Practicum of Human Services

END OF COURSE PROJECT OPTIONS
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Critical Thinking

Disciplined thinking that is clear, rational, and open minded and based on evidence
Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
Essential

Absolutely necessary
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Practicum of Human Services
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Practicum of Human Services

(1) The student analyzes career paths within the human services industries. The student is expected to:

(A) review careers within the human services career cluster;
(B) complete a résumé;
(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;
(E) analyze the effects of the human services industry on local, state, national, and global economies; and
(F) analyze the role of professional organizations in human services professions.
(2) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:

(A) discuss human services research findings in everyday language keeping instruction at an appropriate level;

(B) practice effective verbal, nonverbal, written, and electronic communication skills;

(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;

(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;

(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;

(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; and

(G) develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk.
(3) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:

(A) manage numerical information such as using a calculator to add, subtract, multiply, or divide accurately;
(B) perform complex calculations accurately;
(C) use appropriate electronic resources to access current information;
(D) use word-processing, database, spreadsheet, or presentation software to manage data;
(E) practice email applications to communicate within a workplace; and
(F) use specialized software to prepare needed documents accurately.
The student identifies how key organizational systems affect organizational performance and the quality of products and services. The student is expected to:

(A) examine global context and all aspects of industries and careers;
(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals; and
(C) implement quality-control systems and practices to ensure quality products and services.
(5) The student establishes a physically and psychologically healthy environment to inspire client confidence in services provided. The student is expected to:

(A) identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security of the location;

(B) incorporate a functional work environment, equipment needs, and required utilities for offering human services;

(C) create a psychologically suitable environment such as implementing elements of a non-threatening environment or using social skills needed for a diverse population;

(D) employ emergency procedures as necessary to provide aid in workplace accidents; and

(E) employ knowledge of response techniques to create a disaster and emergency response plan.
(6) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:
(A) use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;
(B) establish and maintain working relationships with all levels of personnel; and
(C) propose organizational priorities to ensure quality.
(7) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients. The student is expected to:

(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;

(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; and

(C) comply with laws and regulations related to retail, governmental, or private services.
(8) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:

(A) manage funds using appropriate technology;
(B) place orders for customers and supplies using sound business practices;
(C) respond to client questions appropriately; and
(D) advise customers using appropriate and relevant information.
(9) The student documents technical knowledge and skills. The student is expected to:

(A) update a professional portfolio to include:
(i) attainment of technical skill competencies;
(ii) licensures or certifications;
(iii) recognitions, awards, and scholarships;
(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
(v) abstract of key points of the practicum;
(vi) résumé;
(vii) samples of work; and
(viii) evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation.
End of Course Project Options
A Week in the Life of ........

- An account finance officer
- A social service worker, etc.
- Create a scenario for a fictitious
  ________
  ⚫ lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours
Database of......

- Develop a database of ..........
  - local agencies and organizations
    - potential guest speakers
    - student volunteer opportunities
  - businesses and agencies in the area interested in collaborating with the Practicum of Human Services program
Diary/Journal Entries

- Two week detailed Diary or Journal Entries from the viewpoint of a…
  - social services director
  - homeless shelter director
  - child protective services
  - family counselor
Develop a Comprehensive/End of Course Test

Criteria: must equal 100 points and cover material from the entire course.
- 10 T/F questions
- 10 fill in the blank questions
- 10 multiple choice questions
- 10 short answer questions
- 1 essay question
- Include test key
Interview Documentary

- Select a topic
- Develop a series of interview questions
- Video tape interviews
- Create a multimedia documentary
Entrepreneurship Project/Extensive Business Plan

- Investigate business plan formats
- Develop a business plan for owning your own business
- If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
- See FCCLA Star Event [Link](http://www.fcclainc.org/assets/files/star/entrepreneurship.pdf)
- See SkillsUSA Event [Link](http://rolla.k12.mo.us/fileadmin/rpsweb/home/RTIRTC/SkillsUSA_Tech_Standards_-_Skills/Occupationally_Related/Entrepreneurship.pdf)
Multimedia Collection of Quotes

- Research and compile a collection of quotes and their authors
- Must relate to each student expectation for this course.
Series of Video Clips/Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues

- Video tape segments
- Create a documentary
Service Learning Project

- Develop a Service Learning Project along with a Service-Learning Project Evaluation
- Emphasize our course TEKS
- For additional information on service learning see: http://www.servicelearningtexas.org
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.
Course Time Capsule

- To be opened by next year’s (semester’s) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items
School-to-Work Project

- Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  - explore one career field
  - explore a variety of career fields
  - format can vary- story board, multi-media
  - may include interviews or video clips
Student as Researcher

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style - APA, MLA
Student Memory Book

- Scrap book of the semester/year course
- May include:
  - course TEKS
  - favorite activities/lessons/pictures
  - course likes and dislikes
  - classmate autographs/comments
  - suggestions for improving the presentation of course content
- Personal reflection on what you learned from this course
- How you plan to use the information now and in the future
Career College Readiness Resource Kit

- Select a career
- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
- Personal goals/timelines
Portfolio Project

- Enhance Practicum Portfolio
- See TEK 9
Other Project Option Ideas?
References and Resources

Websites:

• **AchieveTexas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.  
  [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

• **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.  