Mind Matters:
Mental Health & Illness

COURSE OUTLINE - UC

DESCRIPTION:

Students will explore mental and behavioral health through a variety of disciplines. They will define mental illness, differentiate between myths and truths about mental health, and identify how the anatomy and physiology of the nervous system relates to physical, mental, and emotional health. Students will have the opportunity to assess their own mental and behavioral health status. Students will take on multiple roles within the healthcare system to practice preventing, diagnosing, and treating mental and behavioral illnesses, debate the ethics of different situations surrounding mental illness, and look at the system-wide successes and barriers to healthcare on a national and international scale. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	Mental Health Careers
LENGTH:	One Year
SECTOR:	Health Science and Medical Technology
PATHWAY:	Behavioral Health
ARTICULATED:	Yes
UC A-G APPROVAL:	Yes: College-Preparatory Elective (G) – Interdisciplinary Requirement

O*NET SOC CODES:

21-1013.00	Marriage and Family Therapists
21-1014.00	Mental Health Counselors
21-1022.00	Healthcare Social Workers
21-1094.00	Community Health Workers

Orientation

A. Introduce the course and facilities.
B. Discuss the syllabus and major objectives.
C. Explain applicable classroom management procedures, and any operational guidelines.
D. Review instructor/student expectations.
E. Explain attendance requirements and procedures.
F. Review grading and student evaluation procedures.
G. Discuss the work-based learning aspect of the program, if applicable.
H. Discuss the "next steps" related to additional education, training, and employment.
I. Review classroom safety, emergency and disaster procedures.

1. Communication Skills

A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
B. Read and interpret written information and directions.
C. Practice various forms of written communication appropriate to the occupation.
D. Practice positive body language skills.
E. Practice professional verbal skills for resolving a conflict.
F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.

2. Interpersonal Skills

A. Demonstrate positive teamwork skills by contributing to a group effort.
B. Practice the importance of diversity awareness and sensitivity in the workplace.
C. Define sexual harassment in the workplace and identify the employee's role and responsibility.
D. Practice participation skills.
E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals.
F. Practice business and social etiquette skills appropriate to the occupation.
G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios.
H. Demonstrate the use of time management skills.

3. Employability Skills

A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable).
B. Prepare a resume, cover letter, and job application.
C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and

grooming standards.

D. Identify strategies for employment retention.
E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
F. Identify the need for continuing education, professional development, and professional growth in chosen field.
G. Identify appropriate procedures for leaving a job.
H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
B. Work with peers to promote divergent and creative perspectives.
C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
E. Employ ethical behaviors and actions that positively influence others.
F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

A. Demonstrate procedures to be followed in case of emergencies.
B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
C. Identify and discuss cyber ethics, cyber safety, and cyber security.
D. Apply personal safety practices to and from the job.
E. Recognize the effects of substance abuse in the workplace.
F. Explain the importance of CAL-OSHA in the industry.

6. Introduction to Mental Illness

A. Examine attitudes and myths surrounding mental health.
B. Identify, classify and summarize physical and emotional aspects of mental health and mental illnesses.
C. Investigate how stereotypes and stigma related to people living with mental illness contributes to lack of treatment and/or mismanaged.
D. Assess mental health status through personality testing and reflection.
E. Identify, describe and pronounce mental health vocabulary.

7. History of Mental Illness

A. Review significant events in the history of mental health/illnesses.

B. Explain how perceptions of mental health have changed over time.
C. Use primary and secondary historical sources to follow the evolution of psychology, the development of the five main theories of mental health, and the contributions of historical figures that have had major impacts in diagnosis, treatment, and raising awareness of mental illnesses.
D. Explain and analyze trends in mental health.
E. Describe the impact that past unethical/discriminatory practices have on current behavioral healthcare system.

8. Neuroscience and Mental Illness

A. Label the parts of the brain and describe its functions.
B. Identify, examine, and discuss how the brain and other body systems affect mental health.
C. Construct a physical or virtual model of the brain and demonstrate neurotransmission through a creative visual format.
D. Hypothesize what could change biochemically and behaviorally in a patient when parts of the brain malfunction.
E. Describe the role and effect of traumatic brain injury on mental health.
F. Examine the neurology of a chosen mental illness and visually explain its effects on an individual.

9. Identification of Mental Illness

A. Discuss assessment tools and methods used to identify mental illness.
B. Collect information using patient intake form.
C. Employ patient intake information for patient assessment and the diagnostic process.
D. Examine social stigma and judgments regarding "abnormal behavior" and disease process.
E. Demonstrate mock patient care interviews, which include examining signs and symptoms of abnormal behavior for an identified diagnosis.
F. Differentiate the scope of practice of health care professionals who work together to diagnose a mental disease.
G. Examine the Diagnostic Statistical Manual (DSM) for mental illness findings.
H. Describe the barriers that people from underserved groups encounter when seeking access to behavioral health services.

10. Prevention of Mental Illness: Tools and Community Resources

A. Describe the importance of early intervention tools in preventing mental health problems and illnesses.
B. Compare and contrast tools and methods for treating and preventing mental illness.
C. Identify risk factors for mental illness and protective factors for children, adolescents and older adults.
D. Examine various types of stressors and stress management plans.
E. Identify the risk-factors, signs and symptoms of suicide.
F. Communicate with empathy and actively listen to reduce suicide risk.
G. Identify community resources for prevention of suicide.
H. Identify school and community agencies that assist in providing mental health services.

11. Diversity

A. Compare and contrast different ethnic and racial groups as well as special populations in the United States.
B. Identify patterns of communication including the use of languages.
C. Demonstrate how to communicate and listen effectively across cultures and levels of care.
D. List culturally appropriate community resources for mental health.
E. List ways health care providers can show respect for cultural diversity.
F. Identify how mental health, in particular as it relates to mental health stigma and secrecy, is viewed in different cultures.

12. Treatment and Patient Care

A. Explain current treatments and recovery options for people diagnosed with mental illness.
B. Compare and contrast psychosocial therapies and biological treatments (Psychiatry and Pharmaceuticals).
C. Examine the rationale behind specific treatments, the effectiveness of practice, and how recovery is measured.
D. Identify barriers to treatment for various groups, including people of color and socioeconomically disadvantaged individuals.
E. Determine the role of culturally competent care in overcoming barriers faced by underserved groups.
F. Define and describe practices that help individuals with mental illness improve the quality of all aspects (social, occupational, educational, spiritual, and financial) of their lives.
G. Identify the four stages of recovery.
H. Explain the importance of having access to practitioners who are representative of the diverse population they serve.

13. Law and Ethics

A. Define and classify relationships between morals and ethics within the mental health field utilizing ethical principles, legal precedence, patient rights, appropriate vocabulary, and patient confidentiality standards.
B. Examine how individual values inform ethics in healthcare decisions.
C. Debate an ethical dilemma within the mental illness realm and formulate both a pro and con position.
D. Evaluate current and proposed state and federal laws affecting mental health agencies and patients.

14. Health Care Systems & Public Mental Health in the Community

A. Identify, classify, differentiate and summarize the various health care systems (such as Hospitals, clinics, Long Term Care Facilities, etc.) that provide mental health services in the United States and California.
B. Investigate the various methods for paying for mental health services.
C. Identify and analyze factors that drive up the cost of overall healthcare and what may contribute to lack of quality psychosocial care for individuals and families.
D. Identify the roles of public health in improving the mental health of populations.
E. List recent environmental and communicable/contagious diseases and explain their impact on the mental health of the population.

F. Identify public policies that have an impact on the mental health of the population.
G. Outline strategies to improve the mental health status of the community.
H. Identify barriers that underserved groups have in navigating the mental health care system and demonstrate how to overcome the barriers.
I. Demonstrate how to provide information, referrals and advocacy on mental health issues for communities.

15. Mental Health Trends

A. Discuss the changing role of public and community health workers in the United States.
B. Identify efforts being made to improve the mental health of people and communities, considering the recent COVID-19 outbreak
C. Discuss the pros and cons of utilizing telehealth and other telecommunications technology to deliver mental health services.
D. Identify the relationship between current societal trends and recent changes to the DSM-V manual.
E. Explore the various ways international agencies deal with mental illness in emergencies such as natural disasters and displaced people.
F. Predict which areas of behavioral health trends and practices may shift to meet the ever-evolving demands of current society.

16. Portfolio Design

A. Develop personal marketing and computer skills by refining your digital portfolio for post-secondary and employment acceptance.
B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.
C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
E. Dress professionally and practice interviewing techniques using portfolio materials.
F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
G. Create a "leave behind" book or folder.
H. Display portfolio materials during a fair, community event, competition, or professional panel review.
I. Evaluate and utilize feedback to improve portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A-D, F 2D, E, F 3A-C, E, F, H 6E 16A-I	1 2 3 4 10	2 3 4 10		LS 11-12.6 SLS 11-12.2
2. Students will take the Myers Briggs/Jungian personality test and the TAT test as examples of two ways to assess personality. After taking the two tests, students will write a reflection and discuss if the results were expected or unexpected and provide examples from their own lives. Further, students will write advanced questions that distinguish mental illness facts from myths and incorporate these questions into an interactive tool to be used by teams of students in deciphering facts from myths.	1A-D 2D, H 4B, C, E 6A-E	2 4 5 6 9 10 11	2 4 5 7 9 10	F1.0 F2.0 F3.0 F6.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.2 WS 11-12.6 WS 11-12.7
3. Students will identify a historical event in psychology and record a short podcast that explains the significance of the event on current psychological theory, treatments, diagnosis, and research.	1A-C, E 2A, D, H 4B, C, E 6D 7A-E 9A, B	1 2 4 5 7 8 10 11	2 4 5 7 8 10	F1.0 F4.0 F5.0 F6.0 F8.0 F10.0 F11.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6 WS 11-12.7
4. Students will create an infographic illustrating the effects of both high and low levels of the primary neurotransmitters on the human body. Under each, include a list of medications that are used to	1A-C 2A, D, H 4B, C, E	1 2 4	2 4 5	F4.0 F5.0 F6.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
treat each imbalance.	8A-D	5 6 10 11	6 7 10	F7.0 F10.0 F11.0 F12.0	WS 11-12.7
5. Students will create a digital collage for their chosen mental illness that incorporates current research, data, and visual representations of the biological effects on the brain and/or endocrine system.	1A-C 2A, D, H 4B, C, E 8A-F	1 2 4 5 6 10 11	2 3 4 5 6 7 10	F4.0 F6.0 F7.0 F8.0 F10.0 F11.0 F12.0	LS 11-12.6 SLS 11-12.1d WS 11-12.6 WS 11-12.7
6. In teams, students will create a graphic map explaining the Four D's of abnormality. Students will include a definition of each behavior, identify the relationship between cultural norms and deviance, give examples of abnormal behaviors, and explain the difference between eccentric and abnormal behaviors.	1A-C, E 2A, D, H 4B, C, E 9A-H 11A-D	1 2 4 5 7 9 10 11	2 4 5 7 9 10	F2.0 F3.0 F6.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 WS 11-12.2 WS 11-12.7
7. Students will keep a two-week diary that records and adds comments about their daily habits, scale of stress, and feelings about what might be causing them to feel stressed. After examining their diary, students will create a Stress Management Plan for themselves. This plan will include identified stressful habits and internal/external forces that might contribute to their stress. They will identify two short term goals and two long term goals that target new ways to eliminate stressful factors and new ways to deal with unavoidable stressful factors. Students will commit to these goals by making pledges and using the SMART	1A-C, E 2D, H 4B, C, E 10A-H 12E, G, H	1 2 3 4 5 6 7 10 11	2 3 4 5 6 7	F2.0 F4.0 F5.0 F6.0 F7.0 F12.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.2 WS 11-12.6 WS 11-12.7

