



SAMPLE

Human Services: Family and Community Services

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Family and Community Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Family and Community Services Pathway	SAMPLE Occupations Relating to This Pathway
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Human Services	Occupations Requiring Less Than a Baccalaureate Degree ▶ Adult Day Care Coordinator ▶ Adult Day Care Worker ▶ Child Life Educator ▶ Community Housing Service Worker ▶ Community Service Director ▶ Coordinator of Volunteers ▶ Director, Religious Activities/ Education Programs ▶ Emergency and Relief Worker ▶ Geriatric Services Worker ▶ Human Services Worker ▶ Leisure Activities Coordinator ▶ Religious Leader ▶ Residential Advisor ▶ Social and Human Services Assistant ▶ Social Services Worker
	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Human Growth and Development	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance		• Family and Community Services	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Family and Community Services • Safety, Health and Environment	Occupations Requiring Baccalaureate Degree ▶ Career Counselor ▶ Child Life Specialist ▶ Dietician ▶ Employment Counselor ▶ Licensed Professional Counselor ▶ Marriage and Family Counselor ▶ Social Worker ▶ Vocational Rehabilitation Counselor
	Year 14	Speech/ Oral Communication Technical Writing	Statistics	Biological Science Physical Science	American History Educational or Child Psychology		• Ethics and Legal Responsibilities • Family and Community Services Practices	
	Year 15	Continue courses in the area of specialization.					• Continue Courses in the Area of Specialization	
	Year 16						• Complete Family and Community Services Major (4-Year Degree Program)	

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Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=91>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=48>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

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Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=91>. These skills are reinforced through participation in student organization activities.

#1

Introduction to Human Services: This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Learners will investigate a broad range of human services careers through interest inventories and observations. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=48>. These skills are reinforced through participation in student organization activities.

#2

Information Technology Applications: Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, develop presentation skills, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

#3

Human Growth and Development: This course provides basic knowledge of human growth and development as well as skills necessary for lifelong development, health and safety, CPR/first aid and nutrition. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Careers in Human Services are explored.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=48> and should include appropriate student activities.

#4

Family and Community Services: This course introduces applications within professions related to family and community services. Students will identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic and cultural context to increase awareness of family and community services. Students will develop skills in how to evaluate and identify a range of effective communication strategies and skills necessary to establish a collaborative relationship with others. A work-based learning/practicum experience will be provided.

#5

Introduction to Family and Community Services: This course provides concepts for how to recognize concerns and assist individuals to make informed decisions as well as how to follow various treatment plans to adjust to client needs. Students will learn how to access community resources to gain a broad awareness of available help, how to research and use state and local social service providers to expand their resource base, and how to communicate with a client's family to gain family support.

#6

Safety, Health and Environment: Students will examine laws governing abuse, neglect and confidentiality, and other health and safety situations to establish legal aspects of the operation. Students will examine crisis prevention, intervention and resolution techniques to formulate emergency plans including seeking outside assistance to address particular situations.

#7

Ethics and Legal Responsibilities: This course teaches the rules of confidentiality and how to apply them to inspire confidence. Students will observe ethical and legal responsibilities to maintain client confidentiality, exercise proper judgment to balance reporting requirements with privacy needs, and prepare indoctrination materials to ensure individuals are aware of rights of personal access to records and the right to give or refuse consent for release of information. Students will learn to follow policy and be advocates for children and families.

#8

Family and Community Services Practices: Students will develop the skills of exercising formal and informal assessment practices in order to respond to the needs, desires and interests of the clients. Students will visit other sites and agencies to identify available community support and service networks.

