

DOCUMENT RESUME

ED 145 275

08

CE 013 666

TITLE Social and Economic Services. A Major Occupational Group in the Public Service Cluster. Teacher's Manual.

INSTITUTION Gwinnett County Schools, Ga.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE [77]

GRANT OEG-0-71-4781

NOTE 139p.; For related documents see CE 013 652-672 and CE 013 805 ; Not available in hard copy due to marginal reproducibility of colored paper

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS \*Career Exploration; Counseling; Curriculum Guides; Employment Services; High School Curriculum; \*Learning Activities; \*Occupational Information; \*Public Service Occupations; Rehabilitation; Senior High Schools; \*Social Services; Vocational Education; \*Welfare Services

IDENTIFIERS Applied Program of Public Service; Georgia

ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on social and economic services, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities on the job families in the group (counseling, assistance, rehabilitation, and employment) and on the career outlook and requirements and qualifications for each. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 665. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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# SOCIAL AND ECONOMIC SERVICES

A MAJOR OCCUPATIONAL GROUP IN THE PUBLIC SERVICE CLUSTER

TEACHERS MANUAL

- Job Families
- Functions and Duties
- Career Outlook
- Requirements and Qualifications

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

A Unit in the Public Services Cluster  
Applied Program of Public Service  
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ACKNOWLEDGEMENTS

*AAA*

The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott	State Project Managers	Metropolitan Cooperative Educational Service Agency	For their contribution in program conceptualization and formative writing.
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## OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

## SOCIAL AND ECONOMIC SERVICES

### Job Families

The job families in social and economic services are presented here as separate categories in order to better describe the areas of service. Most workers in social and economic services perform duties from each job family. In large metropolitan social and economic service agencies specialization occurs more often than in smaller local agencies.

The activities for this section of reading extend the content by providing additional specific information about social and economic services job families.



## SOCIAL AND ECONOMIC SERVICES

### Job Families

People in the Social and Economic Services Agencies devote their lives to helping others. This activity will tell you about the job families in the Social and Economic Services area.

#### WHERE AM I GOING?

By the time I complete this activity, I will know the four major job families in Social and Economic Services.

#### HOW WILL I GET THERE?

1. Read the enclosed section on job families.
2. Take the Occupations quiz.
3. Write letters requesting information.
4. Read Vocational Biographies
5. View a filmstrip on careers in this MOG.

#### HOW WILL I KNOW . . .

I will complete the Self Check Activity.

I will complete the Occupations quiz.

I will use the information I receive to complete this MOG.

I will answer a set of questions on the biographies.

I will answer a set of questions on the filmstrip.

## INTRODUCTION TO JOB FAMILIES

As a person who desires to become a social worker you are a very special person. One of the most honorable things a person can do is to devote one's life to helping the poor, oppressed, indigent, and needy. With the career goes the knowledge that what you are doing is worthwhile.

You must realize that human beings are our single most valuable resource. They are very complex, and the problems people encounter are difficult to solve. The environment within which we live is very complicated and often makes human problems even more difficult to solve. Many times when we attempt to solve someone's problems without carefully thinking about them we create problems rather than solve them. Because of the obvious difficulties in helping people, you must be highly trained in order to be a social worker.

How must you be educated? In order to solve human problems you must have a broad background in the human experience. Not just your own background but the multitude of experiences which other people may have encountered. In order that you have this knowledge you must be a widely read person, you must also be willing to become a professional through a college education.

As a person who is committed to finding out about social work, you will go through a number of exercises you will find listed on the following pages. They may not be easy. You do not need to complete the exercises in the order that they appear, but they all must be completed.

ROLE OF WORKERS IN SOCIAL AND ECONOMIC SERVICES. Development of a more complex urban society has greatly increased the need for organized social and economic services. Workers in the social and economic services provide the link between public service organizations and individuals and families who are not able to provide for themselves or who need assistance in solving their problems.

## MAJOR JOB FAMILIES

Social and Economic Services incorporate the four major job families of counseling, assistance, rehabilitation, and employment.

These job families are concerned with increasing opportunities for social and economic betterment among the disadvantaged, underemployed, and unemployed.

Seldom does a social or economic problem affect workers from only one job family. As you discovered earlier, one type of problem often causes or leads to others, requiring the services of a number of workers from a variety of job families. However, each job family does deal with a specific aspect of social and economic services.

Counseling. This job family is primarily concerned with helping clients deal with problems. It may involve psychological (mental) as well as physiological (bodily) aspects. Clients need help and seek advice. Counselors, while seldom giving specific advice, help clients to understand their problems to view themselves and their problems objectively, and to work out solutions to their problems.

Assistance. Often the client is in a situation where he or she needs tangible help in order to overcome a difficulty. The assistance job family shoulders the primary responsibility for this type of situation. Help is often realized through financial payments such as welfare, medicare, medicaid, and social security. Workers in this job family determine eligibility, make payments to clients, and administer aid programs.

Rehabilitation. Workers in this family are responsible for helping clients become self-supporting. They provide training and retraining and basic education, as well as working closely with employers to help place clients in jobs.

Employment. The employment job family is primarily responsible for developing job opportunities for underemployed or unemployed people. Their work is closely tied to assistance (unemployment compensation) and rehabilitation (job training and retraining).

While there are several types of problems and a number of job families found in social and economic services, the methods of solving problems are reflected in three basic functions of social and economic practice: casework, group work, and community organization. Obviously a worker may use all three methods, but frequently a job title reflects only the primary method used.

Objective: I will complete the self check activity in order to check my understanding of the reading.

Materials: This self check activity.

ACTIVITY

SELF CHECK ACTIVITY

In the blank next to each statement, place the name of the social and economic services job family described:

- \_\_\_\_\_ 1. Concerned with educating and reeducating clients primarily in job skills.
- \_\_\_\_\_ 2. Aids clients in understanding their problems and securing necessary services and solutions.
- \_\_\_\_\_ 3. Assists unemployed and underemployed in locating jobs.
- \_\_\_\_\_ 4. Provides tangible remedies for problems, often in the form of money or direct services such as health care.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 4

Materials

This self-check activity.

Purpose

This is a self-check activity. Its purpose is to check on the student's basic recall of some of the reading. Provide students with a mimeographed copy which contains this self-check. Students do not write in the booklet.

Guidance

The student answer sheets for this self-check are kept in a separate file. The student should be directed to this file when he/she completes the self-check. In addition to checking the answers from the file the teacher may organize students into small groups for sharing and comparing answers.

Modifications or Extensions

The teacher may, if desired, assist in this self-check. For students who may have a specific learning disability or a visual impairment, the self-check may be completed orally. It may also be recorded, leaving time for responses, and checked later by the student listening to a correct recording.

## SUGGESTIONS FOR THE TEACHER

Activity 2	
<p><b>Materials</b></p> <p>The students will need to have the Dictionary of Occupational Titles available to complete this activity. They will also need blank paper on which to record their answers.</p>	<p><b>Purpose</b></p> <p>This quiz is an enjoyable activity with a serious purpose. The unusual job titles are amusing to the students. The corresponding job descriptions in the D.O.T. are interesting and this activity provides students with a chance to use the D.O.T. It also provides them with an opportunity to discover the wide range of jobs available. The relationship of this activity to the area of social and economic services is stated in the second paragraph of the activity. "Persons in social and economic services need to know about jobs and job titles in order to assist people who may need employment advice".</p>
<p><b>Guidance</b></p> <p>Students should be able to complete this activity with a minimum of assistance. It might be necessary to review with the students the meaning of the numbers beside each job title.</p>	<p><b>Modifications or Extensions</b></p> <p>The teacher may wish to add to the list of job titles by including an understanding of some of the higher skills and education levels required.</p>

Objective: I will utilize the D.O.T. as a means of identifying job titles.

Materials: This quiz and the D.O.T. (Remember, you learned how to use the D.O.T. in the Introductory MOG.)

### ACTIVITY

There are many, many jobs available which most of us never even think of. Some of these jobs have very unusual titles. Do you know what a Doffer is? A Doffer works in a textile mill and is responsible for removing full bobbins of cloth and replacing them with empty ones to be filled. In Greenville, S. C., they even hold doffing contests and people compete to see who is the fastest doffer!

