

FAMILY SERVICES

20.46100 Introduction to Family Services

20.46200 Advanced Family Services

ACKNOWLEDGEMENTS

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The following individuals provided valuable service in the development of Georgia's competency-based curriculum framework for Family Services.

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CORE EMPLOYABILITY SKILLS

BASIC SKILLS

1. Locates, understands, and interprets written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
2. Communicates thoughts, ideas, information, and messages in writing and technologically, and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
3. Performs and applies numerical concepts and calculations, and solves problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
4. Receives, interprets, and responds to verbal and nonverbal messages in a manner appropriate to a given situation.
5. Organizes ideas and communicates orally in a clear, concise, and courteous manner.

THINKING SKILLS

6. Specifies goals, objectives, constraints, and supporting factors.
7. Identifies problems, alternative solutions, consequences of alternative solutions, and uses appropriate techniques to resolve given problems.
8. Implements a plan of action making modifications as needed to achieve stated objectives.
9. Uses effective learning techniques to acquire and apply new knowledge and skills.

PERSONAL QUALITIES

10. Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
11. Chooses ethical courses of action.
12. Takes initiative to accomplish tasks in a timely manner.
13. Exerts a high level of effort and perseveres towards goal attainment.
14. Demonstrates adaptability, dependability, and responsibility and such social behaviors as tolerance, honesty, empathy, and courtesy.

INTERPERSONAL SKILLS

15. Participates and interacts as a team member and leader.
16. Shares knowledge and skills with others.
17. Performs effectively in various environments with people of different ages, genders, cultures, socio-economic backgrounds, attitudes, and abilities.

18. Works to satisfy customer/client expectations.
19. Uses strategies appropriate to a given situation to prevent and resolve conflicts.

RESOURCES

20. Selects goal-relevant activities, prioritizes them, manages time, and prepares and follows schedules.
21. Uses or prepares budgets, makes projections, keeps records, and makes adjustments to meet objectives.
22. Acquires, stores, allocates, and uses materials and space efficiently.

TECHNOLOGY

23. Prevents, identifies, or solves problems with technical or electronic equipment.
24. Operates and maintains technical equipment and the work environment safely following applicable industry regulations and guidelines.
25. Utilizes a variety of technologies.

BUSINESS ASPECTS

26. Demonstrates understanding of basic economic concepts and how they are applied in business functions and activities.
27. Identifies forms of business ownership.
28. Demonstrates understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
29. Demonstrates understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
30. Maintains safety, health, and environmental standards, and addresses ergonomic concerns.

CAREER DEVELOPMENT

31. Makes potential career decisions based upon interests, abilities, and values and formulates appropriate plans to reach career goals.
32. Demonstrates understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
33. Demonstrates effective skills for seeking and securing employment.
34. Demonstrates understanding of education and career development as a lifelong learning process which requires preparation for change.

20.46100 INTRODUCTION TO FAMILY SERVICES

RECOMMENDED PREREQUISITE: 20.41410 ORIENTATION TO LIFE SKILLS AND CAREERS

COURSE DESCRIPTION: In this course, students get a comprehensive overview of the family and social services field, including social changes, the social environment, issues in the field, balancing work and family, and an in-depth look at professional/employment opportunities in the industry. Students also develop skills in several of the functional areas identified in the national *Community Support Skills Standards* including participant empowerment, communication, and advocacy.

In order to ensure that students master these performance standards, it is recommended that one of the following work-based learning components be incorporated into the program. The students could be concurrently enrolled in a Social Services Co-op/Internship; the students could be scheduled for enrollment in a Social Services Co-op/Internship prior to completion of the program; or the students could participate in a school-based laboratory experience that simulates the business environment of the industry. The Social Services Co-op/Internship can be in the public or private sector, and should be specific to the particular industry.

Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components of both the core employability skills standards and the technical skills standards, and FCCLA activities should be incorporated throughout instructional strategies developed for the course.

