

STRANDS AND STANDARDS

BEHAVIORAL HEALTH, INTRODUCTION



Course Description

This course is an introduction to the Behavioral Health industry. Topics that will be introduced in this foundational level course include understanding self-concept, effective communication, healthy relationships, addictive behaviors, mental health disorders, and protective laws and rights of patients and practitioners.

*This course is not designed for the student to diagnose themselves, friends, or family. It is an introduction to the behavioral health career field only.

Intended Grade Level	9-12
Units of Credit	0.5
Core Code	40.03.00.00.200
Concurrent Enrollment Core Code	
Prerequisite	None
Skill Certification Test Number	
Test Weight	
License Area of Concentration	Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Health Science Introduction
Endorsement 2	Family and Consumer Sciences
Endorsement 3	

STRAND 1

Students will explore self-concept.

*Performance skill included – see below.

Standard 1

Explain how self-concept and self-esteem are built and preserved and how it relates to the perception of individual strengths and weaknesses.

- Define Self-Concept & Self-Esteem
 - Self-Concept: how someone thinks about, evaluates or perceives themselves; the mental image or perception that one has of oneself
 - Self-Esteem: is the positive or negative evaluations of the self, as in how we feel about it.
- Self-concept cycle/progression/pattern.



- Describe the positive and negative development of self-concept and self-esteem.
 - Ways to build self-esteem.
 - Things that might hurt self-esteem.
- Define how personal values, goals, and decision making contribute to self-concept.
 - Define and discuss values and their impact on self-esteem.
 - Ideas, qualities, beliefs, and attitudes that guide the way you live.
 - Values can change with time/experiences.
 - Behaviors inconsistent with or lack of values can negatively impact self-esteem.
 - Describe the goal-setting process.
 - Goals: the result of something a person intends to acquire, achieve, do, reach, or accomplish sometime in the near or distant future.
 - SMART Goals: refers to goals that are Specific, Measurable, Achievable/Attainable, Realistic, and Time Framed.
 - Short-term and long-term goals that are consistent with personal values can improve self-esteem.
 - Decision making
 - Describe the decision-making process (i.e., identify the problem, brainstorm possible solutions, explore and evaluate, make a decision and act on it, evaluate and accept responsibility for results.
 - Describe the influence of social pressure on our decisions.
 - Evaluate the role of emotions, attitudes, and behavior in making decisions.

Standard 2

Identify the role of experiences that impact self-concept.

- Adverse Childhood Experiences (ACEs)
 - Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). i.e. violence/abuse, death, divorce, substance misuse, etc.

- ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood.
- ACEs can also negatively impact education and job opportunities.
- The effects of ACEs, with intervention, can be managed.
- Trauma: when a person feels intensely threatened by an event that they are involved in or witness. The event is a trauma.
 - Acute – A single traumatic event that occurs in one’s life.
 - Complex – Exposure to multiple trauma events often of an evasive, interpersonal nature and the wide ranging, long term effects of this exposure.
 - Chronic – Traumatic event that has occurred over and over in one’s life.
- Bullying
 - Short-term effects
 - Long-term effects
 - Prevention and resources
- Positive feedback
 - Stable home life
 - Healthy relationships
 - Clear boundaries and expectations

Standard 3

Compare and contrast the reward circuit and prefrontal cortex development on behavior.

- Define the function of the Reward Circuit.
 - Impulsive, emotional, and reactive
 - Primary area of brain utilized during adolescence
 - Impacts risky behaviors and poor decision making
- Define the function of the Prefrontal Cortex Development.
 - Thoughtful, logical, reasoning, and higher-level thinking
 - Not fully developed until mid-20’s.
 - Regulates emotions
 - Recognizes social cues and non-verbal communication
 - Promotes processing of the potential consequences of actions

Standard 4

Explore concepts that negatively affect self-concept.

