Family and Human Services I

8264 36 weeks / 280 hours

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Acknowledgments

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Course Description

Suggested Grade Level: 11

Family and Human Services I introduces students to the provision of human services. Students assess needs and examine ethical and professional concerns within the field. Students also investigate assisting those with needs, including caring for the aging, providing physical care, managing the home environment, and managing food, nutrition, and dietary plans. Students will develop communication skills that are important in the field, and explore family and human services careers. This course emphasizes critical thinking and practical problem solving.

Recommended prerequisite(s): Introduction to Family and Human Services 8237/8238.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (◉) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.
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<thead>
<tr>
<th>8264</th>
<th>Tasks/Competencies</th>
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<tbody>
<tr>
<td>🔄</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<tr>
<td>🔄</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<tr>
<td>🔄</td>
<td>Identify management strategies for balancing work and family roles.</td>
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<td>Identify the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.</td>
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<td>Describe the needs of and accommodations for people experiencing diverse needs and challenges.</td>
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<td>🔄</td>
<td>Explain typical effects on families of people experiencing diverse needs and challenges.</td>
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<td>🔄</td>
<td>Differentiate between formal and informal assessment practices.</td>
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<td>🔄</td>
<td>Differentiate between legal and ethical concepts associated with family and human services.</td>
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<tr>
<td>🔄</td>
<td>Describe ethical issues related to professional caregiving.</td>
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<tr>
<td>🔄</td>
<td>Describe legal issues related to professional caregiving.</td>
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<td>🔄</td>
<td>Describe elements of professionalism in family and human services occupations.</td>
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<td>🔄</td>
<td>Describe the diverse populations served by human services.</td>
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<td>🔄</td>
<td>Analyze the development of stereotypical beliefs.</td>
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<td>Identify the effect of cultural values and behaviors on the provision of family and human services.</td>
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<td>🔄</td>
<td>Explain the roles of local and regional organizations that address human services issues for various populations.</td>
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<td>Identify uses of technology in the provision of human services.</td>
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<td>🔄</td>
<td>Identify common characteristics of older adults.</td>
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<td>🔄</td>
<td>Identify ways to facilitate independence of older adults who need assistance.</td>
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<tr>
<td>🔄</td>
<td>Describe elder abuse, neglect, and exploitation.</td>
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<tr>
<td>🔄</td>
<td>Identify support resources for older adults.</td>
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<tr>
<td>🔄</td>
<td>Describe ways to provide assistance with activities of daily living to meet the healthcare needs of clients.</td>
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<td>Task</td>
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<tr>
<td>1.</td>
<td>Describe physical healthcare knowledge and skills needed by workers in family and human services occupations.</td>
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<td>Describe mental healthcare knowledge and skills needed by workers in family and human services occupations.</td>
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<td>3.</td>
<td>Describe effective techniques for accomplishing tasks of daily living.</td>
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<td>Identify safety hazards and sanitation concerns of the home.</td>
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<td>5.</td>
<td>Describe how to modify the home to accommodate an individual with special needs.</td>
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<td>Identify principles of nutrition and specialized dietary plans.</td>
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<td>7.</td>
<td>Describe safe food preparation techniques and food handling practices.</td>
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<td>8.</td>
<td>Identify communication skills needed to interact effectively with individuals and families.</td>
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<td>9.</td>
<td>Describe types of written communication used by workers in family and human services occupations.</td>
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<tr>
<td>10.</td>
<td>Research the rewards and benefits of a career in human services.</td>
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<td>11.</td>
<td>Explore career pathways in the field of family and human services.</td>
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<tr>
<td>12.</td>
<td>Evaluate personal assets for potential careers.</td>
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<tr>
<td>13.</td>
<td>Match personal assets to specific careers in the field of family and human services.</td>
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Legend: ✦ Essential ☐ Non-essential ☐ Omitted

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**Curriculum Framework**

**Balancing Work and Family**

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**Task Number 39**

**Analyze the meaning of work and the meaning of family.**

**Definition**

Analysis should include

- evaluating work systems and family systems
• assessing characteristics of strong work organizations and strong family organizations
• examining the evolution of the workforce, with an emphasis on work/life integration
• identifying the rewards of work within and outside of the family
• describing the roles and responsibilities (both temporary and permanent) of employees and family members
• determining the effects of interdependence on each member of the family
• evaluating ways in which the evolution of the family life cycle affects choices and decisions
• defining personal and family values
• examining historical trends and changes in the meaning of work and family.

Process/Skill Questions

Thinking

• What factors should be considered when analyzing work and family structures?
• What criteria should be used to assess work and family systems?
• How are the roles and the responsibilities of employees and family members alike, and how are they different?

Communication

• How can one communicate work values and family values?
• What is the influence of a family’s culture on the workplace?

Leadership

• What techniques can help a leader create strategies for change?
• How can the family and the employer develop leadership skills in individuals?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can one develop a life plan that reflects one’s family values?
• How can an individual’s management skills be integrated into the family or the workplace?
• What resources can help determine work and family values?

National Standards for Family and Consumer Sciences Education

1.1
Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.

Process/Skill Questions
Thinking

- What effects do technological changes in the workplace have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What may be the effects of family stress and/or change on the workplace?

Communication

- How can one communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills are needed to balance the effects of family life on work and work life on families?

Leadership

- What leadership techniques are needed to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family and into the workplace?
- What resources can help analyze and manage ways in which families are affected by work life and work is affected by family life?
- How does one determine values regarding work and families?

National Standards for Family and Consumer Sciences Education

1.1
Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification should include

- using time-management skills
- prioritizing family and work responsibilities
- finding the best methods to cope with stress
- striving for good health and personal safety
- applying conflict-resolution techniques
- instilling and protecting family and work values
- identifying the stages of the family life cycle
- identifying community resources.

Process/Skill Questions

Thinking

- What is the relationship between a family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What responsibility does an employer have for a worker’s well-being at home?
• How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

• When is it appropriate for an employee to communicate personal/family problems to an employer?
• What communication skills are needed to develop strategies for balancing work and family roles?
• How can one communicate the importance of balancing work and family roles?

Leadership

• What leadership techniques are used to address and resolve conflict regarding work and family roles?
• What skills do family members need to become leaders?
• What measures should be used to assess efforts at balancing work and family roles?

Management

• What factors influence management strategies?
• What kind of training is needed to develop management strategies for balancing work and family roles?
• What management skills are needed to deal with issues at different stages of the family life cycle?

