



## Scope & Sequence

<b>Course Name:</b> Practicum in Human Services <b>TSDS PEIMS Code:</b> 13025000*		<b>Course Credit:</b> 2.0 <b>Course Requirements:</b> Grade Placement: 11 - 12 <b>Prerequisites:</b> None
<p><b>Course Description:</b> Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.</p>		
<p><b>NOTE 1:</b> The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Human Services Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.</p> <p><b>NOTE 2:</b> Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).</p> <p><b>NOTE 3:</b> The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster.</p>		
Practicum Plan	TEKS Covered 130.280. (c) Knowledge and skills.	
<p><b>Section 1: Pre-Practicum</b></p> <p>Prior to beginning practicums, students will review and discuss professional standards and employers' expectations, personal and</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) apply interpersonal communication skills in business and industry settings;</p>	



workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, ethical conduct, etiquette, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.

Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, make ethical decisions, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices, such as demonstrating the ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients.

- (B) explain and recognize the value of collaboration within the workplace;
  - (C) examine the importance of time management to succeed in the workforce;
  - (D) identify work ethics/professionalism in a job setting; and
  - (E) develop problem-solving and critical-thinking skills.
- (3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:
- (A) practice effective verbal, nonverbal, written, and electronic communication skills; and
  - (B) use effective communication skills such as ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients.
- (4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:
- (A) evaluate numerical information and perform complex calculations accurately;
  - (B) use appropriate electronic resources to access current information;
  - (C) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents; and
  - (D) discuss and practice appropriate workplace communication etiquette.
- (6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:
- (C) describe elements of a non-threatening workplace environment;
  - (D) identify appropriate social skills necessary for interacting with a diverse population;



<p>Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parent/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences.</p>	<ul style="list-style-type: none"> <li>(E) discuss and employ procedures necessary to provide emergency aid for workplace accidents; and</li> <li>(F) explore components of a disaster and emergency response plan and use when directed.</li> </ul> <p>(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) investigate situations requiring client advocacy and advocate when necessary;</li> <li>(B) describe and practice ethical behaviors when working with human services clients; and</li> <li>(C) comply with laws and regulations related to retail, governmental, or private services.</li> </ul>
<p><b>Section 2: TEKS Checklist Components: Practicum in Human Services</b></p> <p>Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed.</p>	<ul style="list-style-type: none"> <li>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: <ul style="list-style-type: none"> <li>(A) apply interpersonal communication skills in business and industry settings;</li> <li>(B) explain and recognize the value of collaboration within the workplace;</li> <li>(C) examine the importance of time management to succeed in the workforce;</li> <li>(D) identify work ethics/professionalism in a job setting; and</li> <li>(E) develop problem-solving and critical-thinking skills.</li> </ul> </li> <li>(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:</li> </ul>



- (A) practice effective verbal, nonverbal, written, and electronic communication skills;
  - (B) use effective communication skills such as ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients;
  - (C) apply appropriate customer service techniques to complete transactions;
  - (D) investigate client resources and risk tolerance levels such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client; and
  - (E) consult with supervisor when needed to expedite solutions to client problems.
- (4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:
- (A) evaluate numerical information and perform complex calculations accurately;
  - (B) use appropriate electronic resources to access current information;
  - (C) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents; and
  - (D) discuss and practice appropriate workplace communication etiquette.
- (5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:
- (A) examine global factors that affect the performance and quality of products and services in the industry;



- (B) apply principles of planning, design, development, and evaluation to accomplish long-range goals; and
- (C) implement quality-control systems and practices that ensure quality products and services.
- (6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:
  - (A) identify appropriate locations to safely offer human services;
  - (B) examine a functional work environment, equipment needs, and required utilities for offering human services;
  - (C) describe elements of a non-threatening workplace environment;
  - (D) identify appropriate social skills necessary for interacting with a diverse population;
  - (E) discuss and employ procedures necessary to provide emergency aid for workplace accidents; and
  - (F) explore components of a disaster and emergency response plan and use when directed.
- (7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:
  - (A) collaborate with others to accomplish organizational goals and objectives;
  - (B) establish and maintain working relationships with all levels of personnel; and
  - (C) propose organizational priorities to ensure quality.
- (8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:



	<ul style="list-style-type: none"><li>(A) investigate situations requiring client advocacy and advocate when necessary;</li><li>(B) describe and practice ethical behaviors when working with human services clients; and</li><li>(C) comply with laws and regulations related to retail, governmental, or private services.</li></ul> <p>(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) manage funds using appropriate technology;</li><li>(B) place orders for customers and supplies using sound business practices;</li><li>(C) respond to client questions appropriately; and</li><li>(D) advise clients using appropriate and relevant information.</li></ul>
<p><b>Section 3: Critical-Thinking and Problem-Solving: Practicum: Check-In 1</b></p> <p>Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve</p>	<ul style="list-style-type: none"><li>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:<ul style="list-style-type: none"><li>(A) apply interpersonal communication skills in business and industry settings;</li><li>(B) explain and recognize the value of collaboration within the workplace; and</li><li>(E) develop problem-solving and critical-thinking skills.</li></ul></li><li>(2) The student analyzes career paths within the human services industries. The student is expected to:<ul style="list-style-type: none"><li>(E) analyze the effects of the human services industry on local, state, national, and global economies; and</li></ul></li></ul>



problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other skills will be necessary for a successful practicum experience as well as a successful career in a related field.

Students will also use appropriate technology to analyze the effects of the human services industry on local, state, national, and global economies as well as analyze the role of professional organizations in human-services professions. Students will prepare and present a brief presentation describing their findings, and discuss their presentation with their supervising instructor.

**Section 4: Check List Progress and Leadership Activities: Check-In 2**

During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as

- (F) analyze the role of professional organizations in human-services professions.
- (4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:
  - (B) use appropriate electronic resources to access current information; and
  - (C) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) apply interpersonal communication skills in business and industry settings;
  - (B) explain and recognize the value of collaboration within the workplace; and
  - (E) develop problem-solving and critical-thinking skills.
- (6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:



<p>interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also use appropriate technology to research and identify appropriate social skills necessary for interacting with a diverse population. Students will also research social opportunities and other benefits offered by CTSO and/or other extracurricular student activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in.</p>	<p>(D) identify appropriate social skills necessary for interacting with a diverse population.</p>
<p><b>Section 5: Career Skills and Practicum Culminating Activities</b></p> <p>During their practicum experience, students will use appropriate technology and/or assigned materials to create, maintain, and present an employment portfolio as well as a resume. The portfolio will include content such as licensures or certifications, samples of work, and an evaluation from the practicum supervisor. Students will demonstrate effective communications skills as they present their</p>	<p>(2) The student analyzes career paths within the human services industries. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) review careers within the Human Services Career Cluster;</li> <li>(B) complete a resume;</li> <li>(C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers; and</li> <li>(D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences.</li> </ul> <p>(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:</p>





portfolio and resume. Students will also demonstrate interview and communication skills in a real or mock interview, and review careers within the Human Services Career Cluster with the supervising instructor of the practicum.

As a culminating activity for the practicum, students will use appropriate technology and/or assigned materials to identify appropriate locations to safely offer human services and summarize the elements of a non-threatening workplace environment. Students will also describe a functional work environment, equipment needs, and required utilities for offering human services, and discuss their findings with their supervising instructor.

- (A) practice effective verbal, nonverbal, written, and electronic communication skills.
- (6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:
  - (A) identify appropriate locations to safely offer human services;
  - (B) examine a functional work environment, equipment needs, and required utilities for offering human services; and
  - (C) describe elements of a non-threatening workplace environment.