

Human Services

(CIP: 19.0707)

Occupational Skills

The Student demonstrates the specified level of competency in occupational skills:

0	1	2	3	4
No Exposure	Introduced	Practiced	Entry-level	Competency

ORIENTATION TO HUMAN SERVICES - LEVEL I

- 00000 A. **Demonstrates Professional Work Habits**
(Vermont Standards: 1.5, 3.10, 3.14, 3.15, 3.16, 6.15)
- 00000 B. **Demonstrates Proficiency in the Work Place Safety Practices**
(Vermont Standards: 3.5, 3.14)
- 00000 C. **Demonstrates Interpersonal and Communications Skills**
(Vermont Standards: 1.6, 1.13, 1.15, 6.13, 6.15)
- 00000 D. **Applies Knowledge of Health and Wellness Issues Throughout the Life Cycle**
(Vermont Standards: 3.5)
- 00000 E. **Demonstrates Knowledge of Needs and Development Throughout the Life Cycle**
(Vermont Standards: 2.14, 2.24, 3.4, 6.23, 7.14)

HUMAN SERVICES - LEVEL II

- 00000 A. **Demonstrates Understanding of Services Provided by Human Service Agencies**
(Vermont Standards: 6.10, 6.13, 6.15, 6.17, 6.20)
- 00000 B. **Demonstrates Special Populations Services Skills**
(Vermont Standards: 3.3, 6.13, 6.17, 6.20, 6.23)
- 00000 C. **Demonstrates Infant/Toddler Services Skills**
(Vermont Standards: 2.14, 3.5, 7.14)
- 00000 D. **Demonstrates Early Care Services Skills**
(Vermont Standards: 2.14, 3.5, 7.14)
- 00000 E. **Demonstrates School Age Child Services Skills**
(Vermont Standards: 2.14, 3.5, 7.14)
- 00000 F. **Demonstrates Adolescent Services Skills**
(Vermont Standards: 3.5, 6.15, 7.14)
- 00000 G. **Demonstrates Gerontology Services Skills**
(Vermont Standards: 3.3, 3.5, 6.17, 6.23)

DIRECTIONS

Evaluate the student by checking the appropriate box to indicate the degree of Competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:

- 0 No exposure**
- 1 Introduced-** the student has been exposed through non-participatory instruction (e.g. lecture, demonstration, field trip, video).
- 2 Practiced-** the student can perform the task with direct supervision.
- 3 Entry-Level Competency-** the student can perform the task with limited supervision and/or does not perform the task to standard (a typical entry-level performance expectation).
- 4 Competency-** the student consistently performs task to standard with no supervision (on at least two occasions or at instructor's option).

HUMAN SERVICES

ORIENTATION TO HUMAN SERVICES - LEVEL I

0 1 2 3 4
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A. Demonstrates Professional Work Habits

- *A.001 Demonstrate behaviors appropriate for the workplace.
- *A.002 Work as a team member.
- *A.003 Maintain appropriate work environment.
- *A.004 Manage time effectively.
- *A.005 Conserve resources effectively.
- *A.006 Demonstrate appropriate personal health practices.
- *A.007 Make accurate observations of group and individual behavior.
- *A.008 Maintain appropriate records.
- *A.009 Follow appropriate referral procedures for physical, social, emotional, and economic problems of persons being served.
- *A.010 Use equipment commonly found in the workplace.
- *A.011 Maintain a personal professional portfolio.
- *A.012 Demonstrate behaviors of assertiveness and self-esteem in the workplace.

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B. Demonstrates Proficiency in the Work Place Safety Practices

- *B.001 Deal effectively with hazardous conditions, providing a developmentally appropriate safe environment for persons receiving services.
- *B.002 Follow appropriate emergency procedures, such as 911-type systems for fire and other emergencies.
- *B.003 Demonstrate appropriate basic first aid and CPR skills.
- *B.004 Demonstrate Material Safety Data Sheet (MSDS) procedures.
- *B.005 Follow the workplace health and safety policies and procedures.

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C. Demonstrates Interpersonal and Communications Skills

- *C.001 Exercise confidentiality and other professional ethics in all matters related to the workplace.
- *C.002 Demonstrate professional behavior with others in the workplace.
- *C.003 Demonstrate behaviors which are respectful of individual diversity.
- *C.004 Follow written and verbal instructions.
- *C.005 Give appropriate instructions and directions.
- *C.006 Identify and interpret nonverbal cues from others.
- *C.007 Demonstrate appropriate verbal and nonverbal communication skills.
- *C.008 Write concisely and clearly.

- *C.009 Follow proper channels of communication in the Human Services field to implement change in the workplace.
- *C.010 Give/receive constructive feedback, interpreting and applying it appropriately.

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D. Applies Knowledge of Health and Wellness Issues Throughout the Life Cycle

- *D.001 Analyze issues of human sexuality.
- *D.002 Analyze issues of substance use/abuse.
- *D.003 Implement a personal wellness plan.
- *D.004 Identify health and wellness issues of diverse individuals.

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E. Demonstrates Knowledge of Needs and Development Throughout the Life Cycle

- *E.001 Identify theories of human development.
- *E.002 Describe physical, intellectual, social, and emotional development across all life stages, specifically addressing: prenatal; infants/toddlers; early childhood; school age children; adolescents; adults; and elders.
- *E.003 Plan and implement developmentally appropriate activities for the various levels within the human services field.
- *E.004 Identify occupations working in prenatal, infant/toddler, early childhood, school age, adolescent, and adult/elder programs in the field.

