

**Mental Health Fitness
Academic Standards
Course Code: 6108**

Mental Health Fitness is a project-based foundational course designed to help students develop skill to identify, understand, and respond to warning signs personally and those of their peers. They will learn to have supportive conversations and the steps to take to involve a responsible adult. The content focuses on brain functions, adolescent mental health, wellness framework, interpersonal relationships, coping mechanisms, mental health human service career pathways, and employability skills. Course standards are aligned with the CASEL (Collaborative for Academics Social and Emotional Learning) competencies and National Family and Consumer Sciences (FCS) Standards Areas of Study 7.0 Family and Human Services, 12.0 Human Development, and 13.0 Interpersonal Relationships. High-quality elements add value to the course through service-learning, work-based learning, post-secondary experiences, and industry-recognized certifications. Integration of the intracurricular Family and Consumer Sciences student organization, Family, Careers, and Community Leaders of America (FCCLA) standards, provide opportunities for students to develop leadership skills and demonstrate knowledge, technical, and employability skills.

Credit	1 unit
Recommended Grades	9 – 12; 7 and 8 based on Regulation 43-232 B. High School Credit
Class Size	24
Prerequisite	None
National Certification(s)	3-Hour School Mental Health Certification tMHFA Student Mental Health and Suicide Prevention
Instructional Material Information	Comprehensive Listing of State Adopted Instructional Materials for Middle and High Schools

Employment Opportunities Sampling

Less than a Baccalaureate Degree:

behavioral management aide, disaster relief worker, family support worker, child advocate, caseworker, grief counselor, health educator, human service assistant, youth worker, working with children

Advanced Training/Baccalaureate Degree:

behavioral disorder specialist, case management worker, community health worker, health education specialist, human services worker, licensed bachelor social worker (LBSW), mental health counselors, occupational therapist, probation officer, social and community services manager, social and human service assistants,

Advanced Degree:

Clinical mental health counselor, child psychologist, clinical psychology, college/university faculty, couples counseling, guidance/school counselors, healthcare social workers, licensed graduate social worker (LGSW), licensed independent clinical social worker (LICSW), marriage and family therapists, mental health professional, psychologists, psychology educator, psychotherapists, rehabilitation caseworker, rehabilitation counselors, sociologist, sports psychology, substance abuse counselor

Standards Revision Committee

Secondary Representatives

Babbett Hagans
HS FCS Teacher
Cyber Academy

Alana Tokar
School Counselor
Battery Creek High School

Melissa Greene
MS FCS Teacher
Fairfield County School District

Bryan Vacchio
School Counselor
Saluda High School

Postsecondary Representatives

LaToya Johnson, PhD
Assistant Professor
South Carolina State University

Tonya Misuraca
Department Chair, Child and Youth Studies
Trident Technical College

Anna Sumabat Turner
AAFCS Representative
Textbook Author

Community Representative

Keith Ivey
Director of Programs
Midlands Fatherhood Coalition

South Carolina Department of Education Representatives

Dana Depew
Education Associate
Office of Career and Technical Education

Eleanor Glover Gladney, PhD
Education Associate
Office of Career and Technical Education

Chris Napier
Education Associate
Office of Special Education Services

Suzanne Snyder
Mental Health Program Manager
Student Intervention Services

Field Review

Linda Chesko
School Psychologist II
AC Flora High School

James Deal
Director of SCOIS
Office of School Transition Service

Murline Ingram
School Counselor/Education Associate
Office of Career and Technical Education

Benjamin Miedema
Education Associate
Physical Education and Health

Karen Monahan
Coordinator of Psychological Service
Office of Special Service
Fort Mill School District

Academic Alignment Key

ELA – English Language Arts	ES – Earth Science
EA – Elementary Algebra	ECON – Economics and Personal Finance
G – Geometry	HG – Human Geography
PC - Pre-Calculus	USHC – United States History and Constitution
PS – Probability and Statistics	USG – United States Government
B - Biology	ISTE – International Society for Technology in
P - Physics	Education

Standards and Indicators Information

The standards integrate the tenets of the Depth of Knowledge (DOK) to lead to demanding cognition and high expectations in instruction and assessment. The indicators follow the Five E Instructional Model which is a five-stage teaching sequence that helps students build their own understanding and new ideas. The five-stage process is cyclical and may not necessarily progress in the order as outlined.

Five E Instructional Model

Engage is designed to pique student interest and get them personally involved in the instruction and add a mechanism to pre-assess prior knowledge.

Explore gets students involved in the topic and provides an opportunity to build their own understanding.

Explain involves opportunities to communicate and describe what is learned at different intervals of the instruction.

Elaborate allows students to use their new knowledge and go beyond to explore the implications of the new knowledge.

Evaluate is an opportunity to determine how much learning and understanding has taken place for the students and the teachers.

Students will demonstrate 21ST Century Workplace Readiness Skills.

Personal Qualities and Abilities

1. **Creativity and Innovation:** Employs originality, inventiveness, and resourcefulness in the workplace
2. **Critical Thinking and Problem-Solving:** Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **Initiative and Self-Direction:** Independently looks for ways to improve the workplace and accomplish tasks
4. **Integrity:** Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **Work Ethic:** Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. **Conflict Resolution:** Negotiates diplomatic solutions to interpersonal and workplace issues
7. **Listening and Speaking:** Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **Respect for Diversity:** Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **Customer Service Orientation:** Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

11. **Big Picture Thinking:** Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **Career and Life Management:** Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **Continuous Learning and Adaptability:** Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **Efficiency and Productivity:** Plans, prioritizes, and adapts work goals to manage time and resources effectively
15. **Information Literacy:** Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. **Information Security:** Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. **Information Technology:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. **Job-Specific Tools and Technologies:** Knows how to select and safely use industry-specific technologies,

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tools, and machines to complete job tasks effectively

- 19. Mathematics:** Applies mathematical skills to complete tasks as necessary
- 20. Professionalism:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
- 21. Reading and Writing:** Reads and interprets workplace documents and writes effectively
- 22. Workplace Safety:** Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

[Workplace Readiness Skills for the Commonwealth](#) was developed by the Virginia Department of Education's Office of Career, Technical, and Adult Education, in cooperation with the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States and Virginia's CTE Resource Center.

