

Mental Health Assisting Careers

8332 36 weeks / 280 hours

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Course Description

Suggested Grade Level: 12

Prerequisites: 8331

Students experience classroom instruction and hands-on learning in preparation for a career as a mental health technician or in the mental health field. Students gain understanding of routine care and therapeutic procedures, responding to emergency situations, patient rehabilitation, and patient recreational activities. Students prepare to assist physicians, therapists, and other mental health professionals in hospitals, outpatient clinics, and community mental health facilities.

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations
Governing Certified Nurse Aides
Virginia Board of Nursing
www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc

Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (*) are sensitive.

8332	Tasks/Competencies
	Functioning as a Member of the Mental Healthcare Team
(+)	Explore the evolution of U.S. mental health care delivery.
(+)	Differentiate among the types of mental health facilities.
(+)	Describe the roles and responsibilities of each member of the mental healthcare team.
(+)	Identify roles and limitations of assistive personnel in the mental healthcare field.
(+)	Explain the qualifications needed for success as a mental healthcare professional.
	Understanding Mental Illness
(+)	Differentiate between mental health and mental illness.
(+)	Explain the development of personality.
(+)	Explain defense mechanisms.
(+)	Identify major types of anxiety disorders.
(+)	Identify major types of affective disorders.
(+)	Identify major types of psychotic disorders.
(+)	Identify major types of personality disorders.
(+)	Identify major types of substance abuse.

8332	Tasks/Competencies
+	Identify eating disorders.
+	Identify major types of developmental anomalies and disorders.
+	Identify conditions associated with confusion and dementia.
Fulfilling Environmental and Legal Responsibilities	
+	Explain institutional policies and procedures that impact the assistant in mental health care.
+	Explain legal policies affecting the MHT.
+	Identify methods of assisting patients in exercising and protecting their rights.
+	Explain the importance of hand hygiene and Standard Precautions.
+	Describe the procedures for responding to medical emergencies and mental health crises in the mental healthcare setting.
+	Discuss procedures for maintaining the safety of the patient during outings, social events, and other activities.
+	Define various legal holds and when they might be used.
Developing Communication and Human Relation Skills	
+	Communicate effectively with patients, staff, and non-facility personnel.
+	Interpret the meaning of nonverbal behavior.
+	Describe therapeutic interactions for the MHT.
+	Facilitate interaction between patients and visitors.
+	Identify methods of conflict resolution.
+	Explain specific techniques for managing stress.
Planning and Administering Assistive Care	
+	Explain the role of the MHT in the delivery of care and treatment of various types of mental illness.
+	Observe patient progress.
+	Provide physical and emotional care in accordance with the patient's individual treatment plan.
○	Record patient's physical and behavioral status.
+	Prepare patient reports as required.
+	Identify behavior that signals impending crisis, including suicidal and assaultive behavior.
+	Explain the assault cycle.
+	Explain effective responses to assaultive behaviors.
+	Differentiate between seclusion and time-out.
○	Demonstrate proper hand-washing technique.
○	Demonstrate infection control measures (as required by Virginia Nursing Board regulation).
○	Explain principles of infection control (as required by the Virginia Board of Nursing regulation).
○	Demonstrate double-bagging technique.
○	Demonstrate safety procedures in various healthcare scenarios (as regulated by the Virginia Board of Nursing regulation).
○	Change gown, mask, and gloves.
Assisting Patients with Rehabilitation	

8332	Tasks/Competencies
<input type="radio"/>	Identify patient daily activities and the role of the MHT in these activities.
<input checked="" type="radio"/>	Assist with recreational activities.
<input checked="" type="radio"/>	Escort patient to and from activities.
<input checked="" type="radio"/>	Identify measures for responding when a patient is missing.
<input checked="" type="radio"/>	Explain how to assist a patient with money management.
<input checked="" type="radio"/>	Assist a patient with school activities, if a student.
<input checked="" type="radio"/>	Assist in conducting rehabilitative group activities.
Describing the Opioid Crisis	
<input checked="" type="radio"/>	Describe the history and current state of the opioid crisis in the United States.
<input checked="" type="radio"/>	Describe the history and current state of the opioid crisis in Virginia.
<input checked="" type="radio"/>	Define the pharmacological components and common uses of opioids.
Examining the Key Factors of Drug Addiction	
<input checked="" type="radio"/>	Examine the science of addiction.
<input checked="" type="radio"/>	Explain prevention and early intervention strategies.
<input checked="" type="radio"/>	Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
<input checked="" type="radio"/>	Describe the treatment models of addiction therapy.
<input checked="" type="radio"/>	Describe the medication management antidote used to prevent fatal opioid overdoses.
Understanding Pain Management Protocols	
<input checked="" type="radio"/>	Explain the science of physiological and mental pain.
<input checked="" type="radio"/>	Describe the diagnostic tools used in developing pain management plans.
<input checked="" type="radio"/>	Describe pain treatment options available to various populations of patients.
<input checked="" type="radio"/>	Describe the effects of opioid dependency on the human body systems.
<input checked="" type="radio"/>	Explain the mechanism and physical effects of opioids on the human body.
<input checked="" type="radio"/>	Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
<input checked="" type="radio"/>	Describe the withdrawal and tapering side effects of opioid use.
<input checked="" type="radio"/>	Describe storage and disposal options for opioids.
<input checked="" type="radio"/>	Explain community resources for education about opioid use.
Working with Patients and Caregivers	
<input checked="" type="radio"/>	Describe key communication topics involving opioids for patients.
<input checked="" type="radio"/>	Describe communication topics for caregivers and family members.

Legend: Essential Non-essential Omitted

Curriculum Framework

Functioning as a Member of the Mental Healthcare Team

Task Number 39

Explore the evolution of U.S. mental health care delivery.

Definition

Exploration should include

- major historical events
- major contributors to the evolution of modern mental health care
- current trends in mental health care.

Process/Skill Questions

- How did ancient cultures view mental illness?
- What historical events were significant to the evolution of modern mental health care?
- What historical figures were significant to the evolution of modern mental health care?
- What is psychoanalysis?
- What disorders are typically treated with psychotherapy?
- What are the current trends in mental health care?

HOSA Competitive Events (High School)

Health Science Events

- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl

Recognition

- Health Care Issues Exam
-

Task Number 40

Differentiate among the types of mental health facilities.

Definition

Differentiation should include types of

- acute care settings
- long-term care settings
- settings for transitioning to mainstream society
- outpatient facilities.

Process/Skill Questions

- What are the differences between acute care and long-term care settings?
- What types of facilities provide care to help patients transition to mainstream society?
- What types of facilities provide outpatient mental healthcare services?

HOSA Competitive Events (High School)

Teamwork Events

- HOSA Bowl
-

Task Number 41

Describe the roles and responsibilities of each member of the mental healthcare team.

Definition

Description should include

- responsibilities of each member
- accepted local scopes of practice.

Process/Skill Questions

- What occupations are represented in a mental healthcare team?
- How would you describe the basic duties of selected members of the mental healthcare team?
- How would you describe the role of the technician in the mental healthcare team?
- How would you summarize the responsibilities of each mental healthcare team member in assessing, planning, implementing, and evaluating patient care?

HOSA Competitive Events (High School)

Leadership Events

- Medical Photography

Teamwork Events

- Health Career Display
-

Task Number 42

Identify roles and limitations of assistive personnel in the mental healthcare field.

Definition

Identification should include activities that the mental health technician (MHT) can do independently and where the MHT can provide support in assisting in the delivery of care.

Process/Skill Questions

- What activities can be delegated to the MHT?
- What mental healthcare professionals oversee the duties of the MHT?
- What activities are limited to licensed healthcare professionals and are therefore not in the scope of activities that an MHT can do?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Health Career Display
-

Task Number 43

Explain the qualifications needed for success as a mental healthcare professional.

Definition

Explanation should include

- educational requirements
- certification and licensing requirements
- personal qualities
- membership in professional organizations.

Process/Skill Questions

- What are the educational and certification requirements of the members of the mental healthcare team?
- What personal qualities are required to be successful in the field of mental health?
- What nationally-recognized professional organizations are designed to meet the needs of members of the mental healthcare team?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Health Career Display

Understanding Mental Illness

Task Number 44

Differentiate between mental health and mental illness.

Definition

Differentiation should include

- description of optimal mental health
- description of general term *mental illness*.

Process/Skill Questions

- How would you define *mental health*?
- How can stress impact mental health?
- What are some causes of mental illness?
- How would you describe the term *mental illness*?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 45

Explain the development of personality.

Definition

Explanation should include the following psychological theories:

- Maslow's hierarchy of human needs
- Erikson's stages of psychosocial development
- Freud's theory of personality development
- Piaget's theory of cognitive development

Process/Skill Questions

- How does Maslow's hierarchy of human needs relate to personality development?
- How do unmet needs impact personality development?
- What are the distinguishing characteristics of Erikson's eight stages of development in terms of the development of personality?

- What are Freud's three levels of awareness?
- What are Freud's descriptions of id, ego, and superego, and how are they involved in personality development?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 46

Explain defense mechanisms.

Definition

Explanation should include

- definitions of common defense mechanisms and examples of each
- purpose of defense mechanism
- consequences of overuse.

Process/Skill Questions

- What is the difference among rationalization, projection, and displacement?
- How can occasional use of a defense mechanism contribute to a well-adjusted individual?
- How would you compare escape into illness and malingering?
- What is the relationship between anxiety and defense mechanisms?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 47

Identify major types of anxiety disorders.

Definition

Identification should include

- descriptions of major anxiety disorders
- signs and symptoms.

Process/Skill Questions

- What are the signs and symptoms of an anxiety attack?
- What is agoraphobia?
- What are some ways a person might curb anxiety?
- What types of care are involved in the treatment of anxiety disorders?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 48

Identify major types of affective disorders.

Definition

Identification should include

- descriptions of major affective disorders
- signs and symptoms.

Process/Skill Questions

- What behaviors are typically associated with the two phases of bipolar disorder?
- How does depression affect body, mood, and thought functioning?
- What are the signs of major depression?
- What care and treatment is provided to patients with affective disorders?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 49

Identify major types of psychotic disorders.

Definition

Identification should include

- descriptions of major psychotic disorders
- signs and symptoms.

Process/Skill Questions

- What is an example of a patient exhibiting delusions?
- How should a MHT respond to a patient experiencing auditory hallucinations?
- What does it mean for a patient to regress?
- What types of care would the MHT provide to the schizophrenic patient?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 50

Identify major types of personality disorders.

Definition

Identification should include

- descriptions of major personality disorders
- signs and symptoms.

Process/Skill Questions

- What is borderline personality disorder?
- What are maladaptive behaviors?
- How might a patient with paranoid personality disorder behave?
- What are the signs of antisocial personality disorder?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Teamwork Events

- HOSA Bowl
-

Task Number 51

Identify major types of substance abuse.

Definition

Identification should include

- descriptions of types of chemical and substance abuse
- signs and symptoms.

Process/Skill Questions

- What are signs of alcohol abuse?
- What are typical signs and symptoms of alcohol withdrawal?
- What are the duties of the MHT when caring for a patient during withdrawal?
- What other substances are frequently abused?
- What are the duties of the MHT following withdrawal?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Teamwork Events

- HOSA Bowl
-

Task Number 52

Identify eating disorders.

Definition

Identification should include

- anorexia nervosa and bulimia nervosa
- signs and symptoms.

Process/Skill Questions

- What is the difference between anorexia and bulimia?
- What are the signs and symptoms of eating disorders?
- What are suggested causes of anorexia?
- What is the immediate goal for the patient with an eating disorder?
- What type of care is provided before, during, and after mealtime?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health
- Knowledge Test: Nutrition

Teamwork Events

- HOSA Bowl
-

Task Number 53

Identify major types of developmental anomalies and disorders.

Definition

Identification should include

- names and descriptions of major anxiety disorders
- signs and symptoms.

Process/Skill Questions

- How can a developmental disability impact mental functioning?
- What is autism?
- What are the signs seen in children with autism?
- What are the characteristic features of a Down syndrome baby?

- What care is required by persons with autism and Down syndrome?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health
- Knowledge Test: Human Growth and Development

Teamwork Events

- HOSA Bowl
-

Task Number 54

Identify conditions associated with confusion and dementia.

Definition

Identification should include

- Alzheimer's disease and other causes of dementia
- signs and symptoms.

Process/Skill Questions

- What are the stages of Alzheimer's disease?
- What are the signs and symptoms of Alzheimer's disease?
- What is Sundowner's syndrome?
- How should the MHT respond to a confused patient?
- What are some treatable causes of dementia?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health
- Knowledge Test: Human Growth and Development

Teamwork Events

- HOSA Bowl

Fulfilling Environmental and Legal Responsibilities

Task Number 55

Explain institutional policies and procedures that impact the assistant in mental health care.

