

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose II Handbook

**Spring Semester
January 7, 2008**

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CALENDAR	

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SM Indicates a service mark of Metropolitan College

Note: Students are responsible for all work, even when absent or late.

POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.”

Failures must be repeated.

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Is an act of presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

ESTABLISHING PROFESSIONAL RELATIONSHIPS AT THE WORKPLACE

Overview of the Purpose

Purpose II builds on what you learned in Purpose I. Critical skills in communications, problem-solving, research, writing, and critical thinking are further developed. In Purpose II you explore characteristics of professional relationships that promote empowerment. You are introduced to two types of professional relationships: 1) the primary relationship; and, 2) the secondary relationship. Both are fundamental to your work in a human service agency. You learn to develop, maintain, and analyze both types of professional relationships.

The primary professional relationship involves the human service practitioners' interactions with clients. The secondary professional relationship concerns interactions with supervisors, co-workers, human service professionals at other agencies, and family members or associates of clients. Any relationship that impacts upon your ability to deliver effective service is considered a secondary professional relationship.

In the purpose class you learn about the constructive action process--a problem-solving method for which you learned preliminary skills in purpose I. Emphasis is placed on the discussion of problems and issues which arise in your field work, knowledge and skills you need to do your job and set and attain your learning goals. You plan, implement, document, and evaluate your constructive action. You learn how to use such varied tools as computer skills, and verbal, and non-verbal communication skills. You learn how to conduct a first assessment of a client's needs and how to work effectively with others within the agency. Research skills and elements of expository writing are taught to help you plan and document your work.

You are expected to apply concepts, knowledge, theories, and skills you gain in your classes to your performance. You demonstrate how you have integrated each of these through the documentation of your constructive action. Throughout the semester, you are expected to establish and maintain effective primary and secondary professional relationships. The knowledge you attain about professional relationships will assist you in your own development as a human service professional.

The philosophical assumptions which underlie the social welfare system and the history, politics, and sociology of service are explored in your Values and Ethics course. Through the development of knowledge and criticism about this history, you clarify your own values about professional relationships in a variety of contexts. The course provides an opportunity to explore the values inherent in your agency's mission and service delivery systems. You learn to analyze how these different value systems serve as a guide for secondary professional relationships. You use ethical principles and reasoning to guide you in your decision-making and conduct. The professional relationships you develop will be enhanced by your ability to apply a set of human service values and an appropriate ethical code to your interactions with others.

In Self and Others you examine the psychology of human interaction, growth and development and relate your findings to the particular population your agency serves. In your Systems class, you are introduced to organizational theory and apply it to analyze your agency's structure and functions and to understand how its service orientation shapes (and is shaped by) its organization. You learn how to use the structures and functions of the agency to develop effective professional relationships. You also learn how systems in your agency can facilitate professional interactions.

In your Skills class you build on the mathematical abilities you developed in purpose I. You utilize this knowledge to develop your conceptual and problem-solving skills in preparation for Purpose III.

DEFINITIONS

Purpose

Every semester of your education at Metropolitan College of New York is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

Empowerment

Metropolitan College of New York teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others to make a better world.

Dimensions

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action[®]. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, the global economy. Systems often serve as resources.

The Skills Dimension

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which human service professionals have a recurring need.

Supervised Fieldwork

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

Purpose Achievement Abilities

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Purpose Dimension Abilities outline the Constructive Action Method. The Abilities for the other four Dimensions describe the rich and varied knowledge and action that a successful Constructive Action demands.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.

The Abilities manifest themselves differently with each Purpose. In the table on the following pages, the generic Purpose Achievement Abilities, which are the same for every Purpose, are in bold type. Under them, the Purpose-Specific Abilities for this Purpose are in plain type.

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The Abilities listed below in bold type are the same for every Purpose, but they manifest themselves differently in each Purpose. This table shows a version of the Abilities that is specific to Developing Empowering Professional Relationships in the Workplace.

Table of General and Specific Abilities for Purpose II
<p>Purpose Dimension Abilities</p> <ul style="list-style-type: none">a. Explore opportunities to improve the world. Analyze professional relationships at your organization that could benefit from the Constructive Action.b. Choose the best goal. Identify a major goal for developing effective professional relationships at your organization.c. Agree on a plan. Develop a plan to meet your goal, including objectives, strategies, research, and an evaluation plan.d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goal; evaluate each recorded event; revise the plan as needed. Describe how you use knowledge to achieve your goal.e. Assess the results and plan the next steps. Evaluate progress toward your goal. Plan how to apply knowledge gained about professional relationships to your work as a human service professional.
<p>Values and Ethics Dimension Abilities</p> <ul style="list-style-type: none">a. Clarify own values in relation to the Purpose. Describe the values you hold about effective professional relationshipsb. Describe individual and group values in past and present. Describe the values that others, including citizens and professionals at your agency, hold about effective professional relationships, placing their values in an historical context.c. Identify value issues as they arise. Identify value issues that arise during your Constructive Action and describe how to address them.d. Use ethical reasoning. Use ethical reasoning when problem-solving.e. Act on ethical principles. Use ethics to guide your actions.f. Respect capacity of others to make the world better. Empower citizens and professionals at your organization to participate in effective professional relationships.

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose.

Define your role as a human service professional in your organization and assess the relevance of your experience, capabilities, and interests.

b. Appreciate experience and views of others.

Describe the views of others in the organization toward establishing professional relationships.

c. Build good relationships.

Establish and maintain professional relationships that are necessary to achieve your Purpose.

d. Communicate through reading, writing, speaking, and other modes of expression.

Communicate effectively with others in the organization.

e. Promote growth in self and others.

Apply knowledge of developmental stages to promote growth in self and others.

Systems Dimension Abilities

a. Describe social, natural, and technological systems related to the Purpose.

Describe social, natural, and technological systems related to establishing professional relationships.

b. Develop models of systems.

Develop conceptual modes of systems; carry out an organizational analysis; construct an organizational chart.

c. Identify systems strengths.

Specify strengths of systems and sub-systems relationships.

d. Identify systems weaknesses.

Identify weaknesses of the organizational system and sub-systems.

e. Make systems better.

Work to make systems responsive to citizen needs.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Identify and use appropriate math skills.

b. Identify and use appropriate physical skills.

Identify and use appropriate behavioral skills, with emphasis on non-verbal communication skills.

c. Identify and use specialized skills required by the Purpose.

Identify and use other specialized skills, such as communication and coping skills, needed to complete the Constructive Action.

WHAT'S THE "RULE"?

Conventions for Clear and Grammatical Standard Written English

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT'S THE "RULE"?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use "that" when referring to things; use "who" when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use "number" when referring to a quantity of discrete objects that can be counted; use "amount" when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or "he, she, or it" form of present tense verbs ends in "s" while the plural or "they" form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. "Somebody" is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self- esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply "spliced" together by a comma. (The error is called a "comma splice" and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply "fused" together with no punctuation. (The error is called a "fused sentence" or a "run-on" sentence.)

WHAT'S THE "RULE"?

Conventions for Clear and Grammatical Standard Written English

	WRONG	RIGHT	WHAT'S THE "RULE"?
7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence "fragments" by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student's respect the colleges values, and the college respects the students values.	The students respect the college's values, and the college respects the students' values.	Use plain "s" to form the plural of nouns and apostrophe "s" to form the possessive of nouns. Use "s" apostrophe to form the plural possessive of nouns.
9	The computer's hard drive worked fine, but it's monitor was completely dead.	The computer's hard drive worked fine, but its monitor was completely dead. It's working fine now.	Do not use apostrophe "s" for the possessive of "it." Use "it's" only for the contraction of "it is."
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as "the balance wheel of the social machinery" (p.87). <i>(or, if the author's name is not mentioned in the text)</i> Education has been referred to as "the balance wheel of the social machinery" (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good." (p. 9)	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good" (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as "universal"; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as 'universal'; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay's book "Messages" the chapter on <u>Expressing</u> was somewhat problematical.	In McKay's book <u>Messages</u> the chapter on "Expressing" was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

PURPOSE

Overview

In this class you learn how to initiate and maintain professional relationships in the field. You apply what you learned about yourself in purpose 1 to your development of professional skills and knowledge in purpose 2. You present and critique your own field experiences and work on applying information, theory, and concepts you learn in your other classes to your actual relationships and interactions with others at your agency. Writing skills, research techniques, basic computer skills, and strategies for effective verbal and non-verbal communication are addressed.

The course also provides an introduction to both the portfolio method and the constructive action process and method. You learn how to apply the knowledge and skills you gain this semester to the planning, implementation and evaluation of a **4 week, 2-3 hours per week** constructive action project at your fieldwork site.

Objectives

1. Apply knowledge to the development of professional relationships appropriately.
2. Strengthen critical skills in writing, research, word-processing, critical thinking, self-assessment, document collection and organization, and verbal/non-verbal communications.
3. Enhance knowledge of the constructive action process and method.

Assessment

1. Attendance and participation in class discussion
2. Timely completion of all assignments
3. Successful performance of your constructive action.
4. Successful performance of other fieldwork.

Required readings

Albee, E. (latest edition). Who's Afraid of Virginia Wolfe? Signet, NY.

McKay, M., Davis, M., Fanning, P. (1995). Messages: The Communication Skills Book. California: New Harbinger Publications.

Morrison, T. (1987). Beloved. New York: Signet.

Alvarez, J. (2001). In the name of Salomé. New York: Penguin.

Mandell, Betty Reid and Schram, Barbara 5th ed (2003). An Introduction to Human Services: Policy and Practice. New York: Allyn & Bacon.

http://webster.commnet.edu/apa/apa_index.htm

Class sessions

- 1 **Defining the performance area: Introduction to basic professional communication skills.**
- An introduction to the semester's purpose. Specific fieldwork requirements. Assignment schedule. Introduction to key texts and authors.
 - Review of WP basics. **Class meets for segment of session in computer lab.**
 - Introduction to research techniques: the interview.
 - How to gather information about your agency's structure and your function in it through discussions with your supervisor and other professionals.
 - How to develop short-term memory and listening skills.
 - Note-taking techniques for classes, the field, and eventual constructive action documentation.
 - The relationship of knowledge gained in purpose 1 to purpose 2.
 - Standards of professional performance.
 - Overview of the Purpose 2 portfolio.
 - Introduction to self-assessment rubrics.

- 2 **Overview of constructive action process and content.**
Computer lab

- The constructive action method and its application to developing and maintaining professional relationships.
- Introduction to basic evidentiary research techniques. Observation and record keeping. Analysis of homework assignment 1.
- How to use your agency's publications to gather information about its history and development.
- Write Statement of Purpose in class. Integrate the results of your purpose one needs assessment into your statement of purpose. Focus on writing summary statements and on using APA style to cite and document your work. A student APA style guide is available at the Following url: http://webster.commnet.edu/apa/apa_index.htm Review of standards and conventions for documentation and how to avoid plagiarism. Class meets for segment of session in computer lab.
- Data collection for the Purpose 2 Portfolio
- Self-Assessment Rubric design

- Assignment due:**
- 1) Notes on interactions in primary and secondary professional relationships
 - 2) Mandell and Schram, Chapter 6
 - 3) Bring a copy of your purpose 1 needs assessment to class.

- 4) Preview:
http://webster.commnet.edu/apa/apa_index.htm
Bring a list of questions about the site to class.

3 **Communication skills: Listening, descriptive writing, and computer applications.**

Computer lab

- Overview of listening. Real vs. pseudo listening, blocks to listening, identification of your own blocks to listening, types of attending.
- Descriptive writing techniques; grammar and communication.
- Intermediate WORD skills. Class-time in computer lab.
- Begin draft of Agency History in class. Use historical documents about your agency to describe its history. Use the draw function in WORD to develop a timeline. How to use PowerPoint to develop your agency's organization chart.

Assignment due:

- 1) McKay, et.al., Chapter 1. Preparation for oral presentation to class on listening skills
- 2) Organizational chart from Systems class

4 **Communication skills at work: Workers, clients, co-workers, and supervisors.**

Computer lab

- Self-disclosure and expression.
- The job description and its relationship to the Agency Analysis section of your constructive action.
- Proper format for job descriptions using Word processing. Class time in computer lab.
- Ways of writing brief historical narratives-the agency history revised.
- Audience, storytelling and documentation.

Assignment due:

- 1) McKay, et.al., Chapter 2
- 2) Bring a copy of your job description to class.

5 **Needs assessment: Overview, research and writing for the literature review.**

Computer lab

- How to plan, conduct and document the needs assessment in order to write an appropriate goal for your constructive action.
- Writing skills focus on diction and drafting and editing statements (needs and goals).
- Apply professional communication skills to needs assessment.
- How to use the library for creative research.
- An introduction to
 - the Metropolitan College Library web-site, <http://www.metropolitan.edu/html/library.html>
 - the New York Public Library web-sites

- <http://www.nypl.org/>
- <http://www.brooklynpubliclibrary.org/>;
- <http://www.queenslibrary.org/>
- An introduction to MCNY remote database access system
- Electronic database research strategies.
- Rubric Revision

- Assignment due:**
- 1) Agency analysis, research information and data about agency from the Values and Ethics class assignment for Week 2.
 - 2) Agency history and mission statement.
 - 3) Portfolio, Part 1.

6

**Conducting a needs assessment meeting with your supervisor.
Computer Lab**

- Exploration of the definition of self-disclosure and rewards of self-disclosure
- Identification of blocks to self-disclosure and levels of self-disclosure
- Self-disclosure and your constructive action
 - Self-disclosure and professional practice
 - Self-disclosure in literature
 - How to integrate the results on your purpose 1 needs assessment into your discussion of resources and constraints

- Assignment due:**
- 1) McKay, et. al. Chapters 2 & 3.
 - 2) Albee, Morrison, Alvarez assignment that focuses on concepts of self in relationship to communication with others.
 - 3) Copy of your purpose one needs assessment.

**The plan of action
Computer Lab**

- How to set an appropriate goal, identify objectives, and design strategies.
- Discussion of library research techniques for your literature review
- How to match note-taking styles to tasks; how to apply summary writing to note writing.
- Introduction to web-based research. How to evaluate a web site; how to cite electronic resources.
- How to streamline research strategies for effective time management and appropriate identification and selection of research materials.

Note: Students are responsible for all work, even when absent or late.

- Bibliography in the Word program using APA style.
- Literary group work.

Assignment due: 1) Needs assessment
2) Research notes and materials (include Xeroxed copies of articles and book).

The plan of action continued

Computer lab

- Procedures for on-going revision of your plan of action.
- Extracting potential strategies from research materials.
- Writing the literature review. Focus on integrating writing skills: summary, description, and citation.
- Introduction to crafting an argument; how to use argumentation in the literature review.
- Literary group work

Assignment due: 1) Plan of action
2) Research notes and materials

9

Implement your plan during weeks 9-12

Computer Lab

- The purpose of logs and process recordings.
- Assessment of different formats using a variety of computer applications.
- The relationship between log formats and content.
- The function of analytic academic writing in the analysis of the log.
- Strategies for analytic writing.
- Introduction to participant observation techniques.
- Literary Group Work.

