This curriculum guide provides materials for a four-unit course at the secondary level in family and individual services. Unit objectives are listed and referenced to the content outline that follows. The four units cover these topics: recognizing family and individual needs, resources for meeting family and individual needs, using services to meet family and individual needs, and career ladders in family and individual service fields. Each unit begins with an overview. For each objective in the unit, these types of information are provided: a topical outline; a list of suggested learning activities; a resource list of books, pamphlets, audiovisual materials, and/or speakers; and discussion questions. Activity sheets for the entire unit are found at the end of each unit. (YLB)
FAMILY AND INDIVIDUAL SERVICES

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### FAMILY AND INDIVIDUAL SERVICES

**UNIT OBJECTIVES**

**THE STUDENTS WILL BE ABLE TO:**

<table>
<thead>
<tr>
<th>Outline</th>
<th>Reference</th>
<th>Corresponding Objectives</th>
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</thead>
<tbody>
<tr>
<td>I-A1</td>
<td></td>
<td>Demonstrate an understanding of various theories that explain the development of basic human needs.</td>
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<tr>
<td>I-A2</td>
<td></td>
<td>Identify the four areas of human development and analyze their personal development in each area.</td>
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<tr>
<td>I-B1</td>
<td></td>
<td>Describe five factors that affect human needs and develop a profile relating these factors to their personal lives.</td>
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<tr>
<td>I-B2</td>
<td></td>
<td>Identify and describe crisis situations and describe how they might affect the individual and the family.</td>
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<tr>
<td>I-B3</td>
<td></td>
<td>Describe ways in which people attempt to meet needs.</td>
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<tr>
<td>I-B4</td>
<td></td>
<td>Provide examples of situations which illustrate conflicting needs.</td>
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<tr>
<td>I-B5</td>
<td></td>
<td>Distinguish between wants and needs and describe cultural and environmental factors which influence these concepts.</td>
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<tr>
<td>I-C1</td>
<td></td>
<td>List the stages of the life cycle, describe typical behavior at each stage, and provide examples of individual differences.</td>
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<tr>
<td>I-C2</td>
<td></td>
<td>Identify and compare needs and expectations as they change throughout the life cycle.</td>
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<tr>
<td>I-D1</td>
<td></td>
<td>Identify and describe the historical structure and role of families and individuals.</td>
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<td>I-D2</td>
<td></td>
<td>Describe new and emerging roles for individuals and families, identifying social, economic and cultural changes that have contributed to their development.</td>
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UNIT OBJECTIVES (continued)

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<tr>
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<tbody>
<tr>
<td>I-D3</td>
<td>Compare and contrast traditional and emerging roles for families and individuals in relationship to personal values and expectations.</td>
</tr>
<tr>
<td>II-A1</td>
<td>Identify and describe TIME as a family and individual personal and family resource which may be used to solve problems and meet needs.</td>
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<tr>
<td>II-A2</td>
<td>Identify and describe ENERGY as a family and individual resource which may be used to solve problems and meet needs.</td>
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<tr>
<td>II-A3</td>
<td>Identify and describe skills and talents as family and individual resource which may be used to solve problems and meet needs.</td>
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<tr>
<td>II-A4</td>
<td>Identify and describe EDUCATION as a family and individual resource which may be used to solve problems and meet needs.</td>
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<tr>
<td>II-A5</td>
<td>Identify and describe SOCIAL CONTACTS as family and individual resources which may be used to solve problems and meet needs.</td>
</tr>
<tr>
<td>II-B1</td>
<td>Define the term community and describe their own community in terms of its governmental structure and the resources available to individuals and families.</td>
</tr>
<tr>
<td>II-B2</td>
<td>Identify and describe the various service categories of community resources available to meet personal and family needs.</td>
</tr>
<tr>
<td>II-C1</td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of DAY CARE.</td>
</tr>
<tr>
<td></td>
<td>a. Housing and Related Concerns</td>
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<td></td>
<td>b. In-home Care</td>
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<td></td>
<td>c. Legal Services</td>
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</table>
### UNIT OBJECTIVES (continued)

<table>
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<tr>
<th>Outline</th>
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</thead>
<tbody>
<tr>
<td>II-C2</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of PROTECTIVE SERVICES FOR CHILDREN.</td>
</tr>
<tr>
<td>II-C3</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of TRANSPORTATION.</td>
</tr>
<tr>
<td>II-C4</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of FAMILY PLANNING.</td>
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<tr>
<td>II-C5</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of CONSUMER PROTECTION.</td>
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<tr>
<td>II-C6</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of EDUCATION AND TRAINING.</td>
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<tr>
<td>II-C7</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of HEALTH SERVICES.</td>
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<tr>
<td>II-C8</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of ALCOHOL AND DRUG ABUSE.</td>
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<tr>
<td>II-C9</td>
<td></td>
<td>Select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of MULTI-SERVICES FOR SUB-POPULATIONS.</td>
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<tr>
<td>III-A1</td>
<td></td>
<td>Define stress and provide examples of factors which contribute to its presence.</td>
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<tr>
<td>III-B1</td>
<td></td>
<td>Analyze specific family and individual need situations to identify and define the problem(s).</td>
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<tr>
<td>III-B2</td>
<td></td>
<td>Analyze specific family and individual need situations to identify and define the need(s).</td>
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<tr>
<td>Outline</td>
<td>Reference</td>
<td>Corresponding Objectives</td>
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<tr>
<td>III-B3</td>
<td>Analyze specific family and individual need situations to identify goals and expectations.</td>
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<tr>
<td>III-B4</td>
<td>Analyze specific family and individual need situations to identify the costs and benefits of various approaches to problem solving.</td>
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<tr>
<td>III-C1</td>
<td>Use personal contacts to locate community resources to meet specific family and individual needs.</td>
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<tr>
<td>III-C2</td>
<td>Use the telephone directory as a tool for locating community resources to meet specific family and individual needs.</td>
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<tr>
<td>III-C3</td>
<td>Use the services of the Chamber of Commerce to locate community resources to meet specific family and individual needs.</td>
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<tr>
<td>III-C4</td>
<td>Use outreach centers to locate community resources to meet specific family and individual needs.</td>
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<tr>
<td>III-C5</td>
<td>Use other agencies and avenues as they exist in the community to locate resources to meet specific family and individual needs.</td>
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<tr>
<td>III-D1</td>
<td>Review an agency's goals and regulations in relation to specific individual and family needs.</td>
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<tr>
<td>III-D2</td>
<td>Review an agency's policies and regulations in order to determine client-eligibility requirements.</td>
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<tr>
<td>III-D3</td>
<td>Identify and describe preventative maintenance and follow-up procedures that may be used by agencies, individuals and families.</td>
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</tbody>
</table>
UNIT OBJECTIVES (continued).

Outline Reference Corresponding Objectives

IV-A1 Identify the skills and aptitudes desirable for persons employed in the Family and Individual Service Fields.

IV-A2 Identify the individual interests and personality characteristics desirable for persons employed in Family and Individual Service Fields.

IV-B1 Describe the typical functions and educational requirements of Aides or Trainees employed in Family and Individual Service Fields.

IV-B2 Describe the typical functions and educational requirements of Associate level employees in Family and Individual Service Fields.

IV-B3 Describe the typical functions and educational requirements of Professionals employed in Family and Individual Service Fields.

IV-B4 Describe the typical functions and educational requirements of Advanced Professionals employed in Family and Individual Service Fields.

IV-B5 Describe the typical functions and educational requirements of Volunteers working in Family and Individual Service Fields.
UNIT OUTLINE:

1. Recognizing Family and Individual Needs
   A. Human Needs
      1. Supportive Theories
         a. Maslow
         b. Erikson.
         c. Others
      2. Areas of Development
         a. Physical
         b. Intellectual
         c. Emotional-psychological
         d. Social
   B. The Environment and Situational Reactions
      1. Factors that Shape Needs
         a. Heredity
         b. Environment
         c. Culture
         d. Economics
         e. Religion
      2. Crisis Situations
         a. Illness
         b. Death
         c. Monetary concerns
         d. Divorce
         e. Alcohol and Drug Abuse
         f. Incarceration
         g. Other
   3. How Needs are Met
UNIT OUTLINE (continued)

4. Conflicting Needs
5. Needs Versus Wants

C. Life Cycles
   1. Defining Stages
      a. Preschool
      b. Preadolescence
      c. Adolescence
      d. Adult
      e. Senior Citizen
         1. Unmarried
         2. Married
         3. Parenting
         4. Mid-life crisis
   2. Expectations and Needs of Each Stage
      a. Social
      b. Emotional
      c. Physical
      d. Intellectual

D. Individual and Family Roles
   1. Historical and Traditional Roles
   2. New and Emerging Roles
      a. Single parent families
      b. Cohabitation
      c. Non-traditional career choice
   3. Personal Expectations
II. Resources for Meeting Family and Individual Needs

A. Family Resources

1. Time
2. Energy
3. Skills and Talents
4. Education
5. Social contacts
   a. Extended family
   b. Friends
   c. Church
   d. Fraternal organizations

B. The Local Community

1. Definition of Community
2. Service Categories
   a. Moral and ethical
   b. Educational
   c. Administrative
   d. Human development
   e. Recreational
   f. Outreach

C. Delivery Systems

1. Day Care
2. Housing and Related Concerns
3. In-home Care
UNIT OUTLINE (continued)

C. Delivery Systems (continued)

4. Legal Services
5. Protective Services for Children
6. Transportation
7. Family Planning
8. Consumer Protection
9. Education and Training
10. Health Services
11. Alcohol and Drug Abuse
12. Multi-services for Sub-populations
   a. Elderly
   b. Handicapped
   c. Women
   d. Racial and Ethnic Minorities
   e. Other

III. Using Services to Meet Family and Individual Needs

A. Situational Definition

1. Understanding Stress
2. Defining the Problem(s)
3. Defining the Need(s)
4. Goals and Expectations
5. Costs and Benefits
   a. Time
   b. Money
   c. Energy
B. Locating Services
   1. Personal Contacts
   2. Telephone Directory
   3. Chamber of Commerce
   4. Outreach Centers
   5. Other
C. Review and Evaluation of Potential Services
   1. Agency Goals
      a. Preventive services
      b. Interventive services
   2. Client Eligibility
      a. Regulations and policies
      b. Limitations and capabilities
   3. Preventive Maintenance and Follow-up

IV. Career Ladders in Family and Individual Service Fields
A. Orientation
   1. Skills and Abilities
   2. Personal Qualities
B. Job Titles
   1. Trainee or Aide (no formal postsecondary education)
   2. Associate (Associate Degree)
   3. Beginning Professional (Bachelor's Degree)
   4. Advanced Professional (Master's Degree)
   5. Volunteer (Varying educational experience)
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to introduce the student to the major components of human needs development. A review of prominent behavioral theories provides a basis for the examination of factors which contribute to the formation of personal needs, wants, and expectations. Typical behavior patterns and changes in needs are traced throughout the life cycle, with emphasis on individual differences which can contribute to unique need situations. Students are exposed to alternative methods of meeting basic needs, conflicting needs, and those needs that result from crisis situations.

A historical review of traditional family structure and individual behavior patterns evolves into a study of new and emerging roles. An examination of the social, economic, and cultural changes contributing to the development of non-traditional roles provides the student with a foundation for forming personal values and expectations. Learning activities have been designed to help the student analyze personal development, assess values and expectations, and to consider possible reactions as well as alternatives to meeting needs that may result from the occurrence of unexpected events.
**UNIT I**

**RECOGNIZING FAMILY AND INDIVIDUAL NEEDS**

**OBJECTIVE I-A1**

The student will be able to demonstrate an understanding of various theories that explain the development of basic human needs.

<table>
<thead>
<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Recognizing Family and Individual Needs</td>
<td>1. Brainstorm definition of a need.</td>
<td><strong>Books:</strong></td>
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<tr>
<td>c. Others</td>
<td></td>
<td><strong>Pamphlets:</strong></td>
</tr>
</tbody>
</table>

DISCUSSION QUESTIONS

1. What are theories, and why are we concerned with them?

2. Are basic needs the same for all cultures? For all individuals in the same culture?

3. Are people basically good or evil? Active or passive?

4. Do human beings have free will or are their lives predetermined by outside forces?

NOTES

RESOURCES

Audiovisual Materials:

Basic Concepts in Relationships, 4 filmstrips. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores personal needs and values, roles of peers and parents, and communication in relationships.

