Tennessee CTE

Human Services: Introduction to Human Studies

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.** HS 1

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** IHS 2

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.** IHS 3

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.** IHS 4

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.** IHS 5

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.** IHS 6

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esearch and summarize the influence of significant contributors to the history nd 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: Anna Y. Reed & Eli Weaver, Elle Richards, Doris Calloway, James Linde, James Cattellf, E. G. Williamsong, Carl Pfeiffer. IHS 7
	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 IHS 8
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 IHS 9
	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 IHS 10
	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. IHS 11
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: Developmental Theory, Behavioral Theory, Cognitive-Behavioral Theory IHS 12
	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. IHS 13
	14	Using investigative research, prepare a presentation or informative essay that explains the coping methods for individuals suffering from disorders, stress, or traumatic events. IHS 14
		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: Teenage Pregnancy, Peer Pressure,

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		Substance abuse, Bullying/Cyberbullying, Eating disorders/Emotional eating. IHS 15
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 notetaking 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** IHS 16
	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.** IHS 17
	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.** IHS 18