

Instructional Framework

Mental and Social Health Technician

51.1502.00



This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards endorsed on July 15, 2018.

Domain 1: Foundations	
Instructional Time: 50-60%	
STANDARD 2.0 ANALYZE MENTAL AND COGNITIVE DEVELOPMENT	
2.1 Identify the four lobes of the brain and their functions	<ul style="list-style-type: none">• Frontal lobe• Temporal lobe• Parietal lobe• Occipital lobe
2.2 Identify other areas of the brain that impact cognition and behavior (e.g., hypothalamus, amygdala, and cerebellum)	<ul style="list-style-type: none">• Hypothalamus• Amygdala• Cerebellum• Hippocampus
2.3 Identify factors that can affect brain development (e.g., relationships, experiences, environment, and health)	<ul style="list-style-type: none">• Nature/Nurture• Socialization, Education, Exercise, Diet, Sleep (SEEDS)
2.4 Describe psychosocial development according to the major theorists (e.g., Maslow, Erikson, Freud, and Piaget)	<ul style="list-style-type: none">• Maslow's Hierarchy of Needs• Piaget's Stages of Infant Development• Freud Psychoanalytic Theory• Erik Erikson• Humanistic Theory<ul style="list-style-type: none">◦ Rogers• Social Cognitive Theory<ul style="list-style-type: none">◦ Bandura• Behaviorism<ul style="list-style-type: none">◦ Skinner◦ Watson

STANDARD 3.0 ANALYZE MENTAL AND SOCIAL HEALTH ILLNESSES, DISORDERS, AND CONDITIONS

3.1 Examine the interrelationship of physical, mental, emotional, social, and spiritual health	<ul style="list-style-type: none">• 12 Step Program<ul style="list-style-type: none">◦ Alcoholics Anonymous (AA)◦ Narcotics Anonymous (NA)◦ Teen Addiction Anonymous (TAA)• Biopsychosocial model of health
3.2 Describe characteristics of a mentally and socially healthy person	<ul style="list-style-type: none">• Positive psychology<ul style="list-style-type: none">◦ Gratitude◦ Hope◦ Grit◦ Mindfulness◦ Resilience◦ Meditation
3.3 Describe how mental and social health affects wellness	<ul style="list-style-type: none">• Criteria of abnormal behavior<ul style="list-style-type: none">◦ Deviance from norm◦ Maladaptive◦ Causes personal distress
3.4 Summarize the stages of loss and grief (e.g., Kubler-Ross)	<ul style="list-style-type: none">• Stages of grief
3.5 Examine causes, symptoms, and effects of mood disorders (e.g., depression and bipolar disorder)	<ul style="list-style-type: none">• Mood disorders<ul style="list-style-type: none">◦ Major depression◦ Dysthymia◦ Bipolar◦ Cyclothymia
3.6 Examine causes and symptoms of self-harm	<ul style="list-style-type: none">• Cutting• Negative coping skills
3.7 Examine causes and symptoms of suicide	<ul style="list-style-type: none">• Suicidal ideation• Suicide red flags• Suicide prevention programs
3.8 Examine causes, symptoms, and effects of anxiety (e.g., GAD, OCD, and PTSD)	<ul style="list-style-type: none">• Obsessive Compulsive Disorder (OCD)• Anxiety disorders<ul style="list-style-type: none">◦ Generalized Anxiety Disorder (GAD)◦ Specific phobias/Phobic disorder◦ Post-Traumatic Stress Disorder (PTSD)

	<ul style="list-style-type: none"> ○ Panic disorders <ul style="list-style-type: none"> ▪ Agoraphobia
3.9 Examine causes, symptoms, and effects of psychotic disorders (e.g., schizophrenia and delirium)	<ul style="list-style-type: none"> ● Schizophrenia <ul style="list-style-type: none"> ○ Positive symptoms ○ Negative symptoms ● Dissociative disorders
3.10 Examine causes, symptoms, and effects of childhood mental disorders (e.g., ADHD and autism spectrum)	<ul style="list-style-type: none"> ● Autism Spectrum Disorder (ASD) ● Attention Deficit Hyperactivity Disorder (ADHD) <ul style="list-style-type: none"> ○ Inattentive type ○ Hyperactive-impulsive type ○ Combined type
3.11 Examine substance abuse disorders (e.g., alcohol, illegal drugs, and steroids)	<ul style="list-style-type: none"> ● Opioid addiction ● Prescription medication abuse ● Vaping ● Alcoholism ● Performance enhancing drugs
3.12 Examine causes, symptoms, and effects of behavioral addictions (e.g., shopping, gambling, and sexual)	<ul style="list-style-type: none"> ● Definition of an addiction ● Internet gaming addiction ● Social media abuse
3.13 Describe unhealthy relationships	<ul style="list-style-type: none"> ● Bullying <ul style="list-style-type: none"> ○ Cyber bullying ● Date violence ● Date rape
3.14 Identify stressors at home, school, and work and physical and psychological effects on the body	<ul style="list-style-type: none"> ● Fight or flight <ul style="list-style-type: none"> ○ Physiological responses ● Stress <ul style="list-style-type: none"> ○ Stress management <ul style="list-style-type: none"> ▪ Understanding positive aspects of stress
3.15 Examine eating disorders and their effect on healthy growth and development	<ul style="list-style-type: none"> ● Anorexia ● Bulimia ● Binge eating
3.16 Examine how intolerance can affect others	<ul style="list-style-type: none"> ● Racism ● Prejudice ● Sexual/Gender identity