Definition

Explanation should include

- identification of policies and procedures common to many mental healthcare facilities that impact the MHT
- hierarchy of organizational responsibilities.

Curriculum requirements can be found at

www.dhp.virginia.gov/Forms/nursing/EdProgram/NurseAide_Ed_Program_Curriculum.doc.

Requirements for certification by Virginia Board of Nursing. Regulations can be found at

<http://law.lis.virginia.gov/vacodefull/title54.1/chapter30/article4>.

Process/Skill Questions

- What are some common institutional policies that might impact the duties of the MHT?
- Why is it important to understand the facility's organizational structure with regard to legal responsibilities?

Task Number 56

Explain legal policies affecting the MHT.

Definition

Explanation should include

- information about the licensed personnel that are responsible for actions of the MHT
- legal implications of failure to follow policies.

Process/Skill Questions

- Which licensed mental health professionals can delegate actions to the MHT?
- What state healthcare governing bodies oversee the delivery of care by mental healthcare professionals?
- What types of legal actions might be taken against mental healthcare professionals who fail to meet their legal responsibilities?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Task Number 57

Identify methods of assisting patients in exercising and protecting their rights.

Definition

Identification should include

- ways the MHT can assist the patient in exercising the Patient's Bill of Rights
- importance of maintaining confidentiality
- difficulties encountered in protecting rights of the patient in need of mental healthcare services.

Process/Skill Questions

- How is the Patient's Bill of Rights applied to the field of mental health care delivery?
- In what ways can the MHT protect confidentiality of the patient's information?
- How has Health Insurance Portability and Accountability Act of 1996 (HIPAA) impacted the delivery of mental healthcare?
- How can you differentiate between patient rights and patient responsibilities?
- In what ways might community safety conflict with the rights of the patient?

HOSA Competitive Events (High School)

Health Science Events

- Dental Terminology
 - Medical Spelling
 - Knowledge Test: Medical Law and Ethics
-

Task Number 58

Explain the importance of hand hygiene and Standard Precautions.

Definition

Explanation should include

- procedure for effective hand hygiene
- implementation procedures for adhering to Standard Precautions
- use of personal protective equipment (PPE).

Process/Skill Questions

- What measures should be taken to prevent the transmission of disease in the mental healthcare facility?
- What is the most effective technique for preventing the transmission of infection?
- What types of personal protective equipment might be needed in mental health care facilities?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Nursing Assisting

Teamwork Events

- HOSA Bowl
-

Task Number 59

Describe the procedures for responding to medical emergencies and mental health crises in the mental healthcare setting.

Definition

Description should include

- differentiating between medical emergencies (e.g., seizures, heart attacks) and mental health crises (e.g., suicide ideation, hostile/aggressive behavior)
- activating the Emergency Medical System (EMS)
- surveying the scene for safety/hazards
- surveying the patient to determine need for care
- performing cardiopulmonary resuscitation (CPR), as needed.

Process/Skill Questions

- What emergency situations might occur within a mental healthcare facility?
- What do the acronyms R-A-C-E (Rescue - Alarm - Confine - Evacuate/Extinguish) and P-A-S-S (Pull - Aim - Squeeze - Sweep) have to do with fire safety?
- What life-threatening conditions would warrant calling 9-1-1?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Emergency Preparedness Events

- CPR/First Aid
- Life Support Skills

Task Number 60

Discuss procedures for maintaining the safety of the patient during outings, social events, and other activities.

Definition

Discussion should include

- responsibilities of the healthcare team during such activities
- description of appropriate activities
- response to a patient elopement.

Process/Skill Questions

- What are the responsibilities of the MHT during a craft activity?
- What are the responsibilities of the MHT during a social outing?
- What types of activities would be deemed appropriate for a patient in an outpatient facility?
- What is an elopement? How should a mental healthcare worker respond to an elopement?

Task Number 61

Define various legal holds and when they might be used.

Definition

Definitions should include

- general laws regarding holds
- 48- or 72-hour hold
- 14-day hold
- temporary conservatorship.

Process/Skill Questions

- When might a legal hold be necessary?
- In what type of unit must a patient on a legal hold be placed?
- What types of legal holds exist in Virginia?
- What is a temporary conservatorship?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Medical Law and Ethics
-

Developing Communication and Human Relation Skills

Task Number 62

Communicate effectively with patients, staff, and non-facility personnel.

Definition

Communication should include

- written
- verbal
- nonverbal
- electronic
- social media
- role expectations
- overcoming barriers.

Process/Skill Questions

- How do touch practices vary among cultural groups?
- Why can touch be important to communication in a healthcare setting?
- How can the MHT overcome barriers to communication?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Transcultural Health Care

Task Number 63

Interpret the meaning of nonverbal behavior.

Definition

Interpretation should include

- body language meanings
- observing for consistency in a specific nonverbal behavior
- clarifying the meaning of nonverbal behavior.

Process/Skill Questions

- How does proximity impact communication?
- What are the signs of suicidal ideation?
- How can silence be beneficial?
- What is selective observing?
- How can the MHT avoid misinterpretation of the nonverbal behavior?
- Why is it important for a MHT to develop skills in observing and interpreting nonverbal behavior?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Task Number 64

Describe therapeutic interactions for the MHT.

Definition

Description should include

- one-to-one interactions
- assisting the patient in meeting goals and priorities

- strategies for therapeutic interactions. (e.g., paraphrasing and clarifying, listening skills, asking open-ended questions).

Process/Skill Questions

- In what ways can the MHT help the patient develop self-esteem?
- How can the MHT begin a topic of conversation with a patient?
- What are active listening techniques?
- How can the MHT help the patient set priorities?
- What are the signs of "staff-splitting?"

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
 - Knowledge Test: Behavioral Health
-

Task Number 65

Facilitate interaction between patients and visitors.

Definition

Facilitation should include

- avoidance of making assumptions and having expectations
- communication of milieu rules and expectations
- provision of privacy according to care plan.

Process/Skill Questions

- How can the MHT avoid ambiguity and communication discrepancies?
- How can the MHT improve communication among patients?
- How can the MHT improve communication among patients and their visitors?

Task Number 66

Identify methods of conflict resolution.

