



Behavioral and Community Health

Primary Career Cluster:	Health Science
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	6130
Prerequisite(s):	<i>Health Science (5998)</i>
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the second course in the <i>Public Health</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/article/mathematics-standards .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	577, 720, 722
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-health-science

Course Description

Behavioral and Community Health is an applied course for students interested in developing a rich understanding of the ways that communities experience and treat health-related issues. Upon completion of this course, students will be able to use research and data to understand the health and wellness of his/her community, state, region, and nation; differentiate between health and wellness; relate that knowledge to social epidemiology and determinants of health; draw key

connections between behavioral health issues and community health issues; and identify professionals who can provide care.

Program of Study Application

This is the second course in the *Public Health* program of study and builds knowledge and skills necessary for success in the capstone course, *Public Health Practicum*. For more information on the benefits and requirements of implementing this program in full, please visit the Health Science website at <https://tn.gov/education/article/cte-cluster-health-science>.

Course Standards

Overview of Healthcare History, Systems, and Legislation

- 1) Gather relevant information from multiple sources (in both print and digital formats) concerning the history of, and relationships between, community health, disease outbreaks and psychosocial disorders in order to understand how community health has formed the basis of the modern healthcare system. Research notable historical figures, time periods, and/or practices to develop a visual, oral, and/or written presentation that cites specific textual evidence to support analysis.
- 2) Differentiate between health, healthcare, and healthcare systems/organizations related to community and mental health, and explain their evolution in modern society. Use information from governmental agencies, such as the Center for Disease Control and Prevention (CDC), to identify health disparities (for example, rates of childhood obesity in different regions) in the United States population. Physically locate care-providing organizations and agencies that can be utilized to address identified disparities.
- 3) Define epidemiology and identify social and community health issues prevalent in a specific community. Research social determinants impacting a specific health issue, including but not limited to age, behavior, race/ethnicity, environment, geography, social status, income, and other factors that contribute to diseases and disorders. Summarize findings in a graphic illustration or informational artifact in order to participate in a discussion comparing and contrasting health of communities with different demographic data.
- 4) Research and summarize major state and federal legislation related to behavioral and community health using both primary sources (such as laws) and secondary sources (such as media reports). Construct an argumentative essay describing the effects of these laws on the provision of healthcare in Tennessee and the implications for at-risk populations. In the essay, compare and contrast findings presented in media about legislation, citing specific textual evidence to support a claim and assess extent to which reasoning and evidence may support or refute identified counterclaim(s).
- 5) Identify public health risks and emergencies that impact healthcare delivery. Create a flow-chart of how local, state, and federal governments coordinate to handle requests for assistance related to human resources, supplies/equipment, and medical countermeasures.

Careers

- 6) Research careers within the public health and mental health fields and document educational requirements as well as state and national guidelines governing practicing professionals (such as licensing, certifications, training, compliance). Identify potential training programs, schools, and examinations appropriate to obtain required credentials for a specific occupation.
- 7) Research and summarize the range of skills, competencies, and professional traits required for careers in the public health and mental health fields. Compare findings to current individual strengths and identify opportunities for personal development. Translate real-time and projected labor market data into narratives to identify local and national employment opportunities and determine areas of growth within public health and mental health fields.

Legal and Ethical Issues

- 8) Compare and contrast the specific laws and ethical issues that impact relationships among patients/clients and healthcare professionals (for example, patient confidentiality). Citing specific textual evidence to support reasoning, participate in a verbal or written debate as related to behavioral and community health by developing claim(s) and counterclaim(s).
- 9) Research the Americans with Disabilities Act of 1990 (ADA), the American Hospital Association's "Patient Bill of Rights," the Omnibus Budget Reconciliation Act of 1990 (OBRA), and the Patient Self-Determination Act of 1990 (PSDA). Explain to a patient/client or classmate the rights of a patient or client, depending on differences in age, mental status, and competency. Cite the above documents in clear, coherent language to describe the relationships among concepts of patient rights.
- 10) Summarize the Health Insurance Portability and Accountability Act (HIPAA) within the context of mental health and community health treatment, and relate key provisions of the act to patient rights. Develop a brochure or factsheet, which can be shared with minors, adults, and non-English speaking individuals that defines key words and phrases, illustrates key points, and cites specific textual evidence from the act.
- 11) Construct an argumentative essay contrasting patient/client rights with a community's right to know about dangerous mental health clients or persons with communicable diseases, citing evidence from legislation and news articles to support claim(s) and counterclaim(s).
- 12) Research sections of the Patient Protection and Affordable Care Act of 2010 (ACA) related to community health and preventive medicine, synthesizing a variety of professional, journalistic, and medical perspectives on the ramifications of the act for individuals and communities. Select one of the preventive guidelines listed in the prevention/wellness section of the law and develop a plan to implement it for a given community. For example, to increase access to fresh produce, a plan may include a gap analysis, list of stakeholders, budget, and timeline for activities using domain-specific language.

- 13) Research Crisis Standards of Care and the impact on healthcare delivery. Synthesize concepts from these standards to create an oral or written argument for temporarily adjusting standard healthcare delivery practices that favors the needs of the community over the needs of individuals.

Social Perception and Prevalence of Diseases and Disorders

- 14) Assess the costs associated with providing long-term care to patients/clients with mental or chronic conditions. Compare and contrast these costs against alternative treatment methods such as institutionalization or preventative care. Incorporate evidence from the Long-Term Care section of the Patient Protection and Affordable Care Act of 2010 (ACA), The Mental Health Parity and Addiction Equity Act of 2008, TennCare guidelines, and rates quoted by competing insurance companies.
- 15) Evaluate health data from a range of sources (such as the World Health Organization, Centers for Disease Control and Prevention) to determine the social perception and prevalence of chronic, mental, and environmental health diseases and disorders. Research should incorporate relevant health indicators, clinical trials, risk factors, and clinical perspectives using domain-specific language. Prepare a graphic illustration to summarize findings in clear, coherent language, citing specific textual evidence.
- 16) Identify at risk population groups that need customized messaging and healthcare delivery during emergencies due to disease specific needs, medical device needs, limited access to care/support, or language barriers. Develop an informative/explanatory text discussing the needs of one specific group, citing local incidence information as compared to state, region, and national data. Include existing policies or plans that target the needs of the group, and healthcare interventions available.
- 17) Investigate stigmas surrounding mental health and illness, obesity, smoking, drug abuse, and other public health issues in the community. Develop a public service announcement (PSA) or presentation to build awareness and understanding of the disease/disorder, addressing common misconceptions, outlining signs and symptoms, and providing strategies for management or containment.

Mental Health Issues

- 18) Distinguish among the different domains of psychology, including but not limited to biological, clinical, cognitive, developmental, educational, experimental, and industrial-organizational domains. Articulate in a verbal, written, or digital format the key features, methodologies, basic assumptions, applications, and strengths and weakness of each domain.
- 19) Differentiate the signs and symptoms of common psychobiological disorders, including anxiety disorders, depressive disorders, bipolar disorders, eating disorders, cognitive disorders, addictive disorders, personality disorders, sleep disorders, and factitious and dissociative disorders. Investigate available treatments and scientific research regarding the management of different psychobiological disorders. Research at least one historical and

one modern case study and discuss the implications for the health of communities citing specific textual evidence from the case studies.

- 20) Research trauma interventions for dealing with crisis and disaster, suicide, anger, aggression and violence, and physical, emotional, and sexual abuse. Identify major legislation that has been recently changed or developed in response to the prevalence of trauma in society and hypothesize outcomes of legislation. Test hypotheses using case studies.

Treatment and Therapeutic Communication

- 21) Examine the various treatment methodologies prescribed for mental and chronic health issues and explain why certain diseases and disorders call for different types of treatment, including but not limited to pharmacological regimens, changes in diet and exercise, counseling, and different types of therapy.
- 22) Research the mitigation of disease severity through implementation of different types of interventions including Medical Countermeasures (antibiotics, vaccines) and Non-Pharmaceutical Interventions (community mitigation steps). Develop a detailed treatment plan with goals and objectives, Medical Countermeasures, and Non-Pharmaceutical Interventions for one of the mental conditions and one of the health issues studied in this course. Cite specific textual evidence to defend elements of plan.)
- 23) Research and apply concepts of therapeutic communication in a mock scenario role-play surrounding a psychobiological or traumatic situation.
- 24) Research, identify, and define the steps involved in psychiatric therapeutic holds and the skills necessary to apply Crisis Prevention Intervention techniques when dealing with someone in a mental health crisis using accurate medical terminology. Role-play these skills in a classroom for patients/clients experiencing one of the diseases or disorders identified in the course.
- 25) Synthesize the knowledge acquired in this course to draw connections between mental illnesses/disorders with broader issues affecting the health of communities. In a sustained research project, examine how families and neighborhoods can change as the result of chronic or acute incidents of trauma, such as generational poverty or acts of terrorism, and discuss the implications for community structure, family dynamics, and financial stability when mental health issues are prevalent within a community. Develop, edit, and revise a detailed plan to alleviate the effects of one such issue on a community, incorporating written, oral, and digital components to support the presentation of the plan.
- 26) Analyze emergency communication using resources such as the Centers for Disease Control's Crisis Emergency Risk Communication plan. Create a mock press release or script using recommendations for successful emergency communication related to a recent disaster or crisis.

The following artifacts will reside in the student's portfolio:

- a. Standard 3 Graphic illustration or informational artifact comparing and contrasting health of communities with different demographic data.
- b. Standard 10 Argumentative essay over a community's right to know about dangerous persons
- c. Standard 15 Graphic illustration to summarize social perception of chronic mental and environmental health diseases and disorders
- d. Standard 25 Detailed plan to alleviate the effects of community issues

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.