**Course Description:**

Students will learn anatomy, physiology, medical terminology, and emergency intervention. The student will apply this knowledge to identify contemporary behavioral health theories related to psychiatric disorders and mental diseases for adults and pediatrics. Students will differentiate between stress, anxiety, and crisis, and identify methods to maintain mental health, including problem-solving techniques, treatment, and intervention strategies. Students will assess, plan, implement, and evaluate the mental health needs of the client as it pertains to trauma-informed care, crisis intervention, or substance abuse. Additionally, students will use therapeutic communication techniques and be able to discuss documentation guidelines and the plan of care with the patient.

**Strand 1.**  **Business Operations/21st Century Skills**

Learners apply principles of economics, business management, marketing and employability in an entrepreneur, manager and employee role to the leadership, planning, developing and analyzing of business enterprises related to the career field.

 **Outcome: 1.1.**  **Employability Skills**

Develop career awareness and employability skills (e.g., face‐to‐face, online) needed for gaining and maintaining employment in diverse business settings.

**Competencies**

1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect

for them.

**Outcome: 1.3.**  **Business Ethics and Law**

Analyze how professional, ethical and legal behavior contributes to continuous improvement in organizational performance and regulatory compliance.

**Competencies**

1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal

integrity, compassion, justice).

**Strand 2. Human Body System**

Learners will describe the various anatomy, physiology, and pathophysiology associated with body systems and alterations related to the normal developmental process, obtain a health history, perform an evaluation of the body systems, and document using medical terminology.

**Outcome 2.1. Human Anatomy, Physiology, and Pathophysiology**

Describe the various human body systems, alterations related to the normal developmental process and possible dysfunctions.

**Competencies**

2.1.5. Describe the structures and functions of the respiratory system.

2.1.10. Describe the structures and functions of the immune system.

*An “X” indicates that the pathway applies to the outcome.*

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| **Pathways** | X | Health Information Management | x | Medical Bioscience | X | Allied Health and Nursing | X | Exercise Science and Sports Medicine |
| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 2.2. Evaluate Body Systems**

 Assess the biopsychosocial state of the patient and document using medical terminology.

**Competencies**

2.2.1. Provide privacy and demonstrate sensitivity for diverse populations.

2.2.2. Contact interpretive services for non‐English speaking and English Language Learners (ELL).

2.2.3. Use developmentally appropriate language to systematically review disease processes related to each body system.

2.2.5. Identify and categorize level of consciousness and cognition.

2.2.15. Measure and document excessive body fluid loss.

2.2.16. Identify symptoms of substance abuse.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 2.3. Medical Terminology**

Decipher medical terms through word origin and structure with an emphasis on derivation, meaning, pronunciation and spelling.

**Competencies**

2.3.1. Build and decipher medical term meanings by identifying and using word elements (e.g., word

roots, prefixes, suffixes, combining forms).

2.3.2. Apply the rules used to build singular and plural forms of medical terminology derived from

the Greek and Latin language.

2.3.3. Use diagnostic, symptomatic and procedural terms to read and interpret various medical

reports.

2.3.4. Use abbreviations and symbols to identify anatomical, physiological and pathological classifications and the associated medical specialties and procedures.

2.3.5. Communicate medical instructions and prepare medical documents using medical terminology.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Strand 3. Therapeutic Interventions**

Learners will assist with improving the individual's health outcome and quality of life throughout the lifespan within their scope of practice.

**Outcome 3.1. Environmental Interventions**

Create and maintain a safe, sterile, efficient, and developmentally appropriate care environment.

**Competencies**

3.1.1. Use standard precaution guidelines, recommended by the governing bodies for reducing the risk of transmission of pathogens.

3.1.2. Maintain individuals’ rights, respect individual’s choices and describe informed consent.

3.1.3. Describe confidentiality guidelines in the Health Insurance Portability and Accountability Act

(HIPAA).

3.1.4. Decrease the risk of injury to individuals or others by using authorized strategies.

3.1.5. Identify and remove environmental and electrical hazards to decrease the risk of falls, injury, or ingestion of dangerous materials.

