropriate communication skills to be applied when serving individuals who may have these communication barriers.
- 7.4 Demonstrate age-appropriate, positive communication skills between a client and a clinician in a variety of scenarios related to mental and behavioral health, including de-escalation methods.
- 7.5 Demonstrate proper elements of written and electronic/digital communication (spelling, grammar, formatting, tone, etc.).
- 7.6 Recognize appropriate delivery of oral and written communication with physicians, counselors, therapists, administrators, other healthcare professionals, clients, and families.
 - a. Research the practice of using a dyadic (family therapy model) approach when working with parents/care givers and children.
 - b. Demonstrate examples of using "person-centered" language techniques.
- 7.7 Explain how tone can affect the delivery of instruction to a client.
- 7.8 Demonstrate appropriate coping skills (interviewing techniques during assessments) that can assist in building a trusting relationship with both a client and client's family.
- 7.9 Model an appropriate example of communicating with a child's parent to assist with coping skills with a child that demonstrates mental health disorders.

- 7.10 Demonstrate appropriate communication and listening skills with co-workers and leadership to ensure important information is passed from oncoming and outgoing treatment teams during a shift change.

Course Standard 8

HS-MHP-8

Identify proper safety protocol and protective procedures that should be followed working in mental services.

- 8.1 Describe various warning signs of potential safety concerns and threats to the clinician, coworkers, and/or client.
- 8.2 Discuss the purpose and procedures for reporting safety concerns and potential threats (whether virtual or in person) to the appropriate personnel.
- 8.3 Explain the purpose of properly completing an incident report in the case of an incident.
- 8.4 Successfully complete a non-violent crisis intervention training, including de-escalation, disengagement safety techniques, and physical intervention techniques.
- 8.5 Research effective positive reinforcement techniques to use when interacting with any age level.
- 8.6 Demonstrate appropriate clinician/practitioner self-awareness and self-care for personal health and wellness.
- a. Research and explain how the following concepts can affect the level of self-care of a mental health provider:
- Transference
 - Secondary trauma
 - Boundary setting
 - Avoiding burnout
 - Emotional self-awareness

Course Standard 9

HS-MHP-9

Discuss common methods of financial support for mental services.

- 9.1 Identify different insurances that include mental health coverage and the documentation needed for authorized units from payor sources (public and private).
- 9.2 Discuss various ways that mental health services may be included in an employee's benefits.
- 9.3 Identify services that may be included in a student's individual education plan.
- 9.4 Discuss various free services through public and non-profit organizations.
- 9.5 Differentiate between Medicaid, private, and third-party payment options.
- 9.6 Discuss legislation that has evolved from providing mental health services such as the Mental Health Parity Act.
- 9.7 Identify services to help homeless individuals gain other resources like mental health treatment, housing, transportation, and employment.

Course Standard 10

HS-MHP-10

Demonstrate CPR, First Aid and the AED utilizing current standards and opioid awareness.

- 10.1 Analyze differences in pulse and respiratory rates in adult, child, and infant.
- 10.2 Discuss the function of the respiratory and circulatory systems and what happens with these systems during cardiac arrest and then during cardiopulmonary resuscitation.
- 10.3 Demonstrate how to locate pulse points and how to check pulse and respiratory rates.
- 10.4 Explain steps in identifying signs of an opioid overdose and what to do when one is suspected.
- 10.5 Discuss support available in responding to a crisis (ex: 988, My GCAL 1-800-715-4225 and app, mobile crisis units, crisis intervention, suicide prevention, mental health first aid, certified peer specialists, etc.)
- a. Explain the importance of suicide awareness.

- b. Discuss warning signs and behaviors that one may exhibit that may cause concern.
 - c. List strategies for prevention of suicidal thoughts.
- 10.6 Successfully complete CPR, AED, and First Aid training (emphasizing performance skills in initial assessment, bleeding control, first aid for various shock victims, applying bandages/splints, and assessing/treating burns, poisoning, seizures, insect stings/bites, heat/cold exposure, and syncope) according to American Heart Association or American Red Cross, or other nationally recognized certifying agency.

Course Standard 11

HS-MHP-11

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school, and community service projects, entrepreneurship development, and competitive events.

- 11.1 Research the history of the state supported healthcare science CTSO (Career Technical Student Organization).
- 11.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of the state supported healthcare science CTSO.
- 11.3 Explain how participation in the state supported healthcare science CTSO can promote lifelong responsibility for community service and professional growth and development.
- 11.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course.