

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

**Purpose VIII Handbook**

**CONTENTS**

	Page
POLICIES	2
OVERVIEW OF THE PURPOSE	3
DEFINITIONS	6
TABLE OF PURPOSE ACHIEVEMENT ABILITIES <sup>SM</sup>	8
THE PURPOSE DIMENSION <sup>®</sup>	10
SAMPLES CONSTRUCTIVE ACTION	14
FIELDWORK INSTRUCTIONS FOR PURPOSE VIII	19
THE VALUES AND ETHICS DIMENSION <sup>®</sup> : PHILOSOPHIES OF CHANGE AND THEIR IMPACT ON SOCIAL POLICY	21
THE SELF AND OTHERS DIMENSION <sup>®</sup> : THE INDIVIDUAL, THE ORGANIZATION, AND SOCIAL CHANGE	25
THE SYSTEMS DIMENSION <sup>®</sup> : SYSTEMS APPROACHES TO PLANNED CHANGES, PROCESSES AND STRATEGIES	30
THE SKILLS DIMENSION <sup>®</sup> : MARKETING FOR NON-PROFIT ORGANIZATIONS	32
CALENDAR	

® These terms are registered trademarks of Metropolitan College of New York.  
All rights reserved.

<sup>SM</sup> Indicates a service mark of Metropolitan College of NY.

## 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.

### 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:

Beginning with the Fall 2002 Semester, each student 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.

Each Constructive Action Document should have a front page that contains the following information:

- 1) Student Name
- 2) Student I.D. number
- 3) Purpose for which CA is written
- 4) Descriptive title of CA
- 5) Keywords for CA, i.e. institution's name, type of organization, main topic of the CA, identifiable field: Accounting, Management, Health Care, Child Welfare, etc.

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

## **PROMOTING EMPOWERMENT BY MANAGING OR INITIATING CHANGE**

### **Overview of the Purpose**

The final performance area in the College's undergraduate program in Human Services is empowerment through Change. Student-practitioners will either manage unplanned change or initiate planned change. As change agents, they are not expected to work for change for its own sake. Rather, they will be encouraged to research, propose, plan, and implement a program to bring about empowering change to citizens, in the sense of making existing services more effective or providing needed new services.

This "Change" Purpose has a dual focus. First, like the earlier Purposes, it focuses on direct services to citizens. At the same time, it goes beyond those citizens with whom the student-practitioner has worked directly and focuses on planning and bringing about a systemic change that will improve services to a larger group of citizens.

The effort to empower people is, by its very nature, an effort to bring about change in the way people live, think, act and behave. All the modes of practice and associated knowledge areas studied so far have implied some degree of change. In this, the final Purpose, student-practitioners will focus on a broader systemic approach to managing and initiating change in their agencies. Drawing from the prior Purposes and building on that base, they will determine appropriate approaches to be used in efforts to bring about such positive systemic change.

Student-practitioners will learn from their practice of any changes in the needs of the citizens who form their constituency. They will consider new approaches that promise to lead to service improvement. When they see the same problems recurring and the same needs expressed again and again, they will look for a way to generalize from these individual experiences and to develop a systemic approach. Often an empowering change in individuals' lives can be promoted on a broader scale through changes and improvements in the social systems that are concerned with services. This makes the second focus of the Change Purpose especially important.

This second focus takes a more macro view of citizens' needs in the agencies and in society.

Many a time, human service professionals do more than manage change. They research, propose, plan, implement, and market programs that will not only improve an existing delivery system, but also introduce an entire new service to citizens.

In this Purpose, therefore, student-practitioners are expected to become involved in policies and in the administration of agencies. They will explore public and private policies designed to meet citizens' needs. They will examine policy impacts on citizens, agencies, and communities. They will recommend, and attempt to implement, policy instruments that not only are consistent with human service value orientations, but also will have maximum positive and minimum negative impacts on citizens.

Human service professionals recognize that change is not extraordinary and occasional but constant, directional, and inevitable. They keep abreast of changes, both social and technological, in order to manage, respond to, and use them in ways that will benefit their constituency. The rich experiences and insights gained from direct service to citizens inform their choices of policy instruments, as they assume more complex administrative responsibilities as professionals.

### **The Dimensions of Change**

The Purpose Dimension class is organized to help student-practitioners to plan and implement a Constructive Action focused on improving existing service delivery systems, or on developing a program of new services for a group of citizens.

As part of their Values and Ethics Dimension classes, student-practitioners will examine varying perceptions of change and permanence and the value that is attached to each by various groups and cultures. As competent valuers, they will seek to reconcile value conflicts rather than impose specific values on the citizens they are working with. Their choices of policy instruments will be consistent with humane values and will provide a net benefit to their constituencies.

Through classical as well as contemporary literature in the Self and Others Dimension class, student-practitioners will attempt to understand the phenomenon of accelerating change and its effects on

individuals and society. They will study the research on flexibility, and the potential for change in individuals. They will learn to make use of possibilities for helping people and increasing their capacity to cope more effectively with change.

In their study of Systems, student-practitioners will investigate the variety of ways in which mechanisms for change are built into various organizations, private and public, state and national, or even international. They will explore the factors that make for resistance to change and the maintenance of dysfunctional systems. They will examine various strategies for change and introduce new procedures that will make systems more responsive to citizens' needs.

