

Mental and Behavioral Health Capstone Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the 'Course Home' for detailed instructor information.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE DESCRIPTION

This Capstone course builds on the foundational knowledge of mental and behavioral health gained in the introductory course. It deepens understanding through practical exploration of treatment planning, client communication, career and legal frameworks, cultural competence, and professional ethics. Learners will engage in real-world simulations and will share their learning with a comprehensive culminating project.

Path 1: Complete field hours in the mental health field as an employee, an intern or a volunteer. For anyone interested in this path, it's recommended that they apply for such a position prior to enrollment in the class. They may use this resource as a starting point. iLEAD Online is not associated or affiliated with any internship or volunteer opportunities that learners may choose to participate in.

Path 2: Work through the resources and content in this course and submit a culminating project, which includes work that is found throughout this course.

COURSE GOALS

This course is designed to deepen learners' understanding of the mental and behavioral health field through applied, real-world learning. Learners will explore various professional roles, ethical frameworks, and legal standards, gaining practical experience in treatment planning, documentation, and client communication. Emphasis will be placed on cultural responsiveness, trauma-informed care, and the impact of social determinants on mental health outcomes. Learners will also engage with professional tools such as electronic health records and telehealth platforms to simulate current industry practices. Learners will develop essential career-readiness skills, including resume writing, interview preparation, and professional reflection. The course culminates in a comprehensive capstone project, where learners conduct independent research and synthesize their learning into a formal presentation, demonstrating

both content mastery and readiness for postsecondary pathways in mental and behavioral health.

STANDARDS MET

This course meets the following California state standards. Specific standards met for each assignment are listed with the assignment in the course itself.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Semester A

Unit 1: The Behavioral Health Field

Block 1: Exploring Your Professional Identity

DISCUSS: Inspiration & Goals

SUBMIT: Personal Career Vision Presentation

Block 2: Role Specializations

DISCUSS: Compare and Contrast Roles

SUBMIT: Create a Professional LinkedIn Profile

Block 3: Foundations in Practice

DISCUSS: What is Case Management?

SUBMIT: Case File Activity

Block 4: Documentation and SOAP Notes

DISCUSS: Documentation Reflection

SUBMIT: Practice SOAP Notes

Block 5: Treatment Planning

DISCUSS: Components of a Treatment Plan

SUBMIT: Create a Treatment Plan

Unit 2: Cultural Competency and Equity

Block 6: Cultural Sensitivity in Behavioral Health Care

DISCUSS: Cultural Misunderstanding

SUBMIT: Cultural Awareness Reflection

Block 7: Working with Diverse Populations

DISCUSS: Strategies for Treating Diverse Populations

SUBMIT: Cultural Story Re-write

Unit 3: Professional Communication and Ethics, Laws, and Boundaries in the Field

Block 8: Communication with Clients

DISCUSS: Communication Reflection

SUBMIT: Simulated Client Email

Block 9: Active Listening & Interviewing

DISCUSS: The Power of Listening

SUBMIT: Roleplay Written Dialogue

Block 10: Conflict Resolution and Crisis Response

DISCUSS: Handling High-Stress Situations

SUBMIT: "Be There" Training & Certificate

Block 11: Confidentiality and HIPAA

DISCUSS: The Importance of Confidentiality

SUBMIT: HIPAA Compliance Training & Certificate

Block 12: Ethical Dilemmas in Mental Health

DISCUSS: Code of Ethics in Practice

SUBMIT: Ethics Flowchart

Unit 4: Career Readiness and Capstone Completion

Block 13: Professional Readiness

DISCUSS: Resume Reflection

SUBMIT: Resume & Cover Letter Creation & Submission

Block 14: Interview Skills

DISCUSS: Making Good First Impressions

SUBMIT: Mock Interview

Block 15: Compile Project

Block 16: Culminating Project

SUBMIT: Final Project

Semester B

Unit 1: Advanced Behavioral Health Practices

Block 1: Trauma-Informed Care

DISCUSS: What is Trauma-Informed Practice?

SUBMIT: Create a Trauma-Informed Resource Guide

Block 2: Co-Occurring Disorders (MH + SUD)

DISCUSS: Dual Diagnosis Challenges

SUBMIT: Facts Worksheet

Block 3: Group Therapy & Facilitation Techniques

DISCUSS: Benefits of Group Work

SUBMIT: Design a Group Workshop Agenda

Unit 2: Community and Systems-Level Practice

Block 4: Interdisciplinary Collaboration

DISCUSS: Who's on the Team?

SUBMIT: Case Collaboration Workshop

Block 5: Social Determinants of Mental Health

DISCUSS: How Environment Impacts Wellness

SUBMIT: Certificate

Unit 3: Professional Tools and Technology

Block 6: Using EHRs and Digital Tools

DISCUSS: Technology in Behavioral Health

SUBMIT: Sample Client Profile

Block 7: Telehealth in Mental Health

DISCUSS: Opportunities and Challenges

SUBMIT: Telehealth Scenario Project

Unit 4: Supervision, Self-Care, and Burnout Prevention

Block 8: The Role of Supervision

DISCUSS: Growth through Feedback

SUBMIT: Create a Supervision Plan

Block 9: Managing Burnout

DISCUSS: Wellness Wheel

SUBMIT: Self-Care Contract

Block 10: Reflective Practice

DISCUSS: Journaling and Reflection

SUBMIT: Psychological First Aid Certificate

Unit 5: Field Integration & Capstone Completion

Block 11: Applying Skills in the Real World

DISCUSS: Skill Application

SUBMIT: Field Integration Action Plan

Block 12: Design Your Ideal Mental Health Program

DISCUSS: What would mental health care look like if it really met everyone's needs?

SUBMIT: Community-based or School-based Mental/Behavioral health program

Block 13: Emerging Trends in Behavioral Health

DISCUSS: Shaping the Future of Mental Health

SUBMIT: New Topics in Mental Health Research

Block 14: Post-Secondary Plans

DISCUSS: What steps will you take after graduation?

SUBMIT: Post-secondary plan

Block 15: Compile Project

SUBMIT: Plan

Block 16: Culminating Project
SUBMIT: Project

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and each other in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications.** If you are emailing or messaging your instructor or each other, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.

3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have our own stories. Assume the best of each other and always be kind in your communication.
6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.
7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:

- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review [THIS RESOURCE](#) for more information on plagiarism and [this guide for choosing, using and citing resources](#).

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author.

[FERPA INFO](#)