



2018-2019

Mind Matters: A Study of Mental Health & Illness

OUTLINE

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, will debate the ethics of different situations surrounding mental illness, and will 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.

Mind Matters: A Study of Mental Health & Illness has been UC a-g approved to meet the elective (“g” –Interdisciplinary) requirement and was written by the UCCL.

INFORMATION:

- A. Pre-requisite: Medical Terminology (Recommended)
- B. Length: One year
- C. Sector: Health Science and Medical Technology
- D. Pathway: Behavioral Health

O*Net SOC Codes	
Code #	Title
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, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom 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 strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills
<ul style="list-style-type: none">A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.

- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. 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. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. 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 the case of emergencies.
- B. Discuss 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. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.

6. What is Mental Illness?

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

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.

8. Neuroscience

- A. Identify, examine, and discuss how the brain and other body systems affect mental health.
- B. Construct a physical or virtual model of the brain and demonstrate neurotransmission through a creative visual format.
- C. Hypothesize what could change biochemically and behaviorally in a patient when parts of the brain malfunction.
- D. Examine the neurology of a chosen mental illness and explain the effects it has on a patient with that disease through a visual presentation.

9. Identifying Mental Illness

- A. Compare and contrast tools and methods used to treat and prevent mental illness.
- B. Analyze how diagnostic tools have changed over time.
- C. Examine social stigma and judgments regarding “abnormal behavior” and disease process.
- D. Demonstrate mock patient care interviews, which include examining signs and symptoms of abnormal behavior for an identified diagnosis.
- E. Differentiate the scope of practice of health care professionals who work together to diagnose a mental disease.
- F. Examine the DSM for mental illness findings.
- G. Examine brain scans to identify abnormalities that may indicate or rule out mental illness.

10. Preventing Mental Illness

- A. Describe the importance of early intervention tools in preventing mental health problems and illnesses.
- B. Identify risk factors for mental illness and protective factors for children, adolescents and older adults.
- C. Analyze stressors in people’s lives and stress management plans.
- D. Identify the risk-factors, signs and symptoms of suicide.
- E. Identify community resources for mental health / suicide.
- F. Identify school and community agencies that assist and provide mental health services.

11. 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.
- E. Define and describe practices that improve the holistic aspects (social, occupational, educational, spiritual, and financial) of individuals living with a mental illness.
- F. Describe non-medical support systems (from self-help guides to recreational support) and how these systems contribute to care.
- G. Identify the four stages of recovery.
- H. Research and organize community resources that offer treatment and recovery plans.

12. 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.

13. Health Care Systems

- A. Identify, classify, differentiate and summarize the various health care systems that may provide mental health services in the United States and California.
- B. Research an assigned Health Care System (such as Hospitals, clinics, Long Term Care Facilities, etc.) and present how the system works and how effective it is in delivering quality mental health services.
- C. Investigate the various methods for paying for mental health services.
- D. 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.

14. Global Healthcare

- A. Identify how mental health is viewed in different cultures, as well as stigma and secrecy.
- B. Identify efforts global health professionals are making to improve the mental health of people around the world.
- C. Discuss how the focus of health workers and community health workers are changing as the global population grows and cities around the world expand.
- D. Explore the various ways international agencies deal with mental illness in emergencies such as natural disasters and displaced people.

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, B, D 3B, C, D, I, J	2 3 10	2 3		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 reflect on the findings in a short essay, discussing if the results were expected or unexpected and providing examples from their own lives.	1A-C 2D 6A, D	1 2	2 5 10	F1.0 F9.0 F12.0	SLS 11-12.2 WS 11-12.6 WS 11-12.7
3. Students will work in groups of 2 to 4 students. Students will choose one of several mental illnesses that are presented by the teacher. Using research about patient profiles and case studies, students will create a working portfolio that highlights different aspects of their assigned mental illness (history, symptoms, prevention, etc.) and a Case Study of a fictional patient diagnosed with the mental illness. Throughout the year, students will analyze information they learn about the illness from each of the nine units and apply that knowledge to their patient profile and case study. At the end of the year, students will take on the roles of health care workers and present their patient profile to the class and community members.	1A-C, E 2A, D 4E 8D 9E 13A, B	1 2 4 9	2 4 5 9 10	F3.0 F7.0 F8.0 F12.0	SLS 9-10. 11-12.1 WS 11-12.6 WS 11-12.7
4. Students will use valid, historical sources, both primary and secondary, to research their chosen mental illness with their team. Teams will then construct a detailed timeline of the history of their disease, including any important historical figures, dates of discovery and important breakthroughs in treatment or diagnosis.	1A-C, E 2A, D 6D 7A-C 9A, B	1 2	2 4 5 9	F1.0 F5.0 F9.0	SLS 11-12.1 WS 11-12.6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. Students will use a virtual lab animation to explore the functions of the brain and how neurotransmitters work. They will then create a physical or virtual model of the brain and a neuron, identifying key structures and functions of both and showcase their model for the class.	1A-C 2D 8A, B, D 9A	1 2 4	2 4 5 10	F1.0 F5.0 F9.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6
6. Students will demonstrate the chemical and electrical functions of neurons and their relationship to mental illness through creative visuals such as photography or art. Additionally, students will develop charts that classify high and low levels of neurotransmitters and their corresponding connection to a mental illness.	1A-C 2D 8A-D	1 2 4	2 4 5 6 10	F7.0 F9.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7
7. Students will investigate problems of abnormal brain function by demonstrating abnormal brain symptoms which may or may not result in mental illness. Examples include memory loss, hearing voices, paranoia, and delusional reactions. These symptoms can be simulated through different role play activities found in online resources (see resources). After experiencing these symptoms, students will predict which parts of the brain and neurotransmitters are responsible for the malfunctions of senses and behaviors. They will record their predictions on a lab report. Next, they will test their predictions through close reading of brain disorders and their classifications. Students will write a reflection on their predictions.	1A-C, E 2D 8A-D 9C, E	1 2 4	2 4 5 6 10	F7.0 F12.0	SLS 11-12.2 WS 11-12.6 WS 11-12.7

<p>8. Students will use evidence-based, scientific sources to research the neuroscience behind their team’s chosen mental illness and create a presentation to communicate their findings. Students should include any known causes or current research, as well as a visual representation (virtual or tangible) of how the brain is affected by the disease. Students will incorporate their findings into their Patient Portfolio.</p>	<p>1A-C 2D 8A-D</p>	<p>1 2 4</p>	<p>2 4 5 6 9 10</p>	<p>F5.0 F7.0 F12.0</p>	<p>SLS 11-12.1d WS 11-12.6 WS 11-12.7</p>
<p>9. Students will examine the history, social stigma, and medical models used in diagnosing mental illness by researching a time period and an associated diagnostic tool. They will analyze the pros and cons of the methods used and their effectiveness over time.</p>	<p>1A-C 2D 7A-D 9D 14A</p>	<p>1 2 4</p>	<p>2 4 5 6 8 10</p>	<p>F7.0 F10.0 F11.0</p>	<p>SLS 11-12.1d WS 11-12.6 WS 11-12.7</p>
<p>10. Working in teams, students will create their own definitions for normal and abnormal behavior using criteria generated in class discussions. They will record their findings on a class matrix and cross reference the 4 D’s used in modern psychiatric diagnosis to evaluate their definitions. Students will then create a concept map highlighting the similarities of their own diagnosis with the 4Ds. In conclusion, students must defend both the differences and similarities in a summary statement.</p>	<p>1A-C, E 2A, D 9A, C</p>	<p>1 2 4 9</p>	<p>2 4 5 6 9 10</p>	<p>F5.0 F7.0 F12.0</p>	<p>LS 11-12.6 SLS 11-12.1 WS 11-12.6 WS 11-12.7</p>
<p>11. Students will research and critique the scientific criteria and axis categories used in the Diagnostic and Statistical Manual. They will take notes predicting ways clinicians and society may have bias in their descriptions of mental illness. Through close reading of online articles, students will annotate and assess the subjective aspects of a mental illness diagnosis and the limits of a DSM diagnosis. After this research, students will choose one diagnosis from the DSM and write a short argumentative paper debating the pros and cons of that specific diagnostic criterion and if any bias</p>	<p>1A-C 2A, D 9C, D 11B, G, H</p>	<p>1 2 4</p>	<p>2 4 5 6 10</p>	<p>F4.0 F7.0 F9.0</p>	<p>SLS 11-12.1d WS 11-12.6 WS 11-12.7</p>

<p>may have been used.</p>					
<p>12. 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 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.</p>	<p>1A-C, E 2D 4C 10A-C 11E, G, H</p>	<p>1 2 4</p>	<p>2 4 5 10</p>	<p>F1.0 F7.0 F10.0</p>	<p>LS 11-12.6 SLS 11-12.1d WS 11-12.6 WS 11-12.7</p>
<p>13. 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 (Psychodynamic, Cognitive Behavioral, Gestalt, 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.</p>	<p>1A-C 2D 7B, C 11A-C, E</p>	<p>1 2 4</p>	<p>2 4 5 6 8 9 10</p>	<p>F6.0 F7.0 F12.0</p>	<p>LS 11-12.6 SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>14. Using background knowledge of the neuroscience in Unit 8, students will explain how anti-depressants and psychotic drugs affect the brain and the mechanism of action on different neurotransmitters.</p>	<p>1A-C 2D 8C 11A-C</p>	<p>1 2</p>	<p>2 5 6 10</p>	<p>F5.0 F7.0</p>	<p>SLS 11-12.2 WS 11-12.6</p>

<p>15. To understand one of the most common barriers to patient compliance in treatment of mental illness, students will survey their classmates and families on attitudes towards medication. Students will create, execute, analyze and show results of the survey in graph form. Then students will research solutions that combat fears and myths associated with taking medication.</p>	<p>1A-C 2D 6C 7C 9C 14A</p>	<p>1 2 4</p>	<p>2 5 6 8 10</p>	<p>F4.0 F8.0 F9.0</p>	<p>SLS 11-12.2 WS 11-12.6 WS 11-12.7</p>
<p>16. Students will explore the WHO website (www.who.org) and at least one other organization addressing global health needs and find at least three current initiatives that are in place in order to improve the mental health of people around the world. Students will analyze these initiatives and evaluate their effectiveness in addressing cultural sensitivities, access to care, and use of both scientific and traditional strategies to diagnose and treat mental illness. Students will educate the class by creating a short presentation on their three initiatives. By the end of all presentations, the class will discuss and defend which initiatives currently in place best serve mental health needs around the world.</p>	<p>1A-C, E 2A, D 4E 11A 13A, B 14A-D</p>	<p>1 2 4 9</p>	<p>2 4 5 6 9 10</p>	<p>F7.0 F9.0</p>	<p>LS 11-12.6 SLS 11-12.1 WS 11-12.6 WS 11-12.7</p>

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.