Definition

Identification should include

- recognizing signs of escalating behaviors
- steps in conflict resolution
- problem-solving techniques
- maintaining a positive attitude.

Process/Skill Questions

- What are the steps in conflict resolution?
- What is involved in the problem-solving process?
- How can a positive attitude help prevent conflict?
- What methods can be used to prevent conflict before issues arise?

HOSA Competitive Events (High School)

Teamwork Events

- Creative Problem Solving
-

Task Number 67

Explain specific techniques for managing stress.

Definition

Explanation should include

- impact of stress on the body
- techniques for managing stress
- healthy guidelines for reducing stress.

Process/Skill Questions

- How does stress affect the whole person—physically, psychologically, socially, and spiritually?
- How can prolonged or frequent exposure to stress threaten one's health?
- What are ways to help your body deal with stress?
- How can meditation and relaxation techniques help manage stress?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
 - Knowledge Test: Behavioral Health
-

Planning and Administering Assistive Care

Task Number 68

Explain the role of the MHT in the delivery of care and treatment of various types of mental illness.

Definition

Explanation should include general care provided by the MHT for in-patient and for out-patient care for

- psychotic disorders
- anxiety disorders
- affective disorders
- personality disorders
- eating disorders
- substance abuse
- developmental anomalies and disorders
- conditions associated with confusion and dementia.

Process/Skill Questions

- How can the MHT encourage the patient to make healthy choices?
- Where would the MHT locate information about his/her responsibilities in the delivery of care to the patient?
- How would the patient's diagnosis of mental illness impact the type of care required by the patient?
- What types of care would be provided for the major mental illness disorders?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling

- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty
-

Task Number 69

Observe patient progress.

Definition

Observation should include reporting and

- physical illness
- neurological check
- vital signs
- response to medication
- normal vs. abnormal behaviors.

Process/Skill Questions

- How are vital signs typically documented in mental healthcare facilities?
- What are some common reactions to medications that would need to be reported?
- Why is a neurological check performed?
- What patient behaviors need to be reported immediately?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty
-

Task Number 70

Provide physical and emotional care in accordance with the patient's individual treatment plan.

Definition

Provision should include

- monitoring activities of daily living (ADL) (e.g., changes in personal care)
- assisting with ADL
- facilitating interactions with other patients and staff
- facilitating interactions with visitors, including family members.

Process/Skill Questions

- How might a MHT address a patient's neglect of personal hygiene?
- Why is it important for a patient to take as much responsibility as possible for his/her own ADLs?
- Many drugs and decreased mobility may decrease bowel motility. What methods might be used to encourage regularity?
- How might the MHT facilitate patient interactions with patients, staff, and his/her family members?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Task Number 71

Record patient's physical and behavioral status.

Definition

Recording should include

- vital signs
- nutrition and hydration
- response to medications
- common terminology used in documentation
- reporting abnormalities.

Process/Skill Questions

- What are the normal ranges of adult vital signs?
- Are intake and output records maintained at mental healthcare facilities? What illnesses might require that intake and output records be maintained?
- To whom should the MHT report observations regarding response to medications?
- How do facilities document physical and behavioral changes?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Home Health Aide
-

Task Number 72

Prepare patient reports as required.

Definition

Preparation should include

- flowcharts and records as deemed appropriate by institutional policy
- shift reports
- admission, discharge, and transfer records.

Process/Skill Questions

- What types of flowcharts might be used to record patient information?

- What type of information is gathered upon admission? Upon discharge? Upon transfer to another facility?
- How are a patient's valuables handled upon admission to a facility?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
 - Medical Terminology
-

Task Number 73

Identify behavior that signals impending crisis, including suicidal and assaultive behavior.

Definition

Identification should include

- signals of impending crisis
- suicidal ideation
- violent behavior.

Process/Skill Questions

- What behaviors might signal an impending crisis?
- What types of triggers might precipitate a crisis?
- What are the signs of suicidal ideation?
- What types of behavior might signal that a patient is losing control?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Teamwork Events

- HOSA Bowl
-

Task Number 74

Explain the assault cycle.

Definition

Explanation should include

- stages of the assault cycle
- appropriate response for the MHT during each stage of the assault cycle.

Process/Skill Questions

- What comprises assaultive behavior?
- How can "processing" decrease a patient's anger?
- During the escalation phase, what behavior might the patient exhibit?
- How might the mental healthcare team respond to a patient in the crisis phase?
- During what phase does the patient regain complete emotional control?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Teamwork Events

- HOSA Bowl
-

Task Number 75

Explain effective responses to assaultive behaviors.

Definition

Explanation should include use of seclusion and restraints and other effective responses to assaultive behavior.

Process/Skill Questions

- What events that are under the control of the staff might reduce the possibility of assaultive behavior?
- Under what circumstances might restraints or seclusion be used?
- What is the MHT's role while a patient is in seclusion or restraints?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Teamwork Events

- HOSA Bowl

Task Number 76

Differentiate between seclusion and time-out.

Definition

Differentiation should include

- definition of *seclusion*
- definition of *time-out*
- behavior where seclusion and time-out might be used.

Process/Skill Questions

- What is involved in an unlocked time-out?
- Why might a patient need a locked time-out?
- What is the purpose of a seclusion room?
- When are these techniques used?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Behavioral Health

Health Professions Events

- Clinical Specialty

Teamwork Events

- HOSA Bowl
-

Task Number 77

Demonstrate proper hand-washing technique.

Definition

Demonstration should include

- elements of effective hand washing according to Centers for Disease Control and Prevention (CDC) standards
- use of hand sanitizers (hand hygiene).

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations
Governing Certified Nurse Aides

Virginia Board of Nursing
www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc

Process/Skill Questions

- What are major pathogens?
- What criteria do you use to ensure a clean, safe, environment?
- What are the major symptoms of infection?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
- Personal Care

Task Number 78

Demonstrate infection control measures (as required by Virginia Nursing Board regulation).

Definition

Demonstration should include

- use of PPE (e.g., gloves, gowns, masks)
- use of standard precautions as required by the CDC
- list of Occupational Safety and Health Administration (OSHA) regulations regarding infection control
- use of transmission-based precautions (e.g., appropriate isolation techniques, PPE).

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations
Governing Certified Nurse Aides
Virginia Board of Nursing
www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc

Process/Skill Questions

- Why should PPE be used in client/resident/patient care?
- What would be the consequences of not using PPE in client/resident/patient care?
- Why are standard precautions important for the nurse aide?
- Why are standard precautions important for the client/resident/patient?
- How does following OSHA regulations protect the nurse aide?
- What are the OSHA guidelines that health employers must follow?
- Why does the government provide such regulations?
- How is the type of isolation determined for a particular situation?

