Behavioral Health I Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location: Room 305

Teacher Information

Name: Melissa Pederson Phone: 206-631-7370
Email (preferred): melissa.pederson@highlineschools.org
Office Hours: 7:25-7:55 a.m. and 1:45-2:30 p.m., or by appointment

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and coordination with appropriate PSSC and sending-school support staff as needed.

Course Description

Behavioral Health I introduces behavioral health careers, prevention, well-being, human development, mental health and substance-use conditions, ethics, communication, documentation, crisis recognition, and person-centered support. Students develop professional skills through classroom instruction, Skills Labs, case studies, simulations, collaborative projects, work-based learning, and a Professional Growth Portfolio. Students may earn high-school equivalency credit and articulated college credit by meeting all applicable course and college requirements.

Student Learning Outcomes

- Apply ethical, confidential, culturally responsive, and trauma-informed practices within student and entry-level scope.
- Use observation, active listening, professional communication, and motivational interviewing foundations in behavioral-health contexts.
- Create accurate, objective, and professional documentation, including SOAP notes and case-based records.
- Explain human development, brain and nervous-system functioning, behavior, relationships, systems, and environmental influences on health.
- Recognize common mental health and substance-use conditions, prevention strategies, treatment approaches, medication foundations, and appropriate referral pathways.

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- Demonstrate person-centered support, collaboration, boundaries, crisis recognition, de-escalation, and warm-handoff skills through simulations.
- Build a Professional Growth Portfolio demonstrating leadership, employability, financial literacy, career planning, and competency evidence.

Essential Standards

Students demonstrate progress in the following seven Behavioral Health Learning Lab competencies, aligned to the standards recorded in Synergy:

- Professional Identity & Ethics
- Observation & Communication
- Documentation
- Human Development & Systems
- Person-Centered Support
- Collaboration
- Leadership & Professional Growth

Scope and Sequence

The course is organized into the following units:

- Unit 1: Professional Identity, Ethics, and Learning Lab Foundations
- Unit 2: Brain, Behavior, Development, and Regulation
- Unit 3: Communication and Helping Relationships
- Unit 4: Observation, Documentation, and Professional Practice
- Unit 5: Roles, Systems, Careers, and Access
- Unit 6: Behavior Awareness and Change
- Unit 7: Mental Health, Substance Use, and Interventions
- Unit 8: Community Wellness, Leadership, and Professional Contribution

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily and PSSC-provided attire and/or business-casual professional attire as directed. Clothing and footwear must support safe movement, Skills Lab participation, site visits, presentations, and professional interactions.

Required Materials and Program Costs

Required materials: three-ring binder, notebook or journal, folder, pens, and pencils. Students will also use a district-provided computer and their Professional Growth Portfolio. Personal smart devices are not required for instruction.

There are no required classroom fees, and program attire will be provided. Optional customization is the student's responsibility.

Course Technology

This course utilizes Microsoft Teams for Education, OneNote, Microsoft Forms, Microsoft 365, Synergy StudentVUE/ParentVUE, and other district-approved learning and accessibility resources. Teams is the primary location for modules, assignments, resources, feedback, and learning evidence.

3.0 Credits Offered Per Year

High School Equivalency Credits

Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time.** Please reach out if you have any questions or concerns.
1.0 CTE credit; 1.0 non-lab Science equivalency credit; 1.0 Health equivalency credit (3.0 total per year; 1.5 per semester)

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have “Dual Credit Articulations” with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

Through the current articulation with Bates Technical College, eligible students may earn up to 16 college credits in Applied Behavioral Health Technology coursework. Students must successfully complete the course and meet all college articulation and proficiency requirements to earn credit.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience
- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading

- Formative assessments provide practice and feedback before students complete summative assessments.
- The most recent evidence of learning is used to communicate student progress and determine grades.

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until 2nd semester. We will do formative assessments on these standards when you should be at a "2" on the standard rubric, but before you are expected to fully master the standard. When this happens, you will see "Target 2" in the title of the assignment in the gradebook. While the score will not affect your grade it will give you important feedback to know if you are on track to learn the standard.

Assessment Methods

- Formative practice, knowledge checks, and summative assessments
- Peer feedback, self-assessment, and professional progress checkpoints
- Facilitated discussions, collaborative problem-solving, and reflection
- Skills Lab demonstrations and competency checkoffs
- Research, professional writing, projects, and presentations
- Fictional or de-identified case studies, documentation, and real-world scenarios
- Role-play, simulations, and structured behavioral-health practice
- Credential-related preparation and assessments
- Professional Growth Portfolio evidence and Agency Team contributions
- Capstone Project Showcase or Community Impact Project

End-of-Course Assessments

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At the end of each semester, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement.

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project's grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade.
Students may reassess eligible standards after completing assigned relearning, reviewing feedback, and showing new evidence of learning. Reassessment may involve revising portfolio evidence, repeating a Skills Lab component, completing an alternate assessment, or conferencing with the instructor. Reassessment timing and eligibility will be communicated with each assessment. Safety-critical simulations, collaborative events, live presentations, industry certifications, and other time-specific experiences may not be reassessable in their original form.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

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Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level: Grade-level reading comprehension, vocabulary development, and ability to interpret informational and technical texts with available supports
Math Level: Foundational numeracy, percentages, data interpretation, measurement, and financial-literacy skills with available supports
Science Level: Grade-level life science and health literacy, including willingness to learn anatomy, brain and nervous-system concepts, medication foundations, and evidence evaluation

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.
Program-specific credential opportunities will be communicated to students and families when confirmed. Availability may depend on program requirements and credential-provider conditions.

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PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.
Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- a reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning, and fill out a contract at the beginning of the year to start the process.
Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites
- College Visits

Leadership

Leadership is a key component of Behavioral Health. Students may participate in HOSA, the Career & Technical Student Organization for future health professionals. Students choose their level of participation while all students practice leadership through Agency Teams, service, peer teaching, professional communication, and community application.

Partial list of leadership opportunities:

- Attend HOSA conferences and competitions

- Complete a behavioral-health literacy, wellness, prevention, or community-service project
- Serve as an Agency Team leader, program officer, peer model, or student facilitator
- Serve as a student representative for advisory, campus, or community partnership work
- Lead campus tours, demonstrations, Wellness Fair stations, or partner presentations

Volunteer for career days, campus integration activities, and community learning opportunities

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

Purpose: The guiding language from Governor Ferguson is “Away for the Day” - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

Attendance Policy

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time**.

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
    a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
    b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)
    c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
    d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
    a. Student Name
    b. Parent/Guardian Name
    c. Program Name
    d. Date of the absence
    e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: PSSC Student Handbook

Eligibility to Return as a 2nd Year Advanced Student

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in their program, and communication will take place with the student success dean, sending school and families when additional supports are needed.

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary by their industry-trained teacher(s), and pass the End-of-Course exam each semester. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, unable to pass the End-of-Course exams, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

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Behavioral Health I students seeking second-year advanced status must demonstrate consistent progress in course competencies, professional conduct, safe participation, attendance, collaboration, and completion of required course assessments and portfolio work. Final eligibility is determined through the PSSC review process.

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher, but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one’s own without permission or explanation is not acceptable and is considered academic dishonesty.

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Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 206-631-7300.
Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.
ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.
اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید.