# Workplace Experience in Human Services - Comprehensive Course No. 19298 Credit: 1.0

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

Pathways and CIP Codes: **Family, Community & Consumer Services (44.0000); Early Child Development & Services (19.0709)**

Course Description: Professional Experience in Human Services provides community-based/school-based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher, and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g., leadership, empathy, communication, problem-solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers. \*\*This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.

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: ANALYZE CAREER PATHS WITHIN A SPECIFIC FAMILY AND CONSUMER SCIENCES FIELD WHICH ALIGN TO PERSONAL GOALS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Analyze opportunities for employment and entrepreneurial endeavors within Family and Consumer Sciences (Human Services) in community and industry settings. |  |
| 1.2 | Summarize education and training requirements and opportunities for careers in family and consumer sciences. |  |
| 1.3 | Enhance job acquisition skills through authentic experiences linked to employment in family and consumer sciences careers. |  |
| 1.4 | Analyze the role of professional organizations in family and consumer sciences to enhance professional success. |  |
| 1.5 | Compare and contrast the differences and similarities of non-profit and profit based work settings. |  |
| 1.6 | Analyze local opportunities for employment and entrepreneurial endeavors in Family and  Consumer Sciences careers. |  |
| 1.7 | Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. |  |
| 1.8 | Demonstrate job acquisition skills to gain work-based learning opportunities and  employment in Family and Consumer Sciences careers. |  |
| 1.9 | Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success. |  |
| 1.10 | Analyze all aspects of a selected Family and Consumer related industry. |  |

## Benchmark 2: INVESTIGATE FACTORS RELATED TO PROVIDING INDIVIDUAL, FAMILY AND COMMUNITY SERVICES ACROSS FAMILY AND CONSUMER SCIENCES FIELDS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Analyze professional, ethical, legal, and safety issues that confront employees in the  community and industry settings of family and consumer sciences careers. |  |
| 2.2 | Identify licensing laws and regulations that affect providing services in community and  industry settings related to family and consumer sciences. |  |
| 2.3 | Compare and contrast the roles and responsibilities of local, state, and national agencies  and informal support resources providing individual, family and community services. |  |
| 2.4 | Summarize the rights and responsibilities of clients and their families in FCS related  industry and community settings. |  |
| 2.5 | Analyze effective individual and family advocacy and self-advocacy strategies to address  diverse challenges facing family and consumer sciences professionals working in  community resource and industry settings. |  |
| 2.6 | Identify community opportunities to network and form partnerships in addressing  community or client issues. |  |
| 2.7 | Analyze the role of non-profit groups in working with for profit work-based businesses to  address family and community needs. |  |

## Benchmark 3: DEMONSTRATE APPROPRIATE COMMUNICATION SKILLS THAT CONTRIBUTE TO POSITIVE RELATIONSHIPS IN COMMUNITY AND FAMILY AND CONSUMER SCIENCES INDUSTRY APPLICATIONS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Use appropriate communication modes/strategies for the most effective outcome. |  |
| 3.2 | Practice respectful interrelationships with sensitivity to gender, equity, age, culture and  ethnicity in community applications and when working with clients and the public. |  |
| 3.3 | Practice respectful behavior in an identified occupational setting(s) (with regard to  gender, equity, age, culture and/or ethnicity as appropriate in setting experiences). |  |
| 3.4 | Demonstrate the use of verbal, listening, and writing skills to communicate clearly in  community applications. |  |

## Benchmark 4: DEMONSTRATE LEADERSHIP, CITIZENSHIP, AND TEAMWORK SKILLS REQUIRED FOR SUCCESSES IN FAMILY AND COMMUNITY COMMUNITY AND INDUSTRY SETTINGS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Demonstrate quality work and effective communication in community settings. |  |
| 4.2 | Practice ethical decision making in all situations. |  |
| 4.3 | Determine the most appropriate response to situations based on legal and ethical  considerations. |  |

## Benchmark 5: ANALYZE STRATEGIES TO MANAGE THE MULTIPLE INDIVIDUALS, FAMILY, CAREER, AND/OR COMMUNITY ROLES AND RESPONSIBILITIES.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Organize a electronic career portfolio to document knowledge, skills, and  experience. |  |
| 5.2 | Practice balancing work (school) and personal life responsibilities. |  |
| 5.3 | Analyze stress management strategies for balancing personal, work, and community  responsibilities. |  |

## Benchmark 6: DEMONSTRATE PROFESSIONAL BEHAVIORS, SKILLS, AND KNOWLEDGE IN FAMILY AND CONSUMER SCIENCES RELATED INDUSTRY AND COMMUNITY SETTINGS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Follow rules, regulations, and policies established by the school, community or related  entities during family and consumer sciences events and activities. |  |
| 6.2 | Demonstrate professional and ethical collaborative relationships with teachers, fellow  students, family and/or community members. |  |
| 6.3 | Complete accurate project and/or work-related documents and submit in a timely  manner to appropriate leaders. |  |
| 6.4 | Reflect upon personal strengths, weaknesses, preferences, and interests through formal  and informal assessments regarding job satisfaction and additional work-related skill  development needed to enhance future success in FCS careers. |  |
| 6.5 | Demonstrate safe use of technology in protecting identify of self and others. |  |
| 6.6 | Use critical and creative thinking to address authentic problems and/or conflicts in the  workplace. |  |

## Benchmark 7: ENHANCE EFFECTIVE PREVENTION AND MANAGEMENT TECHNIQUES IN A VARIETY OF SETTINGS.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Apply critical thinking, intelligent decision making and problem solving to prevent  conflicts while addressing community or client issues and in FCS related industry  settings. |  |
| 7.2 | Apply 21st century process skills in workforce assignments successfully (i.e. decision  making, problem solving, goal setting, leadership, management, creativity, critical  thinking, and cooperation). |  |
| 7.3 | Analyze the physical and social environments to reduce potential conflicts and promote  safety in community settings and promote a positive work climate. |  |

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

Instructor Signature:

For more information, contact:

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