There is growing recognition by non-profit organizations of the importance of marketing their products (services) in order to survive and grow in contemporary society. In the Skills Dimension class, student-practitioners will explore marketing in terms of persuasion, resource attraction, and resource allocation. They will explore such social marketing tools as market research, channels of distribution, and product policy.

### **Possible Constructive Actions for Purpose VIII**

Constructive Actions may include, but are not limited to, the following:

1. Researching, proposing, planning and implementing a marketing program for the products (services) of an agency/organization.
2. Researching, proposing, planning, and implementing a new program of services for an agency or an organization.
3. Researching, proposing, planning, and implementing a new service delivery system for the purpose of improving an existing service qualitatively and quantitatively.
4. Researching, proposing, planning and organizing a direct action program leading to positive social change for a community.
5. Researching, proposing, planning, and participating in a program of activities leading to positive social change in the United States of America or beyond.

## **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<sup>®</sup>. 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, and 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.

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

## 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.

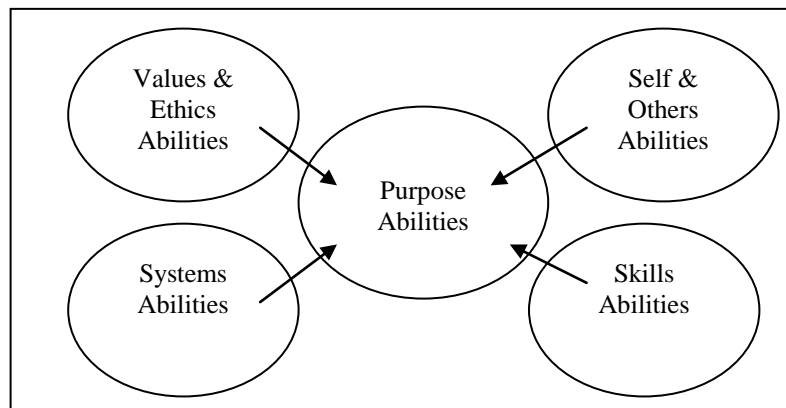
## Constructive Action

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.



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, and 1998 by Metropolitan College of NY. All rights reserved.

## Table of General and Specific Abilities for Purpose VIII

### Purpose Dimension Abilities

**a. Explore opportunities to improve the world.**

Research ways to promote empowerment through change management at your organization.

**b. Choose the best goal.**

Identify a goal for empowering others through change management.

**c. Agree on a plan.**

Develop a plan to meet your change management goal, including 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; evaluate each recorded event; revise the plan as needed.

Describe how you are using knowledge to achieve your goal.

**e. Assess the results and plan the next steps.**

Assess how well you have met your change management goal.

Plan how to use the knowledge gained about change management in 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 the change process.

**b. Describe individual and group values in past and present.**

Describe the values and attitudes of people in the organization, community, and society at large toward change and critically analyze the historical antecedents of these values and attitudes.

**c. Identify value issues as they arise.**

Identify value issues and moral and ethical dilemmas that arise during your Constructive Action.

**d. Use ethical reasoning.**

Use ethical reasoning to identify and resolve dilemmas that you face as you empower citizens or organizations to change.

**e. Act on ethical principles.**

Use ethical principles to guide you during the change process.

**f. Respect capacity of others to make the world better.**

Encourage the community members involved in your Constructive Action to become empowered participants in the change process.

### **Self and Others Dimension Abilities**

**a. Describe self in relation to the Purpose.**

Assess your experiences, capabilities, and interests as they relate to your role as change agent.

**b. Appreciate experience and views of others.**

Describe the views in your organization toward change and its consequences.

**c. Build good relationships.**

Establish and maintain effective relationships with others as needed to achieve your Purpose.

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

Communicate effectively with others involved in the change process.

**e. Promote growth in self and others.**

Constructively enhance the ability to change in others and the self.

### **Systems Dimension Abilities**

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

Describe political, economic, and social systems and institutions and their role in change processes.

**b. Develop conceptual models of systems.**

Identify, describe, and analyze the various resources critical to the achievement of desired goals.

**c. Identify strengths of systems.**

Analyze how various systems can support social change and your effectiveness as a change agent.

**d. Identify weaknesses of systems.**

Analyze how various systems can hinder social change and your effectiveness as a change agent.

**e. Make systems better.**

Work to make systems at your organization more conducive to empowering citizens through change management. Identify, describe, and use the instruments necessary for change.

### **Skills Dimension Abilities**

**a. Identify and use appropriate mathematical skills.**

Identify and use appropriate mathematical and statistical techniques to do market measurements, forecasting, and cost management as you achieve your Purpose.

**b. Identify and use appropriate physical skills.**

Identify and develop the perceptual and physical skills needed to achieve your Purpose.

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

Identify and use the specialized skills needed to be a change agent (e.g., change management skills).

# THE PURPOSE DIMENSION

## Introduction

The Purpose Dimension is designed to enable you to explore, learn, and understand the concepts of change and to use this knowledge to demonstrate your ability to change and improve the world around you as you develop service programs to benefit citizens, agencies, and society at large.