National Standards for Family and Consumer Sciences Education

1.1
Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Task Number 42

Describe the effects of power and authority in work, community, and family settings.

Definition

Description should include

- defining power and authority
- citing examples of situations in which power is exercised and by whom in work, community, and family settings
- citing examples of positive and negative uses of power and authority in work, community, and family settings.

Process/Skill Questions

Thinking

- What are examples of power and authority in an extended family structure?
- What are examples of power and authority in a nuclear family structure?
- How is power and authority evident in the workplace?

Communication

- What are some examples of ways in which power and authority are communicated in the workplace, the family unit, and the community?
- What are the most effective ways of communicating authority?

Leadership

- What are examples of leadership in the community?
- What kind of training fosters effective leaders?
Management

- How does time management affect power and authority?
- How do effective leaders build power and authority among employees?

National Standards for Family and Consumer Sciences Education

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 43
Identify the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.

Definition

Identification should include

- identifying the stages of the family life cycle
  - coupling
  - expanding
  - developing
  - launching
  - middle
  - retirement
- explaining ways in which each stage influences career involvement (e.g., a job that allows a parent to be home when children are not at school), career choices, and the balancing of personal and career responsibilities (e.g., a career that allows for time off to care for children or older parents)
- becoming aware of policies such as the Family and Medical Leave Act (FMLA).

Process/Skill Questions

Thinking

- What is FMLA, and how does it affect workers?
- Why is it valuable to understand the life cycle of a family?
- How does one’s chosen career path provide the skills needed throughout life?

Communication

- How does one communicate the needs of an individual as it relates to family changes?
- What methods of communication create understanding among family members concerning workplace and family demands?
- To be effective, how often should communication take place? Explain.

Leadership

- How should the constraints and demands of family and work be approached by workplace leaders?
- What resources assist in creating harmony when life changes affect the workplace?

Management

- How can families manage the changes brought about by the family life cycle?
- How does FMLA help families manage life-changing situations?

National Standards for Family and Consumer Sciences Education

1.1.4
Analyze potential effects of various career path decisions on balancing work and family.
FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending

Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship
Event Management
Interpersonal Communications

National Programs in Action
Professional Presentation
Describing the Diverse Needs of Individuals and Families

Task Number 44

Identify diverse needs and challenges.

Definition

Identification should include examples of environmental, financial, physical and mental health, cultural, and social needs and challenges. Identification should also include the concept that certain disadvantaging conditions (e.g., availability of resources) may affect all aspects of human services.

Process/Skill Questions

Thinking

• What is a disadvantaging condition?
• Why is it important to identify people with diverse needs and challenges?
• What are some services that people with diverse needs and challenges typically need?
• How do biases of society influence the provision of services to people with diverse needs and challenges?

Communication

• How do people with diverse needs and challenges communicate their needs?
• How do human services professionals communicate their decisions regarding the provision of services?
• How do human services professionals educate the community about the needs of people with diverse needs and challenges?

Leadership

• What responsibility does a community have in providing services for those in need?
• What skills are needed to relate to those with disabilities?
• Why is it important for human services providers to be culturally sensitive?

Management

• Why is it important for human services personnel to provide multilingual services?
• Why are some obstacles in the delivery of family and human services? How does a provider determine client needs?
National Standards for Family and Consumer Sciences Education

7.5.1
Describe needs and accommodations for people with a variety of conditions that could affect their well-being.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 45

Describe the needs of and accommodations for people experiencing diverse needs and challenges.

Definition

Description should include

- needs (e.g., safety, physical and mental health and wellness, environmental, social)
- available services (e.g., community, educational, occupational/vocational, therapy, counseling)
- financial resources
- perceptions of society about people with diverse needs and challenges.

Process/Skill Questions

Thinking

- What is a disadvantaging condition?
- Why is it important to identify people with diverse needs and challenges?
- What are some services that people with diverse needs and challenges typically need?
- How do biases within society influence the provision of services to people with diverse needs and challenges?

Communication

- How do people with diverse needs and challenges communicate their needs?
- How do human services professionals communicate their decisions regarding the provision of services?
- How do human services professionals educate the community about the needs of people with diverse needs and challenges?

Leadership

- What responsibility does a community have in providing services for those in need?
- What skills are needed to relate to those with disabilities?
- Why is it important for human services providers to have cultural sensitivity?

Management

- Why is it important for human services personnel to provide multilingual services?
- What are some obstacles in the delivery of services? How does a provider determine client needs?

National Standards for Family and Consumer Sciences Education

7.5.1
Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
FCCLA National Programs

Community Service: Lead
Community Service: Learn
Community Service: Serve
Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Interpersonal Communications
National Programs in Action
Task Number 46

Explain typical effects on families of people experiencing diverse needs and challenges.

Definition

Explanation should include effects on

- financial resources (including employment)
- social relationships
- mental health
- family interactions (e.g., roles, duties).

Process/Skill Questions

Thinking

- How can families of people with diverse needs and challenges cope with those challenges?
- How does society help families with disabled members?
- Where can families of people with diverse needs and challenges find help in dealing with crisis situations?

Communication

- How can families of people with diverse needs and challenges express the need for assistance?
- How can disadvantaged family members communicate individual needs?
- Why is maintaining communication with clients and families important?

Leadership

- How can families seek services?
- What skills are needed to assist family members with diverse needs and challenges?
- How can families be guided through crisis situations?

Management

- How can families overcome crisis situations?
- What resources must be managed for family members with diverse needs and challenges?

National Standards for Family and Consumer Sciences Education

7.5
Evaluate services for individuals and families with a variety of conditions that could impact their well-being.
FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending

Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 47
Differentiate between formal and informal assessment practices.

Definition

Differentiation should include

- defining formal assessment and informal assessment
- listing examples of formal assessment (e.g., Virginia Uniform Assessment Instrument [VUAI])
- listing examples of informal assessment
- explaining the components of formal and informal assessments
- comparing the two practices.

Process/Skill Questions

Thinking

- What is the purpose of evaluating people with diverse needs and challenges?
- What does it mean to assess a client?
- In what way can clients be evaluated/assessed?

Communication

- How can evaluation results be shared with clients and families?
- How are evaluation reports constructed?
- What determines which skills will be evaluated during an assessment?

Leadership

- How can a care provider use client assessment?
- What skills must a caregiver use to evaluate clients?
- How does a professional determine which assessment to use?

Management

- What tools are necessary to evaluate clients?
- How are family resources allocated based on client assessments?
- How do assessments help to determine necessary resources?