Consumer Advertising, filmstrip. Proctor and Gamble Educational Services, 2261 Spring Grove Ave., Cincinnati, OH 45214. Summary - Addresses the role advertising plays on human needs.

UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-A2

The student will be able to identify the four areas of human development and analyze personal development in each area.

TOPOCAL OUTLINE

I. Recognizing Family and Individual Needs
   A. Human Needs
      2. Areas of Development
         a. Physical
         b. Intellectual
         c. Emotional- psychological
         d. Social

SUGGESTED LEARNING ACTIVITIES

1. Create a bulletin board or collage showing levels of physical and social development.

2. Analyze your personal development in each area of human needs.

3. Interview people of different ages using the suggested interview questions. (Activity Sheet I-A2.)

RESOURCES

Audiovisual Materials:

- Half a Year Apart, film. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Compares needs and development of two young children playing with water.
DISCUSSION QUESTIONS

1. In what ways are you still the person you were at eight?

2. How might development in one area enhance or impede development in another?

3. Why is someone with a high I.Q. not necessarily a good student?

4. What is the difference between an extrovert and an introvert?

5. Discuss and debate the following statements about maturity:

   A. The mature person is guided by long-term purposes rather than by immediate desires.

   B. The mature person accepts things and people the way they are.

   C. The mature person accepts the authority of others.

   D. The mature person accepts himself as an authority without a sense of bravado or a sense of guilt.

   E. The mature person can defend himself from his own personal impulses as well as from attacks by others.

   F. The mature person is able to work without being a slave, and play without feeling a compulsion to work.

   G. A mature person is able to accept his own gender identity and gender relationships.

   H. The mature person is capable of unselfish love.

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UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B1

The student will be able to describe five factors that affect human needs and develop a profile relating these factors to their personal lives.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs

B. The Environment and Situational Reactions

1. Factors that Shape Needs
   a. Heredity
   b. Environment
   c. Culture
   d. Economics
   e. Religion

SUGGESTED LEARNING ACTIVITIES

1. Explore studies about identical twins separated early in life.
2. Conduct a class discussion with a genetic counselor.
3. Discuss the influence of the media on the perception of male and female roles.
4. Write an autobiographical sketch describing the influences of heredity, environment, culture, economics and religion.
5. Develop and explore case studies to determine how family and individual needs vary.

RESOURCES

Pamphlets:


Audiovisual Materials:

Howie at Home, Howie at School, and Rachel at Home, 3 short films. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Compares socializing influences on two children from diverse ethnic and cultural backgrounds.

DISCUSSION QUESTIONS

1. How may a baby's behavior be shaped by parents?

2. How and why are you like or unlike your parents?

3. How does heredity contribute to appearance? To intellect?

4. How are we influenced by our environment, peers, culture, etc.?

5. Compare and contrast organized religion and individual spirituality.

NOTES

RESOURCES

Speakers:

Genetic counseling and treatment center representative.
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B2

The student will be able to identify and describe 7 crisis situations and describe how they might affect the individual and the family.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs

B. The Environment and Situational Reactions

2. Crisis Situations

a. Illness
b. Death
c. Monetary concerns
d. Divorce
e. Alcohol and drug abuse
f. Incarceration
g. Other

SUGGESTED LEARNING ACTIVITIES

1. Describe a personally stressful situation or give an example of a stressful situation in the news.

2. Listen to record, A Case of Family Stress. Record sources of family stress.

3. Rate your individual and your family's stress on the Holmes and Rahe's Scale of Life Changes. (Activity Sheet I-B2)

4. Write a few paragraphs describing how you would picture death if it were a person.

5. Discuss case studies from Raising a Family Alone.

6. Research prison life. Take a field trip to a minimum security prison.

RESOURCES

Books:


Pamphlets:


Records:

DISCUSSION QUESTIONS

1. Discuss the origin and effects of prejudice.
2. What is meant by mental or emotional illness?
3. How might unemployment, illness, or substance abuse cause other problems?

NOTES

OBJECTIVE I-B2(continued)

RESOURCES

Audiovisual Materials:

Child Abuse and Neglect, filmstrip. Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores causes and kinds of abuse and neglect as well as preventions and intervention measures.

Children in Crises, 5 filmstrips.
Parents Magazine Films Inc., Communications Park, Box 5000, Mt. Kisco, NY 10549. Summary - Explores the effects of child abuse, death, illness, and divorce.

Death and Dying: Closing the Circle, 5 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - Topics include the suppression of death-awareness, a young boy's fight against leukemia, and the role of health care professionals.

Facing Family Stress, filmstrip.
Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - Explores dealing with stress through communication and outside help.

Speakers:

Representatives from the Visiting Nurse Association, Visiting Homemakers, Alcoholics Anonymous, Special Schools for the Handicapped or the Disadvantaged, a Funeral Home, Parents without Partners.
UNIT I
RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B3
The student will be able to describe ways in which people attempt to meet needs.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs
   B. The Environment and Situational Reactions
   3. How Needs are Met

SUGGESTED LEARNING ACTIVITIES

1. Observe and discuss coping mechanisms including denial, displacement, identification, rationalization, repression, sublimation, regression, and projection.

2. Research laws passed to help families meet needs. (Examples: social security, welfare laws.)

3. Divide class into several families and a few individuals. Give them scenarios of crisis situations. Have them present their stories, along with plans to meet needs.

RESOURCES

Books:

Audiovisual Materials:
DISCUSSION QUESTIONS

1. Debate the following statements:
   A. Defense mechanisms are used only to save face.
   B. Defense mechanisms are healthy vehicles to solve problems.

2. Do present welfare laws make it easier or more difficult for families to meet needs?

3. How is an industrialized society more interdependent in terms of meeting needs than an agricultural society?

4. How do people depend on families, social, emotional, physical, and intellectual resources to meet needs during a crisis situation?

NOTES
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-B4

The student will be able to provide examples of situations which illustrate conflicting needs.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs
   B. The Environment and Situational Reactions
      4. Conflicting Needs

SUGGESTED LEARNING ACTIVITIES

1. Have students write "Dear Abby" letters presenting conflicting needs. Have other class members answer these letters, suggesting solutions. Class discussion can follow each reading of a letter and its solution.

2. Have students write about situations involving conflicting needs among friends or family. Role play these situations. (Activity Sheet I-B4.)

RESOURCES

Books:


Audiovisual Materials:

DISCUSSION QUESTIONS

1. How does Maslow's hierarchy of needs apply to the way we make decisions about conflicting needs?

2. Cite some examples of conflicting needs in the following situations:
   
   A. Wealth vs. friendship or love.

   B. Togetherness vs. privacy.

3. What needs should take precedence? Who should decide?

4. How might a conflicting need in a family lead to family disorganization or break-up? Can conflicting needs foster a stronger family unit?


**UNIT I**

**RECOGNIZING FAMILY AND INDIVIDUAL NEEDS**

**OBJECTIVE I-B5**

The student will be able to distinguish between wants and needs and describe cultural and environmental factors which influence these concepts.

**TOPICAL OUTLINE**

1. Recognizing Family and Individual Needs
   - B. The Environment and Situational Reactions
   - 5. Needs versus Wants

**SUGGESTED LEARNING ACTIVITIES**

1. Research family life in other cultures or other historical times. Describe how the environment influences needs and wants.

2. Describe some changes in needs and wants at different ages. (Examples: 6 months old, 4 years old, 18, 25, 40, 70 years old.)

3. Write a paper describing how your needs and wants might change if you moved.

**RESOURCES**

Audiovisual Materials:

Generations of Lifestyles, filmstrip.
Maclean Hunter Learning Resources, PO Box 4381 Grand Central Station, New York, NY 10017. Summary - An overview of a variety of lifestyles, both past and present.
1. Cite examples of wants that can become needs.

2. How can financial status influence wants and needs?

3. Recall recent purchases you have made. Which were wants, and which were needs?

4. When does the desire to self-actualize exceed the need to eat or sleep?

5. Referring to Maslow's hierarchy, discuss the difference between physical, psychological, social, emotional, and spiritual wants or needs.
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-C1

The student will be able to list the stages of the life cycle, describe typical behavior at each stage, and provide examples of individual differences.

TOPICAL OUTLINE

I. Recognizing Family and Individual Differences

C. Life Cycles

1. Defining Stages
   a. Preschool
   b. Preadolescence
   c. Adolescence
   d. Adult
      1. Unmarried
      2. Married
      3. Parenting
      4. Mid-life crisis
   e. Senior citizen

SUGGESTED LEARNING ACTIVITIES

1. Create a bulletin board depicting the changing stages of life.
2. Research the effects of birth order on a child.
3. Carry a raw egg (decorated to represent your baby) around for 2 days. (Activity Sheets I-C1.)
4. Role play experiences at various stages of the life cycle. (Example: walking with a pebble in one's shoe to become sensitized to disability in old age.)
5. Field trips: Nursery School, Nursing Home, Recreation Center.

RESOURCES

Books:


Audiovisual Materials:

The Eight Stages of Human Life: Prenatal to Late Childhood, and The Eight Stages of Human Life: Adolescence to Old Age. 4 filmstrips, Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Explores the stages of the human life cycle, and the physical, mental and emotional development, crises and problems specific to each group.

Speakers:

Parents, expectant parents, pre-school teachers, senior citizens.
DISCUSSION QUESTIONS

1. What age would you like to be right now? Why?


3. When exactly does one become an adolescent, an adult, an elderly person?

4. What are some of the significant "rites of passage" in our culture?

5. Has contemporary society been more flexible in terms of gender role stereotypes? If so, is this true throughout the life cycle?

NOTES
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-C2

The student will be able to identify and compare needs and expectations as they change throughout the life cycle.

TOPICAL OUTLINE

1. Recognizing Family and Individual Differences
   C. Life Cycles
      2. Expectations and Needs of each stage
         a. Social
         b. Emotional
         c. Physical
         d. Intellectual

SUGGESTED LEARNING ACTIVITIES

1. Speculate about needs and expectations at each stage of the life cycle. Post lists on chalkboard or on large poster paper taped to the wall.

2. Research needs and expectations of each life cycle stage. Compare these with lists made up in former exercise.

3. Write about — What I was like 5 years ago and What I will be like 5 years from now. Compare needs and expectations.

4. Role-play Havighurst’s developmental tasks. Identify the age with which the tasks are associated.

RESOURCES

Books:

Audiovisual Materials:
See I-C1.
OBJECTIVE I-C2

DISCUSSION QUESTIONS

1. Identify some ways in which life cycle age groups are stereotyped.

2. During which stage of the life cycle are social needs strongest? Emotional needs? Physical needs? Intellectual needs? Spiritual needs?

3. Identify needs common to all stages of the life cycle.

4. How do you feel your needs and expectations will change as you enter adulthood?

NOTES
UNIT I
RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-D1

The student will be able to identify and describe the historical structure and role of families and individuals.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs

D. Individual and Family Roles

1. Historical and Traditional Roles

SUGGESTED LEARNING ACTIVITIES

1. Create a collage entitled - What is a family?

2. Explore your family origin.

3. Explore historical roles in primitive families, Old Testament families, agrarian society, Indian cultures, etc.

RESOURCES

Audiovisual Materials:


Speakers:

Social Studies Teacher, Historian.
1. What is a family?

2. Discuss the quotation:

"Home is where, when you have to go there, they have to take you in." ......Robert Frost - "The Death of the Hired Man"

3. How has the family endured throughout history? Changed throughout history?

4. Compare the role struggles men and women experience in the labor force and in a family setting.

5. How do new and emerging roles for females affect males?

NOTES
The student will be able to describe new and emerging roles for individuals and families, identifying social, economic and cultural changes that have contributed to their development.

<table>
<thead>
<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Recognizing Family and Individual Needs</td>
<td>1. Research and discuss experimental family approaches.</td>
<td>Books:</td>
</tr>
<tr>
<td>a. Single-parent families</td>
<td></td>
<td>Audiovisual Materials:</td>
</tr>
<tr>
<td>c. Non-traditional career choice</td>
<td></td>
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</tbody>
</table>
OBJECTIVE I-D2

DISCUSSION QUESTIONS

1. Your parents do not like your choice of career or life-style. How would you resolve this?

2. When must you make a final life-style choice? Can choices be flexible?

3. How do changes in life-style affect others?

4. What is a dual-career family? How do dual-career families affect the children?

5. What are some unique problems that single-parent families face?
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE I-D3

The student will be able to compare and contrast traditional and emerging roles for families and individuals in relationship to personal values and expectations.

