# Workplace Experience in Human Services - Comprehensive Course No. 19299 Credit: 1.0

|  |  |  |  |
| --- | --- | --- | --- |
| **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:

CTE Pathways Help Desk

(785) 296-4908

[pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.