<p>3.17 Examine characteristics of someone who has self-respect</p>	<ul style="list-style-type: none"> • Personality theories <ul style="list-style-type: none"> ◦ OCEAN <ul style="list-style-type: none"> ▪ Openness to experiences/Closed ▪ Conscientiousness/Ambivalence ▪ Extrovert/Introvert ▪ Agreeableness/Not agreeable ▪ Neurotic/Calm • Self-concept • Self-regulation • Self-efficacy • Internal/External attributions <ul style="list-style-type: none"> ◦ Locus of control • Cognitive Strategies for Self Enhancement <ul style="list-style-type: none"> ◦ Downward comparison ◦ Self-handicapping ◦ Self-serving bias ◦ Basking in reflected glory/Cutting off reflected failure
<p>3.18 Examine why prosocial behaviors (i.e., helping others, being respectful to others, cooperation, consideration, etc.) can help prevent violence and promote good mental and social health</p>	<ul style="list-style-type: none"> • Tolerance • Culture diversity <ul style="list-style-type: none"> ◦ Individualism ◦ Collectivism
<p>3.19 Use medical terminology and concepts related to mental and social health</p>	<ul style="list-style-type: none"> • Tolerance • Culture diversity • Individualism • Collectivism • Diagnostic and Statistical Manual--Fifth Edition (DSM-5) • Substance Abuse and Mental Health Service Administration (SAMHSA) • Diagnosis <ul style="list-style-type: none"> ◦ Differential diagnosis • Etiology • Prevalence • Prognosis • Comorbidity
<p>STANDARD 7.0 EMPLOY COMMUNICATION SKILLS TO ENGAGE OTHERS AND BUILD TRUST</p>	
<p>7.1 Explain the importance of empathy, courtesy, and respect in the healthcare environment</p>	<ul style="list-style-type: none"> • Confidentiality • Ethics

	<ul style="list-style-type: none"> ● Emotional intelligence <ul style="list-style-type: none"> ○ Self-awareness ○ Empathy ○ Self-management ○ Social skills
7.2 Explain the importance of maintaining healthy boundaries and the appropriate use of self-disclosure with workers and patients	<ul style="list-style-type: none"> ● Assertive communication ● Passive/Submissive communication ● Aggressive communication ● Barriers to effective communication <ul style="list-style-type: none"> ○ Defensiveness ○ Ambushing ○ Self-preoccupation ○ Motivational distortion
7.3 Describe the basic elements of therapeutic communication (e.g., active listening, paraphrasing, open-ended questions, validation, and redirection)	<ul style="list-style-type: none"> ● Active listening ● Paraphrasing ● Open-ended questioning ● Validation ● Redirection
7.4 Adapt communication skills to different levels of understanding and cultural orientation (i.e., diverse age, cultural, economic, sexual orientation, ethnic and religious groups, etc.)	<ul style="list-style-type: none"> ● Developing awareness of diversity <ul style="list-style-type: none"> ○ Culture ○ Traditions ○ Age ○ Ethnicity ○ SES ○ Sexuality ○ Gender ○ Religion

Domain 2: Strategies	
Instructional Time: 30-40%	
STANDARD 4.0 ANALYZE FACTORS THAT INFLUENCE DECISIONS ABOUT MENTAL AND SOCIAL HEALTH SERVICES	
4.1 Examine how mental and social health is influenced by peers, family, cultural values, and life cycle	<ul style="list-style-type: none"> ● Stigma ● Tradition ● Family values