Persons in social and economic services need to know about jobs and job titles in order to assist people who may need employment advice. This is a "Fun" activity to get you familiar with job titles.

1. Read over the following job titles.
2. Write down a one sentence description of the job.
3. Now, look up each job title in the D.O.T. Were you right?
4. What skill levels do numbers 3, 5 and 8 represent?

1. Back Washer (589.885)

2. Frog Shaker (521.887)

3. Banana Spotter (754.887)

4. Car Whacker (910.887)

5. Bank Boss (851.137)

6. Kiss Setter (529.887)

7. Jogger (659.887)

8. Hand Shaker (465.887)

9. Bead Builder (750.884)

10. Tie Puller (929.885)

BONUS: Rear End Person (375.268)

Activity 3

**Objective:** I will add to my resources in this MOG by writing letters requesting information.

**Materials:** Paper, pen, envelope, Vocational Biographies, list of local agencies, and letter writing form (obtain from your teacher).

**ACTIVITY**

In order to complete this activity you will need to do the following things:

1. Go to the resource table and locate the list of local agencies.
2. From that list select an agency to write for information about this MOG.
3. From the back of the 2 Vocational Biographies you read, select 2 agencies to write for information on this MOG.
4. Following the form in your workbook, write a letter to each agency requesting information on this MOG.
5. When you receive the information from the agencies, place it in a folder and keep it with your MOG packet. You will be using this information to answer questions and to prepare displays.

**How Will I Know I've Done it correctly?** . . . I will complete a letter and have my teacher check it for accuracy. I will file the information which I receive and use it in other activities.



## SUGGESTIONS FOR THE TEACHER

### Activity 3 - p. 6

Materials	Purpose
<p>In preparing for this activity you will need a good supply of plain white paper and envelopes. You will also need to be certain that you have a supply of the forms for the letter-writing for your students.</p>	<p>This activity is designed with several goals in mind. The one stated in the objective is to provide information through resources for the student. This is the direct and most obvious benefit. There are other benefits which the teacher should consider when working with students. Letter writing provides experience in contacting agencies to obtain information. It is a useful tool which should be utilized. It provides the teacher with an excellent opportunity to get feed-back as to the quality of the students written communications to the business and office world. It is for this reason that the teacher should carefully monitor the quality of outgoing letters.</p>
Guidance	Modifications or Extensions
<p>In completing this activity, the teacher should counsel students individually or as a group on the necessity of completing the letters correctly and neatly. It is a pains taking process, but no letter should be allowed to be mailed which is not correct in grammar, spelling and punctuation. Although it is a subjective judgement, the teacher should try to make an assessment of legibility.</p> <p>If a large number of students periodically write letters, it is imperative that a large variety of addresses of agencies be maintained. As much as possible, the teacher should encourage students to contact a wide variety of these agencies.</p>	<ol style="list-style-type: none"> <li>1. Disadvantaged and Handicapped students may find it difficult or impossible to complete this assignment as it is presently designed. In order to provide effective practice in communicating by letter, the student can have his or her letter taped, a friend can write it and the student can proof read it prior to mailing.</li> <li>2. A teacher may elect to delete this activity if a complete file of resource material has been obtained from available agencies.</li> <li>3. A teacher may elect to conduct this activity as a mock letter writing activity.</li> </ol>

## SUGGESTIONS FOR THE TEACHER

### Activity 4 - p. 7

#### Materials

The Vocational Biographies which relate to this MOG should be placed together in a folder, file or other organized system so that the student can readily select two biographies to read. A simple filing system consists of color coded accordion files in which the biographies are kept. The students do not write in the MOG. They should be directed to use a separate sheet of paper for their work.

#### Purpose

Vocational biographies serve three basic purposes. The first is to provide students with additional information related to the MOG. The questions to be answered for each biography highlight some areas of concern about all jobs. Secondly, as students read Vocational Biographies, it is hoped that they will develop a personal feeling for the job and person described. This is an attempt to address the area of attitudes and lifestyles in surrounding jobs. Thirdly, Vocational Biographies are an additional source of resource material useful in the completion of subsequent activities.

#### Guidance

Students should be directed to complete at least two biographies. If a student wishes, additional biographies may be read. This is an independent activity. The student is reading for his own information and hopefully with some enjoyment. This should not become a "reading" lesson.

#### Modifications or Extensions

1. The Vocational Biographies and questions can be recorded on tape for students with reading and/or vision problems.
2. Assign a buddy (peer-tutoring) reader to work with students experiencing difficulty.
3. Creative students may wish to write their own Vocational Biography complete with tape illustrations, photographs, slides, or other illustrative materials.

Activity 4

Objective. I will become familiar with some basic things about Social and Economic Services through reading about the lives of some actual workers.

Materials: Vocational Biographies on Resource Table.

ACTIVITY

This activity will help you to better understand some of the things you will read in the packets.

- 1. Go to the resource table and select the Vocational Biographies for this MOG.
- 2. Read at least 2 of the biographies.
- 3. Answer the questions on the form provided. Answer a separate set of questions for each biography read. You should have at least two sets of questions.

NOTE. The Vocational Biographies are kept in folders on the resource table. Each folder contains all the biographies for a particular MOG.

Biography Questions

- 1. Job Title \_\_\_\_\_
- 2. What kind of education is required for this job?  
 high school       technical school       2 years College  
 4 years college       advanced degree       other (write in)
- 3. Is this a job which often requires after hours or overtime work?  yes  no  can't tell from biography
- 4. Persons with this job title  work alone,  work outdoors,  work in groups,  work indoors,  travel,  direct the activity of other workers,  use tools
- 5. Would you like to have this job?  yes  no  
 (Write 6 sentences for each)  
 Why \_\_\_\_\_  
 Why not \_\_\_\_\_

How Do I Know I've Done it Correctly? . . . I will have my teacher check my answers.

Activity 5

Objective: I will view an introductory program in order to gain an orientation to the MOG.

Materials: Film on Careers in this MOG, Audio vance viewer.

ACTIVITY

This activity is designed to help you learn some basic things about careers in this MOG.

1. Go to the resource table and select film/cassette set or sets which goes with this MOG.
2. After you have prepared the Auto-Vance for Viewing, read the Introduction to the Film/Cassette program which will be found in the inside pocket of each package.
3. View the Film/Cassette program.
4. Answer the questions for each Film/Cassette program. These questions are included in your workbook.
5. You may view the program as many times as you wish in order to answer the questions

How will I know I've done it correctly? . . . Take your completed answers to your teacher for review.

## SUGGESTIONS FOR THE TEACHER

### Activity 5 - p. 8

Materials	Purpose
<ol style="list-style-type: none"> <li>1. Pathscope film <u>Careers in Social Work</u></li> <li>2. Sound filmstrip viewer</li> <li>3. Copy of review questions must be on file for the student.</li> </ol>	<p>The purpose is to have the student view available information in social work. This particular film was selected for its complete coverage of the area.</p>
Guidance	Modifications or Extensions
<p>Students readily view filmstrips in this particular series and they are generally well received. At times, however, the written question section is not as welcome: The student should be provided with immediate feed-back concerning their answers. Grading and returning the paper is a very simple procedure and should be augmented by some type of follow-up activity (see modifications and extensions).</p>	<ol style="list-style-type: none"> <li>1. The teacher may elect to show the film to a group of people who are studying Resources Management at the same time.</li> <li>2. The teacher can have the questions taped for D. &amp; H students (or simple as a change of pace) Students may also tape their answers.</li> <li>3. Where possible the teacher should allow students to develop answers to questions in a group. At times the teacher should forego entirely written or individual responses and elicit answers from a group discussion.</li> </ol>

## SOCIAL AND ECONOMIC SERVICES

### Functions and Duties

Students completing this unit of work will have a basic understanding of some of the things done by workers in social and economic services. The filmstrip and vocational biography activities of the previous unit also deal with worker functions and duties.

