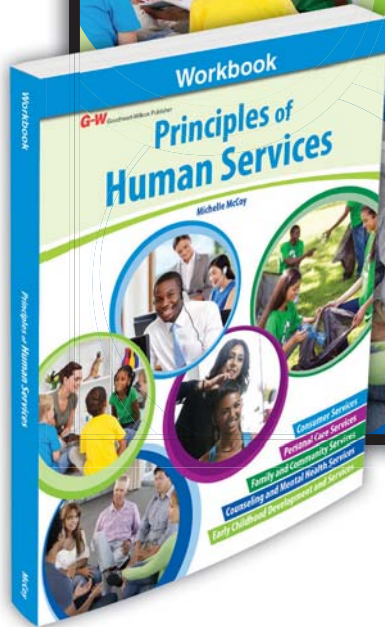


Everything you need to teach your Human Services course

G-W Goodheart-Willcox Publisher

Principles of Human Services

Sharleen L. Kato



Consumer

Personal Care

Family and Community

Counseling and Mental Health

Early Childhood Development and Services



Lesson Plans

Workbook

PowerPoint®

ExamView®

Companion Website

102 Unit 1 Learning About Human Services

Case Study Coping and Hoping

Halley knows her job as a health and wellness coordinator. She works with families looking for assisted living options either for themselves or for older family members. The clients she serves are often under stress, emotionally vulnerable, and in a crisis mode to find a living situation that could meet the needs of their loved ones.

For most people, locating assisted living options is a new experience. Halley helps her clients define their needs and discover their options. She helps them make decisions, understand state laws, and fill out necessary paperwork. She also finds resources for helping to make the move happen.

Although Halley loves her job, some days are intense. This is especially true when her clients want more counseling than problem-solving assistance. At the end of the day, however, Halley knows that she is making a difference in people's quality of life.

Recently, Halley and her boyfriend ended their relationship. It was a good decision and mutually agreed upon, but Halley missed her friendship with him. She was tired from all of the late night talk leading up to their decision to separate. She noticed that she was sometimes distracted when conversing with clients. As Halley processed the changes in her life, she sometimes felt sad. She began to journal those thoughts and shared some of her feelings with her sister, her mother, and her best friend.

Halley decided to put some of her own professional advice to good use. She realized that she needed to put more energy into connecting with other people outside of work. She also needed more activities that would distract her. Halley decided to take up running again. She even began to think of training for an upcoming 5K run that would benefit a charity. She asked a friend to join her in talking on the challenge. Halley's increased physical activity demanded that she get enough sleep and fuel herself with nutritious food.

Halley noticed that her own energy and attention were back to normal. It did not happen overnight, but soon Halley realized that she was enjoying her life once again. She was enjoying new friendships, spending time laughing and sharing. Her sister was now in a new relationship and she was excited for her. It had been a difficult period, but Halley knew that her life experiences would help her to better connect with her clients who were undergoing stressful life events.



For Discussion

1. Name at least four causes of stress in Halley's life.
2. Name some ways that Halley dealt with her own life stress.
3. How did Halley's reactions affect her physically, emotionally, socially, and even spiritually?
4. How might you react in a similar situation?



Goodheart-Willcox
Experts in Career and Technical Education

Save time with extensive Instructor Resources

Lesson Plans

Outstanding teacher Michelle McCoy has developed detailed lesson plans and creative handouts to accompany the textbook. There's no need to spend days recreating your course—Michelle has done it for you.

Chapter 2
Reproducible Master A

How to Write a Check

For some express you need to have a paper trail or record of receipt showing you paid for an item. Identify the parts of a check below and then fill out the checks underneath using the information provided for each check.

Chapter 2
Reproducible Master B

How to Write a Deposit

Banks use deposit slips when you deposit cash or checks into your banking account. Knowing how to properly fill out a deposit slip will save time at a deposit slip below and then fill out the deposit slips underneath using the information provided for each scenario.

Chapter 2
Reproducible Master C

Reconciling a Bank Statement

Review entries in the bank statement and check register below. Then, reconcile the bank statement using the balancing worksheet at the bottom of the page.

