

BEHAVIORAL AND MENTAL HEALTH SUBCLUSTER
INTRODUCTION TO BEHAVIORAL HEALTH
Course Code 5524

COURSE DESCRIPTION: Introduction to Behavioral Health will explore behavioral health careers. While students will learn about recognizing, preventing, and treating behavioral and mental health disorders, they will integrate the healthcare professional's role throughout the standards.

GENERAL REQUIREMENTS: This course is recommended for students in grades 10- 12.

PRE-REQUISITE: Health Science 1

CREDIT: 1 unit = (120 hours) or 2 units = (240 hours)

COMPLETER PATH: This course is recognized as the third or fourth course in a health science completer pathway. Health Science 1 and 2 are still required to be concentrators and completers.

Should students want to further their education in behavioral health, they may do so through the capstone course of Health Science Clinical Study. Students may have opportunities to receive a career-ready credential, depending on their school's course offerings.

Introductory Level - Stackable Credentials - Suitable for this course.

469 – School Mental Health Certification

LEAD's School Mental Health Certification introduces students to the risk factors, warning signs, and prevalence of mental illness in middle, high school, and college students. The link to Link: [\[LEAD\]](#).

470 – Student Mental Health and Suicide Prevention

Student Mental Health and Suicide Prevention focus on wellness, including physical and psychological. This course highlights causes and strategies and provides helpful resources. Link: [\[NFHSSMHSP\]](#)

471 – Teen Mental Health First Aid (TMHFA)

Teen Mental Health First Aid teaches high school students how to identify, understand and respond to signs of mental illnesses and substance use disorders among their friends and peers. The training gives students the skills to have supportive conversations with their friends and get a responsible and trusted adult to take over as necessary. Link: [\[TMHFA\]](#)

44 – First Aid/CPR/AED

The American Heart Association and the American Red Cross offer a variety of training courses for the workplace and healthcare professionals, designed to teach the skills of CPR for victims of all ages, the use of an automated external defibrillator, the relief of choking, and first aid skills. Courses are intended for participants who provide healthcare to family, patients, or co-workers in various settings and can be tailored to the needs of specific groups and individuals. Link: [\[AHA\]](#) [\[ARC\]](#)

552 – Crisis Prevention Institute (CPI) – Training and Resources

CPI is an international training organization specializing in the safe management of disruptive and assaultive behavior through the use of verbal as well as restrictive de-escalation strategies and techniques. Link: institute.crisisprevention.com

Students should take Industry Recognized Credentials like the ones listed below during their senior year. Students may take this certification as part of the health science clinical study course.

A93 – Healthcare Providers Basic Life Support (BLS)

BLS training reinforces healthcare professionals' understanding of the importance of early CPR and defibrillation, the basic steps of performing CPR, relieving choking, using an AED, and the role of each link in the Chain of Survival. Students will also complete a written exam.

251 – Direct Support Professional Certification (DSP)

A Direct Support Professional works directly with people with disabilities to support each person as needed to live a meaningful life in their home, school, workplace, and the greater community. This certification area offers national certification. Link: [\[NADSP-REG\]](#)
Link: [\[NADSP\]](#)

551 - Protecting Human Research Participants. Link: What You'll Learn | PHRP Training

This online training is perfect for anyone involved in human subjects' research, including investigators, students, Institutional Review Boards (IRBs), and others responsible for human research policies and procedures. Course content reflects the

2018 revised Common Rule and current guidance. The tutorial will take about 4 hours to complete. You may access the site at this URL:

<http://phrp.nihtraining.com/users/login.php> [Links to an external site.](#)

INTRODUCTION TO BEHAVIORAL HEALTH STANDARDS

FOUNDATION STANDARD 1: ACADEMIC FOUNDATION

Identify trends and changes in the behavioral healthcare industry. Recognize and demonstrate mathematical computations and medical terminology related to the behavioral healthcare field.

1. Define behavioral health.
2. Identify the difference between behavioral health and mental health.
3. Discuss how behavioral health can affect both physical and mental well-being.
4. Discuss the history and advancements of mental and behavioral health.
5. Discuss stigma concerning mental health.
6. Determine the importance of having healthcare professionals trained in behavioral health.
7. Define, identify symptoms, and discuss treatment for the following:
 - a. Anxiety disorders – panic, phobias, obsessive-compulsive (OCD), generalized anxiety disorder (GAD), post-traumatic stress disorder (PTSD), treatment options – CPT, EMDR
 - b. Substance Use – alcohol and drugs – tolerance, addiction, relapse, detoxification, or withdrawal
 - c. Eating disorders
8. Discuss potential medication treatments for the previous disorders, such as:
 - a. Anti-psychotics
 - b. Anti-depressants
 - c. Anti-anxiety
9. Define and recognize medical terminology (roots, prefixes, and suffixes) and terms specific to behavioral health.
10. Discuss and provide examples of defense mechanisms (denial, distortion, repression, projection, etc).

FOUNDATION STANDARD 2: COMMUNICATIONS

Demonstrate methods of delivering and obtaining information while communicating effectively.

1. Recognize appropriate communication with physicians, counselors, therapists, administrators, other healthcare professionals, patients, and families.
2. Demonstrate proper elements of written and electronic communication (spelling, grammar, formatting, and confidentiality). Consider Medicare, Medicaid, and

Insurance required communication.

3. Practice speaking and active listening skills while recognizing common barriers to communication in behavioral health settings.
4. Demonstrate appropriate use of digital communication in a work environment, such as email, text, and social media.
5. Review common medical terminology as it relates to communication in the field of behavioral health.
6. Consider the role of religion and culture when interacting with patients in a behavioral health setting.

FOUNDATION STANDARD 3: SYSTEMS

Healthcare professionals will understand how their role fits into their department, organization, and healthcare environment. Identify how critical systems affect services performed and quality of care.

1. Review behavioral health treatment options and support groups.
2. Identify various types of care facilities.
 - a. Inpatient facilities
 - Psychiatric hospitals
 - Substance Use Recovery
 - Rehabilitation Centers
 - Adolescent Treatment Facilities
 - Dementia Units
 - Outpatient facilities
 - b. Outpatient facilities
 - Individual and family counseling
 - Recovery houses
 - Day treatment centers
 - Support groups
 - Alcohol and drug addiction centers
 - Telepsychiatry
3. Identify and discuss the roles of the following government agencies:
 - SC Department of Mental Health (DMH)
 - SC Department of Disabilities and Special Needs (SCDDSN)
 - Department of Alcohol and Other Drug Abuse Services (DAODAS)
 - SC Department of Health and Human Services (SCDHHS)
4. Identify and describe the components and functionality of behavioral and mental healthcare facilities.
5. Describe the role of the following agencies (resources & support).
 - National Alliance on Mental Illness (NAMI) and SC NAMI
 - Substance Abuse and Mental Health Services (SAMSHA)
 - Mental Health America (MHA) and SC MHA
 - American Foundation for Suicide Prevention (AFSP)

FOUNDATION STANDARD 4: EMPLOYABILITY SKILLS

Use your knowledge of the field and employability skills to identify and enhance your career in behavioral health.

1. Identify various careers in behavioral health including, but not limited to, Psychology, Psychiatry, Counseling, Clinical Social Work, Nursing, Psychiatric Nurse Practitioner, Recreational Therapy, Occupational Therapy, Mental Health Technician, Forensic Psychology, and Neurodiagnostic Technologists.
2. Evaluate levels of education, credentialing requirements, and employment trends in mental health professions (opportunities, workplace environments, salaries, etc.) for a mental health career.
3. Determine the importance of healthcare professionals in behavioral health and the necessary skills needed to seek employment in the behavioral health field.
4. Demonstrate professional and leadership skills by actively participating in learning experiences through HOSA Future Health Professionals, a student organization (either as a member or as a participant in their mental health-sponsored activities).

FOUNDATION STANDARD 5: LEGAL RESPONSIBILITIES

Describe legal responsibilities, limitations, and implications on behavioral health professionals.

1. Compare and Contrast Mental Health and Physical Health legalities.
2. Discuss HIPAA and the role of HIPAA in mental health care.
3. Discuss legal documentation related to transferring, releasing, and disclosing healthcare records. {Confidentiality of Alcohol and Drug Abuse Patient Records (CFR Title 42: Part 2)[1] [2]}
4. Consideration for discussing court-ordered treatment, commitment, vs. voluntary therapy for mental and substance use disorders.

FOUNDATION STANDARD 6: ETHICS

Understand accepted ethical practices.

