Introduction to Family and Human Services

8237 18 weeks

8238 36 weeks

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Acknowledgments

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The following educators served on the curriculum development panel:
The focus of Introduction to Family and Human Services is to identify professional opportunities within the Human Services career cluster. Students will use practical problem solving, research, critical thinking, and career decision making to investigate services for clients as well as family and social services to preserve, promote, and protect public health. Students will assess the needs of clients, determine the support needed, and demonstrate human services career skills.
• Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
• Tasks/competencies designated by empty-circle icons (〇) are optional
• Tasks/competencies designated by minus icons (⊖) are omitted
• Tasks marked with an asterisk (*) are sensitive.

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<td>Summarize local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.</td>
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<td>Identify knowledge, skills, abilities, and characteristics of workers within the Consumer Services career pathway.</td>
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<td>Identify knowledge, skills, abilities, and characteristics of workers within the Family and Community Services career pathway.</td>
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<td>Identify knowledge, skills, abilities, and characteristics of workers within the Personal Care Services career pathway.</td>
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<td>Analyze employment trends and opportunities within select Human Services career pathways.</td>
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<td>Research education and training requirements of select occupations within the Human Services Career Cluster.</td>
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<td>Describe professional, legal, and safety issues that confront human services employees.</td>
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<td>Describe laws and regulations that affect human services providers.</td>
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<td>Identify professional organizations and their roles in human services professions.</td>
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<td>Define <em>advocacy</em>.</td>
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<td>Explore opportunities for advocacy, activism, and change agency in the human services field.</td>
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<td>Identify community-networking opportunities in human services.</td>
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<td>Explore ethical issues that may confront workers in human services.</td>
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<td>Explore local, state, national, and global economic issues that affect the Human Services career cluster.</td>
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<td>Analyze societal trends that may affect future employment in human services.</td>
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<td>Demonstrate coping and stress management practices and strategies.</td>
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<td>Describe the importance of a support network.</td>
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<td>Demonstrate techniques that promote the client's confidentiality, dignity, autonomy, and right to privacy.</td>
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<td>Develop strategies that assist individuals and families in accessing resources and making informed choices.</td>
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<td>Write a personal career plan.</td>
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<td>Explore health, wellness, safety, and recreational factors for those experiencing challenges.</td>
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<td>Explore economic, occupational, educational, and other contextual factors for those experiencing challenges.</td>
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<td>Analyze situations that require intervention.</td>
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<td>Identify the signs of abuse, exploitation, and neglect in clients.</td>
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<td>Identify community resources to address needs and promote individual and family well-being.</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

- identifying work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- 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 each member of the family
- evaluating ways in which the family life cycle affects choices and decisions
- defining personal and family values
- examining the social construct of family and work
- examining various employer policies affecting the balance of work and family obligations for employees.

Process/Skill Questions

Thinking

- What supports does each family structure need to be successful?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- How do management strategies for balancing work and family roles change as circumstances change or as a family progresses through its life cycle?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?
- How do work and family structures affect one another?

Communication

- How can employers be respectful of the family and individuals?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques create workplace change?
• How can leadership skills be integrated into the family and the workplace?

Management

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

National Standards for Family and Consumer Sciences Education

1.1
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

FCCLA National Programs

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
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

- How does technology in the workplace affect families?
- What are the advantages of current workplace trends for families?
- What are the advantages of effective time management as it relates to the balance between work and family?
- What are the effects of family stress and/or change on the workplace?

Communication

- How is the importance of work life communicated to family members and the importance of family life communicated to coworkers?
- What communication skills are needed to balance the effects of family life on work? 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?
- What leadership techniques influence the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?
- What forms of technology can help with family communications?

Management

- How can an individual’s management skills be integrated into the family? 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?
What management skills are needed to minimize the effects of family life on work and the effects of work on family life?
What resources can help determine an individual's values toward work and family?

National Standards for Family and Consumer Sciences Education

1.1
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

FCCLA National Programs

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Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship
Interpersonal Communications
Job Interview
Professional Presentation
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
- examining resiliency in families.

Process/Skill Questions

Thinking

- What is the relationship between a family’s circumstances and work productivity?
- What responsibility does an employer have for a worker’s well-being at home?
- When might it be appropriate for an employer to intervene in an employee’s personal/family life?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?
- What community resources are available to help workers balance family and work responsibilities?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What are appropriate and inappropriate ways of communicating personal/family problems to an employer?
- How can communication skills contribute to balancing work and family responsibilities?
- How should other family members respond when their wage earners are going through job transition?

Leadership

- What leadership techniques are effective in resolving conflicts that arise between work and family?
- Why do most public and industry leaders credit their family or upbringing with their success?
- Why is it not always possible to negotiate a mutually beneficial outcome for family conflicts?

Management

- How can management skills help set priorities at work and at home?
- How can managing the home help a person succeed in the workplace?
What management skills are helpful when dealing with change on the job and/or at home?

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

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

**FCCLA National Programs**

Families First: Balancing Family and Career
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Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation
Entrepreneurship
Interpersonal Communications
Job Interview
Professional Presentation
Task Number 42

Analyze ways in which social, economic, and technological changes affect work and family dynamics.

Definition

Analysis should include

- ways work and family are interconnected or independent
- trends associated with the interconnectedness of work and family
- products and services designed or improved in the last 10 years that relate to how work and family roles are balanced or out of balance
- technological advancements, especially in telecommunications, that have enabled a mobile society (e.g., telecommuting, job sharing)
- technological advancements and the effects on human connectedness
- advantages and disadvantages of having a dual-income family
- influence of government programs/laws on family structure.

Process/Skill Questions

Thinking

- In what ways are today’s work and family responsibilities interconnected?
- How has the traditional separation of work and family changed in the last 50 years?
- How does the increase of working women affect men’s and women’s roles in the family?
- What are the effects of the feminization of poverty (i.e., an increasing number of women in short-term, low-wage, dead-end jobs) on single-parent families? On the workplace? On society as a whole?

Communication

- How can families and individuals address the effect of trends in the workplace?
- What kinds of things influence a person's beliefs and attitudes about work and family responsibilities?
- How can family members communicate with each other about their beliefs and attitudes toward work and family responsibilities?

Leadership

- What are the positive and negative effects of technological advances for families?
- What leadership skills can help with managing the effects of work on family life and family life on work?
- What leadership skills are helpful in aligning family income with long-term family goals?

Management

- How can families manage social, economic, and technological changes?
- How might society influence the way families manage their work and family responsibilities?
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
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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
Interpersonal Communications
National Programs in Action
Professional Presentation
Task Number 43

Apply management and planning skills and processes to organize responsibilities.