Bank Statement		This Statement Covers:	
		December 14, 2015 through January 13, 2016	
Checking Account	Previous Statement Balance on January 13, 2016	\$	0.00
0471-678	Total Deposits	\$	2510.90
	Total Withdrawals/Debits	\$	1915.90
	New Balance	\$	594.25

Date Posted	Transaction	Amount
1/14	Deposit at South 15th Branch	\$ 160.00
1/26	Deposit at South 15th Branch	\$ 2350.90
	Total Deposits	\$ 2510.90

Date Posted	Check #/Transaction	Amount
1/17	Drink Bam	\$ 5.95
1/28	Sally's Diner	\$ 30.29
1/29	801	\$ 32.00
1/29	802	\$ 895.00
1/30	803	\$ 575.75
1/31	804	\$ 102.81
1/31	805	\$ 86.31
2/1	ATM Withdrawal at East Location	\$ 102.00
2/5	Able's Gas Station	\$ 51.55
2/13	806	\$ 72.99
2/13	Bank Fee	\$ 4.00
	Total Withdrawals/Debits	\$ 1915.95

Lesson Plan **Chapter 1**

Instructor: _____ Date: _____
Course: _____ Unit: _____

Chapter 1: An Introduction to Human Services

Learning Outcomes

After studying this chapter, students will be able to

- explain the historical beginnings and growth of the human services field;
- identify the broad employment categories in the field of human services;
- give examples of career opportunities for human services workers within each of the broad employment categories;
- recognize common aptitudes, attitudes, and skills of human services workers;
- summarize key education, training, and experience expectations for human services careers;
- identify common challenges and rewards in human services careers; and
- describe the job outlook for careers in human services.

Materials

- Principles of Human Services* text, pages 4–27
- Principles of Human Services Instructor's Resources* (IR)
- Principles of Human Services Workbook* (WB), pages 7–12 (separate product)
- Principles of Human Services Instructor's Presentations for PowerPoint*® (separate product)
- Principles of Human Services ExamView*® Assessment Suite (separate product)
- Principles of Human Services G-W Learning* companion website

Key Terms and Academic Terms

Within the chapter, **Key Terms**, or the content-related vocabulary words, appear in bold, highlighted type where defined. *Academic Terms*, which build everyday vocabulary skills, are in italic, blue type in the text. On the G-W Learning companion website, students can practice the Key Terms and Academic Terms using e-flash cards and matching activities.

Introductory Activities

- Have students complete the *Reading Strategies* activity on page 5 of the text.
- Print the *Concept Map* for Chapter 1 from the G-W Learning companion website and have students complete it as they read the chapter.

Lesson Plan **Chapter 1**

Introductory Activities

- Have students complete the *Reading Strategies* activity on page 5 of the textbook.
- Print the *Concept Map* for Chapter 1 from the G-W Learning companion website and have students complete it as they read the chapter.

Teacher/student dialogue:

SAY: Today we begin the journey to explore the human services career cluster.
ASK: Ask yourself, why am I in this class?
SHOW: Human services career cluster poster/slide (create one or use the National CTE Career Cluster website).
SAY: Each of these careers falls under the human services career cluster umbrella.
ASK: Does anyone know what these careers have in common?
ASK: Does anyone know what human services is?
ASK: What kinds of people do human services workers help?
ASK: How has the human services field changed over the last 100 years?
SAY: Let's begin our journey by finding the answers to these and other questions.

Instructional Concepts and Student Learning Experiences	
Outline	Notes to Instructor
I. What Is Human Services? A. Identify common goals of human services professionals B. Explore services provided by human services care professionals	<ul style="list-style-type: none"> Have a copy of a poster or PowerPoint slide that identifies careers found in the human services career cluster. Create a flow chart or Venn Diagram identifying common goals of human services professionals.
II. The History of Human Services A. Create a time line B. Identify influential people in human services careers C. Identify legislation that has impacted the area of human services D. FMLA—what situations are covered and not covered	<ul style="list-style-type: none"> Have students complete Workbook Activity A, <i>Development of the Human Services Career Field</i>. Explore the time line of human services careers in your hometown. Create a time line showcasing legislation that has impacted the area of human services. Have students read the Law and Ethics feature, <i>FMLA Eligibility</i>, on page 10 of the text and complete the writing activity.
III. Current Careers in Human Services A. Identify fields of careers/study B. Overview of careers	<ul style="list-style-type: none"> Ask students to review Figures 1.4 and 1.5 on pages 11 and 12 of the text. Have them respond to the caption questions. Discuss their answers in class. As a class, read the Case Study feature, <i>Making a Difference</i>, on page 14 of the text and discuss the questions that follow. Have students complete Workbook Activity B, <i>Employment Categories in Human Services</i>.

Chapter 3 **What Makes an Effective Human Services Worker?**

Communication 101

Activity A
Name _____
Date _____ Period _____

In any job you have, you will be expected to communicate with people. Sometimes you may only need to communicate with one person while other times you may need to communicate with multiple people. In this activity, match the types of communication with the statements about communication.

