Introductory Lesson:

Principles of Human Services
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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)
• Education and Training
• Hospitality and Tourism
• Human Services
Career and Technical Education (CTE)

• You are currently enrolled in the course Principles of Human Services
• Principles of 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
- Business Management & Administration
  - Organizing, directing, and evaluating functions essential to productive business operations
- Criminal Justice Services
  - 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
- Transportation, Distribution & Logistics
  - Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

**Career Clusters**

- Architecture & Construction
  - Designing, managing, building, and maintaining the built environment
- 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
  - Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research
- Health Science
  - Providing services in healthcare and other related fields
- Information Technology
  - Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services
- 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™

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Principles of Human Services

Providing for families and serving human needs

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Texas Education Agency recommended coherent sequence of courses.
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 and Technical Education (CTE)

Career Cluster

Course Title
Principles of Human Services

Programs of Study
Consumer Services
Counseling and Mental Health Services
Early Childhood Development & Services
Family and Community Services
Personal Care Services

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
- 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

### 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
Possible Programs of Study
Special Education Teacher
### Early Childhood Development & Services

**Career Goal (O*NET Code):** Preschool Teacher (25-2011), Special Education Teacher, Preschool (25-2041), Child Care Worker (39-001), Preschool & Child Care Program Administrator (11-9031), Teacher Assistant (25-9041).

#### SUGGESTED COURSEWORK

<table>
<thead>
<tr>
<th>Middle School</th>
<th>HS Courses:</th>
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<tbody>
<tr>
<td>9th</td>
<td>Local districts may list high school credit courses here</td>
</tr>
<tr>
<td>Core Courses:</td>
<td>English I, Algebra I, Biology, World Geography, Languages other than English I, Physical Education</td>
</tr>
<tr>
<td>Career-Related Electives:</td>
<td>Principles of Human Services</td>
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</tbody>
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<table>
<thead>
<tr>
<th>High School</th>
<th>Core Courses:</th>
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<tbody>
<tr>
<td>9th</td>
<td>English II, Geometry, Chemistry, World History, Languages other than English II</td>
</tr>
<tr>
<td>Career-Related Electives:</td>
<td>Child Development or Interpersonal Studies or Lifetime Nutrition and Wellness</td>
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</tbody>
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<thead>
<tr>
<th>10th</th>
<th>Core Courses:</th>
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<tbody>
<tr>
<td>English III, Algebra II, Physics, United States History, Professional Communications</td>
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</tr>
<tr>
<td>Career-Related Electives:</td>
<td>Child Guidance or Languages other than English III</td>
</tr>
</tbody>
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<tr>
<th>11th</th>
<th>Core Courses:</th>
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</thead>
<tbody>
<tr>
<td>English IV, AP Statistics, AP Environmental Science, Government/Economics, Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Career-Related Electives:</td>
<td>Practicum in Human Services or Problems and Solutions or Languages other than English IV</td>
</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.
Sample Bachelor Degrees

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

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

- After-School Program Supervisor
- Child Care Administrator
- Child Care Supervisor
- Preschool-Elementary Teacher
- Nanny
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
PRINCIPLES 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;
(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Principles of Human Services

(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Principles of Human Services

(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.
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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Principles of Human Services

(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.
End of Course Project Options - Principles of Human Services
Next Lesson

Overview of Principles of Human Services
Career and Technical Education (CTE)

Career Cluster

Course Title

Principles of Human Services

Programs of Study

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

Career Description

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

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

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