Definition

Application should include

- identifying support systems that help families manage family and work responsibilities
- examining the effects of role stereotyping
- using problem-solving skills to help balance work and family life
- identifying time-management techniques that help families balance family and work responsibilities.

Process/Skill Questions

Thinking

- How have the expectations of men and women changed in the last 30 years?
- What factors influence our attitudes and beliefs regarding the management of family and work responsibilities?
- Why is sharing responsibilities among family members or work teams important?
- How does sharing responsibilities help build strong families or work teams?

Communication

- What communication skills can help us distribute tasks among family members or work groups according to interests and abilities?
- What are some of the different social expectations of men and women?
- How should married partners decide what roles are appropriate for men and women?

Leadership

- What leadership skills can help in assigning responsibilities in work or family settings?
- What conflicts may arise when the division of tasks is inequitable? How can conflict related to the division of tasks in a relationship be prevented?
- How can leadership skills help us avoid gender stereotyping in the family, in the workplace, and in the community?
- Is it appropriate for family roles to be identified according to gender? Why, or why not?

Management

- What management and planning skills can be used at home and at work to organize responsibilities?
- What criteria should be used to evaluate success in assigning responsibilities in work or family settings?
- How might one's role in the family change throughout the family life cycle?
- How can one assess assumptions about gender roles and expectations?
- What technology can be used to organize work and family responsibilities?
National Standards for Family and Consumer Sciences Education

2.1.1
Apply time management, organizational, and process skills to prioritize tasks and achieve goals.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
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Families First: Parent Practice
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Financial Fitness: Earning
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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
Task Number 44

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

Definition

Identification 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 the consequences when power and authority are used in positive ways at work or in the family? When they are used in negative ways?
- How does one acquire beliefs and attitudes toward power and authority?
- How are power and authority in work and community different from power and authority in the family?
- How is authority determined?

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 and negative ways?
- How can a person best make feelings known to authority figures within the family?

Leadership

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

Management

- How can 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 person exercise power and authority in positive ways?

FCCLA National Programs
Task Number 45

Identify the interrelationship and dynamics of individual and family goals and principles with work goals and principles.

Definition
Identification should include

- identifying factors that influence how families coordinate work and family responsibilities and goals
- comparing individual and family goals and principles with work goals and principles
- comparing traditional and egalitarian beliefs regarding work and family roles of men and women
- predicting changes in the ways work and family roles will be managed in the future.

**Process/Skill Questions**

**Thinking**

- What factors might influence work and family goals and principles?
- How do gender-role expectations change within the continuum from traditional to egalitarian beliefs? What are the positive and negative consequences of each view?
- How have traditional family roles changed in the past three decades?
- In what ways do work and family goals differ with varying family structures?
- How does an aging population influence work and family goals and principles?

**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?
- What are examples of ways that technology can be beneficial to balancing work and family responsibilities?
- How might technology hurt the balance of work and family responsibilities?

**Management**

- What management skills are essential for achieving and maintaining a balance of work and family roles? How can these management skills be learned?
- How can conflicts between work and family responsibilities be resolved?
- How might the way families manage their work and family roles change in the next 10 years? The next 20 years?

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

1.1.6
Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

**FCCLA National Programs**

**Families First: Balancing Family and Career**
Families First: Families Today
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Families First: You-Me-Us
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Financial Fitness: Saving
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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)
Career Investigation
Entrepreneurship
Event Management
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 46
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 as
  - couple
  - 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 laws and policies, such as Family and Medical Leave Act (FMLA).

**Process/Skill Questions**

**Thinking**

- In what ways does the family life cycle play a role in career decisions?
- Why is it important to understand the relationships between stages of the family life cycle and career patterns?
- What factors influence attitudes and beliefs about career involvement at different stages in the family life cycle?
- How can the family life cycle affect a person's professional life?

**Communication**

- Why are different communications skills helpful at different times along the family life cycle?
- How and why should one establish and develop professional goals with one's family?
- How would being in a particular stage of the family life cycle influence time spent at work and time spent with family?

**Leadership**

- How would being in a particular stage of the family life cycle influence opportunities for advancement?
- What leadership skills assist with professional and family decision making?
- Which stage of the family life cycle offers the most difficulty with balancing personal and career responsibilities?

**Management**

- How would being in a particular stage of the family life cycle influence the number of responsibilities at work and at home?
• What steps can be taken to prepare for changes in career patterns?
• How can the family prepare for difficult financial setbacks throughout each stage of the life cycle?

National Standards for Family and Consumer Sciences Education

1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
1.1.4 Analyze potential effects of various career path decisions on balancing work and family.
1.1.5 Determine goals for life-long learning and leisure opportunities for all family members.
1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

FCCLA National Programs

Families First: Balancing Family and Career
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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
Task Number 47

Summarize local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.

Definition

Summary should include how policies are responding to local, national, and global trends in

- availability, affordability, and safety of quality childcare
- family and medical leave, to include maternity/paternity leave
- annual and personal leave
- availability and cost of insurance and variety of service providers
- hiring practices and employment, to include discrimination issues and opportunities for growth
- the economy and availability of career opportunities (e.g., labor market report)
- changes in work environments (e.g., telecommuting)
- workplace expectations, to include safety and diversity
- mental health care.

Process/Skill Questions

Thinking

- How much responsibility does an employer have to help workers balance their work and family roles?
- What are the benefits and risks of family-friendly policies and services from the perspective of management, and from the perspective of employees?
- What factors may influence the employer’s attitudes toward individual and family support? What factors may influence the worker’s attitudes?

Communication

- In what ways can an employer indicate to others that the business is family-friendly?
- Can a reputation for being family-friendly improve a company’s public reputation? Why or why not?
- What can a company expect from employees in return for individual and family support?
Leadership

- What leadership skills may help convince employers to improve workplace policies and attitudes to support individuals and families?
- How can the community work with businesses to help job seekers find employment?
- What are the benefits for employees and employers of flexible working hours, part-time work, job sharing, telecommuting?
- What kinds of workplace support strategies may exist in the future?

Management

- How can management policies support diversity in the workplace?
- How can one promote workplace policies and attitudes that support individuals and families?
- What barriers do employees and managers face when trying to improve workplace policies and attitudes in support of individuals and families?
- What resources are available to those who want to change workplace policies?

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: Balancing Family and Career
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Families First: Meet the Challenge
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Financial Fitness: Earning
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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
Task Number 48

Analyze community resources and systems of formal and informal support available to individuals and families.

