

Unit 2-F

EXPLORING

CAREER CLUSTERS:

HUMAN SERVICES



UNIT 2-F: EXPLORING CAREER CLUSTERS: Human Services *Suggestions for the Instructor*

Pg. 2F-12 - 13 -- What Do You Already Know? Job Titles in Human Services

In small groups, discuss each of the job titles in the **Human Services** career cluster. What do you think these workers do? What kind of environment do they work in? What tools and equipment do they use? What kind of skills do they need to have?

Pg. 2F-14 - 16 -- Human Services JOB TITLES: Research

In small groups, look up the job titles below on **MyCareerShines** (www.mycareershines.kuder.com) and write the definition on the lines on the handout. (Other websites or a dictionary may be used if this is not accessible.) ask students to discuss how their research compares with their prior knowledge.

Pg. 2F-17 -- Human Services Job Description Match-up

On this handout, have students match the letter of the job from this career cluster with the description of the job duties.

ANSWERS:

Human Services Career Cluster		Description of Job Duties
<i>Clinical Psychologists</i>	H	Help people solve and cope with problems in their everyday lives, diagnose and treat mental, behavioral, and emotional issues.
<i>Counseling and School Psychologist</i>	K	As ordained member of a religious order, conduct religious worship, perform spiritual functions associated with religious faith, and aid in the spiritual well-being of the congregation.
<i>Human Resources Manager</i>	F	Care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications.

<i>Industrial-Organizational Psychologist</i>	I	Care for children when parents and other family members are unavailable.
<i>Neuropsychologists</i>	G	Teach courses in psychology, such as child, clinical, and developmental psychology, and psychological counseling. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
<i>Psychiatric Technician</i>	D	Apply principles of psychology to human resources, administration, management, sales, and marketing problems. Activities may include policy planning; employee testing and selection, training and development; and organizational development and analysis. May work with management to organize the work setting to improve worker productivity.
<i>Psychology Teacher</i>	J	Work with and monitor offenders to prevent them from committing new crimes.
<i>Social Worker</i>	C	Plan, direct, or coordinate human resources activities and staff of an organization.
<i>Child Care Worker</i>	E	Apply theories and principles of neuropsychology to diagnose and treat disorders of higher cerebral functioning.
<i>Probation Officer</i>	B	Diagnose and treat mental disorders; learning disabilities; and cognitive, behavioral, and emotional problems, using individual, child, family, and group therapies. May design and implement behavior modification programs.
<i>Minister</i>	L	Assist in providing client services in a wide variety of fields. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.
<i>Social and Human Service Assistants</i>	A	Diagnose or evaluate mental and emotional disorders of individuals through observation, interview, and psychological tests, and formulate and administer programs of treatment.

Pg. 2F-18 -- Alphabetical Order

ANSWERS:

1. Child Care Worker
2. Clinical Psychologists
3. Counseling and School Psychologists
4. Human Resources Managers
5. Industrial-Organizational Psychologist
6. Minister
7. Neuropsychologists
8. Psychiatric Technicians
9. Psychology Teacher
10. Probation Officer
11. Social and Human Service Assistants
12. Social Worker

Pg. 2F-19 - 20 -- STRETCH Your VOCABULARY

Have students make new words from the **Human Services Job Cluster** vocabulary. They may work in small groups to use their own knowledge and a dictionary to see how many forms of the words they can find. (They will not be able to fill in all the categories for some terms.) The first four are done for them.

Have them write a story about a day in the life of a person who works in the **Human Services** career cluster. Have them use at least ten of the words (in addition to the job titles!) **ANSWERS:**

JOB TITLE	RELATED NOUN	Present- tense VERB	ADJECTIVE	ADVERB
Clinical Psychologist	Clinic Psychology		Clinical Psychological	Clinically
Counseling and School Psychologist	Counsel School	Counsel School	Counselor	
Human Resources Manager	Human Resource Manager	Resource Manage	Managed Human	Humanly
Industrial-Organizational Psychologist	Industry Organization	Organize Industrialize	Industrial Organizational	Industrially Organizationally
Neuropsychologist	Neuron Psychologist		Neurological	Neurologically
Psychiatric Technician	Psychiatry Psychiatrist Technique Technician		Technical Psychiatric	Technically Psychiatrically
Psychology Teacher	Psychology Teacher	Teach Teach	Teacher Teachable	Psychologically
Social Worker	Society Work	Socialize Work	Social Societal Working	Socially Societally
Child Care Worker	Child Children Care Work	Care Work	Child Caring Working	
Probation Officer	Probate Probation Office Officer	Probate	Official	Officially
Minister	Ministry Clergy	Minister		
Social and Human Service Assistant	Society Human Service Assistant	Socialize Humanize Service Assist	Social Human	Socially Humanly

Pg. 2F-21 -- Human Services Job Cluster Crossword Puzzle

ANSWERS:

Across

8. An instructor in courses in psychology, such as child, clinical, and developmental psychology -- **PSYCHOLOGY TEACHER**

Down

1. One who monitors offenders to prevent them from committing crimes -
PROBATION OFFICER

2. A person who provides day care or home care to children -- **CHILDCARE WORKER**

3. A scientist who diagnoses and treats disorders of higher cerebral functioning -
NEUROPSYCHOLOGIST

4. A person who plans, directs, or coordinates human resources activities and staff of an organization **HUMAN RESOURCES MANAGER**