Assignment due: 1) Plan of action
2) McKay, Chapters 4-5

10

Evaluation plans: methods for monitoring progress.

Computer Lab

- The evaluation plan--purpose: how to track and record progress from each baseline to each objective.
- Basic data collection techniques.
- How to use math skills to describe progress.
- The literature review revisited: how to write summarize and compare ideas.
- Literary Group work.

- Assignment due:**
- 1) 2 logs
 - 2) Xeroxed copies of 2 literature review articles.
 - 3) 2 literature reviews (approx. 250 words each).

11

Documenting your constructive action as it progresses

Computer Lab

- How to apply math skills to evaluation continued.
- Literary Group work.
- The analysis segment of logs and process recordings revisited:
- How to describe and analyze ideas and apply theory to practice
- how to identify relevant concepts that can be applied to the analysis segments of a specific log or process recording
- how to summarize a concept accurately
- how to cite a concept accurately
- how to fully apply the identified concept to the analysis of the description of the event that has been recorded or logged.

- Assignment due:**
- 1) Data gathering instruments for the implementation of evaluation plans.
 - 2) Reworked logs from week 10

12

Analysis and evaluation of your constructive action

Computer lab.

- Introduction to PowerPoint.
- Working professionally with others-intermediate interpersonal communication skills.
- Literary Group work

- Assignment due:**
- 1) Implementation logs--3
 - 2) Evaluation data for all evaluation plans
 - 3) McKay, Chapters 6, 9 and 11

13

Integrating theory / final documentation forms

- A discussion on how knowledge and theory from all your classes can be used in each constructive action.
- Final format and organization of your constructive action document.
- Literary Group work.

- Assignment due:**
- 1) Implementation logs-4
 - 2) Evaluation data up-dated

14

Constructive action document is due.

- Appropriate field placements
- Introduction to the links between the development of professional relationships and groups

Note: Students are responsible for all work, even when absent or late.

- Review of major communication strategies
- Literary Group work

15 **Applying what you learned** about developing and maintaining professional relationships to working in groups. Research, writing and computer skills' applications for purpose 3. How to utilize your interpersonal skills developed in purpose 2 in a group setting.

Assignment due: 1) Skits and communication skills analysis based on literary text and group assignments

Abilities Checklist

The Professor's evaluation of your work in the class will be based on the extent to which you demonstrate the following abilities:

- analyze professional relationships at your organization that could benefit from a Constructive Action;
- identify a major goal for developing professional relationships at your organization;
- develop a plan to meet your goal, including objectives, strategies, research, and an evaluation plan.
- maintain a record of progress toward your goal; evaluate each recorded event; revise the plan as needed;
- describe how you use knowledge to achieve your goal;
- evaluate progress toward your goal;
- identify and use appropriate behavioral skills, with emphasis on nonverbal communication skills;
- identify and use other specialized skills--such as coping skills, writing skills, math skills, reasoning, research skills and critical thinking skills to complete your constructive action.

The Purpose 2 Portfolio

The purpose 2 portfolio includes two major sections: 1) a record with reflective comments, of all actual course work, exams, and assignments you completed in all your courses this semester, and 2) the Constructive Action document.

Documentation of the Portfolio's Course Work Archive and Reflective Commentary

The first part of the Purpose 2 Portfolio is the archive, with self-reflective commentary, of all work you completed this semester in all your dimension courses. Your professor will distribute specific guidelines for this section of the portfolio. There are many ways to collect and organize the materials. Your professor will discuss these with you during your purpose class. The important thing to remember is to keep copies of all your work (assignments, exams, essays, note-taking exercises etc.) and to include/attach reflective comments about the relevance of significant work products and their applications to the semester's purpose, your fieldwork, and your constructive action project. The portfolio will also include the development of a self-assessment rubric that you will utilize periodically to keep track of your assessment of weekly progress in the course. The rubric will be designed with classmates and your professor during the first half of the course.

DOCUMENTATION OF THE CONSTRUCTIVE ACTION

In purpose II the documentation for your constructive action is organized into six sections:

- I Statement of Purpose;
- II Agency Analysis;
- III Needs Assessment;
- IV Plan of Action;
- V Implementation; and
- VI Assessment.

Each section (I-VI) outlined below includes a description of: 1) what information and ideas you need to include in the section; 2) what supporting/documentary materials you need to include in the section's appendix; and, 3) specific information about how your work will be assessed by your professor. Your professor will discuss the specific format s/he would like you to use with regard to cover page, binding, spacing, margins, fonts etc. You are expected to use the student version of the APA style guide discussed in purpose class to cite and document your work.

I. STATEMENT OF PURPOSE

1. Purpose

In your own words, discuss what the semester's purpose means to you. You need to explore the following questions and write this segment as an essay.

- What do you expect to learn and how do you think you will apply it to your work in the human service field?
- What kinds of questions do you have about developing and maintaining professional relationships. Specify these questions.
- Describe your work values. Discuss your approach to working with co-workers, supervisors and clients.
- How would you like to improve your work? Explore how you negotiate systems. How would you like to improve your approach to systems?
- What skills and knowledge do you hope to develop based on the needs assessment you conducted in purpose one in order to develop and maintain professional relationships this semester. Be specific. Provide a copy of your purpose 1 needs assessment in **appendix one**.

Assessment of section

In addition to the general coherence of the narrative and the competency of your writing skills, the evaluation of this section of your constructive action will be based on the extent to which you demonstrate the following abilities.

Abilities Checklist

- Describe the values you hold about effective professional relationships.
- Apply knowledge of developmental stages to promote growth in self and others.
- Describe how you use knowledge to achieve your goal.

II. AGENCY ANALYSIS

1. Agency History

- a. Use the computer to draw a timeline of your agency's history. Provide copies of all the material from your agency you used to draw the timeline. Place the materials in **appendix two**.
- b. Explain how the history of your agency relates to the history of social welfare in the United States. Incorporate relevant concepts from your values class.

2. Agency Purpose

Outline the agency's mandate. Include:

- a. Purpose/mission
- b. Number of clients served
- c. Types/names of programs and services provided for each
- d. Eligibility criteria
- e. Number of staff: agency/unit, ft, pt, fte, volunteers/interns
- f. Organizational chart (Use the chart developed in your Systems class)
- g. List of agency networks
- h. Xeroxed copies of all source materials as well as notes of any informational meetings you hold with your supervisor or others at your agency in order to get the information for 2 a-g need to be included in **appendix three**

You may write the segment (2 a-g) described above as a simple list with sub-headings for each section--for example,

- a. Purpose: To provide counseling services to the underserved
- b. Number of Clients Served: 55 weekly

3. Job Analysis

Provide a copy of your job description in **appendix four**. If you do not have a formal job description, provide notes of a meeting with supervisor that discusses the job description; place these notes in **appendix four**.

Answer a-d below in the text portion, based on your actual job description or your meeting with the supervisor.

- a) your job title
- b) all tasks expected and assigned
- c) number of hours worked per week
- d) number of weeks worked at agency

Assessment of this section

In addition to being based in the general coherence of the narrative sections and the competency of your writing skills, the evaluation of this section of the constructive action will be based on the extent to which you demonstrate the following abilities. The abilities structure will be used to develop self-assessment and instructor assessment rubrics.

Abilities Checklist

- Describe the values that others, including clients and professionals at your agency, hold about effective professional relationships; place their values in an historical context.
- Define your role as a human service professional in your organization and assess the relevance of your experience, capabilities, and interests.
- Describe social, natural and/or technological systems and their relationship to establishing professional relationships.
- Develop conceptual models of systems; carry out an organizational analysis.
- Construct an agency organizational chart.
- Identify and use appropriate skills (research/written communication).
- Describe effective communication with agency staff and /or supervisor.

III. NEEDS ASSESSMENT

1. Description of Need

Hold needs assessment conversation/s with your supervisor, client and co-workers (if applicable) and your professor. Include notes of these discussions in **appendix five**.

The need that you and your supervisor identify needs to be approved by your professor and meet the following criteria. Be sure that in your discussion with your supervisor, you explain the criteria for constructive action.

The criteria for the constructive action includes the following:

- At the onset of the needs assessment meeting you have with your supervisor, have your supervisor identify the person with whom you will develop your professional relationship. It can be a supervisor, client or co-worker. The supervisor will determine this based on her/his assessment of agency needs and your knowledge, skill, length of service at the agency.
- The need identified must be one that you are capable of working on; that is, you must have sufficient knowledge and skill to complete the project successfully within the time period.
- The time period for the project is 4 weeks; the weekly hourly effort is 2-3 hours; the 2-3 hours are part of the 14. As per our discussion at the beginning of the semester and the letter I sent to your supervisor, your remaining fieldwork hours need to be devoted to your regular job description; that is, the constructive action is one project that you develop and focus on to apply theory to practice and examine theory in light of practice.
- The supervisor represents the agency. S/he must deem the project important.
- You must think that the project is important.

2. Identify the need. State the need as a specific lack. For example: Files are in disarray or client cannot tie her shoes.

3. Citizen/client Assessment. Write this section only if you are working with a client for your ca.

Be sure to include the following:

- a. pseudonym or first name;
- b. ethnicity or race;
- c. socio-economic background;
- d. education and/or literacy;
- e. health, if relevant;
- f. any other factors or issues which impact on this individual's ability to participate in your constructive action.

4. Literature Review.

Based on the need you have identified, conduct a literature review.

- Include 1 books and 2 current articles published in scholarly and professional journals. **Make sure you focus on research material that is going to help you develop your plan of action.** Take your time; find the most suitable material.
-
- Your discussion of the literature needs to include full citations. You are required to use the APA citation style discussed in purpose class. It is available online at http://webster.commmnet.edu/apa/apa_index.htm or through a hotlink from the Metropolitan library's web resource's page
- To write the actual literature review, you need to write in your own words and identify and describe the main point of the text that relates to the development of strategies for your Plan of Action. Try to write clearly and simply so that anyone who has not read the source can understand what it is about.
-
- Be sure to discuss how you are going to utilize this knowledge in the development of your strategies. Be specific.
-
- Include xeroxed copies of the 2 articles you review and the main text pages of the book you selected in **appendix six.**

Assessment of this section

In addition to being based on the general coherence of the narrative and the competency of your writing skills, the evaluation of this section of the constructive action will be based on the extent to which you demonstrate the following abilities.

Abilities Checklist

- Analyze professional relationships at your organization that could benefit from the Constructive Action.
- Describe the views of others in your organization toward establishing professional relationships.
- Specify strengths of systems and sub-system relationships.
- Identify weaknesses of the organizational system and sub-systems.
- Work to make systems responsive to citizen needs.
- Identify and use appropriate behavioral skills, with emphasis on nonverbal communication skills.
- Identify a major goal for developing professional relationships at your agency.

IV. THE PLAN OF ACTION

1. Goal.

Write a goal for your constructive action.

- Goals are positive, measurable, clear, concise statements of intent.
- The subject of the sentence is the client or the project. For example: An alpha-numerical filing system will be established; Client X will make single knot bows.
- No time frame needs to be given; it is clear that the ca will be completed after 4 weeks.

2. Components of the Plan

- List 4 objectives (ONE FOR EACH DIMENSION, IF APPLICABLE) with appropriate baselines, sets of strategies, and evaluation plans.
- You MAY write this simply as a table to facilitate planning. When you word process a table, each cell in the table will expand or contract based on the amount of information that you type in the cell. You leave the actual results column blank until the end of your ca. You will then analyze the evaluation data and fill-in your findings.

GOAL:

	OBJECTIVES (measurable, clear, concrete, statements of intent; client or project is usually the subject)	BASELINES (describe very specifically the beginning point of progress toward the objective at the start of the ca)	STRATEGIES (Include 1-3 STRATEGIES PER OBJECTIVE) (interventions--what you will do--the steps you will take-- to reach each objective)	EVALUATION PLANS (how you will keep track and provide a means to measure progress from the baseline to the objective)	ACTUAL RESULTS (results of the analysis of evaluation data at the end of the ca)
Values			1. 2. 3.		
Self & Others					
Systems					
Skills					

3. Resources List all resources and constraints you have found within yourself, at the agency, and external to the agency that impact on your Constructive Action.

- Incorporate the results of your purpose one needs assessment into your analysis.
- Draw on concepts from your systems class such as brainstorming and force field analysis to guide your determination of resources and constraints. Discuss which concepts you utilized and how you applied them.

4. Rationale

Provide a justification of your plan of action based on your class readings this semester. Draw on 4-6 concepts and at least 4 distinct texts (one from each course) to conduct your analysis. You might include relevant information from your Values and Ethics class mid-term on historical contexts or the Values and Ethics class assignment on ethical reasoning assignment, concepts from Self and Others and/or your Purpose or System's class readings. Include appropriate quotations that support the selection of your objectives and the implementation of your strategies. Remember to follow APA citation style guide.

Assessment of this section

In addition to being based on the general coherence of the narrative and the competency of your writing skills, the evaluation of this section of the constructive action will be based on the extent to which you demonstrate the following abilities

Note: Students are responsible for all work, even when absent or late.

Abilities Checklist

- Develop a plan to meet your goal, including objectives, baselines, strategies, and evaluation plans.
- Describe how you use knowledge to achieve your goal.

IMPLEMENTATION

1. Logs/Process Recordings

Include 4 logs or a combination of logs and process recordings that record your implementation of strategies.

- Provide a log or process recording for each of the four weeks.
- Carefully follow your professor's directions and log or process recording format for each of the four weeks.
- In each log or process recording you will provide a detailed description of you implementing one or more of your plan of action's strategies. Your professor needs enough detailed description to understand exactly what happened without being there.
- Another important part of your log or process recording is the analysis section. Here you will analyze your intervention and discuss what you learned from it. You will also apply concepts from your other courses to understanding what happened and why. Your professor will have specific questions s/he wants you to answer.
- Each log or process recording also will include appendix material. You will need to implement your evaluation plans and include the data and documentation in **appendix seven**.

Assessment of this section

In addition to being based on the general coherence of the narrative and the competency of your writing skills, the evaluation of this section of the constructive action will be based on the extent to which you demonstrate the following abilities.

Abilities Checklist

- Maintain a record of progress toward your goal. Evaluate each recorded event; revise the plan as needed.
- Describe how you use knowledge to achieve your goal.
- Identify values issues that arise during your constructive action and describe how to address them.
- Use ethical reasoning when problem-solving.
- Use ethics to guide your actions.
- Establish and maintain professional relationships that are necessary to achieve the your Purpose.
- Identify and use appropriate behavioral skills, with emphasis on non-verbal communication skills.