Definition

Analysis should include

- defining formal support (e.g., community agencies, churches, organizations, other targeted support groups) and informal support (e.g., school-based programs, friends, teachers, and social network)
- determining areas in which family or work support is needed
- identifying professional support agencies and the services they provide
- developing a series of questions to ask agencies about the services they provide
- matching the need to one or more agencies (e.g., eligibility requirements for services, directions to the agency, steps necessary to initiate services)
- recording the name of the agency or organization and its contact information.

Analysis should include an awareness that availability of and access to community resources varies.

Process/Skill Questions

Thinking
• Why are resources outside of the family or work setting sometimes necessary?
• Why do some families refuse to seek outside help? Why do some workers refuse to recognize their need for outside help?
• What are the consequences of seeking help when it is needed? What are the consequences of not seeking help?
• When should families seek help? Who qualifies to receive it?

**Communication**

• What communication skills does a person need to access professional support services?
• How can technology aid in a search for professional support agencies?
• What communication skills can help one evaluate various sources of support?

**Leadership**

• How can community agencies make themselves known to families in need?
• What factors influence one's attitudes and beliefs about seeking support?
• What happens when individuals or families cannot afford professional support?

**Management**

• How can an individual examine family and work support resources and services?
• What factors contribute to one's ability to put resources into the hands of those who need them?
• What steps can one take to initiate assistance from a support agency?

**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

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
Exploring the Human Services Career Pathways

Task Number 49

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

Definition

Research should include

- intrinsic rewards (e.g., making a difference in the lives of individuals and their families, being a change agent)
- extrinsic rewards (e.g., diverse career opportunities)

Process/Skill Questions

Thinking
• What are the rewards and benefits of a career in human services?
• What are some skills that are essential for a human services professional to be successful?
• Why is it important for human services professionals to be aware of the needs of a diverse population?

Communication

• What characteristics and skills help human services professionals relate to diverse populations?
• Why is confidentiality vitally important in the field of human services?
• What is the importance of clear communication for human services professionals?

Leadership

• How do leadership skills affect career advancement?
• Why is it important to have a strong work ethic and commitment as a human services professional?

Management

• Why are the certain behaviors and characteristics beneficial to an employee in a human services career?
• What criteria could be used to evaluate the skills of a human services professional?

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

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

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship
Task Number 50

Identify knowledge, skills, abilities, and characteristics of workers within the Consumer Services career pathway.

Definition

Identification should include

- behaviors and characteristics highly valued within the Consumer Services career pathway (e.g., problem-solving skills, willingness to learn)
- a determination of potential personality compatibility with jobs in the Consumer Services career pathway.

Please go to the Virginia Career Clusters website for additional information.

Process/Skill Questions

Thinking

- What characteristics and skills help consumer services professionals obtain employment? Maintain employment? Advance in employment?
- How do workplace readiness skills aid in maintaining successful employment?

Communication

- What characteristics and skills help consumer services professionals relate to diverse populations?
- Why is confidentiality vitally important in the field of human services?
- What is the importance of positive language and clear communication in the Consumer Services career pathway?

Leadership

- What leadership skills are needed to demonstrate professionalism?
- How do leadership skills affect career success or failure?
- Why is it important to have a strong work ethic as a consumer services professional?
Management

- Why are the identified behaviors and characteristics beneficial to an employee in a consumer services career?
- What criteria should be used to evaluate the characteristics and skills of consumer services professionals?
- What industry certifications can a student earn while in high school that will benefit a career in this field?

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

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

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 51
Identify knowledge, skills, abilities, and characteristics of workers within the Counseling and Mental Health Services career pathway.

Definition

Identification should include

- behaviors and characteristics highly valued within the Counseling and Mental Health Services career pathway (e.g., ability to handle ethical dilemmas that arise in the pathway, knowledge of confidentiality issues and the individual’s right to privacy, understanding of the importance of self-determination and empowerment, cultural competence, awareness of human behavior and individual differences)
- a determination of potential personality compatibility with jobs in the Counseling and Mental Health Services career pathway.

Please go to the [Virginia Career Clusters website](http://www.virginiacareerclusters.org) for additional information.

Process/Skill Questions

Thinking

- What characteristics and skills help a counseling and mental health services professional obtain, maintain, and advance in a career?
- How can counseling and mental health services improve the quality of life for recipients of those services and their families?

Communication

- What are the benefits and drawbacks of being employed in the Counseling and Mental Health Services career pathway?
- What characteristics and skills help counseling and mental health services professionals relate to diverse populations?
- How is the mental health of a client assessed?

Leadership

- What leadership skills are needed for counseling and mental health services employees to receive promotions?
- Why must counseling and mental health services professionals always advocate for their clients?
- What can counseling and mental health services employers offer to increase the number of workers in the field?

Management

- What types of professional credentials and organizations are available to those seeking employment in the Counseling and Mental Health Services career pathway?
- What makes counseling and mental health services a challenging career pathway?
- What safety issues should counseling and mental health services employees consider?
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

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 Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Career Investigation
Entrepreneurship
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 52

Identify knowledge, skills, abilities, and characteristics of workers within the Early Childhood Development and Services career pathway.
Definition

Identification should include

- knowledge, skills, and dispositions highly valued within the Early Childhood Development and Services career pathway
- a determination of potential personality compatibility with jobs in the Early Childhood Development and Services career pathway.

Process/Skill Questions

Thinking

- What characteristics and skills help early childhood development and services professionals obtain employment? Maintain employment? Advance in employment?
- How can early childhood development and services improve the quality of life for recipients of those services and their families?

Communication

- What are the benefits and drawbacks of jobs in the Early Childhood Development and Services career pathway?
- What characteristics and skills help early childhood development and services professionals relate to diverse populations?
- What are the most important skills and techniques to use when communicating with children?
- What skills are important for establishing communication with English language learners?

Leadership

- How can children be taught leadership skills by an early childhood development and services professional?
- Why must early childhood development and services professionals remain especially tolerant when dealing with children?
- Why is it important that early childhood development and services professionals acquire cultural competence?

Management

- What types of professional credentials and organizations are available to those seeking employment in the Early Childhood Development and Services career pathway?
- What makes early childhood development and services a challenging and rewarding career pathway?
- What industry certifications can a student earn while in high school that will benefit a career in this field?

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

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

FCCLA: STAR Events (2019)
Career Investigation
Entrepreneurship
Focus on Children
Interpersonal Communications
National Programs in Action
Professional Presentation
Say YES to FCS Education
Teach and Train

Task Number 53

Identify knowledge, skills, abilities, and characteristics of workers within the Family and Community Services career pathway.

