

Carol Ringenberg welcomed the group and thanked them for their time during the day and facilitated introductions. Erika Volker provided an overview of Career Education in Nebraska and the overall goal and future steps of the work produced during the day. Seth Derner facilitated the remainder of the workshop. Seth asked the group to identify the future trends in the Human Services Career Cluster. Below is a report out from each of the three small groups on the supply and demand, skills and trends in the field.

Group A: Written and Oral Reports

<i>Written Report</i>		
<i>Supply and Demand</i>	<i>Skills</i>	<i>Trends</i>
Always • 32% new jobs and replacement • 10% in EMT • Economy Impact? • Wages paid \$10- ? • Student interest • Intrinsic value • Volunteerism • People who have experienced it	Critical thinking • Self care • Writing • Technology • Cultural competencies (economic) diversity • Interpersonal/leadership/communication • Mentoring • Emotional intelligence • Negotiation/sales • Service learning • Project management • Collaborative learning	Call center – services • Bilingual (various languages) • Aging populations • Younger people getting services • Outcomes • Limited resources • Innovation (big ideas)

Oral Report

Supply and Demand

- 32% new and replacement jobs
- Wages – What do the jobs pay and what will interest students? Students will need to have an intrinsic value and less a monetary value
- Many students have experience in this area so they want to give back

Skills

- Critical Thinking, Writing, Technology, Cultural Competency, interpersonal relationship
- Mentoring, emotional intelligence, project management, negotiating, ability to sell things/ideas, service learning,
- Students need to understand that income is not the reward, understanding the underlying issues of poverty and injustice
- Understanding boundaries and self care so to reduce burn out

Trends

- More services going to “call center” type of situation, bi-lingual needs (more than one language) changes in the aging population, younger people needing and seeking services, limited resources, need for innovation and big ideas

Group B Written and Oral Reports

<i>Written Report</i>		
<i>Supply and Demand</i>	<i>Skills</i>	<i>Trends</i>
High demand – males in Voc Rehab (retirement & demand) • Non-profit sector drives the need/demand • more interdisciplinary • More culturally aware of population you work with	Cultural Competency • counseling classes • how to relate to people • critical thinking skills • problem solving • think outside the box • developing systems thinkers • writing • communication (face-to-face) • empathy • relationship building • internships • service learning • shadowing • passion for the job and for people • able to apply the skills	Change in populations • ripple effect of military PTSD • interdisciplinary/collaboration • technology evolves – look at patterns more quickly • work with other agencies (lack of resources) • evidence based practice • Policy/systems changes – schools • real integration of skills

Oral Report

Supply and Demand

- More high demand for more males than females due to retirements and more clients
- Non Profits

Skills

- Interdisciplinary-ability to cross sectors, cross different groups of people and systems, looking at things outside of the categories, relationship building
 - Relate that to the student experience in the courses they take all are interrelated as well (psychology, sociology, etc are all related)
- Cultural awareness; cultural competency, critical thinking, problem solving, developing systems types of thinkers, writing, communication, technology might reduce our ability to face-to-face
- Students have job shadowing experiences to help shape learning

Trends

- Changing populations, ripple effect – example soldiers with PTSD impacting the individual and families
- Evidence based practice
- Integration skills – teach students how to work together more

Group C Written and Oral Reports

<i>Written Report</i>		
<i>Supply and Demand</i>	<i>Skills</i>	<i>Trends</i>
Post 2008 – movement upward • 45 – 50 apps/opening • fewer workforce to address need • people are looking due to uncertainty • supply is ample • demand is down • what will jobs look like directed by funding? • Model changing • what level of credentialing /education? • Increase in requirements for education • development level of students • awareness of Human Service Careers is lacking – not encouraged because of \$\$ • Cross-connections in pathway • Why would a student select Human Services	Cultural competency • writing • reading • understanding directions • application • empathy/understanding • problem solving - not just benefits • field experience•	Communication via technology - not just face-to-face • industry is more degree/credential driven • do more with less • cultural awareness • changing demographics

