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Course Description

Suggested Grade Level: 12

Prerequisite: 8264 Family and Human Services I

Family and Human Services II continues to prepare students for the provision of human services to individuals and families. Students gain hands-on experience in the principal activities of the field by assessing the effect of caregiving on the family; assessing work-family integration; examining ethical and professional concerns related to the field; assisting individuals with diverse needs and challenges, including caring for older adults and providing physical care; managing the home environment; managing food to meet nutritional needs and specialized dietary constraints; demonstrating communication skills that are important in the field; and seeking employment in the field. Students develop skills in critical thinking, practical problem-solving, and cultural awareness.

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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<td>Identify management strategies for balancing work and family roles.</td>
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<td>Research elder abuse, neglect, and exploitation.</td>
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<td>Demonstrate the assistance needed by a client to meet healthcare needs in activities of daily living (ADL).</td>
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<tr>
<td>✚</td>
<td>Demonstrate physical healthcare knowledge and skills needed by workers in family and human services occupations.</td>
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Curriculum Framework

Balancing Work and Family

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 and family organizations
- examining the evolution of the workforce
• identifying the rewards of work within and outside of the family
• describing the roles and responsibilities of employees and family members
• determining the effects of interdependence on the family
• evaluating how the evolution of the family life cycle affects choices and decisions
• defining personal and family values
• examining differences in the meaning of work and family by culture, socialization, and time period.

**Process/Skill Questions**

**Thinking**

- What factors should be considered when analyzing work and family structures?
- By what criteria should one assess work and family systems?
- How are roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace similar to or different from the role of management in the family?

**Communication**

- How can employers be respectful of all families and individuals?
- How can one communicate one’s priorities regarding work and family?
- How can family members at different stages of the family life cycle communicate priorities and choices?

**Leadership**

- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques need to be developed to assist families?
- How can leadership skills be integrated into the family and the workplace?

**Management**

- How can one develop a life plan that reflects family values?
- How can an individual’s management skills be integrated into the family and into 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**
Compare how families affect work life and how work life affects families.
Definition

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

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do workplace trends 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 in the workplace?

Communication

- How can the importance of work life be communicated to family members and the importance of family life be communicated to those in the workplace?
- How can communication skills help balance the effects of family life on work and work life on families?

Leadership

- What leadership techniques aid in the development of workplace 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 as well as the workplace?
- How can one analyze the interplay between work life and family life?
- What management skills minimize negative effects of family life on work and the effects of work on family life?
- How does one determine priorities toward 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
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification should include

- use of time
- prioritization of family and work responsibilities
- ways to handle stress
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle.

Process/Skill Questions
Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to the individual, the family, and the employer to balance work and family roles?
- When is an appropriate time for an employer to intervene in an employee’s personal life?
- 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 problems to an employer?
- How do communication skills help a professional balance work and family roles?
- How can one communicate the importance of balancing work and family roles?

Leadership

- What leadership techniques can be used to address and resolve conflict regarding work and family roles?
- What skills are needed for family members to become leaders?
- How might a professional assess his/her efforts at balancing work and family roles?

Management

- What factors should be considered when developing management strategies related to family and to the workplace?
- 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 each stage 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
Task Number 42

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

Definition

Analysis should include

1. defining power and authority
2. citing examples of positive and negative uses of power and authority in work, community, and family settings.

Process/Skill Questions

Thinking

• How can power be both positive and negative?
• What are the consequences when power and authority are used in positive or negative ways at work or in the family?
• How are power and authority in work and community different from power and authority in the family?

Communication

• How can communication skills help one use or respond to power in positive ways?
• How does it feel to experience power used in positive ways and in negative ways?
• How can one communicate feelings to authority figures?

Leadership

• What ethical standards might guide the use of power and authority?
• What is the relationship between one's power and one's responsibility to others?
• How can any person gain power and authority?

Management

• How does one analyze the implications of power and authority in the family or in the workplace?
• What are the steps that someone should take when he/she is in a situation where power and authority are abused?
• What strategies might help a professional exercise power and authority in positive ways?

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
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

Task Number 43

Analyze the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.

Definition
Analysis 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., whether the career 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 factors influence work and family goals and principles?
- How have traditional family roles changed in the past three decades?
- In what ways do work and family goals differ within various family structures?

