

METROPOLITAN COLLEGE OF NEW YORK | 

Office of Experiential Learning

Supervised Fieldwork
Policies & Procedures
Handbook

Office of Experiential Learning • 60 West Street • Room 6333 • New York, NY 10013 •
(212) 343-1234 , ext. 2427 or 2408

Dear Field Supervisor:

Metropolitan College of New York (MCNY) would like to thank you for taking on the role of serving as a Field Supervisor to one of our students in the Audrey Cohen School for Human Services and Education program. We look forward to making this process an educational one for the student intern, while promoting empowerment and positive change in the lives of your constituency. The Office of Experiential Learning would like to take this opportunity to give you a brief overview of the College's expectations of your agency. In this Fieldwork Supervisor's Handbook, you will find a detailed outline of the responsibilities of both MCNY and your organization.

Your Purpose 1 student intern will provide you with a Supervised Fieldwork Acceptance Form that must be completed and submitted to the Office of Experiential Learning by the **tenth week** of each semester. Purpose 2-8 student must submit the Supervised Fieldwork Acceptance Form by the **third week** of the semester. Additionally, your student intern will provide you with a Supervisor's Evaluation of Student Performance Form which should be completed by week 12 of the semester. Field supervisors are expected to review the completed evaluation form with their student intern prior to submission to the College. Please advise the student to make two copies of this form: one for their personal records, one for your organization and the original should be included in their Constructive Action document.

The student intern is required to work a total of 14 hours per week for a period of 14 weeks (a total of 196 hours per semester). Students are expected to be professional, punctual and make-up any time taken off during the course of the semester. In conjunction with their field experience, students attend a three-hour field seminar weekly where they reflect on their field experience that teaches them how to plan, implement, evaluate, and document a workplace initiative (project) that complements the agency's mission and empowers the constituency. The project is referred to as a "Constructive Action."

The student's Constructive Action should respond to a specific workplace need which you perceive and is within the student's capabilities. In order to be successful, the student intern will need your guidance and support. As a result, field supervisors are expected to provide at least one-hour per week of supervision to student interns. Supervisors can assist student interns in collecting information about the agency; its structure, programs, and service delivery methods as well as provide assistance with conducting a needs assessment for the project. Supervisors play an integral role in helping student interns reflect on their experiences in the field and can provide immediate feedback regarding the client's needs and student performance.

The Office of Experiential Learning is here to serve as a liaison between the College and Field Supervisors and we encourage you to contact us in the event that you have any questions or concerns about the College's fieldwork policy or your student intern(s) performance. Contact information for both Coordinators for Experiential Learning has been provided below. Thank you for joining Metropolitan College of New York's effort to provide superior experientially-based education to our students. We hope to see you at one of our future Supervisor's Workshops.

Warmest Regards,

Martin Voravibul and Vanessa Cruz
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METROPOLITAN COLLEGE OF NEW YORK AND COLLABORATING FIELD ORGANIZATIONS

OVERVIEW

Metropolitan College of New York, formerly Audrey Cohen College, was founded in 1964 and is accredited by both the New York State Board of Regents and the Middle States Association of Colleges and Schools. Metropolitan College of New York has designed a unique Purpose Centered System of Education and is the only institution of higher education, totally devoted to the preparation of effective professionals to meet the needs of this country's service economy.

In its early years, during the 1960's, the College was a leader in establishing the paraprofessional movement. It was the first to design approximately 12 new above entry-level positions, among them were Legal Assistant, Educational Assistant, Social Worker Assistant, Counseling Assistant, and Occupational and Recreational Therapy Assistant. It offered a classroom and field-linked core curriculum which prepared individuals to fill these positions. The college was then instrumental in building paraprofessional positions into the personnel structure of New York City. The paraprofessional movement spread rapidly. Today, hundreds of thousands, and perhaps millions, of persons across the country are employed in such positions.

In May 1979, the College was authorized to award a Bachelor of Professional Studies Degree by the New York State Board of Regents. In September 1983, the Board of Regents approved the Business Program adaptation of the College's model for registration. In May 1998, the College was authorized to offer its first graduate level program: The Master of Science Degree in Administration, Human Services Concentration. In 1996, the College was authorized to offer a Master of Business Administration Degree in Media Management. Today, the College has a total of eleven programs which comprehensively includes:

The School For Business

- Associates of Science in Business
- Bachelor of Business Administration
- Bachelor of Business Administration in Healthcare Systems Management
- MBA in Financial Services
- MBA in Media Management
- MBA in General Management
- MBA in Health Services and Risk Management

The School For Public Affairs and Administration

- Associate of Arts in Emergency Management and Business Continuity
- Bachelor of Arts in Emergency Management and Business Continuity
- Master in Public Administration in General Administration
- Master in Public Administration in Emergency and Disaster Management