Definition

Identification should include
- behaviors and characteristics highly valued within the Family and Community Services career pathway, as well as knowledge of various services provided to families (e.g., financial assistance, services for an indigent population and for older adults)
- a determination of potential personality compatibility with jobs in the Family and Community Services career pathway.

Please go to the Virginia Career Clusters website for additional information.

**Process/Skill Questions**

**Thinking**

- What characteristics and skills help family and community services professionals obtain employment? Maintain employment? Advance in employment?
- How do family and community services professionals improve the quality of life for recipients of these services?

**Communication**

- What are the benefits and drawbacks of working in the Family and Community Services career pathway?
- What characteristics and skills help family and community services professionals relate to diverse populations?
- What types of services do family and community services professionals provide?

**Leadership**

- How can family and community services professionals provide for families that cannot provide for themselves?
- Why must family and community services professionals remain especially sensitive and respectful when dealing with family situations?
- How can family and community services professionals reach out to families who need assistance but do not know what services exist?

**Management**

- What types of professional credentials and organizations are available to those seeking employment in the Family and Community Services career pathway?
- What makes family and community services a challenging and rewarding career pathway?
- How can quality professionals be recruited as well as retained in the family and community services profession?
- What industry certifications can a student earn while in high school that will benefit a career in this field?

**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.
Task Number 54

Identify knowledge, skills, abilities, and characteristics of workers within the Personal Care Services career pathway.
Definition

Identification should include

- conduct and training highly valued within the Personal Care Services career pathway
- a determination of skills, values, and interests that align with jobs in the Personal Care Services career pathway.

Please go to the Virginia Career Clusters website for additional information.

Process/Skill Questions

Thinking

- What training, education, and skills help personal care services professionals obtain employment? Maintain employment? Advance in employment?
- Why are skilled personal care services professionals in high demand?

Communication

- What are the advantages and disadvantages of working in the Personal Care Services career pathway?
- What characteristics and skills are essential for personal care services professionals to relate to diverse populations?
- Why is communication a vital part of working in the Personal Care Services career pathway?

Leadership

- How can personal care services professionals work toward self-employment or ownership?
- What are examples of careers available for personal care services professionals?

Management

- What types of professional credentials and organizations are available to those seeking employment in the Personal Care Services career pathway?
- What makes personal care services a challenging and rewarding career pathway?

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

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 55

Analyze employment trends and opportunities within select Human Services career pathways.

Definition

Analysis should include

- identifying resources that offer job outlook data (e.g., Virginia Education Wizard, Occupational Outlook Handbook, Career One Stop, Virginia CTE Trailblazers)
- researching how technology affects job creation and the demand for skilled workers
- interpreting how the current economy and local demographics affect employment trends within Human Services career pathways.
Process/Skill Questions

Thinking

- How do skill, value, and interest assessments help one identify a realistic career path?
- Why is it important to identify personal skills, values, and interests before choosing a career path?

Communication

- What communication skills are needed to research potential careers?
- What questions should one ask to determine entrepreneurial opportunities in a career?

Leadership

- What steps should one take to reach career goals?
- What steps are being taken to increase the numbers of qualified workers for jobs in the Human Services career cluster?

Management

- What factors should be considered when setting career goals?
- What personal factors will influence employment opportunities?
- What criteria should be used to determine an appropriate career path?

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

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

FCCLA: STAR Events (2019)
Task Number 56

Research education and training requirements of select occupations within the Human Services Career Cluster.

Definition

Research should result in

- predicting the influence of technological advancements on human services professions
- identifying academic skills necessary for successful employment in family and human services
- analyzing various entry-level, part-time, and volunteer positions that offer an opportunity to explore human services careers
- demonstrating job-acquisition skills to gain work-based learning opportunities and employment in family and human services careers.

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

Process/Skill Questions

Thinking

- What factors should one consider when deciding to further one's education?
- When could further education have a negative effect on one's job?

Communication

- How can one best communicate to a superior the desire to continue education or training?
- How can new training or educational opportunities be advertised in the office setting?

Leadership

- How can employers encourage employees to further their education or training?
- What financial rewards should employers offer employees seeking further education or training?
Management

- What kinds of training would enhance a career in family and human services?
- How can management create flexibility in allowing employees time to pursue education or training?

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

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

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation

Say YES to FCS Education

Task Number 57
Describe professional, legal, and safety issues that confront human services employees.

Definition

Description should include issues such as

- Americans with Disabilities Act (ADA)
- discrimination (race, age, pregnancy, gender, gender identity, sexual orientation, religion) legislation
- Individuals with Disabilities Education Act (IDEA)
- Family Educational Rights and Privacy Act (FERPA)
- workplace harassment (under the Civil Rights Act of 1964)
- social security fraud
- Occupational Safety and Health Administration (OSHA)
- Health Insurance Portability and Accountability Act (HIPAA)
- workplace policies.

Process/Skill Questions

Thinking

- How can one identify reliable information related to the human services industry's safety issues?
- What is the best way to create networking opportunities between family and community services?
- What are the consequences of deceptive human services practices on the family? Community?

Communication

- What is the best way to express concerns about ethical practices used in community services programs?
- What additional human services could create a positive change in the community?
- How can people working together help decrease harmful, deceptive, or fraudulent community services?

Leadership

- How can an employer encourage professionalism?
- How might a person's values interfere with making professional or ethical decisions in a service?
- How can one voice an opinion in the public forum? What is an example of when one might do this appropriately?

Management

- What resources are needed to analyze harmful and deceptive human services practices?
- How can unethical behavior by government offices and businesses affect the local community?

National Standards for Family and Consumer Sciences Education

7.2.2
Analyze professional, ethical, legal, and safety issues for human service employees.
Task Number 58

Describe laws and regulations that affect human services providers.

Definition

Description should include

- fair labor practices
- equal opportunity
- fair wage
- child abuse and neglect laws
- criminal background checks
- periodic drug screening
- driving record checks
• federal, state, and local inspections
• professional credentialing and licensing expectations
• the rights and responsibilities of human services participants and their families.

Process/Skill Questions

Thinking

• Why do human services providers need laws and regulations?
• What are the consequences of disobeying laws and regulations in the human services area?
• Why is it important to perform criminal background checks on personnel within the human services industry?

Communication

• How can one learn about the laws pertaining to family and human services?
• What is the typical procedure for reporting a legal violation on the job?
• Who are the mandated reporters in cases of neglect and abuse?