Communication

- What is the role of communication in managing work and family responsibilities?
- How can individuals communicate their goals and values about work and family?
- How can communication skills help a family that has trouble balancing work and family responsibilities?

Leadership

- What is the relationship between family members’ incomes and household responsibilities?
- How can technology help balance work and family responsibilities?

Management

- What management skills are essential for achieving and maintaining a balance of work and family roles?
- How can conflicts between work and family responsibilities be resolved?
- How might work and family roles change in the future?

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
Assessing the Diverse Needs of Individuals and Families

Task Number 44
Compare the services available to meet the needs of individuals with
diverse needs and challenges.

Definition

Comparison should include

- identifying diverse needs and challenges individuals face (e.g., safety needs, physical and mental health challenges, environmental challenges, social needs)
- listing the available services to meet these needs
- comparing the services available to meet the same need.

Process/Skill Questions

Thinking

- What is an example of a need or a challenge that an individual may face?
- 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?

Communication

- How do people with diverse needs and challenges communicate their needs?
- How do human services professionals communicate 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 helpful in relating 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?
- What are some obstacles in the delivery of services?
- How does a provider determine client needs?

National Standards for Family and Consumer Sciences Education

7.2
Analyze factors in providing family and human services.

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
Chapter Service Project Portfolio
Interpersonal Communications
National Programs in Action
Professional Presentation
Task Number 45

Analyze the effects on the family of an individual with diverse needs and challenges.

Definition

Analysis should include

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

Process/Skill Questions

Thinking

- How can crisis situations affect the family of a person with diverse needs and challenges?
- How does society help families of disabled individuals?
- 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 family members communicate their needs?
- Why is maintaining communication with clients and families important?

Leadership

- How can professionals guide families through crisis situations?
- What professional services do families of individuals with diverse needs and challenges need?

Management

- How can families prepare for crisis situations?
- How can families of individuals with diverse needs and challenges seek 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 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.
7.5.2
Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.

**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 46

Evaluate individuals with diverse needs and challenges, using formal and informal assessment practices.

Definition

Evaluation should include

- completing a Virginia Uniform Assessment Instrument (VUAI) based on a written case scenario
- completing an informal assessment (e.g., writing a synopsis of the financial, social, mental health, environmental, and legal conditions based on notes from an interview).

Process/Skill Questions

Thinking

- Why should clients be assessed?
- 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 assessed?

Communication

- How can evaluation results be shared with clients and families?
- How are evaluation reports constructed?
- How does a professional determine which skills should be evaluated?

Leadership

- How can a care provider use client assessment?
- What skills must a caregiver have to evaluate clients?
- How does a professional initiate the assessment of a client?

Management

- What tools are necessary to evaluate clients?
- How are family resources allocated based on client assessments?
- How are client assessments related to the use of available community resources?

National Standards for Family and Consumer Sciences Education

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

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: 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

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**Examining Ethical and Professional Concerns**

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**Task Number 47**
Analyze legal and ethical concepts associated with family and human services.

Definition

Analysis should include

- defining the terms *legal* and *ethical*
- providing examples of legal concepts
- providing examples of ethical concepts
- describing the differences between the two.

Process/Skill Questions

Thinking

- What are the difficulties of defining the terms *legal* and *ethical*?
- Why is it important to differentiate what is legal and what is ethical?
- 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 what is legal and what is ethical?

Leadership

- What responsibility do family and human services personnel have in explaining laws and regulations to clients and their families?
- What responsibility do family and human services personnel have in explaining the difference between various laws and regulations?

Management

- What might be the effect of not providing ethical training?
- What might be the effect of not keeping up-to-date on current laws and regulations pertaining to family and human services?
- What might be the consequence 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.

7.3.1
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

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

Professional Presentation

Public Policy Advocate

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Task Number 48

Analyze ethical issues related to professional caregiving.

Definition

Analysis should include

- appropriate professional and personal boundaries
- harmful and/or deceptive behaviors (e.g., psychological abuse, physical abuse)
- financial exploitation
- compliance with codes and regulations (e.g., completing required training)
- familiarity with National Association of Social Workers (NASW) Code of Ethics
- an understanding of 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 partner organizations

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?
- How, and to whom, should family and human services professionals communicate if they suspect that unethical behavior is occurring?
- When should communication with law enforcement officials take place?

