

Behavioral Health Practicum

Primary Career Cluster:	Health Science
Course Content:	CTEStandards@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Health Science Education (C14H14), Anatomy & Physiology (C14H09).</i> & Behavioral Health
Credit:	1 credit
Grade Level:	12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth course in the Behavioral Health program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Available Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-health-science.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Organizational Leadership, Prepared Speaking, HOSA Service Project, Creative Problem Solving, and HOSA Service Project.

For more ideas and information, visit Tennessee HOSA at <http://www.tennesseehosa.org/>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.2 and 1.4** | Invite an Behavioral Health worker to give a safety and HIPAA briefing.
- **Standards 1.3** | Informational interview about postsecondary opportunities with an industry partner.
- **Standards 1.2-3.3** | Complete an integrated project with multiple interactions with professionals in the Behavioral Health field.
- **Standards 4.1** | Present final presentation to potential industry employer.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Course Description

Behavioral Health Practicum is the capstone course in the Behavioral Health program of study. It is intended to provide a work-based learning (WBL) experience for students to develop further understanding of professional issues, utilize employability skills, and demonstrate mastery of academic and technical skills learned throughout this program of study. The WBL experience provides opportunities to apply and practice the knowledge and skills learned in previous courses and gives students hands-on practical experiences related to aspects of behavioral and mental health related fields of occupation. Upon completion of the course, a proficient student will be able to discern multiple pathways to a career in behavioral health and related fields, necessary steps toward applying for a postsecondary program, necessary steps toward applying for a job, and reflect on program goals and aspirations. Instruction will be delivered through the classroom environment in conjunction with a WBL placement, such as an internship. The student will finalize a course portfolio providing evidence of mastery of the program standards and readiness for postsecondary and the workforce.

Course Standards

1. Career Planning and Professionalism

- 1.1 Personalized Learning Plan: A student will have a personalized learning plan that **identifies their long-term goals**, demonstrates how the work-based learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. application of academic and technical knowledge and skills (embedded in course standards),
 - b. career knowledge and navigation skills,
 - c. 21st century learning and innovation skills, and
 - d. personal and social skills.
- 1.2 Safety: Accurately read, interpret, and **demonstrate adherence to safety guidelines** appropriate for the roles and responsibilities of an employee of a healthcare facility. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate safety techniques and follow all applicable facility policies and procedures (such as Standard Precautions) related to the clinical placement. Based on placement, document completion of training topics on the appropriate WBL and work site forms.
- 1.3 Postsecondary Opportunities: **Analyze the range of certificates and degrees** that can be earned that are aligned with career goals. Investigate in-state postsecondary programs in a variety of behavioral health services fields.
- 1.4 HIPAA: **Review the Health Insurance Portability and Accountability Act (HIPAA) concepts** and investigate methods to assure confidentiality within the healthcare setting. Employ techniques to ensure the client/patient's rights are maintained.

- 1.5 Ethics: Demonstrate integrity and ethical behavior when engaging in all worksite activities, including the use of tools and materials, documentation of hours, sharing of information, and completion of all personnel-related forms. Identify an actual or potential worksite ethical issue and **outlining how the issue should be resolved**, including claims and counterclaims with relevant data to support conclusions.
- 1.6 On-Site Experience: **Complete tasks as directed with supervision**, knowing when to ask questions or request guidance. Exhibit resourcefulness and initiative in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate how to learn and exhibit personal agency in identifying and achieving instrumental and ultimate learning objectives. Demonstrate curiosity to learn more about the tasks, workplace, and/or industry. Explore deeper content independently and request opportunities for professional development. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations.

2. Agencies and Resources

- 2.1 Identify Resources: **Summarize state and local resources and supports** devoted to behavioral health. Summarize the essential state and local resources available for behavioral and mental health and the divisions of state government responsible for each.

3. Primary Care and Referrals to Treatment

- 3.1 Impact of Trauma: **Explain the impact of Adverse Childhood Experience (ACEs), Trauma and PTSD in primary care**, including behaviors that can stem from these experiences. Determine treatment options for patients with these concerns.
- 3.2 Entering Treatment: Explore the **processes of screening, brief interventions, and referrals to treatment** (SBIRT), including the objectives and methods. Roleplay these discussions with peers.
- 3.3 Methodologies of Treatment: Examine the various treatment methodologies prescribed for behavioral health issues and **explain why certain diseases and disorders call for different types of treatment**, including but not limited to pharmacological regimens, changes in diet and exercise, counseling, and different types of therapy.

4. Final Project

- 4.1 Project: Examine articles and case studies to **explore how families and neighborhoods can change as the result of chronic or acute incidents of trauma**, such as generational poverty or acts of violence, and discuss the implications for community structure, family dynamics, and financial stability when behavioral and mental health issues are prevalent within a community. Develop a detailed plan to alleviate the effects of mental health on a community.

Standards Alignment Notes

References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.