Oral Report

Supply and Demand

- Post 2008 world - jobs changing more quickly, employers are seeing 40 – 50 applicants for each opening whereas before 2008 employers saw 15 – 20 applicants per position
- Looking more frequently because of uncertainty
- Supply is ample
- But Demand is down
- The model is changing in Human Services
- Employers are looking at the level of credentialing
- Increasing education requirements of employees
- Disconnect for students – need more education but there is not a great deal of pay
- Developmental level of students – Is the high school student ready for this career field? Are they empathic enough or are they still too egocentric to truly investigate the field?
- Parents are still huge influencers in their child’s career path – awareness is not there.
- Huge variance in the careers in the cluster –
- Why do students choose that Human Services Career Cluster

Skills

- Ability to read, write and apply the knowledge

- Critical thinking skills
- Empathy
- Problem solving
- Cultural Competency
- Field experience: internship, job shadow

Trends

- Technology will continue to rise
- Industry is more credential and degree driven
- Changing demographic – how are we able to deal with that

Large Group Summary

One or two things that stand out to you the most which will drive the future of Human Services careers:

- Developmental Level of Students - the decisions have already been made, we are just following the trends; what have these middle and high school students been exposed to which will make them decide that Human Services is a desirable career choice
- How do you help high school students at the high school developmental level? They have to have a clarifying experience to help them determine that Human Services is the right career field for them.
- Human Growth and Development to include diversity – but go deeper, why is there inequality? Understand rural poverty, world-wide issues, in Human Services
- The first course is so critical, empowering, helping to problem solve, framing critical thinking skills using Human Services as the
- A lot of things are systemic – in the school system – service learning example for a particular class rather than, or certain employers/contractors can be reimbursed (i.e. Medicare) recognizing various aspects of systems which impact the clientele we serve
- How do we all work together to get the employees businesses need? Would be nice to have Careers Class where students get to shadow various careers - it takes a community
- Intro class – helping the student get a realistic idea of various levels of education and experience within the Human Services careers

Community College Report Out: The community college representatives shared an overview of their programs and how they are meeting the needs of employers in their communities.

Central CC

- Human Services Generalist program which will prepare students employed at: Boys Towne, Domestic Violence Centers,
- Drug and Alcohol Counselor
- Para-Educator Diploma to work with special needs students/adults
- Changes in the Communities – Computer class wasn't required, but now is. A diversity class is also now required. Ethics is the most important trend now – looking at setting personal boundaries and doing something for themselves. Technology - some of our classes are offered online.

Northeast CC

This is the first year we've had a program. It's an AA Generalist Degree, before we moved forward we brought in a group of community members who assisted with the development of the courses and content. The community is thrilled that we have the targeted coursework – many service providers have previously had to hire “off the street” and train, and now they have a place to pull trained people from.

Southeast CC

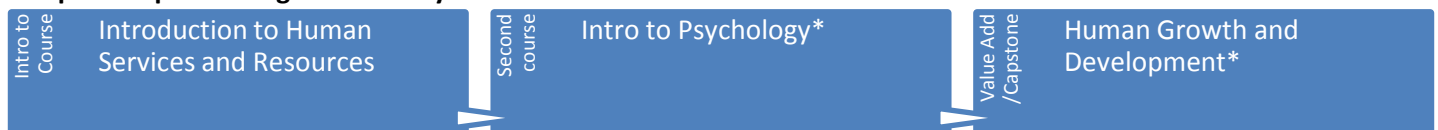
Offer a lot of general classes, drug and alcohol, social work. Just started a critical thinking class and encourage a great deal of clinical experiences

Metro CC

- AA Chemical Dependency Counseling Program – preparation for certification
- General Human Services which transfer to 4 year institutions
- Crisis Counseling and multicultural counseling added to the programs
- Pre-practicum courses and field experiences
- Students who do practicum have to write goals, one has to be self care and self management
- Social worker program transfers but
- Students must have a C or above to complete the program
- Online classes and added an Ethics class – have an advisory board to help guide and make changes to the programs

Program of Study Conversation: Seth and Erika provided the group a starting point of what a program of study might look like. This draft template was developed by the Nebraska community college human services faculty. Each group was asked to evaluate the sequence of courses while reviewing the current courses available in Nebraska high schools. Each group reported out their thoughts below.

