

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

Purpose III Handbook

**Spring Semester
January 7, 2008**

CONTENTS

	Page
POLICIES	2
OVERVIEW OF THE PURPOSE	4
DEFINITIONS	6
TABLE OF PURPOSE ACHIEVEMENT ABILITIES SM	8
WHAT'S THE "RULE"?	10
THE PURPOSE DIMENSION [®]	12
THE CONSTRUCTIVE ACTION [®]	15
FIELDWORK INSTRUCTIONS PURPOSE III	23
THE VALUES AND ETHICS DIMENSION [®] : Group Values, Norms and Morality	25
THE SELF AND OTHERS DIMENSION [®] : Social and Developmental Psychology II	29
THE SYSTEMS DIMENSION [®] : The Sociology of Group Behavior	33
THE SKILLS DIMENSION [®] : Professional Skills for Working in Groups	38
RECORD OF GROUP SESSION FORM	42
CALENDAR	

® Registered trademark of Metropolitan College of New York. All rights reserved.
SM indicates a registered service mark of Metropolitan College.

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

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: Summer 2006
- 6) Keywords for CA

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

WORKING IN GROUPS

Overview of the Purpose

Purpose III introduces students to the theory and practice of working in groups. The focus on empowerment as the goal of service has led the human service profession to develop a particular philosophy and technique for working in groups. Traditionally, group work is looked on as a specialized area of practice. The human service practitioner, however, recognizes that every individual is a member of a variety of groups and should be perceived, worked with, and empowered not only as an individual, but as a participant in those groups. Some groups with which human service professionals expect to work are families and other primary groups, people engaged in a common learning task, people living together in a ward or residence, and specialized professionals working together as a team.

Presumably a group, like an individual, is empowered to the extent that it understands its need and goal and has found ways to meet them, thus achieving some measure of creative control over its destiny. The need and goal of the group are those its members have in common. The practitioner working with a group is concerned with empowerment at two levels, first helping individual members decide what their goals are and which of these are shared by other members, then helping the group decide how they can best achieve their common goals, how they can do so without ignoring or subverting the interests of individual members, and how much each member is willing to give, and give up, in this process.

It may be in the interests of members to have a highly focused group with forceful leadership. Again, it may be important for each person to develop his or her potential for leadership in a group where leadership is shared. The human service professional does not always function as the official leader of the group and determine its working style. The practitioner in a group always has a responsibility to help members clarify their goal and set a contract, and to contribute all his or her understanding and skill to helping them achieve that goal. An effective professional participates as a member as well as a leader, and is able to organize groups along permissive, democratic and, if necessary, authoritarian lines.

In order to become effectively empowered, a group may have to find a place for itself in an organizational scheme and establish productive relationships with other groups. Here again, it is up to the practitioner to promote these processes and to possess the necessary skills, along with a readiness to impart them to other members of the group as appropriate.

Since empowerment implies, among other things, rewarding relationships, groups may have an intrinsic value, a reason to exist quite apart from any value they may have as a practical or convenient setting for service delivery. At the same time, the practitioner cannot be blind to the many problems and dilemmas that may arise in his or her work with groups. People may come to a group with widely different needs, skills, and assumptions. Conflicting loyalties may make it difficult for them to commit themselves to the group. The competent practitioner helps people to understand their assumptions and to consider new options which increase their effectiveness, while maintaining or building their self-respect.

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 in mutually empowering relationships 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.

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.

Copyright © 1986 by the College for Human Services. Revised 1994, 1995, 1996, 1997 by Metropolitan College. All rights reserved.

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.

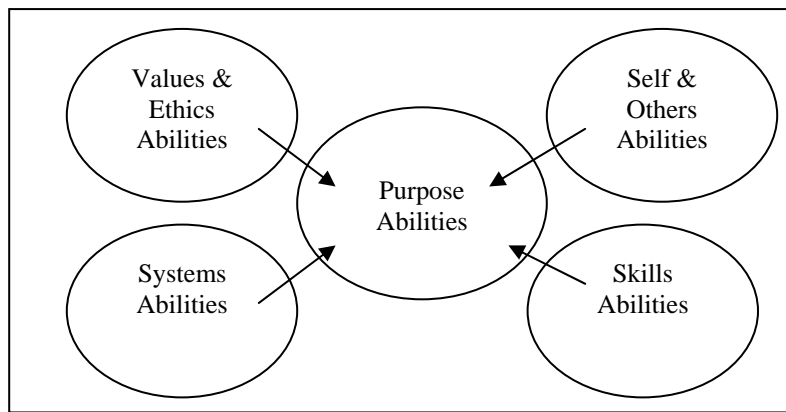
Constructive Action

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.



Constructive Action to improve the world

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.

Copyright © 1986 by the College for Human Services. Revised 1994, 1995, 1996, 1997, 1998 by Metropolitan College. All rights reserved.

PURPOSE ACHIEVEMENT ABILITIES

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 Promoting Empowerment through Work in Groups.

Table of General and Specific Abilities for Purpose III

Purpose Dimension Abilities

- a. Explore opportunities to improve the world.
Research ways to promote empowerment through working in groups in general, and at your organization.
- b. Choose the best goal.**
Identify an appropriate group in your organization with which to work and develop a major goal for your work with that group
- c. Agree on a plan.**
Develop a plan to meet your goal for group work which includes objectives, strategies, 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, and evaluate each recorded event.
Revise the plan as needed. Explain how you are using knowledge to achieve the Purpose.
- e. Assess the results and plan the next steps.**
Evaluate your progress toward meeting your goal for working with your group.
Develop plans for continuing to apply the knowledge you have gained about working with groups to your future work as a human service professional.

Values and Ethics Dimension Abilities

- a. Clarify own values in relation to the Purpose.**
Describe your values as they relate to working with groups.
- b. Describe individual and group values in past and present.**
Describe the values of the members of your group and others who are important to the success of the group, placing them in a cultural context.
- c. Identify value issues as they arise.**
Identify conflicts between personal and group values and beliefs that arise as you work to achieve the Purpose and describe how you address them.
- d. Use ethical reasoning.**
Use ethical reasoning to resolve a dilemma that you are facing as you work with your group.
- e. Act on ethical principles.**
Use ethical principles to guide your actions as you work with your group.
- f. Respect capacity of others to make the world better.**
Help individuals to become empowered through our work with our group.