- Stress – the body’s and mind’s reaction to everyday demands or threats. Can affect how you feel, think, and behave as well as how your body works.
 - Eustress – positive impact on physical and mental health. Creates challenge response motivating one to rise to the occasion and increase confidence.
 - Distress – negative impact on physical and mental health. Creates crippling response affecting productivity or ability to think clearly.
- Coping Skills – the method a person uses to deal with negative emotions.
 - Helpful – assists in thought processing to allow progression through negative emotion. i.e. Exercise, diet, journaling, hobbies
 - Hurtful – prevents progressing through the thought process of a negative emotion. i.e. self-harm, eating disorders, avoidance, substance abuse
 - Coping skills can vary for each individual.

Standard 5

Students will explore careers related to individual self-concept.

- Clinical or counseling psychologist
- Clinical social worker
- Psychiatric nurse practitioner
- Psychiatric registered nurse
- Mental health counselor

STRAND 2

Students will practice effective communication.

Standard 1

Identify effective verbal communication.

- Destructive communication: Methods that tear down communication. i.e. blaming, interrupting, endless fighting, character assassination, calling in reinforcements, withdrawal, need to be right.
- Constructive communication: Methods that promote and strengthen communication. i.e. “I” messages, clarity, timing, asking questions, reflective listening, respect and consideration, avoiding intense anger)
- Civil Discourse- An engagement in conversation intended to enhance understanding and respect of differing viewpoints.
- Communication Styles
 - Assertive- Confidently aggressive or self-assured.
 - Passive aggressive- Denoting or pertaining to a personality type or behavior marked by the expression of negative emotions in passive, indirect ways, as through manipulation or noncooperation.
 - Aggressive- Boldly assertive and forward; pushy.
 - Passive- Submissive, unresisting.
- Conflict Resolution – A process in which two or more parties work toward a peaceful solution.
 - Positive- Healthy Solution rather than individual interest focused.
 - The capacity to recognize and respond to the other parties perspective.
 - A readiness to forgive and forget
 - The ability to seek compromise and avoid punishing
 - A belief that resolution can support the interests and needs of both parties.
 - Negative- Unhealthy solution that is focused on individual interests.
 - An inability to recognize and respond to matters of great value to the other party.
 - Explosive, angry, hurtful, and resentful reactions
 - The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment.
 - The expectation of bad outcomes. (don’t try, it will never get better etc..)
 - The fear and avoidance of conflict.
- Review situations in which refusal skills would/could be used.
 - Refusal skills: Set of skills to help avoid high risk behaviors.

Standard 2

Identify positive and negative nonverbal communication.

- Identify nonverbal behaviors and messages (Most communication is nonverbal)
 - Body Language
 - Gestures

- Eye Contact
- Posture
- Dress
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
 - Zones of Personal Space in Communication
 - Intimate Space: From skin contact to 18" away. This zone is guarded closely and is reserved for close friends, relatives, and those we trust most.
 - Personal Space: Begins at 18" to 4'. This space is for those that we like. The closer someone is, more we like them.
 - Social Space: This zone is 4' to 12' used for friendly gathers and acquaintances.
 - Public Space: This zone is 12' and beyond. Used by speakers and audiences.

Standard 3

Examine the effect of technology on communication

- Discuss positive and negative ways that technology effects communication.
 - Identify the purpose of Social Media and the effect on communication.
 - Social Media (Facebook, Instagram, Twitter, Tik Tok, etc.)
 - Effect on Relationships (Friendships, Family, Romantic, Professional, etc.)
 - Negative effects
 - affect mental state: comparison culture, contentious culture, body image, depression, loneliness, anxiety, cyber bullying, privacy.
 - Positive effects
 - Maintain relationships with others, communicate easily, part of a peer/social network that can provide support, more social interaction, educational.
- Professional Interactions
 - Loss of jobs or job opportunities due to social media posts
- Loss of educational opportunities
- Social Etiquette

Standard 4

Explore careers related to effective communication in behavioral health.

- Speech Pathology
- Audiologist
- Communicative Disorders
- Behavioral Youth Counselor
- Outreach Specialist

STRAND 3

Students will explore the importance of healthy relationships.