National Standards for Family and Consumer Sciences Education

7.3.4
Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.

FCCLA National Programs

Families First: Families Today
Examining Ethical and Professional Concerns

Task Number 48

Differentiate between legal and ethical concepts associated with family and human services.

Definition

Differentiation should include

- defining the terms legal and ethical
- listing examples of legal concepts
- listing examples of ethical concepts
- describing the differences between the two
- explaining historical trends.

Process/Skill Questions
Thinking

- What are the difficulties in defining the terms *legal* and *ethical*? Why is it important to differentiate between the two?
- How could something be legal but unethical?

Communication

- How does one communicate what is legal?
- How does one communicate what is ethical?
- How does one communicate the difference between laws and ethics?

Leadership

- What responsibility do family and human services personnel have in providing awareness of laws and regulations to clients and their families?
- What responsibility do family and human services personnel have in explaining laws and regulations?

Management

- What might be the effect of not providing ethical training?
- What might be the effect of misunderstanding laws and regulations pertaining to family and human services?
- What might be the effect of not understanding the difference between what is legal and what is ethical?

National Standards for Family and Consumer Sciences Education

7.2.2
Analyze professional, ethical, legal, and safety issues for human service employees.

7.2.4
Analyze harmful, fraudulent, unethical, and deceptive human services practices.

7.3.2
Demonstrate professional and ethical behavior with peers in a variety of settings.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Task Number 49

Describe ethical issues related to professional caregiving.

Definition

Description should include appropriate professional and personal boundaries and

- harmful and/or deceptive behaviors (e.g., psychological abuse, physical abuse)
- financial exploitation
- compliance with codes and regulations (e.g., National Association of Social Workers [NASW] Code of Ethics)
- client rights (e.g., protection of privacy, confidentiality, dignity, and autonomy) and the ethical and legal ramifications of violating those rights
- appropriate collaborative relationships with clients, families, colleagues, and appropriate partner organizations
- structural explanations for why issues occur

Process/Skill Questions

Thinking

- What ethical issues are associated with family and human services?
- Why is it important to discuss ethical issues during caregiving?
- Why is it important to have ethical relationships with clients, families, and colleagues?

Communication

- How might clients communicate needs to a caregiver?
- To whom should family and human services professionals communicate concerns about unethical behavior?
- When should communication with law enforcement officials take place?

Leadership

- What responsibility does the family have in notifying family and human services personnel when unethical behavior exists?
• What responsibility do family and human services professionals have in notifying the family when unethical behavior exists?
• What responsibility do financial institutions have when fraudulent activity is suspected?

Management

• What might be the emotional effect on the client and on the family when laws are not followed?
• How might the client and the family be affected if fraudulent activity exists?

National Standards for Family and Consumer Sciences Education

7.2.2
Analyze professional, ethical, legal, and safety issues for human service employees.

7.2.4
Analyze harmful, fraudulent, unethical, and deceptive human services practices.

7.3.2
Demonstrate professional and ethical behavior with peers in a variety of settings.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Protecting

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Public Policy Advocate
Task Number 50

Describe legal issues related to professional caregiving.

Definition

Description should include

- harmful and/or fraudulent behaviors (e.g., physical abuse, psychological abuse)
- financial exploitation
- compliance with federal, state, and local legal requirements (e.g., the Health Insurance Portability and Accountability Act of 1996 [HIPAA])
- client rights and legal documents (e.g., protection of privacy, dignity, and autonomy; advance healthcare directives; legal guardianship and conservatorship; do not resuscitate order [DNR]).

Process/Skill Questions

Thinking

- How does one know whether an issue is legal?
- How does a professional determine whether he/she is complying with state and local regulations?
- Who determines the rights of clients?

Communication

- How do clients communicate their requests?
- To whom do families communicate their decisions regarding the client?
- What legal documentation is needed by family and human services workers?

Leadership

- What responsibility do family and human services workers have in providing awareness of laws and regulations to the client?
- What responsibility does the family have in researching the laws and regulations in the best interest of the client?
- What responsibility do financial institutions have in educating families and clients about what is fraudulent?

Management

- Why is it important for family and human services workers to provide necessary legal documentation?
- What are some obstacles encountered when trying to decipher laws and associated terminology?
- Why is it important for families to conduct research to determine what is in the best interest of the client?

National Standards for Family and Consumer Sciences Education
7.2.2
Analyze professional, ethical, legal, and safety issues for human service employees.

7.3.1
Apply rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: You-Me-Us**

**Financial Fitness: Protecting**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Working on Working**

**STOP the Violence**

**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Event Management**

**Interpersonal Communications**

**National Programs in Action**

**Professional Presentation**

**Public Policy Advocate**

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**Task Number 51**

**Describe elements of professionalism in family and human services occupations.**

**Definition**
Description should include

- awareness of personal values, biases, and stereotypes
- elements of professionalism in the role of caregiver
- the importance of effective communication
- information gained from performance reviews and feedback
- strategies for working in a team to complete an assigned task
- strategies to manage stress and maintain self-care.

Process/Skill Questions

Thinking

- Why is managing stress helpful as a caregiver?
- How do personal values influence professionalism?
- How can a professional influence a situation?

Communication

- What types of communication are usually most effective?
- What types of communication are often ineffective?
- How can effective communication help with stress management?

Leadership

- How can a professional assess his/her biases?
- What communication skills are needed to work with clients in a clinical setting?
- Why might it be helpful to have a mentor for communications?

Management

- How may communication-training programs be useful in clinical settings?
- What is the effect of conflict resolution?
- When should teamwork strategies be used in a clinical setting?

National Standards for Family and Consumer Sciences Education

7.2.2
Analyze professional, ethical, legal, and safety issues for human service employees.

7.2.6
Analyze effective self-advocacy strategies for human services professionals.

7.3
Demonstrate professional behaviors, skills, and knowledge in providing family and human services.

7.4.4
Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.

FCCLA National Programs
Task Number 52

Describe the diverse populations served by human services.

Definition

Identification should include:

- cultural, racial, ethnic, or religious diversity
- socioeconomic diversity
- linguistic diversity or limited English proficiency
- cognitive or physical impairment
- lack of access to technology
• diversity of age (e.g., children, older adults)
• other factors.

**Process/Skill Questions**

**Thinking**

• What are the similarities and differences between cultural, racial, ethnic, and religious diversity?
• How would one describe socioeconomic diversity?
• What types of cognitive or physical impairments may be addressed by a human services professional?
• Where are populations likely to be dealing with a lack of access to technology?
• Why is it important to examine the diversity of age within the populations served by human services?