HOSA Competitive Events (High School)

Health Professions Events

- Nursing Assisting
- Personal Care

Task Number 79

Explain principles of infection control (as required by the Virginia Board of Nursing regulation).

Definition

Explanation should include

- identification of major microorganisms
- identification of terminology related to a clean, safe, environment
- recognition of symptoms of an infection
- illustration of how an infection spreads.

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations

Governing Certified Nurse Aides

Virginia Board of Nursing

http://www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc.

Process/Skill Questions

- What are major pathogens?
- What criteria do you use to ensure a clean, safe, environment?

- What are the major symptoms of infection?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Nursing Assisting
- Personal Care

Emergency Preparedness Events

- Epidemiology
-

Task Number 80

Demonstrate double-bagging technique.

Definition

Demonstration should include

- selection of appropriate bags
- correct sealing of bags
- appropriate disposal of bags.

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations

Governing Certified Nurse Aides

Virginia Board of Nursing

http://www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc.

Process/Skill Questions

- How would you dispose of linens/trash when a client/resident/patient is on contact precautions?
- How does double bagging help break the chain of infection?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Nursing Assisting
 - Personal Care
-

Task Number 81

Demonstrate safety procedures in various healthcare scenarios (as regulated by the Virginia Board of Nursing regulation).

Definition

Demonstration should include

- performance of safety procedures related to client/resident/patient care to protect the client/resident/patient and nurse aide
- performance of safety procedures related to environment to protect the client/resident/patient and nurse aide
- fire safety procedures.

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia
Regulations Governing Certified Nurse Aides
Virginia Board of Nursing
http://www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc.

Process/Skill Questions

- Why may elderly clients/residents be more vulnerable to accidents than are members of other client/resident/patient groups?
- What are your responsibilities in reporting an accident or a hazardous situation?
- What environmental precautions can be put in place for prevention of accidents?

- What are the steps to follow in case of fire?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Nursing Assisting
 - Personal Care
-

Task Number 82

Change gown, mask, and gloves.

Definition

Changing includes donning and removing and should include putting on the gown, mask, and gloves, and ensuring that clean technique is used throughout the process.

For students taking the nurse aide credential at the end of the course, follow the Virginia Board of Nursing regulations:

Commonwealth of Virginia Regulations
Governing Certified Nurse Aides
Virginia Board of Nursing
http://www.dhp.virginia.gov/nursing/leg/CNA_02272014.doc.

Process/Skill Questions

- What part of a gown is considered contaminated?
- When your mask is wet/damp, what should you do?
- What are the steps in putting on your mask, gown, and gloves?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Nursing Assisting
 - Personal Care
-

Assisting Patients with Rehabilitation

Task Number 83

Identify patient daily activities and the role of the MHT in these activities.

Definition

Identification should include

- ADLs
- rehabilitative activities
- therapeutic interventions.

Process/Skill Questions

- Which mental healthcare team members often delegate tasks to the MHT?
- What are the responsibilities of the MHT in regards to the patient's ADLs?
- What are the responsibilities of the MHT during rehabilitative activities?
- What are the responsibilities of the MHT during therapeutic interventions?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Health Career Display
-

Task Number 84

Assist with recreational activities.

Definition

Assistance should include activities that are structured and unstructured.

Process/Skill Questions

- What are some examples of structured recreational activities?
 - How can the MHT support structured activities?
 - What are some examples of unstructured recreational activities?
 - How can the MHT support unstructured activities?
 - Why are items counted before and after a craft activity?
-

Task Number 85

Escort patient to and from activities.

Definition

Escort should include following established procedures for transporting patient to and from social and recreational activities within and outside the facility.

Process/Skill Questions

- What is the MHT's responsibility when escorting a patient outside the facility?
 - What is the MHT's responsibility when escorting a patient within the facility?
-

Task Number 86

Identify measures for responding when a patient is missing.

Definition

Identification should include

- facility and grounds checks

- response to elopement
- knowing emergency alerts/codes.

Process/Skill Questions

- Why might a patient go missing (elope)?
 - How does the mental healthcare team respond to a missing patient during an activity outside the facility?
-

Task Number 87

Explain how to assist a patient with money management.

Definition

Explanation should include

- counting money
- setting up a budget
- balancing a checkbook
- making a bank deposit and withdrawal.

Process/Skill Questions

- What types of activities can be used to help a patient count money?
 - What are the fixed items that would be included in a budget?
 - What are examples of variable items?
 - Who is the payee on a check payment?
 - When depositing a check, what information must be included on the deposit slip?
-

Task Number 88

Assist a patient with school activities, if a student.

Definition

Assistance should include

- reading skills
- writing skills

- mathematics skills
- physical activity
- selection of healthy lunches and snacks.

Process/Skill Questions

- How might assistance be provided to ensure success-oriented behavior?
 - What types of activities will help the student express his/her feelings?
 - What are some strategies for helping the student maintain his/her attention?
 - How can the MHT help the student make healthy food choices?
-

Task Number 89

Assist in conducting rehabilitative group activities.

Definition

Assistance should include

- maintaining the safety of patients
- ensuring compliance to rules.

Process/Skill Questions

- Why is it important that the names of all patients participating in an activity be recorded?
 - How should the MHT respond if a patient attempts to self-inflict harm during an activity?
 - Why should craft tools be counted before and after the activity?
-

Describing the Opioid Crisis

Task Number 90

Describe the history and current state of the opioid crisis in the United States.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs.

Process/Skill Questions

- How are opioids created?
- Can opioids be safely prescribed to patients taking psychotropic drugs?
- How does society stereotype individuals with a history of drug addiction?
- What are the current trends that have contributed to the nationwide opioid crisis?
- How has the opioid epidemic affected emergency rooms and the first responder system?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl
- Public Service Announcement

Task Number 91

Describe the history and current state of the opioid crisis in Virginia.

Definition

Description should include

- the relationship between opioid prescribing and illicit opioid use to overall opioid overdose deaths
- the prevalence of co-occurring mental health disorders
- the shift in attitudes in the 1990s toward pain management and use of opioids, including the role of pharmaceutical marketing
- the stigma associated with addiction and the changing view of addiction from a moral failing to a chronic, relapsing disease
- statistics, trends, and demographics surrounding the crisis
- population health and other public health aspects of the crisis, including its effects on family and neonates, as well as overall health costs
- the Virginia Department of Health’s [Declaration of a Public Health Emergency](#) on November 21, 2016
- proposed legislation to address the crisis in Virginia (i.e., [House Bill 2161](#) and [Senate Bill 1179](#), which require the secretary of health and human resources to convene a workgroup to establish educational guidelines for training healthcare providers in the safe prescribing and appropriate use of opioids)
- the development of curricula and educational standards regarding opioid addiction.

Resource: [The Opioid Crisis Among Virginia Medicaid Beneficiaries](#)

Process/Skill Questions

- What agencies participated in the governor’s task meeting on the opioid crisis?
- What educational organizations will be tasked with providing opioid training to their students?
- What is the benefit of educating future medical professionals about opioid addiction?
- What is the current attitude in society about opioid use and addiction?
- How is the local community affected by the opioid epidemic?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
- HOSA Bowl
- Public Service Announcement

Task Number 92

Define the pharmacological components and common uses of opioids.

Definition

Definition should include

- plant-based opioids (e.g., opium from poppy seeds)
- names of legal and illegal opioids
- [heroin](#)
- names of the most common opioids
- [fentanyl](#)
- medical diagnoses and injuries associated with opioid prescriptions
- [commonly used terms](#).

Resource: [Prescription Pain Medications](#), National Institute on Drug Abuse for Teens

Process/Skill Questions

- For what illnesses are opioids commonly prescribed?
- What is the current medical protocol when opioids are prescribed?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing

Examining the Key Factors of Drug Addiction

Task Number 93

Examine the science of addiction.

Definition

Examination should include

- biopsychosocial aspects of addiction
- the role of endorphins and dopamine
- the role of religious beliefs
- behavioral aspects of addiction
- life cycle of addiction
- misuse of opioids.

Process/Skill Questions

- How will understanding the physiological absorption of opioids in the body provide a holistic assessment?
- What spiritual characteristics might be observed in the science of addiction?
- What are some genetic explanations for some family members being more prone to addiction?

Task Number 94

Explain prevention and early intervention strategies.

Definition

Explanation should include

- risk and protective factors in opioid addiction
- specific populations at risk of addiction
- motivational interviewing and other communication strategies
- naloxone co-prescribing
- roles of family and social institutions in prevention and early intervention.

Resources:

- [Prevention Tip Card](#), Office of the Attorney General of Virginia
- [Prescription Opioids: Even When Prescribed by a Doctor](#) (video), Centers for Disease Control and Prevention (CDC)

Process/Skill Questions

- What are the physiological characteristics of opioid addiction?

- What demographic is most affected by the opioid epidemic? What are some explanations for this?
- How can provision of naloxone and training in its use be sustained financially?
- What obligations do families and society as a whole have in preventing and providing early intervention related to drug addiction?

Task Number 95

Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).

Definition

Identification should include

- DSM-5 Criteria for Substance Use Disorders
- American Society of Addiction Medicine (ASAM) Criteria (i.e., The Six Dimensions of Multidimensional Assessment)
- CONTINUUM, The ASAM Criteria Decision Engine
- clinical and behavioral aspects of addiction
- practice-appropriate screening tools, including co-morbidity screening.

Process/Skill Questions

- What are DSM-5 and ASAM and what information do they provide to healthcare professionals?
- What are clinical and behavioral elements of addiction that should be recognized by healthcare professionals?
- Who is responsible for providing the necessary screening tools and training?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 96

Describe the treatment models of addiction therapy.

Definition

Description should include

- a recognition that addiction is a chronic disease
- evidence-based treatment models for addiction in general and opioid addiction in particular
- medication-assisted treatment
- the continuum of care in opioid addiction treatment
- how and when to make a referral for treatment
- the roles in an interdisciplinary addiction team
- the role of peers in the treatment of addiction
- the difference between a drug culture and recovery culture
- the management of patients in recovery, including factors contributing to relapse.

Process/Skill Questions

- How many treatment models exist for addiction therapy? Why is one model better than the other?
- What are the advantages of evidence-based treatments and models?
- What medication-assisted treatment programs are available? Who provides them?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Behavioral Health
- Knowledge Test: Medical Law and Ethics

Health Professions Events

- Clinical Nursing
-

Task Number 97

Describe the medication management antidote used to prevent fatal opioid overdoses.

Definition

Description should include

- availability and use of naloxone
- naloxone training (e.g., [REVIVE!](#))
- naloxone training agencies
- monitoring of concurrent prescriptions.

Resources:

- [Frequently Asked Questions about Naloxone](#), Virginia Department of Health
- [How to administer Narcan nasal spray](#), Adapt Pharma
- [How to prepare naloxone for administration](#), Virginia Department of Behavioral Health and Developmental Services

Process/Skill Questions

- What is naloxone?
- How much does naloxone cost with health insurance? How much does naloxone cost without health insurance?
- Who should receive naloxone training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology
- Knowledge Test: Pharmacology

Understanding Pain Management Protocols

Task Number 98

Explain the science of physiological and mental pain.

Definition

Explanation should include

- definition of pain from the International Association for the Study of Pain (IASP)
- neurobiological basis of pain
- biopsychosocial model of pain
- types of pain (e.g., neuropathic)
- acute, sub-acute, and chronic pain, including pain generation
- spinal and brain modulation, behavioral adaptation and maladaptation, and the continuum from acute to chronic disabling pain
- the underlying science of pain relief.

Process/Skill Questions

- What is the IASP definition of pain?
- How can a medical professional get a patient to describe physiological pain?
- What assessment tools can be used to help patients describe physiological pain? How do tools differ for describing mental pain?
- How are pain and levels of pain categorized?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 99

Describe the diagnostic tools used in developing pain management plans.

Definition

Description should include

- pain-related health history and examination
- understanding the role of family in supporting individuals in need of pain management
- practice-appropriate screening tools that include aspects such as mood and function

- the use and limitations of pain scales
- differential diagnosis of pain and its placement on the pain continuum.

Resource: [Promoting Safer and More Effective Pain Management](#), CDC

Process/Skill Questions

- What are the Wong-Baker, LEGO, and Hospice assessment tools?
- How do pain assessment tools vary across the life span?
- When completing an assessment, is pain considered subjective or objective?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 100

Describe pain treatment options available to various populations of patients.

