INTRODUCTORY LESSON

Interpersonal Studies
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CAREER AND TECHNICAL EDUCATION (CTE)
CAREER AND TECHNICAL EDUCATION (CTE)

Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Career and Technical Education

Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Hospitality and Tourism
- Human Services
You are currently enrolled in the course Interpersonal Studies
Interpersonal Studies is a CTE course
You are a CTE student
I am a CTE instructor
16 Career Clusters™

Career Clusters

- Agriculture, Food & Natural Resources
  Processing, production, distribution, and development of agricultural commodities and natural resources

- Architecture & Construction
  Designing, managing, building, and maintaining the built environment

- A/V Technology & Communications
  Creating, exhibiting, performing, and publishing multimedia content

- Business Management & Administration
  Organizing, directing, and evaluating functions essential to productive business operations

- Personal & Public Administration
  Executing governmental functions at the local, state, and federal levels

- Education & Training
  Providing education and training services, and related learning support services

- Finance
  Financial and investment planning, banking, insurance, and business financial management

- Hospitality & Tourism
  Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

- Health Science
  Providing diagnostic and therapeutic services, health information, support services, and biotechnology research

- Information Technology
  Designing, supporting, and managing hardware, software, multimedia, and systems integration

- Law, Public Safety, Corrections & Security
  Providing legal, public safety, protective, and homeland security services

- Marketing
  Performing marketing activities to reach organizational objectives

- Science, Technology, Engineering & Mathematics
  Performing scientific research and professional and technical services

- Transportation, Distribution & Logistics
  Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

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16 Career Clusters™

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INTERPERSONAL STUDIES

Providing for families and serving human needs

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Texas Education Agency recommended sequence of courses

- Principles of Human Services
  - Lifetime Nutrition & Wellness (may be added to any sequence)
  - Dollars and Sense
  - Interpersonal Studies
    - Counseling & Mental Health
    - Child Guidance
    - Practicum in Human Services
  - Child Development
  - Family & Community Services
  - Introduction to Cosmetology
    - Cosmetology I
    - Cosmetology II

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SEQUENCE OF COURSES AVAILABLE IN OUR DISTRICT/CAMPUS
**Human Services Programs of Study**

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development & Services
- Family and Community Services
- Personal Care Services
HUMAN SERVICES
PROGRAMS OF STUDY

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services
Career and Technical Education (CTE)

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Career Cluster

Course Title

Interpersonal Studies

Programs of Study

Consumer Services
Counseling and Mental Health Services
Early Childhood Development and Services
Family and Community Services

Career Description

Providing for families and serving human needs
Preparing individuals for employment in career pathways that relate to families and human needs.

<table>
<thead>
<tr>
<th>Sample Career Specialties/Occupations</th>
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<tbody>
<tr>
<td>- Directors, Childcare Facilities</td>
<td>- Clinical and Counseling Psychologists</td>
<td>- Community Service Directors</td>
<td>- Barbers</td>
<td>- Consumer Credit Counselors</td>
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<td>- Assistant Directors, Childcare Facilities</td>
<td>- Industrial-Organizational Psychologists</td>
<td>- Adult Day Care Coordinators</td>
<td>- Cosmetologists, Hairdressers, &amp; Hairstylists</td>
<td>- Consumer Affairs Officers</td>
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<td>- Elementary School Counselors</td>
<td>- Sociologists</td>
<td>- Coordinators of Volunteers</td>
<td>- Shampooers</td>
<td>- Consumer Advocates</td>
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<td>- Preschool Teachers</td>
<td>- Career Coaches</td>
<td>- Licensed Professional Counselors</td>
<td>- Nail Technicians, Manicurists &amp; Pedicurists</td>
<td>- Certified Financial Planners</td>
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<td>- Educators for Parents</td>
<td>- School Counselors/Psychologists</td>
<td>- Religious Leaders</td>
<td>- Skincare Specialists/Estheticians</td>
<td>- Insurance Representatives</td>
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<td>- Nannies</td>
<td>- Substance Abuse and Behavioral Disorder Counselors</td>
<td>- Directors, Religious Activities/Education Programs</td>
<td>- Electrolysis Technicians</td>
<td>- Bankers</td>
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<td>- Teachers’ Assistants</td>
<td>- Mental Health Counselors</td>
<td>- Human Services Workers</td>
<td>- Electrologists</td>
<td>- Real Estate Services Representatives</td>
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<td>- Childcare Assistants/Workers</td>
<td>- Vocational Rehabilitation Counselors</td>
<td>- Social Services Workers</td>
<td>- Funeral Directors/Morticians</td>
<td>- Financial Advisors</td>
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<td>- Career Counselors</td>
<td>- Vocational Rehabilitation Counselors</td>
<td>- Embalmers</td>
<td>- Investment Brokers</td>
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<td>- Career Facilitators</td>
<td>- Employment Counselors</td>
<td>- Funeral Attendants</td>
<td>- Employee Benefits Representatives</td>
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<td>- Employment Counselors</td>
<td>- Career Counselors</td>
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<td>- Hospital Patient Accounts Represenatives</td>
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<td>- Residential Advisors</td>
<td>- Vocational Rehabilitation Service Workers</td>
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<td>- Customer Service Representatives</td>
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<td>- Marriage, Child and Family Counselors</td>
<td>- Leisure Activities Coordinators</td>
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<td>- Consumer Research Department Represenatives</td>
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<td>- Dietitians</td>
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<td>- Consumer Goods or Services Retailing Representatives</td>
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<td>- Geriatric Service Workers</td>
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<td>- Market Researchers</td>
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<td>- Adult Day Care Workers</td>
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<td>- Account Executives</td>
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<td>- Residential Advisors</td>
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<td>- Sales Consultants</td>
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<td>- Emergency and Relief Workers</td>
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<td>- Event Specialists</td>
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<td>- Community Food Service Workers</td>
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<td>- Inside Sales Representatives</td>
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<td>- Community Housing Service Workers</td>
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<td>- Field Merchandising Representatives</td>
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<td>- Social and Human Services Assistants</td>
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<td>- Buyers</td>
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<td>- Small Business Owners</td>
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<tr>
<th>Pathways</th>
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<tbody>
<tr>
<td>Early Childhood Development &amp; Services</td>
<td>Counseling &amp; Mental Health Services</td>
<td>Family &amp; Community Services</td>
<td>Personal Care Services</td>
<td>Consumer Services</td>
</tr>
</tbody>
</table>

Cluster Knowledge and Skills
- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

2008-2009
Human Services
Interpersonal Studies

AchieveTexas
In Action
POSSIBLE PROGRAM OF STUDY
Preschool Teacher
SAMPLE BACHELOR DEGREES

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Family Studies
Graduate Degrees

- Administration
- Child Development
- Early Childhood Education
- Educational Administration
- Elementary Education
SAMPLE CAREER OPTIONS

- Teaching Assistant
- Child Care Administrator
- Child Care Director/Owner
- Child Care Supervisor
- Special Education Specialist
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) INTERPERSONAL STUDIES
(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;
(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
INTERPERSONAL STUDIES

(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.
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.
End of Course Project Options - Interpersonal Studies
NEXT LESSON

Overview of Interpersonal Studies
Career and Technical Education (CTE)

INTERPERSONAL STUDIES

Consumer Services
Counseling and Mental Health Services
Early Childhood Development and Services
Family and Community Services

Providing for families and serving human needs

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REFERENCES AND RESOURCES

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

Learning that Works for America™
Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
http://www.careertech.org/career-clusters/glance/at-a-glance.html

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.
http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html