# Foundations of Mental and Behavioral Health Course No. 19260 Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Family, Community and Consumer Services (44.0000)

Course Description: **Technical Level:** Relationships and Personal Development provides students with ability to develop intrapersonal, interpersonal, and cognitive competencies in personal, family and community settings. Students will analyze the impact of conditions that could influence the well-being of individuals, families, and communities. Human services related career opportunities are incorporated throughout the course.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Demonstrate awareness of demographics as well as their effects on individuals, families, and society. |  |
| 1.2 | Analyze the effects of social and cultural diversity on individual and families. |  |
| 1.3 | Analyze the effects of empathy for diversity on individuals in family, work, and community settings. |  |
| 1.4 | Demonstrate respect for demographics in communities with sensitivity to anti-bias viewpoints. |  |
| 1.5 | Analyze the effects of cultural competency on improving communication with empathy  for diverse individuals in family, work, and community settings. |  |

## Benchmark 2: ANALYZE THE IMPACT OF PERSONAL NEEDS, INDIVIDUAL CHARACTERISTICS, AND SELF-ESTEEM ON INTERPERSONAL RELATIONSHIPS

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze processes for building and maintaining interpersonal relationships (e.g. family, peer, dating, inter-generational). |  |
| 2.2 | Predict the effects of various stages of the family life cycle on interpersonal relationships. |  |
| 2.3 | Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. |  |
| 2.4 | Analyze factors that contribute to healthy and unhealthy relationships (e.g. power and control wheel). |  |
| 2.5 | Evaluate processes and strategies for coping with unhealthy relationships (e.g. local community resources, LMFT, LCMFT) . |  |
| 2.6 | Demonstrate stress management strategies for family, work, and community settings (e.g. sensory, mindfulness, therapeutical, etc.). |  |
| 2.7 | Analyze factors contributing to relationships such as personal needs, personality types,  self-esteem, and stress (e.g., eustress v. distress). |  |

## Benchmark 3: Analyze personal needs and characteristics and their effects on interpersonal relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze the effects of personal characteristics on relationships (e.g. character traits, personal habits). |  |
| 3.2 | Analyze the effect of personal need on relationships. |  |
| 3.3 | Analyze the effects of self-esteem and self-image on relationships. |  |
| 3.4 | Analyze the effects of life span events and conditions on relationships (good stress vs. negative stress). |  |
| 3.5 | Explain the effects of personal values and behaviors on interpersonal relationships (realistic vs. unrealistic expectations). |  |
| 3.6 | Apply the roles of decision making and problem solving in managing and/or preventing conflict. |  |

## Benchmark 4: Demonstrate values and standards that guide behavior in interpersonal relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Apply critical thinking and ethical criteria to evaluate interpersonal relationships (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.2 | Apply ethical guidelines when assessing interpersonal issues and situations (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.3 | Apply critical thinking and ethical standards when making judgments and taking action (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.4 | Demonstrate ethical behavior in family, workplace, and community settings. |  |
| 4.5 | Compare the relative merits of opposing points of view regarding current ethical issues. |  |

## Benchmark 5: Demonstrate communication skills that contribute to positive relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Analyze communication styles and their effects on relationships (e.g. assertive, passive, aggressive, passive-aggressive, manipulative). |  |
| 5.2 | Demonstrate verbal and nonverbal behaviors and attitudes across cultures that contribute to effective communication. |  |
| 5.3 | Demonstrate effective listening and feedback techniques. |  |
| 5.4 | Analyze strategies to overcome communication barriers in family, community, cultural and work settings. |  |
| 5.5 | Apply ethical principles of communication in family, community, cultural and work settings (e.g. confidentiality, age appropriateness). |  |
| 5.6 | Analyze the effects of technology on communications in family, work, cultural and community settings (e.g. implications of social media, written vs verbal). |  |

## Benchmark 6: Evaluate effective conflict prevention and management techniques in human services fields.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Analyze the origin and development of attitudes and behaviors regarding conflict (e.g. conflict with self, environment, others, special needs, etc.). |  |
| 6.2 | Explain how similarities and differences among people affect conflict prevention and management (e.g. nature vs nurture, cultural, heredity). |  |
| 6.3 | Apply the roles of decision making and problem solving in reducing and managing conflict. |  |
| 6.4 | Demonstrate nonviolent strategies that address conflict. |  |
| 6.5 | Demonstrate effective responses to harassment (e.g. coping & diffusing skills, legal ramifications). |  |
| 6.6 | Assess community resources that support conflict prevention and management. |  |

## Benchmark 7: ANALYZE THE IMPACT OF PSYCHOSOCIAL CONDITIONS AND THE EFFECT OF WELL-BEING ON INDIVIDUALS AND FAMILIES .

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Investigate health, wellness, and safety issues of individuals and families with a variety of  conditions that could influence their well-being (e.g. addictions, mental wellness, special  needs, trauma, adverse childhood experiences). |  |
| 7.2 | Understand the impact psychosocial conditions have on lifestyle management, living  environment, and the cycle of change within individual, family, and community settings. |  |
| 7.3 | Analyze intrapersonal, interpersonal, emotional, economic, vocational, educational, and  recreational issues of individuals and family conditions that influence their well-being. |  |
| 7.4 | Understand how to assess safety within common field-related experiences and services. |  |
| 7.5 | Differentiate between situations that require personal prevention, de-escalation, and  intervention and situations that require professional assistance. |  |
| 7.6 | Understand the elements of situations that require immediate professional crisis  intervention. |  |

## Benchmark 8: EXAMINE VARIOUS HUMAN SERVICE OPTIONS FOR INDIVIDUALS AND FAMILIES WITH PSYCHOSOCIAL CONDITIONS TO HELP IMPROVE WELL-BEING.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Research various careers within human services designed to address the multiple needs  of individuals and families with psychosocial conditions (e.g., addiction, physical and  cognitive disabilities, trauma/abuse, adverse childhood experiences, mental health  disorders, etc.) |  |
| 8.2 | Analyze ways in which individuals with conditions that affect their well-being influence the  family and family members financially, socially, physically, and emotionally over the  lifespan. |  |
| 8.3 | Illustrate coping or adjustment strategies and stress management practices for the  participant, a caregiver, and family members. |  |
| 8.4 | Summarize the importance of friends, family, and community relationships for individuals  with a variety of conditions that affect their well-being. |  |
| 8.5 | Identify ways to provide support that validates the participants' capabilities and right to  privacy, dignity, and autonomy. |  |

## Benchmark 9: Enhance career readiness through exploring and identifying careers applicable to personal, family, and community.

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 9.1 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in personal, family and community settings. |  |
| 9.2 | Identify responsibilities of individuals engaged in personal, family and community careers (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors). |  |
| 9.3 | Summarize education & training of individuals engaged in personal, family and community careers. |  |
| 9.4 | Explore the various service offerings within the multiple areas of care in the human  services field (e.g., direct service, social welfare/waiver services, supported  education/employment, case management, medical psychiatric care, individual and family  therapy, etc.) |  |
| 9.5 | Understand the application of specific human service field-related care models (e.g., 8  Dimensions of Wellness, basic principles of behavior, trauma-responsive care,  strengths-based care, etc.) |  |
| 9.6 | Review basic medical model, nursing concepts, and elements within psychiatric care |  |
| 9.7 | Identify the process of accessing and facilitating services and the role of assessment  within facilitating care. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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