



Human Services Practicum

Primary Career Cluster:	Human Services
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6138
Prerequisite(s):	<i>Family Studies (6136) or Nutrition Science and Diet Therapy (6007)</i>
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
Programs of Study and Sequence:	This is the fourth and final course in both the <i>Dietetics & Nutrition</i> and <i>Social Health Services</i> programs of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to a local postsecondary institution.
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-human-services

Course Description

Human Services Practicum is a capstone course in the human services cluster that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the human services cluster. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based

laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Dietetics & Nutrition* and *Social Health Services* 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://tn.gov/education/article/cte-cluster-human-services>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Professionalism, Ethics, and 21st Century Skills

- 2) Collaboratively, develop a professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude

- d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
- 3) Select and research a professional organization in a counseling area of choice. Cite specific textual evidence from the organization and news articles to summarize:
- a. The mission of the organization
 - b. Benefits of belonging to the organization
 - c. Credentials provided and how they are obtained and maintained
 - d. Journals, newsletters, and other documents and reports it publishes
 - e. Educational opportunities provided
 - f. Conferences held
 - g. Membership costs, levels, student memberships
 - h. Website, contact information
- 4) Collect Codes of Ethics from various counseling-related professional organizations and examine areas of commonality. Participate in a class discussion on the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

Stress Management

- 5) Describe how stress affects the body and how it impacts relationships. List common stressors and ways to relieve stress and build resilience, citing specific textual evidence from academic and news media.
- 6) Evaluate personal stress level and ability to cope with stress using the Holmes and Rahe Stress Scale and the Resiliency Center's resiliency quiz (or other appropriate instruments). Identify stressors in your life and create a written plan to address specific stressors, as well as to incorporate one or more general stress relievers into your daily life, justifying recommendations with reasoning and evidence from research.
- 7) Interview individuals working in a human services occupation (such as counseling, social work, or consumer services) concerning stressors they encounter in their profession. Using evidence compiled from the interviews, participate in a class discussion addressing the stressors associated with counseling fields and how job stress might be reduced or dealt with.

Counseling Policies and Practices

- 8) Analyze authentic case studies of counseling situations and assess in writing the degree to which their proposed resolutions are supported by legal and ethical policies, citing specific textual evidence from codes of ethics, legislation or other appropriate materials.
- 9) Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak

courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction.

- 10) Work in a team to identify local area public and private agencies, businesses, and other entities that provide counseling services. Conduct phone or face-to-face interviews with a business to find out the specific services offered, fee structure, location(s) and hours, contact information and other information people seeking such services might require. As a class, compile a referral guide to human services in your area. Counseling services might include but are not limited to:
 - a. Family
 - b. Marriage
 - c. Nutrition/Diet
 - d. Career
 - e. Social services
 - f. Grief
 - g. Substance abuse
 - h. Financial

The Counseling Environment

- 11) Synthesize relevant research to prepare a checklist by which prospective environments could be evaluated to determine suitability for a counseling practice. Draft indicators to evaluate the degree to which the environment inspires client confidence in the services provided. Include but do not limit the checklist to location, proximity to transportation, safety, and functionality of office layout.
- 12) Gathering principles of effective design from multiple sources, develop standard operating procedures for a counseling services office that include but are not limited to:
 - a. Maintaining patient confidentiality
 - b. Office safety
 - c. Emergency procedures
 - d. Workplace accident and incident reports

Practicum

- 13) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job-shadow, or classroom-based project. Where appropriate, implement activities and use artifacts developed in previous courses.
- 14) Document the practicum using a journal to draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. Interactions with clients and professionals
 - d. Personal satisfaction
- 15) Upon conclusion of the practicum, produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the experience.

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

- Professionalism Rubric
- Professional Organization Brochure
- Personal Code of Ethics
- Stress Management
- Counseling Referral Guide
- Counseling Environment Checklist
- Practicum Checklist
- Practicum Journal
- Practicum Presentation

Standards Alignment Notes

*References to other standards include:

- 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.