

PLATO Course Principles of Human Services, Semester A

Course Overview

This one-semester course is intended to help you gain familiarity with career opportunities in the human services career cluster. This course has 16 lessons organized into 4 units, plus 4 Unit Activities. Each lesson contains one or more Lesson Activities.

This course covers the various career pathways in human services, such as counseling, mental health services, and consumer services. In addition, the course covers workplace skills, such as a positive work ethic, integrity, budgeting basics, self-representation, and teamwork.

You will submit the Unit Activity documents to your teacher, and you will grade your work on the Lesson Activities by comparing them with the given sample responses. The Unit Activities (submitted to the teacher) and the Lesson Activities (self-checked) are the major components of this course. There are other assessment components, namely the mastery test questions that feature along with the lesson; the pre- and post-test questions that come at the beginning and end of the unit, respectively; and an end-of-semester test. All of these tests are a combination of simple multiple-choice questions and technology enhanced (TE) questions.

Participating in a Student Organization

As part of this course, every student has to join a student organization, such as FCCLA, and be an active participant in all events and projects of the organization. As a member of a student organization, you should do the following:

- Participate in all the activities of the student organization you choose to join
- Keep a record of your participation in meetings, programs, and projects
- Take notes about the history, purposes and goals of the student organization
- Identify the benefits and responsibilities of membership in the student organization as a student and in professional or civic organizations as an adult
- Use a computer to record the information above and process it to create a slide presentation

At the end of this course (as part of Unit Activity 4), you will create and submit the slide presentation describing the points above.

Course Goals

This course will help you meet the following goals:

- Assess and plan for careers in the human services career cluster, including the required education, training, and professional and lifelong-learning skills.
- Appraise best practices for creating a positive, ethical, and safe work environment while adhering to workplace laws and policies.
- Evaluate strategies and services for those experiencing health disorders or who are victims of abuse.
- Evaluate methods to nurture, protect, and meet the needs of children in all stages of growth.

Prerequisite Skills

PLATO Course Principles of Human Services, Semester A has the following prerequisites:

- basic math knowledge
- interest in any of the human services
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines

General Skills

To participate in this course, you should be able to do the following:

- Perform basic operations on a computer.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

PLATO Course Principles of Human Services, Semester A is a 0.5-credit course.

Course Materials

- notebook
- computer with an internet connection and speakers or headphones
- Microsoft Word or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course teacher may modify the schedule to meet the specific needs of your class.

Course Components and Grading Rubric

The table gives a breakdown of the weight for each component in the course. Weight represents the percentage of the total score coming from each activity.

| Course Components | Count | Weight |
|--|-----------|-------------|
| Pretest. <i>Pretests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective, the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemptive pretests for first-time credit courses. Pretests are not included as a component of the student's final grade.</i> | 4 | 0% |
| Module. <i>Each module in this course contains an interactive tutorial and an associated mastery test. Tutorials may include one or more Lesson Activities that constitute tasks associated with the tutorial. The module score comes from a student's score on the mastery test.</i> | 16 | 20% |
| Discussion. <i>Online discussions allow for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may add more discussion topics.</i> | 4 | 20% |
| Unit Activity. <i>Unit Activities are at the end a unit and constitute one or more small tasks. Their purpose is to deepen understanding of key unit concepts and tie them together. Each Unit Activity includes a simple rubric. The teacher versions include both a rubric and modeled sample answers. Unit Activities are teacher graded.</i> | 4 | 20% |
| Posttest. <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i> | 4 | 20% |
| End of Semester Test. <i>The end of semester test (EOS) appears at the end of the course. Students are delivered a few items from every tutorial in the course in order to assess the major course objectives.</i> | 1 | 20% |
| Total | 33 | 100% |

*Teachers may manually adjust these weights if desired, per district grading requirements.

Unit 1: Personal Characteristics

Summary

In this unit, you will learn about various personal characteristics that you need to demonstrate in the workplace, such as integrity, positive work ethics, and so on. You will also learn about the importance of teamwork and self-representation in the workplace.

| Day | Activity/Objective | Type |
|------------------|--|--------------------|
| 1 day: 1 | Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i> | Course Orientation |
| 3 days: 2–4 | Positive Work Ethics <i>Recognize the importance of positive work ethics and describe good work habits.</i> | Lesson |
| 4 days: 5–8 | Integrity <i>Identify labor laws, integrity, and integrity attributes outlined by many workplace policies and laws.</i> | Lesson |
| 4 days: 9–12 | Self-Representation <i>Identify positive self-representation skills through dress and using language and manners suitable for the workplace.</i> | Lesson |
| 4 days: 13–16 | Teamwork <i>Identify teamwork and leadership skills needed to successfully lead a team.</i> | Lesson |
| 1 day: 17 | Space Jumble | Game |
| 4 days: 18–22 | Unit Activity/Threaded Discussion—Unit 1 <i>Apply workplace ethics to describe how you would handle specific workplace scenarios.</i> | Unit Activity |
| 1 day: 23 | Post-test—Unit 1 | Assessment |

