



Scope and Sequence

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Cluster:	Human Services
Course Name:	§130.246 Counseling and Mental Health (One to Two Credits)
Course Description:	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.
Course Requirements:	This course is recommended for students in Grades 10-12. Prerequisite: Principles of Human Services.
Recommended Equipment:	Students must have access to computers and the Internet.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Perspectives of Mental Health: Past and Present			
<p>A. Historical treatments for the mentally ill</p> <p>B. Theoretical perspectives on mental illness in the twentieth century</p>	(1) The student applies mathematics, science, English language arts, and social studies in health science.	(C) identify societal perspectives related to mental health	<ul style="list-style-type: none"> • MHC/UNT – Unit I: Part I
	(1) The student applies mathematics, science, English language arts, and social studies in health science.	(C) identify societal perspectives related to mental health	<ul style="list-style-type: none"> • HPPP – Ch. 1 • MHC/UNT – Unit I: Part II • UP – Ch. 1 • American Psychological Association - Ethics www.apa.org/ethics • Explore Health Careers - Mental Health www.explorehealthcareers.org/en/Field/17/Mental_Health • Psychology www.psychology.org/links/Resources/Ethical_Issues/
	(3) The student researches career options and the preparation necessary for employment in mental health.	(C) justify the consequences of decisions	
	(4) The student models the ethical behavior standards and legal responsibilities related to mental health.	(A) display ethical practices and the principles of confidentiality	
(C) examine designated scope of practice of professionals			

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II. Developmental Stages			
<p>A. Human development – from infancy to geriatrics</p> <p>B. Geriatrics</p> <p>C. Life stages</p> <p>D. Individual differences</p>	<p>(1) The student applies mathematics, science, English language arts, and social studies in health science.</p>	<p>(C) identify societal perspectives related to mental health</p> <hr/> <p>(D) explain the physiological effects of stress and aging</p> <hr/> <p>(E) distinguish the psychological aspects of health and wellness across the life span</p> <hr/> <p>(F) identify socioeconomic factors that influence mental health and care</p>	<ul style="list-style-type: none"> • CL – Ch. 19, 23 • DHO – Units 7, 9 • FT – Ch. 15, 17, 21 • HCST:CF – Ch. 7 • HCT – Ch. 7 • HPPP – Ch. 10-12, 14 • MHC/UNT – Unit II • SFS – Ch. 2, 12-13, 19 • SOARB – Ch. 1, 8-12, 29 • UP – Ch. 3-5, 14 • Bio-Medicine <p>www.bio-medicine.org/medicine-news/Low-Socioeconomic-Status-May-Lead-To-Mental-Illness-3402-1/</p> <ul style="list-style-type: none"> • Social Psychology Network <p>www.socialpsychology.org/develop.htm</p>

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
III. Stress and Coping			
<p>A. Emotions</p> <p>B. Perceptions of control</p> <p>C. Stress and coping</p> <ol style="list-style-type: none"> 1. Defense mechanisms 2. Effective coping mechanisms 3. Ineffective coping <p>D. Types of behavior</p>	<p>(1) The student applies mathematics, science, English language arts, and social studies in health science.</p>	<p>(A) evaluate the use of verbal and nonverbal language in a variety of mental health situations</p> <hr/> <p>(D) explain the physiological effects of stress and aging</p> <hr/> <p>(H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression</p>	<ul style="list-style-type: none"> • CL – Ch. 7 • FT – Ch. 12 • HCT – Ch. 7 • HPPP – Ch. 14, 17 • IFLTIG – TEKS 10 • MHC/UNT – Unit III • SFS – Ch. 3 • UP – Ch. 15 • Help Guide - Understanding Stress www.helpguide.org/mental/stress_signs.htm • Help Guide - Nonverbal Communication www.helpguide.org/mental/eq6_nonverbal_communication.htm • UT Counseling and Mental Health Center www.cmhc.utexas.edu/stressrecess/why.html