The Audrey Cohen School for Human Services and Education

- Associates of Arts in Human Services
- Bachelor of Professional Studies in Human Services
- Master of Science in Childhood Education-Dual Childhood Grades 1-6/Special Education
- CASAC Program

Among the most important elements in the College's **Purpose-Centered** education are:

1. **A Focus on Purpose:** The curriculum is organized around eight performance areas, generic to effective human service activity and practice. Eight Purposes comprise the undergraduate programs, and one is addressed each semester. The term Purpose is used to define the total student experience each semester.
2. **A holistic preparation:** Each semester, the theory relevant to the performance area of study is analyzed in five courses which represent key critical perspectives, or Dimensions. These are: Purpose, Values and Ethics, Self and Others, Systems, and Skills.
3. **The integration of theory and practice:** At the College, education is an active, rather than passive process. Students learn and are required to apply what they learn to what they do. Each student must work (or be placed in a volunteer field experience) and simultaneously complete relevant academic course work.
4. **An assessment that mandates the mastery of theory, its integration, and its application in action:** This assessment process centers on the Constructive Action (documented in a thesis), a requirement that students must fulfill each semester.

**AUDREY COHEN SCHOOL FOR HUMAN SERVICES AND EDUCATION:
BACHELOR OF PROFESSIONAL STUDIES CURRICULUM**

A. PURPOSE – Purpose names for the Bachelor of Professional Studies, School for Human Service program are:

1. Self Assessment and Preparation for Practice:

The Human Service professional has the responsibility for assessing himself and his responsibilities in relation to the demands of the organization, the citizen and the professional's own interests and needs. The professional must accept this responsibility and apply the planning, assessment, and research skills involved. ***The student will work to identify a fieldwork assignment for the following semester. Fieldwork at an agency setting will not be conducted this semester.***

2. Developing Empowering Professional Relationships at the Workplace:

This performance area speaks directly to a dilemma often faced by the professional, the needs of citizens versus the conflicting expectations of professional peers. Professionals must know how to build a network of positive relationships, the goal of which is the empowerment of citizens. The student is introduced to the two types of professional relationships: 1) the primary relationship that involves the human service practitioner's interactions with citizens; and, 2) the secondary relationship that concerns interactions with supervisors, co-workers, human service professionals at other agencies, and family members or associates of citizens. ***The student must identify an individual with whom he/she will establish a professional relationship. The individual could be the student's supervisor, a co-worker or a citizen/client.***

3. Developing Empowerment Through Work in Groups:

Every citizen is a member of various groups and needs to be perceived, worked with and empowered not only as an individual, but as a participant of these groups. These groups include family, co-workers, teams of specialized professionals, members of community organizations and other individuals with whom a citizen interacts in various group situations. ***The student must be able to develop and run a small group.***

4. Promoting Empowerment through Teaching and Communication:

If the aim of the human service professional is to help empower citizens, practitioners must be ready to share their knowledge and skills. Citizens who achieve a significant degree of empowerment not only become more effective learners, but will themselves become teachers in their important relationships, as sons and daughters, wives and husbands, parents, workers, and members of community groups. ***The student can carry out this assignment by running workshops, tutoring or teaching a group of citizens.***

5. Promoting Empowerment through Counseling:

Human Service professionals must be prepared to provide citizens with the kind of assistance they need in order to become self-directed. ***The assignment can be carried out by assigning the student to a citizen that needs intensive help.***

6. Promoting Empowerment through Community Liaison:

Each citizen is a part of a community. That community is both a resource for the citizen needing assistance and a system with its own preferences and needs. The professional must know how to work in both contexts. ***The student can carry out this assignment by developing resources for the organization or taking resources from the organization into the community.***

7. Promoting Empowerment through Supervision:

This performance area recognizes that to have the fullest impact of service, professionals must be skilled at helping other professionals work effectively. Human Service professionals must be ready to share leadership and assume the responsibility for teaching new principles and skills to co-workers while continuing direct service with a citizen. ***The student can supervise personnel or a project.***

8. Promoting Empowering Change:

This final performance area underscores an aspect of service that is implicit in all other areas. The commitment to empowerment and the effort to empower others are part of the effort to create change. This change affects the organization's practice and leads to new approaches to improve service. Professionals must be able to manage change and respond to it in ways that benefit their constituency.

The student can develop a new service or enhance an already existing program or service.

B. DIMENSIONS – The Five Qualitative Dimensions of Effective Learning and Performance:

Within each Purpose, knowledge and practice are organized around five Dimensions or performance area. The Dimensions remain constant throughout all the Purposes, but the seminar or class content changes as students move from one Purpose to another.