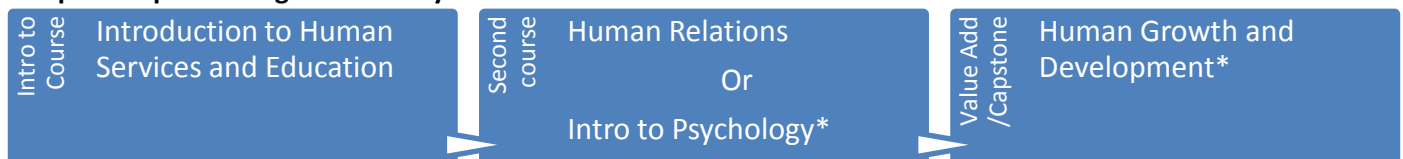
Group A: Proposed Program of Study



Additional Thoughts:

- MCC and NCC Human Relations course concepts should be included in the high school level Intro to Human Service and Resources
- How does this correlate with Education and Training Career Cluster?
- Should we include “Safety Management” into this Program of Study?
- Students need experiences which will support the real-world opportunities – suggest included in the Summer Writing Standards Workshop.

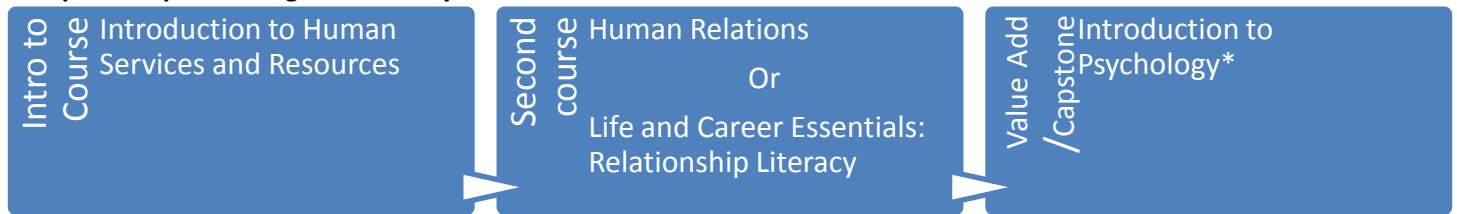
Group B: Proposed Program of Study



Additional Thoughts:

- Suggest include Education as a part of the introductory course
- Human Relations mirrors Human Behavior
- Tweak what is currently on the books
- Take concepts of Human Relations skills into the Intro to Human Services course
- Provide some community services or service learning project where they are in the community exploring more
- Clarifying Experience: job shadow, community service, volunteering, etc.
- Crosses over into co-curricular FCCLA programs