**Leadership**
- What responsibility does the client's family have in notifying family and human services personnel?
- What responsibility does family and human services professionals have in notifying clients?
- What responsibility do financial institutions have when fraudulent activity is suspected?

**Management**
- What might be the emotional effect on the client and 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: 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 49

Research laws and regulations related to professional caregiving.

Definition

Research should include using resources (e.g., Americans with Disabilities Act [ADA], Code of Virginia) to investigate:

- harmful and/or deceptive behaviors (e.g., psychological abuse, physical abuse)
- financial exploitation
- compliance with codes and regulations (e.g., Health Insurance Portability and Accountability Act of 1996 [HIPAA])
- client rights and legal documents (e.g., protection of privacy, dignity, autonomy, advance healthcare directives, legal guardianship and conservatorship, do not resuscitate orders [DNR])
- appropriate collaborative relationships with clients, families, and colleagues.

Process/Skill Questions

Thinking

- How can a professional help a client understand the laws and regulations associated with his/her care and condition?
- How might a professional negatively influence a situation by not understanding relevant laws and regulations?
- How might client misunderstanding of laws and regulations be harmful?

Communication

- How must the professional's communication with various clients differ?
- In what situations should family and human services professionals communicate to the client and family if they suspect unethical behavior?
- What situations warrant notifying law enforcement officials when unethical behavior is evident?

Leadership

- What are examples of family and human services professionals being responsible for notifying the client and family when unethical behavior exists?
- What are examples of clients and families being responsible for notifying family and human services professionals that unethical behavior exists?

**Management**

- What would be some examples of how the client is affected when laws are not followed?
- What would be some examples of how family and human services professionals are affected when laws are not followed?
- How would the client and family gain additional support if fraudulent activity has taken place?

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

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

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**

**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**
Task Number 50

Demonstrate elements of professionalism in the role of caregiver.

Definition

Demonstration should include

- communicating effectively
- receiving feedback in a professional manner
- contributing to the work of a team to complete an assigned task
- using strategies to manage stress and maintain self-care.

Process/Skill Questions

Thinking

- How might practicing communication skills assist with developing professionalism?
- Why would one want to work in a group to solve problems?
- What would be the benefits of receiving positive and negative feedback in a professional manner?

Communication

- How can the choice of communication affect a situation?
- How could one demonstrate a stress-management technique to staff?
- Why would one choose an assertive style of communication over other styles of communication?

Leadership

- How can a leader be a role model by using effective communication?
- How can a professional recognize how biases may affect client care?
- What situations require conflict-resolution skills?

Management

- Why is it important to use effective communication in clinical settings?
- How would one choose a particular communication style to address a given situation?
- What is an example of a strategy for stress management and self-care?

National Standards for Family and Consumer Sciences Education

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

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

Families First: Balancing Family and Career
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: Take the Lead
Power of One: Working on Working
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

Task Number 51

Formulate responses to various scenarios involving cultural diversity and preferences of clients and families.

Definition

Formulation of responses should include

- becoming aware of personal biases and stereotypes
- identifying the cultural expectations of a client and family
• describing examples of culturally appropriate methods of providing services.

Process/Skill Questions

Thinking

• What questions would a professional ask to gather information about a client’s culture?
• What might be the consequences of not providing culturally appropriate care?
• How could a professional incorporate information about a client’s culture in a plan of care?

Communication

• How could a professional help a client communicate his/her cultural needs?
• What might be the consequences of not providing interaction that is culturally appropriate?
• What could a professional do to include a patient’s family in the plan of care?

Leadership

• How would a leader express to staff members the requirements for culturally appropriate care?
• What would be an example of culturally inappropriate care?
• How might a leader address a worker who did not provide culturally appropriate care?

Management

• What types of cultural diversity training could be provided to staff?
• What programs might be included in a patient’s plan of care to address culture?
• What are some concerns that need to be addressed when delivering training about cultural sensitivity?

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

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working
Assisting Individuals and Families with Diverse Needs and Challenges

Task Number 52

Justify referral of a client/family to appropriate support organizations based on formal and/or informal assessment of needs.

Definition

Justification should include

- evaluating the results of the assessment
- determining the organization(s) that can assist with meeting the identified needs.

Process/Skill Questions

Thinking

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

Communication

• Why do professionals need to inform clients about community resources?
• How would a professional contact an agency for information about their services?
• When might the use of a particular agency meet a particular need? Explain.

