Florida Department of Education
Curriculum Framework

Program Title: **Social and Human Services**
Career Cluster: **Human Services**

AS	
CIP Number	1451159901
Program Type	College Credit
Standard Length	60 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants 21-1094 Community Health Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills. The program provides a foundation preparing individuals for further education and careers in the Human Services career cluster.

This program has six tracks designed to prepare students for employment as (1) human services specialists and practitioners, (2) chemical dependency specialists and practitioners and (3) youth service specialists and practitioners, (4) domestic violence specialists, (5) elder care assistant, SOC Code 21-1093 (Social and Human Services Assistants) or (6) community health worker SOC Code 21-1094 (Community Health Worker) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, interpersonal communications, assessment, and evaluation.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

After successfully completing this program, the student will be able to perform the following:

Social and Human Services Core Standards 1-9: The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.

01.0   **HISTORY:** Identify the historical emergence of different human services and the various forces that influenced their development.
02.0   **HUMAN SYSTEMS:** Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups.
03.0   **HUMAN SERVICE DELIVERY SYSTEMS:** Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities.
04.0   **INFORMATION LITERACY:** Demonstrate an ability to integrate various forms of information.
05.0   **PROGRAM PLANNING AND EVALUSTION:** Exhibit the ability to (A) assess the needs of clients and programs; (B) Develop interventions that promote optimal functioning, growth, and goal attainment; and (C) Evaluate and make necessary adjustments as appropriate.
06.0   **CLIENT INTERVENTIONS AND STRATEGIES:** Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client group.
07.0   **INTERPERSONAL COMMUNICATIONS:** Demonstrate the ability to create genuine and empathic relationships with others.
08.0   **CLIENT-RELATED VLUES AND ATTITUDES:** Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice.
09.0   **SELF-DEVELOPMENT:** Develop an awareness of one's own values, cultural bias, philosophies, and style in the effective use of the professional self and understand how these personal characteristics affect clients.

Human Services Generalist Track I

10.0   Understand the risk factors that lead to human services intervention.
11.0   Examine the theories utilized in human services.
12.0   Display an understanding of treatment knowledge.
13.0   Demonstrate competencies of practice using various interventions.

Addictions Track II

14.0   Demonstrate a general knowledge and understanding of the biological aspects of addiction.
15.0   Examine the theories, identification, and causes of addiction.
16.0   Apply an understanding of treatment knowledge.
17.0   Demonstrate competencies of practice using various interventions.

Youth Development Track III

18.0   Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
19.0   Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.

20.0   Demonstrate a general knowledge and understanding of community characteristics.
21.0   Demonstrate a general knowledge and understanding of family dynamics.
22.0   Understand how current social issues influence children/youth.
23.0   Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
24.0   Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

Domestic Violence Track IV

25.0   Display an understanding of the dynamics of domestic violence.
26.0   Examine the theories, identification, and causes of domestic violence.
27.0   Understand the legal system's response to domestic violence and impact of legislation on programs and services.
28.0   Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

Aging Track V

29.0   Display a general understanding of the psychological, physical, and social aspects of the aging process.
30.0   Examine how factors such as health, finances, and social roles influence familial role changes and independence.
31.0   Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
32.0   Demonstrate effective assessment and referral techniques in working with the elderly.

Community Health Worker Track VI

33.0   Assess client/family needs, strengths, and resources.
34.0   Assist client/families in goal setting and achievement.
35.0   Educate client/families.
36.0   Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: **Social and Human Services**
CIP Numbers: **1451159901**
Program Length: **60 hours**
SOC Code(s): **21-1093, 21-1094**

Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:	
Human Services Core Standards 1-9: The Human Services Core is a core of basic knowledge necessary for any Human Services career.	
01.0	**HISTORY:** Identify the historical emergence of the different human services and the various forces that influenced their development – The student will be able to:
	01.01 Discuss historical roots of human services.
	01.02 Describe historical and current legislation affecting services delivery.
	01.03 Explain how public and private attitudes influence legislation and the interpretation of policies related to human services.
	01.04 Recognize the broader sociopolitical issues that affect human service systems.
02.0	**HUMAN SYSTEMS:** Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups. – The student will be able to:
	02.01 Apply theories of human development.