Leadership

• How might a professional work to change an existing law?
• How can human services workers model behaviors?
• How can an employee demonstrate that he/she is ready to take on more responsibility?

Management

• What laws protect service providers?
• Who enforces compliance in the human services industry?
• What are the licensing requirements for various jobs in family and human services?

National Standards for Family and Consumer Sciences Education

7.2.3  
Summarize licensing laws and regulations that affect service providers and their participants.

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: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice
Task Number 59

Identify professional organizations and their roles in human services professions.

Definition

Identification should include organizations such as the following:

- Child Development Associate National Credentialing Program (CDA)
- National Association for the Education of Young Children (NAEYC)
- Gerontological Society of America (GSA)
- National Council on Aging (NCOA)
- Council on Social Work Education (CSWE)
- National Organization for Human Services (NOHS)
- National Association of Area Agencies on Aging (N4A)
- National Association of Social Workers (NASW)
- National Council on Family Relations (NCFR)

Identification should also include the following organizational roles:

- Professional growth
- Certification
- Lobbying
- Networking
• Resources
• Recognition
• Advocacy

Process/Skill Questions

Thinking

• What are the roles of professional organizations?
• Why is maintaining membership important?
• Why is it important to attend conferences and professional development opportunities provided by a relevant professional organization?

Communication

• What are examples of how professional organizations provide opportunities for networking?
• What resources are provided by professional organizations?
• What are professional organization bylaws, and what do they ensure?

Leadership

• Why should human services professionals consistently and persistently advocate for their clients?
• What opportunities for leadership are available in professional organizations?
• Why do professional organizations maintain organizational structure and leadership hierarchies?

Management

• What are the fees associated with professional organization membership?
• What is included in membership? Why are ethical codes of conduct enforced in professional organizations?
• How do professional organizations affect social policy and laws?

National Standards for Family and Consumer Sciences Education

7.1.6
Analyze the role of professional organizations in family and community services professions.

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
Task Number 60

Define advocacy.

Definition

Definition should include distinction between professional advocacy vs. advocacy of the client population.

Process/Skill Questions

Thinking

- Why should human services personnel advocate for clients?
- What are the levels of advocacy? What are examples of each level?

Communication

- How does one begin advocating for a group?
- What are the communication skills needed to advocate?

Leadership
- What are the benefits of advocacy?
- How can a professional become active in human services legislation at the state and national levels?

Management

- What are the negotiation and mediation skills involved in being an effective advocate?
- Why are human services professionals in a unique position to serve as advocates?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Professional Presentation

Public Policy Advocate

Task Number 61

Explore opportunities for advocacy, activism, and change agency in the human services field.

Definition

Exploration may include
• promoting self-determination
• differentiating between advocacy and activism
• identifying appropriate roles for advocacy in the local, state, and federal levels.

Exploration should also include low-, middle-, and high-level advocacy strategies:

• Low—gather information and network
• Middle—maintain memberships in professional organizations and communicate with federal and local agencies and legislators
• High—communicate with stakeholders and voters

**Process/Skill Questions**

**Thinking**

• Why should human services personnel advocate for their clients?
• What are the resources human services personnel use to advocate for their clients?

**Communication**

• How might a family and human services professional advocate for clients?
• Who can assist a professional who would like to begin advocating for a group?
• What are the communication skills needed to be an effective advocate?

**Leadership**

• Why are human services professionals required to have more advocacy responsibilities?
• What are the benefits of advocacy?

**Management**

• How do advocates balance family and work responsibilities?
• How can advocates delegate responsibilities to others?

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

7.1.6
Analyze the role of professional organizations in family and community services professions.

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

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You
Task Number 62

Identify community-networking opportunities in human services.

Definition

Identification should include listing community services and cultivating partnerships within the community (e.g., charities and nonprofits, local educational institutions, criminal justice offices, social service agencies, faith-based organizations, civil organizations, better business bureaus, online networking sites, state and federal government).

Process/Skill Questions

Thinking

- What is networking, and why is it crucial to human services agencies?
- Why do businesses form partnerships with human services agencies?
- How can human services agencies use the Internet for networking purposes?

Communication

- What are some strategies for contacting potential partners in the industry?
- How do referrals help enlarge one's network?
- How does social media help enlarge one's network?
Leadership

- How does networking affect policy making?
- How do the benefits of networking outweigh the investment made in them, considering factors such as money, time, energy, availability, and accessibility?

Management

- Why is it important to include a variety of contacts within one's network?
- Why is time management important when networking?

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

FCCLA: STAR Events (2019)

Career Investigation
Chapter Service Project Display
Chapter Service Project Portfolio
Event Management

Interpersonal Communications

Leadership

National Programs in Action
Professional Presentation

Public Policy Advocate

Task Number 63

Explore ethical issues that may confront workers in human services.

Definition

Exploration should include

- analyzing harmful, fraudulent, and deceptive human services practices
- protecting self and others from harm
- respecting diversity
- maintaining confidentiality
- using developmentally-appropriate practices
- maintaining a separation of church and state
- identifying how social media can raise ethical issues in the workplace
- listing possible consequences of unethical behavior.

Process/Skill Questions

Thinking

- What are the goals for working cooperatively in groups?
- What beliefs, actions, or conditions create limits for demonstrating professional behavior in the community? In the workplace?
- What laws support ethical behavior in the workplace?

Communication

- What would be the consequences for not communicating rules, regulations, and policies in the workplace? In the community?
- What religious, cultural, and legal factors affect professional decision making?
- How does the use of social media affect professionalism?

Leadership

- What skills would be beneficial in working cooperatively with others?
- What can be done to inspire a clear vision of professionalism?
- How can social media be used positively and negatively in professional workplaces?

Management
• What happens if one disregards rules, regulations, and policies in the workplace?
• What criteria would one use to determine a person's level of professionalism?
• What might be the long-term consequences of identifying professional resources to be used in the workplace? In families? In the community?

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.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Meet the Challenge
Power of One: A Better You
Power of One: Family Ties
Power of One: Take the Lead
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Entrepreneurship
Interpersonal Communications
Leadership

Task Number 64
Explore local, state, national, and global economic issues that affect the Human Services career cluster.

Definition

Exploration should include researching labor market data and reports on the following pathways:

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Process/Skill Questions

Thinking

- How do events in other countries influence the job market in the United States?
- How can a change in the U.S. economy affect one's ability to get, keep, or achieve promotion in a job?
- How can local demographics affect services provided?

Communication

- How does one research current events and changes in the economic climate? Why is it important to do so?
- What are the best sources for U.S. jobs data?
- How can social media be used to in communicating about local, state, and global economic issues?

