

# PLATO Course Principles of Human Services, Semester B

## 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 15 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 childcare, family services, and personal care services. In addition, the course covers various workplace skills, such as customer service and internet and information technology skills.

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.

## 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 B 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 B 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
<b>Pretest.</b> <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%
<b>Module.</b> <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>	15	20%
<b>Discussion.</b> <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%
<b>Unit Activity.</b> <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%
<b>Posttest.</b> <i>The posttest appears at the end of the unit and mirrors the pretest in structure, content, and complexity.</i>	4	20%
<b>End of Semester Test.</b> <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%
<b>Total</b>	<b>33</b>	<b>100%</b>

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

## Unit 1: Early Childhood Development Services

### Summary

In this unit, you will explore the childcare and childhood development career pathway. You will learn about the various stages of child development and the care and services required at each stage. You will also acquaint yourself with ways to prevent child abuse and protect children.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>Childbirth and Postnatal Care</b> <i>Recall the stages of infant growth and development and describe postnatal care.</i>	Lesson
4 days: 6–9	<b>Nurturing Children</b> <i>Identify the specialized needs of children at various stages of growth and development.</i>	Lesson
4 days: 10–13	<b>Protecting Your Child</b> <i>Identify strategies to help manage stress and discuss the risks associated with child abuse and related issues.</i>	Lesson
1 day: 14	<b>Space Jumble</b>	Game
5 days: 15–19	<b>Unit Activity/Threaded Discussion—Unit 1</b> <i>Describe the brain development that takes place between birth and five years of age, and describe the administrative functioning of an institute or facility that caters to children of this age group.</i>	Unit Activity
1 day: 20	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Family and Community Services

### Summary

In this unit, you will explore the family and community services career pathways. You will discuss the role that family members play in the family. You will also acquaint yourself with legal provisions to protect children and families. Finally, you will assess the importance of a healthy diet and food choices in maintaining health and well-being.

Day	Activity/Objective	Type
3 days: 21–23	<b>Family: Roles and Responsibilities</b> <i>Identify and describe the roles and responsibilities of various members in a family; describe challenges families face and name community resources that can help.</i>	Lesson
4 days: 24–27	<b>Community and Legal Resources</b> <i>Name legal and community resources that protect the rights of children and support children and families in various scenarios; identify careers in the field.</i>	Lesson
4 days: 28–31	<b>Dietary Guidelines</b> <i>Recall government and health department dietary guidelines and identify healthy eating habits and eating disorders.</i>	Lesson
4 days: 32–35	<b>Effect of Food Choices on Health and Wellness</b> <i>Describe how food choices impact health and wellness in various contexts.</i>	Lesson
1 day: 36	<b>Para Jumble</b>	Game
5 days: 37–41	<b>Unit Activity/Threaded Discussion—Unit 2</b> <i>Practice presentation skills on the topic of the history and development of the Dietary Guidelines for Americans and the challenges that people face while trying to adhere to them.</i>	Unit Activity
1 day: 42	<b>Post-test—Unit 2</b>	Assessment

## Unit 3: Personal Care Services

### Summary

In this unit, you will explore career opportunities in the personal care industry. You will learn about the importance of selecting and using safe and effective products for personal care. Finally, you will appreciate the importance of customer service skills in determining professional success in the human services career cluster in general, and in the personal care services career pathway in particular.

Day	Activity/Objective	Type
4 days: 43–46	<b>Careers in Personal Care</b> <i>Identify and discuss career opportunities, qualifications, and responsibilities in personal care services.</i>	Lesson
4 days: 47–50	<b>Selecting Safe Products and Services</b> <i>Recognize safe and effective personal care products and services, describe legal and ethical responsibilities, and identify new technologies in the field.</i>	Lesson
4 days: 51–54	<b>Customer Service</b> <i>Recognize customer service skills and best practices, describe internal and external customers, and identify strategies for improving customer satisfaction.</i>	Lesson
1 day: 55	<b>Thwack-A-Mole</b>	Game
5 days: 56–60	<b>Unit Activity/Threaded Discussion—Unit 3</b> <i>Describe a career plan for working in cosmetology.</i>	Unit Activity
1 day: 61	<b>Post-test—Unit 3</b>	Assessment

## Unit 4: Agriculture and Education Services

### Summary

In this unit, you will discuss the roles of information technology, the Internet, and lifelong-learning skills necessary for a successful career in human services. You will also explore career opportunities in agriculture services. You will also explore career opportunities in the education pathway.

Day	Activity/Objective	Type
4 days: 62–65	<b>Careers in Agriculture</b> <i>Identify various careers, training, and education in the field of agriculture, food, and natural resources (AFN) industry in the United States.</i>	Lesson
4 days: 66–69	<b>Careers in Education</b> <i>Identify and describe various careers in the education pathway.</i>	Lesson
4 days: 70–73	<b>Lifelong Learning</b> <i>Identify and describe lifelong-learning skills and ways to acquire new industry-related information and improve professional skills.</i>	Lesson
4 days: 74–77	<b>Information Technology</b> <i>Identify and describe the skills required to use computers and software programs effectively.</i>	Lesson
4 days: 78–81	<b>Internet Use and Security</b> <i>Identify proper Internet use and security and state ways to avoid security breaches and misuse of the Internet.</i>	Lesson
1 day: 82	<b>Space Jumble</b>	Game
5 days: 83–87	<b>Unit Activity/Threaded Discussion—Unit 4</b> <i>Relate and describe methods and strategies to maintain online privacy and safety.</i>	Unit Activity
1 day: 88	<b>Post-test—Unit 4</b>	Assessment
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	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 B](#).