Standard 1

Explore types of relationships and role responsibilities.

- Review the important functions of professional relationships (respect, communication, productivity, collaboration, cooperation)
- Identify appropriate role responsibilities in professional relationships (client/patient, teacher/student, employer/employee)

- List the types of personal relationships (family, friends, romantic relationships)
- Analyze the functions of personal relationships in growth and development (support, safety, guidance, etc.)
- Identify responsibilities in personal relationships (honesty, respect, setting boundaries, clear expectations, respecting privacy, trust, etc.).
- List types of community-based relationships (civic, religious, neighbor)
- Analyze the functions and benefits of participating in community-based relationships. (volunteer work, educational, networking, invested in community etc.)
- List virtual environments where relationships can develop (social media, professional affiliates, dating sites, gaming forums etc.).
- Identify the functions of virtual relationships (entertainment, networking, friendship, dating, professional etc.)
- Compare and contrast the functions of virtual relationship to professional, personal, and community relationships.
- Discuss the importance of awareness and safety when participating in virtual relationships.

Standard 2

Identify characteristics of unhealthy relationships and apply strategies to protect against unhealthy relationships.

- Define abuse and identify physical/social/emotional forms of abuse and violence.
 - Abuse:
 - Physical: Intentional use of physical force that can result in physical injury.
 - Emotional: Behaviors that harm one's self-worth or emotional well-being.
- Identify different types of abuse in relationships (dating, professional, family, peers, community)
- Identify characteristics and motivations of participants in the abuse/violence cycle
 - Stages of violence cycle: tension building, incident, reconciliation, calm.
 - Motivations: control, co-dependency, people pleaser, rescue mentality.
- Define the types of sexual violations (harassment, assault, rape, abuse)
 - Consent: explicit vs. implicit
 - Freely given, reversible, specific, silence is NOT consent
 - Force/coercion: Force does not always refer to physical pressure
 - Perpetrators may use: threats, emotional coercion, manipulation, intimidation tactics etc.
- Discuss the warning signs of abusive relationships. (jealousy, short temper, no privacy, raised in an abusive home, controlling, manipulation, isolation, reacts physically, lies)

Standard 3

Evaluate strategies to foster healthy relationships.

- Review components of communication skills practiced in relationships (verbal, non-verbal, compromise, conflict resolution).
- Demonstrate positive communication within each type of relationship. (personal, professional, community, virtual)
- List behaviors demonstrating trust (dependability, contribution, privacy, advocacy, accountability, transparency, commitment)
- Analyze the value of trust when developing relationships.
- Compare and contrast the characteristics of trust for each type of relationship. (personal, professional, community, virtual)
- Discuss the level of personal responsibility needed to form and participate in healthy relation-

- ships.
- Assess resources that support and foster healthy relationships. (therapy, workshops, community courses, counselor etc.)
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Standard 4

Explore careers related to healthy and unhealthy relationships.

- Any type of therapy can relate to healthy and unhealthy relationships.
- Specializations could be:
 - Domestic Violence
 - Domestic Violence Shelters
 - Marriage and family counselor
 - Psychologist
 - Abuse specialist
 - Victim advocate
 - Occupational therapist
 - Marriage and relationship educator
 - Sexual crisis counselors
 - Non-profit resource specialist
- Different agencies offer specific resources and opportunities within the industry.

STRAND 4

Students will identify patterns in addictive behaviors.

Standard 1

Review Strand 1 Standard 1, 3 & 4

Overview of Addiction

- Define addiction, tolerance, withdrawal symptoms, and cravings.
- Identify the two types of addiction (behavioral & substance) and examples of each
 - Behavioral addiction: the individual is addicted to the behavior or the feeling brought about by the relevant action.
 - Signs of behavioral addiction: craving, excessive behavior, psychological and physical withdrawal symptoms, loss of control, development of tolerance, whenever a habit changes into an obligation.
 - Examples: gambling, video game playing, eating disorders, sports and physical exercise, media use, sex addiction, pathological working, and compulsive criminal behavior.
 - Substance use disorder: chronic, relapsing disorder characterized by compulsive drug seeking, continued use despite harmful consequences, and long-lasting changes in the brain.
- Review that addiction can affect people of all ages, race or gender. (teens, adults, parents, babies)

Standard 1

Explore the function of brain chemistry on mental health.

- Healthy Brain Function

- Neurons (nerve cells) – sends and receives electrical signals to/from other parts of the brain, spinal cord and nerves in the rest of the body.
- Neurotransmitters – chemicals released into the gap (synapse) between neurons that causes changes in the receiving cell.
- Reward circuit –
 - Group of neurons in the brain (basal ganglia) that control behavior and memory.
 - Neurotransmitters help the brain make connections between an activity and pleasure. Certain neurotransmitters trigger either “go” or “stop” signals to pass along messages.
 - Example: food, hobbies, relationships, etc.
- Chemical changes within the brain
 - Substances that can modify neurotransmission.
 - Medications – over the counter and prescription
 - Alcohol
 - Nicotine
 - Illicit/illegal drugs
 - Mechanisms
 - Blocks transporters – prevents removal of chemical from synapse. Ex. Cocaine
 - Blocks receptors – drug gets stuck in synapse, creating greater amount of drug or the high. Ex. Marijuana
 - Excites neurons – so neurons release more neurotransmitters more often, creating a greater amount or high. Ex. Nicotine
- Chemical changes that can lead to addiction
 - Repeatedly exposes the brain to a flood of neurotransmitters
 - With each repeated exposure, the brain slowly adjusts
 - Effects are
 - Diminished natural highs – what once brought joy/fulfillment does not
 - Higher tolerance – need to increase quantity, potency, and frequency of substance to have the same effect



Standard 3

Explore the addiction recovery process.

- Determine how the brain can reverse the effects of addiction.
 - Define Neuroplasticity: the ability of the brain to form new neural pathways. The more you use your brain in a specific way the stronger the brain and pathways become, but it can also work in reverse.
 - Explore the concept of Use it (to learn new things) or Lose it (the brain can change back through soberness)

- An addict's neural pathway is strong but with long periods of sobriety it can begin to heal chemically and physically.
- Treatment varies depending on the type of drug and the characteristics of the patients. Matching treatment settings, interventions, and services to an individual's particular problems and needs is critical to his or her ultimate success in returning to productive functioning in the family, workplace, and society.
 - A patient may require varying combinations of services and treatment components during the course of treatment and recovery:
 - counseling or psychotherapy
 - Family therapy
 - Parenting instruction
 - Vocational rehabilitation
 - Social and legal services.
 - Support groups
 - Reducing triggers
 - Mentor/Full disclosure
 - Medications

Standard 4

Identify the effects of addiction on family and friends of an addict.

- Trauma, abuse, neglect, violence, financial hardships, exposure to other drugs, poor school performance, strained relationships, loss of legal custody, reckless behavior.
- Discuss codependency and enabling in an addictive relationship.
 - Codependency: being overly concerned with the problems of another to the detriment of attending to one's own wants and needs.
 - Enabling: someone whose behavior allows a loved one to continue self-destructive patterns of behavior.

Standard 5

Explore careers related to addiction recovery.

- Marriage & Family therapy
- Group therapy
- Addiction recovery specialist
- Social Workers
- Medical Professionals

STRAND 5

Students will identify mental health disorders and the common signs, symptoms, and treatment.

Standard 1

Recognize mental health disorders

- Mental Health Disorder: Disorder that effects a person's thinking, feeling, and mood. Such conditions may affect someone's ability to relate to others and function each day. Each person will have different experiences, even people with the same diagnosis.
- Diagnosing a disorder
 - Conditional vs. diagnosed mental conditions
- Common causes
 - Organic: Caused by a physical illness or brain injury

- Functional: Caused by stress, trauma or chemical imbalances.
- Common stigmas related to mental health disorders
 - Weakness of the individual
 - Attention seeking behavior
 - The individual is dangerous
 - A normal life is not possible
 - Only affects certain demographics
 - Therapy doesn't help/it won't work for me.
 - If I don't talk about it. It will go away.
- Mental Health disorders can happen at any age and will be a life-long journey.