HUMAN SERVICES - LEVEL II

Students will study and master core (*) content standards from Human Services Skills and one or more other(s) of the following areas of specialization listed below: Special Populations Services, Infant/Toddler Services, Early Childhood Services, School Age Child Services, Adolescent Services, and Elder Services.

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A. Demonstrates Understanding of Services Provided by Human Service Agencies

- *A.001 Identify agencies, organizations, and other resources in the human services.
- *A.002 Describe consumers of human services.
- *A.003 Describe the development of primary prevention programs.
- *A.004 Evaluate current issues and controversies in the field of human services.
- *A.005 Summarize the historical and legal perspective of the human services field.
- *A.006 Analyze theoretical perspectives in human services.
- *A.007 Analyze different styles of helping relationships.
- *A.008 Describe personal qualities of effective helpers.
- *A.009 Demonstrate basic helping skills such as listening, communicating, giving feedback, observing, confronting, clarifying, report writing...
- *A.010 Analyze careers in human services.
- *A.011 Analyze issues of intergenerational programming in the human services field.

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B. Demonstrates Special Populations Services Skills

- *B.001 Describe differently-abling conditions.
- *B.002 Identify issues directly and indirectly related to a person's challenging condition.
- *B.003 Evaluate the accessibility of public buildings.
- *B.004 Describe modifications to accommodate special needs.
- *B.005 Assist individuals with basic life skills.
- *B.006 Describe appropriate services which meet ethical and legal requirements.
- *B.007 Plan and implement activities with a physically challenged or differently-abled individual.
- *B.008 Identify issues of physically challenged and differently-abled populations.

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C. Demonstrates Infant/Toddler Services Skills

- *C.001 Meet the developmental needs of infants and toddlers.
- *C.002 Find guidelines and resources for setting up a regulated infant/toddler program.
- *C.003 Design an environment which supports infant/toddler development including the selection of appropriate materials and equipment.

- *C.004 Assist in carrying out activities with infants/toddlers.
- *C.005 Plan and implement activities with infants/toddlers.
- *C.006 Guide, encourage, and model appropriate behavior.
- *C.007 Prepare a daily report for parents.
- *C.008 Design a plan for voluntary parent education and program participation.

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D. Demonstrates Early Care Services Skills

- *D.001 Design a preschool environment which supports early childhood development and encourages active hands-on learning, including the selection of appropriate materials and equipment.
- *D.002 Plan and implement developmentally appropriate activities in each of the following areas: creative arts, music, science, social studies, mathematics, dramatic play, language arts, literature, and motor skills for individuals and small/large groups.
- *D.003 Supervise personal care tasks.
- *D.004 Supervise children during free play.
- *D.005 Find guidelines and resources for setting up and operating a regulated early childhood program.
- *D.006 Guide, encourage, and model appropriate behavior.
- *D.007 Participate in a parent conference.
- *D.008 Plan a daily schedule for an early childhood program.
- *D.009 Prepare a weekly curriculum plan for an early childhood program.
- *D.010 Design a plan for voluntary parent education and program participation.

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E. Demonstrates School Age Child Services Skills

- *E.001 Assist implementation of daily developmentally appropriate creative and academic activities in the following areas: creative arts, music, language arts, literature, science, social studies, mathematics, dramatic/cultural arts, and motor skills.
- *E.002 Plan and implement developmentally appropriate activities with school age children in the following areas: creative arts, music, language arts, literature, science, social studies, mathematics, dramatic/cultural arts, and motor skills.
- *E.003 Coordinate activities and events utilizing community resources.
- *E.004 Find guidelines and resources for setting up and operating a regulated school age child services program.
- *E.005 Aid school age children in selecting age-appropriate television, other media presentations, and written materials.
- *E.006 Guide, encourage, and model appropriate behavior.
- *E.007 Participate in a parent conference.
- *E.008 Design a plan for voluntary parent education and program participation.
- *E.009 Design an environment which supports school age child development and encourages active hands-on learning across academic, career education, and avocational content areas, including the selection of appropriate materials and equipment.

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F. Demonstrates Adolescent Services Skills

- *F.001 Analyze issues of adolescence.
- *F.002 Analyze possible areas of conflict between parents, other adults, and teenagers, and give possible solutions.
- *F.003 Model skills in the areas of coping, conflict resolution, decision making, value clarification, and self-actualization.
- *F.004 Analyze issues of adolescence and locate appropriate resources.
- *F.005 Find guidelines and resources for setting up and operating a regulated adolescent services program.
- *F.006 Plan and implement a schedule of work activities in a human services agency that provides services to adolescents.
- *F.007 Design a plan for voluntary parent education and program participation.

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G. Demonstrates Gerontology Services Skills

- *G.001 Evaluate living environments for the elderly.
- *G.002 Analyze socioeconomic issues related to aging and the elderly.

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- *G.003 Analyze health issues related to aging and the elderly.
- *G.004 Assist elders with appropriate daily living skills.
- *G.005 Assist elders with recreational activities.
- *G.006 Plan and implement recreational activities with and for individual elders.
- *G.007 Plan and implement recreational activities with and for small and large groups of elders.
- *G.008 Access community resources for elders.
- *G.009 Find guidelines and resources for setting up and operating a regulated program for elders.