Definition

Description should include

- special populations in pain management, such as palliative/end-of-life care patients, patients with cancer, pediatric patients, and geriatric populations
- non-pharmacologic treatment of pain, including active care and self-care, evidence- and non-evidence-based approaches, and multimodal pain management
- non-opioid pharmacologic management of pain
- the challenges in discussing the psychological aspects of pain and the role of the central nervous system
- adverse drug event prevention for all pain medications
- the roles in an interdisciplinary pain management team

- the significance of issues such as anxiety, depression, and sleep deprivation in pain management
- the placebo effect
- goals and expectations in the treatment of pain, based on diagnosis and pain continuum
- when to make a pain referral and to whom.

Resources:

- [CDC Fact Sheet for Prescribing Opioids for Chronic Pain](#)
- [CDC Guidelines for Prescribing Opioids for Chronic Pain](#)

Process/Skill Questions

- What pain management resources are available for special populations?
- What are alternative forms of pain management?
- What role does the mind play in pain management?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Nutrition
- Knowledge Test: Transcultural Health Care

Teamwork Events

- Community Awareness
- Creative Problem Solving
- HOSA Bowl

Task Number 101

Describe the effects of opioid dependency on the human body systems.

Definition

Description should include the short- and long-term effects of opioids on the following:

- Nervous system
- Respiratory system
- Circulatory system

- Digestive system
- Skeletal system

Resource: [Drugs and Your Body](#), Scholastic

Process/Skill Questions

- How does the misuse of opioids affect nutrition and weight loss?
- How might opioid misuse be evident in a person's vital signs?
- How do opioids affect the brain as the control center for homeostasis?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Task Number 102

Explain the mechanism and physical effects of opioids on the human body.

Definition

Explanation should include the following:

- Mechanism of action and metabolism of opioids
- Development of tolerance, dependence, and addiction
- Health consequences of drug misuse
 - HIV, hepatitis, and other infectious diseases
 - Cancer
 - Cardiovascular effects
 - Respiratory effects
 - Gastrointestinal effects
 - Musculoskeletal effects
 - Kidney damage
 - Liver damage

- Neurological effects
- Hormonal effects
- Prenatal effects
- Other health effects
- Mental health effects
- Death
- Withdrawal
 - Causes
 - Timeframe (i.e., peaks of withdrawal symptoms)
 - Physical signs (e.g., nausea, diarrhea, vomiting, cold flashes)

Process/Skill Questions

- What are the short- and long-term effects of withdrawal dependence symptoms?
- How long can the human body function while exhibiting the symptoms of withdrawal?
- What are other medical conditions that may arise because of the symptoms of physical dependence?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- HOSA Bowl

Task Number 103

Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.

Definition

Explanation should include

- appropriate use of different opioids in various practice settings
- the interactions, risks, and intolerance of prescription opioids
- the role and effectiveness of opioids in acute, sub-acute, and chronic pain

- a reassessment of opioid use based on stage of pain
- contemporary treatment guidelines, best practices, health policies, and government regulations related to opioid use
- use of opioids in pain management of patients with substance abuse disorders, in recovery, and in palliative/end-of-life care.

Process/Skill Questions

- When should risk factors regarding opioids be reviewed with the patient?
- What are the options when treating patients with a history of substance abuse?
- What government regulations and policies are in place to improve the safe administration of opioids?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Teamwork Events

- Creative Problem Solving
 - HOSA Bowl
-

Task Number 104

Describe the withdrawal and tapering side effects of opioid use.

Definition

Description should include

- characteristics of acute and protracted withdrawal from opioid dependence or addiction
- tapering
- pain contracts or agreements.

Process/Skill Questions

- What are the stages of withdrawal in opioid abuse transition?
- What medications might be needed in the withdrawal stage?

- What information should be included in the pain management contract?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Task Number 105

Describe storage and disposal options for opioids.

Definition

Description should include

- medicine take-back options (e.g., [National Drug Take Back Day](#))
- disposal in the household trash and flushing certain potentially dangerous medicines down the toilet.

Resources:

- [Disposal of Unused Medicines: What You Should Know](#), Food and Drug Administration (FDA)
- [Prescription Drug Abuse and Tips for Proper Disposal](#), Office of the Attorney General of Virginia

Process/Skill Questions

- How should medications be stored in the house?
- What is National Prescription Drug Take Back Initiative?
- What is the *black box*?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Task Number 106

Explain community resources for education about opioid use.

Definition

Explanation should include key components of and resources for patient education in the use of opioids, including

- risks
- benefits
- side effects
- tolerance
- signs of sedation or overdose
- naloxone, including its storage and disposal.

Process/Skill Questions

- What resources for opioid education are available locally, statewide, and nationally?
- Where should the patient first be informed about the resources available?
- How does social media aid in patient education on opioid addiction?

HOSA Competitive Events (High School)

Health Science Events

- Knowledge Test: Pharmacology

Health Professions Events

- Clinical Nursing
-

Working with Patients and Caregivers

Task Number 107

Describe key communication topics involving opioids for patients.

Definition

Description should include

- benefits and risks of opioids
- opioid risk screening (i.e., taking a social, medical, and financial history)
- risk mitigation (e.g., naloxone, safe storage, pain contracts)
- medication tapers and/or discontinuation of therapy.

Process/Skill Questions

- What are the benefits of using opioids in medicine?
- What is the relationship between demographics and risk of opioid addiction?
- How does culture influence risk factors in opioid abuse?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Clinical Nursing
-

Task Number 108

Describe communication topics for caregivers and family members.

Definition

Description should include

- basic knowledge about opioids
- signs of addiction
- treatment options for addiction
- naloxone training for caregivers
- legal issues related to misuse.

Process/Skill Questions

- What rights do caregivers have in regard to medical information of the abuser?
- What legal steps might the caregiver or family have to take for treatment?
- Where can the caregiver or family members receive naloxone training? Are children of opioid abusers eligible for training?

