

Technical Committee Report
and Curriculum Guide

For

Human Services
IBEDS 19001



**Idaho Division of
Professional-Technical
Education**

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Family and Consumer Sciences Education
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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry personnel and educators. The list of standards and competencies prepared by committee members reflects the knowledge and skills currently recommended for high school students.

The result of the work of the curriculum committee members is this statewide curriculum guide. The statewide guides are designed as the primary determiner of program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that this program meets the minimum standards for operation. Advisory committees should be used by schools offering this program to reflect local school and community needs.

The Curriculum Guide is also used as the primary list for generating student profiles. The profile is used as a cumulative record of each student's progress and serves as proof of instruction for articulation purposes.

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HUMAN SERVICES

COURSE DESCRIPTION

Human Services prepares students for occupations in and higher education programs related to assisting individuals and families in managing their personal, family, and social needs and managing their individual and family resources. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory and community experiences with commercial applications are a strongly recommended component of this program. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. **Work-based experiences in human services occupations are strongly encouraged.**

This course is part of the recommended course selections within the Human Services Career Cluster.

IMPORTANT INFORMATION

Delivery of the Human Services Curriculum

It is recommended that where possible the Health Professions and Family and Consumer Sciences teachers collaborate and/or team teach this curriculum. Guest speakers representing health care and human services will enhance course delivery.

Teacher Qualifications

The teacher of this course must be professional-technical education certified in Family and Consumer Sciences. It is highly recommended that teachers have industry experiences, such as an internship, to gain knowledge about unfamiliar career opportunities in human service occupations.

Length and Level of the Course

This course is a year long, at the 11th or 12th grade levels.

Recommended Resources

(Teachers Only) An Introduction to Human Services, 3rd Edition, by Woodside and McClam from Brooks/Cole Publishing. ISBN: 00-534-34783-5. To order, call 408-373-0728.

(Teacher's Wraparound Edition) Learning for Earning: Your Route to Success by Wanat, Pfeiffer, & Gulik. (2006) from The Goodheart-Willcox Company, Inc. ISBN: 1-59070-552-1. To order, visit <http://www.goodheartwillcox.com/index.asp>.

Career Cluster

This course is recommended as work based experience for students who want to further explore careers in the fields of human services. Possible placement and career options include:

Early Childhood Development and Services

Assistant Director, Child Care Facilities	Parent Educator
Nanny	Child Care Assistant Worker
Preschool or Kindergarten Teacher	Teacher's Assistant
Director, Child Care Facilities	Special Education Teacher

Counseling and Mental Health Services

Career Counseling	Marriage, Child & Family Counselor
Rehabilitation Counselor	Clinical and Counseling Psychologist
School Counselor	Mental Health Counselor
HIV/Aids Counselor	Residential Counselor
Child, Family, or School Social Worker	
Substance Abuse & Behavioral Disorder Counselor	

Family and Community Services

Adult Daycare Worker	Director, Religious Activities/Educational Programs
Grief Counselor	Community Service Director
Coordinator of Volunteers	Genetic Science Worker
Emergency Relief Worker	Social and Human Services Assistant
Social Services Worker	Social and Community Service Managers

Personal Care Services

Barber	Embalmer	Personal Trainer
Spa Attendant	Funeral Attendant	Funeral Director
Cosmetology	Nail Technician	Massage Therapist

Consumer Services

Certified Financial Planner	Consumer Advocate
Consumer Affairs Officer	Consumer Credit Counselor
Consumer Service Representative	Employee Benefits Representative
Financial Advisor	Market Researcher
Consumer Research Department Representative	
Wholesale and Retail Buyers	

MAJOR CONCEPTS/CONTENT:

The purpose of this program is to prepare students for higher education programs and occupations related to assisting individuals and families in managing their personal, family, and social needs and managing their individual and family resources. Students who complete this program are well prepared to enter post secondary programs in human service field.

WORK-BASED LEARNING ACTIVITIES:

It is recommended that students select a work environment for observation, volunteering, or actual work experience depending on available opportunities. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. **Work-based experiences in human services are strongly encouraged.**

FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

1. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.

