






### F. Mental and Behavioral Health Pathway

The standards for mental and behavioral health relate to occupations that assist clients on their journey toward better health. Collaborating with other departments as members of interdisciplinary teams of mental health professionals, such as psychiatrists, psychologists, registered nurses, and other disciplines, they assist with delivery of appropriate, quality treatment to patients with behavioral health concerns, psychological crises, and other biopsychological problems.

Sample occupations associated with this pathway:

-  Mental Health Therapist
-  Outreach Coordinator
-  Psychologist
-  Psychiatric Technician
-  Mental Health Researcher

F1.0 Recognize and interpret principles of community engagement.

- F1.1 Identify and describe prevention and early intervention barriers to mental health care.
- F1.2 Define the psycho-education approach and describe how it is used as a tool to help consumers and their families learn more about managing their mental illness.
- F1.3 Define the principles of community engagement and how they apply to community-based participatory research.
- F1.4 Use and apply community-based participatory research methods to increase community participation and resources.
- F1.5 Develop and explore basic outreach approaches that can be successful in increasing awareness about mental health services.
- F1.6 Research and organize community resources that promote community wellness.
- F1.7 Advocate community inclusion and social roles such as; supported housing, employment, education, parenting, citizenship, and anti-stigma.

F2.0 Demonstrate the ability to build relationships by communicating empathy.

- F2.1 Describe the elements of active listening.
- F2.2 Demonstrate active listening by connecting new knowledge or experiences with prior knowledge and problem solving.
- F2.3 Differentiate between giving advice and active listening by constructing real-life examples.
- F2.4 Build strong verbal knowledge to frame language in ways that increase engagement.
- F2.5 Recognize complex language semantics and make appropriate adaptations for the community being served.
- F2.6 Build on communication by using motivational interviewing as an engagement tool.



- F3.0 Develop and employ collaboration skills that engage others and build trust.
  - F3.1 Define collaboration in a mental health context and build on prior knowledge by recalling collaborative experiences.
  - F3.2 Employ aspects of collaborative leadership that enhances decision making and consensus building.
  - F3.3 Explore and practice collaborative methods for working with special populations to increase their community capacity.
  - F3.4 Design innovative strategies to monitor and evaluate engagement.
- F4.0 Recognize and differentiate between the stages of mental health recovery.
  - F4.1 Define four stages of mental health recovery (hope, empowerment, self-responsibility, and meaningful role in life) and demonstrate impact on complex mental health problems.
  - F4.2 Demonstrate the ability to formulate goals related to each of the four stages of recovery using a multiple-step process of goal setting.
  - F4.3 Compare and contrast a psychosocial rehabilitation and recovery model that supports each individual's potential for recovery versus a medical model that views abnormal behavior as the result of physical problems and should be treated medically.
  - F4.4 Integrate and apply four stages of recovery by designing a recovery plan based on goals that require real-world scenarios.
  - F4.5 Assess the implementation of the recovery plan and formulate alternative approaches to reach desired outcomes.
  - F4.6 Advocate for hope and respect, and believe that all individuals have the capacity for learning and growth.
  - F4.7 Examine ways in which one's recovery from mental illness can be measured.
- F5.0 Communicate and practice leadership and accountability behaviors.
  - F5.1 Identify strategies to work under pressure and cope with stress.
  - F5.2 Develop a basic understanding of various leadership styles that promote positive change in mental health services.
  - F5.3 Compare and contrast different leadership styles and accountability in mental health.
  - F5.4 Construct multiple steps to solve complex problems using real-world scenarios in mental health services.
- F6.0 Analyze and interpret elements of positive psychology (e.g., hope, resilience, strengths, creativity, community building, and supportive spirituality).
  - F6.1 Recall the recovery model and communicate how positive psychology impacts a mental health consumer's recovery.
  - F6.2 Interpret key terms from the positive psychology perspective in relationship to holistic wellness.



