

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

Subchapter J. Human Services

§130.242. Principles of Human Services (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 9-12.

(b) Introduction.

(1) This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

(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 demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:

- (A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities;
- (B) establish measurable short- and long-term goals for personal and professional life;
- (C) describe personal management skills needed for productivity such as time and energy;
- (D) practice ethical and appropriate methods of conflict resolution;
- (E) analyze the significance of grooming and appearance in personal and professional settings;
- (F) assess the relationship of wellness to achievement;
- (G) determine personal and occupational implications of substance abuse;
- (H) evaluate appearance in personal and professional settings;
- (I) apply clothing selection, maintenance, and repair skills to enhance career opportunities;
- (J) practice leadership skills; and
- (K) demonstrate effective communication skills.

(2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:

- (A) apply the decision-making process in planning the allocation and use of finances;
- (B) employ technology to manage resources;
- (C) analyze consumer buying techniques that promote effective use of resources;

- (D) investigate sustainable techniques for managing resources;
- (E) describe rewards, demands, and future trends in consumer services careers; and
- (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:

- (A) determine types of crises;
- (B) determine appropriate responses, management strategies, and technology available to meet individual and family needs;
- (C) determine effects of crisis on individuals and families;
- (D) determine crises typical of various stages of the life cycle;
- (E) identify the contributing factors and describe the impact of stress on individuals and relationships;
- (F) investigate causes, prevention, and treatment of domestic and relationship violence;
- (G) describe rewards, demands, and future trends in counseling and mental health services; and
- (H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:

- (A) identify the basic needs of children;
- (B) analyze the responsibilities of caregivers for promoting the safety and development of children;
- (C) evaluate developmentally appropriate guidance techniques for children;
- (D) investigate causes, preventions, and treatment of child abuse;
- (E) describe rewards, demands, and future trends in early childhood development and services; and
- (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.

(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:

- (A) identify the basic functions of the family, including roles and responsibilities;
- (B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members;
- (C) analyze the multiple roles and responsibilities assumed by individuals within the family;

- (D) investigate community service opportunities;
- (E) describe rewards, demands, and future trends in family and community services;
- (F) explain the impact of nutrition on development, wellness, and productivity over the life span;
- (G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span;
- (H) analyze dietary practices across the life span; and
- (I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.

- (6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:
- (A) explore new and emerging technologies that may affect personal care services;
 - (B) investigate the specific state requirements for licensure in personal care services;
 - (C) create records, including electronic, of client services to retrieve personal care client information;
 - (D) examine different types of media to achieve maximum impact on targeted client populations;
 - (E) describe rewards, demands, and future trends in personal care services; and
 - (F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.