Standard 2

Define and identify the signs and symptoms of common mental health disorder categories. (Anxiety and mood disorders are the most prevalent. Most likely mild and can be treated).

- Anxiety Disorders
 - OCD
 - PTSD
 - Phobias
 - Panic
- Mood Disorders
 - Depression
 - Bi-polar
- Psychotic Disorders
 - First psychotic episode:
 - First time someone experiences psychotic symptoms.
 - When identified early, an individual can better manage episodes.
 - Schizophrenia
- Eating Disorders: effect both genders.
 - Anorexia
 - Bulimia
- Personality Disorders: Not diagnosed until an individual is an adult.
 - Dissociative disorder
 - Paranoid disorder
 - Narcissistic disorder
- Other common mental health disorders
 - Autism
 - ADHD

Standard 3

Explore knowledge of risk factors, warning signs and resources for suicide prevention.

- Protective Factors
 - Connectedness
 - Reduced access to lethal means
 - Access to quality Healthcare
 - Having social supports
 - Having coping strategies
 - Being resilient
- Risk Factors of suicide

- Social isolation
- Mental disorder
- Individual experiencing crisis
- Substance abuse
- Being excluded from peer, social, family, groups etc...
- Recent traumatic event or loss
- Pressure of being a good student/athlete/child
- Suicide ideation-thinking about suicide, having suicidal thoughts, or considering attempting suicide.
- Warning Signs
 - Isolation from friends & family
 - Change in personality, hygiene and appearance
 - Impulsive, irrational, or unusual behavior
 - Giving away personal items
 - Substance abuse
 - Boredom and indifference
 - Violent actions rebellious behaviors
 - Running away
 - Writing poems, songs, diary etc., about death
 - Posts on social media about hopelessness, death, suicide, etc.
 - Serious illness or injury especially with consequences (i.e. can no longer play sports)

Identify suicide prevention resources

- Identify support for individuals in crisis
 - If you believe someone may be at risk
 - Question, Persuade, Refer (QPR) - Consider bringing in district or health department instructors as a guest speaker.
 - Ongoing support
 - HOPE Squad
- Resources for suicide prevention
 - Safe Utah App
 - Emergency 911
 - Statewide Crisis Line 1-800-273-TALK (8255)
 - Emergency Mental Health number being considered: 988

STRAND 6

Students will explore patient protection laws and rights and professional obligation

Standard 1

- Legal, Ethical and professional responsibilities
 - Abuse and neglect recognizing & reporting (based on Utah law)
 - Accurate documentation
 - Professional: Correct grammar and proper English
 - Law associated with Behavioral health (History)
 - Tarasoff Law Case
 - HIPAA Laws
 - Hitech

- 42CFR Part 2
- Ethical responsibility: Guided by Behavioral Health professional organizations

Performance Skills

- Identify and create short- and long-term goals.
 - Short-Term Goal: achieved quickly, usually in a year or less. They help a person achieve long term goals
 - Long-term goals: Take more than a year to achieve
- Explore individual application of various coping skills and identify those that are potentially helpful and potentially hurtful.
- Demonstrate refusal skill in a variety of situations. (e.g. professional, peer, relationships)

Workplace Skills

Students will develop professional and interpersonal skills needed for success in industry.

- Determine the difference between hard skills and soft skills.
 - Hard Skills: Hard skills are specific, teachable abilities that can be defined and measured
 - Soft Skills: Personal attributes that enable someone to interact effectively and harmoniously with other people.
- Identify soft skills needed in the workplace
 - Professionalism
 - Respect legal requirements/expectations
 - Good communication skills
 - Resourcefulness & creativity
 - Work Ethic