TOPICAL OUTLINE

I. Recognizing Family and Individual Needs

D. Individual and Family Roles

3. Personal Expectations

SUGGESTED LEARNING ACTIVITIES

1. Define the following terms: Value, Attitude, Goal, Philosophy Want, Need, Expectation.

2. Make a poster of your ideal family.

3. Compose your personal philosophy of life.

4. Write to your future pretend grandchild, explaining what your life has been like.

RESOURCES

Books:


Audiovisual Materials:

DISCUSSION QUESTIONS

1. How are personal expectations influenced by values, attitudes, wants, and needs.

2. When do other obligations and constraints take precedence, if ever, over personal goals?

3. Can a feminist find happiness with a man who insists on female inferiority?

4. Describe all the family forms you have experienced. Which was the most satisfying for you? How will these experiences influence your future behavior?
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-A2

How Have You Changed!

Directions: Using the questions below, interview at least 3 people of varied ages. See if you can discover the turning points and changes in their lives.

Suggested people to interview: teachers, nurses, parents, relatives, friends, classmates.

Technique: Arrange for an interview. Explain the purpose of your interview. Allow people to talk about their lives. You may then interview yourself.

Suggested Questions:

1. Describe the first memory you have of yourself.

2. Who were the most important people in your life?

3. Describe a memory that fills you with joy?

4. Recall a sad memory.

5. What was the most significant change in your life before 20? After 20?

6. What changes in your life do you foresee in the future?
Stress Buildup

Excess stress is one of the biggest causes of burnout. It overloads your circuits and saps your energy. Since most people don't have circuit breakers, the indications of too much stress are chronic headaches, ulcers, heart disease and job burnout.

The following test, Social Readjustment Rating Scale, developed by two Seattle physicians, T.H. Holmes and R.H. Rahe, can give you an indication of the amount of stress you are under. Add up the points in parentheses for each of the questions that applies to you.

In the last year have you had a:

- Minor law violation (11)
- Christmas (13)
- Vacation (13)
- Change in eating habits (15)
- Change in number of family get-togethers (15)
- Change in sleeping habits (16)
- Loan or mortgage for less than $10,000 (18)
- Change in social activities (18)
- Change in recreation (19)
- Change in church activities (19)
- Change in residence (20)
- Change in work hours or conditions (20)
- Change in schools (20)
- Trouble with your boss (23)
- Change in appearance or habits (24)
- Change in living conditions (25)
- Spouse began or ceased work (26)
- Begun or quit formal schooling (26)
- Outstanding personal achievement (28)
- Son or daughter leaving home (29)
- Change in work responsibilities (20)
- Trouble with in-laws (29)
- Foreclosure of a loan or mortgage (30)
- Mortgage over $10,000 (31)
- Change in number of arguments with spouse (35)
- Change in line of work (36)
UNIT I - ACTIVITY SHEET

Stress Buildup (continued)

- Death of a close friend (37)
- Change in financial status (39)
- Sexual difficulties (39)
- New family member (30)
- Major business change (39)
- Pregnancy (40)
- Change in health of family member (44)
- Retirement (45)
- Marital reconciliation (45)

Lost your job (47)
Marriage (50)
Major personal illness or injury (63)
Death of family member other than spouse (63)
Jailed (63)
Marital separation (65)
Divorce (73)
Death of spouse (100)

Total score: 150 - 199 mild life crisis
200 - 299 moderate life crisis
300+ major life crisis

What does your score mean?

ROLE PLAY:

Role play is a technique used to help participants recognize diverse points of view by assuming various roles.

The following situation is an example of conflicting needs. The teacher may prepare other situations to role play or students may make suggestions.

Students are selected to role play the situation and are given a few minutes to read the situation before they assume their roles and perform the role play. The action may be stopped by the teacher at any time.

Role Play: Conflicting needs - Where to spend your time

Roles:
Bob - high school junior
Mr. Smith - his father

Situation: Bob has taken an after-school job in order to buy a much desired used car. Since taking the job, his school grades have dropped noticeably. His father wants him to stop working and get back to being a good student.
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET I-C1

EGG "CHILD" ACTIVITY: Each student will choose an egg, which will be their "child" to care for during the 24 hour period. Some students may choose to have twins.

Directions:

1. Name the "child".

2. Keep the "child" appropriately dressed at all times.

3. Prepare a bed or carrier for the "child".

4. If you choose a cracked egg, the "child" is considered to have a birth defect. The "child" must be given special care.

5. Never let the "child" out of your sight. REMEMBER the "child" could be kidnapped! If a "child" is not present at the end of the 24 hours, the "parent" failed the project.

6. Kidnap any "child" not being properly supervised.

7. Choose whether to take this responsibility of being a parent as a single or married person. If married both spouses have equal responsibility for the "child".

8. If the egg becomes cracked while in your care, the "child" is considered ill or hurt, and appropriate action must be taken.

9. Only leave the "child" with reliable, willing babysitters who have free time -- friends, teachers, parents.

10. Teacher must sign the check sheet indicating whether or not the "child" has been properly cared for during the specified time period.

11. Ask for payment for any babysitting services rendered for "children" other than your own.
12. "Child" cannot be locked in any locker for safe keeping. This will constitute a charge of child abuse. Take special care to avoid this during Physical Education classes.

13. Take notice at all times that blankets or clothing are not smothering the "child" and be sure that the "child" plays only with safe toys. Failure to observe the above will constitute a charge of child neglect.

14. You will receive a total of 10 points for every time period that you complete satisfactorily. The maximum number of points that you may receive is 100. Points will not be given for the time periods that are signed in the "improperly cared for" column. Ten points will be deducted from your total for every charge of abuse or neglect.
### UNIT I

**RECOGNIZING FAMILY AND INDIVIDUAL NEEDS**

**ACTIVITY SHEET I-CI**

**CHECK SHEET**

<table>
<thead>
<tr>
<th>NAME</th>
<th>&quot;Child's&quot; Name</th>
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<tr>
<th>Dates and Class Period</th>
<th>Child Properly Cared For</th>
<th>Improperly Cared For</th>
<th>Comment</th>
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Charges of Abuse: 

Charges of Neglect:

77
Illness: Hospitals, doctors, nurses, technicians, homemakers/visiting nurses/home health aides; health insurance; prevention vs. treatment; use of good consumer sense.

Death & Dying: Hospices, social workers and nurses trained to help families deal with facing death; dying with dignity; normal grief reactions; ties with the church and religious beliefs.

Monetary Concerns: Complexities of budgeting; fixed expenses, taxes; threatened unemployment; unemployment and welfare benefits; education/training and political/economic policy changes as solutions for monetary problems.

Divorce: Family counseling; feelings of the children; blended families.

Incarceration: The prison experience; rehabilitation; reentering society; effects on the individual and family.

Mental/Emotional Illness: How is it manifested, what are common causes and symptoms; treatment in in-patient facilities, out-patient settings, and community mental health centers; personnel who provide treatment: psychiatrists, psychologists, social workers, counselors.

Prejudice/Discrimination: Cumulative and pernicious effects; political and social action to eradicate institutionalized discrimination. Ask students to imagine that blue eyes mean no one will rent you an apartment or blonde hair will make it hard for you to get a job.
UNIT I

RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL FACTS AND IDEAS

A. Human Needs.

1. Theories of Human Personality.
   a. Humanistic - Maslow's self-actualizing being; hierarchy of needs; humankind from a basically positive view.
   b. Psychoanalytic - Freud's being is dominated by powerful intrapsychic forces and is a reactive organism; more pessimistic view of personality.
   c. Interactional framework - Erickson's modification of psychoanalytic theory sees human beings as a product of both intrapsychic and environmental forces; emphasis on maturation through accomplishment of life tasks; more positive view of human personality.
   d. Behavioristic/social learning - Skinner, Thorndike, Pavlov, Watson; emphasis on influence of environment (conditioning) on what one learns, and how one behaves.
   e. Cognitive framework - Bandura; emphasizes individual's interpretation of events within a behavioristic model (individuals think and perceive a stimulus in their own way); emphasizes reality and conscious behavior; also Beck, Ellis, Glasser.
   f. Role theory - Mead, Strean; emphasizes individuals in relationship to others in the social context; includes the concepts of role, reference group, and status; aids in an understanding of anomie.

2. Areas of Human Development.
   a. Physical - Best sources of information are the biological and genetic sciences.
   b. Intellectual - Best sources of information come from developmental psychology; Piaget.
   c. Emotional/psychological - Best sources of information come from literature on personality theory, sociology, and social work.
   d. Social - Best sources of information come from personality or role theory, sociology, and social work.
UNIT I
RECOGNIZING FAMILY AND INDIVIDUAL NEEDS

ADDITIONAL RESOURCES

Books:
UNIT II
RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to help the student develop an awareness of the resources available to assist individuals and families in meeting their needs. An exploration of resources that may be inherent in the individual or family unit includes but is not limited to time, energy, skills and talents, education, and social contacts. Students are encouraged to personalize information by examining their own strengths and weaknesses in each area at present, as well as in projected situations.

A foundation for the identification of support systems existing outside the individual or family unit evolves from a basic definition of community and an examination of various forms of city government. Twelve major delivery systems providing community services are presented and provide a basis for the identification of actual agencies and institutions existing in the specific community being studied. Agencies are explored not only in terms of the services they provide but also in terms of potential career opportunity for students who are interested in becoming service providers themselves.
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A1

The student will be able to identify and describe TIME as a family and individual resource which may be used to solve problems and meet needs.

TOPICAL OUTLINE

II. Resources for Meeting Family and Individual Needs.

A. Family Resources

1. Time

SUGGESTED LEARNING ACTIVITIES

1. Apply principles of time management to hypothetical individual and family situations. (Activity Sheet II-A1.)

2. Research non-traditional uses of time. (Examples: flextime employment schedules, households where parents share work and household responsibilities, baby-sitting cooperatives.)

3. Interview different people regarding their use of time. (Examples: a mother of a young infant, single parents, members of a conventional nuclear family.)

4. Develop a time schedule that approximates your daily routine. Note at which points time is most crucial or at what times you feel at your best or your worst.

5. Develop a time use chart for each family member. Compare the family responsibility accepted by each member with the time and energy each member has available.

RESOURCES

Books:


DISCUSSION QUESTIONS

1. There is much controversy about quality time vs. quantity time.
   Can all the needs of an individual or family be met when time is limited by employment or other responsibilities?

2. How does philosophy about the significance of time differ among cultures?

3. How can good time management improve the quality of life?
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-A2

The student will be able to identify and describe ENERGY as a family and individual resource which may be used to solve problems and meet needs.

TOPICAL OUTLINE

II. Resources for Meeting Family and Individual Needs
   
   A. Family Resources
      
      2. Energy

SUGGESTED LEARNING ACTIVITIES

1. Keep a journal for a day. At which points or under what circumstances is your energy level especially high or low?

2. "Burn-out" is a concept often used to describe the feeling of frustration and exhaustion experienced by those under pressure in their jobs. Collect magazine and newspaper photographs that illustrate people who give the appearance of burn-out.

3. Discuss how different family members may at times experience "burn-out". (Examples: a high school senior, a parent of a rebellious adolescent, a new parent.)

4. Analyze personal eating habits in terms of the recommended daily requirements for the Basic Four Food Groups and the nutrients they provide. Plan improvements in your diet to meet energy needs.

RESOURCES

Books:


DISCUSSION QUESTIONS

1. How do nutrition, good mental health, and exercise relate to energy level?

2. In what ways can time and energy demands conflict in terms of the individuals within a family?

3. How can issues of time and energy be coordinated to meet personal and family needs?

4. Is there a difference between physical, emotional, intellectual, and spiritual energy?
Objective II-A3

The student will be able to identify and describe SKILLS AND TALENTS as family and individual resources which may be used to solve problems and meet needs.

TOPICAL OUTLINE

II. Resources for Meeting Family and Individual Needs
   A. Family Resources
      3. Skills and Talents

SUGGESTED LEARNING ACTIVITIES

1. Develop a profile of your own family, highlighting the skills or talents each person seems to possess.

2. Think about the roles your family members play. Who best fulfills the roles associated with financial support, nurturing, discipline, household maintenance, religious guidance, and intellectual stimulation?

3. Think about the skills or talents you may possess. Choose one particular skill or talent, such as playing a musical instrument, and write about how it has developed.