FAMILY SERVICES PROFESSIONS

35. Explain the impact of family and community service occupations on local, state, national, and global economies.
36. List and discuss the ways family and social service careers assist the work of the family.
37. Determine the roles and functions of individuals engaged in family and social service careers.
38. Explain how the codes of ethical conduct apply to professional practice.
39. List common jobs in family and social services and discuss opportunities for employment and entrepreneurial endeavors.
40. Identify entry-level, part-time, and volunteer positions that offer an opportunity to explore family and social services careers.
41. Research and list local, regional, and national employment opportunities in specialized areas such as intergenerational and elder care services.
42. Discuss the advantages of postsecondary and continuing education/training for success in family and social services.
43. Develop a job profile of one or more occupations in the family and social services industry.
44. Describe education and training requirements, and develop outline of career paths in family and social services.
45. Discuss societal and economic trends that may affect future employment in family and

human services.

SOCIAL CHANGE AND CULTURE

46. Discuss the concept of family and social services, and chronicle its stages of development since World War II.
47. Discuss the major theories of social change.
48. Describe the types of social movements.
49. Analyze and discuss global and economic issues that affect the family and social services industry.
50. Describe current patterns of population growth and social problems related to that growth.
51. Identify diverse populations served by family and social services organizations and discuss access to services.
52. Compare family and social services in the public and private sectors, including the delivery of services.

SOCIAL ENVIRONMENT AND ISSUES

53. Analyze and discuss the impact of global influences on today's family.
54. Describe the role of family in teaching culture and traditions across the life span.
55. Outline biological processes related to prenatal development and birth in relation to the health of child and mother.
56. Discuss teenage pregnancy and its impact on the social well-being of the mother.
57. Compare the emotional factors of prenatal development and birth in relation to the health of the parents and child.
58. Describe the effects of childhood development on personality development.
59. Discuss the effects of life events on individual's physical and emotional development.
60. Contrast the role of an independent young or middle age person with that of a dependent young or middle age person.
61. Describe the life style and issues affecting older adults.
62. Discuss the effects of gender, ethnicity, and culture on individual development.
63. Analyze and discuss the impact of social, economic, and technological change on work and family dynamics.
64. Research and identify local and state issues related to elder care and the delivery of services to social service participants.
65. Identify and describe major laws that regulate and/or impact family and social services.

BALANCING WORK AND FAMILY

66. Analyze and discuss family as the basic unit of society.
67. Discuss policies, issues, and trends in the workplace and community that have an impact on individuals and families.
68. Analyze and discuss ways that individual career goals can enhance the family's capacity to meet goals for all family members.
69. Analyze the potential impact of career path decisions on balancing work and family.
70. Determine goals for life-long learning and leisure opportunities for all family members.

71. Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.
72. Outline parenting roles and societal conditions that have an impact on parenting across the life span.
73. Discuss expectations and responsibilities of parenting.
74. Determine consequences of parenting practices on the individual, family, and society.
75. Explain cultural differences in roles and responsibilities of parenting.
76. Describe, compare, and evaluate contemporary strategies of parenting.

PARTICIPANT EMPOWERMENT

77. Discuss the social service worker's role in helping the participant develop strategies for making informed choices, follow through on responsibilities, and take risks.
78. Describe the process by which the social service worker promotes participant involvement in the design of a system of support services.
79. List major self-help and self-advocacy organizations in the local area and explain what services they offer the community.
80. Identify several current issues on Human, Legal, and Civil Rights, and discuss how these issues affect obtainment of social services.
81. Explain the benefits of participants becoming involved in civic activities including the social service worker's role in helping to identify organizations.
82. Identify several sources of information that can be used to help participants gather information and explore options for enhancing their lives.
83. Discuss ethical considerations and potential risks when a participant's stated choices are in conflict with Laws and/or rules of society.
84. Recommend processes for handling unhealthy relationships.
85. Analyze and discuss the impact of personal characteristics on relationships.
86. Analyze the effect of self-esteem and self-image on relationships and give examples of positive and negative consequences.
87. Discuss how to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
88. Demonstrate strategies to motivate and encourage group members.
89. Demonstrate through role-play how to help participants prioritize, assess alternatives, and to consider consequences when making decisions.

COMMUNICATION

90. Define counseling and discuss the basic counseling skills.
91. List and define common technical terms used in the social services industry, such as "adult daily living," etc.
92. Examine and discuss the role of communication on human growth and development.
93. Identify and discuss communications strategies that promote positive self esteem in family members.
94. Differentiate between verbal and nonverbal communication.
95. Describe and demonstrate communication skills that are effective tools for managing conflict.

