

Behavioral Health

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>
Credit:	1 credit
Grade Level:	11-12
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 third 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 1.2-1.4** | Informational interview with an industry partner.
- **Standards 5.1-5.5** | Complete an integrated project with multiple interactions with professionals in the Behavioral Health field.
- **Standards 7.1** | 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 is the third level course designed to prepare students to pursue careers in the fields of behavioral medicine and social emotional health. Upon completion of this course, proficient students will be able to describe basic principles of behavioral health and wellness care in behavioral health settings, and current issues in Tennessee and America. In addition, students will continue to add artifacts to a portfolio, which they will continue to build throughout the program of study.

Course Standards

1. Career Planning and Professionalism

- 1.1 Career Exploration: Revise the career information portfolio developed in the *Health Science Education* course with **research of more in-depth information surrounding careers in behavioral health**. Identify specific roles and responsibilities for each career in this field. Investigate and compare the range of skills, competencies, and professional traits required for such careers. Compare findings to current individual strengths and identify opportunities for personal development.
- 1.2 Roles of the Team: **Explain the functions of the various members of the behavioral health care team**, such as social workers, behavioral health nurse, physical and occupational therapists, and psychiatrists. Include the primary functions and duties of each.
- 1.3 Healthcare Shortages: **Illustrate state and nationwide shortages in mental health professionals**, including psychiatrists. Indicate the areas of the state and country which will likely suffer significant shortfall.
- 1.4 Characteristics of Team Members: Develop a list of **personal and professional characteristics in a mental health team member** that are necessary for success. Briefly describe why each is important in the career field.

2. Mental Health and Addiction

- 2.1 Addiction Statistics: Research the statistics on **addiction in Tennessee and nationwide** and explain areas of concern. Include in your explanation:
 - a. number of people dying from drug overdoses in Tennessee annually and nationwide;
 - b. number of Tennesseans using illicit drugs in a given month and nationwide; and
 - c. number of young adults (age 18-25) who use illicit drugs in a given month, and the number dying from overdoses.
- 2.2 Suicide Statistics: Research the statistics on **suicide in Tennessee and nationwide** and explain areas of increase. Include in your explanation:
 - a. number of people dying from suicide in Tennessee annually and nationwide;
 - b. number of young adults (age 18-25) dying from suicide in a given month; and
 - c. increases in statistics in targeted demographics within the last five years.

2.3 Treatment Stigmas: Summarize the historical attitudes **and stigmas related to mental health care treatment and recovery**. Explain proactive methods to change these attitudes.

3. Stress and Anxiety

3.1 Selye's General Adaptation Syndrome: Differentiate between stress and anxiety. Explain the **three-stage process of Selye's General Adaptation Syndrome**.

3.2 Coping Mechanisms: **Outline coping mechanisms** in dealing with stress, including adaptive and maladaptive responses. Provide examples for multiple situations.

3.3 Anxiety Interventions: Describe **interventions for persons experiencing severe panic and anxiety**.

4. Ethical and Legal Issues in Behavioral Health

4.1 Ethics: **Outline ethical and legal issues specific to behavioral health**, such as voluntary and involuntary commitment, medication refusal, use of seclusion and restraints, and the duty to warn principle.

4.2 Crisis De-Escalation: Explore **procedures in crisis de-escalation**, including the documentation process for crisis situations.

5. Treatment Facilities and the Therapeutic Relationship

5.1 Available Treatment Facilities: **Investigate various types of treatment facilities** in Tennessee for mental health and addiction. Include explanations of counseling services, outpatient vs. residential, and timelines to recovery. Where available, list approximate costs.

5.2 Models of Mental Healthcare: **Explain the models of mental healthcare**, including disease model of addiction, the recovery to practice (RTP) model, and the five core elements of recovery.

5.3 Therapeutic Relationships: **Examine the therapeutic relationship**, including its phases, appropriate boundaries, and the ideal therapeutic environment.

5.4 Communication in Mental Health: **Diagram characteristics of communication and their usage in the therapeutic environment**, including:
a. non-verbal communication techniques, both therapeutic and non-therapeutic; and
b. verbal communication techniques, both therapeutic and non-therapeutic.

5.5 OARS Technique: **Practice the OARS technique** of motivational interviewing (open questions, affirmations, reflective listening, and summarizing).

6. Disorders and Evaluations

- 6.1 DSM 5 Assessment: **Explore the DSM 5 assessment measures.** Outline and describe the major categories of behavioral and mental health disorders.
- 6.2 Early Development and Home Background: Review the Early Development and Home Background (EDHB) form and the Cultural Formulation Interviews. **Explain the intent of these assessments** and the information that might be gleaned from conversations. Describe behaviors that might interfere with adaptive family functioning.
- 6.3 Psychotic Disorders: **Outline common psychotic disorders.** Describe behavior patterns associated with these.
- 6.4 Mood Disorders: **Outline common mood disorders.** Describe behavior patterns associated with these.
- 6.5 Substance Abuse: **Describe substance abuse diagnosis.** Describe behavior patterns associated with this.
- 6.6 Personality Disorders: **Outline common personality disorders.** Describe behavior patterns associated with these.

7. Final Project

- 7.1 Project: Choose one **behavioral or mental health disorder as the focus of an in-depth investigation.** Include the following information:
 - a. description of the disorder,
 - b. common symptoms and behavior patterns,
 - c. coping mechanisms,
 - d. possible interventions, and
 - e. case studies and/or examples.

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.