**Communication**

• How do people from diverse populations communicate their needs?
• How do human services professionals educate the community about the needs of people from diverse populations?

**Leadership**

• How can a care provider use information about diverse populations for quality improvement?

**Management**

• What training is available for educating staff on the diverse populations served by human services?
• What management skills assist in dealing with issues facing diverse populations?

**National Standards for Family and Consumer Sciences Education**

7.4
Analyze the impact of conditions that could influence the well-being of individuals and families.

**FCCLA National Programs**

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us
Task Number 53

Analyze the development of stereotypical beliefs.

Definition

Analysis may include

- self-reflection
- history of stereotypes
- methods for challenging stereotypes.

Process/Skill Questions

Thinking

- Why is it valuable for professionals in the human services field to conduct an analysis on stereotypical beliefs?
- How can it be advantageous to reflect on one’s personal beliefs when working in the human services field?
- How have stereotypical beliefs evolved over time?

Communication
• What methods can care providers use to appropriately challenge stereotypes that may be faced while working with individuals and families?

Leadership

• Why is it important to have a general knowledge of common stereotypes and how they have taken shape over time?

Management

• How can a manager help staff overcome their own personal bias to improve patient care and services?
• What techniques and strategies can be used to help break down stereotypes in the workplace?

National Standards for Family and Consumer Sciences Education

7.3
Demonstrate professional behaviors, skills, and knowledge in providing family and human services.

FCCLA National Programs

Community Service: Lead
Community Service: Learn
Community Service: Serve

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us

Power of One: A Better You
Power of One: Family Ties
Power of One: Take the Lead
Power of One: Working on Working

STOP the Violence

Student Body: The Real You
Student Body: The Resilient You
Task Number 54

Identify the effect of cultural values and behaviors on the provision of family and human services.

Definition

Identification should include

- the importance of recognizing the cultural expectations of a client and family
- examples of culturally appropriate methods of providing services
- the effects of culturally appropriate methods.

Process/Skill Questions

Thinking

- How could one gather information about a patient’s culture?
- What resources might be used to find information about a culture?
- Why should a professional refrain from applying his/her own cultural beliefs when dealing with a client from another culture?

Communication

- How does a professional discuss the cultural effects of a client’s care plan?
- Why should a professional encourage the client to communicate about his/her culture?
- What should a professional communicate to the family about a client’s plan of care?

Leadership
• Why is it a responsibility to provide culturally appropriate care?
• How would a professional provide culturally appropriate care?
• Why is it helpful to learn about a client’s culture?

Management

• How can a professional most efficiently determine a client’s cultural needs?
• What resources could be obtained to increase knowledge of a culture?
• How could a manager train workers on culturally appropriate methods of providing services?

National Standards for Family and Consumer Sciences Education

7.4
Analyze the impact of conditions that could influence the well-being of individuals and families.

7.5.3
Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

7.5.4
Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.

7.5.5
Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working
Understanding Assistance for Individuals and Families with Diverse Needs and Challenges

Task Number 55

Explain the roles of local and regional organizations that address human services issues for various populations.

Definition

Explanation should include the roles of support and advocacy organizations that focus on

- substance abuse (alcohol and drugs)
- geriatric care
- child and adolescent services
- family violence
- trauma-informed care
- financial assistance
- employment services
- training opportunities
• health services (e.g., for the severely injured, mentally ill, chronically ill, terminally ill, disabled).

**Process/Skill Questions**

**Thinking**

• Why is knowledge of community resources helpful to a caregiver?
• How would a human services professional present resource information to a client?
• What would happen if an agency’s resources did not meet a client’s needs?

**Communication**

• Why is it important to inform colleagues and clients about community resources?
• How would one contact an agency for service information?
• When is it appropriate to suggest the use of a particular agency for a specific need?

**Leadership**

• What is the responsibility of a caregiver to provide community-services agency information to a client?
• How could one differentiate among the roles of each community-services agency?
• How could a leader provide community-services agency information to workers to complete a needs assessment?

**Management**

• What could be the effect of a partner relationship with a community-services agency?
• What are some difficulties that may be encountered when dealing with a community-services agency?
• Who is responsible for interacting with community-services agencies on a client’s behalf?

**National Standards for Family and Consumer Sciences Education**

*7.2.7*
Analyze community-networking opportunities in family and human services.

*7.5.4*
Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.

**FCCLA National Programs**

**Community Service: Lead**

**Community Service: Learn**

**Community Service: Serve**

**Families First: Balancing Family and Career**

**Families First: Families Today**
Task Number 56

Identify uses of technology in the provision of human services.

Definition

Identification should include

- technology applied to assessment/evaluation
- monitoring
- administration of medications
- communications
- education and training.

Process/Skill Questions

Thinking

- How is technology used in human services?
- How can human services be assessed with technology?
- What technological assessment tools can help with training?

Communication
• How is technology used to communicate the needs of clients?
• What resources can be obtained with the use of technology?
• What technology can be used to educate and train clients about their needs and how to meet them?

Leadership

• What technology could assist with administering assessment?
• What technology helps to guide the administration of medications?

Management

• How might one use technology education and training in the field of human services?
• Who is responsible for ensuring that a worker’s technology education and training is sufficient and up-to-date?

National Standards for Family and Consumer Sciences Education

7.3.5
Demonstrate use of current and evolving technology in human services.

FCCLA National Programs

Families First: Meet the Challenge
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation
Interpersonal Communications

National Programs in Action

Professional Presentation

Understanding Care for Older Adults
Task Number 57

Identify common characteristics of older adults.

Definition

Identification should include

- changing physical abilities (e.g., strength and mobility)
- changing activities of daily living (ADL)
- changing support needs
- physical and mental health needs
- transfer trauma
- social issues (e.g., digital divide, isolation, hunger, transportation)
- financial concerns.

Process/Skill Questions

Thinking

- What are the benefits of being knowledgeable about characteristics of older adults?
- How could one evaluate the social concerns of older adults?
- What are the resources available to research the needs of older adults?

Communication

- How could one address the client needs for care based on characteristics?
- What resources are available to learn about older adults?

Leadership

- Why is it important to understand care requirements for older adults?
- Why is it important to have a general knowledge of characteristics of older adults?
- Why is it helpful to know the difference between clients of specific ages?

Management

- How would a professional use information to provide care?
- What are some repercussions of over-generalizing a client’s characteristics?
- When could a client’s skills assist with staff training?