1. Identify and discuss bias, prejudice, and stereotyping.
2. Demonstrate respectful and empathetic interactions and treatment of all patients/clients within a diverse population.
3. Define stigma and recognize behaviors associated with having a stigma.
4. Identify ways that having a stigma against patients with mental disorders or diseases is harmful.
5. Determine ways to combat sigma within yourself and others.
6. Discuss professional code of ethics.
7. Consider reviewing “Protecting Human Research Participants.

FOUNDATION STANDARD 7: SAFETY PRACTICES

Identify existing and potential hazards to clients, co-workers, and self in the behavioral health setting. Employ safe work practices and follow health and safety policies and procedures to prevent injury and illness.

1. Review universal precautions.
2. Discuss Patient/client/employee safety measures.
 - a. De-escalation techniques (CPI- Crisis Prevention Institute link: [institute.crisisprevention.com](https://www.institute.crisisprevention.com))
 - b. Use of restraints.
 - chemical restraints
 - physical restraints

FOUNDATION STANDARD 8: TEAMWORK

Identify roles and responsibilities of individual members as part of the behavioral healthcare team.

1. Explain and evaluate the roles and responsibilities of team members.
 - a. Examples of mental healthcare teams
 - b. Responsibilities of team members
 - c. Benefits of teamwork

FOUNDATION STANDARD 9: HEALTH MAINTENANCE PRACTICES

Discuss physical, mental, social, and spiritual health. Promote mental health wellness and model healthy behaviors.

1. Identify signs someone may be suffering from a behavioral health issue or mental health disorder:
 - a. Significant or noticeable change in mood or energy level
 - b. Change of interest in activities, sleep, and appetite
 - c. Disconnecting from friends/family (isolation)
 - d. Inability to cope with daily norms or stress
 - e. Failure to understand or connect with people
 - f. Alcohol or drug abuse
 - g. Hallucinations
 - h. Excessive anger or hostility
 - i. Suicidal tendencies
 - j. Giving away personal items
 - k. Change in sex drive
 - l. Unexplainable physical ailments

2. Promote methods of self-care.
 - a. Exercise
 - b. Nutrition
 - c. Relationships
 - d. Sleep hygiene
 - e. Weight Control
 - f. Stress management
 - g. Personal hygiene
 - h. Social media safety
 - i. Safety with physical activity (bike riding, skateboarding, boating, etc.) (SAMHSA - 8 Dimensions of Wellness - in resources)
3. Identify the risk factors for behavioral health disorders.
 - a. Brain trauma
 - b. Birth trauma
 - c. Genetic
 - d. Life-altering event
 - e. Substance abuse
 - f. Environmental
 - g. Comorbidities, dual diagnosis
4. Research resources for guidance about behavioral health disorders.
 - a. SCDMH – SC Department of Mental Health
 - b. Stop the Silence
 - c. NAMI – National Alliance on Mental Illness & SC NAMI
 - d. MHA – Mental Health America & SC MHA
 - e. SAMHSA – Substance Abuse and Mental Health Services Administration
 - f. NIMH – National Institute of Mental Health
 - g. US Government mental health information - <https://www.usa.gov/mental-health>
5. Mental Health Hotlines
 - a. For emergency help - call 911.
 - b. For suicidal thoughts and behavior - dial 988 for the Suicide & Crisis Lifeline. You can also reach them at 1-800-273-TALK (1-800-273-8255).
 - c. For mental health issues after a disaster -
Link: Contact the Disaster Distress Helpline at 1-800-985-5990.
 - d. For veterans experiencing a crisis -
Link: Contact the Veterans Crisis Line at 1-800-273-8255 and press one.
 - e. SAMSHA & NIMH National Helpline: 1-800-662-4357
 - f. Mental Health Crisis – TEXT or DIAL 988
 - g. SCDMH – Mobile Crisis Team
 - h. Statewide 833-364-2274 – mobilecrisis@scdmh.org

- i. Demonstrate positive mental health practices, therapies and positive coping mechanisms.
 - Exercise
 - Sleep
 - Nutrition
 - Yoga
 - Meditation
 - Music therapy
 - Art therapy
 - Activity therapy
 - Pet therapy
 - Play therapy
 - Journaling
 - Meditation and breathing exercises

FOUNDATION STANDARD 10: TECHNICAL SKILLS

Apply and demonstrate technical skills and knowledge common to health career specialties.

1. Demonstrate special health care skills as needed in the mental health care field.
 - a. De-escalation techniques
 - b. Treatment plans
 - c. Various therapies
 - d. Safety plans
 - e. Research

Documentation (EMR)