	02.02 Demonstrate competence in the following small group skills:
	          02.02.01 Provide an overview of how small groups are used in human services settings
	          02.02.02 Apply theories of group dynamics
	          02.02.03 Demonstrate group facilitation skills

	02.03 Identify changing family structures and roles.
	02.04 Describe the organizational structures of communities.
	02.05 Demonstrate an understanding of the capacities, limitations, and resiliency of human systems.
	02.06 Integrate the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
03.0	**HUMAN SERVICE DELIVERY SYSTEM:** Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. – The student will be able to:
	03.01 Discuss the range and characteristics of human services delivery systems and organizations.
	03.02 Identify the range of populations served and needs addressed by human services.
	03.03 Apply the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy

		functioning.
04.0	**INFORMATION LITERACY:** Demonstrate an ability to integrate various forms of information. – the student will be able to:	
	04.01	Obtain, synthesize, and clearly report information from various sources.
	04.02	Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application
	04.03	Uphold confidentiality and use appropriate means to share information.
	04.04	Use technology to locate, evaluate, and disseminate information.
05.0	**PROGRAM PLANNING AND EVALUATION**: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to:	
	05.01	Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups.
	05.02	Develop goals, and design and implement a plan of action.
	05.03	Display skills to evaluate the outcomes of the plan and the impact on the client or client group.
06.0	**CLIENT INTERVENTIONS AND STRATEGIES:** Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client groups. – The student will be able to:	
	06.01	Apply theory and knowledge bases of prevention, intervention, and maintenance strategies.
	06.02	Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
	06.03	Demonstrate competence in providing the following interventions to clients and client groups: 06.03.01　　Case management 06.03.02　　Intake interviewing 06.03.03　　Helping skills 06.03.04　　Identification and use of appropriate 　　　　　　　resources and referrals 06.03.05　　Group facilitation and counseling 06.03.06　　Use of consultation
07.0	**INTERPERSONAL COMMUNICATION:** Demonstrate the ability to create genuine and empathic relationships with others. – the student will be able to:	
	07.01	Clarify expectations.
	07.02	Deal effectively with conflict.
	07.03	Establish rapport with clients.
	07.04	Develop and sustain behaviors that are congruent with the values and ethics of the profession.
08.0	**CLIENT-RELATED VALUES AND ATTITUDES:** Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice. – the student will be able to:	
	08.01	Endorse a policy of the least intrusive intervention in the least restrictive environment.

	08.02	Validate and encourage client self-determination.
	08.03	Maintain confidentiality of information.
	08.04	Affirm the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
	08.05	Uphold the belief that individuals, services systems, and society can change.
	08.06	Value interdisciplinary team approaches to problem solving.
	08.07	Maintain appropriate professional boundaries.
	08.08	Integrate the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education.
09.0	**SELF-DEVELOPMENT**: Develop an awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self and understand how these personal characteristics affect clients – the student will be able to:	
	09.01	Demonstrate conscious use of self.
	09.02	Clarify personal and professional values.
	09.03	Develop an awareness of diversity.
	09.04	Practice strategies for self-care.
	09.05	Reflect on professional self (e.g., journaling, development of a portfolio, or project-demonstrating competency).
Human Services Generalist Track I – This module prepares students for the occupational completion point of Human Services Generalist. Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for individuals suffering from mental health and social deprivation and/or developmental disability.		
10.0	Understand the risk factors that lead to human services intervention.	
11.0	Examine the theories utilized in human services.	
12.0	Display an understanding of treatment knowledge.	
13.0	Demonstrate competencies of practice using various interventions.	
Addictions Studies Track II -- This module prepares human service practitioners/professionals to work with persons who have been affected by addictions. Track I must be completed in addition to Track II. Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs.		
14.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to:	
	14.01	Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior.
	14.02	Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use disorders (i.e. dual diagnoses).
	14.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.

15.0	Examine the theories, identification, and causes of addiction. – The student will be able to:	
	15.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
	15.02	Examine subjective and objective measures to assess for addiction and problematic use.
	15.03	Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
	15.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
	15.05	Analyze how problem substance use impacts family dynamics and functioning.
16.0	Apply an understanding of treatment knowledge. – The student will be able to:	
	16.01	Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
	16.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
	16.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
	16.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
	16.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
17.0	Demonstrate competencies of practice using various interventions. – The student will be able to:	
	17.01	Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders.
	17.02	Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc.
	17.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
	17.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
	17.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
	17.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.
Youth Development Track III -- This module prepares human service practitioners/professionals to work with youth. Track I must be completed in addition to Track III. Persons completing this program will be eligible for employment as youth specialists and equivalent jobs.		
18.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. – The student will be able to:	
	18.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.

	18.02	Distinguish between the asset and deficit models of adolescent development.
	18.03	Identify social problems unique to adolescent development.
	18.04	Identify characteristics of a successful youth organization.
	18.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
	18.06	Evaluate programs based upon the needs of youth and available resources.
19.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to:	
	19.01	Compare differences among theoretical perspectives on human growth and development.
	19.02	Demonstrate an understanding of the varying influences on the domains of human development.
	19.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
	19.04	Define and identify potential threats to normal human growth and development across the lifespan.
20.0	Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to:	
	20.01	Identify and recognize the cultural diversity of the community when providing human services.
	20.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
21.0	Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to:	
	21.01	Demonstrate knowledge of how family factors can influence youth development.
22.0	Understand how current social issues influence children/youth. – The student will be able to:	
	22.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
	22.02	Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
23.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to:	
	23.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
	23.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.
24.0	Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. – The student will be able to:	
	24.01	Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.).
	24.02	Identify symptoms of parental/guardian stress that could lead to child abuse/neglect.
	24.03	Identify ways to prevent child abuse and neglect.
	24.04	Recognize signs of child abuse and neglect.
	24.05	Identify steps to proper reporting of child abuse and neglect.