2. CONSUMER AND FAMILY RESOURCES

Evaluate management practices related to the human, economic, and environmental resources.

3. CONSUMER SERVICES

Integrate knowledge, skills, and practices required for careers in consumer services.

5. FACILITIES MANAGEMENT AND MAINTENANCE

Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

6. FAMILY

Evaluate the significance of family and its impact on the well-being of individuals and society.

7. FAMILY AND COMMUNITY SERVICES

Integrate knowledge, skills, and practices required for careers in family and community services.

13. INTERPERSONAL RELATIONSHIPS

Demonstrate respectful and caring relationships in the family, workplace, and community.

INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

1. Explore Career Opportunities in Human Services
2. Develop Employability Skills in Human Service Professional Settings
3. Examine Ethical and Legal Responsibilities
4. Identify Services for Individuals and Families
5. Participate in a Work-Based Learning Experience
6. Explore Safety, Health, and Environmental Issues
7. Demonstrate Leadership and Teamwork Skills

SUGGESTED SCOPE AND SEQUENCE* Human Services

**The suggested percentage of time should be adjusted for individual course schedules.*

- 1. Explore Career Opportunities in Human Services (10%)**
 - 1.01 Analyze various occupations within Human Services
 - 1.02 Explore the job outlook for careers in Human Services
 - 1.03 Examine the qualifications for careers in Human Service professions

- 2. Develop Employability Skills for Human Service Professional Settings (20%)**
 - 2.01 Reinforce academic foundations
 - 2.02 Demonstrate skills needed to obtain employment
 - 2.03 Develop an employment portfolio
 - 2.04 Demonstrate skills needed to maintain employment
 - 2.05 Demonstrate skills needed to advance in employment

- 3. Examine Ethical and Legal Responsibilities (10%)**
 - 3.01 Analyze ethics as they apply to the field of Human Services.
 - 3.02 Examine federal, state, and local regulations and policies governing Human Service professions.

- 4. Identify Services for Individuals and Families (20%)**
 - 4.01 Examine critical issues for individuals and families
 - 4.02 Examine how critical issues affect the individual and family
 - 4.03 Explore coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members
 - 4.04 Explain the importance of friends, family, and community relationships for individuals with a variety of conditions
 - 4.05 Explain the concepts of right to privacy, dignity, and autonomy

- 5. Participate in a Work-Based Learning Experience (20%)**
 - 5.01 Follow rules, regulations, and work site policies that affect employer, employee, participant and family rights and responsibilities
 - 5.02 Demonstrate professional, collaborative relationships with colleagues, support teams, participants, and families
 - 5.03 Assume workplace responsibilities and data collection

- 6. Explore Safety, Health, and Environmental Issues (10%)**
 - 6.01 Identify risks and potentially hazardous situations
 - 6.02 Explore intervention strategies to protect the health and safety of all individuals
 - 6.03 Study policies, procedures, and regulations regarding health and safety

- 7. Demonstrate Leadership and Teamwork Skills (10%)**
 - 7.01 Examine the organization's mission to develop organizational priorities
 - 7.02 Develop and model leadership behaviors
 - 7.03 Develop and use teamwork skills
 - 7.04 Explore professional organizations

CURRICULUM FRAMEWORK

Human Services

1. Content Standard: EXPLORE CAREER OPPORTUNITIES IN HUMAN SERVICES

1.01 Competency: ANALYZE VARIOUS OCCUPATIONS WITHIN HUMAN SERVICES

PERFORMANCE INDICATORS:

1. Identify a variety of Human Service occupations
2. Determine the roles and functions of individuals engaged in Human Service occupations
3. Explore opportunities for employment and entrepreneurial endeavors
4. Examine the impact of Human Service occupations on local, state, national, and global economies
5. Examine the impact of Human Service occupations on the family

1.02 Competency: EXPLORE THE JOB OUTLOOK FOR CAREERS IN HUMAN SERVICES

PERFORMANCE INDICATORS:

1. Identify the current need for Human Service workers in your area
2. Determine the projected need for Human Service workers in the next five years
3. Examine career options and employment opportunities in Human Services
4. Identify current issues and legislation relating to the Human Service field

1.03 Competency: EXAMINE THE QUALIFICATIONS FOR CAREERS IN HUMAN SERVICE PROFESSIONS

PERFORMANCE INDICATORS:

1. Determine professional qualifications necessary for various occupations in Human Service professions
2. Compare educational requirements of various levels of Human Service professions
3. Determine personal interests and aptitudes
4. Examine personal qualifications and characteristics needed to work effectively in various Human Service professions
5. Examine certification and continuing education opportunities for Human Service professions

2. Content Standard: DEVELOP EMPLOYABILITY SKILLS FOR HUMAN SERVICE PROFESSIONAL SETTINGS

2.01 Competency: REINFORCE ACADEMIC FOUNDATIONS
PERFORMANCE INDICATORS:

1. Apply mathematical skills and concepts of data analysis
2. Apply English concepts, including written and verbal skills
3. Apply scientific methodology and research skills
4. Apply health and social studies concepts
5. Develop technology skills

2.02 Competency: DEMONSTRATE SKILLS NEEDED TO OBTAIN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Identify personal career goals
2. Locate and utilize employment sources
3. Demonstrate positive interpersonal communication skills

2.03 Competency: DEVELOP AN EMPLOYMENT PORTFOLIO

PERFORMANCE INDICATORS:

1. Utilize self-assessments, business communication and career research
2. Collect supportive evidence job skills and performance

2.04 Competency: DEMONSTRATE SKILLS NEEDED TO MAINTAIN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Examine employer expectations regarding job performance
2. Exhibit positive work habits, attitudes, and appearance
3. Demonstrate job skills
4. Cooperate through teamwork and group participation
5. Demonstrate decision making and problem-solving skills
6. Demonstrate positive work ethic
7. Develop the ability to balance work life and personal life

2.05 Competency: DEMONSTRATE SKILLS NEEDED TO ADVANCE IN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Utilize opportunities to continue education and training
2. Demonstrate leadership skills
3. Evaluate factors involved in considering a new position
4. Demonstrate skills needed to positively terminate employment
5. Examine alternative employment opportunities

3. Content Standard: EXAMINE ETHICAL AND LEGAL RESPONSIBILITIES

3.01 Competency: ANALYZE ETHICS AS THEY APPLY TO THE FIELD OF HUMAN SERVICES

PERFORMANCE INDICATORS:

1. Examine work ethics
2. Apply professional ethical standards when working with individuals and families
3. Practice enthusiasm, initiative, and commitment to program goals

3.02 Competency: EXAMINE FEDERAL, STATE AND LOCAL REGULATIONS AND POLICIES GOVERNING HUMAN SERVICE PROFESSIONS

PERFORMANCE INDICATORS:

1. Investigate regulations and policies governing Human Service facilities and employees
2. Examine standards for Human Service professions and employees
3. Comply with facility policies in Human Service work settings
4. Demonstrate cooperation with staff and accept instruction and guidance from supervisors

4. Content Standard: IDENTIFY SERVICES FOR INDIVIDUALS AND FAMILIES

4.01 Competency: EXAMINE CRITICAL ISSUES FOR INDIVIDUALS AND FAMILIES

PERFORMANCE INDICATORS:

1. Define “critical issues” related to families and human needs
2. Determine what factors should be considered when determining needs
3. Explore available resources
4. List strategies for making informed choices, accessing resources and following through on responsibilities

4.02 Competency: EXAMINE HOW CRITICAL ISSUES AFFECT THE INDIVIDUAL AND FAMILY

PERFORMANCE INDICATORS:

1. Explore the importance of communication within the family
2. Examine financial obligations of families
3. Identify governmental assistance programs that support individuals with families who are in need of financial assistance

4.03 Competency: EXPLORE COPING OR ADJUSTMENT STRATEGIES AND STRESS MANAGEMENT PRACTICES FOR THE PARTICIPANT, A CAREGIVER, AND FAMILY MEMBERS

PERFORMANCE INDICATORS:

1. Identify questions to ask in order to determine stress management techniques.
2. List stress management techniques
3. Develop a list of coping skills

4.04 Competency: EXPLAIN THE IMPORTANCE OF FRIENDS, FAMILY, AND COMMUNITY RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Examine the importance of a strong support system
2. List ways that communication can impact relationships
3. List verbal and nonverbal communication skills related to advising individuals and families

4.05 Competency: EXPLAIN THE CONCEPTS OF RIGHT TO PRIVACY, DIGNITY, AND AUTONOMY

PERFORMANCE INDICATORS:

1. Define right to privacy
2. Identify reasons why privacy in Human Service professions is important
3. Demonstrate an ability to uphold the right to privacy, dignity, and autonomy

5. Content Standard: PARTICIPATE IN A WORK-BASED LEARNING EXPERIENCE

5.01 Competency: FOLLOW RULES, REGULATIONS, AND POLICIES THAT AFFECT EMPLOYER, EMPLOYEE, PARTICIPANT AND FAMILY RIGHTS AND RESPONSIBILITIES

PERFORMANCE INDICATORS:

1. Identify acceptable behavior in the workplace
2. Demonstrate an understanding of and ability to comply with workplace rules, regulations and policies
3. Examine an employee's personal rights in the workplace

5.02 Competency: DEMONSTRATE PROFESSIONAL, COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES, SUPPORT TEAMS, PARTICIPANTS AND FAMILIES

PERFORMANCE INDICATORS:

1. Demonstrate an ability to work with a variety of people
2. Identify the importance of communication in the work place
3. Exercise good communication skills in the work place

5.03 Competency: ASSUME WORKPLACE RESPONSIBILITIES AND DATA COLLECTION

PERFORMANCE INDICATORS:

1. Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources
2. Assist with workplace tasks as necessary
3. Apply mathematical skills and concepts of data collection

6. Content Standard: EXPLORE SAFETY, HEALTH, AND ENVIRONMENTAL ISSUES

6.01 Competency: IDENTIFY RISKS AND POTENTIALLY HAZARDOUS SITUATIONS

PERFORMANCE INDICATORS:

1. Analyze workplace safety plans, codes, and practices
2. Use proper techniques to ensure a safe environment

6.02 Competency: EXPLORE INTERVENTION STRATEGIES TO PROTECT THE HEALTH AND SAFETY OF ALL INDIVIDUALS

PERFORMANCE INDICATORS:

1. Manage the physical and social environment to reduce conflict and promote safety
2. Report hazardous situations to appropriate authorities

6.03 Competency: STUDY POLICIES, PROCEDURES, AND REGULATIONS REGARDING HEALTH AND SAFETY TO PROMOTE A SAFE WORKPLACE

PERFORMANCE INDICATORS:

1. Analyze the importance of healthy employees in the workplace
2. Examine workers compensation and insurance plans for specific careers
3. Document health and safety compliance.

7. Content Standard: DEMONSTRATE LEADERSHIP AND TEAMWORK SKILLS

7.01 Competency: EXAMINE THE ORGANIZATION'S MISSION TO DEVELOP ORGANIZATIONAL PRIORITIES

PERFORMANCE INDICATORS:

1. Create organizational priorities
2. Use interpersonal skills to build effective relationships at work
3. Develop guidelines for working in Human Services careers

7.02 Competency: DEVELOP AND MODEL LEADERSHIP BEHAVIORS.

PERFORMANCE INDICATORS:

1. Analyze different leadership styles used in the workplace
2. Mentor others for high performance
3. Examine community service and service learning as part of leadership
4. Conduct self-assessment of leadership skills

7.03 Competency: DEVELOP AND USE TEAMWORK SKILLS

PERFORMANCE INDICATORS:

1. Identify skills needed for effective teamwork
2. Practice resolving conflicts
3. Assess effectiveness of teamwork skills

7.04 Competency: EXPLORE PROFESSIONAL ORGANIZATIONS.

PERFORMANCE INDICATORS:

1. Identify professional organizations within the field of Human Services
2. Compare membership criteria and personal qualifications
3. Evaluate the benefit of membership

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