Leadership

• Whose responsibility is it to provide information about agencies and available services to a client?
• How does a professional differentiate among agency roles?
• How could a professional provide agency information to colleagues to complete a needs assessment?

Management

• Why might it be important to create a 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?

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: 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
Task Number 53

Assess the application of technology in treatment and care of individuals with diverse needs and challenges.

Definition

Assessment should include technology related to

- assessment
- monitoring
- administration of medications
- communication
- education and training.

Process/Skill Questions

Thinking

- How might technology influence the care of people with diverse needs and challenges?
- What technological assessment tools are available?

Communication

- How has technology made communication with clients and families more efficient?
- When might a professional communicate using technology?

Leadership

- When would use of technology make the administration of medication safer and more efficient?
Who decides which technology is most appropriate in a given situation?

Management

- How valuable is technology training to a human services professional? Explain.
- How does a professional stay abreast of technological change?

National Standards for Family and Consumer Sciences Education

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

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

Providing Care for Older Adults

Task Number 54

Research characteristics associated with older adults.
Definition

Research should include

- changing physical abilities (e.g., strength and mobility)
- increase in dependency
- physical and mental healthcare needs
- family and social issues (e.g., isolation, hunger, transportation, digital divide)
- financial concerns.

Process/Skill Questions

Thinking

- What are the characteristics of older adults?
- What information would assist in addressing care requirements for older adults?
- What resources address the needs of older adults?

Communication

- How do needs requirements address a client’s specific characteristics?
- When would a professional provide care based on a physical or a social trait?
- How could a professional develop a plan of care for an older adult?

Leadership

- How could a professional share resources about older adults with colleagues?
- Why would a professional create a plan of care to address client needs?

Management

- How might one use information to develop training programs for workers to understand the needs of older adults?
- What kinds of training is available with regard to providing services for older adults?

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.

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

7.5.2
Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.

FCCLA National Programs

Families First: Families Today
Task Number 55

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

Definition
Identification should include

- home modification
- retraining and employment
- educational and recreational activities
- socialization activities (including volunteerism)
- community resources.

Process/Skill Questions

Thinking

- How can one encourage an older client to care for himself/herself?
- What can a professional do to give an older client the opportunity to make decisions for himself/herself?
- What are the benefits to an older client 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 the importance of an older adult continuing to make decisions concerning his/her life?

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

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

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

7.5.1
Describe needs and accommodations for people with a variety of conditions that could 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
Task Number 56

Research elder abuse, neglect, and exploitation.

Definition

Research should include

- physical abuse
- neglect (including self-neglect)
- financial exploitation
- psychological abuse
- social effects of abuse
- legal implications.
Research 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
- support available to an abused elder.

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?
- What resources are available to assist the victim in overcoming the effects of abuse or neglect?

Communication

- How would a human services provider describe elder 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 on reporting suspected abuse?

Leadership

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

Management

- What is the appropriate procedure for reporting suspected elder abuse to the authorities?
- Who is responsible for reporting suspected elder abuse? Explain.

National Standards for Family and Consumer Sciences Education

7.2
Analyze factors 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.

7.4.5
Analyze situations which require crisis intervention.

FCCLA National Programs

Families First: Families Today
Demonstrate the assistance needed by a client to meet healthcare needs in activities of daily living (ADL).

Definition

Demonstration 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 practice ADL?
• How can changes in mobility affect an older adult?
• How can a human services professional provide assistance with ADL while still encouraging the client to be self-sufficient?

Communication

• How does a human services professional communicate a client’s clothing needs, including adaptations?
• How should a human services professional provide mobility support to an elderly client?
• How does a human services professional communicate medication management to a client’s family and other staff members?

Leadership

• What is the responsibility of companies to provide services to meet needs of older adults?

Management

• How does a provider incorporate training in reference to ADL?
• How often should a provider train a client in executing ADL?

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.

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

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
**Task Number 58**

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

**Definition**

Demonstration should include

- performing basic first-aid procedures (e.g., cardiopulmonary resuscitation [CPR])
- measuring and recording vital signs
- documenting signs and symptoms of common illnesses
- making occupied and unoccupied beds
- assisting with leisure activities
- providing personal grooming services
- providing emotional support.