5. A person authorized to conduct religious services and counsel from a faith perspective -- **MINISTER**

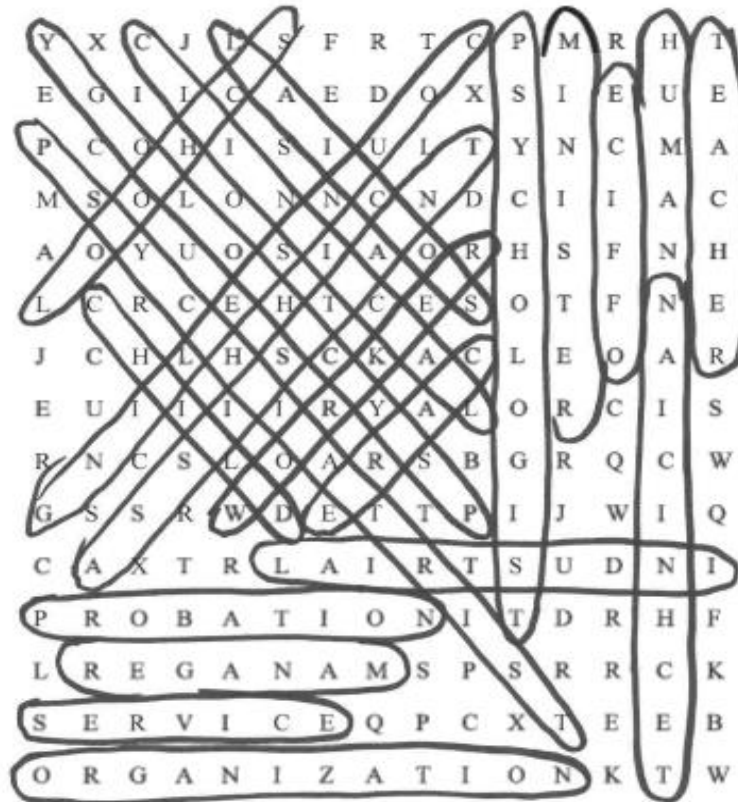
6. A specialist in psychology.-- **PSYCHOLOGIST**

7. One who helps people solve and cope with mental, behavioral, emotional and practical problems -- **SOCIAL WORKER**

Pg. 2F-22 -- Human Services Job Cluster Word Search

ANSWERS:

Human Services Career Cluster Word Search



ASSISTANT
CLINICAL
INDUSTRIAL
OFFICER
PSYCHIATRIST
RESOURCE
SOCIAL
WORKER

CARE
COUNSELING
MANAGER
ORGANIZATION
PSYCHOLOGIST
SCHOOL
TEACHER

CHILD
HUMAN
MINISTER
PROBATION
PSYCHOLOGY
SERVICE
TECHNICIAN

**Pg. 2F-23 - 30 -- SCIENCE in the Human Services Career Cluster:
Drug Addiction and the Brain**

Distribute the handout, Drug Addiction and the Brain, and read it as a class or have students read it together in small groups. Tell them they will be learning vocabulary, answering comprehension questions, and then summarizing the information in an evidence-based essay.

I. Have students review the vocabulary before reading the handout, then refer back to the list if necessary to help them understand the words in the context.

chronic	relapse	circuit	regulate
peripheral	transmit	receptor	amplify
transport	disrupt	over-activate	euphoria
diminish	impulsive	compulsive	

II. ANSWERS:

1. Rewrite this sentence in your own words: Drug addiction is defined as a chronic, relapsing brain disorder.

Answers will vary but should correctly paraphrase the sentence.

2. In what ways is drug addiction similar to other diseases?

Like other chronic diseases, drug addiction has a harmful effect on the healthy functioning of an organ. But just like other chronic illnesses, when it is understood, drug addiction is preventable and treatable.

3. What are three circuits in the brain that are impacted by drug addiction?

Reward, self-control, and stress

4. Rewrite this sentence in your own words: The brain regulates the body's basic functions and enables us to interpret and respond to everything we experience.

Answers will vary but should correctly paraphrase the sentence.

III. EVIDENCE-BASED WRITING:

How Does Drug Addiction Affect the Human Brain?

Have students use evidence from the handout, *SCIENCE in the Human Services Career Cluster: Drug Addiction and the Brain*, to explain the impact of drugs on the brain. Tell them to use specific examples from the article, as well as their own knowledge about the issue, to support their answer. Give them approximately 45 minutes to respond.

Pg. 2F-31 -- What Does a Human Services Worker Do?

EDITING PRACTICE

Have students rewrite the paragraph on the handout. They will edit for complete sentences, correct subject / verb agreement, punctuation, and capitalization.

ANSWERS:

A social worker helps people cope with challenges in every stage of their lives. They help with a wide range of situations, such as adopting a child or being diagnosed with a terminal illness. Social workers work with many populations, including children, people with disabilities, and people with addictions.

Many clinical social workers work in private practice. Some work in a group practice with other social workers or mental health professionals. Others work alone in a solo practice. In private practice, clinical social workers often do administrative and recordkeeping tasks. Among these tasks is working with clients and insurance companies to receive payment for their services. In addition, social workers market their practice to bring in new clients and to network with other professionals who may recommend them.

Although most social workers work in an office, they may spend a lot of time away from the office visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may make the work stressful.