96. Discuss the importance of giving and receiving feedback, and confidentiality – then relate this to the development of individualized programs for each participant.
97. Relate examples of differences in cultural backgrounds of African Americans, Hispanics, Asians, and Caucasians; then explain how these differences can affect communication.
98. Illustrate through role-play some of the communication skills used to build rapport with diverse participants.
99. Demonstrate active listening and nonjudgmental paraphrasing of statements.

ADVOCACY

100. Define advocacy and discuss how it's used to educate and focus attention on the special needs of individuals, children, families, and the elderly.
101. Explain the social service worker's role of advocacy for children with special needs and their families.
102. Identify agencies that advocate for children with special needs and their families.
103. Review current laws and practices related to parenting.
104. Review legislation and legal mandates and their impact on social services practices and environments.
105. Discuss history and impact of legislation affecting children with special needs.
106. Describe impact of landmark court cases on services for children with special needs.
107. Develop a list of local and state government officials and agencies that influence legislation related to social services.

FOCUSING ON THE FUTURE

108. Assess common practices and emerging research about discipline on human growth and development.
109. Determine legal and ethical impacts of technology.
110. Analyze the impact of social, economic, and technological change on work and family dynamics.

20.46200 ADVANCED FAMILY SERVICES

PREREQUISITE: 20.46100 INTRODUCTION TO FAMILY SERVICES

COURSE DESCRIPTION: This course focuses on teaching students the functional roles and responsibilities of family and social service professionals and how they apply their skills to help participants meet personal and career objectives. An in-depth study of the following *Community Support Skills Standards* will prepare students for many entry-level employment opportunities and/or postsecondary education: assessment, community and service networking, facilitation of services, community living skills and support, education, training and self development, vocational, education and career support, crisis intervention, organizational participation, and documentation.

In order to ensure that students master these national performance standards, it is recommended that one of the following work-based learning components be incorporated into the program. The students could be concurrently enrolled in a Social Services Co-op/Internship; the students could be scheduled for enrollment in a Social Services Co-op/Internship prior to completion of the program; or the students could participate in a school-based laboratory experience that simulates the business environment of the industry. The Social Services Co-op/Internship can be in the public or private sector, and should be specific to the particular industry.

Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components of both the core employability skills standards and the technical skills standards, and FCCLA activities should be incorporated throughout instructional strategies developed for the course.

ASSESSMENT

35. List the steps in the assessment process and describe the type of information obtained in each step.
36. Name several assessment tools and explain how they are used to determine the needs, preferences, and capabilities of participants.
37. Explain confidentiality and the social service worker's responsibility to the participant.
38. Define labeling and discuss how this can negatively impact the delivery of services to participants.
39. Discuss the process for validating findings based on peer and supervisor comparisons and reviews.
40. Assess the impact of abuse and neglect on children and families and determine methods of prevention.
41. Determine criteria for selecting care and services for children.
42. Identify community resources and assess services available to individuals and families.
43. Identify and appraise community resources that provide opportunities related to parenting.
44. Demonstrate through role-play situations the ability to give feedback to participants in a clear and understandable manner, following-up on results, and reevaluating the findings as necessary.

45. Provide information, referrals, and assistance to a participant based on a completed needs assessment.

COMMUNITY AND SERVICE NETWORKING

46. Explain the importance of agencies of socialization such as family, school, religion, peer groups, mass media, and the workplace.
47. Discuss common strategies to manage multiple individual, family, career, and community roles and responsibilities.
48. Discuss various ways to identify needs of the participant for an informal support system such as family and community.
49. Identify and analyze local community support systems such as organized religious groups, and develop strategies for linking participants to these support systems.
50. Describe how family members and extended family can play an important role in the development of participants.

FACILITATION OF SERVICES

51. Identify appropriate community resources and referrals for individuals, children, and families based on a participant's assessment.
52. Develop a strategy for collaborating with local community and family resources to ensure delivery of appropriate services to participants.
53. Discuss pros and cons of developing an individualized plan based on participant preferences, interests, and needs as opposed to a plan based on just identified needs.
54. List the steps in developing an individualized plan and the social service worker's role in assigning and/or carrying out activities that result in identified participant outcomes.
55. Explain how follow-up and feedback can lead to revised plans and identification of alternative sources to meet a participant's objectives.
56. Demonstrate in a role-play situation, basic counseling skills (e.g., active listening skills, empathic responses, modeling and encouragement) to support the participant's decision-making process when selecting appropriate services.

