



Innovative Course

Social and Community Services

Applicant Information

Proposed Course Information

Subject area (choose only one): Social and Community Services

Career cluster (CTE only): Human Services

Number of credits per course: 1.0

Grade level(s) (high school only): 10- 12

Brief description of the proposed course:

Social and Community Services will provide an overview of the nonprofit, social, community service, and faith-based organization sector in the US. The course has an emphasis on professional practices and development of the skills needed to implement service programs. Topics covered include the roles of nonprofit organizations in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

Brief justification of how/why the proposed course qualifies as “innovative” in terms of student need.

The field of Family and Community Services is a broad field of study that has a strong component of Social Services. The Principles of Community Services course introduces students to the careers in community service on a foundational level. The Social and Community Services course builds on that foundational knowledge. The Family and Community Services course, dives deeper into topics surrounding Family Services and Community Services. Social services is a large portion of this career field with high-wage, high-demand occupations available but is not covered in depth in other courses. The Social and Community Services course bridges the gap between the Principles of Community Services and Family and Community Services courses by giving an in-depth study of social services and how they relate to all other family and community services. This course will help prepare students for post-secondary programs such as the University of North Texas’ Nonprofit Leadership Studies, Texas Tech University’s Bachelor of Arts in Social Work, and University of Houston’s Bachelor of Social Work.

Data or other evidence that demonstrates successful piloting (new applications) or implementation (renewal applications) of the course. Data and descriptive information should be provided below or in a separate attachment.

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State Career Cluster	Program of Study	Occupational Title	SOC	Growth Rate	Median Annual Wage	Annual Openings
Human Services	Family and Community Services	Marriage and Family Therapists	21-1013	26%	\$43,778	198
Human Services	Family and Community Services	Social and Community Service Managers	11-9151	22%	\$67,528	559
Human Services	Family and Community Services	Mental Health and Substance Abuse Social Workers	21-1023	21%	\$37,631	482
Human Services	Family and Community Services	Social and Human Service Assistants	21-1093	18%	\$35,365	2,920

The two courses below are currently offered at Baylor University and closely align with the content of the Social and Community Services course.

PHILANTHROPY & PUBLIC SERVICE (PPS)

1100 Introduction to Citizenship and Community Service Volunteerism and community service as related to poverty, literacy, local political participation, mentoring, peer education, community law enforcement, gender, and neighborhood development. In addition to one weekly classroom hour, a minimum of two hours per week of community service is required. May be repeated a maximum of four times with a different topic each time.

Social Work

4373 Social Work Practice III: Generalist Practice with Organizations and Communities Pre-requisite(s): SWO 3351 and minimum grade of B in 3371, and credit or concurrent enrollment in SWO 3352 and 4372. Knowledge, skills, and strategies appropriate to work with organizations, neighborhoods, and communities to foster social and economic justice.

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Essential Knowledge and Skills of the proposed course:

- (a) General Requirements. This course is recommended for students in Grades 10-12.
Recommended prerequisite: Principles of Community Services. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, dietetics, and nutrition.
 - (3) Social and Community Services is a course designed to prepare students to enter the workforce in the field of social, nonprofit, community service, and faith-based organizations. Students will develop and practice employability, professional, and practical skills that although designed for human services, will be useful in any career field. Students will synthesize their understanding of policies, human need, and how work within the social, nonprofit, community service or faith-based organization sectors can provide a mutual benefit. Students will develop an appreciation of the number one key to success in any career field which is asking oneself how they can serve others.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, meetings with industry specific businesses, and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
 - (1) The student demonstrates employability skills as required by social, nonprofit, community service, and faith-based organizations. The student is expected to:

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- (A) apply interpersonal communication skills in social, nonprofit, community service, and faith-based organization settings;
 - (B) explain and recognize the value of collaboration within the workplace;
 - (C) explain the importance of time management to succeed in the workforce;
 - (D) explain work ethics/professionalism in a social, nonprofit, community service, and/or faith-based organization job setting; and
 - (E) demonstrate problem-solving and critical-thinking skills.
 - (F) research and explain the importance of diversity in the community and workplace;
 - (G) describe strategies to increase diversity and inclusion in the workplace and within the community;
 - (H) establish communication protocols utilized within this career field;
 - (I) adapt communication protocols to target a wide variety of audiences; and
 - (J) develop workplace and community diversity policies and procedures.
- (3) The student demonstrates skills necessary to understand the field of social services. The student is expected to:
- (A) distinguish similarities and differences between the four sectors of family community services: social, non-profit, community service, and faith-based organizations;
 - (B) compare and contrast social service providers available to communities at the local, state, and federal level such as Temporary Assistance for Needy Families (TANF), Women Infants & Children (WIC), Texas Health & Human Services Department (HHS), and local food banks and shelters;
 - (C) apply strategies such as conflict management strategies, translation services, and inclusion or diversity training for working effectively with diverse clients and communities;
 - (D) analyze how a variety of social service providers in one area work together to provide needs for a community;