The seminar is organized on the assumption that you have had the benefit of the preparation for human service practice offered in Self Assessment and Preparation for Practice (Purpose I) and Establishing Professional Relationships (Purpose II), have had clinical experiences from Working In Groups, Teaching and Communications, and Counseling (Purposes III through V), and have completed two of the three Administrative/Management Purposes that cap the program - Community Liaison (VI) and Supervision (VII).

With this background, you should be prepared to use Purposes I through VII as strategies for implementing your Planned Change Constructive Action. You are expected to plan consciously to “change the world” by identifying human needs or problems whose resolution should lead to more and/or better services for citizens, agencies, and society.

## Objectives

The Purpose classes are designed to help student practitioners.

1. Understand how to plan, organize and document their Constructive Action for this Purpose.
2. Understand the Constructive Action methodology as a problem solving technique, which is useful beyond the classroom.
3. See and understand the logic behind the different components of the Constructive Action.
4. Work in small groups for further development of professional skills and to participate in other College activities such as student government activities.

## Assessment

Constructive Action Document

1. The Constructive Action must be documented in concise, grammatically correct English with appropriate citations of sources of theories or concepts needed to illustrate or illuminate positions, conclusions, etc
2. The Constructive Action should include all five steps described in the Purpose Dimension Abilities. You are expected to demonstrate your use of these Abilities in the Constructive Action and its document.

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

3. Your use of Abilities from all five Dimensions will determine the level of competence you have demonstrated as a Change Agent or as a Change Manager.

### Assessment of the Constructive Action Document

<b>Constructive Action Implementation</b>	<b>50%</b>
<b>Constructive Action Documentation</b>	<b>30%</b>
<b>Constructive Action Organization</b>	<b><u>20%</u></b>
	<b>100%</b>

### Abilities Checklist

#### Purpose Dimension Abilities

- a. Explore opportunities to improve the world.**  
Research ways to promote empowerment through change management at your organization.
- b. Choose the best goal.**  
Identify a goal for empowering others through change management.
- c. Agree on a plan.**  
Develop a plan to meet your change management goal, including 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; evaluate each recorded event; revise the plan as needed.
- e. Assess the results and plan the next steps.**  
Assess how well you have met your change management goal.  
Plan how to use the knowledge gained about change management in our future work as a human service professional.

## Class Activities

The Purpose Seminar is divided into two segments that may run concurrently.

- A. The first segment is designed to serve the following functions:
- Facilitate the development of study and support groups of student-practitioners.
  - Provide time for sharing agency/college problems and developing solutions through problem solving techniques.
- B. The second segment of the Purpose Seminar deals with the process of preparing, developing and implementing Purpose VIII Constructive Actions and their documentation.

## Class Sessions

- 1 An examination of Metropolitan College of New York performance based Human Services curriculum; its organization, its sequence and its advantages.
- 2 An Exploration of the importance of competence in a performance based curriculum, and the use of the dimensions to establish the level of competence of the practitioner.
- 3 Exploration of the Purpose theme, and examination of possible Constructive Action goals.
- 4 Examination of the phases of Constructive Actions, and a review of the logic behind these phases introduction. Exploration of the performance theme, Agency Description and Analysis, Citizens' Identification and Needs Analysis; The Plan of Action; Implementation and overall analysis.
- 5 Exploration of the Introduction – a detailed description of its three components:
  - Exploration of Change
  - Agency Description and Analysis
  - Citizens' Identification and Needs Analysis
- 6 Development of a Plan of Action:
  - Goal
  - Objectives
  - Strategies
  - Anticipated Obstacles
  - Evaluation Plan
  - Empowerment Potential
  - Dimensional Description of the Constructive Action
- 7 Development of the format for implementing the Plan of Action, using logs or Process recordings.

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

- 8 The overall analysis of the Constructive Action as a reflection on the Constructive Action experience.
- 9 Organizing the constructive Action document

### **Required Readings (For Purpose and Dimensions)**

Achebe, C. (2002). *Things fall apart*.

Argyris, C. (1993). *Knowledge for action: A guide to overcoming barriers to organizational change*.

New York: Jossey-Bass.

Colander, D. C. (1998). *Macro Economics* (18<sup>th</sup> ed) New York: McGraw-Hill.

Goldsmith, O.. "*The Deserted Village*."

Marx, K. & Engels, R. *The Communist Manifesto*.

Orwell, G.. *Animal Farm*.

Sir Richard Attenborough's film, "Gandhi."

Brager, G. & Holloway, S. (1978) *Changing Human Service Organizations Politics and Practice*.

New York: Free Press

Kafka, J. *The Trial*

Harvard Business Review on Change ed. (1998) Harvard Business School Press

Kotler, P. & Andreasen, A.R. (1996). *Strategic Marketing for Non-Profit Organizations*. (7th ed.).

New Jersey: Prentice-Hall.

## SAMPLES OF THE CONSTRUCTIVE ACTION PROCESS

The paragraphs below show one of the methods of organizing the Constructive Action document so as to reflect the abilities expected to be learned and demonstrated.

### Sample 1

- I. Abilities reflecting knowledge of the purpose.
  - Explore the Purpose theme from research; readings; lectures, discussions, and other class activities.
  