COMMUNITY LIVING SKILLS AND SUPPORT

57. Describe how the social service worker identifies and helps participants who have special needs because of physical and/or mental challenges.
58. Discuss current terminology and practices for intervention strategies when managing participants with special needs.
59. Discuss issues such as elder care, and explain what support systems are in place to meet the needs of the elderly.
60. Discuss local and statewide delivery of services such as Alzheimer's, Long Term Care Ombudsman, etc.
61. Describe how management and planning skills can be used to show participants how to organize tasks and responsibilities.
62. Discuss the need for personal and family financial planning, and recommend appropriate resources.

63. Explain how personal income, individual and family security, and consumer decisions are affected by the ups and downs of the economy.
64. Identify and discuss sources for procuring and maintaining health care to meet the needs of individuals and family members.
65. List and discuss some of the management principles used to make decisions about individual and family insurance.
66. Describe how an individual's credit score impacts one's ability to finance items such as a home or car.
67. List and discuss some of the factors a consumer would consider prior to making a major purchase.
68. Discuss and explain why personal and legal documents that affect the health and well being of individuals and families should be maintained in a safe place.

EDUCATION, TRAINING AND SELF DEVELOPMENT

69. Identify local and state organizations that provide formal programs, continuing education, and certificate programs to enhance the skills of social service professionals.
70. List and discuss local, state, and national trade organizations that provide information about current events in the industry.
71. Explain what resources are available to a social service worker wanting to maintain current information on laws, services, and community resources.
72. Describe how a social service worker develops and uses a portfolio of accomplishments and training to advance and assume roles of greater responsibility.
73. Contrast a personal development plan for a social services worker in government to one in private industry.
74. Identify resources available on the Internet and develop a personal directory of URLs.

VOCATIONAL, EDUCATION AND CAREER SUPPORT

75. Discuss the social service worker's role in helping the participant identify and clarify his or her career interests, aspirations, ambitions and talents.
76. Relate an assessment of career interests and talents to identifying job/training opportunities and marketing the participant.
77. Describe how the social service worker collaborates with technical and vocational schools to help achieve a participant's career goals.
78. Identify and discuss job-related programs in private industry that are designed to assist those who lack economic opportunities.

CRISIS INTERVENTION

79. Compare physical, emotional, and intellectual responses in stable and unstable relationships.
80. Discuss tools used to correctly determine risks to individuals such as gathering information via telephone, written reports, collateral contacts, and face-to-face contact.
81. Compare and describe appropriate responses to critical situations based upon different time frames.

82. Discuss how to evaluate an individual's living environment through home visits and interviews.
83. Analyze need for immediate and/or ongoing protective services based on a given scenario.
84. Make appropriate recommendations based on results of assessment and correctly confirm or rule out complaint based on established guidelines and policies.
85. Provide appropriate information and referrals when protective services needs are not indicated.
86. Discuss how to work within the legal system in selected cases to ensure safety of individual and to achieve desired outcome.

ORGANIZATIONAL PARTICIPATION

87. Describe ways to establish and maintain positive, collaborative relationships with other professionals and work effectively as a member of a professional team.
88. Discuss the purpose and process for developing and maintaining records of verbal and/or written feedback from participants on the social service worker's performance.
89. Identify local and state workshops/training available to social service professionals that focus on sensitivity to cultural, religious, disability, aging, and gender issues.
90. Demonstrate knowledge of budget issues by listing and defining common budget line items used in the delivery of social services
91. Perform a self-assessment including a development plan, based on feedback from supervisor, peers, and participants.

DOCUMENTATION

92. Describe strategies for documenting essential information while respecting the privacy of the participant.
93. Discuss the importance of maintaining accurate and confidential documentation to be submitted in a timely manner to appropriate sources.
94. Discuss some of the legal requirements for retention of records and personal liability for written communication.
95. Detail how to organize, plan, and maintain current records.
96. Explain how to use technology to effectively communicate and maintain records.
97. Record data neatly, coherently, accurately, and objectively based on a given scenario.