



Human Services Practicum

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H20
Prerequisite(s):	<i>Family Studies</i> (C19H18) or <i>Nutrition Science and Diet Therapy</i> (C19H16)
Credit:	1
Grade Level:	12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in both the <i>Dietetics and Nutrition</i> and <i>Human and Social Sciences</i> programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org>

Using a Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Internship required for credential or entry occupation
- Apprenticeship
- On-the-job training

Course Description

Human Services Practicum is a capstone course in the Human Services career cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Course Standards

A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

- a. Application of academic and technical knowledge and skills (embedded in course standards)
- b. Career knowledge and navigation skills
- c. 21st Century learning and innovation skills
- d. Personal and social skills

1. Professionalism, Ethics, and 21st Century Skills

1.1 Professionalism: Collaboratively, develop a **professionalism rubric** with performance indicators for each of the following **professional attributes** and use it to evaluate course assignments and personal work:

- a. Attendance/punctuality
- b. Professional dress and behavior
- c. Positive attitude
- d. Collaboration
- e. Honesty
- f. Respect
- g. Responsibility
- h. Appropriate technology use

1.2 Professional Organizations: Select and research a **professional organization in a counseling area of choice**. Cite specific textual evidence from the organization and news articles to summarize:

- a. The mission of the organization
- b. Benefits of belonging to the organization
- c. Credentials provided and how they are obtained and maintained
- d. Journals, newsletters, and other documents and reports it publishes
- e. Educational opportunities provided
- f. Conferences held
- g. Membership costs, levels, student memberships
- h. Website, contact information

- 1.3 Ethics: Collect **Codes of Ethics** from various counseling-related professional organizations and examine areas of commonality. Discuss the significance of including standards in these areas. Synthesize principles from the codes investigated to create a **personal code of ethics**.

2. Stress Management

- 2.1 Effects of Stress: Describe how **stress affects the body and how it impacts relationships**. List **common stressors** and **ways to relieve stress** and build resilience, citing specific textual evidence from academic and news media.
- 2.2 Personal Stress: Evaluate **personal stress level and ability to cope with stress** using the Holmes and Rahe Stress Scale and the Resiliency Center's resiliency quiz (or other appropriate instruments). Identify **stressors in your life** and create a written plan to address specific stressors, as well as to incorporate one or more general stress relievers into your daily life, justifying recommendations with reasoning and evidence from research.
- 2.3 Professional Stress: Research **stressors encountered by human services professionals** (such as counseling, social work, or consumer services). Using evidence compiled from the research, discuss the stressors associated with counseling fields and develop a plan for how job stress might be reduced or managed.

3. Counseling Policies and Practices

- 3.1 Legal and Ethical Policies: Analyze authentic case studies of counseling situations and assess the degree to which proposed resolutions are supported by **legal and ethical policies**, citing specific textual evidence from codes of ethics, legislation or other appropriate materials.
- 3.2 Communication Skills: Practice effective **verbal, nonverbal, written, and electronic communication skills** for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction.
- 3.3 Counseling Services: Identify **local area public and private agencies, businesses, and other entities that provide counseling services** and determine the specific services offered, fee structure, location(s) and hours, contact information and other information people seeking such services might require. As a class, compile a **referral guide to human services in your area**. Counseling services might include but are not limited to:
- a. Family
 - b. Marriage
 - c. Nutrition/Diet
 - d. Career
 - e. Social services
 - f. Grief
 - g. Substance abuse

- h. Financial

4. The Counseling Environment

- 4.1 Suitable Counseling Environments: Create a checklist to evaluate prospective environments to determine **suitability for a counseling practice**. Formulate indicators to evaluate the degree to which the environment inspires client confidence in the services provided. Include but do not limit the checklist to location, proximity to transportation, safety, and functionality of office layout.

- 4.2 Effective Design: Gathering principles of effective design from multiple sources, develop **standard operating procedures for a counseling services office** that include but are not limited to:
 - a. Maintaining patient confidentiality
 - b. Office safety
 - c. Emergency procedures
 - d. Workplace accident and incident reports

5. Practicum

- 5.1 Practical Application: Apply skills and knowledge from previous courses in an authentic **work-based learning internship, job-shadow, or classroom-based project**. Where appropriate, implement activities and use artifacts developed in previous courses.

- 5.2 Practicum Documentation: Document the practicum using a journal to **draw connections between the experience and previous course content** by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. Interactions with clients and professionals
 - d. Personal satisfaction

The following artifacts will reside in the student's portfolio:

- Artifacts that demonstrate student proficiency

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.