- Identify and use specialized skills such as coping skills needed to conduct your constructive action.
- Communicate effectively with others in the organization

VI. ASSESSMENT

1. Revisions
Identify and discuss any revisions you made in your plan of action.
 - Analyze all your evaluation data. Record the results in the actual results section of the plan of action.
 - Use your evaluation data to explain why you made changes in your plan of action.
2. Analysis of Objectives and Strategies
Identify and discuss which objectives and strategies were useful and successful. Explain why.
 - Base your response on your analysis of the evaluation data.
3. Professionalism
Discuss the evaluation results from the perspective of developing and maintaining professional relationships.
 - Explore what you learned from your constructive action as it relates to your work as a professional in training.
 - Integrate additional theory and/or concepts from your classes that you have not previously discussed.
4. Rubric
 - a. Complete your self-assessment rubric and include a copy of it.
5. Next Steps
If you have not reached your goal, identify 5 next steps you would need to take if you were to continue your project.
6. Your Future
How will you apply the knowledge you gained this semester to your development of professional relationships?

Assessment of this section

In addition to being based on the general coherence of the narrative and your writing skills, the evaluation of this section will be based on the extent to which you demonstrate the following abilities.

Abilities Checklist

- Identify and use appropriate basic math skills.
- Evaluate progress toward meeting your goal.
- Plan how to apply the knowledge gained about professional relationships to your work as a human service professional.

Note: Students are responsible for all work, even when absent or late.

SUPERVISED FIELDWORK INSTRUCTIONS

FABRICATION OF FIELDWORK

Fabrication – Inventing or falsifying any data, information or records.

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one's own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Students are required to complete at least 14 hours for 14 weeks of fieldwork in order to meet the 2 credit fieldwork requirement. In Purpose 2 fieldwork consists of 1) completing the tasks of your job description as specified by the field site, and 2) completing a 2-3 hour per week, four week long project as specified in the constructive action segment of this handbook. The project may be completed during regular internship hours; it's documentation for the constructive action document needs to be completed as homework.

Option A:

For those students who are intending to use the internships they found in Purpose 1 or who are carrying out their fieldwork at their place of employment (which has been approved by the instructor), please follow these steps:

1. Verify that the supervisor will be willing to oversee your fieldwork for a period of 14 weeks. You will be doing fieldwork at the organization for at least 14 hours per week for 14 weeks.
2. Submit a copy of the Supervised Fieldwork Acceptance Form, (Form 1) that you submitted in Purpose 1 to your constructive action instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. The Coordinators for Experiential Learning will be conducting random field site visits throughout the semester. Contact with the supervisor will be done by phone, e-mail or in person.
4. At the end of the semester, make a copy of the Supervisor's Evaluation, (Form 4). Submit the original to the supervisor and keep the copy for yourself.
5. Read the **NOTE** that follows Option B.

Option B:

For those students whom through unforeseen circumstances, need to find an internship other than the one found in Purpose 1.

1. Contact Career Services to find leads to an appropriate internship site. The Office of Career Services provides plenty of resources to assist you in the process.
2. Ask the supervisor of the organization to see if s/he will be willing to supervise your fieldwork for a period of 14 hours per week for 14 weeks. If the supervisor is willing to provide supervision, they will sign the Supervised Fieldwork Acceptance Form (Form 1).
3. Complete the Fieldwork Agency Agreement Form (Form 2) and the Organizational Profile (Form 3) in consultation with the supervisor.
4. Make copies of the Supervised Fieldwork Acceptance Form (Form 1) and submit original form to your CA Instructor by week 2.
5. Follow steps 3-5 of Option A.

Note:

- A. Please ensure that all documents are completely filled out with your name, Purpose, site, supervisor's name, and instructor's name.
- B. From Purposes 2 through 8, the four documents students must submit are:
 1. Supervised Fieldwork Acceptance Form (Form 1)
 2. Fieldwork Agency Agreement Form (Form 2)*
 3. Organizational Profile (Form 3)*
 4. Supervisor's Evaluation of Student Performance (Form 4)

*Only one version of Form 2 and Form 3 is necessary per fieldwork site. You may contact the Coordinators for Experiential Learning to determine your fieldwork site's status with MCNY.

Documents will be disseminated in your CA class (please note that your CA instructor can opt to have you obtain your fieldwork documents from the MCNY Website – www.metropolitan.edu). Students must, in collaboration with their Supervisors, fill out each form and submit the originals to their CA Instructor and retain a copy for their personal records by week 2. CA Instructors will return original forms to CELS by week 2. Students beginning class after week 2 are responsible for submitting fieldwork forms to CA Instructor shortly thereafter. Students will no longer submit or receive forms from the Office of Career Services. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Failing to submit proper documentation each semester may affect students' academic standing.

To find job leads or additional resources, you may consult the Office of Career Services at 75 Varick Street, 12th floor, Room 1279. You may phone 212-343-1234 Ext. 5003 or fax to 212-334-4890 you may also e-mail Careerservices@Metropolitan.edu.

Note: Students are responsible for all work, even when absent or late.

VALUES AND ETHICS

The Historical and Comparative Study of Professional Ethics: An Introduction to U.S. History

Overview

Learning about U.S. history can help us think critically about our society today and also help us improve it. That's why history matters for human service work. If you want to make a difference, care about justice, want to improve your life and/or make the world a better place, turn to history. It's full of inspiration, challenges, and ideas.

In this course we ask how did the United States become the nation that it is today? What kinds of beliefs and values have guided the country's development? How does a global perspective enrich our understanding of the development of the United States? How and why did social welfare systems develop to take care of the needy? How have the definitions of who is needy and who is privileged changed over time? Why have they changed? Who has been excluded from the social welfare system and why? How have people acting alone and with others improved the society and their own lives over time?

This course surveys the historical, political, social, economic and cultural contexts within which Human Services have developed in the United States. Emphasis is placed on understanding the rise of the U.S. as a "nation of nations" from roughly the 15th century to 1877. Key themes include the development of the Atlantic world, the African, European and American encounters, global awareness, colonization, the significance of geography, map-reading/map-making, the role of religion, the history of slavery, the impact of the Enlightenment, the scope of imperialism, the Revolutionary War and its aftermath, the formation of the nation, westward expansion, Native American resistance, the rise of the market system, the factory system, social stratification, racial politics and resistances, gender reform movements, regionalism, the Civil War, and the failure of reconstruction.

At every point in the course, we discuss the relevance of these historical events, trends, conflicts, social movements, people, forces and ideas to your life and work in the field. The processes of historical thinking, the importance of debate in historical studies, and the methods employed by the profession are also introduced. You will write/rewrite a draft of the history of your field placement agency utilizing methods you learn in the course.

Objectives

- Know the most significant social, political, economic, global and cultural contexts that gave rise to the United States.
- Understand how conflicting belief systems are utilized in history writing.
- Apply historical methods to writing the history of your fieldwork agency.

Required Texts

a. Books to purchase

Bok, S. (1999). *Lying: Moral Choice in Public and Private Life*. New York: Vintage Press.

Davidson, James West, et.al. (2006) *Nation of Nations: A Concise History of the American Republic, Volume One: To 1877*, Fourth Edition, New York: McGraw-Hill.
ISBN: 007 250 2770—N.B. Includes Primary Source Investigator and Power Web.

Trattner, Walter I. (1998) *From Poor Law to Welfare State*, Sixth Edition, New York: Simon & Schuster, Inc.

b. Books/ texts/visual documents available online

Alvar Nuñez Cabeza de Vaca, *The Journey of Alvar Nuñez Cabeza de Vaca and his companions from Florida to the Pacific, 1528–1536, tr. from his own narrative by Fanny Bandelier* (New York: Allerton Book Co., 1922), 100–108. available from <http://historymatters.gmu.edu/>

- To access, enter the URL above in your browser
- Click on Many Past
- Click on link “All Over the Land Nothing Else was Spoken of.”