4. Sharpen observation skills by using the following technique: close eyes and record only one sensation, such as sounds or smells.

5. View the film Michael's First Day and record ways people handle unfamiliar situations.

RESOURCES

Books:

Audiovisual Materials:
Listening Skills, 3 filmstrips. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY, 10570. Summary - Explores the value of active listening as well as techniques for developing the skill.

DISCUSSION QUESTIONS

1. Are skills and talents learned or are they inborn?
2. Why do some parents seem naturally skillful in child rearing? How do we learn to parent?
3. What skills or talents might contribute to a family's functioning?
4. How do the skills of active listening or observation keep communication open?

NOTES
**Objective II-A4**

The student will be able to identify and describe EDUCATION as a family and individual resource which may be used to solve problems and meet needs.

<table>
<thead>
<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Resources for Meeting Family and Individual Needs</td>
<td>1. Develop a profile of your family in which you explore the ways in which education has played a part in each person's role. (Activity Sheet II - A4.)</td>
<td>Books: Barocas, H., Reichman, W., &amp; Schwebel, A.I. Personal Adjustment and Growth: A Life-span Approach. New York: St. Martin's Press, 1983. (Chapter 11.)</td>
</tr>
<tr>
<td></td>
<td>2. Research a career that you are interested in, and list the ways in addition to earning money, that the career could help you contribute to family resources.</td>
<td>Pamphlets: Vocational School Catalogues Community College Catalogues Adult Education Catalogues</td>
</tr>
<tr>
<td></td>
<td>3. Review adult education courses offered in your community in terms of variety, popularity, diversity, new and emerging interest areas and unmet needs.</td>
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</tbody>
</table>
DISCUSSION QUESTIONS

1. How does relationship with one's parents influence career, education, or job choices?

2. How can education help families function in a complex environment?

3. What are some of the personal rewards of education and intellectual stimulation?

4. How can attention to career development interfere with attention to personal or family needs? Vice versa?

NOTES
Objective II-A5

The student will be able to identify and describe SOCIAL CONTACTS as family and individual resources which may be used to solve problems and meet needs.

<table>
<thead>
<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Family Resources</td>
<td>2. Write to a member of your extended family, whom you seldom see. Tell that person what they mean to you or try to establish regular letter-writing to get to know them better.</td>
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<tr>
<td>5. Social contacts</td>
<td>3. Write a case study of a family under stress because of financial, emotional, or physical hardship. Decide what social institutions are available to help them.</td>
<td></td>
</tr>
<tr>
<td>a. Extended family</td>
<td>4. Interview a clergy person or the leader of a non-profit service organization to discover how their work helps people in need. (Activity Sheet II-A5.)</td>
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<tr>
<td>b. Friends</td>
<td>5. Write about a time your family received help from social contacts outside of the nuclear family. (Examples: grandparents, a religious group, neighbors.)</td>
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</tbody>
</table>
DISCUSSION QUESTIONS

1. What are some of the social organizations and who are some of the people in your own school or neighborhood, who could help an individual or family in a time of need?

2. How do churches or fraternal groups serve as a resource for families?

3. Describe a time when your family, or a member of it helped someone in need.
UNIT II
RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-B1

The students will be able to define the term community and describe their own community in terms of its governmental structure and the resources available to individuals and families.

TOPICAL OUTLINE

II. Resources for Meeting Family and Individual Needs

B. The Local Community

1. Definition of community

SUGGESTED LEARNING ACTIVITIES

1. Brainstorm the class definition of a community.

2. Draw a map of your own neighborhood. Decide where the boundaries lie. Label different parts of the neighborhood, such as homes, playgrounds, stores, fire department, library, etc.

3. Hold a community encounter. Divide the class into groups, and assign each group to learn about a part of the community. Include the police and fire departments, school system, social services, religious institutions, housing, sanitation service, and local governments.

4. Draw flow charts of responsibilities for 3 forms of community management. (Examples: city-manager, commission, mayor-council.)

5. Invite a local governing official to class to explain how the local government is administered and discuss resources that are provided for the residents.

RESOURCES

Books:


Pamphlets:
Family Relationships and Parenting Education with Special Emphasis on Community Outreach. Columbia, MS: Instructional materials Laboratory, University of Missouri, 1981.
DISCUSSION QUESTIONS

1. How does the community influence you in ordinary ways? In extraordinary ways?

2. In what ways could your community improve its quality of life? How could it better meet needs?

3. What community resources have you or other members of your family used?

4. Could a family in your community be totally self-sufficient, using no community resources?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-B2

The student will be able to identify and describe the various service categories of community resources available to meet personal and family needs.

TOPICAL OUTLINE

II. Resources for Meeting Family and Individual Needs.

B. The Local Community

2. Service Categories

a. Moral and ethical
b. Educational
c. Administrative
d. Human development
e. Recreational
f. Outreach

SUGGESTED LEARNING ACTIVITIES

1. Refer to your neighborhood map and categorize the components according to the purpose they serve or services they provide.

2. Analyze the community encounter studies to determine how available resources can meet family and individual needs.

3. Design a leaflet for students in your school listing community resources available to them. Devise a plan for distribution.

4. Select an additional target group(s): devise a community resource list. Develop a distribution strategy.

RESOURCES

Books:


Pamphlets:
- Family Relationships and Parenting Education with Special Emphasis on Community Outreach. Columbia, MS: Instructional Materials Laboratory, University of Missouri, Columbia, 1981.

Directories:
- Social Services Directory for your county - available from County Offices.
DISCUSSION QUESTIONS

1. A community is more than just a physical or geographic location. With that in mind, how can "community" be defined?

2. How does an individual or a family fit into the larger community?

3. How cohesive is your community?

4. If you could change one thing about your community, what would it be?

5. How can you, as a student, have an impact on decisions made by your government?

NOTES
UNIT II
RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C1

The students will be able to select an appropriate delivery system(s) within their community to meet specific needs in the area of day care.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

1. Day Care

SUGGESTED LEARNING ACTIVITIES

1. Visit a local day care center. (Activity Sheet II-C1.)

2. View films and filmstrips which explore various philosophies and approaches to day care. Then obtain literature on day care centers in the area and other information that you might need to choose a day care facility for a child. Make a hypothetical decision based on this information. Cite reasons for your decision.

3. Design a needs assessment to discover the unmet needs of parents regarding day care for their children. Have each student use it to interview at least three parents. Make conclusions and recommendations based on the findings.

4. Research the educational qualifications for various workers in Day Care Centers. (Examples: aides, teachers, directors.)

RESOURCES

Books:


Audiovisual Materials:

Being There, filmstrip. Exploring Childhood Program, Education Development Center, Inc., 55 Chapel St., Newton, MA 02160. Summary - Explores a variety of approaches to day care and pre-schooling.

RESOURCES

Summary - Reviews various types of day care centers and explores entry-level skills for work with children.

Speakers:

Teacher-educator, Director of a day care center.

DISCUSSION QUESTIONS

What are the various types of day care available in your community?

How does one choose a good day care center?

What are the advantages and disadvantages of day care vs. care at home by a parent?

Could day care arrangements change as a child gets older?

What jobs are available in the day care field? What level of education is required to qualify for them?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C2

The students will be able to select and describe the appropriate delivery system(s) within their community to meet specific needs in the area of Housing and Related Concerns.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

2. Housing and Related Concerns

SUGGESTED LEARNING ACTIVITIES

1. Survey the various types of housing available in your community and the services that relate to housing.

2. Review newspaper Real Estate Advertisements that represent various modes of housing available in the local community. Identify factors that need consideration when determining where to live.

3. Review leases and other legal documents that bind renters, landlords and homeowners.

4. Visit an apartment or condominium and have the manager explain renting or buying procedures and requirements.

5. Examine the range of job or career opportunities in the field of housing. Discuss how community needs and the state of the economy impact upon the availability of these jobs.

RESOURCES

Books:


Audiovisual Materials:


Speakers:

Real Estate Agent, Builder- Tradesperson, City Planner, Social Worker, Housing Inspector
DISCUSSION QUESTIONS

1. Where does "housing" fit in Maslow's hierarchy of needs?
2. What does housing mean in terms of quality of life?
3. How is location an important factor in selecting a home to rent or purchase?
4. What are some advantages and disadvantages of renting versus buying a home?
5. What are the kinds of interests and skills required by people who have jobs in urban planning? In real estate?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C3

The students will be able to select and describe the appropriate delivery system(s) in the area of In-home care.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs
   C. Delivery Systems
      3. In-home care

SUGGESTED LEARNING ACTIVITIES

1. Invite a representative of a homemaker/home-health or visiting nurse association to speak about their services.

2. Imagine a family crisis situation where in-home care could be used. Decide in what ways a visiting homemaker or nurse could help to alleviate the crisis.

3. Develop a list of qualities that would be beneficial for a person who provides in-home care as opposed to care outside the home.

4. Plan a days menu for a person on a special diet. (Examples: low fiber, low sodium, calorie controlled or bland diets.)

RESOURCES

Books:

Pamphlets:
Collect literature from area homemaker/home-health aide or visiting nurse association.

Speakers:
Visiting homemaker/home health aide
Nursing supervisor
Dietician
DISCUSSION QUESTIONS

1. How do in-home care services help to prevent family dysfunction?
2. Why might some families be resistant to accepting help in their homes?
3. What are the duties of a visiting homemaker?
4. How can one become a provider of in-home care?
UNIT II
RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C4

The students will be able to select and describe the appropriate delivery system(s) in the area of Legal Services.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs.

C. Delivery Systems

4. Legal Services

SUGGESTED LEARNING ACTIVITIES

1. Invite an attorney to class to speak about the ways in which legal services protect people in the community.

2. List the ways in which legal issues might arise in one's life. (Examples: separation or divorce, child custody, crime, real estate settlements, estate settlements of the deceased.)

3. Visit a local municipal court for a first hand view of legal proceedings.

4. List all the things you think would have to be included if you were writing your will. Compare your list to an actual will prepared by a lawyer.

5. Work in the area of legal services involves a range of personnel, from secretaries to stenographers to lawyers and judges. Review the skills and training required for various jobs and determine how these jobs inter-relate.

RESOURCES

Books:

Pamphlets:
Collect literature from your local legal aid society.

Guest Speakers:
Attorney
Para-legal
Legal secretary
Court stenographer
DISCUSSION QUESTIONS

1. How can one obtain legal advice?

2. When can legal services help to meet human needs?
   When do legal services fail to perform as we expect?

3. What, if any, job related to legal services seem interesting to you?

4. How is a legal secretary's job different from the job of any other type of secretary? Is special training required?

5. Can a person act as their own lawyer?
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C5

The student will be able to select and describe the appropriate delivery system(s) in the Protective Services for Children.

TOPOICAL OUTLINE

II. Resources for Meeting Individual and Family Needs.

C. Delivery Systems

5. Protective Services for Children

SUGGESTED LEARNING ACTIVITIES

1. Invite a social worker to class from DYFS (Division of Youth and Family Services) to describe how child welfare is protected. Explore the services in your community to find organizations, in addition to DYFS, which provide prevention and treatment for child abuse or neglect.

2. Invite a volunteer firefighter or first aide squad member to class to explain their services and discuss procedures for becoming a volunteer.

3. Police and firefighters sometimes risk their own personal safety for the welfare of the community. Speak with individuals in these fields and assess the risks versus the services to the community.

4. Plan and present a lesson to elementary school students about safety precautions they should follow especially in situations where they are not under immediate supervision by an adult.

5. Explore "latchkey" programs in your community

RESOURCES

Books:


Speakers:

Social Worker, Administrator, Volunteer, Crossing Guard, Sanitation Worker, Police Officer, Firefighter.
DISCUSSION QUESTIONS

1. What is the procedure for reporting and getting help in a child abuse case in your community?

2. What psychological, social, or environmental issues are involved with child abuse?

3. What are the qualities required of someone who risks their personal health or safety for the good of the community? (Examples: the firefighter facing fire, the police officer facing violence, the social worker facing hostility when protecting an abused child.)

4. What could happen if people, especially children, were not protected from such things as violations of traffic laws, violation of fire safety regulations, trash and garbage left on streets, contagious diseases, and so on? Who helps protect us in those cases?