Group C : Proposed Program of Study

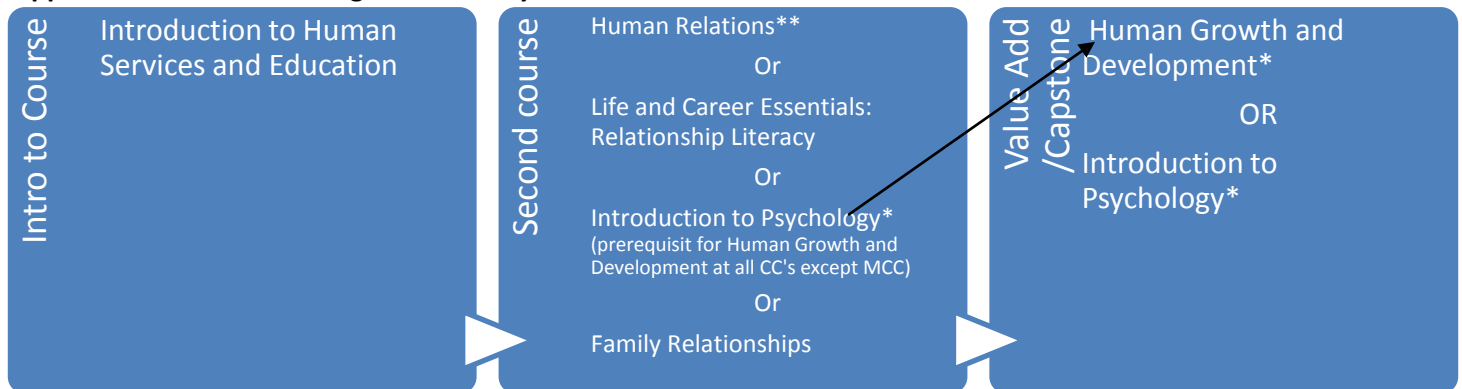


Additional Thoughts:

- Wanted to add rigor to the Intro to Human Services and Resources course - Human relations could add the rigor desired
- The group feels that Life and Career concepts should be included in the course sequence with a capstone of Intro to Psychology

After a large group discussion the participants mutually agreed upon multiple pathways to a cluster level program of study which includes the courses listed below. It should be noted that Introduction to Psychology offered at the college-level is a pre-requisite to Human Growth and Development also offered for college credit. Additionally, only faculty who meet the college adjunct faculty qualifications will be able to offer college courses for college credit; however, any teacher can offer the content of the course. Colleges on an individual basis can offer college credit in a variety of ways such as online, distance learning, blended/hybrid course, etc.

“Approved” State Model Programs of Study – Finalized



*college credit available

**college credit available through Metro CC and Northeast CC

Additional Courses to provide in Human Services (nice to have but not “have to have”)

Human Services Field:

1. Integrated Family and Consumer Sciences (catch all)
2. Family Health (upper grades 10 – 12)
3. Elder Care (could be collapsed into Family Health, look at more of a care-giving class ‘care-giving in the lifespan’, could be a part of integrated Family & Consumer Science, very experiential)

Core Concepts for Courses: the final activity of the day was to identify the “big chunks” or topics that should be covered in the Human Services courses. The courses with an * are college courses and the Standards Writing teams will use the college course outlines as their main resource. The courses below have supplemental materials provided to enhance the experience in the field.

Life and Career Essentials – Relationship Literacy

- Cross cultural sensitivity, awareness include culture of poverty
- Communication (active listening, feedback)
- Conflict Resolution
- Workplace relationships
- Leadership Development
- Employability?
- Career Exploration (e.g. Human Services Careers)

Family Relationships

- Roles/Responsibilities – Family Values
- Communication – emphasize
- Conflict Management – emphasize
- Couple Relationships
- Strong Family
- Impact of Children
- Parenting Responsibilities
- Definition of Family – structure, culture within the family
- Culture woven through all above topics
- Families within Different Cultures
- Work of the Family
- Environmental pressures on family
- Environment of family
- Use case studies when teaching

Intro to Human Services

- Experience – some opportunity to interact with people (drop box: shadowing options, act.)
- Guest speakers, professionals, community resources
- Funding Sources: public and private (tax revenue, grant-writing)
- Critical thinking
- Problem solving
- Technology
- Writing skills
- Ethics
- Career exploration – NCC.org, NCIS, etc.
- Group Projects (teamwork, responsibility, collaboration, etc.)
- Cultural Diversity/differences
- Why are these fields needed? - ask and explore this question

Human Relations (*taken from the MCC HMRL 1010 course, use NCC course content as well*)

- Self reflection – what stereotypes/prejudices do I bring to the diversity issues
- Broad, current, diversity issues:
- Ongoing education – race, sexual preferences, etc.
- Conflict management/ resolutions acceptance of diversity
- Add to V in syllabus – boundaries – professional integrity (self-care technology boundaries) social media
- Add to II in syllabus – Emotional intelligence.