Cohen, "The Citizen as the Integrating Agent: Productivity in the Human Services," **available at** <http://www.metropolitan.edu/library/articles.php> **N.B.** Click on Audrey Cohen Archive; have library pin number available.

Cohen, "Empowerment: Toward a Definition of Self- Help," **available at** <http://www.metropolitan.edu/library/articles.php> **N.B.** Click on Audrey Cohen Archive; have library pin number available.

The Library of Congress, American Memory Collection
<http://memory.loc.gov/ammem/index.html> Today in History
<http://memory.loc.gov/ammem/today/today.html>

National Organization for Human Services Education NOHSE -- <http://www.nohse.com/>
Ethical Standards of NOHSE <http://www.nohse.com/ethics.html>

Peter Sterns, “Why Study History”? available at
<http://www.historians.org/pubs/Free/WhyStudyHistory.htm>

Recommended

- Addams J. (1910). Twenty Years at Hull House, New York: Macmillian.
- Abromovitz, M. (1991). Regulating the Lives of Women: Welfare Policy From Colonial Times to the Present. Boston: South End.
- Harrold, Stanley, Darlene Clark Hine and William C. Pine, The African American Odyssey, Volume 1, Prentice Hall: New York, 2002.
- Nash, Robert J. Real World Ethics: Frameworks for Educators and Human Service Professionals, New York: Teachers College Press, 2002.
- Neukrug, Ed (1994). Theory, Practice and Trends in Human Services: An Overview of an Emerging Profession. Pacific Grove: Brooks/Cole.
- Pease, B. (2002) "Rethinking Empowerment: A Postmodern Reappraisal for Emancipatory Practice." *British Journal of Social Work*. 32, 135-147.
- Rose, S. (2000). "Reflections on Empowerment-Based Social Work." *Social Work*, 45, 403-412.
- Skocpal, T. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton: Princeton University Press.
- Slack, P. (1995). The English Poor Law, 1531-1782. New York: Cambridge University Press.
- Abbott, E. (1937) Some American Pioneers in Social Welfare Chicago: University of Chicago Press.
- Harrison, L. E. and Huntington, S. (2000) Culture Matters: How Values Shape Human Progress. New York: Basic Books.
- Marius, R. (1999) A Short Guide to Writing About History (3rd ed.). New York: Addison Wesley Longman.

Assessment

The following methods are used assessment. Your professor will specify the weight given to each element.

1. Your class participation, attendance, and completion of weekly assignments
2. A take-home mid-term exam
3. An in-class final exam

Class Sessions

- 1 **Introduction to the course:** purpose, requirements, overview of content and assignments. Introduction to textbook and websites
 - Values clarification exercise. Why study history? What is History? What ethics and values guide professional historians? Why? Discussion of Peter Sterns, "Why Study History"? available at <http://www.historians.org/pubs/Free/WhyStudyHistory.htm>
 - Definitions: what is a profession? What is a professional?
 - What kind of professional ethic(s) should guide the conduct and practice of human service professionals? National Organization for Human Services Education -- <http://www.nohse.com/> Ethical Standards are available at <http://www.nohse.com/ethics.html>

- Introductory lecture on U.S. history in relation to Global History
- Development of Assessment Rubrics

COMPUTER LAB WEEK 1

2 Africa, Europe and the Americas

- Early America: global contacts, Aztec, Chinese, African; the Spanish Conquest; Colonization; Religion-the Reformation, Calvinism; Implications for the Needy and for the U.S. today
- Background lecture on Antecedents to social welfare in Colonial America
- Aristotle and the principle of brotherhood
- Overview of Hammurabi's code; Cicero's Roman command to help the needy; the codes of the Old and New Testament; the hospital in Europe.
- The Poor Law of 1601. The influence of England on the U.S.
- The history student and the importance of careful note taking. What human services workers can learn and apply.

Assignment due 1) Davidson, et.al., Chapter 1; **2)** Xeroxed copy of all notes on the reading; **3)** Trattner, Chapter 1. **4)** Preview online text to be discussed in class. Read the following with care before you start. TEXT: Alvar Nuñez Cabeza de Vaca, *The Journey of Alvar Nuñez Cabeza de Vaca and his companions from Florida to the Pacific, 1528–1536*, tr. from his own narrative by Fanny Bandelier (New York: Allerton Book Co., 1922), 100–108. Available from <http://historymatters.gmu.edu/>; To access, enter the URL above in your browser

- Click on Many Pasts
- Click on link “All Over the Land Nothing Else was Spoken of.”
- Read the text for discussion in class

3 The Indian Wars, Africa and the Atlantic Slave Trade

- Africa, Slave trade and the Spanish borderlands
- English Society and Early Settlements
- Helping Systems; the Elizabethan Poor Law of 1601 and its impact on the colonies
- Using Inquiry to think historically—Explanation of Primary Source Investigator

Assignment due 1) Davidson et al., Chapter 2 ; **2)** List of questions about the reading; **3)** Trattner as assigned

4 Religion in the Colonial North

- Puritans
- Pilgrims
- The Congregational Church
- Quakers
- The Witch Trials

Note: Students are responsible for all work, even when absent or late.

- Lecture on Colonial Government
- The Problem of Evidence

Assignment due 1) Davidson et.al., Chapter 3; 2) Trattner, Chapter 2.

5 Slave Societies, the Enlightenment, the Rise Consumption and Inequality

- Slavery and Resistance
- Social Class, the Factory system,
- The War for Independence
- Primary Source Material and Interpretation

In-class visit to American Memory Collection — Interpreting Visual Documents— problems of research, evidence and meaning. The Library of Congress, American Memory Collection Today in History <http://memory.loc.gov/ammem/today/today.html>

Assignment due 1) Davidson et al., Chapters 4 and 5.

COMPUTER LAB WEEK 5

6 The American Revolution and the Aftermath

- The relationship of war to poverty
- The Development of National Government
- The Critique of the Aristocracy
- Slavery
- Gender and the Republic
- Taking Care of the Needy
- Indian Civilization in Ruins
- Meaning and Interpretation in History Writing

Assignment due 1) Davidson et.al. Chapter 6; 2) Trattner, Chapter 3.

7 The Bill of Rights, The Party System, The Frontier

- Nation-building
- The Frontier Expands
- Native Americans and land
- The Second Great Awakening
- The Second War for Independence
- Methods in History and the role of debate

Assignment due 1) Davidson et.al., Selections from chapters 7,8 & 9 to be assigned (TBA) by your professor.

MID-TERM TAKE HOME DISTRIBUTED.

8 **Empowerment in the making of systems and values for helping the "needy."**

- Empowerment as Human Agency. How people make a difference and how history matters for human service work
- In-class discussion on empowerment philosophy of Cohen, its relationship to history discussed thus far and your fieldwork.
- What is identity? How is it constructed? What are the parameters of the debate? How does it relate to history reading and writing?
- Explanation of Assignments for next week.