**Process/Skill Questions**

**Thinking**

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

**Communication**

- What are some of the methods through which information and training can be obtained?
- How can human services professionals communicate with the families of clients?

**Leadership**

- How should the confidentiality of information gathered about a client be maintained?
• How can a professional demonstrate knowledge to client and his/her family?

Management

• Where can one find training to become knowledgeable about health care?
• What are the necessary certifications available to people in the family and human services field?

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

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

Task Number 59

Demonstrate mental healthcare knowledge and skills needed by workers in family and human services occupations.
Definition

Demonstration 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 health services.

Process/Skill Questions

Thinking

- What training would benefit a human services professional in handling a client with a mental health issue?
- How would one prepare to respond in a way that ensures all people are safe in a crisis?
- What are the signs and symptoms of trauma?

Communication

- How can human health professionals prepare themselves for the emotional health effects involved with death and dying?
- What are some holistic approaches for personal care that would benefit a human services professional?

Leadership

- How would a human services professional inform clients and families about the rehabilitation plans for a person with specific needs?

Management

- What tools are used to measure and record vital signs?
- How could human services professionals document the health services provided to a client?

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.

7.4.3
Analyze personal, social, emotional, economic, vocational, educational, and recreational 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
Entrepreneurship
Job Interview
National Programs in Action
Professional Presentation

Managing the Home Environment

Task Number 60

Design a plan of work for accomplishing ADL.

Definition
Design should include

- creating step-by-step procedures for accomplishing each task (e.g., meal management, housekeeping, responding to emergencies)
- identifying the accommodations needed by the client
- implementing the accommodation plan
- evaluating the plan
- revising the plan, as needed.

**Process/Skill Questions**

**Thinking**

- What obstacles can make ADL difficult?
- How can ADL influence the overall health of the client?
- How is the value of ADL evaluated?

**Communication**

- How do human services providers communicate with clients to understand feelings toward ADL?
- What are effective ways clients can communicate needs?
- What are components of an effective plan for the client that incorporates the care team?

**Leadership**

- What responsibility does a human services provider have in seeing that ADL are accomplished?
- How can a human services provider create positive client experiences?

**Management**

- What training and resources may assist a caregiver in helping a client with ADL?
- What can be some of the obstacles to providing daily care to a client?

**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.

**7.4.2**
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**
Task Number 61

Assess the home for safety hazards and sanitation concerns.

Definition

Assessment should include

- using a checklist to identify
  - environmental hazards (e.g., electrical hazards, cooking hazards, concerns regarding cleaning supplies, trip and slip hazards, weather-related hazards, concerns regarding waste management and biohazards)
  - sanitation concerns (e.g., hand-washing, food handling and storage)
- identifying characteristics around the home (e.g., exterior walkways, steps, entry and egress, lighting, security systems)
- creating a report recommending corrective actions.

Process/Skill Questions

Thinking

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

Communication
• How should assessment of safety and sanitation issues be recorded?
• How can communication between the family and the service provider be documented?

Leadership

• What skills are required to understand how 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
Analyze the impact of conditions that could influence the well-being of individuals and families.

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 62

Design a plan to modify the home to accommodate an individual with special needs.

Definition

Design should include

- floor plan showing adaptive structural elements (e.g., addition of a ramp/elevator in place of stairs, widening of doorways, counter height modification)
- placement of adaptive equipment (e.g., gates, hand railings, grab bars)
- positioning of home furnishings
- other specific modifications to accommodate client needs.

Process/Skill Questions

Thinking

- What are common obstacles to modifying the home?
- What are circumstances that would require modifications to a structure?
- Why should a human services professional be able to assess necessary modifications and design a plan to address them?

Communication

- How do clients communicate the 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 should be notified prior to making modifications to the home?
- What skills are needed to create a blueprint for modifications to a structure?

Management

- How does a human services professional determine what modifications are appropriate in a given situation?
- How would a human services professional determine the appropriate adaptive equipment for clients?
- 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
Analyze the impact of conditions that could influence the well-being of individuals and families.

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

Public Policy Advocate

Meeting Nutritional Needs and Managing Food

Task Number 63

Modify a recipe to reflect a client’s predetermined dietary constraints and preferences.

Definition

Modification should include
• considering cultural needs
• omitting ingredients
• substituting ingredients
• changing preparation techniques.