Social and economic services is a career area in which personal attitudes, values, and commitment are as important to a successful career as are specific job skills and knowledge. Worker functions and duties are difficult to describe or observe since so much of what a worker does depends upon the individual needs of the client. It is important for students to understand that there are many jobs in which there are no set prescribed list of behaviors. Individual initiative, experience and need govern functions and duties although each job has a description of duties commonly performed.

## SOCIAL AND ECONOMIC SERVICES

### Functions and Duties

Workers in Social and Economic Services work with people in different ways and in various places.

#### WHERE AM I GOING?

By the time I complete this activity, I will be familiar with the basic functions and duties of workers in social and economic services.

#### HOW WILL I GET THERE?

1. Read the section on Functions and Duties.
2. Observe a worker and engage in problem solving.
3. Research information in this MOG.

#### HOW WILL I KNOW . . .

- I will complete the Self Check Activity.
- I will complete the observation and the observation form.
- I will prepare or use job cards.

## FUNCTIONS AND DUTIES

Duties. Professional and pre professional caseworkers attempt to identify the social and economic needs of individuals and families through interviews. Caseworkers aid the workers in understanding the problems of clients and in securing such necessary services as financial assistance, foster care, and homemaker service.

Group workers help people through group activities to understand themselves and others better, and to work with others to achieve a common goal. They plan and conduct activities for children, adolescents, and older persons in a variety of settings, including settlement houses, hospitals, homes for the aged, and correctional institutions.

Community organization workers help plan and develop health, housing, welfare, and recreation services for neighborhoods or large areas. They often coordinate existing social services and organize fund-raising for community social welfare activities.

The majority of workers in social and economic services provide assistance, as indicated, directly to individuals, families, or groups. However, substantial numbers perform executive, administrative, or supervisory duties, or act as teachers in educational institutions, research workers, or consultants. The wide range of services provided is suggested by the descriptions of the principal areas of concern.

Family Service. Workers in family service positions in state and local governments and voluntary agencies provide counseling and social services that strengthen family life and help clients to improve their social functioning. The workers also advise their clients on the constructive use of financial assistance and other social services.

Child Welfare. Workers in child welfare positions in government and voluntary agencies try to improve the physical and emotional well being of deprived and troubled children and youth. Their services include advice to parents on child care and child-rearing, counseling children and youth with social adjustment difficulties, arrangement of homemaker services during a mother's illness, institution of legal action for the protection of neglected or mistreated children, services to unmarried parents,



and counseling for couples who wish to adopt children. They may place children in suitable adoptive or foster homes or in specialized institutions.

Education. Workers employed by schools aid children whose unsatisfactory behavior or progress in schools is related to their social problems. These workers consult and work with parents, teachers, counselors, and other school personnel in identifying and seeking solutions to the problems that keep children from making a satisfactory adjustment in school.

Health. Workers employed by hospitals, clinics, health agencies, rehabilitation centers, and public welfare agencies aid patients and their families in the solution of social problems accompanying illness, recovery, and rehabilitation. They usually function as part of medical teams which also include physicians, therapists, and nurses.

Some workers provide services to patients in public mental health hospitals, centers, or clinics. They develop and report information on the patient's family and social background for use in diagnosis and treatment. They help patients respond to treatment and guide them in their social adjustment to their homes, jobs, and communities. They have particular responsibility for helping the families of patients to understand the nature of the illness. Such workers also participate in community mental health programs. These programs are concerned with the prevention of mental illness and help mental patients adjust to normal home and community living.

Activity 1

Do not write on this form.

Objective: I will complete this self check in order to check my understanding of the reading.

Materials: This activity sheet

- A. The three major categories (methods) of social and economic practice are casework, group work, and community organization. Describe each category.

Casework \_\_\_\_\_  
\_\_\_\_\_

Group Work \_\_\_\_\_  
\_\_\_\_\_

Community Organization \_\_\_\_\_  
\_\_\_\_\_

- B. Briefly state the major responsibilities of employees in the following social and economic services positions:

Family Service \_\_\_\_\_  
\_\_\_\_\_

Education \_\_\_\_\_  
\_\_\_\_\_

Child Welfare \_\_\_\_\_  
\_\_\_\_\_

Health \_\_\_\_\_  
\_\_\_\_\_

50

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

51

## SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 12	
<p><b>Materials</b></p> <p>You will need to have copies of the self-check for each student. The answer sheet should be kept in a readily accessible file.</p>	<p><b>Purpose</b></p> <p>The purpose of this self-check is to reinforce the major concepts contained in the reading.</p>
<p><b>Guidance</b></p> <p>Students should be instructed to complete the self-check without referring to the reading. After recording their responses they should check their answers. If there are errors, instruct the students to go back to the reading and correct the response. Student responses will be in their own language. The answer sheet is a guide to acceptable answers/ Use judgement and flexibility in responses allowed.</p>	<p><b>Modifications or Extensions</b></p> <ol style="list-style-type: none"><li>1. Tape questions leaving sufficient time for response.</li><li>2. Allow oral responses, either to the teacher or to another student.</li></ol>

## SUGGESTIONS FOR THE TEACHER

### Activity 2 - p. 13

#### Materials

The only materials necessary for this activity are the activity page and copies of the case work form. Students use the MOG and previously completed activities as resources so the filmstrips should be readily available.

#### Purpose

Students use some of the ideas and facts they have been exposed to through the reading and other activities to "solve" a problem of social and economic services. It is hoped that students will apply knowledge to a life situation in arriving at possible solutions.

#### Guidance

Encourage students to utilize the MOG, filmstrip and vocational biographies as well as the resource books in completing this activity. The structure provided by the form allows freedom of response while guiding the student in the correct area of response. As a means of checking responses, it is useful to conduct a group discussion. In this way each student discusses his/her responses and learn from each other. A social worker might be invited to the discussion to further broaden student understanding of the task.

#### Modifications or Extensions

1. For some creative students and others who enjoy role playing, the situations involving the family and social and economic service workers could be acted out.
2. The responses to the form could be handled through group discussion. In this way students of varying ability levels can participate as they are best able. The discussion serves as instruction for non-participants.

Objective: I will use some things I have learned about Social and Economic Services to solve a problem.

Materials: Case Work Form.

### ACTIVITY

In this activity, you are going to imagine yourself a worker in Social and Economic Services. You will use all the things you have learned about Social and Economic Services to solve a real-life problem.

1. Read the following case history.

The following is an actual case history from the file of appeals to the Christmas Fund of Athens Newspapers-Charities:

Mrs. Smith and her three children live together in Athens. Because Mrs. Smith's husband threatened her with a knife, she recently left him and was forced to move in with relatives.

He regularly comes in drunk at the relatives' house and awakens the entire family, refusing to allow Mrs. Smith to sleep.

Mrs. Smith's children are Tony, 11, Phillip, 9, and Doris, 5. They have been disturbed by the tumultuous family life and have had trouble concentrating in school.

Because of the disruption at home, their Christmas will probably not contain much happiness. This mother is barely able to meet expenses, and certainly will have nothing extra to spend on Christmas.

Mr. Smith resents the children as they are not his, so he will be no resource for Christmas presents for the children. The children have had no contact with their own father who abandoned them several years ago.

2. Using the enclosed form, decide on some steps you, as a Social and Economic Services worker might take to help this family.

1. Write the problem faced by the Smith Family.

1. \_\_\_\_\_

2. \_\_\_\_\_

2. Beside each job family, write the type of help which might be provided the Smith Family.

Counseling

Rehabilitation

Employment

3. Beside each group of social services, write some ways that the Smith family might find help.

Family Services

Child Welfare

Education

Health

4. How do you think a Caseworker would help the Smith Family.

5. How do you think a Group worker would help the Smith Family?

6. How do you think a community organization worker would help the Smith Family?

How will I know I've done it correctly? . . . I will take the completed form to my teacher for review.

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## SUGGESTIONS FOR THE TEACHER

### Activity 3a - p. 15

#### Materials

The student will need to have available the following materials in order to complete this activity. The Dictionary of Occupational Titles, The Occupational Outlook Handbook, The Encyclopedia of Careers, and the Job Card Box. (Activity 3b explains the preparation of the job cards).