Assignment due 1) Completed mid-term by the start of class; 2) Cohen, "The Citizen as the Integrating Agent: Productivity in the Human Services," **available at** <http://www.metropolitan.edu/library/articles.php> **N.B.** Click on Audrey Cohen Archive; have library pin number available 2) Cohen, "Empowerment: Toward a Definition of Self- Help," **available at** <http://www.metropolitan.edu/library/articles.php>

9 **Ethics and values in professional practice**

- Value conflicts and dilemmas that can affect human service practice
- Race, gender, sexuality, social class, ethnicity, age—changes over time
- Historical methods and values

Assignment due 1) Research assignment on definitions of value conflicts and dilemmas in human service work; 2) Review of historical material related to construction of identities and identity values

10 **The Factory System, Democracy and Exclusion**

- Demographic expansion
- Mapping the new nation
- Social Mobility
- Suffrage
- Democracy and Race
- Economic Depression
- Helping the Needy

Assignment due 1) Davidson, et.al., Global Essay III and selections from Chapters 10, 11 and 12 TBA. 2) Rewrite of your agency's history using methods discussed in class.

11. **Competing Values in the 19th Century: Religion, Domesticity, Family and Reform**

- Religion
- Reform Movements, educational, Temperance, Utopian Communities, Abolition, Women's Rights
- Family forms over time

- Discussion of reaction paper format as per historical methods due weeks 12 and 13.

Assignment due: due 1) Davidson, et.al., selections from chapter 15 TBA; 2) Trattner, selections from chapters 6,7 and 8 TBA.

12.-13 **The Civil War and Reconstruction**

- Emancipation and Freedom
- The Union and the South
- Reconstruction
- The Freedmen's Bureau
- Racism
- Corruption
- Economic Reforms

Assignment due 1) Davidson, et.al., chapters 14 & 16; 2) Trattner, Chapter 5.

14 **The "ethics of lying"**

- The ethical issues of honesty and truth within the human services
- Review and Study Guide for In-class Final Exam

Assignment due: 1) Bok, Lying, chapters 7-8 & 11.

15 **IN CLASS EXAM—STUDY GUIDE DISTRIBUTED IN CLASS WEEK 14**

SELF AND OTHERS

Social and Developmental Psychology I

Overview

In Purpose II, The Self and Others Dimension class will focus on the analysis of interpersonal behavior. In contrast to Purpose I, where the emphasis was on analysis and assessment of self, the unit of analysis in Purpose II will be the "professional relationship." The individual will now be understood as being-in-relationship to others, and this requires an understanding of the relationships in which students participate. In these relationships, the roles of thoughts, emotions and behaviors will be considered and will be examined from a variety of viewpoints, including neuroscience, genetics, applied psychology, communication theory, literature and philosophy.

The definition of "empowerment" for this Dimension emphasizes the development of transformative, growth-oriented helping relationships in which the humanity of both the assisted citizen and the practitioner is recognized and affirmed.

Course Goals

By the end of the semester, students are expected to demonstrate competence in:

- a. defining their role as human service professionals within their respective organizations, and assessing the relevance of their experience, capabilities and interests;
- b. describing the view of others in the organization toward establishing professional relationships;
- c. establishing and maintaining professional relationships that are necessary to achieving the Purpose;
- b. communicating effectively with others in the organization;
- c. thinking critically and applying knowledge of human development, neuroscience and social functioning to promote growth in self and others.

Each goal is to be assessed individually and in relation to its documented incorporation into the Constructive Action.

Assessment of student work

The following areas of student work contribute to the final grade in accordance with proportions assigned by the instructor:

1. attendance;
2. assessment of Abilities;
3. class participation in relation to the Constructive Action;
4. midterm assessment;
5. 2nd assessment.

Note: Students are responsible for all work, even when absent or late.

Class sessions

- 1 The Professional Relationship and the Human Service Practitioner:
- a) basic definitions;
 - b) types of relationships;
 - c) announced vs. hidden agendas.
 - d) the role of development and habit;
 - e) Purpose-Centered Education and the professional relationship.

- 2-3 Illustrations of Relationships in Literature:
- a) conflict and cooperation;
 - b) freedom and responsibility;
 - c) power and authority.

Assignment: Wilson, A. (1986) Fences.

- 4 Introduction to Scientific Thinking: The Study of Humans and Their Relationships
- a) goals of science;
 - b) attitudes of critical thinking;
 - c) natural vs. social sciences;
 - d) role of theory in science;
 - e) the scientific method;
 - f) common sense.

Assignment: Myers, D.G. (2002) ch. 1.
Ridley, M. (1999) ch. 1.

- 5 Limits of Human Development and Behavior: Neuroscience.
- a) brain structure;
 - b) brain functions.

Assignment: Myers, D.G. (2002). ch. 2.
Ridley, M. (1999) ch. 5.

- 6 Science & Personality: Influences of Heredity & Environment
- a) communication;
 - b) cross-cultural issues in communication;
 - c) gateways and barriers to communication.
 - d) profiles of the human service client in the 21st century.

Assignment: Myers, D.G. (2002). ch. 12.
Ridley, M. (1999). ch. 11.

- 7 Relationships in Life Development: Early Years:
a) pre-natal development and the newborn;
b) infancy and childhood;
c) implications for Constructive Action.

Assignment: Myers, D.G. (2002) ch. 4: pp. 98-112.
- 8 MIDTERM ASSESSMENT
- 9 Relationships in Life Development: Adolescence:
a) images and models of self and others;
b) moral differences and conflicts in development;
c) sex-role differentiation;
d) rights and responsibilities.
e) implications for Constructive Action.

Assignment: Myers, D.G. (2002) ch. 4 (pp. 113-121) & ch. 15.
- 10 Relationships in Life Development: Adulthood and Aging:
a) functioning vs. self-actualization;
b) stages in the life course;
c) barriers to growth;
d) implications for Constructive Action.

Assignment: Myers, D.G. (2002) ch. 4 (pp. 122-139) & ch. 15
- 11 Self-Concept and Self-Esteem in Relationships:
a) self-concept, self-esteem, self-acceptance, self-acknowledgement, etc.
b) self-esteem vs. motivation;
c) changing aspects of self;
d) implications for Constructive Action .

Assignment: To be announced
- 12 Application of Course Topics to Current Events:
a) co-operation and conflict in relationships;
b) communication and its breakdown;
c) freedom and responsibility in relationships;
d) egoism, altruism, and beyond;
e) authority and the individual;
f) implications for Constructive Action.

Assignment: The New York Times, etc.

- 13 2nd ASSESSMENT
- 14 Course Summary
- 15 Human Development and Behavior and its relationship to later purposes

Required readings

Myers, D.G. (2005). Exploring Psychology, (6^h ed.) New York: Worth Press.

Ridley, M. (1999). Genome. New York: Perennial Books.

Wilson, A. (1986). Fences. New York, NY: New American Library.

Recommended readings

Berne, E. (1985). Games People Play. New York: Ballantine Books.

Buber, M. (1958). I and Thou. New York: Scribner & Sons.

Jordan, T. & Merrifield, P. (1984). Self-Concepting: Another Aspect of Aptitude? In Gergen, K (Ed.) Self-concept: Recent advances in theory and research. Baltimore: Ballantine.

Meyers, D. (2001). Psychology. (6th Ed.) New York: Worth Publishers.

Sabini, J. (1995). Social Psychology (2nd ed.) New York: Norton and Co.

Smith, E.E. and Osherson, D.N. (Eds.) (1995). Thinking: An Invitation to Cognitive Science. (v.3) Cambridge, MA: MIT Press.

Suggested Website: Society for Neuroscience – www.sfn.org

SYSTEMS

Social, Political and Economic Aspects of Service Delivery Systems

Overview

In this class you are introduced to the general characteristics of human service agencies and the relationships between different kinds of human service providers. The roles of voluntary, private, and government agencies are examined. Agency financing and program development are considered. In addition, the political, social, and economic context of post- World War II developments in human service organization, funding, and service delivery are analyzed.