Process/Skill Questions

Thinking

• What are the difficulties encountered when substituting ingredients for specialized dietary plans?
• How can human services professionals ensure recipes are modified appropriately to reflect dietary constraints and preferences?
• What are the risks associated with not following nutrition principles when modifying a recipe?

Communication

• How do clients communicate dietary wants?
• How can human services professionals communicate the dietary needs of clients to food service personnel?
• How does the FDA communicate nutrition recommendations?

Leadership

• What responsibility does the federal government have in regulating food ingredients?
• Why is it helpful for a human services agency to have a partnership/relationship with the local health department?
• What are the advantages in periodically evaluating the food plans of clients? What are the consequences of not doing so?

Management

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

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.

7.4.1
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
Task Number 64

Create a two-week meal plan to accommodate a client’s predetermined dietary constraints and preferences.

Definition

Creation should include

- listing appropriate foods
- organizing food options to meet dietary requirements
- compiling options into a two-week menu appropriate for a client’s dietary needs and preferences.

Process/Skill Questions

Thinking

- What are the difficulties in assuring proper food-preparation techniques in a human services institution with multiple food handlers?
- How can human services professionals ensure proper food storage?
- What information is necessary to create a two-week menu appropriate for a client’s dietary needs?
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 the employer?
- How do government agencies communicate sanitation regulations?

Leadership

- What responsibility do government agencies have in providing food preparation and handling training to human services professionals?
- Why is it important for human services workers to provide support to colleagues regarding 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
Analyze the impact of conditions that could influence the well-being of individuals and families.

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: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Healthy You
Demonstrating Communication Skills

Task Number 65

Use a variety of communication skills to maintain effective communication among clients, family members, colleagues, and service providers.

Definition

Demonstration should include

- using appropriate and effective body language
- using presentation skills
- creating effective written communications (e.g., reports, documents, forms, email, text messages)
- communicating clearly and concisely
- using culturally-sensitive communication practices.

Process/Skill Questions

Thinking

- What contextual factors 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 might “I” messages be helpful when communicating with clients, families, and colleagues?

**Leadership**

- How might values and beliefs influence communications?
- What actions can leaders take to help others communicate effectively?

**Management**

- What resources can be effective in helping people develop communication skills?
- What criteria can be used to evaluate communication skills?

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

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

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

Task Number 66

Demonstrate conflict-resolution skills appropriate to a specific situation.

Definition

Demonstration should include role-playing an interaction that

- includes listening to and demonstrating understanding of various points of view in the conflict
- uses body language that assists in calming a situation
- uses language that helps resolve the conflict.

Demonstration should also include evaluation of the effectiveness of the conflict-resolution skills used.

Process/Skill Questions

Thinking

- In a situation involving conflict, why is it important for a health services professional to listen to and understand all points of view?
- Why might body language be as important as words when trying to resolve a conflict?

Communication

- What types of speech are most effective when trying to resolve a conflict?
- How can a human services professional communicate to a client the need for compromise?

Leadership

- What leadership skills are needed by human services professionals to resolve conflicts?

Management

- In a conflict, when is it appropriate for a human services professional to solicit help from another professional?

National Standards for Family and Consumer Sciences Education

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

STOP the Violence

Student Body: The Resilient You

**FCCLA: STAR Events (2019)**

Career Investigation

Entrepreneurship

Event Management

Interpersonal Communications

Leadership

National Programs in Action

Professional Presentation

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**Seeking Employment in the Field of Family and Human Services**
Task Number 67

Identify sources of employment information.

Definition

Identification should include the following:

- Government employment offices
- School counselors and career and technical education teachers
- Private employment agencies (these usually require a fee)
- Newspaper job advertisements
- Businesses (“help wanted” posters, human resource offices, websites)
- Networking (conversations with friends, relatives, and professional organizations)
- The Internet, used to locate job opportunities as well as information on the following related topics:
  - Occupational analysis
  - Local and national job and economy-focused data
  - Career skills
  - Matching personal skills to available jobs
  - Equal employment opportunity

Process/Skill Questions

Thinking

- What is meant by networking?
- What criteria should be used to evaluate the value of a contact?
- What can be learned from a successful or unsuccessful job search?
- What ethical issues may arise during a job search? How can they be addressed?

Communication

- What communication skills are needed for locating and using employment resources?
- What are consequences of not using employment resources?

