



2024-2025

Mental Health Careers

COURSE OUTLINE - UC

DESCRIPTION:

Mental health includes a person's emotional, psychological, and social well-being. It affects how people think, feel, and act. It also helps determine how people handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

A mental health professional is a health care practitioner or community services provider who offers services for the purpose of improving an individual's mental health or to treat mental disorders. They assist with the delivery of appropriate quality treatment to patients with behavioral health concerns, psychological crises, and other biopsychological problems. This course introduces students to the field of mental health, mental health issues/disorders among sub-groups, and the various occupational options available to those interested in pursuing a career in the field of Mental Health.

INFORMATION:

PRE-REQUISITE: None

LENGTH: One Year

SECTOR: Health Science and Medical Technology

PATHWAY: Mental and Behavioral Health

ARTICULATED: No

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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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. The Mental Health Care System

- A. Define mental health.
- B. Describe the difference between mental health and mental disorders.
- C. Research, discuss and evaluate the history of mental health in the United States.
- D. Explain challenges that individuals may face when navigating the mental health care system and the role that an advocate plays in assisting these individuals.
- E. Discuss common barriers to mental health care access (availability, cultural barriers, affordability, policy limitations, lack of education, stigma).
- F. Examine mental health disparities among various populations.
- G. Explain the role of an intake form in patient assessment.
- H. Identify the occupations connected to the mental health care system.
- I. Research the labor market demand for mental health professionals in the region, state, and country.

7. Legal and Ethical Responsibilities

- A. Define confidentiality, HIPAA, and ethical aspects of confidentiality.
- B. Describe legal responsibility of mental health professionals in mandatory reporting.
- C. Explain the impact of culture in the context of full disclosure.
- D. Define liability and malpractice.
- E. Explain how ethics influence the care of clients.
- F. Describe the need to maintain professional boundaries with clients.
- G. Define “scope of practice” and discuss its application to mental health occupations.
- H. Describe the ethical issues surrounding Laura’s Law.

8. Skills of Mental Health Professionals

- A. Identify personal characteristics and abilities necessary for success in the field.
- B. Demonstrate the ability to build relationships by communicating empathy.
- C. Explain the need to communicate and listen effectively across cultures and all levels of care.
- D. Describe the importance of being a “lifelong learner.”
- E. Identify personal work values and styles that best align to mental health occupations.
- F. Describe the role of self-care for a person working in the mental health system.
- G. Identify paid and unpaid experiences that help build toward a career in mental health.
- H. Develop a career/education plan.
- I. Describe transference and countertransference.

9. Children

- A. Describe child development during of the first five years of life.
- B. Describe the relationship between mental health and a child's physical health.
- C. Explain the purpose and significance of the Adverse Childhood Experiences Study (ACES).
- D. Research common mental health challenges for children.
- E. Identify social/cultural barriers that prevent children from receiving services.
- F. Identify community resources available to children and their families.
- G. Identify occupations that exist to deliver mental health services to children.
- H. Analyze own ability to serve children within the mental health field.

10. Teens and Young Adults

- A. Research common mental health challenges for teens and young adults
- B. Identify community resources available to support teens and young adults.
- C. Identify social/cultural barriers that prevent teens and young adults from seeking and utilizing services.
- D. Compare and contrast the mental health issues/needs of young men and women.
- E. Identify occupations that exist to deliver mental health services to teens and young adults.
- F. Analyze own ability to serve teens and young adults within the mental health field.

11. Adults

- A. Research common mental health challenges for men and women.
- B. Compare and contrast the mental health challenges of adult men and women.
- C. Identify life experiences or stressors that contribute to adult mental health challenges/disorders.
- D. Identify social/cultural barriers that prevent adults from seeking and utilizing services.
- E. Identify community resources available to support the mental health needs of adults.
- F. Identify occupations that exist to deliver mental health services to adults.
- G. Analyze own ability to serve adults within the mental health field.

12. The Elderly

- A. Explain the purpose and importance of gero psychology.
- B. Identify common mental health challenges among the elderly.
- C. Identify causes and risk factors associated with mental health problems among the elderly.
- D. Describe the difference between natural aging and mental health warning signs.
- E. Identify occupations that exist to serve the elderly.
- F. Analyze own ability to serve the elderly within the mental health field.
- G. Identify social/cultural barriers that prevent the elderly from accessing services.
- H. Identify community resources available to support the mental health needs of the elderly.
- I. Compare and contrast the level of care within skilled nursing facilities vs. retirement homes.

13. Mental Health Careers in Psychiatry

- A. Research and describe various mental health careers in psychiatry, then list common job titles.
- B. Classify psychiatry jobs into entry-level, mid-level and high-level.
- C. Research tasks associated with psychiatry jobs at the various levels.
- D. Compare and contrast related occupations.
- E. Compare self-assessment results to the requirements of the occupation.
- F. Research education requirements and training opportunities for psychiatry positions at the various career levels.
- G. Research wage and employment trends by state and regional area.