The Dimensions provide the guidelines for selecting the specific theoretical material relevant to each Purpose. They ensure that each Purpose is comprehensive in its coverage of the knowledge and skills essential to the performance area it represents.

1. Purpose Dimension:

This Dimension establishes appropriate purposes, planning, developing strategies and assessing results. It is in the Purpose Dimensions that the student's major service design, the Constructive Action is planned, implemented and evaluated.

2. Values and Ethics Dimension:

This Dimension clarifies and resolves values and ethical issues relating to work and individuals. The Values Dimensions covers traditional areas of the humanities such as philosophy, literature and history.

3. Self and Others Dimension:

This Dimension focuses on understanding the self and others in terms of growth, motivation, and organizational behavior. The Self and Others Dimension covers major areas of the social sciences such as psychology, sociology and anthropology, as well as the humanities.

4. Systems Dimension:

This Dimension involves comprehending organizational systems and institutions as they relate to the service functions. Included in the Systems Dimension are subjects such as economics, law, public administration, political science, and management.

5. **Skills Dimension:**

The Skills Dimension focuses on developing professional skills that contribute to performance such as problem solving, research, professional writing and other aspects of communication.

- C. **THE CONSTRUCTIVE ACTION** - In connection with each of the eight Purposes, students are expected to carry out a Constructive Action at their field site. This shows how the student has used knowledge as the basis for actions. It must be constructive to both the citizen and the organization. At Metropolitan College of New York, our entire system of education is based upon the application of theory to actual, work-related issues. In addition, the student's supervisor at the work-site is encouraged to participate actively in the student's educational experience. In this way, both the learning and work experiences are maximized.

The Constructive Action is designed and performed to address an issue at the work or internship site which is related to the semester's Purpose and to meet the need of citizens and/or the organization. Each Constructive Action fulfills the performance requirement of the particular Purpose in which the student is enrolled. The Constructive Action provides students with a concrete way of relating the educational program to the challenges and issues that confront the world of service.

THE COLLEGE AND ORGANIZATIONAL RELATIONSHIP

A. General Responsibilities of the College:

The College will provide student-practitioners with an educational experience that will prepare them for effective performance as Human Service professionals. During the classroom time each week, the College provides a performance based, trans-disciplinary curriculum in which theory is examined for its relationship to human service. In that context, it is taught as the foundation for effective performance.

The College will assign each student-practitioner a faculty member, whose particular responsibility will be to conduct the Purpose Dimension class and work in the following areas with the organization in which the student will carry out the internship and Constructive Action requirements:

1. To develop a job description which outlines the professional responsibilities that the worker will be expected to carry out during the specific Purpose in which the student is enrolled.
2. To communicate his/her supervisor for the purpose of planning, promoting, and assessing the student's professional development and the quality of supervision a student is receiving.

The Office of Experiential Learning, in conjunction with faculty members, will work with supervisors to make the collaboration a success and to facilitate the resolution of any problem that may arise while the student is at the field site.

The College will provide services such as interpersonal counseling, career counseling and special instructions in academic skills as needed. It will refer student-practitioners to other resources for those services it is unable to provide.

The College will provide cooperating organizations with curriculum outlines, assessment guidelines, and other materials, which will assist them in carrying out their professional responsibilities as collaborators in educational and professional development of student practitioners.

B. The Responsibilities of the Office of Experiential Learning:

1. Planning and organizing Supervisor's workshops.
2. Working with the faculty and organization supervisors to address such problems as attendance and adjustment to the field-site.
3. Conducting Field Site visits as necessary.
4. Developing internships for students who need field placements.

5. Assisting students in identifying resources within and outside of the College community to support their fieldwork experience and professional development.

The College is concerned with the student-practitioner's performance in all aspects of the professional program. If there are any difficulties, the Office of Experiential Learning and the organization will consult with each other immediately and attempt to resolve all problems concerning their collaboration. They will notify each other of any change in the status of the student-practitioner.

In accordance with the Good Standing Policies and Procedures of Metropolitan College of New York, student-practitioners who do not meet the standards of attendance and satisfactory completion of work agreed to by the organization are subject to termination. The student-practitioner may also face academic penalization and or termination by the College.

C. Responsibilities of the Metropolitan College of New York Faculty Member:

1. The Faculty member will provide students with an outline for each Purpose under study.
2. The Faculty member and the student practitioner will discuss requirements and learning opportunities for the "Constructive Action" assignment.
3. They will identify a possible Constructive Action which will meet the need of the organization to provide appropriate services to citizens.
4. The Faculty member will be responsible for discussing and resolving problems which may arise between the organization supervisor and student-practitioner. Faculty may choose to address the problem(s) directly with the organization supervisor and student-practitioner or contact the Office of Experiential Learning. Once contacted, the Office of Experiential Learning would then serve as a liaison between the Faculty member, organization supervisor, and student-practitioner and will assume responsibility for finding resolution in the matter.
5. The Faculty member will contact the organization supervisor at least once during the course of each Purpose.