#### Purpose

The preparation and use of job cards has been designed as a research activity which uses available resources to find out about certain job titles.

#### Guidance

This is a rather lengthy activity. The information which students obtain from the various reference books and other media will be used to answer the questions on page 19 (activity 3c). The steps outlined in this activity guide the student through the process of researching job titles. Students should be instructed to have the job card questions available as they locate references. These questions will serve as an organizer and aid the research process. It will be helpful to the students to have blank paper on which to make notes as they read through the various materials.

#### Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing material with a student who has strength in these areas. See the section on peer-tutoring for suggestions.

Objective: I will use available resources to research job titles.

Materials: Job Card Box — NOTE: If there is no job card for your job title, do the next activity.

ACTIVITY

Before you begin this activity, read through the entire activity so you will know all the things you will be expected to do.

1. Select 2 job titles from your MOG to research.
2. Go to the job card box located on the resource table.
3. Locate the job card for the job you are studying.

Museum Aide

- |   |
|---|
| I. Dictionary of Occupational Titles<br>Pages _____ |
| II. Occupational Outlook Handbook<br>Pages _____    |
| III. Encyclopedia of Careers<br>Pages _____         |

Look up and read the material listed under each of the three large reference books located on the reference table. They will be listed on the card like this:

- |                                      |
|--------------------------------------|
| I. Dictionary of Occupational Titles |
| II. Occupational Outlook Handbook    |
| III. Encyclopedia of Careers         |



If there is no listing for a particular reference book, that means that there was no reference made to the job in that book.

Now look in the Merit System reference books and locate the job title(s) you are studying.

The Merit System references are listed like this:

IV. Merit System State.	
Job title	28305 (reference number)
_____	
_____	

There may not be a job title listing in each merit system directory (State and County) only the Merit systems listed on the job card are relevant to your job title.

When using the state of Georgia Merit System reference:

1. Look up the job title and note the number code for that job. Example: Museum aide 30712
2. Look up the number code in the number code notebook. This will give you the job description.

Locate the Audio-Visual material listed on the job card. View one film/cassette program and answer the questions (see activity No. ). Review the other material

V. Audio-Visual
-----------------

#### EXTRA CREDIT

Go to the library and find the books listed for your job title. Look over the books and select one to be checked out for further study (activity No. ).

VI. Card Catalog
------------------

## SUGGESTIONS FOR THE TEACHER

### Activity 3b - p. 17

#### Materials

When there are no researched job cards available for a particular title, the student will be required to prepare job cards. You will want to have plenty of blank job cards available. These are 3 x 5 index cards with the top line color coded to the MOG being studied. The Dictionary of Occupational Titles, The Occupational Outlook Handbook, The Encyclopedia of Careers, and any Audio Visual material available to your program should be placed in your resource file.

#### Purpose

Students complete this activity when there are no completed job cards for a particular job title. Job card research is an activity which gives students a chance to obtain specific information about jobs which they can't obtain from the MOG and related activities. The basic research and recording of information is a skill which will continue in importance as students continue school and work study experiences in Public Service.

#### Guidance

You will want to go over the instructions yourself for preparing job cards. This will enable you to answer student questions as they research their job titles and record the information. Be sure to inform the school librarian that students will be using the card catalog.

#### Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing materials with a student who has strength in these areas. See the section on peer-tutoring for suggestions.

Objective: To prepare job cards for the study of an occupation.

Materials: Blank job cards, the attached instruction sheet.

**ACTIVITY**

This activity is to be done when there is no job card for your job title. Read through the entire activity so you will know all the things you are expected to do.

**Separate Instructions:**

1. If there is no job card for the job you are looking for you will need to make a job card.
2. Get some note cards from your teacher.
3. Look up your job title in the following books: 1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Encyclopedia of Careers
4. Write on the note cards the job title and the pages the job title appears on in each book.

	Teacher	Job title
Book	I <u>DOT</u>	<u>137</u>
	II _____	page number
	III _____	

5. Look up your job title in the Merit System notebooks (Gwinnett County and DeKalb County are in folders).
6. List the title and the code number for the five (5) Merit Sources (all may not be listed).

IV Merit System  
GA 11362  
Atlanta  
Fulton  
Gwinnett  
DeKalb

7. Go to the APPS Index file or Audio-Visual material. List the material (if any) relevant to your job family. Include films, filmstrips, cassettes, and tape recordings.

V AV Material  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

8. Check the library card catalog and the APPS library. List the books and their library number on the card.

Working ED. 742

69

1270

7

## SUGGESTIONS FOR THE TEACHER

Activity 3c - p. 19	
<p><b>Materials</b></p> <p>The students do not write in the booklet. They will record the answers on a separate copy of the question set.</p>	<p><b>Purpose</b></p> <p>This set of questions is designed to pull together and reinforce some of the essential information pertaining to jobs. Questions 7, 8 and 9 give the student an opportunity to project his or her own attitudes and specific information into the answers.</p>
<p><b>Guidance</b></p> <p>This is not a self-check activity. Students should be allowed and encouraged to use the job card information to complete their answers. Be sure that the students answer one set of questions for each job title researched.</p>	<p><b>Modifications or Extensions</b></p> <ol style="list-style-type: none"><li>1. Record the questions on tape, leaving sufficient time for the student response.</li><li>2. Allow students experiencing reading or other disabilities which make written question answering difficult to give their answers orally. Either the teacher or another student can record the oral responses.</li></ol>

**Objective:** To answer questions relating to the job card research.

**Materials:** Questions

### ACTIVITY

Now that you have investigated some job titles, you should be able to answer some questions. Use the information you acquired from the job cards to help you answer the questions. Answer one set of questions for each job title investigated.

#### Job Card Questions

1. Job title \_\_\_\_\_
2. Briefly describe what a worker with this job title does.
3. What are the educational requirements or training for this job?
4. What sorts of experience and skill would a worker with this job title require?
5. What is the general salary range for this job title.
6. Is this job title in a growing field, one that will provide many job opportunities? Yes \_\_\_\_ No \_\_\_\_  
Briefly explain your answer..
7. What high school courses (if any) would help you meet the requirements of this job title?
8. Do you think this job will be here ten years from now? Twenty years? What about in the year 2076?  
Briefly explain.
9. Would you like to have this job? Yes \_\_\_\_ No \_\_\_\_  
Briefly explain your answer.

How will I know I've done it correctly? . . . I will have my teacher review my answers.

## SOCIAL AND ECONOMIC SERVICES

### Career Outlook

The growing need for workers in social and economic services is an important part of this section. Students should be reminded of the social and technological changes in modern life and some of the problems created by such changes. For example, what problems arise as people move from rural to urban areas in search of work? As more and more women enter the full time labor force, what job opportunities might be created.

Students ought to be guided to an understanding of the exacting demands of social work. Workers often deal with people at their worst and changes in people might be slow or not at all. Additionally, salaries are generally low as compared with careers requiring comparable education and experience. Group discussions of values, attitudes, areas of personal satisfaction and needs would be helpful in assisting students see that careers and personal life styles are related.

This section of reading deals specifically with some entry-level positions and career steps toward professional positions.

## SOCIAL AND ECONOMIC SERVICES

### Career Outlook

#### WHERE AM I GOING?

By the time I complete this activity, I will be able to describe some career steps in Social and Economic Services.

#### HOW WILL I GET THERE?

1. Read the section on employment prospects.
2. Describe some career lattice positions.
3. Describe 4 entry level positions in Georgia.

#### HOW WILL I KNOW . . .

I will complete the Self Check Activity.

I will complete the Career Lattice Form.

I will complete the entry level form.



## CAREER LADDERS AND EMPLOYMENT OUTLOOK

Typical Career Ladders. There are three clearly identifiable career ladders in Social and Economic Services. The ladders shown in Figures 1, 2, and 3 are based on large social welfare or employment organizations. Accordingly, the number of positions might be reduced in smaller organizations. While the career ladders emphasize pre-professional jobs, they also include professional positions.