14. Mental Health Careers in Psychology

- A. Research and describe various mental health careers in psychology, then list common job titles.
- B. Classify psychology jobs into entry-level, mid-level and high-level.
- C. Research tasks associated with psychology jobs at the various levels.
- D. Compare and contrast related occupations.
- E. Compare self-assessment results to the requirements of the occupation.
- F. Research education requirements and training opportunities for psychology positions at the various career levels.
- G. Research wage and employment trends by state and regional area.

15. Mental Health Careers in Social Work
<ul style="list-style-type: none"> A. Research and describe various mental health careers in social work careers, then list common job titles. B. Classify social work jobs into entry-level, mid-level and high-level. C. Research tasks associated with social work jobs at the various levels. D. Compare and contrast related occupations. E. Compare self-assessment results to the requirements of the occupation. F. Research education requirements and training opportunities for social work positions at the various career levels. G. Research wage and employment trends by state and regional area.
16. Mental Health Careers in Counseling
<ul style="list-style-type: none"> A. Research and describe various mental health careers in counseling, then list common job titles. B. Classify counseling jobs into entry-level, mid-level and high-level. C. Research tasks associated with counseling jobs at the various levels. D. Compare and contrast related occupations. E. Compare self-assessment results to the requirements of the occupation. F. Research education requirements and advanced training opportunities for counseling positions at the various career levels. G. Research wage and employment trends by state and regional area.
17. Mental Health Careers in Marriage and Family Therapy
<ul style="list-style-type: none"> A. Research and describe various mental health careers in marriage and family therapy, then list common job titles. B. Classify marriage and family therapy jobs into entry-level, mid-level and high-level. C. Research tasks associated with counseling jobs at the various levels. D. Compare and contrast related occupations. E. Compare self-assessment results to the requirements of the occupation. F. Research education requirements and advanced training opportunities for marriage and family therapy positions at the various career levels. G. Research wage and employment trends by state and regional area.
18. Portfolio
<ul style="list-style-type: none"> A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an “About Me” page. B. Collect original works and documents that demonstrate technical skills and knowledge in the industry. C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary. D. Write a brief resume and cover letter to be included in portfolio.

- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews with peers and/or outside industry representatives, demonstrating professional dress and communication, and presenting error free applications and resumes.	1A, B, D 3B, C, D, I, J 18	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. Students will write basic 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.	6	1 2 4 5 11	2 5 8 10	F11	HR 1 WHSST 11-12.6 WHSST 11-12.7
3. Students will select a specific mental disorder and write an essay discussing the current and proposed laws related to the disease. Students will also research how current laws affect patients with the selected disease, and will reflect on how any proposed laws could change how those with mental disorder are affected (either positively or negatively).	1A, C 7	1 2 4	2 4 8 9 10	F3.0 F5.0 F7.0	LS 11-12.6 WHSST 11-12.7 WHSST 11-12.9 US 11.11
4. Students will research and debate an ethical dilemma in mental disorder (e.g. What is society's obligation to the mentally ill?) for a class-wide debate. At the conclusion of the debate, students will write a 1-2 page reflection, taking a side and defending their position.	1A, D-F 2A, B, D, F 4B 6A-E 7A-F	1 2 5 9 11	2, 4, 5, 8, 9, 10	F3.0 F7.0 F8.0 F11.0	SLS 11-12.1 SLS 11-12.3 SLS 11-12.4 WHSST 11-12.7

<p>5. Students will complete an online career assessment to identify interests, skills, and work values. https://www.careeronestop.org/ExploreCareers/assessments/self-assessments.aspx</p> <p>Using the data, students will analyze their ability to serve various populations, as well as determine which mental health profession would best match their abilities and interests.</p>	<p>3E 8A, C, D</p>	<p>3</p>	<p>3</p>	<p>F13.0</p>	<p>RRLST 11-12.3 WHSST 11-12.9</p>
<p>6. Students will research the use of psychotropic drugs in young children. Students will then debate the following prompt: Is the use of psychotropic medications in young children best for the child or the adults responsible for the child? Students will write a 2-3 page reflective essay after the debate, taking a side and defending their position.</p>	<p>1A, B, E, F 2A, D 9A-D</p>	<p>2 5 9 11</p>	<p>2 5 8 9</p>	<p>F1.0 F8.0</p>	<p>SLS 11-12.1 SLS 11-12.3 SLS1 11-12.4 WHSST 11-12.4</p>
<p>7. In teams of 2, students will identify, research, and present resources within their own communities that are available to assist teenagers with stress and mental health issues. Each team will identify one specific resource (education, coaching, counseling, medical, alternative clinics, etc.) and the possible barriers to assessing these resources (transportation, cost, parent permission etc.) in the presentation. Students will share the information they acquire in their campus resource fair which will be planned and facilitated by students to educate and inform their campus of regional resources available to the community.</p>	<p>1A 2A, B, I 4C 6E, F 10A-D</p>	<p>1 2 4 7 8 9</p>	<p>2 4 5 6 8 10</p>	<p>F1, 2, 6, 8, 9, 10, 11, 12</p>	<p>LS 11-12.6 SLS 11-12.1 SLS 11-12.2 SLS 11-12.4 SLS 11-12.5 WHSST 11-12.6 WHSST 11-12.7</p>