- F6.3 Assess the impact of positive psychology's elements on risk reduction and integrated primary care.
- F6.4 Build on the discovered strengths and capabilities of individuals.
- F7.0 Formulate and implement quality care and treatment plans.
  - F7.1 Define and describe practices that help individuals improve the quality of all aspects of their lives, including social, occupational, educational, spiritual, and financial.
  - F7.2 Identify and provide evidence for an effective collaborative approach in mental health recovery that is inclusive of the individual in need.
  - F7.3 Practice promoting health and wellness, encouraging individuals to develop and use individualized wellness plans.
  - F7.4 Design a treatment plan that addresses the unique needs of individuals, consistent with their values, hopes and aspirations.
  - F7.5 Adhere to consistent documentation of implemented interventions and progress.
- F8.0 Synthesize, understand, and predict the impact of mental health disparities across consumer populations.
  - F8.1 Define mental health disparities.
  - F8.2 Organize and summarize knowledge on the impact of mental health disparities among different populations.
  - F8.3 Analyze causes for mental health disparities using current research methods and literature.
  - F8.4 Synthesize research articles related to mental health disparities and produce a statement problem on what causes such disparities.
- F9.0 Design a practice model of a personal support network by utilizing prior knowledge of recovery concepts and using natural supports within communities.
  - F9.1 Identify community-based self-help/peer support groups.
  - F9.2 Communicate with self-help/peer support groups in the community and generate information about their specific functions and responsibilities to the community they serve.
  - F9.3 Compare and contrast self-help/peer support groups to determine strengths and gaps in service delivery.
  - F9.4 Design a practice self-help/peer support group model that fills in the identified gaps and builds on the identified strengths.
  - F9.5 Examine the role that natural supports such as spiritual organizations, community centers, and other community-related resources play in an individual's mental health recovery.
- F10.0 Formulate an argument and predict how electronic health records can transform quality of care and promote a green economy.
  - F10.1 Access and become familiar with basic electronic health records functions.



- F10.2 Analyze the effect of electronic health records on the quality of care and a green economy.
- F10.3 List and describe at least five ways that electronic health records will advance a green economy.
- F10.4 Distinguish between interoperability at the local primary care level and interoperability with statewide mental health systems in using electronic health records.
- 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.
  - F11.1 Identify and understand the patterns of communication including the use of languages.
  - F11.2 Communicate and listen effectively across cultures and all levels of care.
  - F11.3 Demonstrate appropriate judgment on when and how to use trained interpreters.
  - F11.4 Research factors that define cultural differences between and among different ethnic, racial, and special populations.
  - F11.5 Illustrate how to incorporate culturally appropriate community resources.
  - F11.6 Design and execute an ethnographic approach focusing on information retrieval, observing social behavior, managing stress and time, ask questions, explore aspects of global significance, and analyze data using relevant concepts.
- F12.0 Evaluate the purpose and components of a treatment plan related to the consumer's health status.
  - F12.1 Understand the roles of a patient advocate to ensure treatment quality and resources.
  - F12.2 Explain the components of a treatment plan.
  - F12.3 Select appropriate equipment and instruments in accord with the treatment plan.
  - F12.4 Adhere to the roles and responsibilities, within scope of practice, that contribute to the design and implementation of a treatment plan.
  - F12.5 Prioritize and organize work in accordance with the patients' treatment plans.
  - F12.6 Determine the resources available for the effective implementation of treatment plans for patients.
- F13.0 Identify and apply leadership styles in personal growth and development.
  - F13.1 Develop goal setting that leads to professional and career growth.
  - F13.2 Participate in student leadership and skill development activities such as California Health Occupations Students of America (Cal-HOSA).
  - F13.3 Employ self-regulation strategies that include self-monitoring and self-evaluation in approaching new and challenging tasks.
  - F13.4 Build and employ self-confidence to empower self and others.
  - F13.5 Refine and upgrade technical and clinical skills.
  - F13.6 Create and design a working portfolio that will be used for interviews for both post-secondary and employment acceptance.