These career ladders illustrate possible opportunity in the areas of the Social and Economic Services. The positions illustrated include jobs which deal with assistance, counseling, and social rehabilitation.

Employment Outlook. It is estimated that approximately 1.2 million people are employed in the field of Social and Economic Services. A recent survey shows this field to be growing at a rate of 6% per year.

At present, there is a shortage of well-qualified workers in the Social and Economic Services. This shortage is expected to continue through the next decade. This is due, in part, to the population increase, and in part to the many problems facing each individual because of increasingly rapid and complex industrial developments, and the mounting pressures of urban crowding.

Industrial changes often hit the labor market with sudden impact, causing certain occupations to become obsolete (unnecessary) within a few years. Many of the newer occupations require a higher degree of skill than is characteristic of traditional occupations. Many individuals in the labor market today may have to retrain themselves several times during their working lives to meet changing occupational requirements. Such widespread changes in the content of jobs make the role of the social service worker essential, since many individuals cannot make occupational adjustments without some kind of assistance.

In response to the accelerated trend of job obsolescence and to the increasingly complex job-entry requirements, government programs (Manpower Development and Training, Youth Job Corps, Youth Opportunity Centers, Economic Opportunity Centers, and Multi-Service Centers) are emphasizing the useful role the social and economic workers can play in helping people.

Restructuring of Social and Economic Services. During the past three years, there has been a gradual restructuring of requirements for entry level jobs in the Social and Economic Services. Until recently a bachelor's degree, preferably in social welfare, was the minimum educational requirement for beginning jobs in this field. This is still generally true, but more and more of the job duties which were assigned to professionals are now being given to pre-professionals. This restructuring of requirements came about in part because of the great demand for social and economic workers. Workers have more requests for help than they have time to give service. Social and Economic workers often have so many clients that they cannot give each one the individual help each needs. Such job restructuring is resulting in more jobs for high school graduates in social welfare.

Entry Level Positions. In Georgia, there are 4 entry level positions available to persons interested in careers in Social and Economic Services. These jobs are the following:

1. Community Worker
2. Training Center Instructor I
3. Youth Development Center Worker I
4. Recreation Leader I

These jobs are rewarding and exciting and many persons choose them as careers. For others, these jobs may serve as beginning places for a growing career in other areas of social and economic services.

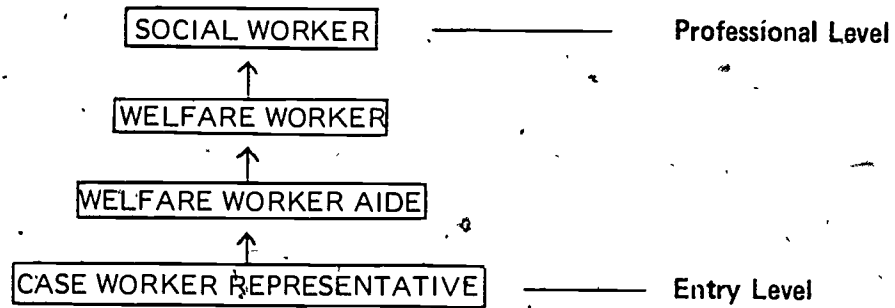


Figure 1 — Typical Career Ladder — Social Welfare Workers

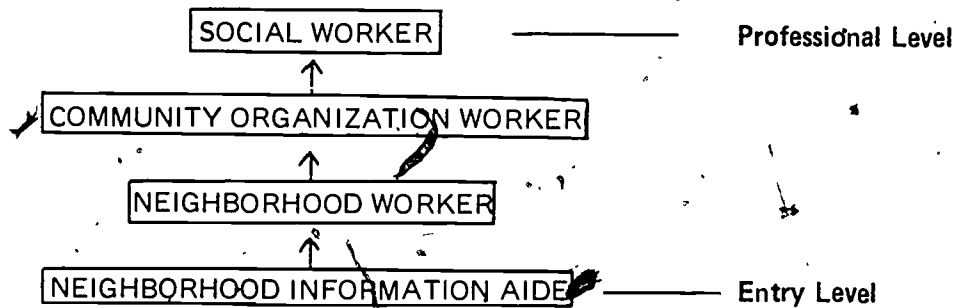


Figure 2 — Typical Career Ladder — Community Organizations

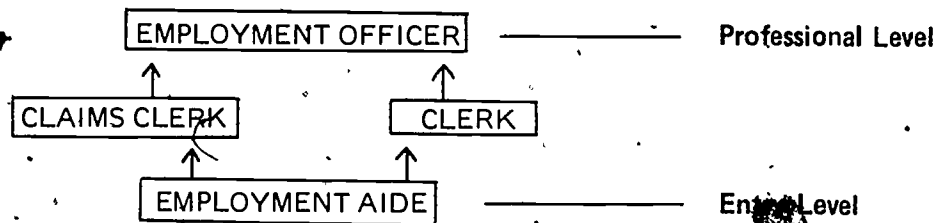


Figure 3 — Typical Career Ladder — Employment Service Workers

## SUGGESTIONS FOR THE TEACHER

### Activity 1 - p. 25

#### Materials

This activity requires the use of the three career ladders found on page 24, The Occupational Outlook Handbook, and copies of the form found on page 26.

#### Purpose

This is an activity designed to give students a basic knowledge of some actual career steps in social and economic services. It also provides additional information about specific job outlook.

#### Guidance.

This is a straight-forward activity, requiring the use of job titles from page 24. The job ladder is obtained from the Occupational Outlook Handbook. Although it is specified in the activity, students may need to be reminded that each box in a ladder represents a job title.

#### Modifications or Extensions

1. Using the D.O.T. and Encyclopedia of Careers as well as the Occupational Outlook Handbook, develop more extensive career ladders than those on page 24.

Objective: I will identify some career ladder steps in Social and Economic Services.

Materials: Ladder Forms, Occupational Outlook Handbook, and page 24 of this reading.

### ACTIVITY

You will need to use the Career Ladders found in the reading section to help you with this activity.

1. Look at the 3 career ladders on page 24.
2. Each box represents a job title in one of the Social and Economic Services job families. The bottom box represents an entry level position. The top box represents the professional level of the particular job family.
3. The job titles in-between represent upward step in a career ladder.
4. Fill out the enclosed form using job titles from the career ladder illustration.

# CAREER LADDER FORM

After examining the enclosed career lattice and selecting one job from each ladder, complete the following questions:

1. Job Title \_\_\_\_\_ Entry Level \_\_\_\_\_ Ladder \_\_\_\_\_

Next Step in Ladder: \_\_\_\_\_

Ultimate (Top) Ladder Step: \_\_\_\_\_

Job Outlook: \_\_\_\_\_

Job Title \_\_\_\_\_ Entry Level \_\_\_\_\_ Ladder \_\_\_\_\_

Next Step in Ladder: \_\_\_\_\_

Ultimate (Top) Ladder Step: \_\_\_\_\_

Job Outlook: \_\_\_\_\_

Job Title \_\_\_\_\_ Entry Level \_\_\_\_\_ Ladder \_\_\_\_\_

Next Step in Ladder: \_\_\_\_\_

Ultimate (Top) Ladder Step: \_\_\_\_\_

Job Outlook: \_\_\_\_\_

Your answers will vary depending upon the jobs you choose. Be sure that all the information requested is there and accurately reported. When you are satisfied with your work, take it to your teacher for approval.

## SUGGESTIONS FOR THE TEACHER

### Activity 2 - p. 27

#### Materials

You will need to have the Georgia Merit System Directory available for student use. Additionally students will use the reproduced 1972 job information on pages 28, 29, 30 and 31 to complete this activity. Be sure to have sufficient copies of the form on page 27 available for student use.

#### Purpose

This activity deals specifically with entry-level positions available in the state. It serves to encourage interest in the MOG among non-college bound students.

#### Guidance

Students need only look up the information asked for on the form. It is all contained in the merit system directory. Some comprehensive high schools offer training for these positions. Be sure to check with your vocational coordinator.

#### Modifications or Extensions

1. Prepare a photographic display of the duties of a training center instructor. This can be arranged through the director of the day care and training centers for the developmentally disabled.