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose.

Assess your experience, capabilities, and interests that are related to your work with groups.

b. Appreciate experience and views of others.

Describe cross-cultural and psychological views of groups in our global society.

c. Build good relationships.

Establish and maintain effective relationships with group members as needed to achieve the Purpose.

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

Read, write, speak, and listen effectively to communicate with members of your group and with others as you work to achieve the Purpose.

e. Promote growth in self and others.

Facilitate group interactions that promote personal and social growth.

Systems Dimension Abilities

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

Describe the structural relationships of small groups to larger groups in our global society.

b. Develop conceptual models of systems.

Develop a conceptual model of the social, natural, and technological systems which affect your work with groups.

c. Identify strengths of systems.

Describe how a variety of natural, social, and technological systems can maximize the potential for growth among group members.

d. Identify weaknesses of systems.

Analyze the systemic factors that could hinder the potential for growth among group members.

e. Make systems better.

Work to make your organizational environment – including social, natural and technological systems more conducive to empowering citizens through group processes.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Use descriptive statistics to summarize the demographic characteristics of the members of the group in which you are working.

b. Identify and use appropriate physical skills.

Develop those perceptual and physical skills needed to achieve your Purpose (such as analyzing the body language of group members).

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

Develop those specialized skills needed to achieve your Purpose (such as group facilitation skills).

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.

THE PURPOSE DIMENSION

Overview

The Purpose Dimension for this semester, **Working with People in Groups**, is designed to provide students with the professional skills for facilitating groups that are necessary for implementing the Constructive Action. The course places emphasis on three primary areas of professional skills needed to successfully facilitate groups: 1. Theoretical frameworks for working with groups: It is imperative that the human service professional establish a solid and defensible theoretical foundation for his/her work in groups. 2. The identification and application of generic practice skills that transcend modalities: It is assumed that there is a core of roles and skills common to all human service. 3. The identification and application of skills that are particularly helpful for work in groups: Knowledge about and utilization of such skills will help the student to formulate successful intervention strategies in order to accomplish the goals of the group.

Through the implementation of the Constructive Action for this semester, students will begin to hone their group facilitation skills. The central postulate is that the student should become familiar with group practice skills and understand that they should be applied not only impromptu, but also in a planned and purposeful manner. To this end, appropriate intervention strategies and skills will be identified, discussed, and connected to each stage of the Constructive Action throughout the course.

Objectives:

1. Identify and use appropriate theoretical frameworks.
2. Identify and use appropriate statistical skills for group analysis.
3. Identify and use generic skills to enhance facilitation of groups.
4. Identify and use appropriate intervention skills particularly helpful to the implementation of the Constructive Action for Purpose III.

Assessment

1. Class attendance and punctuality
2. Class participation
3. Written assignments to be determined by the instructor
4. Mid-term and final examinations

Required texts

Brandler, S. & Roman, C. (1997) *Group Work*, Haworth
Toseland, R. & Rivas.R. (2005) *Group Work Practice*. Boston: Allyn & Bacon

Class sessions

1 Overview of the course. Course requirements. Definition of group and group

work.

- 2 - 3 Purpose/function of groups. Psychological benefits, mutual influence, collective action, socialization process, types of groups

 Assignment: Brandler & Roman, Chapter 1
 Toseland & Rivas, Chapter 1, pp. 14 -46
- 4 - 5 Effective group leadership. Leadership theory, leadership skills, leadership style discussion/decision making methods

 Assignment: Toseland & Rivas, Chapter 4 & 5
- 6 Beginning stage. Introduction/credentials of facilitator, introduction of group members, purpose of group, engagement process

 Assignment: Brandler & Roman, Chapter 7
 Brandler & Roman, Chapter 2
- 7 - 8 Group dynamics. Interaction patterns, group cohesion, group culture, group norms

 Assignment: Toseland & Rivas, Chapter 3
- 9 **Midterm Exam**
- 10 - 11 Middle stage (treatment groups). Preparing for group meetings, focusing on accomplishing group goal, structuring group's work, use of self

 Toseland & Rivas, Chapter 9
 Brandler & Roman, Chapter 3
- 12 - 13 Middle stage (task groups). Preparing for group meetings, focusing on accomplishing group task problem-solving, effective decision making

 Read: Toseland & Rivas, Chapter 11
- 14 Ending stage. Highlighting group/individual member accomplishments, generalizing accomplishments, exploring feelings of group members, future plans.

 Assignment: Toseland & Rivas, Chapter 14
 Brandler & Roman, Chapter 4
- 15 **Final Examination**

Abilities Checklist

Pre-Engagement

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

- Ability to identify potential needs of group members(c).
- Ability to use descriptive statistics to summarize the demographic characteristics of the group (a and c)
- Ability to use perceptual skills to analyze the body language of group members (b and c).
- Ability to plan format for group and prepare for the first meeting (c).

Engagement & Exploration

- Ability to articulate agency/group purpose (c).
- Ability to present a vision to the members about the future work together (c).
- Ability to invite involvement and allow distance (c).
- Ability to enable and facilitate members' connections to one another (c).

Contracting

- Ability to identify future steps, set priorities, summarize (c).
- Ability to utilize group decision-making skills to facilitate goal setting and action (c).
- Ability to work with the group to strengthen its internal leadership (c).

Assessment

- Ability to utilize stage theory of group development to assess the group (c).
- Ability to discern emerging group norms, roles, group issues, and conflict laden themes, alliances, sub-groups, utilizing relevant group work theory (b and c).

Middle Work Phase

- Ability to encourage members initiative, inquisitiveness, and risk taking behavior with one another (c).
- Ability to facilitate and model feedback-oriented interactions among members that enhance the exchange of affect (c).
- Ability to utilize appropriate discussion techniques (c).
- Ability to employ appropriate decision-making techniques.

Ending Phase

- Ability to help members openly express with each other in the group their feelings about ending (c).
- Ability to facilitate discussion and affirmation of one another's accomplishments (c).
- Ability to use feedback processes to assess the value of the group experience (a and c).
- Ability to share his/her own ending feelings (c).

DOCUMENTATION OF THE CONSTRUCTIVE ACTION

The Constructive Action for Purpose III, **Working with People in Groups**, requires students to demonstrate through practice knowledge of the processes, methods and materials necessary for

facilitating a small group. Through the Constructive Action, the student will demonstrate the following abilities:

Required Texts

Barlow, Blythe, Edmonds, (1999). *A handbook of interactive exercises for groups*. Boston: Allyn & Bacon.

Brill, N. (2005) 8th ed. *Working with People: The Helping Process*. (Chapter 10)

McKay, M. et al. (1995). *Messages*. (Chapter 19). Oakland, CA: New Harbinger Publications, Inc.

Suggested Constructive Action Outline

I. EXPLORING OPPORTUNITIES TO IMPROVE THE WORLD

Research ways to promote empowerment through working in groups, in general, and specifically at your organization. Identify an appropriate group in your organization with which to work and develop a major goal for your work with that group.

Introduction

- A. Using the Purpose III Handbook, *Working with People in Groups*, state the theme of the Purpose and focus of the Constructive Action for this semester.
- B. Research and discuss how experts in the field have defined groups and the nature/power of group work. Cite from at least 3 sources, using proper APA citation format
- C. Give a brief history of groups, both formal and informal, to which you have belonged, e.g., family, church, peers, ethnic, gender, etc. What values did you share with the other group members? What role did you play in the various groups? Was your experience positive or negative? How have your experiences in groups shaped who you are?
- D. Based on your research and your own experiences, what do you expect to learn about groups this semester? Be as specific as possible.

Agency Analysis

- A. Give a brief history of the agency where you are doing your Constructive Action. *If it is the same as the agency where you did your internship for Purpose II, you may use the same information.* If it is a new agency, then you must write a new history and provide an organizational chart.
- B. Create a computer generated chart describing the formal and informal groups at your agency. Formal groups are groups that are agency sponsored and part of the agency's administration or service-delivery system. Informal groups are groups that people form spontaneously through

common attractions or interests, e.g. gender, race, age, class, neighborhoods, pastimes (smoking, sports, etc.).

II. CHOOSING THE BEST GOAL

Needs Assessment

- A. Global assessment. Describe the need you will be addressing in your group from a national and/or global perspective. Use demographic data and graphs where appropriate.
- B. Specific Assessment. Describe how the global need manifests itself at a specific level in the population your agency services. Give examples and statistical data if available.
- C. Setting the best goal. Set a goal for the group. Be sure to familiarize yourself with the agency's mission, or "long term" goal. Try to keep your goal within the guidelines of the agency. If your goal departs from those guidelines, be prepared to justify your choice rationally.

Literature Review

- A. Research the area of need your group will address. Your literature review must consist of at least 4 articles and 1 book. The book may be one of the books used in your Dimension classes.
- B. Format for the literature review
 - 1. Give the title, the author, and year of publication of the book or article (APA format).
 - 2. Provide a brief summary of the book or article, listing the major points that the writer(s) makes.
 - 3. Which of these points do you intend to integrate into your Constructive Action? How?
 - 4. Would you recommend this article or book to other human service professionals? Why or why not?
 - 5. What feedback would you give to the author(s) of the book or article about their work if you could speak to them directly?

Note: These questions are to be answered for each of the readings that you do for your literature review. Internet articles should be carefully evaluated in terms of 1) accuracy, 2) authority, 2) objectivity, 3) currency, 4) coverage. When citing from the Internet, be certain to also give the web site location.

III. AGREEING ON A PLAN

Develop a plan to help the group meet its goals, including objectives, strategies, evaluation plan, and rationale (Purpose c).

Plan of Action

- A. Goal: Identify the specific Constructive Action goal that you will meet.
- B. Objectives. Identify objectives. They are the results you expect the group to achieve.
- C. Statement of strategies/actions. List step by step the strategies/actions you will use to help the group reach each of the objectives you have identified.

Rationale

The rationale is the justification of your strategies. Using the research from your literature review, justify why you have selected each of the particular strategies you have chosen to reach your objectives. Give evidence that the strategies you have selected have been used successfully in the past or in similar cases.

Evaluation Plan

How will you be able to determine that your Plan of Action produced the changes you wanted to bring about?

- 1. List the specific criteria that will be used to evaluate the achievement of each of the group's objectives.
- 2. Identify the instrument(s) you will use for assessing the achievement of your Constructive Action goal, e.g., charts, graphs, testimonials, pre- and post-tests, etc. *Use appropriate mathematical principles and procedures as needed (such as graphs, charts, diagrams) (Skills a)*
- 3. *Indicate the person(s), if any, who will take part in the evaluation of your performance as group facilitator and the outcome of the Constructive Action (Self and Others c).*

IV. CARRYING OUT THE PLAN

- 1) Carry out your plan. 2) Maintain a record of the group's progress toward its goals. 3) Evaluate each recorded event so that you can revise the plan as needed. 4) Demonstrate how you are using knowledge to help the group achieve its goals (Purpose d)
- A. The process of carrying out your Constructive Action must be documented by means of journals, logs, and/or process recordings of your experiences. Your logs should:
 - 1. Document the implementation of your strategies.
 - 2. Describe any related events or interactions that you participate in that relate to the

Constructive Action, and **that support your growth and that of others in your group (Self and Others e).**

3. **Identify value issues that arise as you implement your plan of action; and describe how you address them (Values and Ethics c) through ethical reasoning and action (Values and Ethics d).**
4. Make reference of all reading materials and/or discussions that you have that are related to the Purpose that you are working to achieve, **making theoretical connections where appropriate (Purpose d).**

B. The following is the format for your logs:

1. Date of the event
2. Date of log
3. Location
4. Participants
5. Description of Event (Content)
6. Analysis
7. Next steps

In describing the content, the space in which the activity occurs should be briefly described, and all participants except the student-practitioner must be introduced. The content should reflect a detailed description of what happened and the process that was involved.