Leadership

- What skills are needed for networking?
- How do the skills needed for networking compare with the skills needed for successful employment?
- How can leaders become valuable contacts for those seeking employment?

Management

- What are effective ways to use websites as employment resources?
- What training is needed to improve job skills?

National Standards for Family and Consumer Sciences Education
Analyze career paths within family and human services.
7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

**FCCLA National Programs**

**FACTS: People**

**FACTS: Roads**

**FACTS: Vehicles**

**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**

**Interpersonal Communications**

**Job Interview**

**Leadership**

**National Programs in Action**

**Professional Presentation**

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**Task Number 68**

**Evaluate job opportunities.**

**Definition**

Evaluation of each job opportunity should include using resources such as the United States Census Bureau, the Virginia Occupational Outlook, and the Virginia Employment Commission to gather information on
• duties and responsibilities of the job
• educational background needed or preferred
• skills needed
• working hours
• working conditions
• pay/salary
• other benefits (e.g., leave policies, retirement, and other benefits).

Process/Skill Questions

Thinking

• What information is available concerning jobs in family and human services?
• How can that information be obtained?
• How can the validity of sources of job information be evaluated?

Communication

• What communication skills are necessary to gather and evaluate job information?
• How are benefits and disadvantages of a job evaluated?
• What information is needed before one can make thoughtful job evaluations?

Leadership

• What leadership techniques can be used to gather and evaluate job information?
• What is an effective decision-making process to use when gathering and evaluating job information?

Management

• What management skills are involved in a job search?
• What resources are needed to gather and evaluate job information?

National Standards for Family and Consumer Sciences Education

7.1
Analyze career paths within family and human services.

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

FCCLA National Programs

Financial Fitness: Earning

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Task Number 69

Prepare a job application.

Definition

Preparation should include both paper and electronic formats, and

- a résumé containing
  - educational background
  - work history
  - honors and awards
  - membership in clubs and/or community activities
  - leadership positions held
  - community service
- cover letter containing a(n)
  - statement of interest in the job
  - explanation of the relationship between résumé items and job requirements
  - statement of knowledge about the company/organization
  - statement explaining why the applicant is looking for a job
  - statement clarifying whether the job search is confidential
  - request for an interview
- complete employment application form reflecting attention to completeness, accuracy, legibility, and neatness
- a list of references who have granted permission for their names and contact information to be used.
Process/Skill Questions

Thinking

- What factors influence self-representation on a résumé?
- What criteria should be used to evaluate a résumé?
- What are some of the legal and ethical issues surrounding the job application process?
- Why must references grant permission for their names and contact information to be used?

Communication

- What are the most important points for a résumé or application letter to communicate to a prospective employer?
- How are web-based résumés different from printed résumés?
- How are they alike?

Leadership

- How can a job seeker ensure that his or her résumé is effective?
- How can a résumé be improved?
- What are strategies for dealing with negative factors that must be included in an application?

Management

- What models are available to job seekers wishing to develop an effective résumé?
- How can a job seeker adjust his/her résumé to pursue a specific job opportunity?

FCCLA National Programs

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

Interpersonal Communications

Job Interview

Leadership
Task Number 70

Participate in a mock job interview.

Definition

Participation in the process should include preparation and follow-up and

- researching culturally appropriate practices in the work environment
- practicing interviewing skills prior to the actual interview
- bringing all necessary materials to the interview (e.g., copies of résumé, copies of letters of reference, paper, writing instruments)
- demonstrating desirable behaviors during interview (e.g., dressing appropriately, maintaining eye contact, speaking clearly and with appropriate volume, displaying positive attitude, listening carefully, asking informed questions, answering questions accurately and completely)
- preparing interview follow-up/thank-you letter, including
  - expression of appreciation for the interview
  - reminder of applicant’s qualifications
  - confirmation of interest in the job
  - request for further action, as appropriate.

Process/Skill Questions

Thinking

- What are the benefits of a job interview to the employer and to the applicant?
- What factors may influence an employer’s impressions of an applicant?
- What legal and ethical issues may arise in connection with a job interview?

Communication

- What are the most important points to communicate during an interview with a prospective employer?
- What questions is an employer likely to ask during an interview?
- What might the answers to each question reveal about the job seeker?
- What questions should applicants ask (or refrain from asking) an interviewer? Explain.