5. Should women be active members of fire departments, police departments, the military? Should mothers?

NOTES
Objective II-C6

The students will be able to select and describe the appropriate delivery system(s) in the area of transportation.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

6. Transportation

SUGGESTED LEARNING ACTIVITIES

1. Explore and compile a guide to private and public transit resources in your community.

2. Interview taxi-cab or bus drivers. Ask them to describe the service they see themselves providing.

3. Research the range of job opportunities available in transportation. Discuss the ways personnel in each area provide a service to the public.

4. Collect train and bus schedules. Determine how you would travel from one place to another, and the cost and time involved. Contact an employee of the service for help in understanding schedules. List the skills needed to understand and utilize a transportation system.

5. Research your community to discover whether a volunteer agency is available that provides transportation services. Who is eligible for these services?

RESOURCES

Books:


Pamphlets:

Collect bus, train, and airline schedules and fare listings.

Speakers:

Taxi Driver, Bus Driver, Division of Motor Vehicles Representative.
DISCUSSION QUESTIONS

How does public transportation influence the way certain groups live, for example, adolescents, senior citizens, or low-income persons?

When is transportation crucial in meeting a personal or family need?

Do you think people who work in transportation view themselves as public servants?

What are some of the special transportation problems that arise in the suburbs? In the cities? For the aged? For the handicapped? For teenagers?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C7

The student will be able to select and describe the appropriate delivery system(s) in the area of Family Planning.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

7. Family Planning

SUGGESTED LEARNING ACTIVITIES

1. Research the various family planning perspectives, including ways in which contraception is practiced.

2. Invite a Speaker from a family planning or adolescent service organization to speak about the implications of unplanned pregnancies, especially in teens.

3. Research the kinds of personnel who work in the area of family planning. Include the OB/GYN, nurse, social worker, and clergy.

4. Debate the social and emotional rewards of having or not having children; the population explosion as a threat to humanity.

5. Research medical treatments and procedures for infertility.

6. Interview adoptive parents regarding the procedures, frustrations and rewards of adopting a child.

RESOURCES

Books:


Pamphlets:

Obtain literature from Planned Parenthood or similar group in your community.

Speaker:

Gynecologist/Obstetrician, Adoption Agency Representative, Representative from Planned Parenthood, Representative from Birthright.
DISCUSSION QUESTIONS

What is family planning?
How is it related to population planning?
What are the fertility rates in your state or community?
Who benefits from family planning?
How might your religious or personal values influence your interest in working in the area of family planning?
What job qualifications are necessary to work in the field of family planning? Personal qualifications? Values?

NOTES
UNIT II
RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II.C8

The student will be able to select and describe the appropriate delivery system(s) in the Consumer Protection.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

8. Consumer Protection

SUGGESTED LEARNING ACTIVITIES

1. Survey five people to discover how each one has at some time been cheated or defrauded by a commercial enterprise or a service provider.

2. Research the consumer protection services available in your community. Include the Better Business Bureau.

3. Imagine that you have a complaint about a service or product. Plan the process involved in seeking a solution to the problem, noting the personnel you would encounter along the way. List the kinds of qualities and training that people in these jobs have.

4. Many times consumer protection services are provided by volunteers. Discuss the motivation necessary to encourage such individuals to perform the service.

5. Prepare a report on the provisions of the Truth in Packaging Act of 1966. Use library facilities to research other recent federal legislation passed to protect the consumer.

RESOURCES

Books:


Pamphlets:

Ask professional and commercial organizations for copies of their policy regarding obligations to the consumer.

Magazines:

Consumer Reports. A monthly publication of the Consumers Union of United States, Inc. Mount Vernon, New York. (Obtain from public library or through subscription.)

Speakers:

Customer service representative.
DISCUSSION QUESTIONS

1. How can one use good consumer sense?

2. What populations or age groups are most vulnerable to consumer rip-off?

3. What do consumers consume? (Illustrate that products and services range from tea bags to automobiles to brain surgery.)

4. If you worked as a consumer advocate, do you think you could be more effective as a volunteer or as a paid employee?

5. How do the grading and inspection services of the Department of Agriculture aid the consumer?

6. As the need for consumer protection grows throughout the country will this mean that there will necessarily be more jobs available in the field of consumer protection?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C9.
The student will be able to select and describe the appropriate delivery system(s) in the area of Education and Training.

TOPICAL OUTLINE

II. Resources for Meeting Individuals and Family Needs
   C. Delivery Systems
      9. Education and Training

SUGGESTED LEARNING ACTIVITIES

1. Research the various resources for education and training to which people in your community have access. Describe how the programs are funded, the specific groups they serve, and what they teach.

2. Invite a teacher whose work is not familiar to you to speak to your class. (Examples: an adult education specialist, a shop teacher, a college professor.)

3. Write "resumes" which describe ideal experiences, training, and personal skills required for various positions in the field of education.

4. Write a "job description" for a public school teacher, a school superintendent, an adult educator; a basketball coach, a school nurse, a school psychologist, and other diverse educational personnel.

5. Contact the census bureau for population projections. Use the information you receive to speculate about prospects for teaching careers at the time that you will be ready to enter the job market.

6. Try on a job. Volunteer to tutor or work as a classroom aide.

RESOURCES

Books:


Speakers:
Teacher-Aides, Teachers from Various disciplines and levels of education.
1. What goals does education strive to reach for the individual? For the community?

2. What facets of education are most troublesome in terms of meeting individual or family needs?

3. How can educational systems be improved in your own town?

4. Educators are often regarded as "under-paid" professionals. How might low pay (and sometimes low status) affect the way an educator relates to the community? What personal qualities are required under these circumstances for a teacher to "teach effectively"?

5. Consider the following suggestions to overhaul the public educational system in this country. How might these changes influence families and family life?

   A. Starting school at age 4.
   
   B. A longer school year.
   
   C. A longer school day.
   
   D. Finishing school at age 16.
   
   E. More homework.
   
   F. All day Kindergarten.
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C10

The students will be able to select and describe the appropriate delivery system(s) in the area of Health Services.

TOPOICAL OUTLINE

II. Resources for Meeting Individual and Family Needs

C. Delivery Systems

10. Health Services

SUGGESTED LEARNING ACTIVITIES

1. Explore your neighborhood. List all the types and locations of health services provided. Include physical and mental health services.

2. Think about health in terms of prevention. Develop creative ways to use community resources to maintain good health.

3. The health services systems is complex and broad. Simulate the process involved in getting help for a particular health problem. Think about the types of personnel you encounter on the way and the kind of training required for the work they do.

4. Volunteer to help the school nurse during a free class period.

5. Plan a health lesson and present it to an elementary school class. (Examples: dental care, cleanliness, good eating habits, exercise.)

RESOURCES

Books:


Panphlets:

Obtain literature from your local Community Mental Health Center and Public Health Clinic.

Audiovisual Materials:


Summary - Explores careers in health care, diagnosis, treatments, rehabilitation and prevention.
DISCUSSION QUESTIONS

1. How do health issues affect special population and age groups, such as the elderly or the poor?

2. How can appropriate health services contribute to family welfare?

3. How would you define "good mental health"?

4. What kinds of career commitments are necessary for a person who wants to be a medical doctor?

5. We often equate physicians with health care providers. What are some of the many other careers in health services?

6. What special communication skills are required of health care providers?

NOTES
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

Objective II-C11

The students will be able to select and describe the appropriate delivery system(s) in the area of Alcohol and Drug Abuse.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs
   C. Delivery Systems
      11. Alcohol and Drug Abuse

SUGGESTED LEARNING ACTIVITIES

1. Invite a recovered alcoholic or drug addict to speak about the experience of addiction and recovery. Also invite a professional who counsels substance abusers to talk about treatment.

2. Examine the ways in which alcohol and drug abuse are damaging to members of the community.

3. Compile a listing of the treatment resources available for alcohol and drug abusers in your community. Discuss ways in which services can be improved.

4. Research the various personnel involved in the study and treatment of substance abuse and addiction. Compare them in terms of their roles in preventing or treating alcohol and/or drug abuse.

RESOURCES

Books:


DISCUSSION QUESTIONS

1. Often times the people who provide treatment for drug and alcohol abusers are people who formerly were drug addicts or alcoholics. How do you think this experience would influence the effectiveness of the treatment?

2. What personal qualities would be required to help people - drug addicts and alcoholics - who give the impression of being self-destructive?

3. In some states, alcoholism or drug addiction counselors must be certified. Why do you think this is?

4. Discuss the problems of an alcoholic at a party where "everyone" is drinking.

NOTES

RESOURCES

Pamphlets:
Obtain literature from local organizations such as Alcoholics Anonymous and your Community Mental Health Center.

Audiovisual Materials:

Alcohol, the Social Drug, the Personal Problem, 4 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, New York 10549. Summary - Presents personal experiences of fifteen young people and encourages responsible decision making.

Straight Talk about Drugs, 12 filmstrips. Guidance Associates, Communications Park, Box 3000, Mt. Kisco, Kisco, NY 10549. Summary - Presents personal experiences of fifteen young people and encourages responsible decision making.

Recovered alcoholic, Counselor, Alcohol Anonymous or Alanon Representative
Objective II-C12

The student will be able to select and describe the appropriate delivery system(s) in the area of Multi-services for sub-populations.

TOPICAL OUTLINE

II. Resources for Meeting Individual and Family Needs.

C. Delivery Systems

12. Multi-service for sub-populations to include:
   a. The Elderly
   b. Handicapped
   c. Women
   d. Racial & Ethnic Minorities
   e. Other

SUGGESTED LEARNING ACTIVITIES

1. Divide the class in groups. Each group will research the needs of a special group such as, the elderly, the handicapped, women, or minorities. Review delivery systems for services in your community and determine how well or how poorly they meet the needs of your special group.

2. Interview someone who requires special services and try to use "empathy" to understand that person's needs or limitations. Think about how the needs developed.

3. Services which help sub-populations may be staffed by a combination of volunteers and professionals. Chart the skills and training required by them to provide an effective service.

4. Social workers are professionals who are involved particularly with under-served populations and with minorities. Research social work as a profession and the various rates of a social worker.

5. Tour a nursing home for the elderly, a group home for the retarded, a special school for the handicapped, and/or a sheltered workshop.

RESOURCES

Books:


Pamphlets:
Obtain literature from community agencies serving specific populations.

Audiovisual Materials:
O.K. To Be Old: Approaches to Aging, 3 filmstrips.
Sunburst communications, Room T, 39 Washington Ave. Pleasantville, New York 10570. Summary: Sensitizes students to the realities of being old in America.
DISCUSSION QUESTIONS

1. Why are women referred to as a minority group when statistically there are more women than men?

2. What are some of the social and structural obstacles that physically handicapped individuals must face?

3. Why do some cultural groups revere their elders and others shun them? How does this affect the need for community service?

4. How does prejudice and bigotry interfere with meeting human needs?

5. What other groups sometimes require special services?

6. What qualities should a social worker have in order to provide services to humans in need?

7. Do you now or do you think you might someday volunteer some of your time to help others? Why or why not?

8. Debate the following statement: Handicapped students should attend public school.

NOTES

1. Audiovisual Materials (cont.)


Summary—Explains the types of support that can be given to families of the handicapped by the helping professions, educators, and the community.

Speakers:

Representatives from a Senior citizens center, an association for the blind or deaf, a women's self help group, a cultural ethnic organization.
UNIT II

RESOURCES FOR MEETING FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET II-A1

PRINCIPLES OF TIME MANAGEMENT

1. Think of time as something which is manageable; you control it rather than it controlling you.

2. Regard time as a tool to be used to your advantage.

3. As an exercise keep a journal or diary to assess the way in which you use time.

4. Get organized. Know what you have to get done, the amount of time required, and the sequence.

5. Establish priorities. Be aware, however, that priorities change from day to day.

6. Each day, write down 5 to 10 things to be done that day, put them in order of priority, and plan a schedule.

7. Remember to schedule open periods of free time; don't be a slave to time.

8. Stick to the schedule as much as possible.

9. Concentrate on the task at hand; avoid preoccupation with other tasks or issues.

10. Be aware of the time commitments and schedules of other people around you. Coordinate schedules as needed.

11. Keep a list of tasks which require small amounts of time and energy to be done when you encounter unexpected free time.

12. When appropriate, delegate or share responsibilities in order to maximize time efficiency.

Lyter and Lyter
Education is a life-long process that can help people perform their societal and economic roles. In the chart below list your family members, note the education they have received which help them perform their roles, where they acquired this and where further education could help in performing more efficiently.