In the analysis section of the logs, you are exploring why the session went the way it did, what use of theories is called for, etc. *Use appropriate references to your literature review and readings from your Dimension classes to frame your analysis (Purpose d).* You must also evaluate the results of the session. Did your strategy work? If so, why? If not, why not?

C. Types of logs.

Six to eight logs are recommended. Logs should represent each stage of the group development process (beginning, middle, and end) and demonstrate your ability to implement your strategies.

1. Establishing the Internship (meeting with the supervisor)
2. First meeting with group members
3. Membership log (chart format)
4. Group norms (including seating arrangement)
5. Three or more interaction logs (beginning, middle, end)

V. ASSESSING THE RESULTS

Evaluate the results achieved. Assess how well the group has met its development goals. Plan the next steps (Purpose e).

A. Assessing the Plan of Action

1. Recapitulate what you had set out to achieve through your Plan of Action. Restate the problem and the goals(s), objectives, and strategies that you used.
2. Did you choose an appropriate goal for your Constructive Action? Was your goal realistic? Was it well focused? Significant? Was it too ambitious or not ambitious enough?
3. Identify changes, if any, you made in the Plan of Action and explain why they were necessary.
4. Report results for each objective. Create a chart describing what worked and what did not work and why.
5. Describe the problems you experienced and explain how they affected the outcome and why you could not anticipate them.
6. Use your **evaluation plan** to assess the degree to which you attained your goal. **Identify and use appropriate mathematical skills (Skills a).**

B. Assessing the Constructive Action through the Dimensions

Use the Dimensions (**Values and Ethics, Self and Others, Systems, and Skills**) to assess how doing this Constructive Action helped the group to achieve its goals. Address the following:

1. How are the group members different from what they were when they started this Constructive Action?
2. Did the group achieve its **Purpose**? Provide evidence through references to your research, your logs, and experiences you have had this term.
3. **Demonstrate how you are using knowledge (Purpose d)** by indicating what specific reading materials, concepts, discussions, or assignments from the Dimension classes assisted you in planning, implementing, and assessing your Constructive Action for **Working with People in Groups**

C. Use the Dimensions to assess your own growth as a group facilitator. Did you learn what you wanted to learn about groups? Did you learn more or less? What did you learn that you hadn't expected to learn? Were there any surprises?

D. Planning the Next Steps. **Plan how to use the knowledge gained during the Constructive Action in your future work as a human service professional (Purpose e). Propose next steps for your group and its members.**

1. If you were to repeat this Constructive Action, what would you do differently? Explain why.
2. How will you apply the knowledge gained about groups during your Constructive Action to your future work as a human service worker?
3. Project your next steps for your group and its members based on the assessment of your Constructive Action.

Abilities Checklist

By the end of the semester, the student should be able to demonstrate all the abilities required for Purpose III.

Purpose

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

- Research ways to promote empowerment through working in groups in general and specifically at your organization.
- Identify an appropriate group in your organization with which to work
- Establish a major goal for your work with that group.
- Develop a plan to meet your goal for group work, including objectives, strategies, and an evaluation plan.
- Maintain a record of progress toward your goal, and evaluate each recorded event.
- Revise the plan as needed.
- Explain how you are using knowledge to achieve the Purpose.
- Evaluate your progress toward meeting your goal for working with your group.
- Propose next steps for your group and its members.

Values

- Describe your values as they relate to working with groups.
- Describe the values of the members of your group and others who are important to the success of the group, placing them in a cultural context.
- Identify conflicts between personal and group values and beliefs that arise as you work to achieve the Purpose; describe how to address these.
- Use ethical reasoning to resolve a dilemma that arises as you work with your group

Self & Others

- Assess your experiences, capabilities, and interests as these relate to your work with groups.
- Describe the experiences and interest of members of your group. Relate to cross-cultural and psychological views of groups in our global society.

- Establish and maintain effective relationships with group members and others as need to achieve the Purpose.
- Read, write, speak, and listen effectively to communicate with members of your group as you work to achieve the Purpose.
- Facilitate interactions that promote personal and social growth.
- Systems
- Describe the structural relationships of small groups to larger groups, including global society as a whole.
- Develop a conceptual model of social, natural, and technological systems that affect your work with groups.
- Describe how various systems can maximize the potential for growth among group members.
- Identify and analyze the systemic factors that can hinder growth among group members.
- Work to make your organizational environment, including social, natural and technological systems, more conducive to empowering citizens and/or co-workers through group processes.

Skills

- Apply statistical methods to problems in human services.
- Use technology to represent data graphically.
- Use technology to measure the trends of data.
- Plan how to apply your knowledge of statistics for group analysis to your work as a human service professional

Recommended readings

Anderson, J. (1997) *Social work with groups: A process model*. New York: Longman.

Bertcher, H. (1994). *Group participation: Techniques for leaders & members* (2nd ed.) Newbury Park, CA: Sage

Audrey Cohen School for Human Services and Education

Diller, J. (1999). *Cultural Diversity: A primer for the human services*. Belmont, CA: Wadsworth.

Fatout, M. & Rose, S. (1995). *Task groups in the social services*. Thousand Oaks, CA: Sage.

Garvin, C. (1997). *Contemporary group work* (3rd ed.). Boston: Allyn & Bacon.

Rose, S. (1998). *Group therapy with troubled youth*. Newbury Park, CA: Sage.

Tropman, J. (1996). *Effective meetings: Improving group decision-making* (2nd ed.) Thousand Oaks, CA: Sage.

Vorath, H. & Brendtro, L. (1985), *Positive peer culture*, New York: Aldine de Gruyter,

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.

THE VALUES AND ETHICS DIMENSION

Group Values, Norms and Morality

Overview

Human beings are social beings: they need their groups to survive. But what happens to the individual when he or she becomes a member of a group? The Values Dimension for Purpose III explores how groups influence, consciously and unconsciously, the development of the individual's values, norms, and morality. This course begins by briefly looking at the influence of the individual's first group, the family, and then moves on to discern the influences of small informal groups such as intimate peer groups and formal decision-making groups such as committees and task forces. The course goes on to consider how group processes both positive and negative have influenced the development of the values, norms, and morality of important social movements throughout history.

