**Mental Health Careers**

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| Lesson Title: Career High lights in Drug and Alcohol Specialist | | Lesson 4 |
| CTE Standard(s):  HSZ10.02.03.02 – Recognize levels of education, credentialing requirements, employment opportunities, workplace environment, and career growth potential. | | |
| Lesson Objective: | Provide students with an overview of the career:  -soft-skills: people skills, team work, empathy, accepting the diversity of others  -academic preparation  -pre-professional character development, experience and insights | |
| Supplies Needed: | This lesson utilizes the PowerPoint Drug and Alcohol Specialist with videos  embedded. | |

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| **THE "7 ELEMENTS"** | **TEACHER NOTES**  **(and answer key)** |
| 1. Introduce the CTE lesson. Assess students’ awareness as it relates to the lesson. Ask them: What have they heard about Drug and Alcohol Specialist?   How many people have mental illness in Oregon? Why do we have a distorted view of the number and the behaviors of the mentally ill? | Let the students tell you what they think they know….  Repeat student responses so everyone can hear them reinforce appropriate logical lines of thinking.  Present the Power Point up to the video clip  Stop and answer questions reinforce student provided correct information on incidence of mental illness, stigma, barriers to treatment |
| 2. Discuss the role and responsibilities, educational background and other career highlights of:  Help students find examples where Michael explains how he works with others in his job.  Explain “lived experience” as a requirement for this job  it can mean a struggle with substance abuse, mental health or exposure through family dynamics to elements of drug abuse. | Continue video and show section of Drug and Alcohol Specialist  Discuss:  Patient Centered care  Team approach including the patient in the development of a care plan  Ask students to provide examples of what Michael does during a day…..  What is the goal of treatment? What provides satisfaction to Michael in his job  Background experiences and insights |
| 3. Work through the science/Math/communication/CCE example embedded in the lesson.  Use the graph of incidence of Mental Illness in a community to discuss how the numbers may be accurate but the reality is much different…  Use the information on Oregon severely mentally ill to have students calculate the % of severely mentally ill. .0003% in Oregon. | Go back into the presentation and view the slides on statistical prevalence if you didn’t cover the math in the slides on statistics |
| 4. Work through related contextual science/Math/communication/CCE as they apply to the career.  In this career it is helpful to have the following skills:  Have the students come up with their own list go back to the slides if necessary to review soft skills | Discussion or show examples of how you use math, science, communication, fine or gross motor skills, etc. to carry out the responsibilities of your position |
| 5. Work through traditional information on educational requirements.  What is a C.N.A.?  Where can you get this certificate?  How old must you be to work at the State Hospital? (18)  How old must you be to work at a long-term care facility? (16) | Discussion your specific career courses or college courses that prepared you for the technical aspects of your job.  No college education required for this job…students can become earn a Certified Nursing Assistant Certificate at Oregon State Hospital or Long-Term Care Facility and begin work.  OSH- provides additional coursework for Drug and Alcohol Specialists |
| 6. Students demonstrate their understanding of the soft skills that are unique to this position or general that all employers and clients would want to see in a professional | Ask students to tell you how long it takes to become a professional in this field.  Ask how doing this job would be helpful in preparing for a formal professional Healthcare Career education in any healthcare field. How could it prepare them for the challenges of any healthcare profession? |
| 7. Formal assessment. | Ask students to tell you how long it takes to become a professional in this field. Go back to the chart if necessary to remind them of the job requirements.  Ask them to provide examples of things they could do in advance of a formal professional education in this field to be ready for the challenges of the profession. (academic and soft skills preparation) |