D. Responsibilities of each Organization Employing and/or Supervising Students Attending the College:

The organization will provide a planned field work experience which relates to the college curriculum and the specific Purpose in progress. The supervisor at the collaborating organization will meet with the student and will analyze the Overview Section of the Purpose Outline (found in each Purpose Handbook) to determine an appropriate planned field work experience. A faculty member will work in collaboration with the student-practitioner to assess the learning opportunities for the proposed field work assignment.

This will involve:

1. A structured sequence of work experience arranged to help the student-practitioner systematically attain the competence, and assume the responsibilities, specified in the human service job description, and related to each Purpose performance area.
2. Opportunities to practice and demonstrate competence in each of the Purposes of study. This is done through work performed with citizens who come to the organization in need of assistance.
3. The opportunity to work with citizens towards citizen empowerment.
4. The opportunity to carry out a Constructive Action—a complex service design, arrived at collaboratively with the citizen(s) who need help, and demonstrating competence in the Purpose under study. The design of the Constructive Action must be approved by the student’s organizational supervisor as well as the College faculty member. The Constructive Action must show how the theory learned in the classroom has been used as the basis for action and services in the organization. It must not only be **performed** in the organization but also fully documented, in writing, with all appropriate information and analysis.
5. The organization will assign the student-practitioner to at least fourteen hours per week of field work over a period of fourteen weeks related to the Constructive Action structure and the semester’s Purpose.
6. The Fieldwork Supervisor of the organization will provide the College with the following:
 - a) A signed Supervised Fieldwork Acceptance Form (Form 1) must be submitted to the Office of Experiential Learning the second week of each semester for each student intern.
 - b) No student will be allowed to continue his/her internship without the Supervised Fieldwork Acceptance Form.
 - c) A signed and completed Fieldwork Agency Agreement Form (Form 2) must be submitted by the agency. This form outlines the contractual agreement between Metropolitan College of New York and the Field Agency regarding field instruction internships. This form is to be filled out once by the agency and submitted to the Office of Experiential Learning by the second week of the semester.
 - d) A field assignment related to the semester’s Purpose, involving fourteen hours per week over a period of fourteen weeks.

e) The Volunteer or Internship Coordinator for the organization will assign the student to a supervisor who possesses the following credentials:

- A Master's degree.
- A Bachelor's degree plus five years experience in the field of Human Services.
- CASAC plus seven years experience in the field of Human Services.
- A high school diploma/G.E.D. plus ten years experience in the field of Human Services.

f) A job title and job description related to the Purpose under study.

g) Supervision on a regular basis; this should consist of a minimum of one hour per week for the duration of the 14-week field assignment.

h) Assistance in planning and carrying out the Purpose field requirements and the Constructive Action.

i) The opportunity to participate in organization meetings, conferences and workshops.

7. The assigned Field Site Supervisor is expected to:

a) Participate in the College's special Workshop for supervisors, which includes a discussion of the student's learning experiences and opportunities for professional development. Supervisors will be notified of this event.

b) Participate in the observation of the student's professional development.

c) The Field Site Supervisor will complete a Supervisor's Evaluation of Student Performance (Form 4) which will be supplied by the College. **This assessment should be discussed with the student by the Field Site Supervisor. The original completed form should be given to the student for inclusion in his/her Constructive Action.**

If the organization is concerned about the performance of a student-practitioner, it should notify the Office of Experiential Learning. The organization and the College together will explore various possible courses of action which may alleviate the situation and lead to retention of the student-practitioner. If a student-practitioner is

placed on probation or terminated by the organization, this may affect the student-practitioner's academic standing and/or status at the College.

E. Responsibilities of Student-Practitioners:

1. The student-practitioner must discuss with his/her supervisor the outline for the Purpose under study, in order to determine a field work assignment.
2. The student-practitioner must request from the organization supervisor, literature which describe the organization mandate, structure, function, population, mission and goals.
3. The student will be responsible for setting up a schedule with the organization supervisor for required fieldwork. This involves at least fourteen hours per week over a period of fourteen weeks.
4. The student will maintain the required field hours. Absences may lead to termination from the fieldwork internship or academic penalization.
5. If either the College or the organization is concerned that one or the other is not meeting its responsibilities under this Agreement, and if after discussion and negotiation it appears that there is no reasonable likelihood of alleviating this concern, each party to this Agreement reserves the right to cancel this agreement upon ten days notice.

QUESTIONS OR COMMENTS

Please contact:

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