Objectives

1. Identify how we are affected by the norms of the various groups to which we belong.
2. Identify ways in which groups can change an individual's values and norms both positively and negatively
3. Describe the relationship of in-groups to out-groups and the dangers of over identifying with one's own in-group
4. Describe how societal groups have caused values and norms to change throughout history.
5. Identify the implications of group influence for the human service profession

Assessment

Students will be assessed on

1. Class Attendance and Punctuality
2. Participation
3. Exams and assignments on class content
4. Acquisition of Purpose-specific Abilities.

Required texts

Aristophanes (1973). *Lysistrata/The Acharnians/The Clouds*. N.Y.: Penguin Books.

Fuller, C (1981). *A Soldier's play*. NY: Samuel French, Inc.

Lorca, F. G. (1947). *Three tragedies*. N. Y.: New Directions Paperback

Miller, A. (1995) *The crucible*. NY: Penguin

WebQuest: "The crucible and McCarthyism,"

<http://projects.edtech.sandi.net/hover/crucible>

Myers, D. G. (2005). *Exploring psychology*. New York: Worth Publishers.

O'Neill, E. (1989) *Long day's journey into night*. New Haven, CT: Yale University

Class Sessions

- 1 Overview: What is a Group and how does it influence and even change the values and norms of individuals?

- a. Primary Groups
- b. Secondary Groups

Assignment: Read: Long Day's Journey Into Night, pp 11-95

CA: Forsyth, D.R.. (1999) Group dynamics (3rd ed.) Pacific Grove, CA: Brooks/Cole. Pp64-66

- 2 The Family as Creator of Early Norms and Values. The well-functioning versus the dysfunctional family.

- a. Overt norms
- b. Covert norms
- c. Roles

Assignment: Read: Long Day's Journey into Night, pp 97-176

Forsyth, D.R. (1999) Group dynamics (3rd ed.) Pacific Grove, CA: Brooks/Cole. (pp 64-66). On library reserve.

Napier, R. & Gershenfeld, M.K.(1999) Groups: Theory & practice. (pp110 -112). On library reserve.

- 3 Norms, Roles and Conformity in Small Groups and in Society

- a. Normative social influence
- b. Informational social influence
- c. Interpersonal social influence
- d. Asch's Conformity Studies
- e. Milgram's Obedience Studies
- f. Foot-in-the door phenomenon
- g. Minority Influence

Assignment: Read Myers pp. 535-536; 539-544; 547-548

- 4 The Power of Roles to Change Our Values and Norms

- a. Role playing and its power to influence
- b. Cognitive dissonance and its relationship to role playing
- c. Introduction to The Zimbardo Prison Experiment

Assignment: Read Myers, pp. 536-538

- 5 The Zimbardo Prison Experiment and the Changing of Values

Zimbardo Prison Experiment video

6 **Assignment:** Read: A Soldier's Play, pp 9-53 Or The House of Bernarda Alba pp102-137
Us versus Them

- a. Just world phenomenon
- b. In-group bias
- c. Out-group homogeneity bias
- d. Scapegoat Theory

Assignment: Read: A Soldier's Play, pp 54-90; Or The House of Bernarda Alba, pp 138-195; Read Myers pp 551-552

7 **Midterm**

8 Group influence and changing values throughout history. Salem Witch Trials, 1692.
Applying Group Influence terms to larger groups

- a. Norms
- b. Normative social influence
- c. Informational social influence
- d. Interpersonal social influence
- e. Obedience
- f. Role playing
- g. Cognitive dissonance
- h. Fundamental attribution error
- i. Ingroup / outgroup
- j. Scapegoat Theory
- k. Just world phenomena
- l. New terms
 - deindividuation
 - groupthink
 - group polarization

Assignment: Read The Crucible

9–10 Group Influence and changing values throughout history (cont'd). The McCarthy Era.
How do above terms apply.

Assignment: Web Quest Activity: "The Crucible and McCarthyism,"
<http://projects.edtech.sandi.net/hover/crucible>

11 Group influence and changing values throughout history (cont'd). The 1980's/1990 Day Care
Sexual Abuse Scandals or Cults

12 Group Influence and the Values of Helping and Healing

- a. superordinant goals
- b. altruism

Assignment: Read: Lysistrata; Myers, pp 568-569; 571-573;

- 13 Group Influence and the Values of Helping and Healing. The Self Help Movement
- 14 **Final**
- 15 Individual conferences re: grades

Recommended readings:

Forsyth, D. R. (1999). *Group dynamics*. Belmont, CA: Wadsworth Publishing.
Fried, R.M. (1990) *Nightmare in red: The McCarthy era in perspective*, New York: Oxford University Press.
Galanter, M. (1999). *Cults: Faith, healing and coercion*. NY: Oxford University Press.
Nathan, D. & Snedeker, M. (2001) *Satan's silence: Ritual abuse and the making of a modern American witch hunt*. Lincoln, NE: Authors' Choice Press (Iuniverse.com imprint)

Recommended videos

The Crucible

The Indictment

Scandalizing My Name (Documentary of The African American Experience during the McCarthy Era)

The Zimbardo Prison Experiment

Abilities Checklist

- By the end of the semester, the student should be able to:
- Describe your values as they relate to working with groups.
- Describe the values of the members of your group and others who are important to the success of the group, placing them in a cultural context.
- Identify conflicts between personal and group values and beliefs that arise as you work to achieve the Purpose; describe how to address these.
- Use ethical reasoning to resolve a dilemma that arises as you work with your group.
- Use ethical principles to guide your actions as you work with your group.
- Respect the capacity of others to make the world better

THE SELF AND OTHERS DIMENSION

Social and Developmental Psychology II

Overview

The Self and Others Dimension for Purpose III, **Promoting Empowerment through Work in Groups**, focuses on the family. The family comprises the entire emotional system of at least three or four generations. This is the operative emotional field at any given moment. The first part of the course explores the historical and developmental progression of the family, examining the controversial roles of gender and parenting historically. The course examines one of the most complex aspects of the status of family members, which is the confusion that occurs over whether one can choose membership and responsibility in a family. One cannot ignore the social, economic and political context and its impact on different families. We must realize that there are large discrepancies in social and economic circumstances between families in our culture and that his inequality has been escalating. In addition, we will consider throughout the course ethnicity, cultural, and religious rituals on families and their actual impact on clinical practice

Objectives

1. Identify how experiences of various family groups affect individuals..
2. Describe social influences, both negative and positive, on family systems.
3. Identify ways interventions by social and political groups impact the family.
4. Describe how gender roles within families have changed and will continue to change.
5. Identify the implications of peer groups on the family.
6. Describe the ways that families can continue to maintain effective family norms.

Assessment

1. Class attendance and punctuality
2. Class participation
3. Written assignments to be determined by the instructor
4. Mid-term and final examinations
5. Acquisition of Purpose-specific Abilities

Required Text

Harris, J. *The Nurture Assumption*, Reprint of chapters 7 & 8.

A. S. Skolnick & J. H. Skolnick. *Family in Transition: rethinking marriage, sexuality, child rearing and family organization* 13th ed.

“Raisin in the Sun” (film)

Web Quest: “Raisin in the Sun” (<http://projects.edtech.sandi.net/kearny/raisin>)

Class Sessions

1-2 Overview of course & requirements

Family as primary group

What is family?

Historical perspective of the family. Families Past and present - configuration

Traditional vs. modern concepts of families

Assignment: Family in Transition: rethinking marriage, sexuality, child rearing and family organization, Chapter 1 pp., 17-35

3 Changing gender roles

Equality of gender roles

Impact of men & women in workplace

Search for common sexual ground

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization, Chapter 3, pp. 81-114

4 Sexual Revolution and its impact on family

Changes in sexuality and its impact on relationship

Cultural norms and values on sexual behavior

Gay and Lesbian families

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization, Chapter 4 pp. 119-136

5 Family as Rite of Passage

Courtships and marriage

Social norm in early romance

The future of marriage

What is an equalitarian relationship

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family

organization, Chapter 5, pp. 151-182

- 6 Impact of Divorce & Remarriage on Family
Impact of divorce on stages of life cycle
Blended Families
The process of remarriage

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization , Chapter 6, pp. 190-230

- 7 Becoming parents - Families with young children

Parenting as Transition
Organizing around child care
Adoption and its impact on families

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization , Chapter 7 ,pp. 235-250

8 **Midterm Examination**

- 9 Transformation of children to adolescence

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization, Chapter 7, pp. 251 -272

10

Impact of changes in economy, society on lives of children
Children and working parents

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization, Chapter 8 pp. 288-298

- 11–12 Impact of Work on Family

Changing work and family security
Part time professional and childcare
Sharing work in the home and its effect on relationships

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization , Chapter 9, pp. 313-344

Web Quest Activity: “Raisin in the Sun”
(<http://projects.edtech.sandi.net/kearny/raisin>)

13 Impact of death and serious illness on family

Aging of our family
Death as life cycle
Social and ethnic context of death

Assignment: Family in transition: rethinking marriage, sexuality, child rearing and family organization , Chapter 11 pp; 429-446

14 Peers Influences on Adolescence

Heredity vs. environment
Nurture and socialization research
Group Socialization Theory
The company of children
Impact of birth order
Parenting styles (authoritarian, permissive, authoritative)

Assignment: Reprint - Chapter 4, The Nurture assumption
Reprint chapter 7 & 8, The Nurture assumption

15 **Final Exam**

Abilities Checklist

By the end of the semester, the student should be able to:

- Assess your experiences, capabilities, and interests as these relate to your work with groups.
- Describe the experiences and interest of members of your group. Relate to cross-cultural and psychological views of groups in our global society.
- Establish and maintain effective relationships with group members and others as need to achieve the Purpose.
- Read, write, speak, and listen effectively to communicate with members of your group with others as you work to achieve the Purpose.
- Facilitate interactions that promote personal and social growth.

THE SYSTEMS DIMENSION

The Sociology of Group Behavior

Overview

The Systems Dimension for Purpose III, **Promoting Empowerment through Work in Groups**, focuses on “race” and ethnic groups from American and global perspectives. The course begins with a discussion of basic concepts such as the characteristics of ethnic groups and the biological notion of race. We then explore the social stratification of groups that result from “race” and ethnicity. The course is to be interdisciplinary in nature and involves, among other things, the exploration of topics such as status, definitions of “race” and ethnicity, assimilation and pluralism, prejudice and discrimination, the history of “race” relations in the United States, contemporary political debates, and reflections on these issues in literature and popular culture. We will study several American minority groups and the roles they have played and continue to play in the creation of and resistance to the American ethnic hierarchy. We focus globally on “race” and ethnicity by looking at how these concepts have affected group relations in the Caribbean and among Caribbean American immigrants. The course will also explore ways in which groups can maximize their potential for growth and work against institutional discrimination.

Objectives of the Course

To fulfill the requirements of this course, students are expected to

1. Describe intergroup relationships of subordinate groups to dominant groups, including global society as a whole.
2. Develop conceptual models (graphs, charts, etc.) of social, natural, and technological systems that affect your work with different ethnic groups.
3. Describe how various systems (family, school, church, etc.) can maximize the potential for growth among different ethnic groups.
4. Identify and analyze the systemic factors, e.g., cultural, social, institutional, that can hinder growth among group members.
5. Work to make your organizational environment, including social, natural and technological systems, more conducive to empowering citizens and/or co-workers of different ethnicities through group processes and the development of social capital.

Assessment

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

- a. attendance, participation, preparation;
- b. in the first half of the course, weekly writing assignments to be determined by the instructor; in the second half, research and written weekly progress reports for the term paper;
- c. midterm assessment;
- d. term paper.

Required Readings

Andersen, Margaret L., and Patricia Hill Collins (2004) *Race, Class and Gender. An Anthology*. Belmont (CA): Wadsworth (5th edition).