**Objective.** I will identify entry level positions in Social and Economic Services and learn something about the basic nature of the work.

**Materials:** The Georgia Merit System Directory and the following reproduced copies of the merit system.

ACTIVITY	
<p>In this activity, you will be using a reproduced copy of part of the Georgia Merit System directory to describe entry level positions in the State of Georgia for Social and Economic Services.</p> <ol style="list-style-type: none"><li>1. Read the enclosed 1972 job information.</li><li>2. Look up each one of the 4 entry level job titles in the current Georgia Merit System Directory.</li><li>3. Fill in the information requested on the form for each position.</li></ol>	
Job Title	_____
Functions (What the worker does)	_____ _____
Education required	_____
Special things the worker should know	_____ _____
Salary range	_____
<p>How will I know I've done it correctly? . . . I will take the completed activity to my teacher for review.</p>	



July 1, 1971

## YOUTH DEVELOPMENT WORKER 1

## CHARACTERISTICS OF THE CLASS

## GENERAL NATURE OF WORK

Provides rehabilitative care and custody of a group of students assigned to a cottage at a Youth Development Center. Duties are of average difficulty and are performed under general supervision.

## EXAMPLES OF WORK

*The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.*

Assist in orienting new students to the policies, rules and regulations of the institution.

Advise students in the routine matters of cottage life, personal hygiene and grooming habits.

Assist in scheduling and coordinating student participation in campus and cottage activities and rehabilitative programs and accompany the students when necessary.

Perform necessary tasks in the operation of the cottage such as the maintenance of supplies and linens, the supervision of housekeeping, and act for the cottage supervisor in his absence.

Constantly observe students and report any significant change in behavior.

Counsel students in adjusting to cottage life and in any personal problems.

## QUALIFICATIONS OF THE APPLICANT

## NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

*Ability:* to learn and apply the methods and techniques of group supervision, to counsel individuals and groups, and to recognize and report behavior patterns.

## TRAINING AND EXPERIENCE

*The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.*

Graduation from a recognized senior high school:

## RECREATION LEADER I

### CHARACTERISTICS OF THE CLASS

#### GENERAL NATURE OF WORK

Provides leadership and guidance to patients or students in various recreation activities at a state institution or at a community mental health center and or its satellites. Duties are of routine difficulty and are performed under close supervision.

#### EXAMPLES

*The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.*

Supervise patients or students in diverse recreational activities.

Escort patients to and from recreational events.

Teach patients the methods, techniques, and rules of various recreational activities, and assist with settings or decorations, as necessary.

Conduct surveys among patients or students to obtain information on their abilities and preferences in entertainment.

### QUALIFICATIONS OF THE APPLICANT

#### NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

*Skill* in directing the activities of groups. *Ability* to work with groups of exceptional students or mentally ill patients, to obtain and maintain the interest of groups, and to instruct in simple games.

#### TRAINING AND EXPERIENCE

*The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.*

Graduation from a recognized senior high school. AND Six months of experience working with and directing the activities of groups.

## COMMUNITY WORKER

## CHARACTERISTICS OF THE CLASS

## GENERAL NATURE OF WORK

Performs routine tasks in the services programs of a department by providing the community residents with information concerning available resources through the department. Duties are performed under close supervision.

## EXAMPLES OF WORK

*The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.*

Supply needed information to community residents regarding the services and resources of the department and other related agencies and explain how to utilize these services.

Attend meetings related to community problems and needs, share with the department the problems and needs discussed and recommendations made.

Follow up with clients who fail to keep appointments to determine reasons for failure to report and to give support in setting up and keeping a later appointment.

Accompany service worker on visits to client's home.

Provide visiting services to the aged or disabled in the community.

Assist the elderly, disabled, or mothers of small children during times of need by picking up and delivering drugs or groceries.

Assist clients in the process of moving to and becoming established in a new residence or neighborhood.

## QUALIFICATIONS OF THE APPLICANT

## NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

*Some knowledge:* of the available service programs. *Knowledge:* of the community to be served. *Ability:* to follow instructions, to establish relationships with clients, to understand and carry out oral or written instructions.

## TRAINING AND EXPERIENCE

*The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.*

Education or training sufficient to read and write.

## TRAINING CENTER INSTRUCTOR 1

## CHARACTERISTICS OF THE CLASS

## GENERAL NATURE OF WORK

Perform sub professional duties in the care, training, and instruction of individuals in a day care and training center for the mentally retarded. Duties are performed under general supervision.

## EXAMPLES OF WORK

*The following examples are illustrative of the duties assigned to positions of this class. No attempt is made to be exhaustive in this listing.*

Train and instruct retardates in simple academic skills, living skills, social skills, and other skills as appropriate.

Assist the supervisor in maintaining appropriate health, training, and safety standards.

Maintain records as required.

Perform other duties as assigned.

## QUALIFICATIONS OF THE APPLICANT

## NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES

*Ability.* to learn quickly the methods and techniques of the care and training of the mentally retarded.

## TRAINING AND EXPERIENCE

*The following standards express the minimum background of training and experience DESIRABLE as evidence of an applicant's ability to qualify for positions of this class. Other training or experience, if evaluated as equivalent, may qualify the applicant for admission to the examination.*

Graduation from a recognized senior high school. AND One year of experience in the care or training of pre-school children.

## SOCIAL AND ECONOMIC SERVICES REQUIREMENTS.

This section of reading and related activities addresses basic academic and personal requirements for jobs in social and economic services. This career area demands a personal commitment above and beyond any educational training required.

The activities for this section involve students in a variety of experiences designed to familiarize them with requirements for jobs in this MOG.

## SOCIAL AND ECONOMIC SERVICES

### Requirements

Some jobs in Social and Economic Services require only a high school education, while others require a bachelors degree and more. If you are interested in a career in Social and Economic Services you should begin now planning your educational goals.

#### WHERE AM I GOING?

By the time I complete this activity, I will be able to identify the basic educational requirements for the job families in the Social and Economic Services areas.

#### HOW WILL I GET THERE?

1. Look at personality characteristics for Social and Economic Services.
2. Apply for a job in Social and Economic Services.
3. Review what I have learned in the Social and Economic Services MOG.
4. Participate in a Field Trip to visit job sites in this MOG.

#### HOW WILL I KNOW

- I will rate characteristics.
- I will complete the application form.
- I will play Social and Economic Services OPOLY.
- I will complete two field trip forms to prepare for and evaluate the trip.

## REQUIREMENTS AND QUALIFICATIONS

Restructuring of Social and Economic Services. During the past three years, there has been a gradual restructuring of requirements for entry level jobs in the social and economic services. Until recently a bachelor's degree, preferably in social welfare, was the minimum educational requirement for beginning jobs in this field. This is still generally true, but more and more of the job duties which were assigned to professionals are now being given to pre-professionals. Such job restructuring is resulting in more jobs for high school graduates in social welfare.

Four entry level positions have been identified in Georgia. These positions include community worker, training center instructor, youth development worker, and recreation worker. These jobs, as well as a number of local or county level counterparts, are available to the high school graduate.

Education. As stated, possession of a bachelor's degree is generally required for employment at the professional level. The academic training for a worker in Social and Economic Services must frequently be in specific areas of employment.

Social and economic workers at the professional level may encounter a wide range of training and experience requirements when they apply for positions. Some agencies accept completion of a two-year graduate curriculum in a recognized school of social work, including supervised field work. Others accept a year of graduate study in social work plus a year of paid experience in a specific phase of social work. Still others will accept a year of graduate study with no experience, provided that the academic field work assignment (work study) is in an appropriate specialized setting. In general, the possession of a master's degree in social work is the minimum requirement for attaining professional status in case work and social group work.

Many community organizations which are related to antipoverty programs require a minimum of the bachelor's degree, plus successful experience in working with minority groups, the disadvantaged, and the hard-core unemployed. Occasional opportunities exist in "out reach" programs for persons with as little as two years of college who possess practical experience in disadvantaged target areas.