3.1.6. Identify risks associated with chemical, electrical, and aquatic elements in the work environment.

3.1.7. Describe and follow the precautions used in oxygen therapy and pressurized gases.

3.1.10. Implement disaster preparedness response for emergency situations.

3.1.12. Differentiate and apply principles of aseptic and sterile techniques.

3.1.15. Account for all instruments, supplies and equipment.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 3.3. Pharmaceutical Interventions**

Prepare, administer, store and document medications, reactions and outcomes according to laws, regulations and authorized health care provider orders and protocols.

**Competencies**

3.3.1. Identify and define terms related to drugs, pharmacology and medicines.

3.3.2. Identify drug classifications.

3.3.5. Store drugs in regard to heat, light, moisture and security systems.

3.3.7. List and describe the routes of drug administration with various forms of drugs.

3.3.9. Reconcile medication, immunization records, and report errors.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 3.4. Emergency Interventions**

Identify, activate and respond to medical, environmental, mechanical and natural emergencies and document interventions and outcomes.

**Competencies**

3.4.1. Perform healthcare provider cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED).

3.4.2. Recognize rescuer duties, victim and rescuer safety.

3.4.3. Recognize and treat breathing problems.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Strand 4. Assistive Care**

Learners demonstrate the skills and knowledge to provide personal assistive care for the activities of daily living to a variety of individuals across stages of development within their scope of practice.

**Outcome 4.1. Scope of Practice**

Describe the roles and responsibilities of assistive personnel and identify the medical specialists who treat disorders of each body system.

**Competencies**

4.1.1. Describe the guidelines of the governing body concerning abuse, mistreatment, neglect and misappropriation of an individual’s property.

4.1.2. Recognize and document changes in an individual’s condition and inform supervisors.

4.1.3. Provide input to and work within an individualized plan of care developed by the interdisciplinary team.

4.1.4. Describe the primary purpose of different healthcare settings.

4.1.5. Identify the medical specialists who treat disorders of each body system.

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| **Green**  |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 4.2. Therapeutic Communication and Interpersonal Skills**

Demonstrate and document communication techniques and behaviors when communicating and interacting with individuals.

**Competencies**

4.2.1. Interpret non‐verbal communication, including gestures, posture, touch, facial expressions, eye contact, body movements, avoidance and appearance.

4.2.2. Describe the importance of maintaining an individual’s personal space.

4.2.3. Identify the importance of empathy in interpersonal relationships and the need for kindness, patience and listening.

4.2.4. Maintain aids that promote oral, auditory and visual health (e.g., eyeglasses, hearing aids, dentures).

4.2.5. Arrange food and utensils on the meal tray in a clock fashion for visually impaired individuals.

4.2.6. Position an individual for meals to avoid choking and assist in feeding.

4.2.7. Maintain a proper environment for eating (e.g., noxious odors, contaminated items, loud

noises).

4.2.8. Provide aids to facilitate communication for speech impaired individuals (e.g., picture cards,

slates, notepads).

**Outcome 4.3. Pathogenic Microorganisms, Infection Control and Infection**

Use principles of infection control to prevent the growth and spread of pathogenic microorganisms and infection.

**Competencies**

4.3.1. Describe the chain of infection.

4.3.2. Describe mechanisms for the spread of infection.

4.3.3. Describe methods of controlling or eliminating microorganisms and the importance of practices that hinder the spread of infection.

4.3.4. Identify and use appropriate level of personal protective equipment (PPE) when encountering body fluids, potential of splashing, or respiratory droplets.

4.3.5. Demonstrate various decontamination techniques and procedures.

4.3.6. Identify and follow standard precaution guidelines.

4.3.7. Identify, follow, and document isolation precautions.

4.3.8. Identify signs and symptoms of infection.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Strand 6. Health Information Management**

Learners will demonstrate basic computer literacy, health information literacy and skills, confidentiality and privacy of health records, information security and basic skills in the use of electronic health records.