Cohen, Bruce J., and Terri L. Orbuch (1990) "Race and Ethnic Relations," Chap. 11 in their book *Introduction to Sociology*. New York : McGraw-Hill (in the library).

Henke, Holger (2001) *The West Indian Americans*. Westport: Greenwood Press, Chaps. 1–3 (in the library and additional photocopies available from the librarian).

Smith, Anna Deavere (1993) *Fires in the Mirror*. New York: Anchor Books.

Class Sessions

- 1 *Introduction*: General introduction, remarks about course requirements, syllabus, tests, explore possibilities for term paper etc.
- 2 *Racial and Ethnic Groups*
 - Read Cohen and Orbuch; "A Different Mirror" (Andersen/Collins, Chap.6) and "Missing People and Others" (Chap.1)
 - Describe concepts such as "race," ethnic groups, minorities, stereotypes, prejudice, racism
 - Apply concepts in context of U.S. society
 - Analyze and describe patterns of "racial" and ethnic group relations
 - Discuss change and continuities in "race" and ethnic relations in the United States
- 3 *Ethnic Groups: Power & Inequality*:
 - Read "Economic Apartheid in America" (Chap.14) and "Black Picket Fences ..." (Chap.18)
 - Describe socio-economic forms and consequences of discrimination and racism
 - Discuss relationship between socio-economic inequality and democracy
 - Analyze relationship between socio-economic stratification and "race" and ethnicity

- 4 *Discrimination & Dominance:*
 - Read “White Privilege” (Chap.9) and “Media Magic” (Chap.36)
 - Analyze the mechanics of white and male privilege in U.S. society
 - Discuss role of the media in public discourse about “race,” class and poverty
 - Discuss relationship between ideology and power in contemporary society

- 5 *Minority Group Reactions: Assimilation & Pluralism:*
 - Read “Optional Ethnicities” (Chap.46), “The First Americans” (Chap.40) and “Mexicanness in New York” (Chap.47)
 - Discuss how “race” and ethnicity are dependent on context and subject to change
 - Examine the role and historical experience of American Indians
 - Evaluate role of Mexican immigrants in the United States society and economy
 - Assess assimilation strategies and nature and extent of pluralism in U.S. society

- 6 *The American Ethnic Hierarchy:*
 - Read “Crimes against Humanity” (Chap.35)
 - Evaluate rhetorical strategies of producing and countering discrimination
 - Read and prepare (i.e., research background and societal context of) a character from Anna Deavere Smith’s book

- 7 *American Ethnic Relations: African-Americans:*
 - Read “Race Matters” (Chap.13) and “Countering the Conspiracy to Ignore Black Girls” (Chap.16)
 - Analyze how the historical situation of African-Americans is constitutive of American society
 - Evaluate how African-American life has been affected by “racism”

- 8 Midterm Exam

- 9 *American Ethnic Relations: Latin@-Americans:*
 - Read “Doméstica” (Chap.28) and “The Myth of the Latin Woman” (Chap.37)
 - Assess how economic changes have affected the role and integration of Latin@-Americans
 - Evaluate stereotyping of Latin@s in contemporary society and popular culture

- 10 *Film:* Blue Eyed (by Bertram Verhaag, 1996) with subsequent discussion

- 11 *Global Ethnic Relations: The Caribbean Pt.1:*
 - Read “The West Indian Americans,” pp.1-36
 - Study history of the Caribbean as a crucible of modern history
 - Assess history and contemporary status of Caribbean migration to the U.S.

- 12 *Global Ethnic Relations: The Caribbean Pt.2:*

- Read “The West Indian Americans,” pp.37-73
 - Evaluate patterns of adjustment and adaptation of Caribbean migrants in the U.S.
 - Discuss how American society and culture have been influenced by Caribbean peoples
- 13 *The Changing Face of America – Pt.1 :*
- Read “Building Successful Multicultural Social Justice Organizations” (Chap.63) and “‘Whosoever’ Is Welcome Here” (Chap.61)
 - Evaluate challenges for and successes of anti-discrimination coalitions
 - Discuss implications of contemporary discrimination for human services field
- 14 *The Changing Face of America – Pt.2 :*
- Read “Can I Get a Witness? Testimony from a Hip Hop Feminist” (Chap.64) and “Migration and Vietnamese American Women” (Chap.48)
 - Assess role of popular culture in perpetuating or resisting and discrimination
 - Provide and explain examples of popular culture engaged in perpetuation or resistance (e.g., in film, music, magazines etc.)
 - Discuss role of feminism in minority communities
- 15 *Course review:* What have we learned about prejudice, racism, assimilation, multi-ethnic society and pluralism?
- Term paper due

Recommended Readings

Ferrante, Joan & Prince Brown, Jr. (1998) *The Social Construction of Race and Ethnicity in the United States*. New York: Longman.

Henke, Holger (2004) “Relations between the Jewish and Caribbean-American Communities in New York City: Perceptions, Conflict and Cooperation” (with J.A. George Irish), in: Jerome Krase and Ray Hutchison (eds.), *Race and Ethnicity in New York City*, 193-220. Amsterdam: Elsevier (a copy of this chapter will be on reserve in the library).

Krase, Jerome & Ray Hutchison (eds.) (2004) *Race and Ethnicity in New York City*. Amsterdam: Elsevier.

Lerner, Michael and Cornel West (eds.) (1995), *Jews and Blacks: let the healing begin*. New York: G.P. Putnam’s Sons.

Marger, M.N. (2003) *Race and Ethnic Relations: American and global perspectives*. New York: Wadsworth/Thomson Learning (6th edition).

Abilities checklist: By the end of the semester you will demonstrate that you can:

- ❑ Describe the structural relationships of small groups to larger groups, including global society as a whole.
- ❑ Develop a conceptual model of social, natural, and technological systems that affect your work with groups.
- ❑ Describe how various systems can maximize the potential for growth among group members.
- ❑ Identify and analyze the systemic factors that can hinder growth among group members.