Objectives

1. Understand how systems coalesce to provide social welfare.
2. Know the recent historical, political, economic and social development of human services in U.S.
3. Utilize knowledge about program planning and organizational structure.

Assessment

The following methods are utilized to assess your performance.

1. Attendance.
2. Class participation and assignments, including those that are specifically related to the Constructive Action.
3. Mid-term exam in class.
4. Final examination take home.

Class sessions

- 1 Overview of course. Topics and requirements
 - Your agency a system
 - The structure of your agency and the relationships between functions
 - How to design informal and formal organizational charts
- 2 What are human services?
 - An overview of human services and the diversity and uniformity of human service programs
 - Who need help?
 - Barriers between people and services
 - Complexity and variety in the work place
 - Introduction to lab and using www for research

Assignment due:

- 1) Mandell & Schram, chapter 1.
- 2) Organizational chart
- 3) Review of Web Site for Department of Health and Human Services. <http://www.hhs.gov>

3 How are human services organized?

- Poverty
- Programs
- Funding
- Service delivery

Assignment due: 1) Mandell & Schram, chapter 6
2) Organizational chart (formal)
3) Review of Web Site for Social Security Administration <http://www.ssa.gov>.

4 Development of the human service agency

- Tools for planning
- Phases and steps in the planning process
- Program development

Assignment due: 1) Mandell & Schram, chapter 11
2) Review use of Ebsco & First Search

5 Components of professional relationships

- the qualities and capacities of the human service professional
- the pyramid model
- overview of necessary attitudes, skills, knowledge

Assignment due: 1) Mandell & Schram, chapter 4.

6 The agency as a bureaucracy; the historical development of bureaucracy:

- Definition of bureaucracy
- the functions of bureaucracies
- the dysfunctions of bureaucracy
- the structure of bureaucracy
- the government and the budget

Assignment due: 1) Mandell & Schram, chapter. 2
2) Review current federal budget at <http://www.whitehouse.gov/omb/budget/>

7 **Mid-term exam in class.**

8 The agency as an organization of change;

- the source of the problem
- dilemmas of change agents
- methods of organizing and changing systems

Assignment due: 1) Mandell & Schram, chapter 12.

- 9 The professionalization of human services in the United States:
- Review Web Site <http://www.aphsa.org>
 - American Human Services Association in class
 - A case study of professional practice and systems:
 - Family day care and professionalism
- Assignment due**
- 1) <http://cpmcnet.columbia.edu/dept/nccp/publications/fdcn.html>
 - 2) Bok, Chapters IV and XIII.
- 10 Case study: Medicaid and How it Functions.
- Assignment due:**
- 1) Identify and review 2 government and 2 advocacy Web Sites on Medicaid. Write a review of the Sites
 - 2) Write and bring to class a 2 page summary of the sites
- 11-12 Cultural and ethnic diversity in human services:
- melting pot versus salad bowl theory of culture
 - ethnicity, social class, and gender
- Assignment due:** Mandell & Schram, chapter 7.
- 13 Future of service: dealing with stressful situations.
- why stay in the field
 - burnout symptoms
 - how to react to stressful situations
- Assignment due:** Mandell & Schram, chapter 14
- 14 Final Examination
- 15 How to apply your understanding of systems and systems' socio-economic, political and cultural contexts to working in small groups.

Required readings

Sissela Bok (1999). Lying: Moral Choice in Public and Private Life. New York: Vintage.

Mandell , B.R. & Schram, B. (2003). An Introduction to Human Services: Policy and Practice (5th ed.). New York: Allyn and Bacon .

<<http://www.hhs.gov>>

<<http://www.ssa.gov>>

<<http://www.aphsa.org/>>

<[http://www.access.gpo.gov/usbudget /](http://www.access.gpo.gov/usbudget/)>

<<http://cpmcnet.columbia.edu/dept/nccp/publications/fdcn.html>>

Note: Students are responsible for all work, even when absent or late.

Recommended readings

Anderson , L. P., Sundet, P. A. & Harrington, I. (2000) The Social Welfare System in the United States: A Social Worker's Guide to Benefits & Programs. Boston: Allyn & Bacon

The Washington Post. State Sanctions Contribute to Dropping Welfare Rolls. March 23, 1998.

Karger, H. J. and Stoesz , D. (1999) Social Welfare Policy and the Internet. New York: Addison Wesley Longman.

Skocpol, T. (1996) Boomerang: Clinton's Health Security Efforts and the Turn Against Government in U.S. Politics. New York: W.W. Norton

Abilities Checklist

By the end of the semester you will know how to:

- Describe social, natural and technological systems related to the purpose.
- Develop conceptual models of systems; carry out an organizational analysis; construct an agency organizational chart.
- Specify strengths of systems and sub-system relationships.
- Identify weaknesses of the organizational system and sub-systems.
- Work to make systems more responsive to clients' needs.

SKILLS

Mathematics for Human Services II

Overview

Building on the mathematical thinking skills introduced in Purpose 1, this course will extend your mathematical competencies for generating problems, solving problems, reflecting on the thought processes used, analyzing moments of insight, and exploring heuristics.

This is a problem-oriented course in which students will learn both math content and reasoning skills through the systematic exploration of comprehensive problem sets. Each class will be organized around several different kinds of problem solving activities tailored to the particulars of a mathematical content unit, including teacher-led examples, group activities, and individual efforts. As a primary goal of the course is to foster long-term mathematical competency, significant emphasis will be placed on the transfer of methods across varying contexts.

The central feature of the course is the creation of a mathematical journal—a physical entity that each student will continually develop throughout the semester. The journal will be a compilation of the heuristics, strategies, tactics, and motives that arise in class discussions of problems. The written entries will represent each student's attempts to define, solve, and reflect on novel problems, and will include discussions of false starts, insights, and misconceptions, as well as successful problem solving efforts.

Objectives By the end of the course students should be able

- a. To apply appropriate strategies and tactics of mathematical problem solving to a wide range of contexts;
- b. To understand the intimate connections between mathematical reasoning and the human services field;
- c. To write effectively as a primary means to enter, attack, and reflect on mathematical problems.

Assessment

The course format requires active student participation, and both collaborative and independent work habits. Course grades will reflect the problem-oriented nature of the course that requires each student to diligently work through extensive problem sets.

Problem Sets	60%
In-class Quizzes	20%
Term Essay	20%

Note: Students are responsible for all work, even when absent or late.

Required Texts

Mason, J. 1985. *Thinking Mathematically*. London: Pearson.
Averbach, B. 2000. *Problem Solving Through Recreational Mathematics*.
Mineola, NY: Dover

Class Sessions

- | | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – 2 | Introduction

The Problem Solving Rubric
Developing Mathematical Thinking

Read: Mason, Chapters 2 and 9. |
| 3 – 5 | Algebraic Problems and Number Theory

How to introduce variables
Translating from words to equations
Diophantine equations
Divisibility
Prime numbers

Read: Averbach, Chapter 3 and 4. |
| 6 – 7 | Networks and Graph Theory

Graphs
Eulerian paths and circuits
Directed graphs
Hamiltonian paths

Read: Averbach, Chapter 6 |
| 8 – 10 | Games of Strategy for Two Players

Chance-free decision-making
Games of perfect information
State diagrams of a game
Winning strategies

Read: Averbach, Chapter 7 |

11 – 14

Probability

What is probability?

Multiplication principle

Permutations

Combinations

Independence and conditional probability

Repeated experiments

Expectation

Read: Averbach, pp. 337 – 375.

Term essays due

15

Final Assessment

Preparation for Purpose 3

Discussion of student term essays