INTRODUCTORY LESSON

Practicum in Human Services
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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.
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.
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)
- Education and Training
- Hospitality and Tourism
- Human Services
You are currently enrolled in the course "Practicum in Human Services". Practicum in Human Services 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.
- Education & Training: Providing education and training services, and related learning support services.
- Finance: Financial and investment planning, banking, insurance, and business financial management.
- Government & Public Administration: Executing governmental functions at the local, state, and federal levels.
- Health Science: Providing diagnostic and therapeutic services, health information, support services, and biotechnology research.
- Hospitality & Tourism: Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.
- Human Services: Providing for families and serving human needs.
- Information Technology: Designing, supporting, and managing hardware, software, multimedia, and systems integration.
- Public Safety, Corrections & Security: Providing legal, public safety, protective, and homeland security services.
- Manufacturing: Processing materials into intermediate or final products.
- Marketing: Performing marketing activities to reach organizational objectives.
- Science, Technology, Engineering & Mathematics: Performing scientific research and professional and technical services.

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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

- Communications & Information Technology
  - Creating, exhibiting, performing, and publishing multimedia content

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

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

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

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

- Human Services
  - Providing for families and serving human needs

- Manufacturing
  - Processing materials into intermediate or final products

- Information Technology
  - Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

- Marketing
  - Designing, supporting, and managing hardware, software, multimedia, and systems integration

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

- 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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Providing for families and serving human needs

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Texas Education Agency recommended sequence of courses

Human Services

Principles of Human Services

- Lifetime Nutrition & Wellness (may be added to any sequence)
- Dollars and Sense
- Interpersonal Studies
- Child Development
- Family & Community Services
- Introduction to Cosmetology

- Counseling & Mental Health
- Child Guidance

Practicum in Human Services

- Cosmetology I
- Cosmetology II
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 and Mental Health Services
• Early Childhood Development & Services
• Family and Community Services
• Personal Care Services
Career Cluster

Course Title
Practicum in Human Services

Program of Study

Career Description
Providing for families and serving human needs

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

### Sample Career Specialties/Occupations

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

### Pathways

- Early Childhood Development & Services
- Counseling & Mental Health Services
- Family & Community Services
- Personal Care Services
- Consumer Services

### 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

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*2008-2009*
Possible Program of Study
Preschool & Child Care Program Administrator
# Early Childhood Development & Services

**Cluster Overview:** Preparing individuals for employment in career pathways that relate to families and human needs.

**Career Goal (O*NET Code):** Preschool Teacher (25-2011), Special Education Teacher, Preschool (25-2041), Child Care Worker (39-9011), Preschool & Child Care Program Administrator (11-9031), Teacher Assistant (25-9041).

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**SUGGESTED COURSEWORK**

<table>
<thead>
<tr>
<th>Middle School</th>
<th>HS Courses:</th>
</tr>
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<tbody>
<tr>
<td>8th</td>
<td>Local districts may list high school credit courses here</td>
</tr>
</tbody>
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**High School**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Courses:</th>
<th>Career-Related Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I</td>
<td>Principles of Human Services</td>
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<tr>
<td></td>
<td>Algebra I</td>
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<td></td>
<td>Biology</td>
<td></td>
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<tr>
<td></td>
<td>World Geography</td>
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<tr>
<td></td>
<td>Languages other than English I</td>
<td></td>
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<tr>
<td></td>
<td>Physical Education</td>
<td></td>
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<tr>
<td>10th</td>
<td>English II</td>
<td>Child Development or Interpersonal Studies or Lifetime Nutrition and Wellness</td>
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<td></td>
<td>Geometry</td>
<td></td>
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<td></td>
<td>Chemistry</td>
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<td></td>
<td>World History</td>
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<tr>
<td></td>
<td>Languages other than English II</td>
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<tr>
<td>11th</td>
<td>English III</td>
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<tr>
<td></td>
<td>Algebra II</td>
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<td></td>
<td>Physics</td>
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<td>United States History</td>
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<td></td>
<td>Professional Communications</td>
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<tr>
<td>12th</td>
<td>English IV</td>
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<tr>
<td></td>
<td>AP Statistics</td>
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<td></td>
<td>AP Environmental Science</td>
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<tr>
<td></td>
<td>Government/Economics</td>
<td></td>
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<tr>
<td></td>
<td>Fine Arts</td>
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</tr>
</tbody>
</table>

**EXTENDED LEARNING EXPERIENCES**

**Curricular Experiences:**
- Family, Career and Community Leaders of America
- Texas Association of Future Educators

**Extracurricular Experiences:**
- Language Immersion Programs
- Peer Mediation
- Red Cross Courses
- School Newspaper
- Student Government
- UIL Academic Competitions
- Yearbook

**Service Learning Experiences:**
- Before/After-School Assistant
- Community Service Volunteer
- FACTS
- Families First
- Ready, Set, Read!
- Summer Camp Counselor

**COLLEGE CREDIT OPPORTUNITIES – High School**

**Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.**

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**Student Name:**

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**Grade:**

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**School:**

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Sample Bachelor Degrees

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

- Administration
- Child Development
- Early Childhood Educator
- Educational Administrator
- Elementary Education
Sample Career Options

- Child Care Administration
- Child Care Supervisor
- Child Life Specialist
- Education Administrator
- Special Education Specialist
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services
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;
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.
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.
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.
(4) 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.
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.
End of Course Project Options - Practicum in Human Services
Next Lesson

Overview of Practicum in Human Services
Practicum in Human Services

Consumer Services
Counseling and Mental Health Services
Early Childhood Development & Services

Providing for families and serving human needs

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http://www.careertech.org/career-clusters/glance/at-a-glance.html

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