- II Abilities Reflecting Knowledge of the Citizens and their needs/problems.
  - Identification of the citizens, their number and how they are distributed re, age; gender, ethnicity, etc.
  - Identification of citizens' needs/problems;
  - Explore possible ways of meeting the needs, or of solving the problems.
  - Select appropriate goal for the Constructive Action, considering citizens' approval, staff support, resource, availability and cost.
  
- III Abilities reflecting knowledge of the agency/organization whose resources must be tapped for the Constructive Action.
  - Describe and analyze the agency in which Constructive Action Program will be implemented. Be sure to include the Agency's
    1. History
    2. Mandate for service
    3. Population served, and eligibility criteria
    4. Internal service systems
  
    5. External service systems
    6. Student-practitioners involvement with the agency-when, for how long, in which capacities, current job title and responsibilities.
    7. How the agency deals with the Purpose.
  
- IV Abilities reflecting planning
  1. Setting goal and determining objectives
  2. Exploring strategies

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

3. Examining anticipated obstacles
4. Identifying evaluators
5. Deciding on evaluative instruments
6. Exploring empowerment potential of the successful Constructive Action

V Abilities reflecting use of the Dimensions to organize the Constructive Action/plan of action.

**Purpose:** Clearly describe the purpose of your Constructive Action.

**Values:** State fully why this Constructive Action is important to you. Also, describe why the Constructive Action should be important to the citizens, the agency and to society.

**Self & Others:**

Describe the prior experiences which have prepared you for the tasks implied in this program.

Identify and describe the other people whose cooperation you must have for \*the success of this Constructive Action. What kind of relationships must they have with you and others?

**Systems:** Describe fully the resources human and non-human, that the agency organization must commit to this program for it to be a success.

**Skills:** Describe all the skills citizens would gain from your Constructive Action.

VI Abilities reflecting practitioner's actions

1. Give evidence of planning for each session by describing each session's purpose.
2. Identifying and introducing the participants of each session.
3. Briefly, describe the room, where the session was held. (First give the address then describe the room).
4. Describe what happened, how it happened, and other issues related to the Constructive Action program or session, as the contents of the session.
5. Analyze the session, explaining why the session went the way it did.
6. Assess the session in terms of the purpose for which it was planned.
7. State plans for the next session.

VII Abilities reflecting practitioner's reflections on, or overall analysis, of the Constructive Action experience.

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

- Recapitulate the goal.
- Report the outcome reflecting the evaluation plan stated in the Plan of Action.
- Describe how you have used the knowledge gained from your education at Metropolitan College of New York to work on your Constructive Action. You may use the Dimensions to organize your description of what the needs/problems were, and how you resolved them.
- Describe how you could use the knowledge gained from your study of the Purpose and from your experiences with the Purpose Constructive Action program to improve the “world”, in the future. You may use the Dimensions to organize your thoughts.
- Cite appropriate sources using the American Psychological Association’s methods of citation.
- In your concluding pages, summarize how you have demonstrated the Dimensional abilities for all the five Dimensions through your Constructive Action.

## Sample 2

A Constructive Action document should have the following sections:

### Introduction

- I Exploration of the Purpose theme. This section of the introduction should explore Change, its meaning, how it has been treated over the years by different disciplines. It should also include discussions from your dimension classes, readings, research etc.
- II Agency Description and Analysis – Describe and analyze the agency in which Constructive Action programs will be implemented. Be sure to include the Agency’s.
  1. History
  2. Mandate for service
  3. Population served, and eligibility criteria
  4. Internal service systems
  5. External service systems
  6. Student-practitioners involvement with the agency-when, for how long, in which capacities, current job title and responsibilities.
  7. How the agency deals with the Purpose.
- III Citizens’ Identification and Needs Analysis

- Identification of the citizens, their number and how they are distributed re, age; gender, ethnicity, etc.
- Identification of citizens' needs/problems;
- Explore possible ways of meeting the needs, or of solving the problems.
- Select appropriate goal for the Constructive Action, considering citizens' approval, staff support, resource availability and cost.

#### A The Plan of Action

- 1 Describe a service goal that is clear (unambiguous); specific (not vague); achievable, challenging (not too easy), measurable. Include a time frame for completion.
- 2 Determine objectives that will lead to attainment of the goal.
- 3 Determine the strategies necessary to achieve each objective.
- 4 Explore possible constraints or obstacles that could impact adversely on your Constructive Action and determine what should be done to minimize them.
- 5 Identify the people who will evaluate your performance, and indicate how you want to be evaluated. We expect your performance to be evaluated by your field supervisor, yourself and by the Citizens. As you describe how you will evaluate your own performance, state what to you would be a successful Constructive Action.
- 6 Describe how your Constructive Action will benefit/empower, the citizens, the agency and society at large.
- 7 Organize your Constructive Action using the dimensions -- Purpose; Values; Self & Others; Systems and Skills.

#### B Implement your Plan of Action using Process recordings or and Logs. Use the following Subtitles.

- 1 Log # and date of the Session
- 2 Purpose of the Session
- 3 Participants; introduce every participant regarding age; gender, ethnicity; how long on the job or position. You do not have to introduce yourself, but include yourself as a participant.
- 4 Location – Give the address, and then describe the room briefly.
- 5 Content of the Session – describe what happened, how it happened, and other issues related to the session's purpose.