Statements About Communication

- Aisha writes an e-mail to her coworker.
- Marcel asks his boss a question.
- Rosa shrugs her shoulders in response to a question asked of her.
- Gabrielle writes a letter to her grandmother.
- Sarah crooks her finger at her little sister.
- Zahra leaves a note on her front door for the mailman.
- Rashid posts an update on a social media site.
- Kyle sings a song to his daughter.
- Liam winks at Emily.
- Janet stomps her foot at her little brother.
- Peter reads a book.
- Sheng posts a video on a social media site.
- Elena and Juan have an argument.
- Katie calls Tatiana on her cell phone.
- Rhonda sends an instant message to her brother.
- John rolls his eyes at his mother's request to take out the garbage.
- Toby asks Alexandra to the prom.
- Kamal leads a group discussion in class.
- Lin smiles at her best friend.
- Tanesha completes her college application.

Types of Communication

- electronic communication
- nonverbal communication
- verbal communication
- written communication

Workbook

Principles of Human Services

Michelle McCoy

Consumer Services
Personal Care Services
Family and Community Services
Counseling and Mental Health Services
Early Childhood Development and Services

Self-Assessment of Leadership Skills

This self-assessment is designed to help you determine which leadership skills you may need to develop. There are 20 statements on this page. Read each statement and circle the number that best describes how often you use that skill. Then, print the information you need to complete the worksheet at the end of the self-assessment.

Rating Scale

1 = I do not use this skill at all
2 = I use this skill rarely
3 = I use this skill sometimes
4 = I use this skill often
5 = I use this skill every day

- I establish my vision and inspire others.
- I identify relevant opportunities.
- I follow through.
- I have a goal for my career.
- I deal with stress and anxiety (personally).
- I challenge others to reach their potential.
- I make a strong business reputation of people's approval or expertise.
- I provide feedback to others in a way that is helpful.
- I establish healthy boundaries and work-life balance.
- I encourage persistence and collaboration among team members.
- I establish a culture of trust and respect.
- I get diverse perspectives. I value input from my team members.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.
- I identify people who can help me reach my goals.

Did You Know?

- The need for self-actualization is a lifelong process
- According to Maslow, people cannot begin to reach this need until at least partially fulfilling other needs

Review

- What is the primary focus of human services profession?
➤ *meeting the needs of their quality of life*
- What two factors influence human services?
➤ *urban density and change*

Employment Categories in Human Services

- Consumer services
- Counseling and mental health services
- Early childhood development and services
- Family and community services
- Personal care services
- Entrepreneurial careers
- Food, clothing, and housing related services

PowerPoint® Lectures

PowerPoint presentations for each chapter visually reinforce key concepts and engage students with interactive *Warm-Up*, *Think Further*, *Did You Know?* and *Review* slides.

Warm-Up

- Human services workers must be at their best to provide high quality services.
- Why is using best practices important to help clients improve quality of life?

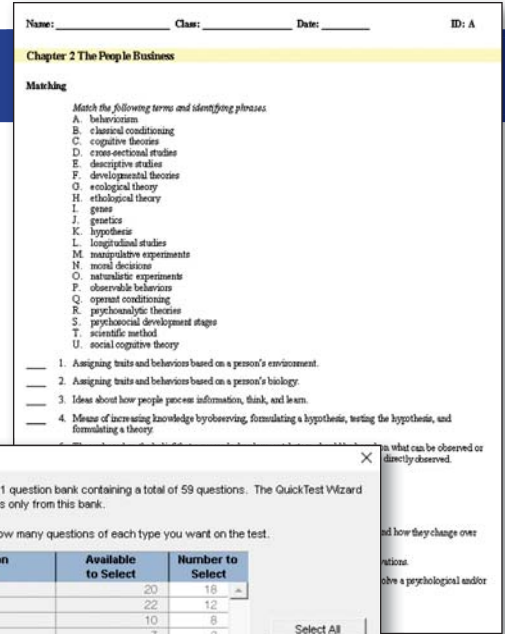
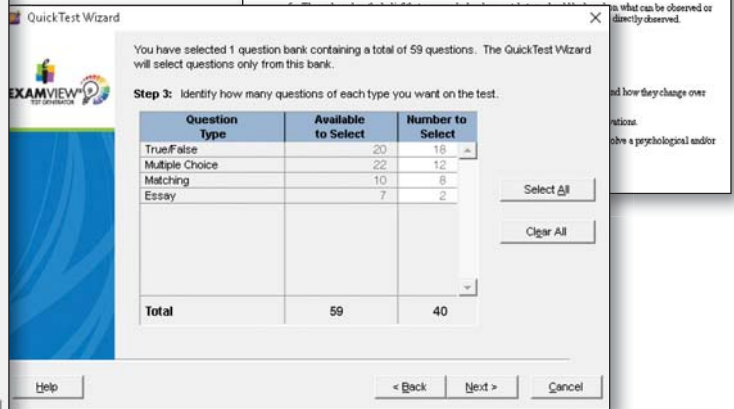
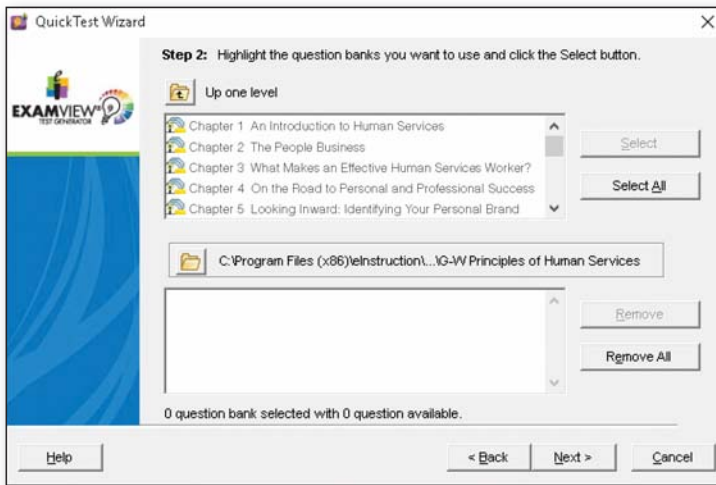
Think Further

- What places in your community may experience an increased demand for human services workers as the expected human lifespan continues to lengthen?

Reinforce and assess learning easily

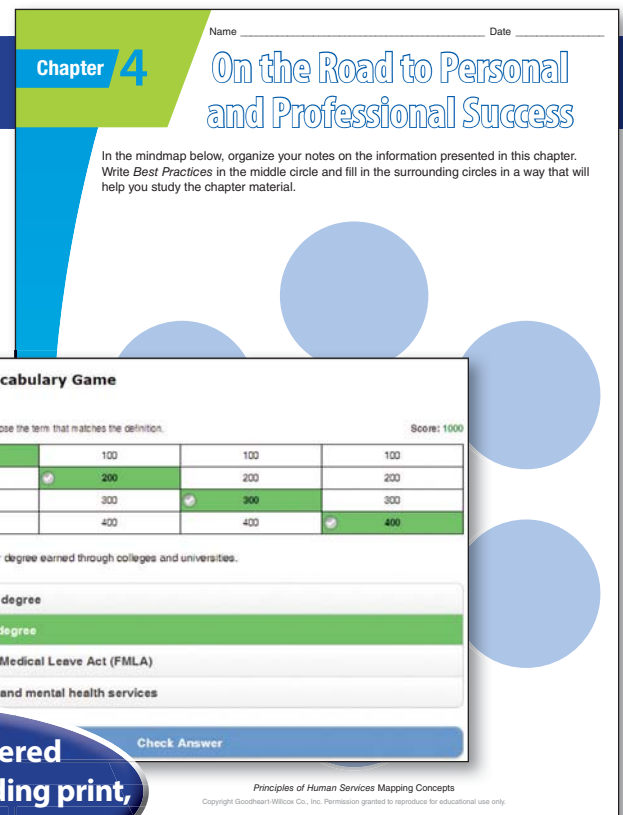
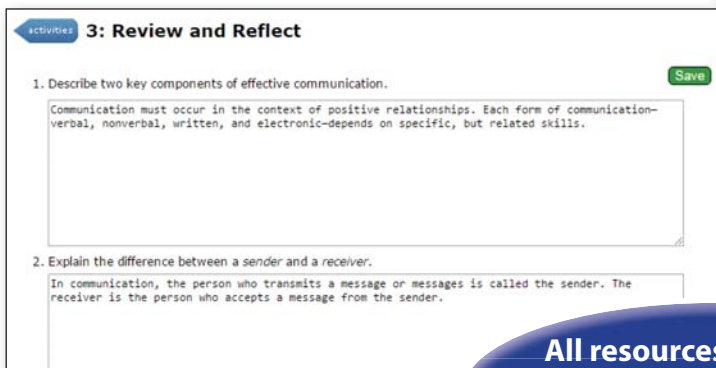
ExamView® Test-Making Software

ExamView software and questions make creating quizzes and tests fast and simple. Over 700 questions come with the ExamView software, and you can add your own questions for a customized assessment. ExamView can create different versions of the same test for you.



Companion Website

The free and accessible Companion Website contains vocabulary and matching activities and self-assessment quizzes. Students can answer Review and Reflect questions and e-mail responses to their instructor.



All resources are offered in multiple formats, including print, CDs, and online