National Standards for Family and Consumer Sciences Education

7.4 Analyze the impact of conditions that could influence the well-being of individuals and families.
7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.
FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending

Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Event Management
Interpersonal Communications
National Programs in Action
Professional Presentation
Public Policy Advocate

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Task Number 58
Identify ways to facilitate independence of older adults who need assistance.

Definition

Identification should include activities such as

- home modification
- retraining and employment
- educational and recreational activities
- interaction across family generations (multi-generational)
- socialization activities (including volunteerism), especially for those without a social network.

Process/Skill Questions

Thinking

- What ways exist to encourage an older adult in self-care?
- How might one give an older adult the opportunity to make decisions for himself/herself?
- What are the benefits to an older adult when he/she maintains independence?

Communication

- In what ways might a human services professional help an older adult retain independence?
- How would a human services professional communicate to a client the importance of making his/her own decisions?

Leadership

- What are appropriate ways to make necessary and useful human services referrals?

Management

- Why is it important to have proper training to assist clients with daily living activities?
- What role should community resources play in the training of families and human services providers?

National Standards for Family and Consumer Sciences Education

7.5
Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve
Task Number 59

Describe elder abuse, neglect, and exploitation.

Definition

Description should include

- definitions of abuse, neglect (including self-neglect), and exploitation
- examples of physical abuse
- examples of financial exploitation
- examples of psychological abuse
- the social effects of abuse
- trends in abuse/prevalence of abuse.

Description should also include
- definition of *trauma* and *trauma-informed care*
- recognition of signs and symptoms of trauma
- sources of trauma
- effects of trauma
- benefits of trauma-informed care.

**Process/Skill Questions**

**Thinking**

- What is the difference between abuse, neglect, and exploitation concerning older adults?
- What should a caretaker do when he/she suspects elder abuse or neglect?
- Why should a caretaker report suspected elder abuse or neglect?

**Communication**

- How would a human services provider describe physical or psychological abuse?
- In what manner should a human services provider communicate that he/she suspects abuse?
- How will a human services provider be trained in the proper communication processes of reporting suspected abuse?

**Leadership**

- What is the expected outcome if elder abuse is not reported?
- What is the community responsibility to report abuse?
- Why is it important to provide training for family and professionals about elder abuse and neglect?

**Management**

- What is the appropriate procedure for reporting suspected elder abuse to the authorities?

**National Standards for Family and Consumer Sciences Education**

7.2.4
Analyze harmful, fraudulent, unethical, and deceptive human services practices.

7.4
Analyze the impact of conditions that could influence the well-being of individuals and families.

7.4.5
Analyze situations which require crisis intervention.

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Earning
Task Number 60

Identify support resources for older adults.

Definition

Identification may include

- local area agency on aging
- Virginia Division for the Aging
- digital networks
- transportation services.

Identification should include an understanding that localities offer various types of resources and services.

Process/Skill Questions

Thinking

- What resources (nationally and locally) are available for older adults?
Communication

- How is the availability of support resources communicated to older adults?
- In what ways can a human services provider inform older adults about support resources?

Leadership

- How can one advocate for support resources for older adults locally and nationally?

Management

- Why is it important to analyze support resources for effectiveness?
- How are funds created/delineated to support resources for older adults?
- What restrictions are there on funding of resources for older adults?

National Standards for Family and Consumer Sciences Education

7.2.1 Describe local, state, and national agencies and informal support resources providing human services.

7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

7.5.6 Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Financial Fitness: Protecting

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)
Understanding Health Care (Physical and Mental)

Task Number 61

Describe ways to provide assistance with activities of daily living to meet the healthcare needs of clients.

Definition

Description should include

- providing assistance with self-help skills (e.g., dressing, eating, toileting, transferring)
- clothing needs, including adaptations
- mobility
- medication management

Process/Skill Questions

Thinking

- Why is it important for a client to exercise daily living skills?
- How can changes in mobility affect an older adult?
- How can a human services professional assist with activities of daily living while still encouraging the client to exercise these skills as much as possible?
• How does a human services professional communicate a client’s clothing needs, including adaptations?
• How should a human services professional provide mobility to an elderly client?
• How should medication management information be communicated to a client’s family and other staff members?

Leadership

• What is the responsibility of companies to provide services to meet the needs of elderly or special needs clients?

Management

• How does a provider incorporate daily living training?
• How often should a provider train a client in daily living skills?

National Standards for Family and Consumer Sciences Education

7.1.1
Explain the roles and functions of individuals engaged in family and human services careers.

7.5
Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Public Policy Advocate
Task Number 62

Describe physical healthcare knowledge and skills needed by workers in family and human services occupations.

Definition

Description should include

- basic first aid procedures (e.g., cardiopulmonary resuscitation [CPR], automated external defibrillator [AED])
- universal precautions (e.g., proper handling of bodily fluids)
- emergency preparedness (e.g., having a disaster kit, having evacuation and intruder plans)
- signs and symptoms of common illnesses
- issues involved with death and dying
- a holistic approach to personal care (e.g., making occupied and unoccupied beds, providing leisure activities, providing hair care)
- the measurement and recording of vital signs
- rehabilitation plans for people with specific needs
- documentation of healthcare services.

Process/Skill Questions

Thinking

- What are some consequences of not having a working knowledge of healthcare practices?
- How can information be gathered from clients to document abilities?

Communication

- How can knowledge and training be obtained?
- How can human services professionals communicate to the families of clients?

Leadership

- How should the confidentiality of information gathered about a client be protected?
- How can a human services professional demonstrate knowledge and confidence?

Management

- Where can one obtain training in health care?
- What are the relevant certifications available to personnel in the family and human services field?

National Standards for Family and Consumer Sciences Education

7.4.1
Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
7.4.6
Summarize the appropriate support needed to address selected human services issues.

7.5.1
Describe needs and accommodations for people with a variety of conditions that could affect their well-being.

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Career Investigation**

**Entrepreneurship**

**Event Management**

**Job Interview**

**National Programs in Action**

**Professional Presentation**

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**Task Number 63**

**Describe mental healthcare knowledge and skills needed by workers in family and human services occupations.**

**Definition**

Description should include

- first aid for mental health (e.g., Mental Health First Aid [MHFA])
  - response vs. recovery
  - duties of first responders
- duties of recovery professionals
- safety preparedness (e.g., evacuation or crisis plan)
- signs and symptoms of trauma
  - sources of trauma
  - effects of trauma
  - trauma-informed care
- signs and symptoms of mental illnesses
- emotional health effects involved with death and dying
- a holistic approach to personal care (e.g., self-care, self-recovery, self-advocacy, coping mechanisms)
- the measurement and recording of vital signs
- rehabilitation plans for people with specific needs
- documentation of healthcare services.

**Process/Skill Questions**

**Thinking**

- How has the rise in awareness of mental health affected the healthcare system?
- How is mental health portrayed in the media?
- What are some of the consequences of not having a working knowledge of mental healthcare practices?
- How are mental health and physical health related?

**Communication**

- What are ways to obtain knowledge and training in Mental Health First Aid (MHFA)?
- Why is it important to gain the trust of a patient suffering from mental health issues?

**Leadership**

- How is confidential information properly shared with providers?
- What is the importance of bringing awareness to mental health?

**Management**

- What are long-term ways of managing mental health?
- What issues might arise when trying to provide care to a patient with trauma?

**National Standards for Family and Consumer Sciences Education**

7.5.1
Describe needs and accommodations for people with a variety of conditions that could affect their well-being.

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: You-Me-Us**
Understanding Management of the Home Environment

Task Number 64

Describe effective techniques for accomplishing tasks of daily living.

Definition

Description should include

- creating a plan of work for accomplishing each task (e.g., meal management, housekeeping, response to emergencies)
- identifying the accommodations needed by the client
- following the plan
- evaluating the plan
- revising the plan, as needed.

Process/Skill Questions
Thinking

- What obstacles can make accomplishing daily tasks difficult?
- How can daily tasks influence the overall health of the client?
- How is a client’s ability to perform daily living tasks evaluated?

Communication

- How do human services providers communicate with clients to understand feelings about daily living tasks?
- How do clients communicate their needs?
- How important can a written plan be for the care team to work effectively with the client?

Leadership

- What responsibility does a human services provider have in ensuring that daily tasks are accomplished?
- How can a human services provider make the experiences of the client a positive one?

Management

- What training and resources will prepare a caregiver to help a client accomplish daily living tasks?
- What obstacles exist in providing daily care of a client?

National Standards for Family and Consumer Sciences Education

7.4.2
Analyze management and living environment issues of individuals and family conditions that influence their well-being.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Event Management
Task Number 65

Identify safety hazards and sanitation concerns of the home.

Definition

Identification should include

- environmental hazards (e.g., electrical hazards, cooking hazards, hazardous cleaning supplies, trip and slip hazards, waste management [including biohazards])
- sanitation concerns (including hand-washing procedures as well as food handling and storage).

Process/Skill Questions

Thinking

- Why is it important to identify hazards in the home?
- What is the difference between safety hazards and sanitation concerns?
- What can be some of the consequences if sanitation practices are not followed?

Communication

- How should a professional document safety and sanitation concerns?
- How can communication between a family and the service provider be documented?

Leadership

- What skills are necessary to correct safety hazards in the home?
- How can one obtain the needed skills to correct safety hazards in the home?

Management

- What governing mandates are associated with safety and sanitation in the home?
- What form of documentation can be used to show that safety and sanitation problems have been resolved?

National Standards for Family and Consumer Sciences Education

7.4.1
Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.

7.4.2
Analyze management and living environment issues of individuals and family conditions that influence their well-being.

FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Event Management
National Programs in Action
Professional Presentation

Task Number 66

Describe how to modify the home to accommodate an individual with special needs.

Definition

Description should include

- changing the structural design (e.g., ramp/elevator in place of stairs, floor and other surfaces, doorway widening, counter height, cabinet pull-out shelves)
- placing adaptive equipment (e.g., gates, hand railings, grab bars, nonslip mats, door handles, elevated toilets)
- positioning of home furnishings (e.g., lighting, rugs, large furniture)
- smart home technology (e.g., door locks, light switches, security systems/cameras, appliance apps).
Process/Skill Questions

Thinking

- What are common obstacles to modifying the home for an individual with special needs?
- What are some physical barriers that would require modifications to the structure of the home?
- How can a human services professional assess the need for modifications?
- How has technology made it easier to accommodate individuals with special needs?

Communication

- How do clients communicate their need for modifications to the home?
- How can a human services professional communicate information about planned modifications to a client’s home?

Leadership

- What government agencies must be notified prior to making modifications to a client’s home?
- What skills are needed to create a blueprint for modifications to a structure?

Management

- How does a human services professional determine what modifications may be necessary for clients?
- How would a human services professional determine adaptive equipment needed to help clients overcome physical barriers?
- What are some obstacles that may be faced by clients after modifications are made to the home?

National Standards for Family and Consumer Sciences Education

7.4.2
Analyze management and living environment issues of individuals and family conditions that influence their well-being.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)
Task Number 67

Identify principles of nutrition and specialized dietary plans.

Definition

Identification should include

- current dietary guidelines from the U.S. Department of Agriculture (USDA) (e.g., MyPlate.gov)
- special diets (e.g., soft/liquid diet, gluten-free, dairy-free, low sodium, consistent carbohydrate diabetic diet, vegetarian/vegan)
- U.S. Food and Drug Administration (FDA) regulations for food products and additives
- potential food and medication interactions (including warning labels)
- cultural needs of clients
- recipes for people with special dietary needs.

Process/Skill Questions

Thinking

- What are the difficulties encountered when evaluating specialized dietary plans?
- How can human services professionals ensure that food plans are followed?
- What are the risks associated with not following nutrition principles when creating a food plan?

Communication

- How do clients communicate food preferences?
- How can human service professionals communicate the specialized dietary needs of clients to food service personnel?
- How does the FDA communicate nutrition recommendations to human service professionals?

**Leadership**

- What responsibility does the federal government have in regulating food ingredients?
- Why is it helpful for a human services agency to have a relationship with the local health department?
- What are the advantages in periodically evaluating the food plans of clients? What are consequences of failing to do so?

**Management**

- Why is it important to have comprehensive knowledge of the components of nutrition labels when working with clients with specialized dietary needs?
- What are possible obstacles to implementing a food plan for a client with specialized dietary needs?

**National Standards for Family and Consumer Sciences Education**

7.4.1
Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Event Management

Food Innovations

National Programs in Action

Nutrition and Wellness
Task Number 068

Describe safe food preparation techniques and food handling practices.

Definition

Description should include

- methods of food preparation
- equipment needs
- methods of food storage
- sanitation practices.

Process/Skill Questions

Thinking

- What are the difficulties of assuring proper food preparation techniques in a human services institution with multiple food handlers?
- How can human services professionals ensure proper storage of food?
- What are the consequences of improper sanitation practices or food storage methods?
- What are the laws and regulations that govern sanitation and safety in a human services institution?

Communication

- How can a human services organization communicate expected methods of food preparation to employees?
- How can a human services professional communicate special equipment needs to his/her employer?
- How do government agencies communicate sanitation regulations?

Leadership

- What responsibility do government agencies have in providing training in food preparation and handling?
- Why is it important for human services workers to provide support to co-workers while maintaining sanitation practices?

Management

- Why is it important for human services management professionals to provide employees with guidance in methods of food preparation?
• What are some obstacles to acquiring special equipment used for food preparation, handling, and service?
• How can a kitchen manager in a human services organization ensure that food is stored and prepared according to guidelines?

National Standards for Family and Consumer Sciences Education

7.4.2
Analyze management and living environment issues of individuals and family conditions that influence their well-being.

FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Food Innovations
National Programs in Action
Professional Presentation

Developing Communication Skills

Task Number 69
Identify communication skills needed to interact effectively with individuals and families.

Definition

Identification should include

- verbal communication skills (e.g., listening, questioning, interviewing, explaining)
- written communication skills (e.g., note taking, transcribing, documenting, emailing)
- nonverbal skills (e.g., eye contact, facial expression, body language)
- skills used by people with special needs (e.g., sign language, braille, communication board, touch, signaling)
- teamwork skills
- conflict-resolution skills
- culturally sensitive communication practices.

Process/Skill Questions

Thinking

- What contextual factors affect communication?
- How does culture affect communication?
- What ethical issues could be involved in expressing feelings, needs, and ideas with family, friends, colleagues, employers, and community members?

Communication

- What are some questions that can help clarify meaning?
- When might silence be the best response?
- How can communication affect conflict resolution?

Leadership

- How might values and beliefs influence communication?
- What conflict-resolution strategies can leaders use when dealing with individuals? With families?
- How can leaders prevent the escalation of conflict?

Management

- What resources can be effective in helping people develop communication skills?
- What strategies may be applied to prevent conflicts?
- Why might using various methods of conflict resolution be valuable?

National Standards for Family and Consumer Sciences Education

7.2.6
Analyze effective self-advocacy strategies for human services professionals.

7.5.7
Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.

**FCCLA National Programs**

- Families First: Families Today
- Families First: Meet the Challenge
- Families First: You-Me-Us
- Power of One: A Better You
- Power of One: Family Ties
- Power of One: Working on Working

**FCCLA: STAR Events (2019)**

- Career Investigation
- Interpersonal Communications
- National Programs in Action
- Professional Presentation

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**Task Number 70**

Describe types of written communication used by workers in family and human services occupations.

**Definition**

Description should include

- social history
- family assessment
- plan of care (primary diagnosis, planned tests, planned procedures, medication instructions, physician services consulted, expected length of treatment, accommodations)
- plan of work for daily tasks, accommodations, and specialized diets
- daily documentation
- letters, emails, reports, forms, reviews
- interviews and transcriptions.
Description should include the concept that written communication may vary according to the audience with whom a human services professional is communicating.

**Process/Skill Questions**

**Thinking**
- What is a plan of care for a client with special needs?
- What needs might be considered in a plan of care?
- How are holistic wellness guidelines used in a plan of care?

**Communication**
- How might a human services professional communicate to a client the need for a plan of care?
- What methods of communication are most effective?
- How might holistic wellness guidelines be used to in a plan of care?

**Leadership**
- What responsibility does a human services professional have to implement a plan of care?
- How does a human services professional ensure that all components of a plan of care are carried out?
- Why is it important to develop a relationship of trust with a client and the client’s family?

**Management**
- What difficulties often exist when implementing a plan of care for a client?
- What are the laws and regulations involving the implementation of a plan of care?
- How does the provider explain all the components needed in the plan?
- How can a human services professional assess the effectiveness of a plan of care?

**FCCLA National Programs**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Career Investigation**
Exploring Careers in the Field of Family and Human Services

Task Number 71

Research the rewards and benefits of a career in human services.

Definition

Research should include the following:

- Intrinsic rewards (e.g., making a difference in the lives of individuals and their families, being a change agent, personal growth and accomplishment)
- Extrinsic rewards (e.g., diverse career opportunities, career growth and promotion)

Process/Skill Questions

Thinking

- What is the difference between intrinsic and extrinsic rewards?
- What influence does a human service provider have in the lives of his/her clients?
- How do intrinsic and extrinsic rewards relate to an interpersonal field such as human services?

Communication

- What are the benefits of positive professional-client relationships?
- What is the relationship between intrinsic and extrinsic rewards and job performance?

Leadership

- What goals could be set to self-motivate?
- How can intrinsic rewards be measured?
- What is the importance of creating career goals?
Management

- Can management be trained to incorporate intrinsic motivation into the workplace? Why or why not?
- How can being motivated by rewards create a positive work environment?

National Standards for Family and Consumer Sciences Education

7.1
Analyze career paths within family and human services.
7.1.1
Explain the roles and functions of individuals engaged in family and human services careers.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

Task Number 072

Explore career pathways in the field of family and human services.

Definition

Exploration should yield information on

- the various roles of individuals engaged in careers related to the field of family and human services
- opportunities for employment, advancement, and entrepreneurial endeavors in the field, including existing and emerging national trends (e.g., baby boomers, nursing shortage, geriatric professional’s shortage)
- education and training requirements and opportunities
• the effects of field-related occupations on local, state, national, and global economies.

Many websites offer career exploration resources, including the Virginia Department of Education’s Career Planning Guide.

**Process/Skill Questions**

**Thinking**

- What levels of education and training are required for various careers in the field of family and human services?
- What opportunities for education and training are available now?
- What opportunities are expected to be available in the future?
- What are the benefits of national certification in the field of family and human services?

**Communication**

- What communication skills are necessary for career research?
- How does one evaluate education and training opportunities?
- What are some alternative ways to obtain education and training in the field of family and human services?

**Leadership**

- What leadership qualities are needed to take advantage of education and training opportunities?
- What leadership skills are needed to demonstrate professional practices and standards of the family and human services field?
- What growth and leadership opportunities are available in the family human services field?

**Management**

- What personal factors affect choices regarding education and training?
- What resources are available to assist in obtaining the education and training needed for career success?