Leadership

- Why should leaders provide resources for human services?
- Why is it important to conserve resources?
- How does one determine whether private or public entities are responsible for providing specific human services?

Management

- How might a family and human services professional influence the allocation of resources?
- How do the childcare or older adult industries affect the national and global economy?
- What might be the consequences of failing to provide certain human services?

National Standards for Family and Consumer Sciences Education

7.1.4
Analyze the effects of family and human service careers on local, state, national, and global economies.

FCCLA National Programs
Task Number 65

Analyze societal trends that may affect future employment in human services.

Definition

Analysis should include

- family structure and life cycle trends
- income habits and wages
- demographic trends
- employer attitudes and employee services and benefits (e.g., insurance)
- changes in local, state, and national government
- changes in technology.

Process/Skill Questions
Thinking

- How do intergenerational changes affect the human services industry?
- How has family structure changed over the last 30 years?
- What are the stages of the family life cycle, and how do they affect employment decisions?
- How can changes at any level of government affect employment opportunities?
- What might be the effects of technology on employment opportunities?

Communication

- What are the best resources that describe social trends in the U.S. or global market?
- What are the ethnic trends affecting U.S. demographics? What are the language issues?
- How does an agency communicate its desire and ability to adapt to social change?
- How does government affect the population of the U.S. and thus the availability of employment?

Leadership

- What are the advantages of adapting to social change?
- What are some social changes occurring in the U.S. today?
- What technological trends are affecting social change and employment in the U.S. today?

Management

- How do human services providers adapt to social change?
- How does agency policy change to account for social change?
- How has technology caused change in the workplace?

National Standards for Family and Consumer Sciences Education

7.1.4
Analyze the effects of family and human service careers on local, state, national, and global economies.

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
Exploring the Strengths and Needs of a Diverse Population

Task Number 66

Demonstrate coping and stress management practices and strategies.

Definition

Demonstration may include

- recognizing the causes of stress and fatigue, including systemic challenges
- identifying the role of counseling in building resilience.

Process/Skill Questions

Thinking

- Why do all people experience feelings of stress in dealing with family and work?
- What causes burnout?
• How can feelings of guilt damage relationships?

Communication

• How can people learn to communicate feelings of guilt and stress?
• Why do people sometimes have a difficult time expressing feelings of stress?

Leadership

• How can leaders help others deal with fatigue and stress?
• What leadership skills are needed to identify the stresses of family life and the workplace?

Management

• What resources are available for dealing with stress and fatigue?
• How can fatigue influence job performance?

National Standards for Family and Consumer Sciences Education

13.1.6
Demonstrate stress management strategies for family, work, and community settings.

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

Student Body: The Resilient You
Task Number 67

Describe the importance of a support network.

Definition

Description should include

- explaining what a support network is (e.g., family, friends, community, work- and faith-based organizations) and what it can do
- assessing the level of need
- receiving financial, physical, medical, emotional, educational, and additional resources.

Process/Skill Questions

Thinking

- Why is networking an integral part of professional life?
- How can a mentor play a vital role in the professional life of a new employee?

Communication

- What kinds of educational experiences can enhance job performance?
- What kinds of communication skills are needed to create a successful professional network?

Leadership

- What kind of networking should employers encourage among employees?
- How can networking have a positive and negative influence on a company?

Management

- What resources are available to identify educational opportunities?
- What resources are available to find appropriate networking opportunities?

National Standards for Family and Consumer Sciences Education

7.4.6
Summarize the appropriate support needed to address selected human services issues.

**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 Resilient You

**FCCLA: STAR Events (2019)**

- Interpersonal Communications
- National Programs in Action
- Professional Presentation
- Public Policy Advocate

**Task Number 68**

Democracy techniques that promote the client's confidentiality, dignity, autonomy, and right to privacy.
Definition

Demonstration should include

- documenting secure and private records
- practicing professional demeanor and communication skills
- citing agency procedures and policies
- treating all clients equally and respectfully
- establishing a rapport with all clients
- involving the client in all decisions and choices for care.

Process/Skill Questions

Thinking

- Why is it important to maintain the client’s dignity?
- Why is it important to maintain the client’s autonomy?
- Why is it important to maintain the client’s right to privacy?

Communication

- Why is it important to demonstrate respect for clients' dignity and autonomy?
- Why is it important to maintain the client's right to privacy?
- How can verbal and nonverbal communication convey dignity and respect?

Leadership

- How do effective leaders model professionally-appropriate behaviors?
- How can staff be encouraged to maintain professionalism and a positive attitude toward clients?
- Where can one find vision and mission statements that address equality?

Management

- How does a professional maintain private and secure client documentation?
- How does management ensure that policies and procedures are followed by staff?
- How do family and human services professionals empower clients to make their own choices?
- What protocol is being used to ensure clients' privacy and autonomy?

National Standards for Family and Consumer Sciences Education

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

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: Balancing Family and Career
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

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Task Number 69

Develop strategies that assist individuals and families in accessing resources and making informed choices.

Definition

Development of strategies should result in identifying public and private human services resources and agencies. Development of strategies should also involve describing and using the steps in the problem-solving process.

Process/Skill Questions

Thinking

- How does a professional know when the information gathered is adequate?
- What factors influence one's belief in the reliability of information sources?
- What ethical issues might be involved in individual and family problem solving?

Communication

- How can the credibility of a source be evaluated?
- What communication skills should one use to investigate and select resources for individual and family problem solving?
- What are the dangers and risks of taking information out of context?
Leadership

- What leadership skills can help one evaluate the reputation of information sources?
- How can leaders ensure that resources are deemed adequate for problem solving?

Management

- How can one use the information and resources obtained to solve problems?
- What action should follow after gathering accurate, reliable information?
- Why does one need to determine the reliability of a resource before using it?

National Standards for Family and Consumer Sciences Education

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

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

7.2.7
Analyze community-networking opportunities in 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

FCCLA: STAR Events (2019)

Chapter Service Project Display

Chapter Service Project Portfolio

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 70
Write a personal career plan.

Definition

Writing a personal career plan should include determining the advantages of continuing education and training for a career in family and human services.

Process/Skill Questions

Thinking

- How does one identify skills and knowledge needed to enter the field of family and human services?
- What factors influence the choice of this career path?
- What are the consequences of setting goals that are not clearly stated, not specific, not measurable, or that lack deadlines?

Communication

- What communication skills are needed to develop an action plan?
- How can a professional motivate others to participate in an action plan?

