Social and Community Services

PEIMS Code: N1302543
Abbreviation: SOCCOMM
Grade Level(s): 10-12
Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Social and Community Services will provide an overview of the nonprofit, social, community service, and faith-based organization sector in the United States. The course has an emphasis on professional practices and development of the skills needed to implement service programs. The Social and Community Services course builds on knowledge from Principles of Community Services by providing an in-depth study of social services and how they relate to all other family and community services. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

Essential Knowledge and Skills:

(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 will provide an overview of the nonprofit, social, community service, and faith-based organization sector in the United States. The course has an emphasis on professional practices and development of the skills needed to implement service programs. The Social and Community Services course builds on knowledge from Principles of Community Services by providing an in-depth study of

social services and how they relate to all other family and community services. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

(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:

(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;

(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) research and establish communication protocols used 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.

(2) The student demonstrates verbal and nonverbal communication skills. The student is expected to:

(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual;

(B) demonstrate listening skills and techniques to minimize communication barriers; and

(C) implement communication skills that are responsive rather than reactive.

(3) The student demonstrates skills necessary to identify and facilitate operations or activities of community service organizations. The student is expected to:

(A) distinguish similarities and differences between the four sectors of family community services, including social, non-profit, community service, and faith-based organizations;

        (B)   compare assistance offered between social service providers such as Temporary Assistance for Needy Families (TANF), Women Infants & Children (WIC), Texas Health & Human Services Department (HHS), and local food banks and shelters available to communities at the local, state, and federal level;

        (C)   analyze and assess the most effective local, state, or federal services available for a given scenario within a geographic area;

        (D)   apply strategies for working effectively with diverse clients and communities;

        (D)   analyze how social service providers collaborate to provide community needs;

        (E)   develop a volunteer recruitment plan for a selected service organization; and

        (F)   develop volunteer management policies and procedures such as volunteer handbook, job descriptions and management plan for a selected service organization.

(4)   The student develops and implements 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 of need;

        (B)   develop a service program that provides assistance in a community or non-profit organization;

        (C)   research and develop a fundraising plan to implement a service program to address identified community needs;

        (D)   develop a social media marketing plan based on target audience research such as community surveys, polls, and interviews;

        (D)   develop evaluation criteria and monitor program effectiveness for an existing community service; and

        (E)   use data to evaluate and suggest improvements to an existing community service and create short-and long-term improvement goals.

(5)   The student analyzes the impacts of factors on client scenarios 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 society;

        (B)   analyze the scope and limitations of practice of the four sectors;

        (C)   describe the regulatory agencies and codes of conduct for each of the four sectors;

        (D)   describe client rights and choices as well as circumstances that alter client rights or impact a provider's ethical course of action;

        (C)   practice legal and ethical compliance including principles of confidentiality within a simulated scenario; and

        (D)   determine ethical responsibilities within a social and community counseling environment.

(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 in a simulated scenario;

   (B)   determine client's developmental status in a simulated scenario;

   (C)   develop and execute a client plan of action to a simulated emergency situation such as homelessness, death, natural disaster, or loss of a job;

   (D)   communicate details of a simulated emergency situation in a formal report and debriefing;

   (E)   check for and respond to specific issues such as safety, security, or resource needs in a simulated scenario;

   (F)   demonstrate appropriate first-aid procedures in a simulated scenario;

   (G)   facilitate workplace debriefing and support processes in a simulated scenario; and

   (H)   evaluate the student's own performance through a self-reflection analysis in a simulated scenario.

(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)   develop a solution to a community service organization challenge identified by an employer or the classroom teacher;

   (B)   describe the typical work environment and daily work activities related to a variety of occupations within the social and community services sector;

   (C)   identify potential challenges such as extended workdays and work-related emotional stress resulting from a career in the social and community services sector;

   (D)   describe the importance of setting personal boundaries and implementing self-care strategies;

   (E)   analyze potential careers and related education requirements for these careers; and;

   (F)   identify and explain career development concepts and planning within the social and community services field.

(8)   The student investigates appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:

   (A)   identify appropriate technology and programs for effectively managing the finances of community services organizations;

   (B)   identify the required periodic documentation such as an annual financial report for each type of organization;

   (C)   investigate additional ways such as charitable giving or grants for community services organizations to raise operational funds; and

(D)   research and select vendors for a selected community services organization taking into consideration both financial and ethical factors.

Recommended Resources and Materials:

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.

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. 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 Course 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.

Suggested 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

Teacher qualifications:

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

- Any home economics or homemaking certificate.
- Family and Consumer Sciences, Composite: Grades 6-12.
- Human Development and Family Studies: Grades 8-12.

Additional information:

Additionally, the following certifications are recommended.

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