Due to the rapid expansion of the social and economic services, as well as a shortage of professional-level expertise, the use of aides at a pre-professional level is becoming increasingly common. Because focus is on the needs of specific groups or geographic areas, the formal educational attainment is becoming less important than a person's attitudes, values, and willingness to work. In general, younger aides are not high-school graduates but are frequently enrolled in G.E.D. programs.

Personal Qualifications and Aptitudes. An individual interested in social and economic services work should have a healthy interest in people of different ages and backgrounds. The person should show a capacity for positive relationships, self-discipline, and eagerness to learn and to apply knowledge to practical situations.

The following abilities are of key importance. an awareness of and consideration of the feelings of others, willingness to form and sustain working relationships, willingness to accept other points of view without rancor, capacity in handling unexpected or unpleasant situations, and the ability to plan a realistic program of work, to follow through on assignments, and to accept the discipline of study and work. Few individuals have all these abilities, but a person who has most of them is likely to enjoy and be successful in the social and economic services.



Activity 1

Do not write on this form.

Objective: I will rate some personality traits to help me understand some basic requirements of workers in Social and Economic Services.

Materials: Vocational Biographies, Films on Careers in Social Work, this activity sheet.

ACTIVITY

There are certain personality traits which are helpful if you plan a career in Social and Economic Services. Workers in this area meet many people from many backgrounds, and it is important that Social and Economic Services personnel have an honest desire and ability to be with people.

On the following page you will find 12 characteristics listed. Read each statement and rate each on a 9 point scale according to where you are NOW.

Remember some of the things you read about people in the Vocational Biographies. Also think about the Film on Careers in Social Work. These will help you with personality traits. Have you ever talked with a Social and Economic Services Worker?

How will I know I've done it correctly? . . . There are no "right" or "wrong" answers. If you generally score in the upper range of the scale (1,2,3) then it would seem that you possess those personality characteristics which good, effective Social and Economic Services workers also possess.

## SUGGESTIONS FOR THE TEACHER

### Activity 1 - p. 36

#### Materials

Students should have access to Vocational Biographies, filmstrips, and other classroom resource material for this activity. For the rating of characteristics and recording responses, be sure that students have copies of page 37.

#### Purpose

Students completing this activity will develop a basic understanding that one's personal characteristics and traits often influence job choice and job success.

#### Guidance

Some students may need to have the instructions clarified, especially if the process of rating items is unfamiliar. Remind students that they are to honestly rate themselves on each characteristic. Think of themselves as they are today, not how they think you (the teacher) wish they were or think they are. Keep in mind that these characteristics are only suggestions. It is, of course, impossible to list characteristics which would apply to all persons and all situations in any job. The best that can be done is to come up with obvious and basic general characteristics.

#### Modifications or Extensions

This activity lends itself very well to a group discussion if your class time allows. Through group discussion, students can participate to the degree of their interest and ability and, at the same time learn from others' discussion.

	Low		Average					High	
	1	2	3	4	5	6	7	8	9
1. Interest in people									
2. Ability to maintain positive relationships									
3. Self disciplined									
4. Eager to learn									
5. Ability to apply knowledge									
6. Consideration for feelings of others									
7. Able to sustain working relationships									
8. Able to accept other points of view									
9. Able to plan work realistically									
10. Able to handle unexpected or unpleasant situations									
11. Ability to follow through on work.									
12. Acceptance of discipline, work and study									

In your opinion, would you make a good Social and Economic Services worker today? Why? Why not? \_\_\_\_\_

What personality characteristics should you develop so that you become an effective worker? \_\_\_\_\_

Why are characteristics number 6 and 10 important for workers in Social and Economic Services? \_\_\_\_\_

**Objective:** I will demonstrate a knowledge of employment qualifications and the ability to fill out a form.

**Materials:** The application form found in your workbook.

### ACTIVITY

You are going to show how well qualified you are for a job in Social and Economic Services.

1. Using the application form, apply for a job in Social and Economic Services.
2. Select a job title in which you are interested.
3. Fill out the application completely, using information from the MOG.

How will I know I've done it correctly? . . . I will turn in my completed application for review by my teacher.  
If possible, I will show the completed application to a professional worker in Social and Economic Services to see if I could be hired!

## SUGGESTIONS FOR THE TEACHER

### Activity 2 - p. 38

#### Materials

Obtain an application form from your local office of the Department of Family and Children's Services. Request this application early so that it will be available for student use.

#### Purpose

This activity has a two-fold purpose. One purpose is to serve as a synthesis activity in which all the various types of information obtained within the MOG and its activities are pulled together and utilized in applying for a job. The student must imagine himself or herself to be a qualified applicant.

#### Guidance

You will need to have copies of the application form available for each student completing this activity. Students may also wish to refer to the resource materials available in the classroom. This material should be readily accessible.

#### Modifications or Extensions \*

1. Students can role-play this activity with one student serving as an applicant and one as the prospective employer.

## SUGGESTIONS FOR THE TEACHER

### Activity 3 - p. 39

#### Materials

1. Cardboard poster paper for game board.
2. 50 3 x 5 index cards
3. one die

#### Purpose

The purpose of this game is to have the student review the essential information in this MOG.

#### Guidance

This game is an enjoyable activity which readily interests the students. The teacher should be thoroughly familiar with all answers in order to avoid any disputes.

#### Modifications or Extensions

1. A second or third round of the game can be played for those who have difficulty completing materials.
2. A more advanced game can be developed through the development of more difficult questions.

**Objective:** To review and recall essential information in this MOG.

**Materials:** Game board made from poster board, one die, markers, 30 question cards made from 3x5 index cards, 10 chance cards made from 3x5 index cards, and the list of questions.

### ACTIVITY

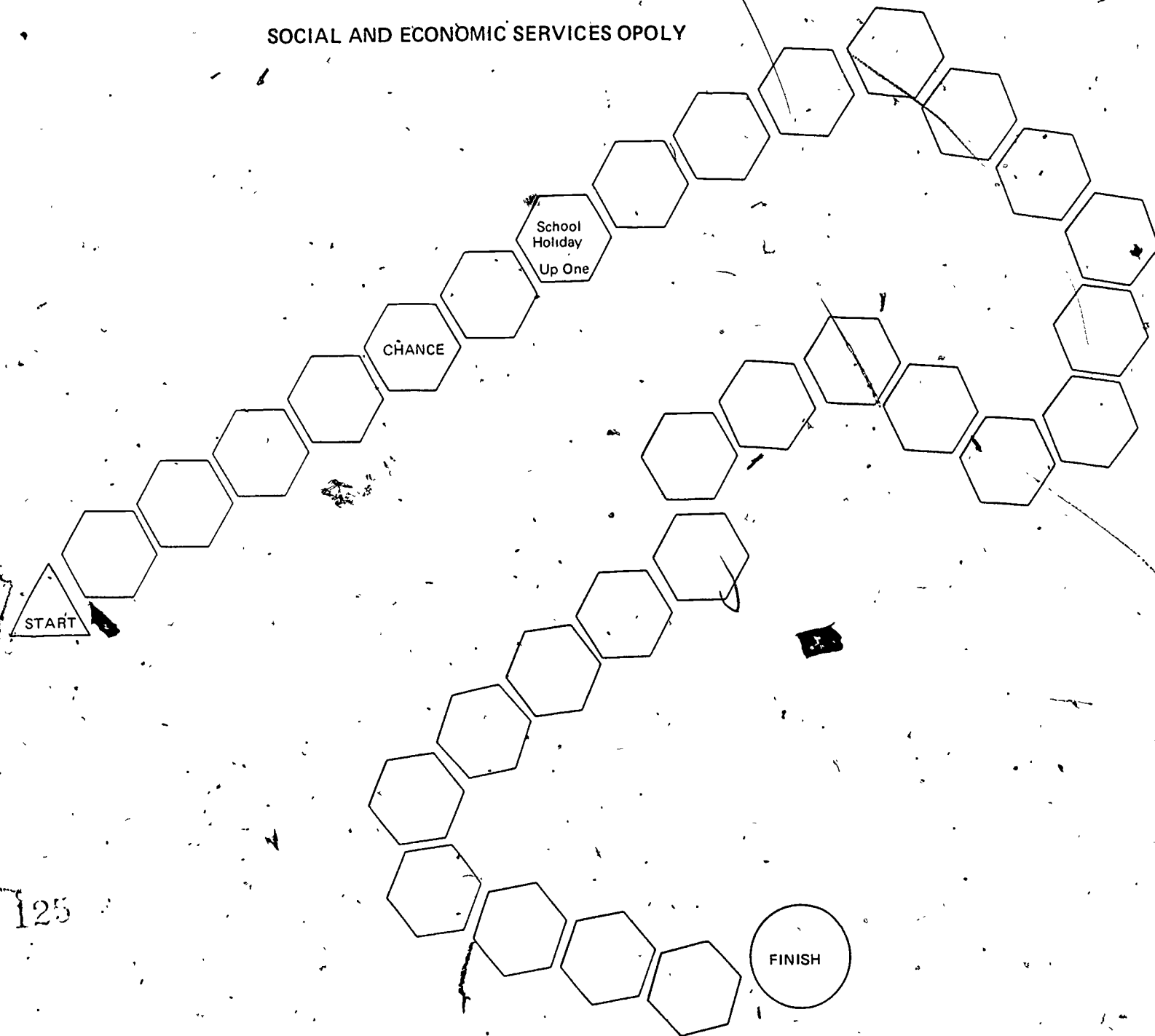
You are going to construct a game which you and some friends can play. By playing the game you can review some of the things you have learned in the Social and Economic Services MOG.

