



## Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

<b>Cluster:</b>	Human Services
<b>Course Name:</b>	§130.250 Practicum in Human Services (Two to Three Credits).
<b>Course Description:</b>	<p>(1) Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship.</p> <p>(2) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</p> <p>(3) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>
<b>Course Requirements:</b>	This course is recommended for students in Grades 11-12.
<b>Recommended Equipment</b>	Students must have access to computers and the Internet and have access to transportation.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
<b>I. Career Planning</b>			
A. Resume B. Portfolio C. Pre-employment testing D. Interview skills E. Careers in human services F. Professional organizations	(1) The student analyzes career paths within the human services industries.	(B) complete a resume (C) create an employment portfolio for use when applying for internships and work-based learning opportunities in human services careers (D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences (A) review careers within the human services career cluster (E) analyze the effects of the human services industry on local, state, national, and global economies (F) analyze the role of professional organizations in human services professions	<ul style="list-style-type: none"> <li>• CSTIG</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> <li>• American Association of Family and Consumer Sciences <a href="http://www.aafcs.org">www.aafcs.org</a></li> <li>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></li> <li>• Career Clusters <a href="http://www.careerclusters.org">www.careerclusters.org</a></li> <li>• Career Key <a href="http://www.careerkey.org/asp/career_development/foundation_skills.asp">www.careerkey.org/asp/career_development/foundation_skills.asp</a></li> <li>• Job Star <a href="http://www.jobstar.org">www.jobstar.org</a></li> <li>• Labor Market and Career Information <a href="http://www/lmci.state.tx.us">www/lmci.state.tx.us</a></li> <li>• O*Net Online <a href="http://www.online.onecenter.org">www.online.onecenter.org</a></li> <li>• Texas OSCAR <a href="http://www.ioscar.org/tx/">www.ioscar.org/tx/</a></li> <li>• U.S. Department of Labor - Occupation Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> </ul>

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<b>II. Leadership and Teamwork</b>			
<p>A. Leadership 1. Styles of leadership 2. Leadership skills</p> <p>B. Teamwork</p> <p>C. Employer expectations and organizational priorities</p> <p>D. Job performance and evaluations</p> <p>E. Job termination</p>	<p>(6) The student uses leadership and teamwork skills in collaborating with others.</p> <p>(2) The student uses oral and written communication skills and solves problems using critical-thinking skills.</p>	<p>(A) use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives</p> <p>(B) establish and maintain working relationships with all levels of personnel</p> <p>(C) propose organizational priorities to ensure quality</p> <p>(F) consult with colleagues or those knowledgeable in a field of expertise when needed to expedite solutions to problems such as referring a client to others if the client will be better served</p> <p>(G) develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk</p>	<ul style="list-style-type: none"> <li>• CSTIG</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> <li>• Family, Career, and Community Leaders of America - TEXAS <a href="http://www.texasfcla.org">www.texasfcla.org</a></li> </ul>

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<b>III. Communication Skills</b>			
<p>A. Types of effective communication</p> <p>B. Customer and client relationships</p> <p>C. Problem solving</p> <p>D. Role playing customer and business relations</p>	<p>(2) The student uses oral and written communication skills and solves problems using critical-thinking skills.</p>	<p>(A) discuss human services research findings in everyday language keeping instruction at an appropriate level</p> <p>(B) practice effective verbal, nonverbal, written, and electronic communication skills</p> <p>(C) use communication skills such as ability to empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction</p> <p>(D) apply client service techniques to complete transactions such as managing and defusing objections with courtesy, persuading the client to agree with an acceptable transaction, facilitating client's follow-through with the transaction, and maintaining client relationship as client returns for services and refers others</p>	<ul style="list-style-type: none"> <li>• CSTIG</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> </ul>

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		(E) evaluate client resources versus product costs and client risk tolerance level such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client	
	(8) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success.	(C) respond to client questions appropriately	
		(D) advise customers using appropriate and relevant information	

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<b>IV. Ethical and Legal Responsibilities</b>			
<p>A. Labor laws</p> <ol style="list-style-type: none"> <li>1. Discrimination</li> <li>2. Americans with Disabilities Act</li> <li>3. Sexual harassment</li> </ol> <p>B. Diversity</p>	<p>(7) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients.</p>	<p>(A) model behaviors that demonstrate stewardship of client assets such as providing beneficial help and suggestions to clients, evaluating when a client needs an advocate, and following through with meeting these needs</p> <hr/> <p>(B) model ethical behaviors in the relationship with human services clients such as offering prompt, honest, and efficient services; protecting clients from fraud, deceit, or misrepresentation; immediately disclosing any conflicts of interest; and making recommendations for service based on the preferences and needs of the client</p> <hr/> <p>(C) comply with laws and regulations related to retail, governmental, or private services</p>	<ul style="list-style-type: none"> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> <li>• Americans with Disabilities Act <a href="http://www.ada.gov">www.ada.gov</a></li> <li>• Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></li> <li>• U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a></li> <li>• U.S. Equal Employment Opportunity Commission <a href="http://www.eeoc.gov">www.eeoc.gov</a></li> </ul>

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<b>V. Healthy Work Environment</b>			
<p>A. Evaluating the work environment</p> <p>B. Functional work environment</p> <ol style="list-style-type: none"> <li>1. Flow of work stations</li> <li>2. Arrangement of equipment</li> <li>3. Ergonomics</li> </ol> <p>C. Emotionally safe work environment</p> <ol style="list-style-type: none"> <li>1. Diversity</li> <li>2. Discrimination</li> <li>3. Sexual harassment</li> <li>4. Non-threatening environment</li> </ol>	(5) The student establishes a physically and psychologically healthy environment to inspire client confidence in services provided.	<p>(A) identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security of the location</p> <p>(B) incorporate a functional work environment, equipment needs, and required utilities for offering human services</p> <p>(C) create a psychologically suitable environment such as implementing elements of a non-threatening environment or using social skills needed for a diverse population</p> <p>(D) employ emergency procedures as necessary to provide aid in workplace accidents</p> <p>(E) employ knowledge of response techniques to create a disaster and emergency response plan</p>	<ul style="list-style-type: none"> <li>• CSTIG</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> <li>• Occupational Safety and Health Administration <a href="http://www.osha.gov">www.osha.gov</a></li> <li>• U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a></li> </ul>

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<b>VI. Business Tools, Equipment, and Procedures</b>			
<p>A. Correct use of tools and equipment</p> <ol style="list-style-type: none"> <li>1. Calculator</li> <li>2. Computer; software</li> <li>3. Job-specific tools and equipment</li> </ol> <p>B. Business procedures and documents</p> <ol style="list-style-type: none"> <li>1. Letters, reports, memos, ledgers, and media presentations</li> <li>2. Orders and billing</li> <li>3. Files</li> </ol> <p>C. Communication tools</p> <ol style="list-style-type: none"> <li>1. E-mail</li> <li>2. Telephone</li> <li>3. Video and teleconference</li> <li>4. Internet</li> <li>5. Headsets</li> <li>6. E-commerce</li> </ol>	<p>(3) The student uses business tools or procedures to create human services information and facilitate client interactions.</p> <p>(8) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success.</p>	<p>(A) manage numerical information such as using a calculator to add, subtract, multiply, or divide accurately</p> <p>(B) perform complex calculations accurately</p> <p>(C) use appropriate electronic resources to access current information</p> <p>(D) use word-processing, database, spreadsheet, or presentation software to manage data</p> <p>(E) practice email applications to communicate within a workplace</p> <p>(F) use specialized software to prepare needed documents accurately</p> <p>(A) manage funds using appropriate technology</p> <p>(B) place orders for customers and supplies using sound business practices</p>	<ul style="list-style-type: none"> <li>• CSTIG</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> </ul>



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<b>VII. Business Economics</b>			
<p>A. Types of economic systems</p> <p>B. Supply and demand</p> <p>C. Competition</p> <p>D. Government involvement</p> <p>E. Types of business organizations</p> <p>F. Structures within each business</p> <p>G. Management of products and services</p>	<p>(4) The student identifies how key organizational systems affect organizational performance and the quality of products and services.</p>	<p>(A) examine global context and all aspects of industries and careers</p> <hr/> <p>(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals</p> <hr/> <p>(C) implement quality-control systems and practices to ensure quality products and services</p>	<ul style="list-style-type: none"> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> </ul>

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<b>VIII. Portfolio</b>			
<p>A. Produce portfolio</p> <p>B. Present portfolio</p>	<p>(9) The student documents technical knowledge and skills.</p>	<p>(A) update a professional portfolio to include</p> <ul style="list-style-type: none"> <li>(i) attainment of technical skill competencies</li> <li>(ii) licensures or certifications</li> <li>(iii) recognitions, awards, and scholarships</li> <li>(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations</li> <li>(v) abstract of key points of the practicum</li> <li>(vi) resume</li> <li>(vii) samples of work</li> <li>(viii) evaluation from the practicum supervisor</li> </ul> <p>(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation</p>	<ul style="list-style-type: none"> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> </ul>

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<b>Resources: Books</b>			
<b>CSTIG</b>	Career Studies Teacher's Instructional Guide, Curriculum Center for		<a href="http://www.depts.ttu.edu/hs/ccfcs">www.depts.ttu.edu/hs/ccfcs</a>
<b>FSW</b>	From School to Work, Goodheart-Willcox Company, 2006		ISBN: 9781590705599
<b>LE</b>	Learning for Earning, Goodheart-Willcox Company, 2006		ISBN: 9781590705513
<b>SWW</b>	Succeeding In The World of Work, Glencoe/McGraw-Hill Division,		ISBN: 0078280338
<b>Resources: Websites</b>			
American Association of Family and Consumer Sciences	<a href="http://www.aafcs.org">www.aafcs.org</a>		
Americans with Disabilities Act	<a href="http://www.ada.gov">www.ada.gov</a>		
Achieve Texas	<a href="http://www.achievetexas.org">www.achievetexas.org</a>		
Career Clusters	<a href="http://www.careerclusters.org">www.careerclusters.org</a>		
Career Key	<a href="http://www.careerkey.org/asp/career_development/foundation_skills.asp">www.careerkey.org/asp/career_development/foundation_skills.asp</a>		
Job Star	<a href="http://www.jobstar.org">www.jobstar.org</a>		
Labor Market and Career Information	<a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a>		
O*Net Online	<a href="http://www.online.onetcenter.org">www.online.onetcenter.org</a>		
Occupational Safety and Health Administration	<a href="http://www.osha.gov">www.osha.gov</a>		
Family, Career, and Community Leaders of America - TEXAS	<a href="http://www.texasfccla.org">www.texasfccla.org</a>		
Texas OSCAR	<a href="http://www.ioscar.org/tx">www.ioscar.org/tx</a>		
Texas Workforce Commission	<a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>		
U.S. Department of Labor	<a href="http://www.dol.gov">www.dol.gov</a>		
U.S. Department of Labor Occupational Outlook Handbook	<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>		
U.S. Equal Employment Opportunity Commission	<a href="http://www.eeoc.gov">www.eeoc.gov</a>		