Leadership

- Why should a career plan be ambitious, challenging, and versatile?
- What leadership skills does one need to meet goals?
- Why is it important to ask for help?

Management

- What resources are needed to put an individual's career plan into action?
- What criteria might be used to evaluate one's course of action to achieve a career goal?

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: Working on Working

FCCLA: STAR Events (2019)

Career Investigation
Task Number 71

Explore health, wellness, safety, and recreational factors for those experiencing challenges.

Definition

Exploration should include

- defining challenges in health, wellness, safety, and recreation
- determining the use of assessments required to address current challenges
- providing necessary accommodations so that assessments can be conducted
- determining the top issues or signs for those who may have health, wellness, safety, and recreational challenges
- conducting formal and informal observations of clients
- asking clarifying questions to match the services to the client
- handling client forms, referrals, and procedures as outlined by the oversight agency and government
- identifying priority or critical-needs cases.

Process/Skill Questions

Thinking

- What are some examples of developmentally-appropriate activities for those experiencing challenges?
- What are some examples of accommodations that could be suggested for those experiencing challenges?
- What are common health concerns that affect clients experiencing challenges?

Communication

- How can determining a client's challenging condition aid communication with that client?
- How can a professional communicate health, wellness, and safety information to clients experiencing challenges?
- How does a professional communicate information about nutrition?

Leadership

- What is the responsibility of the community in providing recreational opportunities for its citizens?
- How can leaders play a significant role in addressing the health, wellness, and safety challenges that community members experience?
- Why is it important to understand diversity throughout the community?

Management
- How do good managers handle positive and negative feedback from clients, their families, and the community?
- How does diversity affect management?

**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**

**Power of One: A Better You**

**Power of One: Family Ties**

**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**

**National Programs in Action**

**Professional Presentation**

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**Task Number 72**

**Explore economic, occupational, educational, and other contextual factors for those experiencing challenges.**

**Definition**

Exploration should include

- determining the type of, need for, and value of assessment
- defining economic, occupational, educational, and living-environment challenges
- providing necessary accommodations so that an assessment can be conducted
- analyzing assessment results to determine client challenges
• demonstrating understanding of the intake process (e.g., gathering relevant and essential information from the client)
• conducting formal and informal observations of clients
• matching the services to the client
• handling client forms, referrals, and procedures as outlined by agency and government
• identifying priority or critical-needs cases.

Process/Skill Questions

Thinking

• What information is required to help clients experiencing economic, occupational, educational, and living-environment challenges?
• Why is it important to be aware of the effects that challenging conditions have on clients?
• Whose interests are served by understanding client challenges?

Communication

• How can a professional improve communication with those experiencing challenges?
• What resources can be used when communication becomes challenging?
• How can communication improve the quality of life for clients with economic, occupational, educational, and living-environment challenges?

Leadership

• What skills are needed when working with those experiencing challenges?
• How can family and human services professionals evaluate their effectiveness?
• How can a professional prioritize referrals of clients experiencing challenges?

Management

• What resources assist personnel in helping those experiencing challenges?
• What skills are necessary to manage the living environment of a person experiencing challenges?
• Why is it important to develop a crisis-intervention plan?

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: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 73

Analyze situations that require intervention. (sensitive)

Definition

Analysis should include

- determining the risk/danger of a client harming himself or herself or others
- defining intervention
- determining the level of intervention needed
• determining safety issues
• performing case-study analysis, to include cultural and familial factors
• identifying individuals placed at risk/danger (as determined by signs of abuse, poor hygiene, problematic behavior, malnutrition, and other signs of neglect).

Process/Skill Questions

Thinking

• How does one determine when an intervention is needed?
• What might happen if an intervention does not occur?
• What are the types of interventions?
• What factors need to be considered before an intervention?

Communication

• Why is collaboration important in determining the need for, and level of, intervention?
• Why is it important to thoroughly document client history?
• Who serves as an advocate for the client when an intervention is needed?

Leadership

• Who is responsible for providing an intervention?
• Why is it important to intervene?
• What skills are needed to determine and carry out an intervention?

Management

• Who is required to report the need for intervention?
• How is an intervention report filed?
• What are the consequences for those who neglect reporting responsibilities?

National Standards for Family and Consumer Sciences Education

7.4.5
Analyze situations which require crisis intervention.

7.4.6
Summarize the appropriate support needed to address selected human services issues.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You

Power of One: Family Ties
Task Number 74

**Identify the signs of abuse, exploitation, and neglect in clients. (sensitive)**

**Definition**

Identification should include

- recognizing the types and signs of abuse, exploitation, and neglect
- distinguishing among abuse, exploitation, and neglect
- determining the situations that may cause abuse, exploitation, and neglect
- understanding the needs of clients of different age groups
- identifying the agencies to which abuse, exploitation, and neglect cases are reported
- identifying how and when to file reports.

**Process/Skill Questions**

**Thinking**

- What are the symptoms that a person could be suffering from abuse or neglect?
- What are the types of abuse and neglect?
• What are the short- and long-term effects of (physical, emotional, intellectual, and/or social) abuse and neglect?

Communication

• What should be done if one suspects a person is being abused or neglected?
• What are the local and/or national agencies that should be contacted in cases of suspected abuse or neglect?
• How should a professional communicate with an abuse and/or neglect victim to provide the appropriate services?

Leadership

• What are the roles of family members and of health professionals in abuse and neglect programs?
• How does one know if he/she is effectively informing the community about resources available to abuse victims and their families?
• How can a community reduce the number of cases of neglect and abuse?

Management

• What local resources are available to victims of abuse and neglect?
• How can stress-management techniques be helpful in preventing abuse?
• What steps are required to make sure abuse and neglect victims are not overlooked?

National Standards for Family and Consumer Sciences Education

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

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

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

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: Working on Working

STOP the Violence
Task Number 75

Identify community resources to address needs and promote individual and family well-being.

Definition

Identification should include

- community supports
- resources
- suggested strategies to promote family wellness
- social services supports
- policy approaches.

Process/Skill Questions

Thinking

- What contextual factors should be considered when determining needs of people experiencing challenges?
- What factors will affect decisions about accommodations for those experiencing challenges?
- What are sensitive issues associated with advocating for those experiencing challenges?

Communication

- How is a family affected financially, socially, and emotionally when living with a family member who is experiencing challenges?
- What questions can help a professional evaluate levels of stress within a family?
- What are the benefits of modeling verbal and nonverbal communication skills when counseling or advising families?
Leadership

- What skills are needed to assist people experiencing challenges?
- How can one develop strategies to manage conflicts?
- What can happen to a family if any member has his or her needs neglected?