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- (E) develop a volunteer recruitment plan for service organizations; and
 - (F) develop volunteer management policies and procedures for service organizations such as volunteer handbook, job descriptions and management plan.
- (4) The student demonstrates skills necessary to develop and implement service programs within the social, non-profit, community service, and faith-based organization settings. The student is expected to:
- (A) analyze community resources to determine areas in need of outreach assistance;
 - (B) develop programs that are suitable for use within the community or non-profit workplace;
 - (C) develop a fundraising plan based on the service program and community needs;
 - (D) develop a social media marketing plan based on target audience research such as community surveys, polls, and interviews;
 - (D) implement and monitor programs that are suitable for use within the community or non-profit sector; and
 - (E) use data to analyze performance of the service project and create short-and long-term goals.
- (5) The student analyzes the impacts of sociological factors on clients within the social, non-profit, community service, and faith-based organization settings. The student is expected to:
- (A) describe and analyze the impacts of social and cultural issues impacting clients in American society;
 - (B) practice legal and ethical compliance within a real or simulated scenario;
 - (C) determine ethical responsibilities; and
- (6) The student implements effective counseling and mental health strategies within the workplace and community in a simulated scenario. The student is expected to:
- (A) facilitate consultation, cooperation, and communication with clients;

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- (B) apply knowledge of human development to determine client’s developmental status;
 - (C) respond to an emergency situation such as homelessness, death, natural disaster, or loss of a job;
 - (D) communicate details of an emergency situation in a formal report and debriefing;
 - (E) check for and respond to specific issues such as safety, security, or resource needs;
 - (F) demonstrate appropriate first-aid procedures;
 - (G) facilitate workplace debriefing and support processes; and
 - (H) evaluate performance through a self-reflection analysis.
- (7) The student examines careers in social and community services, through collaboration with industry partners, government organizations, the community, faith-based organizations, or the school district. The student is expected to:
- (A) collaborate to solve a problem or challenge issued by an employer or the classroom teacher;
 - (B) describe the typical work environment and daily work activities related to a variety of occupations;
 - (C) analyze potential careers and required or related education in a those careers; and;
 - (D) identify and explain career development concepts and planning within the social and community services field.

Recommended resources, technology, and instructional materials to be used:

Broderick, Patricia C., and Pamela Blewitt. *The Life Span: Human Development for Helping Professionals*. Hoboken, NJ: Pearson Education, 2020.

Koppelman, Kent L. *Understanding Human Differences: Multicultural Education for a Diverse America*. Hoboken, NJ: Pearson Education, 2020.

Rothman, Juliet Cassuto. *Cultural Competence in Process and Practice: Building Bridges*. Boston: Pearson/Allyn and Bacon, 2008.



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Rubin, Allen. *Program Evaluation: Pragmatic Methods for Social Work and Human Service Agencies*. Cambridge, United Kingdom: Cambridge University Press, 2020.

Texas Education Agency. *Human Services Career Cluster | TX CTE Resource Center*. Texas CTE. Accessed May 21, 2021. Access <https://www.txcte.org/resource/human-services-career-cluster?binder=190376&delta=9>

Texas Department of State Health Services. *CHW Certification Requirements*. Accessed May 21, 2021. <https://www.dshs.texas.gov/chw/CertRequire.aspx>.

Wolf, Thomas. *Managing a Nonprofit Organization: Updated Twenty-first Century Edition*. New York: Free Press, 2012.

Recommended activities:

- Create an informative YouTube Channel, Podcast, Blog or other social media to disseminate knowledge on topics of student's choice, related to the course study. This could be completed as an individual or group project.
- Assign a case scenario reading assignment to identify ethical dilemmas in a particular situation. Discuss appropriate interventions and prevention measures related to the ethical dilemma.
- Complete first aid certification. (available through <https://www.mentalhealthfirstaid.org/>)
- Compare and contrast the differences in non-profit organizations, including 501(c) and 501(c)(3), government assistance programs, and private foundations.
- Develop a webpage or portfolio to provide social and community resources for the campus and community.
- Plan, organize, and orchestrate a campus wide social and community service event such as a project to deter teenage drinking prior to a big event.

Recommended assessment methods for evaluating student outcomes:

- Student professional portfolio with progress monitoring and goal setting
- Professional skills rubric
- Tests/quizzes
- Rubrics used for all projects and applicable assignments.
- Portfolio of service-learning projects

Recommended educator certifications:

An assignment for Social and Community Services is allowed with one of the following certificates.

- Any home economics or homemaking certificate.



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- Family and Consumer Sciences, Composite: Grades 6-12.
- Human Development and Family Studies: Grades 8-12.

Required trainings, including associated costs, if applicable:

Additionally, the following certifications are recommended.

- Mental Health First Aid Training - \$0 for certification
- Community Health Worker Instructor Certification - \$750-\$1500 for instructor certification

Professional Learning Recommendations:

- Family Consumer Sciences Teachers Association of Texas (FCSTAT) Summer and/or Mid-Winter Conference;
- American Association of Family Consumer Sciences (AAFCS) Annual Conference;
- Association of Career and Technical Education (ACTE) Annual Conference
- Texas Counseling Association (TCA) Annual Conferences
- Texas Association for Marriage & Family therapy (TAMFT) Annual Trainings