Unit 2: Employability Skills

Summary

In this unit, you will explore the essential career skills needed to acquire a job and grow professionally. You will learn skills to manage time, tasks, and resources, and how to handle conflict in the workplace. Finally, you will analyze the importance of technology in performing work efficiently.

| Day | Activity/Objective | Type |
|------------------|---|---------------|
| 3 days: 24–26 | Time, Task, and Resource Management <i>List time, task, and resource management skills and explain how to organize and implement a productive plan of work.</i> | Lesson |
| 3 days: 27–29 | Conflict Resolution <i>Identify conflict-resolution strategies to negotiate diplomatic solutions to interpersonal and workplace issues.</i> | Lesson |
| 4 days: 30–33 | Job Acquisition and Advancement <i>Explain the process of applying for and securing a job in your desired industry, as well as best practices for career advancement.</i> | Lesson |
| 4 days: 34–37 | Job-Specific Technologies <i>Discuss job-specific technologies used to accomplish work responsibilities in a productive manner.</i> | Lesson |
| 1 day: 38 | Para Jumble | Game |
| 4 days: 39–43 | Unit Activity/Threaded Discussion—Unit 2 <i>Apply and incorporate employability skills to make a guide that provides information on how to look for a job and create a good résumé.</i> | Unit Activity |
| 1 day: 44 | Post-test—Unit 2 | Assessment |

Unit 3: Counseling and Mental Health Services

Summary

In this unit, you will learn about common mental problems that people in the United States suffer from and the types of mental services that are available for treatment. You will also discuss ways to prevent domestic violence and treatment options available for victims of domestic violence. Finally, you will acquaint yourself with health and safety guidelines in the field of health care.

| Day | Activity/Objective | Type |
|------------------|--|---------------|
| 4 days: 45–48 | Types of Mental Health Problems <i>Identify and describe various mental health disorders, including treatment options and support.</i> | Lesson |
| 4 days: 49–52 | Psychological Counseling <i>Recall and describe mental health services and career paths in the field of mental health.</i> | Lesson |
| 4 days: 53–56 | Domestic Violence: Prevention and Treatment <i>Identify signs of domestic abuse and relationship violence and describe prevention strategies and victim care; discuss legal and ethical issues in counseling and mental health services.</i> | Lesson |
| 4 days: 57–60 | Health and Safety <i>Recognize healthy behaviors and safety strategies to keep yourself and the workplace safe; identify health and safety laws and organizations.</i> | Lesson |
| 1 day: 61 | Thwack-A-Mole | Game |
| 4 days: 62–66 | Unit Activity/Threaded Discussion—Unit 3 <i>Apply the skills you’ve learned on counseling and mental health services to make a mini resource guide of mental health services.</i> | Unit Activity |
| 1 day: 67 | Post-test—Unit 3 | Assessment |

Unit 4: Consumer Services

Summary

In this unit, you will discuss the skills required to maintain a healthy financial life. You will also learn some basic skills required for academic and professional success, such as reading, writing, speaking, and listening. You will also gain insight into the field of consumer services.

| Day | Activity/Objective | Type |
|------------------|--|---------------|
| 4 days: 68–71 | Budgeting Basics <i>Explain how to maintain realistic personal financial budgets and goals; describe credit reports.</i> | Lesson |
| 3 days: 72–74 | Reading and Writing <i>Recognize effective reading and writing skills in workplace documents.</i> | Lesson |
| 3 days: 75–77 | Speaking and Listening <i>Differentiate between verbal and nonverbal communication, evaluate elements of effective communication and active listening, and reflect on ways to improve communication skills.</i> | Lesson |
| 4 days: 78–81 | Consumer Trends and Rights <i>Recall the evolution of technology, consumer rights, and legal and ethical aspects of customer services; identify careers in the field.</i> | Lesson |
| 1 day: 82 | Thwack-A-Mole | Game |
| 4 days: 83–87 | Unit Activity/Threaded Discussion—Unit 3 <i>Describe and relate your experience of being in a student organization to analyze the benefits and responsibilities of membership in student and professional organizations.</i> | Unit Activity |
| 1 day: 88 | Post-test—Unit 3 | Assessment |
| 1 day: 89 | Semester Review | |
| 1 day: 90 | End-of-Semester Test | Assessment |

Course Map

You will achieve course level objectives by completing each lesson's instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).