4.2 Examine how ethnic and cultural diversity enriches and challenges society	<ul style="list-style-type: none"> • Diversity/Lack of diversity in mental health professionals
4.3 Examine how media conveys accurate and inaccurate messages that affect mental and social health	<ul style="list-style-type: none"> • Understanding pseudo psychology • Scientific Method • Review research
4.4 Explain socioeconomic disparities in healthcare	<ul style="list-style-type: none"> • Access to healthcare/insurance • Affordability/Availability of insurance
4.5 Summarize how personal values and experiences influence mental and social health	<ul style="list-style-type: none"> • Importance of objectivity
4.6 Examine the impact on society when there is minimal access to mental and social health services	<ul style="list-style-type: none"> • Rural vs. urban health care
4.7 Identify groups and organizations that ensure services and resources [e.g., National Alliance on Mental Illness (NAMI), Centers for Disease Control (CDC), American Public Health Association (APHA), and American Sociological Association (ASA)]	<ul style="list-style-type: none"> • SAMHSA • Center for Disease Control (CDC) • National Alliance of the Mentally Ill (NAMI) • National Institute of Mental Health (NIMH) • Regional Behavioral Health Association (RBHA) (specific to community) • Behavioral Health Agencies (specific to community)
STANDARD 5.0 ANALYZE STRATEGIES TO IMPROVE MENTAL AND SOCIAL HEALTH	
5.1 Summarize healthy ways to express emotions (e.g., affection, love, friendship, acceptance, anger, and concern)	<ul style="list-style-type: none"> • Five Love Languages <ul style="list-style-type: none"> ◦ Words of affirmation ◦ Physical touch ◦ Quality time ◦ Gifts ◦ Acts of service
5.2 Summarize strategies for coping with loss and grief	<ul style="list-style-type: none"> • Positive coping strategies <ul style="list-style-type: none"> ◦ Constructive coping <ul style="list-style-type: none"> ▪ Problem focused ▪ Appraisal focused ▪ Emotion focused • Negative coping strategies <ul style="list-style-type: none"> ◦ Giving up ◦ Acting aggressively ◦ Self-indulgence

	<ul style="list-style-type: none"> ○ Blaming self ○ Defensive coping <ul style="list-style-type: none"> ▪ Defense mechanisms
5.3 Examine strategies for managing impulsive behaviors and addictions	<ul style="list-style-type: none"> ● SEEDS <ul style="list-style-type: none"> ○ Socialization ○ Exercise ○ Education ○ Diet ○ Sleep
5.4 Examine strategies for managing and reducing conflict	<ul style="list-style-type: none"> ● Active listening ● I vs. You messages ● Compromising ● Problem solving
5.5 Examine strategies for dealing with difficult and/or codependent relationships (e.g., family members, friends, and co-workers)	<ul style="list-style-type: none"> ● Friendship and love <ul style="list-style-type: none"> ○ Proximity ○ Familiarity ○ Physical attractiveness ○ Reciprocal liking ● Matching hypothesis ● Attractiveness and resource exchange ● Parental investment theory
5.6 Describe theories and interventions used in mental and social health [e.g., cognitive behavioral therapy (CBT), emotionally focused therapy (EFT), solution-focused brief therapy (SFBT), and medication]	<ul style="list-style-type: none"> ● Biomedical theories <ul style="list-style-type: none"> ○ Medications ● Behaviorism and cognitive theories <ul style="list-style-type: none"> ○ Cognitive behavioral therapy (CBT) ○ Solution-focused brief therapy (SFBT)
5.7 Describe alternative and nontraditional approaches to mental and social health conditions (e.g., self-help, diet and nutrition, relaxation and stress reduction techniques, art therapy, play therapy, and expressive arts therapy)	<ul style="list-style-type: none"> ● Research based vs. anecdotal evidence ● Alternative/Nontraditional approaches <ul style="list-style-type: none"> ○ Meditation/Mindfulness ○ Diet/Nutrition ○ Art therapy/Play therapy
5.8 Engage in case studies, role play, shadowing, and other practicum experiences	<ul style="list-style-type: none"> ● Understanding research methods <ul style="list-style-type: none"> ○ Case studies ○ Correlational studies ○ Surveys ○ Experimental/Empirical studies

	<ul style="list-style-type: none"> ○ Naturalistic observations ● Observation ● Role play
STANDARD 8.0 USE PROBLEM-SOLVING AND GOAL SETTING SKILLS TO IMPROVE MENTAL AND SOCIAL HEALTH	
8.1 Identify the steps in the problem-solving process	<ul style="list-style-type: none"> ● Goal setting ● Behaviors needed ● Plan ● Monitor and feedback
8.2 Identify barriers that can hinder healthy decision making	<ul style="list-style-type: none"> ● Personal limitations ● Faulty thinking ● Family history
8.3 Explain the purpose of collaborative goal setting (i.e., SMART Goals)	<ul style="list-style-type: none"> ● SMART Goals <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable/Achievable ○ Realistic ○ Timely
8.4 Describe techniques used to monitor the progress of goals	<ul style="list-style-type: none"> ● Self-evaluation
8.5 Describe barriers to goals and ways to address those barriers	<ul style="list-style-type: none"> ● Sabotaging
8.6 Explain the importance of evaluating the outcomes of mental and social health services and interventions	<ul style="list-style-type: none"> ● Progress monitoring