Management

- What happens if a person's right to privacy is neglected?
- What criteria would be used to determine proper adjustment strategies for a caregiver?
- What would be the short- and long-term consequences of not considering needs and accommodations for those experiencing challenges?

National Standards for Family and Consumer Sciences Education

7.4.6
Summarize the appropriate support needed to address selected human services issues.

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

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
### SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English: 10.5, 11.5, 12.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>History and Social Science: GOVT.16, VUS.1, WHII.1</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>42</td>
<td>Analyze ways in which social, economic, and technological changes affect work and family dynamics.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>43</td>
<td>Apply management and planning skills and processes to organize responsibilities.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>44</td>
<td>Identify the effects of power and authority in work, community, and family settings.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>45</td>
<td>Identify the interrelationship and dynamics of individual and family goals and principles with work goals and principles.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>46</td>
<td>Identify the interrelationship between career path decisions and individual/family life decisions throughout the family life cycle.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>47</td>
<td>Summarize local, national, and global policies, issues, and trends in the workplace and community that affect individuals and families.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>Page</td>
<td>Task Description</td>
<td>English Levels</td>
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<tr>
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<tr>
<td>48</td>
<td>Analyze community resources and systems of formal and informal support available to individuals and families.</td>
<td>10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</td>
</tr>
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<tr>
<td>49</td>
<td>Research the rewards and benefits of a career in human services.</td>
<td>10.8, 11.8, 12.8</td>
</tr>
<tr>
<td>50</td>
<td>Identify knowledge, skills, abilities, and characteristics of workers within the Consumer Services career pathway.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>51</td>
<td>Identify knowledge, skills, abilities, and characteristics of workers within the Counseling and Mental Health Services career pathway.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>52</td>
<td>Identify knowledge, skills, abilities, and characteristics of workers within the Early Childhood Development and Services career pathway.</td>
<td>10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>53</td>
<td>Identify knowledge, skills, abilities, and characteristics of workers within the Family and Community Services career pathway.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>54</td>
<td>Identify knowledge, skills, abilities, and characteristics of workers within the Personal Care Services career pathway.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>55</td>
<td>Analyze employment trends and opportunities within select Human Services career pathways.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td>56</td>
<td>Research education and training requirements of select occupations within the Human Services Career Cluster.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>57</td>
<td>Describe professional, legal, and safety issues that confront human services employees.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td>58</td>
<td>Describe laws and regulations that affect human services providers.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td>59</td>
<td>Identify professional organizations and their roles in human services professions.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td>60</td>
<td>Define advocacy.</td>
<td>10.3, 11.3, 12.3</td>
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<tr>
<td>61</td>
<td>Explore opportunities for advocacy, activism, and change agency in the human services field.</td>
<td>10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<td></td>
<td>Description</td>
<td>History and Social Science: GOVT.1, GOVT.7, GOVT.8, GOVT.9, GOVT.16</td>
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<tr>
<td>62</td>
<td>Identify community-networking opportunities in human services.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<td></td>
<td></td>
<td>History and Social Science: GOVT.1, GOVT.16</td>
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<tr>
<td>63</td>
<td>Explore ethical issues that may confront workers in human services.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<td></td>
<td></td>
<td>History and Social Science: GOVT.11, GOVT.16</td>
</tr>
<tr>
<td>64</td>
<td>Explore local, state, national, and global economic issues that affect the Human Services career cluster.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.15, VUS.14, WG.16, WG.17, WHII.14</td>
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<tr>
<td>65</td>
<td>Analyze societal trends that may affect future employment in human services.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.15, VUS.14, WG.15, WG.17, WHII.14</td>
</tr>
<tr>
<td>66</td>
<td>Demonstrate coping and stress management practices and strategies.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td>67</td>
<td>Describe the importance of a support network.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
<tr>
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<td>Demonstrate techniques that promote the client's confidentiality, dignity, autonomy, and right to privacy.</td>
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<td></td>
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<td>Develop strategies that assist individuals and families in accessing resources and making informed choices.</td>
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<td>Write a personal career plan.</td>
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<td>71</td>
<td>Explore health, wellness, safety, and recreational factors for those experiencing challenges.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
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<td>72</td>
<td>Explore economic, occupational, educational, and other contextual factors for those experiencing challenges.</td>
<td>English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>73</td>
<td>Analyze situations that require intervention.</td>
<td>English: 10.3, 10.5, 11.3, 11.5, 12.3, 12.5</td>
</tr>
<tr>
<td>74</td>
<td>Identify the signs of abuse, exploitation, and neglect in clients.</td>
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</tr>
<tr>
<td>75</td>
<td>Identify community resources to address needs and promote individual and family well-being.</td>
<td>English: 10.5, 11.5, 12.5</td>
</tr>
</tbody>
</table>

**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.”

**FCCLA Competitive Events and National Programs Information**

Note: Subject matter in this course can help prepare students for FCCLA/LifeSmarts Knowledge Bowl competition. Check out the national FCCLA website for additional contests offered yearly that would support content in this class, as well as Skill Demonstration Events conducted at National Cluster Meetings each fall. Competitive Events, including STAR Events and National Programs, are subject to changes and additions on a yearly basis. FCCLA members and chapters may elect to plan projects in programs and competitions other than the ones listed within the framework.

**Virginia's All Aspects of an Industry: Web Resources**

Virginia’s All Aspects of an Industry

Explore this site to find lots of Web addresses helpful in instructing students in Virginia’s All Aspects of an Industry. Teachers may click on each skill to access related lesson plans and other resources for teaching the skill.
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 and Human Services II (8265/36 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)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 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>
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</thead>
<tbody>
<tr>
<td>Consumer Services</td>
<td>Consumer Advocate</td>
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<tr>
<td></td>
<td>Debt Counselor</td>
</tr>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Career Counselor</td>
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<td></td>
<td>Marriage and Family Therapist</td>
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<tr>
<td></td>
<td>Mental Health Counselor</td>
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<td></td>
<td>Rehabilitation Counselor</td>
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<td></td>
<td>Substance Abuse and Behavioral Disorder Counselor</td>
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<tr>
<td>Family and Community Services</td>
<td>Adult Day Care Coordinator</td>
</tr>
<tr>
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<td>Grief Counselor</td>
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<tr>
<td>Pathway</td>
<td>Occupations</td>
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<tr>
<td>Personal and Home Care</td>
<td>Aide</td>
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<tr>
<td>Volunteer Coordinator</td>
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</tr>
<tr>
<td>Personal Care Services</td>
<td>Personal Trainer</td>
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