Leadership

- What leadership skills or techniques will help form a positive impression during a job interview?
- How can the job seeker communicate effectively to an interviewer the contributions he or she would make to the organization?
Management

- What management techniques can be used to prepare for a job interview?
- What steps should be taken following a job interview?

National Standards for Family and Consumer Sciences Education

7.1
Analyze career paths within family and human services.

FCCLA National Programs

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
Interpersonal Communications
Job Interview
Leadership

National Programs in Action

Professional Presentation

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**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>English: 12.5&lt;br&gt;History and Social Science: GOVT.1, GOVT.3</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Subject</td>
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<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>History and Social Science: GOVT.1</td>
</tr>
<tr>
<td>42</td>
<td>Analyze the effects of power and authority in work, community, and family settings.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>43</td>
<td>Analyze the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>44</td>
<td>Compare the services available to meet the needs of individuals with diverse needs and challenges.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>45</td>
<td>Analyze the effects on the family of an individual with diverse needs and challenges.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>46</td>
<td>Evaluate individuals with diverse needs and challenges, using formal and informal assessment practices.</td>
<td>English: 12.5</td>
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<tr>
<td>47</td>
<td>Analyze legal and ethical concepts associated with family and human services.</td>
<td>English: 12.3, 12.5</td>
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<tr>
<td>48</td>
<td>Analyze ethical issues related to professional caregiving.</td>
<td>English: 12.3, 12.5, 12.8</td>
</tr>
<tr>
<td>49</td>
<td>Research laws and regulations related to professional caregiving.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td>50</td>
<td>Demonstrate elements of professionalism in the role of caregiver.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>51</td>
<td>Formulate responses to various scenarios involving cultural diversity and preferences of clients and families.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>52</td>
<td>Justify referral of a client/family to appropriate support organizations based on formal and/or informal assessment of needs.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>53</td>
<td>Assess the application of technology in treatment and care of individuals with diverse needs and challenges.</td>
<td>English: 12.2, 12.5</td>
</tr>
<tr>
<td>54</td>
<td>Research characteristics associated with older adults.</td>
<td>English: 12.8</td>
</tr>
<tr>
<td>55</td>
<td>Identify ways to facilitate independence of older adults who need assistance.</td>
<td>English: 12.8</td>
</tr>
<tr>
<td>56</td>
<td>Research elder abuse, neglect, and exploitation.</td>
<td>English: 12.3, 12.8</td>
</tr>
<tr>
<td>57</td>
<td>Demonstrate the assistance needed by a client to meet healthcare needs in activities of daily living (ADL).</td>
<td>English: 12.1, 12.5</td>
</tr>
<tr>
<td>58</td>
<td>Demonstrate physical healthcare knowledge and skills needed by workers in family and human services occupations.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>59</td>
<td>Demonstrate mental healthcare knowledge and skills needed by workers in family and human services occupations.</td>
<td>History and Social Science: GOVT.14</td>
</tr>
<tr>
<td>60</td>
<td>Design a plan of work for accomplishing ADL.</td>
<td>English: 12.1, 12.5</td>
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<tr>
<td>61</td>
<td>Assess the home for safety hazards and sanitation concerns.</td>
<td>English: 12.5, 12.6, 12.7</td>
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<tr>
<td>62</td>
<td>Design a plan to modify the home to accommodate an individual with special needs.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>63</td>
<td>Modify a recipe to reflect a client’s predetermined dietary constraints and preferences.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>64</td>
<td>Create a two-week meal plan to accommodate a client’s predetermined dietary constraints and preferences.</td>
<td>English: 12.6, 12.7</td>
</tr>
</tbody>
</table>
| 65 | Use a variety of communication skills to maintain effective communication among clients, family members, colleagues, and service providers. | English: 12.1, 12.5, 12.6, 12.7  
History and Social Science: GOVT.14 |
| 66 | Demonstrate conflict-resolution skills appropriate to a specific situation. |
| 67 | Identify sources of employment information. | English: 12.2, 12.8 |
| 68 | Evaluate job opportunities. | English: 12.5 |
| 69 | Prepare a job application. | English: 12.5, 12.6, 12.7 |
| 70 | Participate in a mock job interview. | English: 12.6, 12.7, 12.8 |

### 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 I (8264/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 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)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)

Career Cluster: Human Services

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