<p>8. Students will research a specific adult mental disorder and create a historical timeline. Students will create a fictional narrative or journal entry from the perspective of a person suffering from the mental disorder during a historical time period. Students will include signs and symptoms, treatments that were available, and perceptions of the disease at that time.</p>	<p>11</p>	<p>1 2 4</p>	<p>2 5 10</p>	<p>F4.0 F9.0 F12.0</p>	<p>CSR 1 HR 2 WHSST 11-12.4 WHSST 11-12.6 WHSST 11-12.7</p>
<p>9. In teams of two, students will create and share with the class an electronic public service announcement on a chosen mental disorder common among the elderly designed to educate the students on their campus. The information must include:</p> <ul style="list-style-type: none"> • The characterization or definition of the mental disorder. • Statistics related to the mental disorder. • Factors that cause or contribute to the development of the mental disorder. • Existing treatments and their effectiveness. • Where someone with that mental disorder might access treatment. • Where to go for more information. 	<p>1A, B, D, F 2A, B 4F 6A-F 9C-F 10A-D 11A-E 12A-D</p>	<p>2 4 9 11</p>	<p>2 4 9</p>	<p>F1 F2 F8.0 F11.0</p>	<p>SLS 11-12.4 SLS 11-12.5 WHSST 11-12.6 WHSST 11-12.7</p>
<p>10. Students will write a 3-5 page paper discussing the cultural implications of being diagnosed with a mental disorder.</p>	<p>1A 6A-D, F 7C 8C, G 9D 10C 11D 12G</p>	<p>1 2 3 4 5 11 12</p>	<p>2 3 4 5 10</p>	<p>F8.0 F11.0</p>	<p>SLS 11-12.2 WHSST 11-12.4 WHSST 11-12.7</p>
<p>11. In teams of 2, students will identify, research, and present resources within their own communities that are available to assist teenagers with stress and mental health issues. Each team will identify one specific resource (education, coaching, counseling,</p>	<p>1A 2A, B, I 4C 6E, F</p>	<p>1 2 4</p>	<p>2 4 5 6</p>	<p>F1.0 F6.0 F9.0 F12.0</p>	<p>SLS 11-12.2 WHSST 11-12.6 WHSST 11-12.7</p>

<p>medical, alternative clinics, etc.) and the possible barriers to assessing these resources (transportation, cost, parent permission etc.) in the presentation. Students will share the information they acquire in their campus resource fair.</p>	10A-D		8 10		
<p>12. Students will research a variety of occupations in the mental health field, identifying the tiers/levels of jobs within specific careers, education, wages, and comparing their self-assessment results to the requirements of the occupation. Students will create a variety of multi-media presentations to share their research on mental health careers in psychiatry, psychology, social work, counseling, and therapy and write a 3-5 page paper on a mental health career of their choice.</p> <p>Each paper will be organized into six parts as follows: Part 1: Introduction - Personal Assessment (“Why I chose this career”) Part 2: Requirements for entry into the career (“What it takes to do this job”) Part 3: Describing the job (“What the job tasks are and where I would work”) Part 4: Describing future prospects (“What the employment outlook is in the future”) Part 5: A career plan (“The steps I need to take to get there”) Part 6: Works cited</p>	1A, B, D, F 6G, H 8, 13-17	2 3 4 11	2 3 4	NA	SLS 11-12.2 LS 11-12.6 RSIT 11-12.1 WHSST 11-12.6 WHSST 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

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.

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.

F13.0 Identify and apply leadership styles in personal growth and development.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 9-10, 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.

Reading Standards for Information Text

RSIT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading Standards for Literacy in Science and Technical Subjects

RRLST 11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Speaking and Listening Standards

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 11-12.2: 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 11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used

SLS 11-12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SLS 11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHSST 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 or information.

WHSST 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.

WHSST 11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

HISTORY/SOCIAL SCIENCE

US History and Geography

US 11.11: Students analyze the major social problems and domestic policy issues in contemporary American society.

Chronological and Spatial Reasoning

CSR 1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

HR 1: Students distinguish valid arguments from fallacious arguments in historical interpretations.

HR 2: Students identify bias and prejudice in historical interpretations.