

INTERGENERATIONAL PROFESSIONS II

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Intergenerational Professions II, which may be helpful to other districts choosing to submit an approval request.

A. Description of the course and its essential knowledge and skills

1. This occupationally specific course is the second year in an education and training program preparing students for careers in the intergenerational professions area. Content combines advanced academic instruction and field experiences in the areas of ethics and professionalism in caregiving professions; policies and standards for child and adult services; growth and development across the life span; health, nutrition, and safety; assessment and guidance; and management. Other areas addressed include program planning and implementation, personal care, and family and community support systems. Students are provided opportunities for training experiences in both child care and elder care.

Recommended prerequisites/coherent sequence of courses: Personal and Family Development; Family Health Needs; Child Development; Intergenerational Professions I

Grade Level: 12

2. Essential knowledge and skills -- See essential knowledge and skills on attached pages.

B. Rationale and justification for the request in terms of student need

This section should be locally developed. The justification should be based on local circumstances. It would be well to reference the fact that Intergenerational Professions II is a course that through a tech-prep agreement qualifies for articulated credit at many postsecondary institutions.

C. Description of activities, major resources, and materials to be used

This section should be locally developed. It would be well to reference use of curriculum materials from The Curriculum Center for Family and Consumer Sciences located at Texas Tech University, which contain guidelines for instruction and teaching activities for this course.

D. Methods of evaluating student outcomes

This section should be locally developed.

E. Qualifications of the teacher

Certified to teach Vocational Home Economics Education/Family and Consumer Sciences Education
The teacher should meet the requirements for teaching occupational family and consumer sciences education or have a strong background of training or experience in early childhood education.

F. Amount of credit requested

2-3 credits

G. School years for which approval is requested

Request the course for a five year period of time. 20 ____ through 20 ____

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Essential knowledge and skills

- (1) **Ethics and professionalism in caregiving professions.** The student determines opportunities and responsibilities inherent to caregiving professions.
The student is expected to:
 - (A) demonstrate appropriate workplace ethics, including confidentiality;
 - (B) demonstrate employee behaviors reflecting professionalism;
 - (C) explain career advancement procedures;
 - (D) explain the rights and responsibilities of employers and employees;
 - (E) determine quality resources for the caregiving profession;
 - (F) summarize current issues and legislation relating to child care, elder care, and adult dependent care; and
 - (G) identify organizations concerned with quality care for children and quality adult care services.
- (2) **Policies and standards for child and adult services.** The student determines policies and standards indicative of quality child and dependent adult care programs.
The student is expected to:
 - (A) describe licensing standards for the facility;
 - (B) identify major tasks to be listed on the facility maintenance calendar; and
 - (C) demonstrate occupational health and safety practices.
- (3) **Management.** The student determines effective business management procedures for child and dependent adult services industries.
The student is expected to:
 - (A) apply procedures contributing to time and energy efficiency, productivity, and quality of work;
 - (B) apply required methods and sequences when performing tasks;
 - (C) follow housekeeping and maintenance procedures in the care setting;
 - (D) assist with management procedures in the care setting;
 - (E) follow procedures for records maintenance in the care facility;
 - (F) follow procedures for managing supplies and equipment;
 - (G) plan daily schedule for the care facility;
 - (H) implement daily schedule for the care facility; and
 - (I) follow procedures for reporting needs of individuals to the appropriate administrator or supervisor.
- (4) **Growth and development across the life span.** The student analyzes factors affecting growth and development across the life span.
The student is expected to:
 - (A) describe appropriate life span development stages;
 - (B) recognize developmental needs and differences in children of various ages;
 - (C) describe the emotional, physical, psychological, cultural, and social needs of dependent adults;
 - (D) identify special needs conditions;
 - (E) describe procedures for meeting the special needs of each individual;
 - (F) determine personal characteristics that serve as strengths for individuals in the care setting;
 - (G) explain the role of the caregiver in dealing with death and dying; and
 - (H) explain the grief process.

- (5) **Health, nutrition, and safety.** The student analyzes procedures for promoting health and wellness in care settings.

The student is expected to:

- (A) perform screening and other health assessment;
- (B) follow guidelines for preventing and controlling communicable diseases;
- (C) demonstrate practices contributing to the maintenance of personal health;
- (D) implement rest periods appropriate in promoting health;
- (E) apply procedures for maintaining a sanitary environment;
- (F) apply appropriate first aid procedures;
- (G) demonstrate cardiopulmonary resuscitation techniques necessary to maintain CPR certification;
- (H) follow procedures for reporting signs of abuse and neglect to appropriate administrators;
- (I) follow appropriate procedures in reporting accidents;
- (J) explain the role of the care provider in caring for the terminally ill;
- (K) apply procedures for performing routine daily health checks;
- (L) practice personal sanitation procedures;
- (M) promote wellness through planning, initiating, and directing exercise and fitness activities; and
- (N) plan and implement lifestyle activities that enhance and promote health and well-being.

- (6) **Assessment and guidance.** The student analyzes assessment and guidance practices utilized in child and dependent adult care.

The student is expected to:

- (A) follow workplace practices to determine and record health-related information;
- (B) follow workplace practices to determine and record developmental milestones;
- (C) demonstrate techniques to assist individuals in developing acceptable behavior patterns;
- (D) describe positive guidance strategies for dealing with problem behavior;
- (E) implement positive guidance strategies;
- (F) follow guidelines for assisting individuals with routine activities; and
- (G) practice effective oral and written communication skills when working with individuals.

- (7) **Program planning and implementation.** The student applies principles of development when planning and implementing child and dependent adult care programs.

The student is expected to:

- (A) conduct program orientation for individuals and their families and/or guardians;
- (B) apply program management and planning techniques;
- (C) select developmentally-appropriate activities;
- (D) implement developmentally-appropriate activities;
- (E) implement developmentally-appropriate individual and/or group activities;
- (F) implement developmentally-appropriate social and/or recreational activities;
- (G) demonstrate teaching methods and skills appropriate in a variety of child and dependent adult care situations;
- (H) apply appropriate techniques for working with special needs individuals;
- (I) develop skillful use of developmentally-appropriate equipment; and
- (J) plan activities that promote intergenerational interactions.

- (8) **Personal care.** The student determines procedures used in personal care for children and dependent adults.

The student is expected to:

- (A) apply principles and procedures when assisting individuals with special needs with personal hygiene maintenance;
- (B) demonstrate appropriate transfer techniques with individuals with special needs;
- (C) describe toilet training strategies;
- (D) demonstrate techniques for assisting with activities of daily living (ADL); and
- (E) demonstrate techniques for assisting with instrumental activities of daily living (IADL).

(9) **Family and community support systems.** The student promotes cooperative support among child and dependent adult care programs, families, and the community.

The student is expected to:

- (A) demonstrate communication skills that foster effective caregiver/family relationships; and
- (B) determine agencies and organizations which provide assistance to children, elders, dependent adults, and their families.

(10) **Career preparation.** The student analyzes the management of multiple family, community, and wage earner roles.

The student is expected to:

- (A) analyze challenges of managing multiple family, community, and wage-earner roles; and
- (B) exhibit management practices facilitating individuals assuming multiple roles.

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