HOSA Competitive Events (High School)

Health Science Events

- Medical Spelling
- Medical Terminology

Health Professions Events

- Clinical Nursing

SOL Correlation by Task

Explore the evolution of U.S. mental health care delivery.	English: 12.5 Science: BIO.3
Differentiate among the types of mental health facilities.	English: 12.5
Describe the roles and responsibilities of each member of the mental healthcare team.	English: 12.5
Identify roles and limitations of assistive personnel in the mental healthcare field.	English: 12.5
Explain the qualifications needed for success as a mental healthcare professional.	English: 12.5
Differentiate between mental health and mental illness.	English: 12.5
Explain the development of personality.	English: 12.5
Explain defense mechanisms.	English: 12.3, 12.5
Identify major types of anxiety disorders.	English: 12.5
Identify major types of affective disorders.	English: 12.5
Identify major types of psychotic disorders.	English: 12.5
Identify major types of personality disorders.	English: 12.5

Identify major types of substance abuse.	English: 12.5
Identify eating disorders.	English: 12.5
Identify major types of developmental anomalies and disorders.	English: 12.5
Identify conditions associated with confusion and dementia.	English: 12.5
Explain institutional policies and procedures that impact the assistant in mental health care.	English: 12.5, 12.8
Explain legal policies affecting the MHT.	English: 12.5
Identify methods of assisting patients in exercising and protecting their rights.	History and Social Science: GOVT.16
Explain the importance of hand hygiene and Standard Precautions.	English: 12.5
Describe the procedures for responding to medical emergencies and mental health crises in the mental healthcare setting.	English: 12.5 History and Social Science: GOVT.9
Discuss procedures for maintaining the safety of the patient during outings, social events, and other activities.	English: 12.5
Define various legal holds and when they might be used.	English: 12.3, 12.5
Communicate effectively with patients, staff, and non-facility personnel.	English: 12.5, 12.6, 12.7
Interpret the meaning of nonverbal behavior.	English: 12.5
Describe therapeutic interactions for the MHT.	English: 12.5
Facilitate interaction between patients and visitors.	English: 12.5
Identify methods of conflict resolution.	History and Social Science: GOVT.16
Explain specific techniques for managing stress.	English: 12.5
Explain the role of the MHT in the delivery of care and treatment of various types of mental illness.	English: 12.5
Observe patient progress.	English: 12.6
Provide physical and emotional care in accordance with the patient's individual treatment plan.	
Record patient's physical and behavioral status.	English: 12.5, 12.6, 12.7
Prepare patient reports as required.	English: 12.5, 12.6, 12.7
Identify behavior that signals impending crisis, including suicidal and assaultive behavior.	
Explain the assault cycle.	English: 12.5
Explain effective responses to assaultive behaviors.	English: 12.5
Differentiate between seclusion and time-out.	English: 12.5
Demonstrate proper hand-washing technique.	English: 12.5, 12.8
Demonstrate infection control measures (as required by Virginia Nursing Board regulation).	English: 12.5, 12.8
Explain principles of infection control (as required by the Virginia Board of Nursing regulation).	English: 12.5, 12.8 Mathematics: AFDA.6, AII.9, PS.4*, PS.11*
Demonstrate double-bagging technique.	

Demonstrate safety procedures in various healthcare scenarios (as regulated by the Virginia Board of Nursing regulation).	English: 12.5, 12.8
Change gown, mask, and gloves.	
Identify patient daily activities and the role of the MHT in these activities.	English: 12.5
Assist with recreational activities.	
Escort patient to and from activities.	
Identify measures for responding when a patient is missing.	
Explain how to assist a patient with money management.	
Assist a patient with school activities, if a student.	
Assist in conducting rehabilitative group activities.	
Describe the history and current state of the opioid crisis in the United States.	English: 12.5
Describe the history and current state of the opioid crisis in Virginia.	English: 12.5, 12.8
Define the pharmacological components and common uses of opioids.	English: 12.3, 12.8
Examine the science of addiction.	English: 12.5
Explain prevention and early intervention strategies.	English: 12.5, 12.8
Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).	English: 12.5
Describe the treatment models of addiction therapy.	English: 12.5
Describe the medication management antidote used to prevent fatal opioid overdoses.	English: 12.5, 12.8
Explain the science of physiological and mental pain.	English: 12.3, 12.5
Describe the diagnostic tools used in developing pain management plans.	English: 12.5
Describe pain treatment options available to various populations of patients.	English: 12.5, 12.8
Describe the effects of opioid dependency on the human body systems.	English: 12.5
Explain the mechanism and physical effects of opioids on the human body.	English: 12.5
Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.	English: 12.5
Describe the withdrawal and tapering side effects of opioid use.	English: 12.5
Describe storage and disposal options for opioids.	English: 12.5, 12.8
Explain community resources for education about opioid use.	English: 12.5
Describe key communication topics involving opioids for patients.	English: 12.5
Describe communication topics for caregivers and family members.	English: 12.5

Entrepreneurship Infusion Units

[Entrepreneurship Infusion Units](#) may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Opioid Abuse Prevention Education

This [Opioid Abuse Prevention](#) document includes resources for opioid abuse prevention education from kindergarten to 12th grade.

Other Opioid Resources

Virginia Department of Behavioral Health and Developmental Services. Revive! Opioid Overdose and Naloxone Education for Virginia. [Naloxone Fact Sheet](#) (PDF).

Virginia Department of Behavioral Health and Developmental Services. [Revive! Opioid Overdose and Naloxone Education for Virginia](#) (Website).

Office of National Drug Control Policy, White House. [Fentanyl: Safety Recommendations for First Responders](#) (PDF).

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Alcohol](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Bath Salts](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Cocaine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: E-Cigarette](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Heroin](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Marijuana](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: MDMA](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Meth](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Pain Medicine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Spice \(K2\)](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Tobacco and Nicotine](#) (Website; PDF available)

National Institute on Drug Abuse, National Institutes of Health. [Easy to Read Drug Facts: Other Drugs People Use and Misuse](#) (Website; PDF available)

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Diagnostic Services Assessment
- Health Assisting Assessment
- Home Health Aide Assessment
- National Career Readiness Certificate Assessment
- National Health Science Assessment
- Nurse Assisting Examination
- Nursing Assisting Assessment
- Therapeutic Services Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Health Assisting Careers (8331/36 weeks)
- Home Health Aide (8364/36 weeks)
- Introduction to Health and Medical Sciences (8302/36 weeks)
- Introduction to Health and Medical Sciences (8301/18 weeks)
- Nurse Aide I (8360/36 weeks, 280 hours)
- Nurse Aide I Condensed (8355/36 weeks, 140 hours)

Career Cluster: Health Science	
Pathway	Occupations
Therapeutic Services	Certified Nurse Aide Massage Therapist Occupational Therapist

Career Cluster: Human Services	
Pathway	Occupations
Counseling and Mental Health Services	Mental Health Counselor