**Outcome 6.1.** **Health Information Literacy**

Apply principles of systems operations used to capture, retrieve and maintain information from internal and external sources.

**Competencies**

6.1.1. Define health information management (HIM) and differentiate among data, information and

competency.

6.1.7. Apply concepts of health record documentation requirements of external agencies and organizations (e.g., accrediting bodies, regulatory bodies, professional review organizations, licensure, reimbursement, discipline‐specific, evidence-based good practice).

6.1.8. Describe typical internal organizational health record documentation requirements, policies and procedures.

6.1.9. Explain how to apply policies and procedures to ensure organizational compliance with regulations and standards, including Medicare, Medicaid, and other third party payers

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 6.3. Electronic Health Records and Coding**

Perform functions within electronic health records (EHRs) and electronic medical records (EMRs) to ensure accurate information, retrieve information and maintain data.

**Competencies**

6.3.2. Locate and retrieve information in the electronic medical/health records and other sources.

6.3.4. Apply methods to ensure authenticity, timeliness, and accuracy of health data entries.

6.3.5. Document scope of practice information in an electronic health/medical record.

6.3.6. Access and apply reference material available through an electronic health/medical record or other reference system.

**Strand 7 Behavioral Health**

Learners will identify and investigate evidence-based behavioral health needs, interventions, and resources to improve the well-being of an individual's outcome.

**Outcome 7.1. Behavioral Health/Psychopathology**

Define different theories used in the study of behavioral health (e.g. cognitive, social, biological, psychoanalytical, humanist, etc.)

**Competencies**

7.1.1. Identify foundational and developmental psychological concepts and theories. (e.g. Maslow, Skinner, Piaget, Rogers, Freud.)

7.1.2. Describe the biopsychosocial basis of individual experiences, behaviors, and social interactions and their influence on behavioral health treatment approaches.

7.1.3. Identify classifications of substances of abuse and their effects on the individual, family, community and society.

7.1.4. Identify the risk and relationship between medical and psychological behavioral health conditions.

7.1.5. Describe individual support systems needed to promote behavioral health and recovery strategies.

7.1.6. Differentiate behavioral health conditions, psychiatric symptoms, and their impact on functioning and behavior.

7.1.7. Determine the traits, symptoms or conditions of a patient based on deviance, distress, dysfunction, and danger.

7.1.8 Assess Adverse Childhood Experiences (ACEs) and influences on current adult behavior.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 7.2. Behavioral Health Interventions**

Explain the relationship between theory and practice when choosing a guidance strategy.

**Competencies**

7.2.1. Demonstrate how to therapeutically engage individuals with behavioral health conditions.

7.2.2. Demonstrate and evaluate the use of therapeutic communication.

7.2.3. Assess current behavioral state, incorporating biopsychosocial components of health and well-being.

7.2.4. Perform systematic patient behavioral health assessment.

7.2.5. Apply criteria for determining diagnosis.

7.2.6. Apply criteria for determining appropriate modality and level of treatment.

7.2.7. Recognize nondirective, collaborative, directive approaches to intervention.

7.2.8. Provide individualized care in collaboration with the patient or client.

7.2.9. Identify and locate basic components of an empirical research article.

7.2.10. Assess the scientific, theoretical, empirical and contextual basis of interventions.

7.2.11. Define perception, consciousness, learning, motivation, emotion, stress and general health in relation to behavioral health.

7.2.12. Assist clients with learning and practicing appropriate coping skills.

7.2.13. Provide assistive care and support to clients with identified psychosocial needs.

7.2.14. Describe techniques for redirecting maladaptive behavior.

7.2.15. Describe the importance of interpersonal relationships and social supports across the life span.

7.2.16. Promote independence, self-care and self-efficacy.

7.2.17. Engage an individual in structured social activities and interactions to orient to person, place and time.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 7.3. Legal and Ethical Practices in Behavioral Health**

Identify principles supporting and informing the ethical codes pertaining to behavioral health workers and direct care providership.

