

Introduction to Human Studies

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H19
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in both the <i>Dietetics and Nutrition</i> and <i>Human and Social Sciences</i> programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at <https://www.tennesseefccla.org/>

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-6** | Visit school cafeteria to learn about school nutrition guidelines.
- **Standards 7-8** | Invite a city planner to talk about the importance of green space.
- **Standards 9-11** | Participate in a panel discussion with social service providers to talk about career planning and advancement.
- **Standards 12-18** | Invite a teen substance abuse counselor to discuss teen drug abuse and the importance of good communication in the counseling field.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Introduction to Human Studies is a foundational course for students interested in becoming a public advocate, social worker, dietician, nutritionist, counselor, or community volunteer. Upon completion of this course, a proficient student will have an understanding of human needs, overview of social services, career investigation, mental health, and communication. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Program of Study Application

This is the introductory course in both the *Human and Social Sciences* and *Dietetics and Nutrition* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Human Services website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html>.

Course Standards

Human Needs

- 1) Describe the different levels of human growth (using research such as Maslow's hierarchy of needs) and articulate the different characteristics of each level. Make a graphic that illustrates the pattern of metamotivation as humans fulfill each type of needs.
- 2) Evaluate factors that impact human growth and physical development in areas related to personality development, temperament, self-understanding, and interpersonal relationships with family and peers. Make a chart/informational graphic of how each of these factors contributes to building healthy relationships and their role of self-actualization in human development.
- 3) Research the development of self-esteem and self-image in individuals. Create a list of factors that promote and hinder the development of positive self-esteem and self-image. Formulate a plan to build/improve self-esteem in a class project or school based project.
- 4) Cite specific textual evidence from the U.S. Food and Drug Administration and U.S. Department of Health and Human Services to analyze necessary dietary practices and specific recommendations for physical health, including dietary guidelines and meal plans. Research the importance of balanced nutrition on human development and productivity, and the correlation to mental health and wellness.
- 5) Compile and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government-published fact sheets. Review general common laboratory safety procedures, including but not limited to prevention and control procedures. Incorporate safety procedures and complete safety test with 100 percent accuracy.
- 6) Research the management skills required of individuals in order to be productive members of society. Identify the specific skills related to time management, organizational planning, and professionalism necessary for success in diverse environments such as the workplace,

and apply concepts learned to produce specific recommendations in a written or graphic format.

Overview of Human & Social Services

- 7) Research and summarize the influence of significant contributors to the history and development of counseling, human services and dietetics fields. Create a timeline that shows when each of these major figures lived and worked. Major figures include, but are not limited to:
 - a. Anna Y. Reed and Eli Weaver
 - b. Ellen Richards
 - c. Doris Calloway
 - d. James Lind
 - e. James Cattell
 - f. E. G. Williamson
 - g. Carl Pfeiffer
- 8) Research and analyze the ecological factors that inhibit optimal social, emotional, and physical well-being of individuals. Create a graphic that illustrates the connections between the environment and the physical or mental well-being of individuals, citing examples from local or state health agencies.

Career Investigation

- 9) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education for a chosen occupation.
- 10) Examine licensing, certification, and credentialing requirements for specific counseling careers within human services (careers include counseling, social services, and dieticians) at the national, state, and local levels to maintain compliance with industry requirements. List the requirements to obtain the credentials and what one must do to maintain the credential.
- 11) Examine requirements for career advancement to plan for continuing education and training. Research professional development opportunities needed to keep current on relevant trends and information within the cluster. Example careers include social worker, marriage and family therapists, health educators, and mental health counselors.

Mental Health

- 12) Research theories of mental health and create a graphic illustration or presentation summarizing the findings. Illustrations and presentations should include: key people in the development of the theory, main points of the theory, and assessment of the extent to which reasoning and evidence support the theory. Theories to research include, but are not limited to:

- a. Developmental Theory
 - b. Behavioral Theory
 - c. Cognitive-Behavioral Theory
- 13) Investigate the physiological effects of stress and crisis using research from the National Institute of Mental Health. Synthesize the information to identify the types of crises and create a graphic illustration of appropriate responses, management strategies, and technology available to meet individual and family needs during crisis situations.
- 14) Using investigative research, prepare a presentation or informative essay that explains the coping methods for individuals suffering from disorders, stress, or traumatic events.
- 15) Write a research paper or conduct a project on a current mental and social health issue using appropriate digital search resources and academic writing. Topics might include but are not limited to:
- a. Teenage Pregnancy
 - b. Peer Pressure
 - c. Substance abuse
 - d. Bullying/Cyberbullying
 - e. Eating disorders/Emotional eating

Communication Skills

- 16) Develop and practice active listening skills including: identification of speaker's major points, focusing on speaker's message rather than listener's response, discriminating between fact and opinion, and verifying interpretation of message. Use appropriate note taking techniques and overcome communication barriers by treating the speaker with courtesy and respect. Seek clarity of reception of communication by responding to verbal messages and other cues such as body language by rephrasing statements and asking questions.
- 17) Compare and contrast skills for communicating professionally as well as informally in everyday social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques.
- 18) Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others. Demonstrate specific techniques for building rapport with the client or others.

The following artifacts will reside in the student's portfolio:

- Human Needs artifacts
- Management Resources recommendations
- Career Fact artifact
- Occupation graphic
- Summary of Theories of Mental Health artifact
- Stress & Crisis Informational resource
- Communication Skills artifacts

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.