<table>
<thead>
<tr>
<th>FAMILY MEMBER</th>
<th>ROLE PERFORMED</th>
<th>EDUCATION FOR ROLE</th>
<th>WHERE RECEIVED</th>
<th>FUTURE NEEDED EDUCATION</th>
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Suggested interview questions:

1. Why did you decide to choose a career that involves helping people in need?

2. Do you think your work actually does help people?

3. What are the different ways in which your work contributes to the quality of life for other people?

4. What are some things you would like to do to help people that you find are not always possible for you to do?

5. Clergy, social workers and people in service organizations are sometimes referred to as "do-gooders." What does this mean to you? Why do people use the term in an unkindly way?
Caveats in Using Service Delivery Systems

Day Care: Because day care is still a fairly new concept in this country, program standards are not easy to define, and research on the effects of day care are incomplete. Day care providers must be held accountable by the community.

Housing and Related Concerns: Shelter is a basic need that all human beings share. However, housing needs are often most critical at the times when we are least capable of seeking or maintaining housing. In addition, be aware that, for both social and economic reasons, housing owners and housing renters are often adversaries.

In-home Care: When choosing in-home care for yourself or someone in your family, be aware not only of the person's skills but of their compatibility with the person being helped.

Legal Services: Choose legal services carefully. Investigate to be sure that the attorney or other legal representative is knowledgeable in the area in which you need help. Also, clarify the costs involved at the outset.

Protective Services for Children: Unfortunately, assurance of child welfare is sometimes complicated by political and bureaucratic expediencies. Providers of protective services must be held accountable by the community.

Transportation: Access to public transit impacts strongly on the lives of those who cannot afford personal transportation. Do not assume that transit routes and services are necessarily fixed; or incapable of improvement community needs should influence the structure of the transportation system.

Family Planning: Solutions to needs regarding birth control and unrelated services are, of course, value-laden. Different services have different approaches and philosophies about population control, teen-age parenting, and so on. Be aware of how the values affect the service.

Consumer Protection: Because consumer protection services are sparse, the consumer often needs to take responsibility for exacting consumer legislation and following up with consumer complaints.
Education and Training: In addition to parents and peers, the educational system has profound influence on children. Because the system is reported to have many flaws, consumers cannot assume quality education and must examine education as closely as any other service.

Health Services: This system may be the most complex of all delivery systems. It involves many types of personnel in many settings. Americans have become more demanding in terms of quality health care. The consumer has the task of choosing the appropriate and most cost-effective service to meet the specific need. This may mean knowing when a highly specialized medical doctor is required and when a nurse or nurse practitioner is the preferred professional.

Alcohol and Drug Abuse: Credentials are often confusing to assess in this field because people with advanced degrees work along with volunteers and former alcohol or drug abusers who may have no education. Find out if your state requires licensing for workers in this field, and this may help you find a qualified counselor.

Multi-Services for Sub-Populations: Not all minority groups are offered services specifically for them. If so, services must be located within the conventional service systems.
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OVERVIEW

The information and learning activities presented in this unit are designed to help the student make efficient and effective use of Family and Individual Services. Emphasis is placed on understanding the effects of stress on daily life, as well as on the importance of maintaining a systematic approach to problem-solving especially when stressful conditions exist.

To accomplish the objectives of this unit, classroom boundaries are expanded to encompass the community as a whole. Specific community resources are located, and their cost/benefit impact on potential clients is evaluated along with their service capabilities and limitations. Students will explore agency goals, regulations as well as maintenance and follow-up procedures, so that appropriate approaches to specific family and individual need situations can be identified and pursued.
OBJECTIVE III-A1

The student will be able to define stress and provide examples of factors which contribute to its presence.

TOPOCAL OUTLINE

III. Using Services to Meet Family and Individual Needs
   A. Understanding Stress

SUGGESTED LEARNING ACTIVITIES

1. Define stress. Discuss its relationship to anxiety, environmental pressure, and significant life events.

2. Refer to the Holmes and Rahe Scale of Life Changes in Unit II. Imagine and describe a year in which your score might fall below 150. Speculate about factors contributing to your good fortune.

3. Identify the most stressful factors you can imagine for a high school student, a senior citizen, a new family in the neighborhood, a person starting a new job.

4. Describe a stressful situation you have experienced and identify the types of support you sought to help you through it.

RESOURCES

Books:


Journals:


Pamphlets:


Records:

Exploring Childhood: A Case of Family Stress. Education Development Center, Inc., 55 Chapel St., Newton, MA 02160.
### OBJECTIVE III-Al (continued)

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<thead>
<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
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<tr>
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<tr>
<td>Audiovisual Materials:</td>
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### DISCUSSION QUESTIONS

1. Is stress caused only by major crises, or can seemingly minor issues be stressful?
2. What is the difference between stress and anxiety?
3. Can causes of stress be joyful as well as tragic? Explain your answer.
4. Debate the following statement: Families are the main source of stress.

### NOTES
The student will be able to analyze specific family and individual need-situations to identify and define the problem(s).

**TOPICAL OUTLINE**

III. Using Services to Meet Family and Individual Needs

B. Situational Definition

1. Defining the problem(s)

**SUGGESTED LEARNING ACTIVITIES**

1. Assess a family or individual problem. (Activity Sheet III-B1.)

2. Compare various tools used for assessing problems. (Examples: I.Q. tests, personality tests, achievement tests, Rorschach inkblots, subjective assessments made by professionals.)

3. Define a problem that you feel you have. Define a problem that you feel someone else has.

**RESOURCES**

Books:


Audiovisual Materials:

Problem Solving: Using Your Head Creatively, filmstrip Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570. Summary - Presents problem-solving as a skill which must be developed.
DISCUSSION QUESTIONS

1. How is the definition of a problem affected by the person doing the defining?
2. What kinds of problems are common to all people?
3. If one denies that a problem exists, does it exist?
4. What are the differences between objective, projective and subjective tests?
5. What part does bad luck, chance, or punishment play in causing problems?
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B2

The student will be able to analyze specific family and individual need situations to identify and define the need(s).

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs.
   B. Situational Definition

SUGGESTED LEARNING ACTIVITIES

1. Refer to the problem assessment done for Activity Sheet III-B1. Use the assessment as a basis for defining the need in that situation.

2. Present the same problem situation to 3 people of various ages and backgrounds. Ask each to identify what they think is needed to solve the problem. Analyze and compare their answers. (Activity Sheet III-B2.)

3. Tune in to the word "need" for a day. Take note of each time you hear a friend or family member mention the word "need." Does their need relate to a specific problem? Which needs are the result of profound problems?

RESOURCES

Books:

Audiovisual Materials:
Children in Crisis, filmstrips. Parents' Magazine Filmstrips, Communications Park, Box 5000, Mount Kisco, NY 10549

Summary - Explores the effects of various family problems on children. Offers ways to identify potential problems and solutions.
DISCUSSION QUESTIONS

1. How does culture, society, ethnicity, or economic status influence problems and needs?
2. Why must many needs be left unmet?
3. How might you approach a long-term need as opposed to a short-term one?
4. How does one's age or developmental cycle influence needs that arise?
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B3

The student will be able to analyze specific family and individual need situations to identify goals and expectations.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

B. Situational Definition

3. Goals and Expectations

SUGGESTED LEARNING ACTIVITIES

1. Define the following terms: goal, objective, expectation, criteria.

2. The Smith family has suffered the effects of unemployment. Describe some problems and needs which might arise for the parents, their teenage children, and their child in first grade. Speculate as to how the goals and expectations of each individual will differ in terms of seeking a solution to the problem.

3. Refer to Activity Sheet III-B1. Identify the goals (objectives) and expectations (criteria) for problem resolution. (Activity Sheet III-B3.)

RESOURCES

Books:

1. How can expectations about the solution to a problem influence the outcome of its implementation?

2. Debate the following statements:
   a. If you think you can do something, then you can.
   b. If you think you can't do something, then you can't.

3. When basic human needs are met, it is likely that people will have goals on a higher level than those that simply ensure survival. What types of goals relate more to personal fulfillment that to survival?
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-B4

The student will be able to analyze specific family and individual need situations to identify costs and benefits of various approaches to problem solving.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

B. Situational Definition

4. Costs and Benefits
   a. Time
   b. Money
   c. Energy

SUGGESTED LEARNING ACTIVITIES

1. Refer to Activity Sheet III-B1. Explore the time, cost, and energy expenditures involved in approaching the problem in 2 different ways. (Activity Sheet III-B4.)

2. Present plans to the class. Discuss revisions that might make the plans more efficient.

3. Think about the types of delivery systems discussed in Unit II. Evaluate them on the basis of time, money and energy expenditures required in order to use services effectively.

RESOURCES

Books:

Refer to the materials collected on Delivery Systems in Unit II.
DISCUSSION QUESTIONS

1. What are some personal costs or risks - other than money - that are involved in seeking help or services to meet family and individual needs?

2. How might individual problems place demands on the family in terms of time, money, and energy?

3. Some people find that although they have a problem, the problem situation itself produces "secondary gain." What does this mean?

NOTES
OBJECTIVE III-C1

The student will be able to use personal contacts to locate community resources to meet specific needs.

TOPICAL OUTLINE

II. Using Services to Meet Family and Individual Needs
   C. Locating Services
      1. Personal Contacts

SUGGESTED LEARNING ACTIVITIES

1. Choose a specific problem situation such as unemployment, emotional illness, child abuse or locating appropriate housing. Develop a list of personal contacts and ask them for help in finding a solution. Share your findings with the class. Evaluate your results.

2. List as many people as you can think of that you are comfortable talking to. Think about some of the contacts they have, as well as any special expertise they possess. Identify the areas in which they might be able to provide others with direct help as well as indirect assistance.

3. Brainstorm to come up with a list of qualities or characteristics that make a person easy to approach about a problem. Make a list of characteristics that make a person difficult to approach.

RESOURCES

Personal Contacts:
- Relatives
- Friends
- Teachers
- Religious leaders
- Family doctor
- Class Advisor
- School Nurse
- Coach
- Guidance Counselor
DISCUSSION QUESTIONS

1. Sometimes people don't get help because they don't know where to find it. What are some other reasons people might give for not seeking help?

2. Do you feel that there is a stigma attached to seeking help?

3. How would you describe a strong person? A weak person?
OBJECTIVE III - C2
The student will be able to use the telephone directory as a tool for locating community resources to meet specific needs.

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<tr>
<th>TOPICAL OUTLINE</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Using Services to Meet Family and Individual Needs</td>
<td>1. Study the yellow pages of the telephone directory. Locate a local resource to contact for assistance in each of the following areas: Day care, housing, in-home care for the ill, legal services, protective services, transportation, family planning, consumer protection, education, health services, alcohol and drug abuse, help for the elderly or the handicapped and finding a job.</td>
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<tr>
<td>C. Locating Services</td>
<td>2. Conduct a telephone interview with one of the agencies you located through the telephone directory. (Activity Sheet III-C2.)</td>
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<tr>
<td></td>
<td>3. Practice good telephone etiquette by role-playing conversations in class. Identify important information that you must include in your conversation so that the person you are speaking to can provide you with the best assistance possible.</td>
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<tr>
<td></td>
<td>4. Compile an emergency phone list to keep by your phone at home to save time in a crisis situation.</td>
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</tbody>
</table>
DISCUSSION QUESTIONS

What are some advantages of screening individuals or agencies by phone before meeting with them directly? Disadvantages?

If a phone book is not immediately available, how might you use the information operator to help you? What are the limitations of the information operators ability to help locate a person or agency?

What are some important phone numbers to keep within reach at all times?

How would our lives change if telephones were not invented?

NOTES
OBJECTIVE III-C3

The student will be able to use the services of the Chamber of Commerce to locate the community resources to meet specific needs.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs
   C. Locating Services
      3. Chamber of Commerce

SUGGESTED LEARNING ACTIVITIES

1. Analyze the Chamber of Commerce. Determine its function, membership, capabilities and limitations.

2. Interview a representative of the Chamber of Commerce. Provide the representative with specific problematic situations and determine which areas they are most and least helpful with.

3. Develop a way to promote Chamber of Commerce resources and services to others.

RESOURCES

Speakers:
Chamber of Commerce representative
DISCUSSION QUESTIONS

1. How does the Chamber of Commerce provide direct service? Indirect service?

2. What types of individuals comprise the Chamber of Commerce? Who are some specific individuals in your local Chamber of Commerce?

3. Is the Chamber of Commerce a comfortable resource for you to use? A threatening resource? Explain your answers.

NOTES
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-C4

The student will be able to use outreach centers to locate community resources to meet specific needs.