Domestic Violence Track IV -- This module prepares human service practitioners/professionals to work with persons who have been affected by domestic violence and with agencies and programs that provide prevention. Track I must be completed in addition to Track IV. Persons completing this program will be eligible for employment as domestic violence specialists and equivalent jobs.

25.0	Display an understanding of the dynamics of domestic violence. – The student will be able to:
25.01	Describe the scope and breadth of domestic violence both nationally and internationally.
25.02	Discuss the healthcare implications of domestic violence.
25.03	Identify the different types of domestic abuse and family violence.
25.04	Identify the incidence and prevalence of domestic violence.
25.05	Compare psychological impacts of domestic violence on women and children.
25.06	Discuss the prevalence impact of domestic violence on male victims.
26.0	Examine the theories, identification, and causes of domestic violence. – The student will be able to:
26.01	Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
26.02	Recognize the signs and symptoms of domestic violence.
26.03	Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
26.04	Identify issues relating to children who are at risk of exposure to domestic violence.
27.0	Understand the legal system's response to domestic violence and impact of legislation on programs and services. – The student will be able to:
27.01	Identify and recognize ethical issues in family law as it pertains to domestic violence.
27.02	Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.
27.03	Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
27.04	Discuss the impact of legislation on programs and services for victims of domestic violence.
28.0	Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:
28.01	Contrast forms of crisis intervention and trauma responses.
28.02	Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
28.03	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
28.04	Identify the community services available to support and protect victims of domestic violence.
28.05	Model effective assessment and support techniques for intake, counseling, and termination.

Aging Track V -- This module prepares human service practitioners/professionals to work with the aging population. Track I must be completed in addition to Track V. Persons completing this program will be eligible for employment as elder care assistant and equivalent jobs.

29.0	Display a general understanding of the psychological, physical, and social aspects of the aging process. – The student will be able to:

	29.01	Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness.
	29.02	Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance.
	29.03	Identify ways to maximize psychological health in the aging process.
	29.04	Discuss the impact of ethnicity, gender, and spirituality in the aging process.
30.0	Examine how factors such as health, finances, and social roles influence familial role changes and independence. – The student will be able to:	
	30.01	Discuss the impact of the role reversal between parent and child on both parties.
	30.02	Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly.
	30.03	Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care.
	30.04	Analyze grief reactions such as the stages of death and dying.
	30.05	Identify issues relating to sexual functioning, intimacy, and affection for older adults.
31.0	Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. – The student will be able to:	
	31.01	Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect).
	31.02	Identify symptoms of caregiver stress that could lead to abuse or neglect.
	31.03	Identify ways to prevent abuse and neglect.
	31.04	Recognize signs of abuse and neglect.
	31.05	Identify steps to proper reporting of elder abuse and neglect.
32.0	Demonstrate effective assessment and referral techniques in working with the elderly. – The student will be able to:	
	32.01	Model effective assessment and support techniques for intake, counseling, and referring of the elderly.
	32.02	Discuss the role of community services and social support groups in aging.
	32.03	Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging.
	32.04	Identify services designed to help with cognitive and physical ailments that are specific to the elderly.
	32.05	Identify services designed to help family members of the elderly.
Community Health Worker Track VI -- This module prepares human service practitioners/professionals to work in community health. Track I must be completed in addition to Track VI. Persons completing this program will be eligible for employment as community health workers and equivalent jobs.		
33.0	Assess client/family needs, strengths, and resources. – The student will be able to:	
	33.01	Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need.
	33.02	Distinguish between the strengths-based and deficit models of family development.

	33.03	Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence.
	33.04	Recognize barriers to services and access appropriate resources to care.
34.0	Assist client/families in goal setting and achievement. – The student will be able to:	
	34.01	Explore family goals and assist families in prioritizing.
	34.02	Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan.
	34.03	Provide client/family-centered care and family-directed services.
35.0	Educate client/families. – The student will be able to:	
	35.01	Educate clients/families regarding available community agencies and resources.
	35.02	Provide culturally appropriate information and social supports to members of the community seeking health/social services.
	35.03	Educate families in how to advocate for themselves within systems.
36.0	Establish client/family support system. – The student will be able to:	
	36.01	Assess support provided by family members, neighbors and friends.
	36.02	Assist clients/family to develop skills to increase their own capacity to access needed health/social services.
	36.03	Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Addiction Services (0451159901) – 24 credits
Aging Services (0451159902) – 18 credits
Community Health Worker (0451159903) – 18 credits
Domestic Violence Services (0451159904) – 18 credits
Human Services Generalist (0451159905) – 18 credits
Youth Development Services (0451159906) – 18 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml