

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter J. Human Services

§130.244. Interpersonal Studies (One-Half to One Credit).

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.
- (b) Introduction.
- (1) This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.
- (2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (c) Knowledge and skills.
- (1) The student evaluates factors related to personal development. The student is expected to:
- (A) investigate factors that affect personal identity, personality, and self-esteem;
 - (B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and
 - (C) propose strategies that promote physical, emotional, intellectual, and social development.
- (2) The student determines short-term and long-term implications of personal decisions. The student is expected to:
- (A) summarize the decision-making process;
 - (B) discuss consequences and responsibilities of decisions; and
 - (C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.
- (3) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:
- (A) analyze adjustments related to achieving independence; and
 - (B) explore responsibilities of living as an independent adult.
- (4) The student analyzes the family's role in relationship development. The student is expected to:
- (A) examine the development of relationships;

- (B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and
- (C) analyze effects of cultural patterns on family relationships.

- (5) The student analyzes relationship development outside the family. The student is expected to:
- (A) explore ways to promote positive friendships;
 - (B) assess the influence of peers on the individual;
 - (C) determine appropriate responses to authority figures; and
 - (D) propose ways to promote an appreciation of diversity.
- (6) The student determines factors related to marital success. The student is expected to:
- (A) discuss functions and roles of dating;
 - (B) analyze components of a successful marriage; and
 - (C) examine communication skills and behaviors that strengthen marriage.
- (7) The student determines methods that promote an effective family unit. The student is expected to:
- (A) describe diverse family structures;
 - (B) identify the function of individuals within the family;
 - (C) compare functions of families in various cultures;
 - (D) predict the effects of societal, demographic, and economic trends on individuals and the family;
 - (E) determine procedures for meeting individual and family needs through resource management;
 - (F) explain how technology influences family functions and relationships; and
 - (G) determine the impact of effective family functioning on community and society.
- (8) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:
- (A) describe the stages of the family life cycle;
 - (B) examine roles and responsibilities of individuals and family members throughout the family life cycle;
 - (C) analyze financial considerations related to the family life cycle;
 - (D) predict the effects of technological advances on families throughout the family life cycle; and
 - (E) formulate a plan for effective management of technology on families throughout the family life cycle.
- (9) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:
- (A) categorize types of crises and their effect on individuals and families;

- (B) determine strategies for prevention and management of individual and family problems and crises;
 - (C) identify resources and support systems that provide assistance to families in crisis;
 - (D) assess management strategies and technology available to meet special needs of family members; and
 - (E) summarize laws and public policies related to the family.
- (10) The student determines stress-management techniques effective for individuals and families. The student is expected to:
- (A) describe the impact of stress on individuals and relationships;
 - (B) identify factors contributing to stress;
 - (C) practice creative techniques for managing stress; and
 - (D) implement positive strategies for dealing with change.
- (11) The student determines opportunities and preparation requirements for careers in counseling and mental health services. The student is expected to:
- (A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services;
 - (B) determine how interests, abilities, and personal priorities affect career choice; and
 - (C) propose short-term and long-term career goals.
- (12) The student exhibits employability skills. The student is expected to:
- (A) practice effective verbal, nonverbal, written, and electronic communication skills;
 - (B) analyze the influence of cultural background on patterns of communication;
 - (C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;
 - (D) determine ethical practices in the workplace; and
 - (E) use leadership and team member skills in problem-solving situations.
- (13) The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles. The student is expected to:
- (A) determine the impact of career choice on family life;
 - (B) describe the effect of family life on workplace productivity;
 - (C) determine employment practices and trends that support families; and
 - (D) explain how technology impacts career options and family roles.