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IV. Communication			
<p>A. Impersonal communication</p> <p>B. Interpersonal communication</p> <p>C. Communication filters</p> <p>D. Nonverbal Communication</p> <p>E. Effective Communication</p> <ol style="list-style-type: none"> 1. Who is responsible 2. Improving personal communication 3. Active listening 4. Empathic listening <p>F. Peer mediation, problem solving, and negotiation</p>	<p>(1) The student applies mathematics, science, English language arts, and social studies in health science.</p> <p>(2) The student demonstrates verbal and nonverbal communication skills.</p> <p>(3) The student researches career options and the preparation necessary for employment in mental health.</p>	<p>(A) evaluate the use of verbal and nonverbal language in a variety of mental health situations</p> <p>(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual</p> <p>(B) demonstrate listening skills and techniques to minimize communication barriers</p> <p>(C) implement communication skills that are responsive rather than reactive</p> <p>(D) demonstrate techniques of peer mediation, problem solving, and negotiation</p> <p>(E) interpret, transcribe, and communicate mental health vocabulary</p>	<ul style="list-style-type: none"> • CL – Ch. 10 • DHO – Unit 7:4 • FT – Ch. 6-7, 9 • HCT – Ch. 2 • IFLTIG – TEKS 12 • MHC/UNT – Unit IV • SFS – Ch. 5-7 • Free Management Library www.managementhelp.org/commskils/listen/gd_vs_pr.htm • PBS - In The Mix www.pbs.org/inthemix/educators/lessons/schoolviol1/index.html • Substance Abuse and Mental Health Services Administration www.store.samhsa.gov/home • Study Guides and Strategies www.studygs.net/confres.htm

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)	
V. The Brain: Biological Basis of Behavior				
A. Central nervous system 1. Parts and functions 2. Neurophysiology: chemical events at the synapse 3. Imaging of the brain B. Equipment and technology	(1) The student applies mathematics, science, English language arts, and social studies in health science.	(B) explain the nervous system of the human body	<ul style="list-style-type: none"> • DHO – Units 6.6, 11 • HCT – Ch. 1 • HPPP – Ch. 3 • MHC/UNT – Unit V • UP – Ch. 6 • Brain Explorer www.brainexplorer.org/neurological_control/Neurological_Neurotransmitters.shtml • DANA Foundation www.dana.org/brain.aspx • U.S. National Library of Medicine www.nlm.nih.gov/research/visible/getting_data.html • Neuroscience for Kids www.faculty.washington.edu/chudler/introb.html 	
	(6) The student analyzes the technology related to information services.	(A) review the processes for collection and dissemination of health care data		
		(B) classify equipment used in the delivery of mental health services		
		(C) employ technology consistent with the student's level of training		

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VI. Maladaptive Conditions and Disorders			
<p>A. Personality disorders</p> <p>B. Anxiety disorders</p> <p>C. Somatoform disorders</p> <p>D. Dissociative disorders</p> <p>E. Mood disorders</p> <p>F. Psychotic disorders</p> <p>G. Substance-related disorders</p> <p>H. Eating disorders</p> <p>I. Other addictive disorders (i.e., gambling)</p>	<p>(1) The student applies mathematics, science, English language arts, and social studies in health science.</p> <p>(3) The student researches career options and the preparation necessary for employment in mental health.</p> <p>(2) The student demonstrates verbal and nonverbal communication skills.</p> <p>(1) The student applies mathematics, science, English language arts, and social studies in health science.</p>	<p>(H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression</p> <p>(F) investigate treatment options</p> <p>(C) implement communication skills that are responsive rather than reactive</p> <p>(F) identify socioeconomic factors that influence mental health and care</p> <p>(G) compare social services such as drug dependency rehabilitation centers</p>	<ul style="list-style-type: none"> • CL – Ch. 8 • DSM-IV • FT – Ch. 14 • HCST:CF – Ch. 6.3 • HPPP – Ch. 18 • MHC/UNT– Units VI-X • SFS – Ch. 17, 28 • UP – Ch. 16 • American Psychological Association - Careers www.apa.org/careers/resources/profiles/index.aspx • Family Doctor www.familydoctor.org/online/famdoc/en/home/common/pain/disorders/162.printerview.html • Health Institute www.healthinsite.gov.au/topics/treating_Mental_Illness • Mental Help - Personality Disorders www.mentalhelp.net/poc/center_index.php?id=8 • Medicine Pluswww.faculty.washington.edu/chudler/introb.html • National Alliance on Mental Illness www.nami.org/Content/ContentGroups/Hotline1/Dissociative_Disorders.htm • National Institute of Mental Health www.nimh.nih.gov/health/index.shtml • PBS - Addiction www.thirteen.org/closetohome/science/index.html

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VII. Treatment Modalities			
<p>A. Diagnosis</p> <p>B. Modes of treatment</p> <p>C. Dealing with problem situations and behaviors</p> <p>D. Ethical and legal responsibilities</p>	(3) The student researches career options and the preparation necessary for employment in mental health.	(B) research the role of the multidisciplinary team	<ul style="list-style-type: none"> • CL – Ch. 21 • DHO – Unit 4 • DSM-IV • FT – Ch. 14 • HCST:CF – Ch. 11 • HCT – Ch. 4 • HPPP – Ch. 2, 19 • MHC/UNT – Unit XI • SFS – Ch. 16 • SOARB – Ch. 23 • UP – Ch. 17 • American Psychological Association - Ethics www.apa.org/ethics • Centers for Disease Control and Prevention - Mental Health www.cdc.gov/mentalhealth/state_organizations.htm • Psychology www.psychology.org/links/Resources/Legal_Issues/ • Texas Department of Aging and Disability Services www.dads.state.tx.us/ • Texas Department of State Health Services www.dshs.state.tx.us/
		(C) justify the consequences of decisions	
		(F) investigate treatment options	
	(5) The student maintains a safe environment to prevent hazardous situations.	(A) recognize abusive situations	
		(B) anticipate and adapt to changing situations	
		(C) demonstrate appropriate actions in emergency situations	
		(D) practice personal and client safety	
	(4) The student models the ethical behavior standards and legal responsibilities related to mental health.	(A) display ethical practices and the principles of confidentiality	
		(B) research and describe legal aspects and issues of malpractice, negligence, and liability	
		(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	
		(G) describe regulatory agencies such as the Department of Mental Health and Mental Retardation	

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VIII. Counseling and Mental Health Careers			
<p>A. Career opportunities</p> <ol style="list-style-type: none"> 1. Psychiatrists 2. Psychologists 3. Related fields <p>B. Desirable personal traits</p>	<p>(3) The student researches career options and the preparation necessary for employment in mental health.</p> <p>(4) The student models the ethical behavior standards and legal responsibilities related to mental health.</p>	<p>(A) identify career opportunities related to mental health</p> <p>(C) examine designated scope of practice of professionals</p>	<ul style="list-style-type: none"> • DHO – Units 2.8, 3 • HCST:CF – Ch. 16 • HCT – Ch. 29 • HPPP – Ch. 1 • MHC/UNT – Unit XII • UP – Ch. 21 • American Counseling Association www.counseling.org/CareerCenter/ • American Psychology Association - Careers www.apa.org/careers/psyccareers/ • Explore Health Careers - Art Therapist www.explorehealthcareers.org/en/Career/122/Art_Therapist • Music Therapy www.musictherapy.org/career_ind.html • Nurse Source www.nursesource.org/psychiatric.html • UNI Pursuing Psychology www.uni.edu/walsh/linda1.html • US Bureau of Labor Statistics www.stats.bls.gov/oco/ocos056.htm