TOPICAL OUTLINE

I. Using Services to Meet Family and Individual Needs

C. Locating Services

4. Outreach Centers

SUGGESTED LEARNING ACTIVITIES

1. Contact an outreach center in your community. Identify their goals, services and the population they seek to serve.

2. Develop a public relations strategy to promote the services of an outreach center. After a representative from the center approves your promotional material, distribute it to the population they are trying to reach.

3. Analyze the staff of an outreach center in terms of their qualifications and renumeration for the jobs they perform. What percentage of the staff is made up of volunteer workers? What, if any, special training is provided at the center for this volunteer help?

4. Evaluate an outreach center in the community. (Activity Sheet III-C4.)

RESOURCES

Pamphlets:
Collect pamphlets, brochures and fliers for outreach centers in the community.

Speakers:
Outreach center volunteers.
DISCUSSION QUESTIONS

1. Is the primary function of an outreach center direct or indirect service?
2. What limitations to outreach centers have in locating prospective clients?
3. What special qualities must employees of outreach centers possess?
4. Discuss some of the hang-ups individuals may have with confiding personal problems to strangers.
OBJECTIVE III-C5.

The student will be able to use other agencies and avenues as they exist in the community to locate resources to meet specific family and individual needs.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

C. Locating Services

5. Other

SUGGESTED LEARNING ACTIVITIES

1. Define and discuss the following terms in relation to self-help: initiative, hope, perserverance, direction, and resignation.

2. Identify additional profit and non-profit agencies that provide directive services to community members.

3. Survey local service organizations such as the Rotary, the Lions Club, the United Way.

4. Write an article to submit to the school newspaper about locating services in the community.

RESOURCES

Books:

DISCUSSION QUESTIONS

What are some of the obstacles specific sub-populations in the community might encounter in finding assistance in solving problems? Consider non-readers, persons with limited English speaking proficiency, the hearing impaired, etc.

What resources are available to your community from local T.V. and radio stations?

How can people be helped to help themselves?

Discuss the concepts of decision-making ability, initiative, perseverance and direction as they relate to self-help.
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-D1

The student will be able to review an agency's goals and regulations in relation to specific family and individual needs.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

D. Review and Evaluation of Potential Services

1. Agency Goals
   a. Preventive services
   b. Interventive services

SUGGESTED LEARNING ACTIVITIES

1. Define the following terms:
   Goal, Preventive Service, Interventive Service.

2. Review the Delivery Systems studied in Unit II. Group the systems according to whether they provide preventive services, interventive services, or a combination of both.

3. Interview a resource person from a service agency. (Activity Sheet III-D1.) Evaluate the agency's capabilities and limitations in providing specific services based on their goals. Determine whether or not agency goals overlap or conflict with those of another agency in your community.

RESOURCES

Books:

DISCUSSION QUESTIONS

Why is it important to understand an agency's goals as well as your own goals when locating support services?

Who determines the policy of an agency?

How does policy affect procedure?

How do long-term and short-term goals differ?

Can an interventive service such as acute in-patient psychiatric care be better used as a preventive service?

How might individual agencies collaborate to improve service to clients?

NOTES
OBJECTIVE III-D2

The student will be able to review an agency's policies and regulations in order to determine client eligibility requirements.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

D. Review and Evaluation of Potential Services

2. Client Eligibility
   a. Regulations and policies
   b. Limitations and capabilities

SUGGESTED LEARNING ACTIVITIES

1. Define the terms: accountability, cost benefit, efficiency, effectiveness, input, output, audit, success and failure.

2. Visit a community service agency to experience the "intake" process. Discuss how you felt as the client. Were you eligible for services?

3. Review literature from selected community agencies to determine how clearly their services, policies and regulations are explained.

4. Identify limitations of selected community agencies in terms of staff, time, money, legalities and other resources.

RESOURCES

Pamphlets:

DISCUSSION QUESTIONS

1. Are sliding-scale payment policies for services rendered fair practice?

2. Can refusing service to a client be legal and yet unethical?

3. What are the possibilities of various agencies closing due to cutbacks in government spendings? Speculate about the possible ramifications to clients as well as employees if this were to happen. Consider the fact that needs may still exist, even though the services available to help meet them no longer exist.

4. Is an organization accountable to its clients or to its funding source?
UNIT III

USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

OBJECTIVE III-D3

The student will be able to identify and describe preventative maintenance and follow-up procedures that may be used by agencies, individuals, and families.

TOPICAL OUTLINE

III. Using Services to Meet Family and Individual Needs

D. Review and evaluation of Potential Services

1. Preventive Maintenance and Follow-up

SUGGESTED LEARNING ACTIVITIES

1. Interview community service representatives to determine whether they build in maintenance and follow-up procedures. If so, discover how this is accomplished, and who is responsible for this procedure. If not, determine the reasons for omitting this procedure.

2. List and define types of feedback agencies use.

3. Refer to Activity Sheets B1-2-3-4. Develop a plan for follow-up that would help to insure continued resolution of the problem.

4. Discuss the ways in which human services organizations are accountable.

RESOURCES

Books:

DISCUSSION QUESTIONS

1. Why do many service agencies fail to maintain welfare?

2. How is internal evaluation different from external evaluation? Which is more objective and why?

3. What are some of the drawbacks of self-reporting?

4. What are the advantages of feedback for the client, the agency itself, the funding source?
Evaluation: Write a paragraph evaluating the outreach program which you investigated. Include the following points in your evaluation:

1. Is the name appropriate? Does it tell what the agency offers?

2. Does the agency serve a useful purpose in your community?

3. Explain your response. Relate how the services available through the agency meet the needs of people or groups in the community.

4. Describe how well established the agency is in the community. Is it known and respected?

5. Describe how convenient the location of the agency is to people who would need the services. Is the building accessible to handicapped persons?

6. What are the qualifications of the people administering the program?

7. Are the sources of funding sufficient to the services delivered?
Suggested questions to use in interviewing a community agency resource person.

1. Name of the community agency.
2. The name of the person being interviewed and position he holds.
3. What is the purpose of this agency?
4. What types of services are available through this agency?
5. What kinds of people are helped by this agency?
6. How is the agency funded? How?
7. How long has this agency and its programs been available in the community?
8. If persons were in need of a service from this agency who should they contact? What is the address and phone number?
UNIT III
USING SERVICES TO MEET FAMILY AND INDIVIDUAL NEEDS

ACTIVITY SHEET III-B1-2-3-4

Complete this assessment sheet as you proceed through this section on situational definition.

Problem as you see it today:

How long has this problem existed? What led up to it?

What are the consequences of this problem? Who is affected by it?

What other problems or disadvantages does this person (or family) have? Are the problems related?

What strengths or advantages does this person (or family) have?

What has been done to try and solve the problem?

What would you see as the criteria (expectations) for problem recollection? What is the goal (objective)?
Plan of action to solve or partially alleviate the problem:

Suggestion 1 -

Suggestion 2 -

Suggestion 3 -

How are these suggestions alike and how do they differ?

Rate the 3 suggestions.  How do they compare with your problem-solving plan?

Rate the 3 suggestions (and your own plan) with regard to expenditures of time, money, and energy.  What are the costs and benefits?
Sample questions

1. What is your position with this organization?

2. What is the mission of this organization? What are its mandated goals?

3. In what ways is this service interventive?

4. In what ways, if any, is it preventive?

5. Is there ever any confusion about what the explicit and implicit goals are? Where do conflicts or overlap lie?

<table>
<thead>
<tr>
<th>Agency (Type/resource Person interviewed)</th>
<th>Stated Agency Goals</th>
<th>Preventive Services</th>
<th>Interventive Services</th>
<th>Conflicts in Implementing Agency Goals</th>
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<tbody>
<tr>
<td>225</td>
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</table>
The information and learning activities presented in this unit are designed to help the student explore the general issues of career choice while developing a broad-based understanding of employment opportunities in Family and Individual Service Fields. After becoming acquainted with the general skills, aptitudes, interests and personality characteristics desirable for volunteers and employees in the helping professions, students explore the occupationally-specific field(s) of their choice along a vertical plane. Requirements, responsibilities, and opportunities for trainees, associate level workers, professionals and advanced professionals as well as for volunteers are considered.

Students are encouraged to consider the ramifications of career choice both on and off the job. Factors such as qualifications, working conditions, income level and job responsibilities become intertwined with personal expectations regarding life styles, leisure time activities, mobility, and status. Personal criteria for accepting or rejecting potential career choices evolve through the exploration process.
OBJECTIVE IV-A1

The student will be able to identify the skills and aptitudes desirable for persons employed in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields

A. Orientation

1. Skills and aptitudes

SUGGESTED LEARNING ACTIVITIES

1. Define and discuss the following terms: Skill, Aptitude, Ability, Knowledge, Achievement.

2. Review the classified section of your local newspaper and collect want ads for positions in the community service field. Collect and review job descriptions for diverse positions in community service agencies. Identify the skills and aptitudes highlighted in the ads and job descriptions.

3. Visit the career resource center in your school system. Become acquainted with their services and use their facilities and resources. Research the skills and aptitudes required by those who enter these Family and Individual Service Fields: physicians, psychologists, nurses, social workers, teachers, police officers, firefighters, sanitation workers.

4. Review the services in your own community. Determine if the career areas listed above are represented in your community. Add to the list other careers which involve Family and Individual Service, and research the skills and aptitudes needed.

5. Invite a vocational guidance counselor to class to discuss the issues of career choice.

RESOURCES

Books:


U.S. Dept. of Labor. Occupational Outlook Handbook. (Available in most libraries, updated every two years by the Dept. of Labor.) Describes a variety of occupational fields, the nature of the work, places of employment, training requirements, and employment outlook.
OBJECTIVE IV-A1 (continued)

SUGGESTED LEARNING ACTIVITIES


DISCUSSION QUESTIONS

1. The terms Family and Individual Service might be used interchangeably with the terms Community Services or Human Services. Discuss the connotations of all of these terms. Can you think of other labels for service work that mean virtually the same thing?

2. How can one gain experience in a community service field in order to determine if he/she has the required skills or aptitude?

3. There are a variety of career areas within community service. What is it, if anything, that they have in common, in terms of skills or aptitude?

4. Are skills and aptitudes inherent in one's personality, learned through experience, or a combination of both?

5. Educators often use the term "Basic Skills." Are the basics of equal importance for everyone? Are there intangible as well as tangible basic skills?

RESOURCES

Audiovisual Materials:

Careers in Child Care and Youth Guidance, 4 filmstrips. Maclean Hunter Learning Resources, P.O. Box 4381, Grand Central Station, New York, NY 10017. Summary - Introduces students to the skills required for the wide range of career possibilities in education, family planning, day care and community health.

Exploring Careers in Child Care, 11 filmstrips and cassette programs. Career Aids Inc. 8950 Lurline Ave., Dept. Y, Chatsworth, CA 91311. Summary - Explores career opportunities in schools, child welfare, adoption, hospitals, and health care facilities as well as social work.

NOTES
### OBJECTIVE IV - A2

The student will be able to identify the individual interests and personality characteristics desirable for persons employed in Family and Individual Service Fields.

### TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>IV. Career Ladders in Family and Individual Service Fields</th>
<th>SUGGESTED LEARNING ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Orientation</td>
<td>1. After viewing Self-assessment: A Tool for Career Decision, develop an informal personality inventory. Use it to identify careers that might give you satisfaction based on your temperament, interests and values.</td>
<td>Books:</td>
</tr>
<tr>
<td></td>
<td>2. Interview workers from various service occupations. Attempt to discover how they came to work in community service, how they evaluate their own personalities and how they feel they are viewed by others. Also discover how these people spend their time when they are not on the job and how their work influences their avocational interests.</td>
<td>Barocas, H., Reichman, W., &amp; Schwebel, A.I. Personal Adjustment and Growth: A Life-Span Approach. New York: St. Martin's Press, 1983. (Instructor’s manual, chapter 11.)</td>
</tr>
</tbody>
</table>

### Audiovisual Materials:

- Careers and Values: Understanding the Choices, 2 filmstrips.
- Sunburst Communications, Room T, 39 Washington Ave., Pleasantville, NY 10570. Summary - Explores the meaning of career values, assessing values and relating them to career choices.
DISCUSSION QUESTIONS

1. Are some people unsuited to perform Family and Individual Service work? Justify your answer.

2. What personality characteristics might be valuable in doing one community service job but detrimental in doing another?

