

## Human Services: Counseling and Mental Health Services Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Counseling and Mental Health Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Counseling and Mental Health Services Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
<b>SECONDARY</b>	<b>9</b>	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Human Services	▶ Career Counselor ▶ Clinical and Counseling Psychologist ▶ Employment Counselor ▶ Industrial-Organizational Psychologist ▶ Marriage, Child and Family Counselor ▶ Mental Health Counselor ▶ Residential Advisor ▶ School Counselor/Psychologist ▶ Sociologist ▶ Substance Abuse and Behavioral Disorder Counselor ▶ Vocational Rehabilitation Counselor
	<b>10</b>	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications	
	<b>11</b>	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Human Growth and Development	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	<b>12</b>	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance	• Counseling and Mental Health Services		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
<b>POSTSECONDARY</b>	<b>Year 13</b>	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Counseling and Mental Health Services • Introduction to Social Work • Introduction to Helping Skills and Processes	
	<b>Year 14</b>	Speech/ Oral Communication	Statistics	Biological Science Physical Science	American History Educational Psychology		• Drug and Alcohol Rehabilitation • Practicum in Family Studies	
	<b>Year 15</b>	Technical Writing			Sociology		• Continue Courses in the Area of Specialization	
	<b>Year 16</b>	Continue courses in the area of specialization.						



### *Creating Your Institution's Own Instructional Plan of Study*

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=91>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=47>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

## Human Services: Counseling and Mental Health Services

### SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

# SAMPLE

**Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.**

**The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=91>. These skills are reinforced through participation in student organization activities.**

#### #1

*Introduction to Human Services:* This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Learners will investigate a broad range of human services careers through interest inventories and observations. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=47>. These skills are reinforced through participation in student organization activities.**

#### #2

*Information Technology Applications:* Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, develop presentation skills, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

#### #3

*Human Growth and Development:* This course provides basic knowledge of human growth and development as well as skills necessary for lifelong development, health and safety, CPR/first aid and nutrition. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Careers in Human Services are explored.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=47> and should include appropriate student activities.**

#### #4

*Counseling and Mental Health Services:* This course introduces applications within professions related to counseling and mental health services. Students will apply principles of communication strategies to establish a collaborative relationship with clients, provide career counseling, and use principles of clarity and organization to write and speak correctly and achieve effective communications. Students will be exposed to a wide variety of careers in the field of counseling and mental health. A work-based learning/practicum experience will be provided.

#### #5

*Introduction to Counseling and Mental Health Services:* Building on their knowledge and skills gained in high school, students will learn how to develop and maintain an efficient program within a given organization to meet organizational goals. Students will also use communication skills to interface effectively with referral sources including the legal system and study group dynamics to identify functions and effects of larger and smaller groups on personal effectiveness. Students will learn the basics for establishing a physically and psychologically healthy environment for counseling and mental health services and explore careers in the field.

#### #6

*Introduction to Social Work:* This course introduces the student to the field of social work, social services, social welfare organizations, major social problems and target population groups, and the methods used in working with individuals, groups and communities. Students will study the range of personnel and skills in social work agencies, and the means of education and training for social work professionals.

#### #7

*Introduction to Helping Skills and Processes:* This course is designed to develop the fundamental skills and processes involved in interviewing and assisting individuals in a human services practice.

#### #8

*Drug and Alcohol Rehabilitation:* This course introduces the key issues of the alcohol and drug abuse treatment field from the standpoint of the unique sociological and public health aspects involved.

#### #9

*Practicum in Family Studies:* This course will expose students to community organizations that work to improve circumstances for local families. Through placement at a community organization, students learn firsthand how these community organizations function on a day-to-day basis.

#### #10

*Professional and Ethical Issues:* Students will learn how to observe ethical and legal responsibilities at all times to assure the best interests of clients, including following policy and serving as advocates for children and families. Students will develop skills for following privacy regulations to ensure confidentiality of client information while keeping current on changing laws to ensure that all legal guidelines are followed.

#### #11

*Assessment and Appraisal:* Students will apply principles of functional and specialized assessments to evaluate specific client needs. Students will learn to evaluate and interpret information, to prepare file documents, to incorporate client's perceptions, to suggest solutions and to evaluate client's progress in a timely manner to promote client confidence.

#### #12

*Theories of Counseling and Mental Health:* Students will learn to evaluate client motivation, strengths and weaknesses to develop a client treatment program. Other class concepts will include teaching students how to incorporate new knowledge to expand their personal skills base and how to evaluate a client and apply intervention when needed.

#### #13

*Practices in Counseling and Mental Health:* Students will learn how to synthesize principles of counseling and relationship skills to motivate client change, how to verbally and nonverbally reinforce client statements to show change of attitude or report change of behavior, and how to use personal and organizational strengths to demonstrate that client welfare is foremost in this field. Students will use counseling and therapy techniques effectively to selectively serve individual needs. A practicum is included in this course.

#### #14

*Advanced Skills in Counseling and Mental Health:* Students will learn how to recognize strategies of reflecting, interpreting, affirming, summarizing and tracking to evaluate when to use a particular strategy with clients. They will also learn to apply strategies as counselor/therapist and consultant to promote individual learning, create milieus and solutions to respect cultural diversity, and consult with schools and business organizations to provide recommendations for successful change.