There are many areas a social worker can work in, but there are a few areas that are more popular than others: Medical/Public Health, Substance Abuse, Mental Health, Child Welfare, and School Social Work.

Pg. 2F-32 -- Talk About Jobs! Small Group Dialogue

Have students pick one of the jobs in the Human Services Career Cluster. In small groups, complete the dialogue on the handout, using at least ten of the words from the previous lessons. Have him write in such a way that the audience learns about the job duties, the work environment, and the qualities a person should possess who holds one of these jobs. Then they can perform the dialogue for the class.

Pg. 2F-33 - 34 -- A Day in the Life: Heather, Clinical Dietitian

Have students read about A Day in the Life of Morgan, A Social Worker, then answer the comprehension questions individually, as a class or in small groups.

ANSWER KEY

1. What did Morgan do to prepare for her job as a social worker?
Morgan received a Bachelor's degree in Psychology. Morgan got a Master's degree in Social Work and did two years of field placement.
2. What other workers in the Human Services Career Cluster does Morgan work with as part of her job?
Morgan spends time with other clinical psychologists, school psychologists and psychiatric technicians as part of her team.
3. What are some of the things that Morgan likes most about her job?
Morgan likes giving a voice to people who would be otherwise ignored. She especially enjoys seeing clients in the field.
4. What parts of Morgan's job as a Social Worker do you think you would enjoy? Which would you find challenging?
Answers will vary: Likes could be helping others, learning about mental health issues or interacting with people. Dislikes could be long hours, sympathy for patients who you cannot help and not being understood.
5. What qualities does Morgan have that make her a good social worker?
Morgan has a degree in Psychology. She also has a caring heart and wants to help people like her sister. She has empathy.

Pg. 2F-35 -- Career Cluster Research

Ask students to use three resources to research and complete the information pertaining to job titles in the career cluster they have chosen to explore. (For example: MyCareer Shines: <https://mycareershines.kuder.com>, another on-line resource, an interview with a career counselor.)

Pg. 2F-36 - 37 -- Post-Secondary Catalogue Exploration & Presentation

For this activity, students will choose a program at one of the local educational or vocational institutions that interests them, based on what they have learned about their interests, skills and talents as well as what they now know about post-secondary options. (For example: they might select a certificate program from the local technical center, an Associate of Arts degree program, a community college certificate program or Associate of Science degree, or a four-year college degree.) They will go to the website of the institution which offers a program that interests them to answer the following questions. If they do not have internet access, if possible bring in print catalogues from the local college and vocational / technical center. Have students then prepare to present their information to the class.

Pg. 2F-38 - 40 -- Human Services Occupation Presentation

Have students study the occupational vocabulary on the handout. Then they can use **MyCareer Shines** (<https://mycareershines.kuder.com>) and the **Occupational Outlook Handbook** (http://o*netonline.com) to explore in greater depth one of the jobs in the Human Services Career Cluster and prepare to present the information to the class.

Image from www.pixabay.com/en/children-elderly-families-hand-1296800/

Unit 2-F

**CAREER CLUSTERS:
HUMAN SERVICES**



Student Activities

WHAT DO YOU KNOW?

JOB TITLES IN HUMAN SERVICES

*In small groups, discuss each of the job titles in the **Human Services** career cluster. What do you think these workers do? What kind of environment do they work in? What tools and equipment do they use? What kind of skills do they need to have?*

Clinical Psychologist: _____

Counseling and School Psychologist: _____

Human Resources Manager: _____

Industrial-Organizational Psychologist: _____

Neuropsychologist: _____

Psychiatric Technician: _____

Psychology Teacher: _____

Social Worker: _____

Child Care Worker: _____

Probation Officer: _____

Minister: _____

Social and Human Service Assistant: _____

HUMAN SERVICES

JOB TITLES: Research

In small groups, look up the job titles below on MyCareerShines (www.mycareershines.kuder.com) and write the definition on the lines below. (Other websites or a dictionary may be used if this is not accessible.) How does your research compare with your prior knowledge?

CLINICAL PSYCHOLOGIST

COUNSELING AND SCHOOL PSYCHOLOGIST

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

NEUROPSYCHOLOGIST

PSYCHIATRIC TECHNICIAN

PSYCHOLOGY TEACHER

SOCIAL WORKER

CHILD CARE WORKER

PROBATION OFFICER

MINISTER

SOCIAL AND HUMAN SERVICE ASSISTANT

HUMAN SERVICES

JOB DESCRIPTION MATCH-UP

Match the letter of the job from this career cluster with the description of the job duties.

	Human Services Career Cluster		Description of Job Duties
A	Clinical Psychologist		Help people solve and cope with problems in their everyday lives, diagnose and treat mental, behavioral, and emotional issues.
B	Counseling and School Psychologist		As an ordained member of a religious order, conduct religious worship, perform spiritual functions associated with religious faith, and aid in the spiritual well-being of the congregation.
C	Human Resources Manager		Care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients' physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications.
D	Industrial-Organizational Psychologist		Care for children when parents and other family members are unavailable.
E	Neuropsychologist		Teach courses in psychology, such as child, clinical, and developmental psychology, and psychological counseling. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
F	Psychiatric Technician		Apply principles of psychology to human resources, administration, management, sales, and marketing problems. Activities may include policy planning; employee testing and selection, training and development; and organizational development and analysis. May work with management to organize the work setting to improve worker productivity.
G	Psychology Teacher		Work with and monitor offenders to prevent them from committing new crimes.
H	Social Worker		Plan, direct, or coordinate human resources activities and staff of an organization.
I	Child Care Worker		Apply theories and principles of neuropsychology to diagnose and treat disorders of higher cerebral functioning.
J	Probation Officer		Diagnose and treat mental disorders; learning disabilities; and cognitive, behavioral, and emotional problems, using individual, child, family, and group therapies. May design and implement behavior modification programs.
K	Minister		Assist in providing client services in a wide variety of fields. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.
L	Social and Human Service Assistant		Diagnose or evaluate mental and emotional disorders of individuals through observation, interview, and psychological tests, and formulate and administer programs of treatment.