1. Make a game board with at least 30 spaces.
2. Label 5 of the spaces CHANCE.
3. Write each question on one 3x5 index card. The questions are on page 41.
4. Write 10 Chance statements on 3x5 cards. Statements should be like this: "A" on Algebra test — go ahead 2 spaces." "Out of gas, missed class — go back one space." "Showed the new student around school — take another turn."
5. On 5 of the spaces write phrases such as "school holiday, — go ahead one space. "Lost library book — go back 2 spaces." "Didn't finish term paper — lose 1 turn."

The game is played this way:

1. The first player takes the top card and tries to answer the question. If the answer is correct, he rolls the die and moves his piece the indicated number of spaces.
2. The player whose turn is next can challenge any answer. If it is a correct challenge and he can supply the proper answer, he has an extra turn. If it is an incorrect challenge or he too gives a wrong answer, he misses his turn.
3. Play moves clockwise and the first player to reach "Finish" is the winner.
4. The answer sheet is held by a neutral player who tells whether answers are right or wrong.

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FINISH



## GAME QUESTIONS

1. Name the 4 major job families in Social and Economic Services. \_\_\_\_\_
2. Workers in Social and Economic Services aid families in solving problems. True False
3. What is the major function of the Counseling job family?
4. What is the major job function of the Assistance job family?
5. What is the major job function of the Rehabilitation job family?
6. What is the major job function of the Employment job family?
7. The three basic methods of social and economic practice are \_\_\_\_\_ and \_\_\_\_\_
8. Identifies needs, aids in understanding problems, aids in securing the needed services. This describes \_\_\_\_\_ practice.
9. Help clients understand self and others, to work with others, plan and conduct helping activities. This describes \_\_\_\_\_ in social and economic services.
10. Plan and develop neighborhood services, coordinate existing services, and organize fund raising.
11. Describe the basic function of Family Service workers:
12. Describe the basic function of Education workers:
13. Describe the basic function of Child Welfare workers:
14. Describe the basic function of Health workers.
15. Describe the basic function of Mental Health workers.
16. A Social and Economic Services Worker often uses all three methods – case work, group work, and community work – to help clients. True False
17. A social worker does not need to have professional training. True False

18. People who come to Social and Economic Services workers for help usually have more than one serious problem. True False
19. Social and Economic Services is growing each year by about 6%.
20. State one reason why there is a shortage of well-qualified workers in social and economic services.
21. Name 2 government programs which help people become employed.
22. It is still generally true that a \_\_\_\_\_ degree in social welfare is the minimum educational requirement for beginning jobs in Social and Economic Services.
23. Why are there more jobs now for high school graduates in Social Welfare than there have been in the past?
24. Name the 4 entry level positions available in Georgia.
25. Entry level refers to jobs which are available to the \_\_\_\_\_ graduate.
26. Professional level case and group workers often are required to have a \_\_\_\_\_ degree in social work.
27. Very often, persons with 2 years of college and experience in working with people can work in community social work organizations.
28. In pre-professional social work a degree is more important than attitudes, values, and willingness to work. True False
29. Name 3 personal qualifications which a worker in social and economic services should possess.
30. Since workers in Social and Economic Services must deal with many types of people it is important for them to be able to have some special abilities which make their working with and for others most effective. Name 3 of these abilities.

## SUGGESTIONS FOR THE TEACHER

### Activity 4 - p. 43

#### Materials

You will need enough copies of each set of field trip questions for each student participating in a field trip.

#### Purpose

The field trip questions are included to help the teacher select field trips which will best meet the needs of the student participating. The questions also help the student organize his own thoughts concerning things he would like to see on a particular field trip. The field trip evaluation questions provide the teacher with feed-back concerning the students' view of the value of a trip. Additionally, the evaluation questions enable the student to correlate work, work-site and worker observation.

#### Guidance

Encourage the students to answer all questions as openly as possible. Explain the purposes of these questions to the students.

#### Modifications or Extensions

None suggested

**Objective:** I will visit sites at which the MOG being studied can be observed.

**Materials:** Field trip questions, field trip evaluation form.

### ACTIVITY

This activity is in two parts. Part 1 – The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 – The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? I will turn in the field trip forms to my teacher.

## FIELD TRIP QUESTIONS

1. Place to be visited \_\_\_\_\_
2. I would like to see the following jobs  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. I would like to talk to the following types of workers  
\_\_\_\_\_

4. I would like to know the following about:

Salary \_\_\_\_\_

Working Conditions (where workers work) \_\_\_\_\_

Hours \_\_\_\_\_

Educational Requirements \_\_\_\_\_

Skills needed \_\_\_\_\_

Equipment used (if any) \_\_\_\_\_

Job mobility (advancement) \_\_\_\_\_

Things I can do now to prepare for this job \_\_\_\_\_

What the workers actually do \_\_\_\_\_

# FIELD TRIP EVALUATION

Name \_\_\_\_\_

Date of Trip \_\_\_\_\_ Place \_\_\_\_\_

Special job observed \_\_\_\_\_

MOG being studied \_\_\_\_\_

1. In general, did you enjoy the visit? Yes \_\_\_\_\_ No \_\_\_\_\_  
If no, explain briefly \_\_\_\_\_

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes \_\_\_ No \_\_\_  
Why \_\_\_\_\_

3. a. What jobs in the Major Occupational Group did you see being performed?  
\_\_\_\_\_

b. Which of these jobs, if any, would you like to have?  
\_\_\_\_\_

c. What did you find out about the requirements for jobs in the MOG?  
\_\_\_\_\_

d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?  
\_\_\_\_\_  
\_\_\_\_\_

4. Additional comments about this trip. \_\_\_\_\_  
\_\_\_\_\_

5. Write a two paragraph description of a typical day of a worker.  
\_\_\_\_\_  
\_\_\_\_\_

## SOCIAL AND ECONOMIC SERVICES

### Answer Key

#### Self Check - Page 4

Rehabilitation 1.

Counseling 2.

Employment 3.

Assistance 4.

#### Activity 1 - Page 12

- A. Caseworkers attempt to identify the social and economic needs of individuals and families through interviews.

Group Workers help people through group activities to understand themselves and others better, and to work with others to achieve a common goal.

Community Organization workers help plan and develop health, housing, welfare, and recreation services for neighborhoods or large areas.

- B. Family Service workers provide counseling and social services that strengthen family life and help clients improve their social functioning.

Child Welfare workers try to improve the physical and emotional well-being of deprived and troubled children and youth.

Education workers aid children whose unsatisfactory behavior or progress in school is related to their social problems.

Health workers aid patients and their families in the solution of social problems accompanying illness, recovery, and rehabilitation.