Domain 3: Delivery Services	
Instructional Time: 5-10%	
STANDARD 1.0 ANALYZE THE DELIVERY SYSTEM FOR MENTAL AND SOCIAL HEALTH SERVICES	
1.1 Describe mental and social health care delivery systems in public, private, government, and nonprofit sectors	<ul style="list-style-type: none"> ● Procedures to access local RBHA and mental health agencies
1.2 Define an integrated care program for mental and social health	<ul style="list-style-type: none"> ● Team and wrap-around approach
1.3 Explain the impact of emerging issues on delivery systems (e.g., technology, social media, drug abuse, and socioeconomics)	<ul style="list-style-type: none"> ● Accessibility of mental health services

<p>1.4 Explain the scope and practice of the mental and social health professionals (e.g., case manager, social worker, behavioral health technician, counselor, psychiatrist, psychologist, and psychiatric nurse)</p>	<ul style="list-style-type: none"> • Psychiatrist • Psychologist • Counselor • Social worker • Case manager • Mental Health (MH) Technician
<p>1.5 Identify roles and responsibilities of community emergency response teams (CERTs) and community mental health teams (CMHTs)</p>	<ul style="list-style-type: none"> • Identify local crisis teams and hotlines
<p>1.6 Describe ethical behaviors among professionals providing mental and social health services</p>	<ul style="list-style-type: none"> • MH ethics • Confidentiality
<p>1.7 Identify conferences, workshops, and retreats that support mental and social health issues</p>	<ul style="list-style-type: none"> • Identify credentialing requirements -- continuing professional units • Identify workshops applicable to supporting various MH roles
<p>STANDARD 6.0 ANALYZE INFORMATION, PRODUCTS, AND SERVICES THAT PROMOTE SOCIAL AND MENTAL WELL-BEING</p>	
<p>6.1 Identify advocacy groups related to mental and social health (i.e., DBSA Advocacy Center, Advocacy Action Center, self-help and peer support groups, etc.)</p>	<ul style="list-style-type: none"> • Identify local advocacy groups
<p>6.2 Examine ways to advocate for friends and family members who need support and treatment for mental and social health issues</p>	<ul style="list-style-type: none"> • Identify resources within community <ul style="list-style-type: none"> ◦ MH agency ◦ Clinics ◦ Churches ◦ Schools ◦ Family/Social support networks
<p>6.3 Explain “outreach” as a community tool to expand access to services, practices, and products</p>	<ul style="list-style-type: none"> • Health fairs and community fairs
<p>6.4 Identify community resources, services, and professionals that support mental and social health</p>	<ul style="list-style-type: none"> • Identify MH service directories
<p>6.5 Describe psychoeducation interventions to help individuals and families learn about managing mental and social health</p>	<ul style="list-style-type: none"> • Child Find • Individualized Education Plan (IEP) • 504 Accommodation Plans

6.6 Access, critically review, and evaluate the appropriateness and accuracy of information sources (e.g., literature, research, and electronic information)	<ul style="list-style-type: none"> • Understand and access evidence-based data
6.7 Explain the use of professional networking and social networking to enhance mental and social health	<ul style="list-style-type: none"> • Identify referral services • Identify professional networks/coalitions
STANDARD 9.0 ANALYZE LEGAL, SAFETY, AND PROFESSIONAL REQUIREMENTS FOR MENTAL AND SOCIAL HEALTH PROFESSIONALS	
9.1 Demonstrate first aid	<ul style="list-style-type: none"> • Take First Aid course
9.2 Demonstrate CPR	<ul style="list-style-type: none"> • CALL 911 “Stayin’ Alive” 30 presses • Two breaths • Repeat
9.3 Demonstrate Universal Precautions	<ul style="list-style-type: none"> • Occupational and Safety and Health Administration (OSHA)
9.4 Describe the Patient Bill of Rights	<ul style="list-style-type: none"> • Patient Care Partnership
9.5 Describe informed consent	<ul style="list-style-type: none"> • Understand informed consent
9.6 Distinguish among malpractice, liability, and negligence	<ul style="list-style-type: none"> • Ethics
9.7 Demonstrate procedures for documentation, record keeping, and case reports with emphasis on accuracy, legal issues, privacy, and confidentiality	<ul style="list-style-type: none"> • Documentation requirements
9.8 Identify privacy, protection, and mandatory reporting rules for health professionals	<ul style="list-style-type: none"> • Confidentiality • Ethics • Mandatory reporting
9.9 Describe typical methods used for screening, assessment, and care/service plans	<ul style="list-style-type: none"> • Preschool screening • Comprehensive developmental assessments, Assessments/Evaluations <ul style="list-style-type: none"> ◦ Observations ◦ Developmental/Medical history ◦ Testing • IEPs