# Relationships & Personal Development Course No. 19260 Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Codes:Family, Community and Consumer Services (19.0799)

Course Description: **Technical Level:** Relationships and Personal Development provides students with ability to develop intrapersonal, interpersonal, and cognitive competencies in personal, family and community settings. Students will analyze the impact of conditions that could influence the well-being of individuals, families, and communities. Human services related career opportunities are incorporated throughout the course.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Demonstrate awareness of multiple diversities and their effects on individuals, families, and society (e.g. socio-economic groups, gender, social status, race and ethnicity, spirituality). |  |
| 1.2 | Analyze the effects of social and cultural diversity on individual and families. |  |
| 1.3 | Analyze the effects of empathy for diversity on individuals in family, work, and community settings. |  |
| 1.4 | Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity, spirituality. |  |
| 1.5 | Analyze the effects of globalization and increasing diversity on individuals, families, and society (e.g. how organizations develop international influence). |  |

## Benchmark 2: Click or tap here to enter text.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze processes for building and maintaining interpersonal relationships (e.g. family, peer, dating, inter-generational). |  |
| 2.2 | Predict the effects of various stages of the family life cycle on interpersonal relationships. |  |
| 2.3 | Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships. |  |
| 2.4 | Analyze factors that contribute to healthy and unhealthy relationships (e.g. power and control wheel). |  |
| 2.5 | Evaluate processes and strategies for coping with unhealthy relationships (e.g. local community resources, LMFT, LCMFT) . |  |
| 2.6 | Demonstrate stress management strategies for family, work, and community settings (e.g. sensory, mindfulness, therapeutical, etc.). |  |

## Benchmark 3: Analyze personal needs and characteristics and their effects on interpersonal relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze the effects of personal characteristics on relationships (e.g. character traits, personal habits). |  |
| 3.2 | Analyze the effect of personal need on relationships. |  |
| 3.3 | Analyze the effects of self-esteem and self-image on relationships. |  |
| 3.4 | Analyze the effects of life span events and conditions on relationships (good stress vs. negative stress). |  |
| 3.5 | Explain the effects of personal values and behaviors on interpersonal relationships (realistic vs. unrealistic expectations). |  |
| 3.6 | Apply the roles of decision making and problem solving in managing and/or preventing conflict. |  |

## Benchmark 4: Demonstrate values and standards that guide behavior in interpersonal relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Apply critical thinking and ethical criteria to evaluate interpersonal relationships (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.2 | Apply ethical guidelines when assessing interpersonal issues and situations (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.3 | Apply critical thinking and ethical standards when making judgments and taking action (e.g. autonomy, justice, honesty/truth telling, promise keeping, acting on the benefit of others, non-maleficence). |  |
| 4.4 | Demonstrate ethical behavior in family, workplace, and community settings. |  |
| 4.5 | Compare the relative merits of opposing points of view regarding current ethical issues. |  |

## Benchmark 5: Demonstrate communication skills that contribute to positive relationships.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Analyze communication styles and their effects on relationships (e.g. assertive, passive, aggressive, passive-aggressive, manipulative). |  |
| 5.2 | Demonstrate verbal and nonverbal behaviors and attitudes across cultures that contribute to effective communication. |  |
| 5.3 | Demonstrate effective listening and feedback techniques. |  |
| 5.4 | Analyze strategies to overcome communication barriers in family, community, cultural and work settings. |  |
| 5.5 | Apply ethical principles of communication in family, community, cultural and work settings (e.g. confidentiality, age appropriateness). |  |
| 5.6 | Analyze the effects of technology on communications in family, work, cultural and community settings (e.g. implications of social media, written vs verbal). |  |

## Benchmark 6: Evaluate effective conflict prevention and management techniques.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Analyze the origin and development of attitudes and behaviors regarding conflict (e.g. conflict with self, environment, others, special needs, etc.). |  |
| 6.2 | Explain how similarities and differences among people affect conflict prevention and management (e.g. nature vs nurture, cultural, heredity). |  |
| 6.3 | Apply the roles of decision making and problem solving in reducing and managing conflict. |  |
| 6.4 | Demonstrate nonviolent strategies that address conflict. |  |
| 6.5 | Demonstrate effective responses to harassment (e.g. coping & diffusing skills, legal ramifications). |  |
| 6.6 | Assess community resources that support conflict prevention and management. |  |

## Benchmark 7: Demonstrate teamwork and leadership skills in the family, workplace, and community.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members(e.g. creating social norms, team building skills with specific purpose). |  |
| 7.2 | Demonstrate strategies to motivate, encourage, and build trust in group members. |  |
| 7.3 | Demonstrate strategies that utilize the strengths and minimize the limitations of team members. |  |
| 7.4 | Demonstrate techniques that develop team and community spirit. |  |
| 7.5 | Demonstrate ways to organize and delegate responsibilities. |  |
| 7.6 | Create strategies to integrate new members into the team. |  |
| 7.7 | Demonstrate processes for cooperating, compromising, and collaborating. |  |

## Benchmark 8: Analyze the impact of conditions that could influence the well-being of individuals and families.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences). |  |
| 8.2 | Analyze management and living environment issues of individuals and family conditions that influence their well-being. |  |
| 8.3 | Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being. |  |
| 8.4 | Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance. |  |
| 8.5 | Analyze situations which require crisis intervention. |  |
| 8.6 | Summarize the appropriate support needed to address selected human services issues (e.g. industry professionals, local resources). |  |

## Benchmark 9: Evaluate services for individuals and families with a variety of conditions that could impact their wellbeing.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Describe needs and accommodations for people with a variety of conditions that could affect their well-being (e.g. addictions, mental wellness, special needs, trauma, adverse childhood experiences, grief). |  |
| 9.2 | Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan. |  |
| 9.3 | Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members. |  |
| 9.4 | Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being. |  |
| 9.5 | Identify ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy. |  |
| 9.6 | Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks. |  |

## Benchmark 10: Enhance career readiness through exploring and identifying careers applicable to personal, family, and community.

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in personal, family and community settings. |  |
| 10.2 | Identify responsibilities of individuals engaged in personal, family and community careers (e.g. social work, teacher, family therapy, child-care provider, social services director, foster care, juvenile officers, early childcare center directors, home care directors). |  |
| 10.3 | Summarize education & training of individuals engaged in personal, family and community careers. |  |
| 10.4 | Explore certifications of individuals engaged in personal, family and community careers. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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