3. Do you believe that a person's "interests" are the best guide in making a career choice?

4. What are some of the personality characteristics that you think are necessary for individuals working in these career areas: physician, psychologist, social worker, teacher?

5. What are some of the trade-offs people make when choosing a career?

6. Can a person be too "nuturing" to choose a career in the Family and Individual Service Field?

7. How might what a person does on the job affect what that person does off the job?

NOTES

RESOURCES

UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B1

The student will be able to describe the typical functions and educational requirements of Aides or Trainees employed in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields

B. Employment Levels

1. Trainee or Aide (no formal post-secondary education)

SUGGESTED LEARNING ACTIVITIES

1. Refer to the Family and Individual Services career list you have researched. Explore the list to determine where trainees or aides might be employed, and what their duties, opportunities, and income might be.

2. Interview any of the following: a nurse's aide, a librarian's assistant, a teacher's aide, or other trainee/aide who is working in community service. Describe how their work contributes to the overall service. Share information obtained with the class.


RESOURCES

Books:


Audiovisual Materials:

Beyond High School, Sunburst Communications, Room T, 39 Washington Ave., Pleasantville, NY 10570. Summary - Provides non-college-bound student with tools for making intelligent choices of career and career training.

Is There Life After High School? Planning Your Future, 3 filmstrips, Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - A comprehensive overview of options available to students after they graduate from high school; covers all levels of employment.
DISCUSSION QUESTIONS

1. Are aides and trainees necessary to the Family and Individual Service Field?

2. Does their lack of formal education prevent them from making a significant contribution to families or individuals in need of service?

3. How do the job responsibilities differ between: teacher/teacher's aide; nurse/nurse's aide; social worker/case aide? Compare other entry levels jobs and their professional counter-parts.

4. There are many issues which must be considered in making a career choice. Community service professionals and entry level workers may function in the same workplace but with differing status, pay, and responsibilities. In what ways is it possible for the aide to be as satisfied as the professional on the job?
UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B2

The student will be able to describe the typical functions and educational requirements of Associate level employees in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields

B. Employment Levels

2. Associate (Associate Degree)

SUGGESTED LEARNING ACTIVITIES

1. Refer to your Family and Individual service career list. Determine the areas, if any, in which people with associate degrees might be employed. What might their duties, opportunities, and income be.

2. Explore the community colleges, junior colleges, and other colleges/universities in your region. Determine what associate degree programs are offered in community service fields.

3. Continue completing Activity Sheet IV-AI-6.

RESOURCES

Catalogs and Pamphlets:
High School Guidance Departments, School and Community Libraries, Community and Junior College Admissions Offices.

Resource Persons:
Guidance Counselors, Financial Aide Advisors
DISCUSSION QUESTIONS

1. Which community service occupations recognize associate level workers?

2. Describe educational requirements that would promote career mobility for the associate level worker.

3. How can the associate level degree be combined with work experience (on-the-job training) to produce an employee who is as qualified as someone with more formal education? Might they be more qualified?

NOTES
OBJECTIVE IV-B3

The student will be able to describe the typical functions and educational requirements of professionals employed in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields.

B. Employment Levels

3. Professional (Bachelor's Degree)

SUGGESTED LEARNING ACTIVITIES

1. Refer to your Family and Individual Service career list. Determine in what areas the bachelor's degree is required, as well as the duties, opportunities, and income of these occupational levels.

2. Explore the colleges and universities in your region. Determine the types of degree programs offered in community service.


4. Ask a teacher, a social worker, a physician, a nurse, a librarian, a police officer, and a lawyer, to define the term "profession". Compare their responses.

RESOURCES

Catalogs and Pamphlets:

High School Guidance Dept., School and Community Libraries,
Colleges and University Admissions Offices

Audiovisual Materials:

What to Expect at College. 2 filmstrips. Guidance Associates,
Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - A college orientation to help high school students prepare for the experience.

Which College for You? 2 filmstrips, Guidance Associates,
Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary - An examination of the various collegiate options available to students.
DISCUSSION QUESTIONS

1. In addition to aptitude for or interest in a career area, what skills or strengths does one need in order to attend and complete college?

2. How is "profession" defined? What is "semi-profession"?

3. Describe how educational requirements and job responsibilities of professionals differ from trainees or aides and associate level workers within specific employment categories.
OBJECTIVE IV-B4

The student will be able to describe the typical functions and educational requirements of Advanced Professionals employed in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields
   B. Employment Levels
      4. Advanced Professional (Master's Degree)

SUGGESTED LEARNING ACTIVITIES

1. Refer to your Family and Individual Service career list. In what areas might a graduate degree alter duties, opportunities, and income?

2. Explore the colleges and universities in your region. Determine types of graduate or advanced study programs offered in Family and Individual Service fields.

3. Write your own "ideal" resume as you would wish it to read years from now. Decide what degree level, if any, you would wish to attain. Think about the obstacles and constraints that can arise.


RESOURCES

Books:

Going to College in New Jersey
New Jersey State Department of Higher Education, Trenton, NJ 08607. (Updated annually)

Catalogues and Pamphlets:

School and Community Libraries.
Graduate School Admissions Offices

Audiovisual Materials:

Guidance Associates, Communications Park, Box 3000, Mt. Kisco, NY 10549. Summary—Encourages students to explore career related values and analyze them in terms of personal development.
DISCUSSION QUESTIONS

1. Which Family and Community service occupations carry more status and income than others?

2. How do the educational levels of employees influence their contributions to community, family or individual welfare?

3. Do you believe that people who work to serve the community should sacrifice status, income, or working conditions for the good of the community?
UNIT IV

CAREER-LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

OBJECTIVE IV-B5

The student will be able to describe the typical functions and educational requirements typical of Volunteers working in Family and Individual Service Fields.

TOPICAL OUTLINE

IV. Career Ladders in Family and Individual Service Fields.

B. Employment Levels

5. Volunteer (varying educational experience)

SUGGESTED LEARNING ACTIVITIES

1. Refer to your Family and Individual Service career list. How are the services of volunteer workers used?

2. Invite a community service volunteer to visit your class. Determine what motivates someone to donate their time and skills without recompense.

3. Explore your community in order to identify specific volunteer opportunities. Develop a list that includes name, address and phone number of agency, contact person, background requirements or potential volunteers, and a description of their functions and responsibilities. Update periodically.


RESOURCES

Books:

1. What would motivate you to volunteer your time and energy in community service?

2. What can volunteers provide that is different from the paid worker?

3. Is there any justification or evidence that volunteers take jobs away from those who need them?

4. Have you, or has someone in your family, ever been helped by a volunteer? What did their help mean to you or your family member?

5. How can volunteerism lead to a paid career?
Directions: Choose at least three (3) human service field careers that you think might be of interest to you. Study them as you proceed through the career ladders section of this course.

I. Job Title: Psychiatric Social Worker

A. Required Aptitude and Skills: Social verbal, diagnostic, empathy, active listening and documentation/record keeping.

B. Required Personality Characteristics: Emotional strength to cope with a variety of psychological problems and personality types.

C. Your Aptitude, Skills and Personality Characteristics: I have a lot of emotional stamina and wish to help people with problems of this type.

II. Employment Available, by Job Title and Educational Level of Entry: Volunteer - no specific education requirement, Trainee/Aide - on the job training, Associate - entry level professional, Professional - BA in Social Work, Advanced Professional - MA, or Ph.D. in Social Work.

A. Title(s) you prefer: Associate or Professional

B. Advantages: It will be rewarding to me.

C. Disadvantages: It will take a long time to reach this level since I will start as a trainee with low pay and little security.
Name: 

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

I. Job Title: 

A. Required Aptitude and Skills: 

B. Required Personality Characteristics: 

C. Your Aptitude, Skills and Personality Characteristics: 

II. Employment Available, by Job Title and Educational Level of Entry: 

A. Title(s) you prefer: 

B. Advantages: 

C. Disadvantages: 

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UNIT IV

CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-A1-6

Name: _________________________________________

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

I. Job Title: _________________________________________

A. Required Aptitude and Skills: _________________________________________

B. Required Personality Characteristics: _________________________________________

C. Your Aptitude, Skills and Personality Characteristics: _________________________________________

II. Employment Available, by Job Title and Educational Level of Entry: _________________________________________

A. Title(s) you prefer: _________________________________________

B. Advantages: _________________________________________

C. Disadvantages: _________________________________________
UNIT IV
CAREER LADDERS IN FAMILY AND INDIVIDUAL SERVICE FIELDS

ACTIVITY SHEETS IV-AI-6

Directions: Complete this Activity Sheet for each of the three (3) human service fields you have selected. Use the example as a guide. Complete all sections to your best ability.

Job Title: __________________________________________

A. Required Aptitude and Skills: __________________________________________

B. Required Personality Characteristics: ______________________________________

C. Your Aptitude, Skills and Personality Characteristics: ________________________

Employment Available, by Job Title and Educational Level of Entry:

A. Title(s) you prefer: __________________________________________

B. Advantages: __________________________________________

C. Disadvantages: __________________________________________
FACT SHEET/ACTIVITY SHEET IV-A2-3

Present each category to the class and ask them to list the occupations which seem appropriate to each category. Emphasize human services. Must one pursuing a human services career necessarily fit in the S-type category?

The descriptions match personality type with occupation and are adapted by Barocas, Reichman, and Schwebel (Personal Adjustment: A Life-Span Approach) from the Strong-Campbell Interest Inventory Computerized Protocol, Minicomp Corporation, Englewood, Colorado.

Realistic (R) - Extreme R-types are people who like to work with their hands; they have good physical skills. They see themselves as aggressive, practical and rugged. These people prefer to deal with tangible, concrete problems rather than with abstract ideas or people. They are more comfortable working with tools than with words. (Mechanics, engineering, and agriculture are realistic occupations.)

Investigative (I) - Extreme I-types are individuals who prefer to work with their minds; they are task-oriented, and enjoy abstract problem and values, and prefer to organize and think about ideas rather than work with people or things. (Science and scientific activities characterize investigative occupations.)

Artistic (A) - Extreme A-types are more creative than any other type; they need avenues for self-expression through their work. They prefer unstructured, autonomous work environments, and often are most comfortable working alone. (Music, drama, writing, and performing and graphic arts are artistic occupations.)

Social (S) - Extreme S-types like to work with and for others, they prefer direct verbal contact with people. S-types often have good verbal skills and like to use these interpersonal skills in safe working environments. They usually avoid mechanical and scientific work settings. They are usually responsible and group oriented. (Teaching and counseling are social occupations.)

Enterprising (E) - Extreme E-types are individuals who use their verbal skills to persuade or lead others. They are sure of themselves, and like to convince others of their point of view. They like to work with others as a leader rather than as a team member, and usually avoid manual or scientific work environments. (Enterprising people often work in law, politics, business, and sales.)

Conventional (C) - Extreme C-types prefer traditional, routine kinds of work. They like structure and organization, and would be uncomfortable in ambiguous situations. They like to know what is expected, and are unhappy with change or inconsistency. (Conventional people work well with numbers and finances, and often choose occupations such as bookkeeper, secretary, and bank teller.)
FACT SHEET

Work: Any activity by which a person actively contributes to the productivity or well-being of society; this includes paid employment, the homemaker, volunteers, and students.

Vocational counselors: Professionals who help people to explore their own thoughts, attitudes, and abilities, offer them feedback about themselves as well as facts about the economic environment, and help them in the career choice process.

Kuder Occupational Survey; Strong-Campbell Interest Inventory: Vocational interest tests which compare the interests of successful people in a variety of occupations to help career-seekers connect their interests with broad career categories.


Basic occupational categories listed by the Occupational Outlook Handbook published by the Department of Labor:

- Administrative and managerial occupations
- Engineers, surveyors, and architects
- Natural scientists and mathematicians
- Social scientists, social workers, religious workers, and lawyers
- Teachers, librarians, and counselors
- Health diagnosing and treating practitioners
- Registered nurses, pharmacists, dietitians, therapists, and physician assistants
- Health technologists and technicians
- Writers, artists, and entertainers
- Technologists and technicians, except health
- Marketing and sales occupations
- Administrative support occupations, including clerical
- Service occupations
- Agricultural and forestry occupations
- Mechanics and repairers
- Construction and extra active occupations
- Production occupations
- Transportation and material moving occupations
- Helpers, handlers, equipment cleaners, and laborers
- Military occupations