ALPHABETICAL ORDER

Put the following *Human Services* job titles in alphabetical order.

1. Child Care Worker
2. Psychology Teacher
3. Social Worker
4. Minister
5. Social and Human Service Assistants
6. Counseling and School Psychologist
7. Psychiatric Technicians
8. Neuropsychologists
9. Industrial-Organizational Psychologist
10. Clinical Psychologist
11. Human Resource Manager
12. Probation Officer



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

STRETCH YOUR VOCABULARY

Make new words from the *Human Services Career Cluster* vocabulary. Work in small groups to use your own knowledge and a dictionary to see how many forms of the words below you can find. (You will not be able to fill in all the categories for some terms.) The first four are done for you.

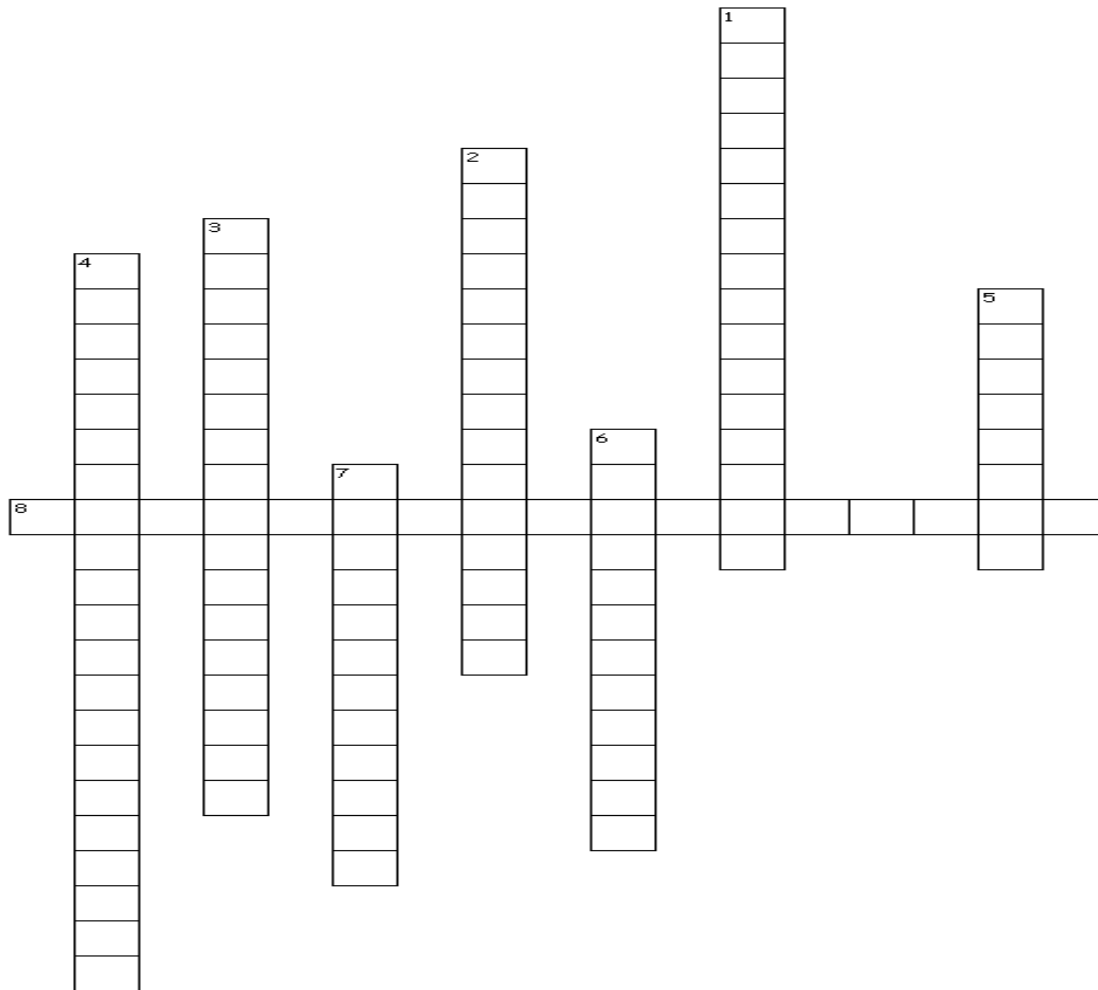
JOB TITLE	RELATED NOUN	Present-tense VERB	ADJECTIVE	ADVERB
Clinical Psychologist	Clinic Psychology		Clinical Psychological	Clinically
Counseling and School Psychologist	Counseling Counselor School	Counsel School		
Human Resources Manager				
Industrial-Organizational Psychologist				
Neuropsychologist				
Psychiatric Technician				
Psychology Teacher				
Social Worker				
Child Care Worker				

Probation Officer				
Minister				
Social and Human Service Assistant				

SMALL GROUP STORY

Now write a story about a day in the life of a person who works in the career cluster of Human Services. Use at least ten of the words above (in addition to the job titles!)

Human Service Career Cluster Crossword Puzzle



Across

8. An instructor in courses in psychology, such as child, clinical, and developmental psychology

Down

1. One who monitors offenders to prevent them from committing crimes
2. A person who provides day care or home care to children
3. A scientist who diagnoses and treats disorders of higher cerebral functioning
4. A person who plans, directs, or coordinates human resources activities and staff of an organization
5. A person authorized to conduct religious services and counsel from a faith perspective
6. A specialist in psychology.
7. One who helps people solve and cope with mental, behavioral, emotional and practical issues

Human Services Career Cluster Word Search

Y X C J L S F R T C P M R H T
E G I L C A E D O X S I E U E
P C O H I S I U L T Y N C M A
M S O L O N N C N D C I I A C
A O Y U O S I A O R H S F N H
L C R C E H T C E S O T F N E
J C H L H S C K A C L E O A R
E U I I I I R Y A L O R C I S
R N C S L O A R S B G R Q C W
G S S R W D E T T P I J W I Q
C A X T R L A I R T S U D N I
P R O B A T I O N I T D R H F
L R E G A N A M S P S R R C K
S E R V I C E Q P C X T E E B
O R G A N I Z A T I O N K T W

ASSISTANT
CLINICAL
INDUSTRIAL
OFFICER
PSYCHIATRIST
RESOURCE
SOCIAL WORKER

CARE
COUNSELING
MANAGER
ORGANIZATION
PSYCHOLOGIST
SCHOOL
TEACHER

CHILD
HUMAN
MINISTER
PROBATION
PSYCHOLOGY
SERVICE
TECHNICIAN

SCIENCE in the Human Services Career Cluster

Drug Addiction and the Brain

Adapted from National Institute on Drug Abuse

www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/drugs-brain

People who work in the Human Services Career Cluster, especially clinical psychologists, counselors, neuropsychologists and psychiatrists, need to understand the relationship between the science of the human brain and how humans behave. They study how the brain works in order to come up with interventions to help people struggling with harmful behaviors, such as those related to drug addiction.

Review the vocabulary below before you read the science handout which follows, then refer back to the list if necessary to help you understand the words in the context.

I. Drug Addiction and the Brain: Vocabulary

- chronic _____
- relapse _____
- circuit _____
- regulate _____
- peripheral _____
- transmit _____
- receptor _____
- amplify _____
- transport _____
- disrupt _____
- over-activate _____
- euphoria _____
- diminish _____
- impulsive _____
- compulsive _____

SCIENCE in the Human Services Career Cluster: Drug Addiction and the Brain. Cont.

What is the science of drug addiction and the brain?

Drug addiction is defined as a **chronic, relapsing** brain disorder. Drug addiction impacts the **circuits** in the brain that involve reward, self-control, and stress. In spite of negative consequences, people who are addicted to certain chemicals may continue to seek out drugs because their brains have been impacted by drug use.

Addiction is similar to other diseases, like heart disease. Just like other diseases, drug addiction has a harmful effect on the healthy functioning of an organ (in this case, the brain.) But just like other chronic illnesses, when it is understood, drug addiction is preventable and treatable.

To understand how drug addiction works, it is necessary to understand the fundamental workings of the human brain.

The human brain is the most complex organ in the body. The brain is necessary for all human activity – we need it to breathe, see, hear, smell, drive a car, enjoy a meal, hammer a nail, braid hair, walk to the store. The brain **regulates** the body's basic functions and enables us to interpret and respond to everything we experience.

II. Comprehension Questions

1. Rewrite this sentence in your own words: **Drug addiction is defined as a chronic, relapsing brain disorder.**

2. In what ways is drug addiction similar to other diseases? _____

3. What are three circuits in the brain that are impacted by drug addiction? _____

4. Rewrite this sentence in your own words: **The brain regulates the body's basic functions and enables us to interpret and respond to everything we experience.**

SCIENCE in the Human Services Career Cluster: Drug Addiction and the Brain, cont.

How does the brain work?

- The spinal cord and the brain form the **central nervous system (CNS)**.
- The brain and the spinal cord, together with all the nerves throughout the body, make up the **peripheral nervous system (PNS)**.
- The human brain is made up of billions of cells called **neurons**.
- The brain has 86 billion neurons which communicate with other neurons -- in order to determine what we think, feel, and do -- through a process called **neurotransmission**.
- Neurons are organized into circuits and networks. There are many different interconnected neuron circuits in the brain that all work together to perform specific functions.
- Networks of neurons communicate with each other by sending signals to each other and to different parts of the peripheral nervous system.
- **Synapses** are in the gaps between neurons.
- To send messages, neurons release **neurotransmitters** (or chemical messengers) into the synapses.
- Neurotransmitters cross the synapses, then attach to **receptors** on the neurons receiving the information. This causes changes in the receiving cell.
- Other molecules called **transporters** recycle neurotransmitters. That is, they bring the neurotransmitters back into the neuron that released them. This limits, or shuts off, the signal between neurons.

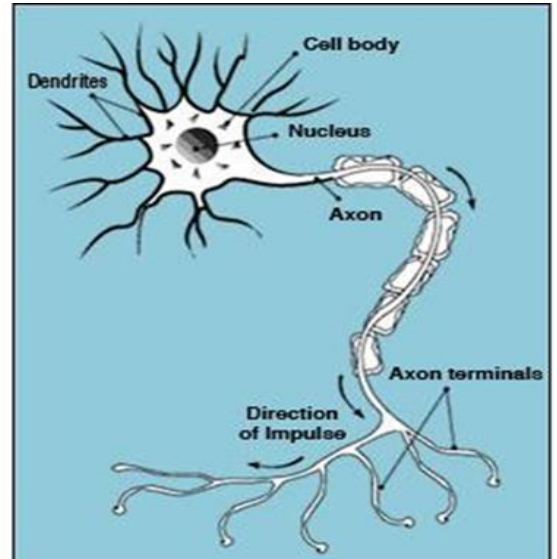


Figure 1. Neurons: Building Blocks of the Brain
The brain is made up of billions of nerve cells, also known as **neurons**. Neurons communicate with other neurons through a process known as neurotransmission.

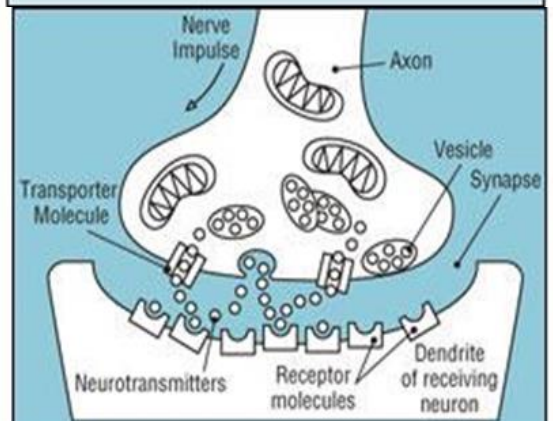


Figure 2. Neurotransmission: How Neurons Communicate with Each Other
The communication of a message from one nerve cell to another is known as **neurotransmission**. Opioids relieve pain by triggering excess flow of certain neurotransmitters such as dopamine. When opioids are not used exactly as prescribed, serious health risks and even death can occur.

Images from www.eens.drugabuse.gov/drug-facts/brain-and-addiction

How do drugs interfere with brain functioning?

Drugs interfere with the way neurons send, receive, and process the signals transmitted by the neurotransmitters. The chemical structure of some drugs (such as marijuana and heroin) mimics the structure of natural neurotransmitters in the body, which can activate neurons.

Dopamine and drugs

Dopamine is a neurotransmitter in the brain that affects pleasure. When the brain is functioning normally, dopamine rewards us with feelings of pleasure from normal human activities like eating, drinking, exercising, physical affection, etc. In a functioning brain, this pleasure sensation happens automatically and regularly.

Drugs such as cocaine, stimulants, and heroin, as well as alcohol, increase dopamine output in the brain. But drugs not only increase dopamine output, and the pleasurable sensations aroused by it; they also alter the way it functions.

For addicts or abusers, the long-term effects of changing dopamine function can cause changes in the brain that are more permanent. The drugs or alcohol that once “stimulated” dopamine production or sensation are now “required” to produce pleasure and happiness because the brain can’t do it on its own any more.

People who are addicted often say they need drugs to “feel normal.” People who are addicted build up a tolerance to a drug. They now require more of the drug to get the same reward or pleasure sensation that once occurred naturally.

Long-term overuse of drugs controls emotions, motivation, and mood. Over time, these drugs replace the normal flow of dopamine and without them, the abuser loses motivation, feels sad or depressed, and is unable to function normally, both physically and mentally.



What parts of the brain are affected by drug use?

Drugs can alter important brain areas that are necessary for life-sustaining functions and can lead to the compulsive drug use that characterizes addiction. Brain areas affected by drug use include:

- ❖ **The basal ganglia** are part of what is sometimes called the “brain’s reward circuit.” They play an important role in positive forms of motivation, including the pleasurable feelings that come from healthy activities like eating and socializing. They are also involved in the formation of habits and routines.

*Drugs over-activate this circuit, producing the **euphoria** of the drug high; but with repeated exposure, the circuit adapts to the presence of the drug, **diminishing** its sensitivity and making it hard to feel pleasure from anything besides the drug.*

- ❖ **The extended amygdala** is involved with stressful feelings like anxiety and irritability.

This area of the brain is activated during withdrawal from a drug, motivating the user to seek the drug again. This circuit becomes increasingly sensitive with increased drug use. Over time, a person with substance use disorder uses drugs to get temporary relief from this discomfort rather than to get high.

- ❖ **The prefrontal cortex** enables us to think, plan, make decisions, solve problems, and exercise self-control.

Addiction causes changes to the prefrontal cortex. These changes account for two characteristics of addiction: impulsivity and compulsivity.

- **Impulsivity** is the tendency to act on sudden urges or desires without thinking about future consequences.
- **Compulsivity** is the feeling that one needs to behave in a certain way in order to relieve anxiety. Once a person performs the compulsive behavior, the anxiety goes away and restores comfort.