goal program that includes a timeline for meeting these goals. Students will also explain in writing, using scientific evidence, how each new goal (habit) contributes to stress reduction.					
8. Create a side-by-side story of two individuals, one with no barriers to mental health treatment and one who faces every barrier to mental health treatment including socioeconomic, cultural, language, and accessibility obstacles. Share stories with the class, and discuss ways in which these issues may be resolved or reduced to increase access to services.	1A-C 2A, D, H 4B, C, E 11A-F	1 2 4 5 7 8 9 11	2 3 5 7 8 9	F1.0 F6.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.2 WS 11-12.6 WS 11-12.7
9. Students will explain and analyze the history, rationale, and effectiveness of at least four different psychosocial therapies used today in the treatment of mental illness (Psychotherapy, Cognitive Behavioral, Dialectical Behavioral, Family Intervention, Art, etc.). Students will write a comparison paper using evidence-based research. Students will include which therapy they feel works best for most mental illnesses and defend their choice.	1A-C 2D, H 7B, C 11A-F 12A-C, E	1 2 4 5 8 11	2 4 5 8 10	F5.0 F6.0 F7.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 WS 11-12.6 WS 11-12.7
10. Based on students' knowledge of neuroscience in this course, students will create an advertisement of an anti-depressant drug which describes the medication, its intended use, explain how anti-depressants and psychotic drugs impact brain activity and the mechanism of action on different neurotransmitters.	1A-C 2D, H 4B, C, E 8C 12A-H 13A-D	1 2 4 5 10 11	2 4 5 10	F6.0 F7.0 F10.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7
11. Each student will take two IAT tests to examine their implicit biases on mental health and mental health treatment. After taking the two tests, students will write a 250-word reflection analyzing the results and assessing their own personal bias. Students will conclude the reflection by describing the steps they will take to prevent bringing their own implicit biases into their place of work.	1A-C 2D, H 9C, D 13A-D	2 4 5 7 8 9	2 4 5 7 8	F1.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 WS 11-12.4

12. In teams of 2-3 students, students will develop a proposal that addresses equity gaps within their current county public mental health system based on quantitative data from the county Department of Public or Behavioral Health (such as: https://indicators.sbcounty.gov/wellness/behavioral-health) and qualitative data such as interviews with local behavioral health professionals. The presentation will include: • Introduce the county public mental health services and how it differs from other health care systems in its delivery of quality mental health services. • Identify the demographics and percentage affected by corresponding mental illnesses and trends in the county. • Identify equity gaps for specific populations receiving the county public mental health services. • Address practices to meet public mental health demands. • Prepare a goal statement and plan that addresses the equity gap in a specific, measurable, attainable, relevant and timely manner.	1A-D, E 2A, D 4B, C, E 14A-I 15A-F	1 2 3 4 5 7 9 11	2 3 4 5 7 8 9 10	F1.0 F6.0 F8.0 F11.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.2 WS 11-12.6 WS 11-12.7

Standards Assessed in this Program

Career Ready Practices

1. **Apply appropriate technical skills and academic knowledge.**
2. **Communicate clearly, effectively, and with reason.**
3. **Develop an education and career plan aligned to personal goals.**
4. **Apply technology to enhance productivity.**
5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
6. **Practice personal health and understand financial well-being.**
7. **Act as a responsible citizen in the workplace and the community.**
8. **Model integrity, ethical leadership, and effective management.**
9. **Work productively in teams while integrating cultural/global competence.**
10. **Demonstrate creativity and innovation.**
11. **Employ valid and reliable research strategies.**
12. **Understand the environmental, social, and economic impacts of decisions.**

Anchor Standards

2.0 Communications
- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking
- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility
- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Health Science and Medical Technology – Mental and Behavioral Health Pathway

F1.0 Recognize and interpret principles of community engagement.

F2.0 Demonstrate the ability to build relationships by communicating empathy.

F3.0 Develop and employ collaboration skills that engage others and build trust.

F4.0 Recognize and differentiate between the stages of mental health recovery.

F5.0 Communicate and practice leadership and accountability behaviors.

F6.0 Analyze and interpret elements of positive psychology (e.g., hope, resilience, strengths, creativity, community building, and supportive spirituality).

F7.0 Formulate and implement quality care and treatment plans.

F8.0 Synthesize, understand, and predict the impact of mental health disparities across consumer populations.

F9.0 Design a practice model of a personal support network by utilizing prior knowledge of recovery concepts and using natural supports within communities.

F10.0 Formulate an argument and predict how electronic health records can transform quality of care and promote a green economy.

F11.0 Recognize and respect the various cultures of a community and other factors that indicate its diversity in all aspects of communicating, designing, and implementing patient care.

F12.0 Evaluate the purpose and components of a treatment plan related to the consumer's health status.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.