

Sample Lesson Plan Outline
Behavioral Health Career Pathways

Standard CTE HSMT: Foundation	3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans	
Standard sub-component	3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.	
Concepts/ Benchmark What do students need to know? At what level?	Concepts 1. Entry level positions/careers in behavioral health 2. Educational requirements for careers in behavioral health 3. Behavioral health careers requiring certification or licensure	Benchmarks 1. Identify three careers in the area of behavioral health 2. Identify educational levels required for three behavioral health positions 3. Identify five careers within behavioral health that require certification or licensure
Skills/ Benchmark What should students be able to do? At what level?	Skills 1. Identify career pathways in behavioral health 2. Reading job descriptions for careers in behavioral health 3. Research local educational institutions offering certification and/or licensure in the field of behavioral health	Benchmarks 1. Identify the pathway for one career in behavioral health 2. List, in order of interest, three careers in behavioral health 3. List local educational institutions that offer certification and/or licensure in behavioral health
Topics/contexts What must be taught?	1. Job descriptions for careers in behavioral health 2. Educational requirements for careers in behavioral health 3. Reinforce skills necessary for researching post-secondary education opportunities	

Sample Lesson Plan Outline
Understanding the Foundations of Behavioral Health

Standard CTE HSMT: Foundation	10.0 Technical Knowledge and Skills <i>Students understand the essential knowledge and skills common to all pathways in the Health Science and Medical Technology sector:</i>	
Standard sub-component	10.3 Understand the purpose and function of a systems-theory approach, both in the health care organization and in the treatment of patients and clients, as a process for viewing a system as a whole before examining its parts.	
Concepts/ Benchmark What do students need to know? At what level?	<u>Concepts</u> <ol style="list-style-type: none"> 1. Definition of behavioral health 2. Components of a behavioral healthcare system 3. History of behavioral health 4. Stigmas associated with mental health issues. 	<u>Benchmarks</u> <ol style="list-style-type: none"> 1. Define behavioral health 2. Describe the various departments of the behavioral healthcare system 3. Develop a timeline of major behavioral health developments that affect the healthcare delivery system 4. Identify at least three misconceptions of mental health
Skills/ Benchmark What should students be able to do? At what level?	<u>Skills</u> <ol style="list-style-type: none"> 1. Recognize common behavioral health disorders. 2. Identify the functions of the major departments of the behavioral health system 3. Recognize stigmas associated with the delivery of behavioral healthcare 	<u>Benchmarks</u> <ol style="list-style-type: none"> 1. List the signs and symptoms of common behavioral health disorders. 2. Identify the healthcare professional team members associated with 3 of the major departments 3. Identify three major stigmas that effect clients seeking care
Topics/contexts What must be taught?	<ol style="list-style-type: none"> 1. Definition of behavioral health 2. Organization and function of the behavioral healthcare system 3. Major advancements and trends in the care and treatment of behavioral health 4. Stigmas associated with behavior health 	

Sample Lesson Plan Outline
Basic Terminology and Acronyms Associated with Behavioral Health

Standard CTE HSMT: Therapeutic Services Pathway	E2.0 Students understand the protocol and regulatory guidelines for collecting information about patients and clients, for identifying and responding to the health care needs of patients and clients, and for reporting the results	
Standard sub-component	E2.2 Use medical terminology appropriate to therapeutic services to interpret and communicate procedures and observations.	
Concepts/ Benchmark What do students need to know? At what level?	<u>Concepts</u> 1. Terminology used in behavioral health 2. The purpose of acronyms associated with behavioral health	<u>Benchmarks</u> 1. List five common terms used in association with behavioral health 2. Cite the purpose of acronyms associated with behavioral health
Skills/ Benchmark What should students be able to do? At what level?	<u>Skills</u> 1. Use common behavioral health terminology 2. Use common behavioral health acronyms	<u>Benchmarks</u> 1. Write a patient narrative using appropriate behavioral health terminology 2. Successful play acronym B I N G O
Topics/contexts What must be taught?	1. Terminology common to behavioral health 2. Acronyms used in behavioral health	

Sample Lesson Plan Outline
Cultural Competence in Behavioral Health

Standard CTE HSMT: Foundation	7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings	
Standard sub-component	7.6 Know and appreciate cultural differences and provide culturally competent care to patients and clients.	
Concepts/ Benchmark What do students need to know? At what level?	<u>Concepts</u> 1. What is culture? 2. Cultural diversity as it relates to behavioral health	<u>Benchmarks</u> 1. Cite the definition of culture 2. Identify three cultural responses to behavioral health issues
Skills/ Benchmark What should students be able to do? At what level?	<u>Skills</u> 1. Recognize cultural differences and barriers 2. Develop techniques to diffuse cultural barriers to increase utilization of services	<u>Benchmarks</u> 1. Scenario role play 2. Demonstrate techniques to diffuse cultural barriers to increase utilization of services. (For example; posters, plays, media)
Topics/contexts What must be taught?	1. Definition of culture 2. Cultural diversity as it relates to behavioral health 3. Methods for diffusing cultural barriers	