If an addicted person exhibits impulsivity and compulsivity, it may be a sign that that changes to the prefrontal cortex have occurred. Unfortunately, these changes also make it harder to stop using.

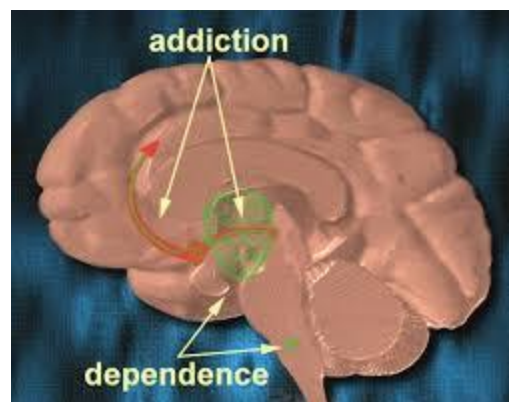


Image from www.commonswiki.org/wiki/File:Addictiondependence1.png

How can human service workers help people with addictions?

Addiction is a treatable chronic disease that can be successfully managed. Behavior therapy, along with medication, is often the best way to help people overcome their dependency. Each person's situation is different, so human service workers who work with people with addictions must tailor their treatment plans to fit individual drug-related medical, health, psychiatric, and social needs.

With drug treatment, psychotherapy, and medication, the dopamine functioning of most people with addictions can return to normal. Treatment and recovery take time, depending on what drug was involved, how much someone was using, and for how long. But safe recovery is possible if a person with an addiction works with a trained therapist instead of trying to recover alone.

Because addiction is a chronic disease, it is possible and even likely that many people with addictions will relapse. Just as in other chronic diseases, like hypertension, diabetes, and asthma, which also have physiological and behavioral components, relapses can be expected.

Treatment of chronic diseases involves changing deeply-rooted behaviors. But many people have overcome their addictions with professional support and there is much reason to hope. Because long-term drug use can significantly change brain structure, the sooner an individual seeks treatment and overcomes their addiction, the better their chances of success.

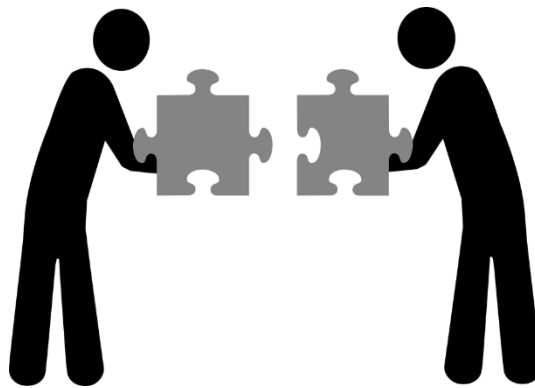


Image from www.pixabay.com/en/stick-people-puzzle-helping-2324009/

What does a Social Worker do?

EDITING PRACTICE

Adapted from www.sokanu.com

Rewrite the paragraph below. Edit for spelling, complete sentences, correct subject / verb agreement, punctuation, and capitalization.

a social worker helps people cope with challenges in every stage of their lives.

They help with a wide range of situations such as adopting a child or being diagnosed with a terminal illness social workers work with many populations including children people with disabilities and people with addictions.

many clinical social worker's works in private practice? Some work in a group practices with other social workers or mental health professionals. Others work

alone in a solo practice In private practice: clinical social workers often do administrative and recordkeeping tasks;

Among these tasks is working with clients and insurance companies to receive payment for their services. In addition

social workers market their practice to bring in new clients and too network with other professionals whom may recommend them.

Although most social workers work in an office, they may spend a lot of time away from the office visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students.

Understaffing and large case loads may make the work stressful".

There are many areas a social worker can work in, but there are a few areas that are more popular than others; Medical/public Health' Substance Abuse Mental Health: Child Welfare and School Social Work



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Talk About Jobs!

Small Group Dialogue

*Pick one of the jobs in the **Human Services** Career Cluster. In small groups, complete the dialogue below, using at least ten of the words from the previous lessons. Write in such a way that the audience learns about the job duties, the work environment, and the qualities a person should possess who holds one of these jobs. Then perform the dialogue for the class.*

Joe: I love being a _____

Sarena: Me, too! My favorite part of this job is _____

Joe: Really? My favorite part is _____

Sarena: I got my training for the job _____

Joe: I got my training _____

Sarena: I love the fact that every day I get to _____

Joe: And the environment is so _____

Sarena: And you have to be a special sort of person to do this! You have to be _____

Joe: _____

Sarena: _____

Joe: _____

A Day in the Life: Morgan, A Social Worker

Morgan fell into her career by a lucky accident. She received a Bachelor's degree in Psychology and realized she'd be graduating early. An advisor then recommended that she apply to either Counseling Psychology or Social Work Master's programs. Morgan chose to attend a Social Work program because it provided two years of field placement, whereas the program in Counseling Psychology would provide only one year of field placement.

Morgan has a sister who was diagnosed with Bipolar Disorder as a child and who would later be diagnosed with Borderline Personality Disorder. Watching her family experience difficulty navigating the mental health field made Morgan want to enter the field herself. Even in high school, she knew she wanted to be a child and family mental health therapist. As Morgan grew older, she also realized that she was seldom included in family sessions and that no one seemed to care about how her sister's diagnosis affected her. In her practice, Morgan has seen that few therapists include the siblings of children who are diagnosed. This also drove Morgan to become a social worker, to give a voice to those who are otherwise ignored.

