

## **Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education**

### **Subchapter J. Human Services**

#### **§130.250. Practicum in Human Services (Two to Three Credits).**

- (a) General requirements. This course is recommended for students in Grades 11-12.
- (b) Introduction.
  - (1) Practicum in Human Services provides occupationally specific training and 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 as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship.
  - (2) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.
  - (3) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (c) Knowledge and skills.
  - (1) The student analyzes career paths within the human services industries. The student is expected to:
    - (A) review careers within the human services career cluster;
    - (B) complete a resumé;
    - (C) create an employment portfolio for use when applying for internships and work-based learning opportunities in human services careers;
    - (D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences;
    - (E) analyze the effects of the human services industry on local, state, national, and global economies; and
    - (F) analyze the role of professional organizations in human services professions.
  - (2) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:
    - (A) discuss human services research findings in everyday language keeping instruction at an appropriate level;

- (B) practice effective verbal, nonverbal, written, and electronic communication skills;
- (C) use communication skills such as 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;
- (D) apply client service techniques to complete transactions such as managing and defusing objections with courtesy, persuading the client to agree with an acceptable transaction, facilitating client's follow-through with the transaction, and maintaining client relationship as client returns for services and refers others;
- (E) evaluate client resources versus product costs and client risk tolerance level such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client;
- (F) consult with colleagues or those knowledgeable in a field of expertise when needed to expedite solutions to problems such as referring a client to others if the client will be better served; and
- (G) develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk.

(3) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:

- (A) manage numerical information such as using a calculator to add, subtract, multiply, or divide accurately;
- (B) perform complex calculations accurately;
- (C) use appropriate electronic resources to access current information;
- (D) use word-processing, database, spreadsheet, or presentation software to manage data;
- (E) practice email applications to communicate within a workplace; and
- (F) use specialized software to prepare needed documents accurately.

(4) The student identifies how key organizational systems affect organizational performance and the quality of products and services. The student is expected to:

- (A) examine global context and all aspects of industries and careers;
- (B) apply principles of planning, design, development, and evaluation to accomplish long-range goals; and
- (C) implement quality-control systems and practices to ensure quality products and services.

(5) The student establishes a physically and psychologically healthy environment to inspire client confidence in services provided. The student is expected to:

- (A) identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security of the location;

- (B) incorporate a functional work environment, equipment needs, and required utilities for offering human services;
- (C) create a psychologically suitable environment such as implementing elements of a non-threatening environment or using social skills needed for a diverse population;
- (D) employ emergency procedures as necessary to provide aid in workplace accidents; and
- (E) employ knowledge of response techniques to create a disaster and emergency response plan.

(6) The student uses leadership and teamwork skills in collaborating with others.

The student is expected to:

- (A) use leadership and teamwork skills in collaborating 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.

(7) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients.

The student is expected to:

- (A) model behaviors that demonstrate stewardship of client assets such as providing beneficial help and suggestions to clients, evaluating when a client needs an advocate, and following through with meeting these needs;
- (B) model ethical behaviors in the relationship with human services clients such as offering prompt, honest, and efficient services; protecting clients from fraud, deceit, or misrepresentation; immediately disclosing any conflicts of interest; and making recommendations for service based on the preferences and needs of the client; and
- (C) comply with laws and regulations related to retail, governmental, or private services.

(8) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:

- (A) manage funds using appropriate technology;
- (B) place orders for customers and supplies using sound business practices;
- (C) respond to client questions appropriately; and
- (D) advise customers using appropriate and relevant information.

(9) The student documents technical knowledge and skills. The student is expected to:

- (A) update a professional portfolio to include:
  - (i) attainment of technical skill competencies;

- (ii) licensures or certifications;
- (iii) recognitions, awards, and scholarships;
- (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
- (v) abstract of key points of the practicum;
- (vi) resumé;
- (vii) samples of work; and
- (viii) evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation.