



## **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 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.

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



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**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

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**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.



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**Students will demonstrate 21<sup>ST</sup> 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



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- 18. Job-Specific Tools and Technologies:** Knows how to select and safely use industry-specific technologies, 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.

## **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.



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**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.





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**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.