- 6 Analysis of the Session: explain why the session went the way it did.
- 7 Assessment of the Session: Assess the outcome of the session in terms of the original purpose for which the session was planned.
- 8 Plans for the next Session – Explain what you will do next.

C Overall Analysis - Reflect on the Constructive Action Experience

- Recapitulate the goal.
- Report the outcome reflecting the evaluation plan stated in the Plan of Action.
- Describe how you have used the knowledge gained from your education at Metropolitan College of NY to work on your Constructive Action. You may use the Dimensions to organize your description of what the needs/problems were, and how you resolved them.
- Describe how you could use the knowledge gained from your study of the Purpose and from your experience with the Purpose Constructive Action program to improve the “world”, in the future. You may use the Dimensions to organize our thoughts.
- Cite appropriate sources using the American Psychological Association’s methods of citation.
- In your concluding pages, summarize how you have demonstrated the Dimensional abilities for all the five Dimensions through your Constructive Action.

## **FIELDWORK INSTRUCTIONS FOR PURPOSE VIII**

Students are required to fulfill at least 14 hours per week for 14 weeks of fieldwork in order to meet the fieldwork component worth 2.0 credits. In Purpose 8, the fieldwork consists of initiating change through developing a new service or enhancing an existing service.

### **Option A:**

For those students who are intending to use their place of employment as their fieldwork site (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 a week for 14 weeks.
2. Submit a copy of the Internship Agreement and Organizational Profile to your Purpose (CA) instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. Contact with the supervisor will be done by phone, by e-mail or in person.
4. At the end of the semester, make two (2) copies of the supervisor's evaluation. Submit one (1) copy to the supervisor and keep one copy for yourself.
5. Hand in the originals of 2 and 4 above to the Office of Career Services, Room 1273, 75 Varick Street, New York, NY.
6. Read the **NOTE** that follows Option B.

### **Option B:**

For those students who, through unforeseen circumstances, need to find an internship:

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, the supervisor and executive director of the organization will sign the Internship Agreement.
3. Complete the Organizational Profile in consultation with the supervisor.
4. Make copies of the Internship Agreement and submit the Internship Agreement and Organizational Profile to the Office of Career Services by week 2.
5. Follow steps 3-6 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 Purpose II onward, the three documents that students must submit are:
  - 1. The Internship Agreement/Letter of Agreement;
  - 2. Organizational Profile
  - 3. Supervisor's Evaluation

All three documents can be picked up at the Office of Career Services. Be sure to ask for the Internship Packet. Students must, in collaboration with their Supervisors, fill out each form and submit the originals to the Office of Career Services, one copy to their Purpose (CA) professor, and retain one copy for themselves. This process should be done every semester. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Please note that it is mandatory to submit these forms to the Office of Career Services, and if graduating students do not have a complete Internship Folder for each semester, this may possibly lead to problems with graduation.

To find job leads or additional resources, you may consult the Office of Career Services located in Room 1273 of the Manhattan campus (12<sup>th</sup> floor of 75 Varick Street). You may phone 212-343-1234 ext. 5003, fax to 212-334-4890 or e-mail [Careerservices@Metropolitan.edu](mailto:Careerservices@Metropolitan.edu). Good luck with your fieldwork, and we hope to see you soon!

# VALUES AND ETHICS DIMENSION

## Philosophies of Change and their Impact on Social Policy

### Overview

The phenomenon of change has been of interest to humans of every age and every discipline from the pre-Cartesian philosophers to persons in the twentieth century. Our own interest however, will be primarily in change that is consciously planned to bring about a desired end.

Planning strategies and the resulting outcomes are often the function of the value systems of the people participating in the change efforts. The Values and Ethics classes will emphasize the exploration and analysis of the impact of values on the quality of the change processes and outcomes. We will be interested in planned change at three levels of action.

First, at the individual level, we will look at cases in which one person or a group of people decides to work toward altering life styles. This change could come about through the active cooperation of another person as in cases involving counseling interventions. Second, at the organizational level, we will consider cases in which an agency initiates the change process through the expansion or reduction of its activities or redirection of its goals. Third, at the level of social change, we will be interested in change efforts that affect an entire community or society.

### Objectives

Values & Ethics Dimension classes are designed to help student practitioners explore the following:

1. How the phenomenon of Change has been of interest to human societies from the earliest times to the present.
2. The different roles human services practitioners must play for unplanned and for planned change.
3. The importance of the study of change to human service practitioners.
4. The personal characteristics of effective change agents.
5. The conditions under which political, economics and social planning must be encouraged for human welfare.

## Assessment

1. Student-practitioners are expected to participate effectively in all class activities.
2. Student-practitioners will be tested on materials covered in class to reflect appropriate abilities.
3. There are no excused absences. Perfect attendance will be rewarded.
4. There will be a mid-term and final exam, both will be take home tests.

## Course Outline

- 1 Exploration of the phenomenon of change from Pre-Cartesian philosophers to twenty-first century scholars.
- 2 Examination of Change, planned as well as unplanned, and an exploration of the roles Human Services practitioners should play in either circumstance.
- 3 Exploration of the importance of the study of Change in Human Services practice.
- 4 - 6 A review of Heraclitus Philosophy of Change; Parmenides philosophy of permanence; and Aristotles's explanation of change.
- 7 Exploration of the problems of unplanned Social Change in a Western Society through Oliver Goldsmith's poem, "The Deserted Village", and in a non Western Society through Chinua Achebe's novel "Things Fall Apart".
- 8 A review of the classification and study of theories of Social Change, and an exploration of the state of the field as seen by major theorists.
  - a) Classical and modern variations of evolutionary theories.
  - b) Equilibrium theory; concept of homeostasis and functionalism.
  - c) Conflict theory: Marxism and modern conflict theory.
  - d) Rise and Fall theories: Processes of growth and decay.
- 9 -11 Exploration of the possible problems of Planned Change through the Communist Manifesto and George Orwell's Animal Farm.

Take Home Exam (7<sup>th</sup> Week)
- 12 Exploration of the personal characteristics of an effective Change Agent, and an analysis of how the Characteristics can help in advancing the change objectives. A critical review of Sir Richard Attenborough's epic film, Gandhi will provide the backdrop.

- 13 A survey of the theories of Economic Growth, and a review of the U.S. Economic growth – patterns and experiences.
- 14 Exploration of the problems of developing nations – The Nigerian Experience.
- 15 Final Exam – Take home on Week 13.

**Required Readings (For Purpose and Dimensions)**

Achebe, C. (2002). *Things fall apart*.

McConnell and Brue (2002). *Macro economics* (18<sup>th</sup> ed) New Yoirk: McGraw-Hill.

Goldsmith, Oliver. "*The deserted village.*"

Marx, Karl and Engels, R. *The communist manifesto*.

Orwell, G.. *Animal farm*.

Sir Richard Attenborough's film, "Gandhi."

Smith, Adam *The theory of moral sentiments*

**Recommended Readings**

Achebe, C., *No longer at ease*, Connecticut: Fawcett Publications.

Alinsky, S. D. *Reveille for radicals*, New York: Vintage Books.

Lauer, (1995). *Perspectives on social change* (4<sup>th</sup> ed). New York:Simon Schuster.

Lippitt, G. L. (1982). *Organization renewal Parts I and II*. (2<sup>nd</sup> ed.). New Jersey: Prentice-Hall:

Lippitt G. L. (1973) *Visualizing change: Model building and the change process*.

San Diego:University Associates.

Nisbet, R.A. (1969) *Social change and history*. Oxford University Press.

Sahakian, W. S. & Sahakian, M. L. (1966). *Ideas of the great philosopher*. Barnes &

Nobel everyday handbooks.

McLeish, J. (1969) *The theory of social change*. New York: Schocken Books.

Appelbaum, Richard P. (1970) *Theories of social change*. Chicago: Markham Publishing.

Okun, B & Richardson, R.W. *Studies in economic development* New York: Holt, Rinehart & Winston.

### **Abilities Checklist**

By the end of the semester, student-practitioners should be able to develop the following Abilities and demonstrate them in the Constructive Actions and or in professional p

1. Describe and analyze own values as they relate to the change process.
2. Describe and analyze values and attitudes of people in their agency, community, and society at large toward change,
3. Critically analyze the historical antecedents of these values and attitudes.
4. Identify value issues and moral and ethical dilemmas that arise during the Constructive Action.
5. Use ethical reasoning to identify and resolve dilemmas they face as they empower citizens or organizations to make change.
6. Use ethical principles to guide them during the change process.
7. Encourage community members to become empowered participants in the change process.

# **THE SELF AND OTHERS DIMENSION**

## **The Individual, the Organization and Social Change**

### **Overview**

Human Service professionals need to learn how to initiate and implement change in human service settings. This requires a thorough analysis of relevant economic and political structures with their associated processes and goals. It also requires, in the spirit of Purpose I, a deepening of the change agent's self-knowledge, as well as a commitment to constructive self-transformation. On these bases, the change agent can interpret the meaning that key participants assign to events, and can use such information to further social progress and to reverse social decline.

The course will examine systematic methods for the evaluation, generation and transformation of both individual and social change. In particular, the focus of the course will be on transformative, growth-oriented helping relationships in which social progress is encouraged and opposing trends are reversed.

### **Objectives**

By the end of the semester, student-practitioners are expected to demonstrate competence in

- a) To define their role as a change agent, in light of personal interests and goals;
- b) To describe the views of others in their organization toward change and its consequences;
- c) To establish and maintain professional relationships that are necessary to achieve purposes defined for the semester;
- d) To relate professional actions to theoretical change principles, such as force field analysis;
- e) To communicate effectively with key participants, committees and agencies about the prospects of change;
- f) To enhance the ability to change in both self and others.
- g) Each ability will be assessed individually and in its relation to its documented incorporation into the Constructive Action.

## Assessment

Assessment of the student's work is based on the following in accordance with proportions assigned by the instructor.

- a) Class attendance (20%)
- b) Class participation exercises (30%)
- c) Midterm assessment exercise (25%)
- d) Final assessment exercise (25%)

## Required Readings (\* indicates a classic text)

Aristotle (\*), *Nicomachean ethics*.

Covey, S. (1990). *The seven habits of highly effective people*. New York: Simon & Schuster.

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*.

Epictetus (\*), *Handbook*.

## Class Sessions

### 1 General orientation

- a) basic definitions
- b) types of change: progress and decline
- c) roles for the individual in complex social changes
- d) types of self transformation
- e) Metropolitan College of New York Model after graduation

### 2-3 Illustrations of the effective/ineffective change agent in literature

- a) control of events in human interactions
- b) freedom and responsibility
- c) power and authority
- d) anxiety and initiating change
- e) generating and evaluating a philosophy of progress and decline
- f) making a blueprint for progress.

**Readings:** Kafka, *The trial*.  
Aristotle, *Nicomachean ethics*. Ch. 1  
Epictetus, *Handbook*.  
Brager & Holloway, *Changing human service organizations*. Ch. 1, 2.

**4 Illustrations of effective/ineffective change agents in contemporary psychology**

- a) high achievement and its conditions
- b) examples of effective change agents

**Readings:** Covey, *Seven habits of highly effective people*. Chs. 1-3  
Csikszentmihalyi, *Flow: The psychology of optimal experience*. (selections)  
Brager & Holloway, ch. 3

**5 Goals and progress**

- a) goals vs objectives
- b) goals in an emotional context
- c) searching for goals: problem finding
- d) gateways and barriers to the achievement of goals

**Readings:** Brager & Holloway, ch. 4  
(other selections)

**6-7 Additional effective change agents**

- a) social services
- b) psychology
- c) politics
- d) religion

**Readings:** Brager & Holloway, ch. 5

**8 MIDTERM ASSIGNMENT**

**9 Strategies of progress**

- a) strategies and the blueprint for progress
- b) strategies and a theory of progress and decline
- c) strategies as changing the agent

**Readings:** Covey Chs. 4,5

**10-11 Facilitators and obstacles to progress**

- a) cognitive area
- b) emotional area
- c) behavioral area
- d) social area

**Readings:** Aristotle, ch. 7  
Epictetus, (selections)

**12 Assessing change in various domains**

- a) social groups
- b) other individuals
- c) self

**Readings:** Covey Ch 6 to end

**13 Additional effective change agents**

LATE TERM ASSIGNMENT

**14 Course Summary**

**15 Professional preparation for graduation**

**Recommended Readings:**

Adams, J.A. (1986). *The care and feeding of ideas: A guide to encouraging creativity*. New York: Addison-Wesley.

Ellis, A. & Becker, I. (1982). *A guide to personal happiness*. California: Wilshire Book.

Grallo, R. (2001). *Human strivings and their ultimate goals: A psychological viewpoint.*” In *Eighth Ecumenical Theological Symposium*. New York: Romanian Institute of Orthodox Theology and Spirituality.

Haley (\*), A. *The Autobiography of Malcolm X*.

Locke, E.A. & Latham, G.P. (1990).

Lonergan (\*), B.J. (1958). *Insight: A study of human understanding*. London: Longmans.

Naisbett, J. (1984). *Megatrends*. New York: Warner Books.

Neimark, E.D. (1987) *Adventures in thinking*. New York: Harcourt, Brace, Jovanovich.

Orwell (\*), G. *Animal farm*.

Russell (\*), B. (1928/1967) *Skeptical essays*. New York: Barnes & Noble.

Toffler, A. (1970). *Future shock*.

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

## **Abilities Checklist**

By the end of the semester, student-practitioners are expected to demonstrate competence in:

1. Defining their role as a change agent, taking into account personal interests and abilities that would be most appropriate to achieve defined goals;
2. Describing the views of others in their organization toward change and its consequences;
3. Establishing and maintaining professional relationships that are necessary to achieve the student's Purpose; showing that their actions are based on theoretical change principles, such as force field analysis;
4. Communicating effectively with citizens, committees and agencies about the prospects of change;
5. Constructively enhancing the ability to change in others and in self.
6. Each ability is assessed individually and in relation to its documented incorporation into the Constructive Action.

# THE SYSTEMS DIMENSION

## Systems Approaches to Planned Changes: Processes and Strategies

### Overview

The Systems Dimension class will focus on 1) the institutional structures, 2) the systemic mechanisms, 3) the processes, and 4) the relationships necessary for transformation and promotion of national interest. The various elements of national interest will be presented and discussed against a background of national economics and the challenge it presents as each nation copes with the forces of the global economy, a phenomenon that cuts across national boundaries.

### Assessment

Student development of the Abilities will be assessed on the basis of

1. Attendance and participation;
2. Assignment and examinations on class content and its integration into the Abilities

### Sessions

- 1 An overview of socio-political-economic systems in the national setting.
- 2 – 3 The political-economic systems and how they work: theoretical framework.
- 4 – 5 The political-economic systems and how they work: applications and problems.
- 6 Introduction to policy formulation and analysis.
- 7 MID-TERM EXAM
- 8 Policy analysis: The budget
- 9 Policy analysis: Foreign relations
- 10 Policy analysis: Innovation and trade
- 11 Policy analysis: The environment
- 12 Policy analysis: Education reforms
- 13 Policy analysis: Health care

**Required text**

Karger, & Stoes (2008). *American social welfare policy* (6<sup>th</sup> ed) New York.: Pearson Education.

Harvard Business Review on Change ed. (1998) Harvard Business School Press

Obama, Barack (2007). *Audacity of hope*: New York: Three Rivers Press.

Parenti, M. (1995). *Democracy for the few*, (6th ed.). New York: St. Martin's Press.

**Additional readings**

Aaron, H. J. (1990). *Setting National Priorities*. Washington: The Brookings Institution.

**Abilities Checklist**

By the end of the semester, student-practitioners are expected to demonstrate competence in:

1. Identifying and describing political, economic and social systems and institutions and their role in change processes;
2. Identifying, describing and analyzing the various resources critical to the achievement of desired goals;
3. Analyzing how various systems can enhance social change and their effectiveness as change agents;
4. Analyzing how various systems can hinder social change and their effectiveness as change agents;
5. Working to make systems at their organization more conducive to empowering citizens through change management. Identifying, describing, and using the instruments necessary for change.

# **THE SKILLS DIMENSION**

## **Marketing for Non-Profit Organization**

### **Overview**

The overall purpose of the Skills Dimension class is to provide basic concepts of marketing in nonprofit organizations. It is designed to help students gain a direct and comprehensive idea of marketing that is relevant to human services. This includes becoming literate in the language and procedures of marketing, marketing principles, decision-making, and services to citizens.

The class will focus on efficiently tying together information systems, planning, community programs, and public relations in the effort to define the needs of the citizens, identify what services one's agency is capable of offering, and then develop those services or offer a new service. The key marketing concepts that students will be addressing are organizing, analyzing, planning, implementing, attracting resources, and adapting to change.

Case study: The student will use his or her own agency as a case study and describe the concepts of good marketing practice and some of the areas where there are differences as to what constitute good practice. Students should use only non-confidential information.

### **Assessment**

The student-practitioner's development and use of the Abilities will be assessed on the following bases:

1. Active participation in class discussions, showing not only the ability to evaluate the readings, but also the capacity to draw on current marketing events to illustrate theoretical issues reviewed every session.
2. Attendance.
3. Mid-term and final examination.
4. Completion of all written and oral assignments.

### **Required reading**

Kotler, P. & Andreasen, A. R. (1996). *Strategic marketing for non-profit organizations.*

(7<sup>TH</sup> ed.). New Jersey: Prentice-Hall.

## Recommended readings

Andreasen, A. R. (1995). *Marketing social change*. San Francisco: Jossey Bass.

Drucker, P.F. *What business can learn from nonprofits*. Harvard Business Review.

Hoving, T. (1993). *Making the mummies dance: Inside the metropolitan museum of art*. New York: Simon & Schuster.

Kotler, P. & Clarke R. (1986). *Marketing for healthcare organizations*. Englewood Cliffs: Prentice-Hall.

Kotler, P., H., D. & Rein, I. (1993). *Marketing places*. New York: The Free Press.

Lauffer, A. (1984). *Strategic marketing for not-for-profit organization*. New York: The Free Press.

Lovelock, C. (1984). *Services marketing*. New Jersey: Prentice-Hall.

Manoff, R. (1985). *Social marketing: New imperative for public health*. New York: Prager.

## Class sessions

### DEVELOPING A CUSTOMER ORIENTATION

1-3 Includes: Marketing in the Non-Profit Environment; Evolution and Growth of Non-Profit Organizations; Marketing Philosophy or Developing a Customer-Centered Mindset. Kotler, pages 1-61.

### THE STRATEGIC MARKETING PLANNING PROCESS

4-5 Includes: Exploring Major Steps in Planning, Organizing and Implementing Marketing Strategies; Analyzing Organization Culture and Culture Conflict. Kotler, pages 63-107.

### UNDERSTANDING CONSUMER BEHAVIOR

6-7 Includes: The Central Role of Exchange; The Marketer's Task; The Use of Statistical Tools; Multivariate Analyses and Modeling. Kotler, pages 109-147

## MID-TERM EXAM

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

## DEVELOPING A CORE MARKETING STRATEGY

- 8-9 Includes: Macro and Competitive Marketing Environment; Segmenting the Market; Bases for Segmenting an Organization's Markets; Target Marketing. Kotler, pages 149- 186.

## POSITIONING THE ORGANIZATION

- 10-11 Includes: Measuring the Present Position; Image Assessment; Positioning Alternatives; Market Leader Strategies, Market Challenger Strategies, Market Follower and Nicher Strategies. pages 187-209.

## ACQUIRING AND USING MARKETING INFORMATION

- 12 Includes: Marketing Research in Non-Profit Organizations, Marketing Information Systems (MIS); Marketing Research Alternatives. Pages 211-238.

## ACQUIRING AND MANAGING FUNDS AND VOLUNTEERS

- 13 Includes: Fundraising Strategies; Analyzing Donor Markets; Recruiting and Managing Volunteers. pages 239-292.

## DESIGNING THE MARKETING MIX

- 14 Includes: Planning and Budgeting; The Marketing Mix; Forecasting Future Marketing Demand; Managing Products and Services; Social Marketing.

- 15 Pages 341-513.

## FINAL EXAM