The typical day of a Provisional Licensed Clinical Social Worker (P-LCSW) is tough. You have to be truly driven to do what you do and to reach your end goal. Morgan's end goal is to work in the school system or in private practice. Many social work students consider going into private practice if they take the Direct Practice route in graduate school, but the truth is that P-LCSWs (people who are working towards their LCSW license) work with some of the toughest populations.

Morgan has been a Team Leader for Intensive In-Home Services and Assertive Community Treatment Team Services. She's also been an Outpatient Therapist and an Intake Coordinator. Typically, she spends a few hours in the office doing paperwork (reading and writing notes, developing person-centered plans, submitting authorization requests for funding), and then she does what she especially enjoys – seeing clients in the field.

The time a social worker spends in the field depends on the population served. If you're a social worker and you work with children during the school year, you have to see them after school hours unless you work in the schools. Morgan has seen child clients as late as 9:00 p.m., which has her getting home around 10:30 p.m. Sometimes she performs her services in dangerous areas, so it's important that she set her schedule to hit those areas earlier in the day, in order to be safer.

A Day in the Life: Morgan, A Social Worker
QUESTIONS

1. What did Morgan do to prepare for her job as a social worker?

2. What other workers in the Human Services Career Cluster does Morgan work with as part of her job?

3. What are some of the things that Morgan likes most about her job? Morgan

4. What parts of Morgan's job as a Social Worker do you think you would enjoy? Which would you find challenging?

5. What qualities does Morgan have that make her a good social worker?

Career Cluster Research

*Use three resources to research and complete the information pertaining to job titles in the career cluster you have chosen to explore.
(For example: MyCareer Shines: <https://mycareershines.kuder.com>, another on-line resource, an interview with a career counselor.)*

Name of career cluster: _____

Job Title			
Educational level needed: (On-the-job training, apprenticeship, 2-year technical school or community college, 4-year college/university?)			
Salary/Wages: (Beginning, Median, Experienced?)			
Environment: (Outdoors / indoors, school, office, hospital, business?)			
Qualities needed to be successful in this occupation: (Special skills, personal qualities, etc.)			

Post-Secondary Catalogue Exploration & Presentation

Based on what you have learned about your interests, skills and talents as well as what you now know about post-secondary options, choose a program at one of the local institutions that interests you (for example: you might select a certificate program from Lively Technical Center, a TCC Associate of Arts degree program, TCC certificate program, or a FAMU four-year degree.) Go to the website of the institution which offers a program that interests you to answer the following questions. If you do not have internet access, use the print catalogues from the local college and vocational / technical center. Prepare to present your information to the class.

1. What is the name of the website? _____

2. What is the name of the program of study that interests you? _____

3. How many credit hours or clock hours is the program? _____

4. How long will it take in weeks, months or years to complete the program? _____

5. What does the program cost? _____

6. Does the program accept financial aid? _____

7. What are the entrance requirements of the program? (TABE scores? GED? ACT or SAT? Other tests or requirements?)

8. What are some of the classes you will have to take in this program?

9. What do graduates of this program typically earn? _____

10. What questions would you ask of a student who is currently involved in this program?

11. What questions would you ask of a counselor in student services about this program?

12. If this program is right for you, what do you need to do to prepare for it so that you can be successful? (Be specific: what do you need to accomplish academically, financially and personally before you apply?)

HUMAN SERVICES OCCUPATION PRESENTATION

Study the occupational vocabulary below. Then use **MyCareer Shines** (<https://mycareershines.kuder.com>) and the **Occupational Outlook Handbook** (http://o*netonline.com) to explore in greater depth one of the jobs in the Architecture and Construction Career Cluster. Prepare to present the information to the class.

DEFINITIONS:

- ❖ **occupational outlook:** the chance you have of getting a job in a certain field in the current economy. Occupational outlook is related to how many jobs are available in this field and how many workers are needed.
- ❖ **occupational hazards:** working conditions that can lead to illness or death. Often, but not always, people in high-risk jobs are paid more than similar but less risky jobs to compensate for the danger involved.
- ❖ **certification:** evidence that an individual has acquired the skills and knowledge needed to do a job, given by a school or authority after an evaluation or test
- ❖ **mandatory:** required or commanded by authority; obligatory
- ❖ **job prospects:** the range of career opportunities available to a person having a particular combination of skills, knowledge, qualifications, etc.
- ❖ **median earnings:** the middle salary out of all the people in a group (often used to describe people doing a similar job), half having incomes above the median, half having incomes below the median

Occupation _____

1. What are the typical job duties of this occupation?

2. What is the typical environment where this work takes place?

3. What are the typical hours worked by a person doing this job?

4. Are there occupational hazards? What are they?

5. What education and / or training are required to enter this occupation?

6. What licenses or certifications are mandatory for this occupation?

7. What skills should a person in this occupation possess?

8. What is the total number of jobs in this occupation today?

9. What is the projected change in the number of jobs in this occupation?

10. What are the job prospects for this occupation in Florida?

11. What are the median earnings for workers in this field?

12. In your opinion, what are the major advantages of this occupation?

13. In your opinion, what are the major disadvantages of this occupation?

14. Does this job suit you and your talents and interests? How?

15. If you decided to pursue work in this occupation, what steps would you need to take?