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Course Orientation: Mental Health Fitness Class

The course orientation is designed to inform students of the purpose of the course. Students should have a clear understanding that the course is not designed for individual or group counseling. The course is designed to equip students with the tools that contribute to mental health fitness. Therefore students are to be encouraged to talk to the instructor directly if they need to talk with someone on a personal basis regarding sensitive information.

To make sure this occurs, the following items should be covered **first** in all courses and revisited throughout the course. Additional items can be added.

- **Confidentiality and Code of Ethics** - Students and teachers work together to develop a Confidentiality and Code of Ethics document to be signed by parents and students. These documents should be kept on file for at least five years.
- **Class Expectations** - Differing systems of beliefs
- **Student expectations/growth** - Pretest/Post-test and goal setting activities
- **Reporting Responsibility** - Inform students regarding specific information that has to be reported by law.
- **Legislative Mandates** - Inform students of all statutes and regulations that must be followed throughout the course.
- **Comprehensive Health Education Act** - Work with students to develop guidelines for the course following the contents of the Comprehensive Health Education Act, focusing on what can and cannot be discussed.
- **Support Systems** - Identify available support systems and provide contact information. Make the information readily available and easily accessible for students.

MHF.A. Mental Health Basics: The Brain

MHF.A. Project: Illustrated Brochure or Digital Model

MHF.A.1. Analyze the relationship between functions of the brain and mental health.

MHF.A.1.1 Engage: Describe the functions of the brain.

MHF.A.1.2 Explore: Explore how the brain impacts mental health.

MHF.A.1.3 Explain: Explain how the brain affects perceptions of life experiences.

MHF.A.1.4 Extend: Analyze how the brain responds to different environmental conditions.

MHF.A.1.5 Evaluate: Evaluate strategies to develop a growth mindset.

MHF.B. Adolescent Mental Health

MHF.B. Project: Digital Movies or Skits

MHF.B.1. Describe factors that influence the mental health of adolescents and teens.

MHF.B.1.1. Engage: Identify factors that affect adolescent mental health.

MHF.B.1.2. Explore: Assess the impact of external factors that affect adolescent mental health.

MHF.B.1.3. Explain: Explain the six grand theories of psychology and the relationship to adolescent mental health.

MHF.B.1.4. Extend: Investigate external factors that could affect adolescent mental health.

MHF.B.1.5. Evaluate: Compare therapeutic interventions used in mental health counseling.

MHF.C. Wellness Framework

MHF.C. Project: Presentation - Public Service Announcement Series for peers

MHF.C.1. Analyze health practices that promote wellness and mental health.

MHF.C.1.1. Engage: Examine the characteristics of positive mental health.

MHF.C.1.2. Explore: Investigate connections between physical and mental wellness.

MHF.C.1.3. Explain: Describe environmental factors which influence mental wellness.

MHF.C.1.4. Extend: Critique social influences on mental wellness.

MHF.C.1.5. Evaluate: Evaluate personal practices that promote wellness and mental health.

MHF.D. Interpersonal Relationships

MHF.D. Project: Panel Discussion Commentary

MHF.D.1. Analyze processes for building and maintaining interpersonal relationships.

MHF.D.1.1. Engage: Demonstrate verbal and nonverbal cues/behaviors that contribute to effective communication.

MHF.D.1.2. Explore: Analyze the effects of personal standards and characteristics on relationships.

MHF.D.1.3. Explain: Explain the effects of technology on communication.

MHF.D.1.4. Extend: Apply active listening and feedback techniques to obtain and clarify information.

MHF.D.1.5. Evaluate: Evaluate personal relationships.

MHF.E. Coping Mechanisms

MHF.E. Project: Coping Mechanism Toolbox

MHF.E.1. Determine coping mechanisms that can be used to promote positive mental health.

MHF.E.1.1. Engage: Identify coping mechanisms and tools that can be used to address mental health issues.

MHF.E.1.2. Explore: Describe coping mechanisms and tools that should be used to address mental health issues.

MHF.E.1.3. Explain: Justify the importance of self-reflection and identification when determining coping mechanisms.

MHF.E.1.4. Extend: Explain how coping mechanisms used to address mental health are adaptable based on personal environmental settings.

MHF.E.1.5. Evaluate: Evaluate coping mechanisms in real-life situations that would promote positive mental health.

MHF.F. Mental Health and Human Service Career Pathways and Employability Skills

MHF.F. Project: Portfolio and Presentation

MHF.F.1. Analyze career pathways and employability skills in mental health and human service industries.

MHF.F.1.1. Engage: Analyze career pathways in the mental health and human service industries.

MHF.F.1.2. Explore: Explore labor market information for mental health and human service careers.

MHF.F.1.3. Explain: Explain the effects of mental health and human service careers on local, state, national, and global economies.

MHF.F.1.4. Extend: Examine professional organizations associated with mental health and human services.

MHF.F.1.5. Evaluate: Evaluate personal mental health and human services career goals and employability skills.