THE SKILLS DIMENSION

Statistics for Group Analysis

Overview

In the Skills Dimension for Purpose III, **Statistics for Group Analysis**, students explore statistical methods for the study of groups. The concept of groups is integral to the study of statistics, and in this course students learn how the concept of groups itself is used to collect, analyze, and interpret data about groups. Students learn to apply such important statistical concepts as sampling, data types, levels of measurement as well as how to determine the statistical norms of groups and to create and critique visual displays of statistical data. Some of the areas to which the statistical concept of groups will be applied include public health, distribution of income, and census studies.

Objectives

1. Reason using statistical information;
2. Evaluate reports of statistical studies;
3. Enhance statistical understanding by using computations;
4. Use technology to create and manipulate graphic displays of data.

Assessment

1. Class attendance and punctuality
2. Class participation
3. Written (including graphic) assignments to be determined by the instructor
4. Mid-term and final examinations

Required text

Bennet, Briggs, & Triola (2001). *Statistical reasoning for everyday life*. Boston: Addison Wesley Longman, Inc

Required Supplies

Supplies needed for the course: Colored pencils, rulers, TI 34 II Calculator, index cards, folders, 3.5 computer diskette, and 8 ½ by 11 composition notebook.

Class Sessions

1 –2: What Is/Are Statistics?

Understand the two meanings of the term *statistics* and the basic ideas involved in any statistical study, including the relationships among the study's population, sample, sample statistics, and population parameters. Become familiar with several common methods of sampling.

- a. Populations and Groups

- b. Population Parameters
- c. Raw Data
- d. Sampling

Focus on Medicine: How Strong Is the Placebo Effect?

Assignment: Chapter 1, “Speaking of Statistics,” pp. 1 –24

3 – 4: Types of Statistical Studies

Understand the different ways in which a statistical study can be conducted: observational, study, experiment, or meta-analysis.

- a. Observational
- b. Experiment (treatment & control groups)
- c. Meta-analysis

Focus on Public Health: Is Your Lifestyle Healthy?

Assignment: Chapter 1, “Speaking of Statistics,” pp. 25-56

5 – 6 Measurement in Statistics

Be able to identify data by type (qualitative or quantitative), level of measurement (nominal, ordinal, interval, or ratio), and type of measurement (discrete or continuous)

- a. Levels of Measurement
- b. Nominal Level of Measurement
- c. Ordinal Level of Measurement
- d. Interval Level of Measurement
- e. Ratio Level of Measurement

Focus on Politics: Who Benefits from a Tax Cut?

Assignment: Chapter 2, “Measurement in Statistics,” pp. 57 – 73

7- 8: Dealing with Errors

Understand sources of errors and how to report measurement results in a way that indicates possible errors. Examine the different uses of percentages to describe how a variable changes with time. Understand the concept of the index number, such as the Consumer Price Index.

- a. Random Errors
- b. Systematic Errors
- c. Absolute Error
- d. Relative Error
- e. Absolute Change
- f. Relative Change

- g. Absolute Difference
- h. Relative Difference
- i. Index Numbers

Focus on Economics: Does the Consumer Price Index Really Measure Inflation

Assignment: Chapter 2, “Measurement in Statistics,” pp.75 –93

9 Mid-term Examination

10–11: Visual Displays of Data

Create and interpret frequency tables. Create and interpret basic types of graphs, including bar graphs, dotplots, pie charts, histograms, stem-and-leaf plots, line chart, and time-series diagrams.

- a. Frequency Tables
- b. Picturing Distributions of Data
- c. Graphics in the Media

Focus on History: Can War Be Described with a Graph?

Assignment: Chapter 3, “Visual Displays of Data,” pp. 97-156

12 Describing Data

Understand and calculate common measures of the center of a distribution, including mean, median, and mode. Describe the general shape of a distribution in terms of modes, skewness, and variation. Calculate common measures of variation including range, the five-number summary, variance, and standard deviation.

- a. What is Average?
- b. Shapes of Distributions
- c. Measures of Variation

Focus on Social Science: Are the Rich Getting Richer?

Assignment: Chapter 4, “Describing Data,” pp. 161-207

13 –14 Statistical Norms

Understand what is meant by a normal distribution and be able to identify situations in which a normal distribution is likely to arise. Know how to interpret the normal distribution in terms of the 68-05-99.7 rule and standard scores. Learn about the important role of the Central Limit Theorem in statistics.

- a. What Is Normal?
- b. Properties of the Normal Distribution

c. The Central Limit Theorem

Focus on Education: What Do SAT Scores Mean?

Assignment: Chapter 5, “A Normal World,” pp. 211-248

15 Final Examination

Abilities Checklist:

By the end of this semester students will be able to:

- Apply statistical methods to problems in human services.
- Use technology to represent data graphically.
- Use technology to measure the trends of data.
- Plan how to apply your knowledge of statistics for group analysis to your work as a human service professional.

RECORD OF GROUP SESSION

Purpose Ability d. Carry out your plan. Monitor your progress and use of knowledge.

Student _____ Group record # _____

Place _____ Date _____

Time begun _____ Time ended _____

Group members present _____

Plan for session _____

1. Content

Describe what happened. Where possible, use dialogue format for verbal content. Note non-verbal content.

2. Feelings and thoughts

Describe your gut level feelings and thoughts. How may they have affected the situation? Is there a way that you might have handled them better?

3. Use of knowledge

Explain how you used this session to carry out your plan (**Purpose d**).

Describe any value dilemmas you faced and your use of ethical reasoning and ethical principles (**Values c, d, e**). Describe how you showed respect for each member's participation (**Values f**).

Describe how you used your understanding of self and others, building relationships, and communicating effectively (**Self and Others b, c, and d**). Explain how you promoted growth in self and others (**Self and Others e**).

Explain how you used systems resources and minimized systems constraints. (**Systems c and d**). Describe how you made the agency more responsive to human needs (**Systems e**).

Describe how you used mathematical, physical, and specialized skills (**Skills a, b, and c**).

4. Assessment

List results, both positive and negative, of this session. Did you accomplish what you planned to? Assess your own performance. Explain what you did well and what you could have done better. Describe what you learned.

5. Next Steps

Describe what you will do next as a result of this session. Give your rationale.