**Competencies**

7.3.1. Describe ethical codes and laws associated with behavioral health workers and direct care providership.

7.3.2. Describe legal responsibilities and implications of criminal and civil law.

7.3.3. Describe standards for the safety, privacy and confidentiality of behavioral health information.

7.3.4. Identify advance directives.

7.3.5. Summarize a patient’s rights within a behavioral healthcare setting.

7.3.6. Differentiate informed and implied consent.

7.3.7. Summarize the scope of practice.

7.3.8. Describe obligation of reporting activities and behaviors that could potentially affect the health, safety, and welfare of the patient and/or others.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 7.4. Substance Use Disorder (SUD)**

Identify contemporary and historical models, theories, and interventions of substance use disorder.

**Competencies**

7.4.1. Compare and contrast effects of substance use disorder on the biopsychosocial and spiritual dimensions of life and functioning.

7.4.2. Differentiate substance use disorder from other physical and psychological conditions.

7.4.3. Describe theories of counseling and psychotherapy employed in the treatment of substance use disorders.

7.4.4. Demonstrate knowledge of the ethical standards and professional behaviors required in the field of substance related and addictive disorders.

7.4.5. Describe the effects of addictive processes on group therapy and the effects of individual diversity of group process across the lifespan.

7.4.6. Demonstrate techniques used in the treatment of substance abuse and dependence.

7.4.7 Describe the types of testing instruments used in the treatment of behavioral health disorders

7.4.8. Describe historical and contemporary use of evidence-based practice in the treament of substance use disorder.

7.4.9. Implement procedures and strategies for relapse prevention.

7.4.10. Recognize assessment procedures and diagnosis of substance use disorder.

7.4.11. Identify principles, skills, philosophies and historical evolution of the mental health system in the United States and the impact on modern American culture and community.

7.4.12. Perform administration of naloxone in an overdose situation.

7.4.13. Analyze the pharmacology of both drugs of abuse and those used in detoxification and the treatment of substance use and other behavioral disorders.

7.4.14. Describe models of evidence-based prevention of substance use, abuse and dependence and associated risk factors.7.4.15 Interpret models of treatment planning; adapting treatment strategies to individual needs and characteristics with other medical and psychological conditions.

7.4.15 Interpret models of treatment planning; adapting treatment strategies to individual needs and characteristics with other medical and psychological conditions.

7.4.16 Develop treatment planning for relapse prevention.

*An “X” indicates that the pathway applies to the outcome.*

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 7.5. Crisis Intervention & Trauma-Informed Care**

Define crisis, emergency, crisis intervention, emergency intervention, suicide prevention and suicide intervention.

**Competencies**

7.5.1. Define crisis theory, crisis intervention, and psychotherapy.

7.5.2. Differentiate between different types of behavioral trauma (type I, type II, acute, chronic, complex, and secondary.)

7.5.3. Recognize normative and traumatic stressors.

7.5.4. Identify the biopsychosocial side effects of medications.

7.5.5. Differentiate evidence-based crisis and emergency interventions.

7.5.6. Implement evidence-based prevention and intervention strategies used with various groups by age, gender, ethnicity, sexual orientation, religion, and ability.

7.5.7. Assess suicide risk or risk of violence, and protective factors.

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| **Pathways** | X | Health Information Management | x | Medical Bioscience | X | Allied Health and Nursing | X | Exercise Science and Sports Medicine |
| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |

**Outcome 7.6. Pediatric & Adolescent Behavioral Health**

Describe development of children from conception through adolescence in the biopsychosocial domains and epigenetics.

**Competencies**

7.6.1. Describe socialization of the child focusing on the interrelationship of support systems, school, and community.

7.6.2. Identify cultural, economic, political, religious, and historical contexts that impact children’s development.

7.6.3. Demonstrate knowledge of development and theoretical frameworks to analyze child observations.

7.6.4. Recognize a child's feeling in a specific situation and help the child identify and properly respond to the feeling.

7.6.5. Evaluate environments for both positive and negative impacts on children’s health and safety.

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| **Green Practices** |  | Green-specific |  | Context-dependent |  | Does not apply |