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
Resources: Books			
CL	Contemporary Living, Goodheart-Willcox, 2004		ISBN: 1566379512
DHO	Diversified Health Occupations, Sixth Edition, Cengage Learning Inc/Delmar Learning (formerly Thomson Learning/DelmarLearning), 2004		ISBN: 1401814565
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition		ISBN: 0-89042-062-9
FT	Families Today, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078298407
HCT	Health Careers Today (text with online access), Elsevier Science (Mosby & W.B.Saunders Publishing), 2003		ISBN: 0323030300
HCST:CF	Health Care Science Technology: Career Foundations, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078294126
HPPP	Holt Psychology: Principles in Practice, Holt McDougal (Holt) a division of Houghton Mifflin Harcourt Publishing Company, 2003		ISBN: 0030646383
IFLCC	Individual and Family Life Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186693
IFLTIG	Individual and Family Life Teacher's Instructional Guide, Curriculum Center for FCS, 1999		www.depts.ttu.edu/hs/ccfcs
SFS	Strengthening Family and Self, Goodheart-Willcox, 2004		ISBN: 1590701224
SOARB	Services for Older Adults Reference Book, Student Activity Book, & Curriculum Guide; Curriculum Center for FCS, 2004		www.depts.ttu.edu/hs/ccfcs
UP	Understanding Psychology, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078285712
Resources: Websites			
American Counseling Association	www.counseling.org		
American Psychology Association - Careers	www.psyccareers.apa.org		
American Psychological Association - Careers	www.apa.org/science/nonacad_careers.html		
American Psychological Association - Ethics	www.apa.org/ethics		
American Psychological Association	www.apa.org/ethics/code2002.html		
Brain Explorer	www.brainexplorer.org/neurological_control/Neurological_Neurotransmitters.shtml		
Bio-Medicine	www.bio-medicine.org/medicine-news/Low-Socioeconomic-Status-May-Lead-To-Mental-Illness-3402-1		
Centers for Disease Control and Prevention	www.cdc.gov/mentalhealth/state_orgs.htm		
DANA Foundation	www.dana.org/brain.aspx		
Explore Health Careers	www.explorehealthcareers.org/en/Career.122.aspx		

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Explore Health Careers - Mental Health			www.explorehealthcareers.org/en/Field.17.aspx
Family Doctor			www.familydoctor.org/online/famdocen/home/common/pain/disorders/162.printerview.html
Free Management Library			www.managementhelp.org/commskls/listen/gd_vs_pr.htm
Health Institute			www.healthinsite.gov.au/topics/treating_Mental_Illness
Help Guide - Understanding Stress			www.helpguide.org/mental/stress_signs.htm
Help Guide - Nonverbal Communication			www.helpguide.org/mental/eq6_nonverbal_communication.htm
Mental Help			www.personalitydisorders.mentalhelp.net/
Mental Health Curriculum, Health Science Technology Education, University of North Texas, 2006.			www.texashte.com/classroom_resources/course_guide_mental_health.htm
Music Therapy			www.musictherapy.org/career_ind.html
U.S. National Library of Medicine			www.nlm.nih.gov/research/visible/getting_data.html
Medline Plus			www.nlm.nih.gov/medlineplus/personalitydisorders.html
National Alliance on Mental Illness			www.nami.org/Content/ContentGroups/Helpline1/Dissociative_Disorders.htm
Neuroscience for Kids			www.faculty.washington.edu/chudler/introb.html
National Institute of Mental Health			www.nimh.nih.gov/health/index.shtml
Nurse Source			www.nursesource.org/psychiatric.html
PBS - Addiction			www.pbs.org/wnet/closetohome/science/index.html
PBS - In The Mix			www.pbs.org/inthemix/educators/lessons/schoolviol1/index.html
Psychology			www.psychology.org/links/Resources/Ethical_Issues
Public Health Services: Surgeon General			www.surgeongeneral.gov/library/mentalhealth/chapter4/sec2.html
Substance Abuse and Mental Health Services Administration			www.mentalhealth.samhsa.gov
Study Guides and Strategies			www.studygs.net/confres.htm
Social Psychology Network			www.socialpsychology.org/develop.htm
Texas Department of Aging and Disability Services			www.dads.state.tx.us
Texas Department of State Health Services			www.dshs.state.tx.us
UNI Pursuing Psychology			www.uni.edu/walsh/linda1.html
U.S. Bureau of Labor Statistics			www.stats.bls.gov/oco/ocos056.htm
UT Counseling and Mental Health Center			www.cmhc.utexas.edu/stressrecess/why.html