Tennessee Specific Industry Certification

Social Health Services Challenge Exam Crosswalk

**Directions:** Use this crosswalk tool to aid in the development of a crosswalk between the Tennessee Specific Industry Certification (TSIC) Learning Outcomes and the Social Health Services Program of Study (POS) course standards. Once you have identified theses crosswalks, use this tool to help plan a program of study pacing guide to ensure all TSIC Learning Objectives are covered with the student as they progress through the Social Health Services POS.

**Content Area: Human Needs**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Examine factors that promote or hinder the development of a positive self-concept. | 1, 2, 3, 8, 13, 14, 15 | 3, 7, 9-15 | 3, 7, 9, 11, 12, 16 | 5, 6 |
| 1. Recall the different characteristics of each level of Maslow’s hierarchy of needs. | 1 | 2 | 9 |  |
| 1. Compare and contrast dietary needs at various stages of the lifecycle. | 4 | 7-15 | 3, 15 |  |
| 1. Describe how cultural and environmental factors could impact one’s physical, mental, emotional, and social health | 2, 3, 8 | All but 6 | 2, 3, 4, 12, 13, 15, 17 |  |
| 1. Examine factors influencing personality development. | 8 | 3, 7-17 | All but 4 |  |
| 1. Evaluate how lifestyle choices impact one’s physical, mental, emotional, and social health. | 2, 3 | 3-17 | 1-17 |  |
| 1. Evaluate the role of relationships that affect human growth. | 1, 2 | 2-17 | 1-17  \*7 & 8 |  |
| 1. Identify common laboratory safety procedures in relation to handling, preparing, storing, and serving food. | 5 |  |  |  |

**Content Area: Professionalism, Confidentiality and Ethics**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Human Studies | Human Services Practicum |
| 1. Analyze factors that contribute to healthy and unhealthy professional relationships. |  |  |  |  |
| 1. Demonstrate professionalism in interactions within the workplace. |  |  |  |  |
| 1. Demonstrate appropriate use of technology and social media in personal and professional relationships. |  |  |  |  |
| 1. Identify professions that provide human services and compare and contrast the ethical codes of those professions. |  |  |  |  |
| 1. Explain the meaning of confidential communications in therapeutic environments. |  |  |  |  |
| 1. Describe the importance of confidentiality in developing therapeutic relationships. |  |  |  |  |
| 1. Express an understanding of how to approach ethical dilemmas that arise in social service settings. |  |  |  |  |
| 1. Demonstrate an awareness and knowledge of a Code of Ethics and how a code of ethics guides professional behavior. |  |  |  |  |
| 1. Apply ethical principles in academic, professional and personal behavior. |  |  |  |  |
| 1. Recognize situations that warrant a breach of confidentiality. |  |  |  |  |

**Content Area: Relationships and Self-Development**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Describe how personality type can impact professional and personal relationships. | 6, 8 | 2-17 | 2-17 |  |
| 1. Identify current mental and social health issues and how they impact self-development. | 15 | 1-16 | 1, 3, 5, 6-17  \* 14 |  |
| 1. Discuss the importance of the decision-making process in values and goal development. | 6 | 3-17 | 1-17  \*10 |  |
| 1. Identify personal strengths and weaknesses within one’s personality type in order to maximize the strengths and improve the weaknesses. | 6 | 1-3, 7-15 | 5, 7-15, 17  \*10 |  |
| 1. Justify the importance of goals and values for individuals’ personal growth and when considering mate selection. | 6 | 8, 10, 12-15 | 1, 3-17 |  |
| 1. Describe the impact of self-concept and self-esteem on one’s development. | 2, 3 | 2-5, 7-17 | \*7, 8 |  |
| 1. Recognize the difference in introvert and extrovert personality types. | 2, 8 | 2, 3, 4, 7c, 9c, 10-15c | 12 |  |
| 1. Analyze the elements of effective long term relationships. | 2 | 3, 12c | 8, 11 |  |

**Content Area: Stress and Crisis**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Describe toxic stress and identify how it impacts mental and physical health. | 2, 3, 6, 8, 13-15 |  | 9 |  |
| 1. Discuss the importance of young children having loving, caring relationships when encountering stressful situations. | 2, 8 | 7-10 | 12 |  |
| 1. Investigate the physiological effects of stress using research from the National Institute of Mental Health. | 13 | 12c | 9 |  |
| 1. Synthesize information available about stress management to identify effective management strategies. | 13- 15 |  | 9 |  |
| 1. Identify types of crises impacting families (such as unemployment, child exceptionality, divorce, domestic abuse, substance abuse, and death) describing characteristics of crises situations and citing rates of frequency. | 13- 15, 8 | 16 | 8, 9, 15, 17 |  |
| 1. Formulate a list of community resources available for people facing crises. |  |  | 9, 17 |  |
| 1. Explain the impact of poverty and socioeconomic level of the family on family stress. | 8 |  | 14, 15 |  |
| 1. Compare and contrast the impact of divorce on child development at various stages. | 8, 13 |  | 1, 8 |  |
| 1. Evaluate socio cultural norms that impact the family’s ability to balance work and family. | 6 |  | 2, 4, 5, 14, 15 |  |
| 1. Develop coping strategies to deal with health deviation and changes and aging in the lifecycle. | 1, 2, 13 ,14 | 15 | 5, 6 |  |

**Content Area: Theories**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Describe the ecosystems perspective utilized in working with individuals, families, and groups. | 1, 2, 8 | 2 | 7 |  |
| 1. Apply the components of Bronfenbrenner Ecological Theory to a case study. | 8, 12 | 2 | 7 |  |
| 1. Explain the purpose of using theories to study individuals and families. | 1, 2, 8, 12 | 1, 2 |  |  |
| 1. Recall the significance of various human development theories including the behavioral, humanistic, cognitive, ecological, and sociocultural theories. | 12 | 2 | 3 |  |
| 1. Match contributions by theorists to the various human development theories including the psychoanalytic, behavioral, humanistic, cognitive, ecological theories. | 12 | 7, 9-15 |  |  |

**Content Area: Prenatal Development and infancy**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Describe environmental influences on prenatal development, including maternal nutrition and access to healthcare, parental substance use, parental economic status, and parental age. | 1, 2, 4 | 4, 5 |  |  |
| 1. Compare and contrast the concepts of genetics and heredity and its influence on infant development. | 2 | 5 |  |  |
| 1. Identify common chromosomal and gene-linked anomalies that are passed from parents to offspring. |  | 5 |  |  |
| 1. Recall the medical testing that newborns might undergo including the Apgar score, the Brazelton Neonatal Behavioral Assessment Scale, and the Neonatal Intensive Care Unit Network Neurobehavioral Scale. |  | 7 |  |  |
| 1. Outline components of a safe, stable, nurturing environment for infants and discuss the importance of nurturing and attachment for all dimensions of child development. | 1, 2 | 7 | 6, 12 |  |
| 1. Identify community resources (formal and informal) that can serve as social, emotional and tangible support networks for parents/infants/new families. | 13 | 7 | 13,17 |  |
| 1. Categorize major physical, cognitive, and social/emotional developmental milestones that occur during infancy. | 1, 2 | 7 |  |  |

**Content Area: Brain Development**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Identify basic components of brain architecture and the functions of it in supporting learning, behavior and health throughout the lifespan. |  | 8 |  |  |
| 1. Demonstrate awareness of the critical period of the first three years of life with respect to the brain development, with an emphasis on the role of environment and nurturing / attached relationships. | 1, 2 | 8 |  |  |
| 1. Describe how stress (in particular childhood stress) can affect brain architecture and development in other dimensions. | 13 | 8 |  |  |
| 1. Evaluate scientific research for strategies that promote healthy brain development, particularly in infancy and childhood. | 12, 13 | 8 |  |  |
| 1. Analyze the role of brain plasticity throughout the lifespan. | 1 | 8,9 |  |  |
| 1. Describe the process of brain growth and development. |  | 7-15 |  |  |
| 1. Analyze the impact of brain trauma as it relates to typical brain development. |  | 8 |  |  |

**Content Area: Child Development**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Provide examples of milestones for each stage of the lifecycle. | 1, 2, 12 | 3, 6-15 | 1, 2, 3, 6, 9 |  |
| 1. Identify characteristics of typical and atypical cognitive, social and physical development in stages of childhood. | 8, 12 | 7, 9-12 | 2, 3, 4, 6, 15 |  |
| 1. Explain the importance of nurturing and attachment with respect to fostering healthy development in childhood. | 1, 2, 12 |  |  |  |
| 1. Give examples of, and demonstrate strategies to promote language and literacy development in childhood. | 8, 12, 17 | 7, 9-12 | 6-15 |  |
| 1. Discuss how culture, socioeconomic status, and other dimensions of diversity have the potential to influence each child’s developmental trajectory. | 1, 2, 3, 12 | 10-12 | 1-6, 14, 15 |  |
| 1. Identify risk factors for child maltreatment, and discover community programs and resources related to preventing and mitigating child maltreatment. | 1, 2, 12 | 1, 2, 10-12 |  |  |
| 1. Select developmentally appropriate practices for children. | 1, 12 | 1, 2, 3, 8-12 |  |  |
| 1. Analyze components of healthy and safe environments for children ages 5-10. | 1, 12 | 1, 2, 11, 12 |  |  |

**Content Area: Communication and Conflict Management**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Evaluate traits and skills of an effective communicator including active listening and I messages and identity barriers to effective communication. | 6, 16-18 |  | 7 |  |
| 1. Demonstrate effective verbal and nonverbal communication skills using formal and informal communication styles; as well as, know when each is appropriately used. | 6, 16-18 |  | 7 |  |
| 1. Identify and evaluate the effects of cultural influences on communication. | 9, 16-18 | 3 | 3, 10, 11 |  |
| 1. Apply ethical principles of communication in family, community, and work settings. | 6, 11, 16-18 | 11-15, 10b | 5, 6-9, 11, 17 |  |
| 1. Demonstrate processes for cooperating, compromising, and collaborating with others. | 5, 16-18 | 12 | 7, 8 , 11 |  |
| 1. Develop and list strategies for effective conflict resolution. | 16- 18 | 12 | 7, 8 |  |

**Content Area: Family Structures**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Identify diverse family structures represented by modern families (i.e. nuclear families, blended families, adoptive families, foster families, immigrant families, LGBT families, etc.). |  |  | 1-3, 6 |  |
| 1. Summarize how specific historical events have impacted family structures. |  |  | 2-4 |  |
| 1. Compare and contrast changes in the typical family structure over the past 100 years. |  |  | 1-4 |  |
| 1. Discuss how family trends such as the Sandwich Generation, Failure to Launch, Grandparents raising Grandchildren, Teen Parenting, and Single Parenting impact the modern family structure. |  | 12 | 5, 6 |  |
| 1. Analyze and identify specific characteristics and challenges that each family structure may face. | 2 |  | 6, 9, 10 |  |
| 1. Discuss issues of socioeconomic class, ethnicity, race, gender, and cultural influences on family systems. |  |  | 2, 3, 10 |  |
| 1. Recognize the value of one’s family history and how it has shaped the learner’s own behaviors, values, beliefs, and their approach to work with others. | 2 |  | 2, 3, 10 |  |
| 1. Describe how demographic trends (i.e. baby boomers, increased immigration, dual income households, etc.) have impacted family structures over time. |  |  | 14, 15 |  |
| 1. Describe the types of families, the importance roles, and define the different meaning of the word “family.” |  |  | 1, 6-8 |  |

**Content Area: Parenting Responsibilities**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Identify practices that develop the child’s imagination, creativity, and literary skills through stimulation. |  | 7-11 | 12 |  |
| 1. Utilize strategies to manage parental stress from trends in society on families from multiple parent roles within families. |  |  | 6, 9 |  |
| 1. Discuss crucial aspects of parenthood readiness such as physical health, emotional well-being, financial stability, and environmental factors. |  | 13 | 6-8, 12 |  |
| 1. Describe specific roles and responsibilities of parents and explain how they are part of day-to-day life. |  |  | 6, 11 |  |
| 1. Relate parenting styles to the potential child outcomes for each particular style. |  |  | 11, 12 |  |
| 1. Analyze the functions of behaviors (feedback, attention, tangible, & escape) in order to choose an appropriate preventative and consequential response. |  | 9 | 12 |  |

**Content Area: Adolescence and Puberty**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Define and give examples of the physical, cognitive, cultural, social and environmental factors that shape development and functioning in adolescence. | 1, 2 | 12 | 1, 6, 10 |  |
| 1. Identify the primary and secondary sex characteristics that are associated with puberty. | 2 | 12 | 1, 6 |  |
| 1. Describe the impact of peer pressure on social and emotional development | 3 | 12 | 16, 17 |  |
| 1. Compare and contrast types of bullying that adolescents may experience. | 15 | 2 | 9 |  |
| 1. Discuss the process by which an adolescent begins to develop a sense of identity. | 2, 3 | 12 | 7 |  |
| 1. Using a case study apply Erikson's identity vs role confusion stage of development. | 2 | 12 |  |  |
| 1. Investigate common stressors experienced by adolescents in today's society. | 13, 14 | 12 | 12 |  |
| 1. Explain the significance of the peer group and changing interpersonal and familial relationships during adolescence. | 2 | 12 | 7 |  |
| 1. Examine the research related to adolescent risk-taking behaviors, and identify strategies for reducing risk factors and developing protective factors related to these behaviors. | 2, 3, 13-15 | 12 | 17 |  |

**Content Area: Adult Development**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Describe the changes in physical, cognitive, social and emotional development that occur throughout adulthood. |  | 13-15 | 6 |  |
| 1. Analyze components of healthy and safe environments throughout adulthood. |  | 13-15 |  |  |
| 1. Propose positive and creative ways to respond to the aging process and in becoming lifelong learners. |  | 5 | 6, 10 |  |
| 1. Describe the influence that gender, culture, ethnicity, socioeconomic class, and race have on the aging process. |  | 15 | 3, 5 |  |
| 1. Critically consider social policies that will create high quality services for adults. |  | 15 |  |  |

**Content Area: History of Social Sciences**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Interpret the history of social welfare in America. |  |  | 2, 4, 5 |  |
| 1. Describe the theories and concepts that have formed today’s social service practice. | 7, 12 | 2 |  |  |
| 1. Identify the variety of social welfare agencies, past and present, and the services they provide. |  |  | 17 | 3, 10 |
| 1. Recognize significant historical events that helped shape current social service practice. | 7 |  | 2, 4, 5 |  |

**Content Area: Positive Guidance Techniques**

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| Learning Outcome | Intro to Human Studies | Lifespan Development | Family Studies | Human Services Practicum |
| 1. Compose a list of positive guidance techniques that could be utilized when working with children. |  | 7, 9-12 | 12 |  |
| 1. Apply appropriate positive guidance techniques to case studies to demonstrate ability to use techniques in a real world situation. |  | 7, 9-12 | 12 |  |
| 1. Discuss the manner in which a parent and child’s self-concept impacts overall behavior. |  |  | 11, 12 |  |