



Scope & Sequence

Course Name: Counseling and Mental Health PEIMS Code: 13024600		Course Credit: 1 Course Requirements: This course is recommended for students in grades 11-12 Prerequisites: none Recommended Prerequisites: Principles of Human Services
Course Description: In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.276. (c) Knowledge and Skills
Unit 1: Academic Knowledge for Counseling and Mental Health	15 Periods 675 Minutes	(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:



<p>Students will explore, discuss, and demonstrate mathematics and science knowledge as well as technical skills required for a successful career in human services. Students will be given multiple opportunities to learn, demonstrate and apply relevant technical and academic skills in-context as they demonstrate occupational tasks, participate in course activities, and complete their assignments. Students pursuing careers pertaining to counseling and mental health need a background in the nervous system to understand the physiological connections to mental health, psychology, stress, aging, and wellness.</p>		<ul style="list-style-type: none"> (B) explain the nervous system of the human body; (D) explain the physiological effects of stress and aging; (E) distinguish the psychological aspects of health and wellness across the life span;
<p>Unit 2: Mental Illness Conditions and Disorders</p> <p>Students will understand that maladaptive conditions and disorders constitutes types of behaviors that inhibit a person's ability to adjust to particular situations – e.g. paranoia, schizophrenia, aggression, avoidance, etc. Students will understand mental health and well-being is influenced not only by individual attributes, but also by the social circumstances in which persons find themselves and the environment in which they live; these determinants interact with each other dynamically, and may threaten or protect an individual's mental health state.</p>	<p>30 Periods 1,350 Minutes</p>	<ul style="list-style-type: none"> (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to: <ul style="list-style-type: none"> (C) identify societal perspectives related to mental health; (F) identify socioeconomic factors that influence mental health and care; (H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression. (4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:



<p>Students will analyze certain groups in society that may be particularly susceptible to experiencing mental health problems, including households living in poverty, people with chronic health conditions, minority groups, and persons exposed to and/or displaced by war or conflict.</p>		<p>(C) justify the consequences of decisions;</p> <p>(E) interpret, transcribe, and communicate mental health vocabulary</p>
<p>Unit 3: Treatment Modalities</p> <p>Students will compare and contrast different treatment and coping strategies for individuals with mental health disorders and conditions including medication, group and individual therapy, meditation, psychotherapy, hypnotherapy, rehabilitation, day treatment, hospitalization, etc. Students will understand that people suffering from a mental illness can effectively return to their normal activities if they receive appropriate treatment.</p>	<p>20 Periods 900 Minutes</p>	<p>(2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:</p> <p>(G) compare social services such as drug dependency rehabilitation centers; and</p> <p>(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:</p> <p>(D) demonstrate techniques of peer mediation, problem solving, and negotiation; and</p> <p>(F) investigate treatment options.</p>
<p>Unit 4: Industry Regulations, Compliance, and Workplace Safety</p> <p>This unit will expose students to the important compliance, safety standards, and regulations that are implemented within this</p>	<p>20 Periods 900 Minutes</p>	<p>(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:</p> <p>(A) recognize abusive situations;</p>



<p>industry. Students will determine the role of risk management in the human services industry including, but not limited to, discussions focusing on liability insurance, sanitation, OSHA regulations, emergency situations, hazardous material disposal, health code, and security issues. Students will demonstrate preparedness procedures for each emergency situation, including fires, electric shock, overloading a circuit, inclement weather, blood spills, and other emergency situations that may occur in the classroom/laboratory or workplace.</p>		<ul style="list-style-type: none"> (B) anticipate and adapt to changing situations; (C) demonstrate appropriate actions in emergency situations; and (D) practice personal and client safety.
<p>Unit 5: Technology in the Workplace</p> <p>During this unit, students will learn about the types of technology required to perform workplace tasks for the human services industry. Students will understand how computerized systems are integral to businesses' effectiveness and completing workplace tasks with accuracy and efficiency. Students will use technology to collect, analyze and disseminate data pertaining to counseling and mental health.</p>	<p>15 Periods 675 Minutes</p>	<p>(7) The student analyzes the technology related to information services. The student is expected to:</p> <ul style="list-style-type: none"> (A) review the processes for collection and dissemination of health care data; (B) classify equipment used in the delivery of mental health services; and (C) employ technology consistent with the student's level of training.
<p>Unit 6: Professional Ethics</p> <p>Students will understand the professional ethics legal responsibilities pertaining to the lodging industry. Students will analyze ethical dilemmas in a variety of workplace</p>	<p>20 Periods 900 Minutes</p>	<p>(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:</p> <ul style="list-style-type: none"> (A) display ethical practices and the principles of confidentiality;



<p>situations to demonstrate professional reasoning through an ethical and moral lens. Students will explore policies from employee handbooks from lodging businesses.</p>		<ul style="list-style-type: none"> (B) research and describe legal aspects and issues of malpractice, negligence, and liability; (C) examine a designated scope of practice of professionals; (D) recognize client rights and choices and circumstances that alter client rights; (E) dramatize case studies related to client rights and choices; (F) review legislation that affects standards of client care; and (G) describe regulatory agencies such as the Department of State Health Services and Department of Aging and Disability Services.
<p>Unit 7: Communication Skills and Client Relations</p> <p>This unit will enhance students' communication skills, focusing on verbal and nonverbal communication that occurs in mental health and counseling situations. Students will focus on verbal and nonverbal communication that occurs between employees, employers, and clients within human services industry. Students will practice and demonstrate proper client consultations including greeting techniques, determining client needs and desires, reflective listening and recommendations.</p>	<p>20 Periods 900 Minutes</p>	<ul style="list-style-type: none"> (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to: <ul style="list-style-type: none"> (A) evaluate the use of verbal and nonverbal language in a variety of mental health situations; (3) The student demonstrates verbal and nonverbal communication skills. The student is expected to: <ul style="list-style-type: none"> (A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual; (B) demonstrate listening skills and techniques to minimize communication barriers; and



		(C) implement communication skills that are responsive rather than reactive.
<p>Unit 8: Career Development</p> <p>This unit will help students better understand the various career opportunities within the human services industry. Students will focus on expanding their knowledge about the education, training, and/or certification required to obtain employment in the industry. Students will research a career in the Human Services Cluster to include education and training, job outlook, work environment, median pay, forecast for the industry, and related/similar occupations. Students will develop a career plan and portfolio designed to achieve their career goals and obtain employment within the human services industry.</p>	<p>15 Periods 675 Minutes</p>	<p>(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify career opportunities related to mental health; (B) research the role of the multidisciplinary team;
<p>Unit 9: Employability Skills</p> <p>This unit explores the professional standards and employability skills required by business and industry. Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also be able to identify and describe the work ethic needed for career advancement in the</p>	<p>20 Periods 900 Minutes</p>	<p>(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply interpersonal communication skills in business and industry settings; (B) explain and recognize the value of collaboration within the workplace;



<p>Human Services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also research and discuss leadership and teamwork opportunities and other benefits offered by CTSO and/or other extracurricular activities.</p>		<ul style="list-style-type: none">(C) examine the importance of time management to succeed in the workforce;(D) identify work ethics and professionalism in a job setting; and(E) develop problem-solving and critical-thinking skills.
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