**National Standards for Family and Consumer Sciences Education**

7.1.3
Summarize education and training requirements and opportunities for career paths in family and human services.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**
Task Number 73

Evaluate personal assets for potential careers.

Definition

Evaluation should include

- interests (areas in which the person wants to spend time and energy)
- talents (natural, inborn aptitudes)
- abilities (skills in performing mental and/or physical tasks)
- principles (priorities that are important to the individual)
- personality traits (strengths and weaknesses, people skills).

Online assessment resources include the Virginia Education Wizard.

Process/Skill Questions

Thinking

- Why should one evaluate personal assets as the first step in career exploration?
- What is the relationship between academic interests and career choices?
- What is the relationship between personality traits and career choices?
- How might values affect career choices?

Communication

- What personal assets can help human services workers relate to clients?
- Why is it important to recognize personal weaknesses?

Leadership

- What leadership skills and techniques are necessary in dealing with clients, their families, colleagues, and other community professionals?

Management
• What actions and behaviors of human services workers demonstrate a strong work ethic?
• What can be learned through self-reflection and evaluation?

National Standards for Family and Consumer Sciences Education

7.1
Analyze career paths within family and human services.
7.1.1
Explain the roles and functions of individuals engaged in family and human services careers.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 74

Match personal assets to specific careers in the field of family and human services.

Definition

Matching may include

• the results of an interest assessment, such as the Virginia Education Wizard
• the results of career counseling
• a final summary or report.

Process/Skill Questions

Thinking
• What criteria should be used to evaluate the personal assets needed by workers in the field of family and human services?
• How can personal assets be matched to specific careers?
• How does researching interests, skills, and values help a student identify a suitable career?

**Communication**

• What communication skills are essential in relating to clients, the community, and to colleagues?
• Why is confidentiality of information vitally important in the field of family and human services?

**Leadership**

• How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
• What skills are needed for employment?

**Management**

• What personal factors affect career goals and choices in the field of family and human services?
• What training and resources are required to obtain skills necessary for a job in family and human services?

**National Standards for Family and Consumer Sciences Education**

7.1.1
Explain the roles and functions of individuals engaged in family and human services careers.

**FCCLA National Programs**

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Entrepreneurship

National Programs in Action

Professional Presentation

**SOL Correlation by Task**
<table>
<thead>
<tr>
<th>Number</th>
<th>Objective</th>
<th>Language Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.1, VUS.3</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.1, VUS.3</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.1, VUS.1</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Describe the effects of power and authority in work, community, and family settings.</td>
<td>English: 11.3, 11.5</td>
</tr>
<tr>
<td>43</td>
<td>Identify the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>44</td>
<td>Identify diverse needs and challenges.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>45</td>
<td>Describe the needs of and accommodations for people experiencing diverse needs and challenges.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.3, GOVT.9</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Explain typical effects on families of people experiencing diverse needs and challenges.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>47</td>
<td>Differentiate between formal and informal assessment practices.</td>
<td>English: 11.3, 11.5</td>
</tr>
<tr>
<td>48</td>
<td>Differentiate between legal and ethical concepts associated with family and human services.</td>
<td>English: 11.3, 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: VUS.1</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Describe ethical issues related to professional caregiving.</td>
<td>English: 11.5, 11.8</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.3, VUS.1</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Describe legal issues related to professional caregiving.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.3</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Describe elements of professionalism in family and human services occupations.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>52</td>
<td>Describe the diverse populations served by human services.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: VUS.13</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Analyze the development of stereotypical beliefs.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>54</td>
<td>Identify the effect of cultural values and behaviors on the provision of family and human services.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>55</td>
<td>Explain the roles of local and regional organizations that address human services issues for various populations.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.8, GOVT.9</td>
<td></td>
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</tr>
<tr>
<td>56</td>
<td>Identify uses of technology in the provision of human services.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>57</td>
<td>Identify common characteristics of older adults.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>58</td>
<td>Identify ways to facilitate independence of older adults who need assistance.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>59</td>
<td>Describe elder abuse, neglect, and exploitation.</td>
<td>English: 11.3, 11.5</td>
</tr>
<tr>
<td>60</td>
<td>Identify support resources for older adults.</td>
<td>English: 11.5, 11.8</td>
</tr>
<tr>
<td>61</td>
<td>Describe ways to provide assistance with activities of daily living to meet the healthcare needs of clients.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>62</td>
<td>Describe physical healthcare knowledge and skills needed by workers in family and human services occupations.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>63</td>
<td>Describe mental healthcare knowledge and skills needed by workers in family and human services occupations.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>64</td>
<td>Describe effective techniques for accomplishing tasks of daily living.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>65</td>
<td>Identify safety hazards and sanitation concerns of the home.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>66</td>
<td>Describe how to modify the home to accommodate an individual with special needs.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>67</td>
<td>Identify principles of nutrition and specialized dietary plans.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>68</td>
<td>Describe safe food preparation techniques and food handling practices.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>69</td>
<td>Identify communication skills needed to interact effectively with individuals and families.</td>
<td>English: 11.5, 11.6, 11.7</td>
</tr>
<tr>
<td>70</td>
<td>Describe types of written communication used by workers in family and human services occupations.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>71</td>
<td>Research the rewards and benefits of a career in human services.</td>
<td>English: 11.5, 11.8</td>
</tr>
<tr>
<td>72</td>
<td>Explore career pathways in the field of family and human services.</td>
<td>English: 11.5, 11.8</td>
</tr>
<tr>
<td>73</td>
<td>Evaluate personal assets for potential careers.</td>
<td>English: 11.5</td>
</tr>
<tr>
<td>74</td>
<td>Match personal assets to specific careers in the field of family and human services.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Resources**

The American Association of Family & Consumer Sciences provides an online listing of suggested instructional resources for Family and Community Services. The listing includes books, professional association websites, government websites, and websites offering curricula, handouts, and other teaching materials. See the listing below:

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Family and Community Services Assessment (AAFCS)
- Family and Community Services Assessment (NOCTI)
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Personal Care Services Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8225/36 weeks)
- Family Relations (8223/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 weeks)
- Introduction to Family and Human Services (8237/18 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and Community Services</td>
<td>Adult Day Care Coordinator</td>
</tr>
<tr>
<td></td>
<td>Medical, Public Health Social Worker</td>
</tr>
<tr>
<td></td>
<td>Personal and Home Care Aide</td>
</tr>
<tr>
<td></td>
<td>Social and Community Service Manager</td>
</tr>
</tbody>
</table>