



Bachelor of Science

COUNSELING AND HUMAN SERVICES

PROGRAM MANUAL 2025 - 2026

Department of Counseling and Human Services
Leahy College of Health Sciences

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University of Scranton: <http://www.scranton.edu>
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<http://matrix.scranton.edu/academics/LCHS/counseling/programs/CHS/index.shtml>

UNIVERSITY OF SCRANTON
DEPARTMENT OF COUNSELING AND HUMAN SERVICES:
B.S. IN COUNSELING & HUMAN SERVICES PROGRAM

INTRODUCTION

This manual is designed to provide information on the Bachelor of Science in Counseling and Human Services (CHS) Program at the University of Scranton. The undergraduate program in CHS is offered through the Leahy College of Health Sciences by the faculty of the Department of Counseling and Human Services in McGurkin Hall. In addition to the B.S. in CHS Program, the department offers foundational graduate programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, Applied Behavior Analysis (ABA), and Certificates of Advanced Graduate Study (CAGS) in Professional Counseling and ABA.

If you are a prospective student, we are pleased that you have requested information and are considering earning your degree with us. This manual, along with an Undergraduate Catalog and University Fact Sheet will help to answer many of the “frequently asked” questions from prospective students. These materials are available from the Department’s Administrative Office (MGH 459, 570-941-4236). Should you require further information, please do not hesitate to contact Dr. Paul Datti, CHS Undergraduate Program Director, at (570) 941-4127 or Dr. Rebecca Dalgin, CHS Department Chair, at (570) 941-7819. Additional information is also available on the department’s website at <http://www.scranton.edu/academics/LCHS/counseling/>

We strive to create a learning environment that is scholarly and rigorous, along with a program of professional preparation that is demanding and rewarding. Professional preparation includes academic work, challenging experiences and reflection, clinical practice under supervision, and use of advanced technologies. Openness, mutual sharing, and self-discovery are important parts of the learning process. We provide a rich and varied environment in which many different instructors, teaching philosophies, and methods are represented. Students are expected to act in a professional manner and are encouraged to think and interact freely.

The curriculum is a blend of knowledge and practical experience. In addition to acquiring specific competencies and skills, students are also provided with opportunities for self-exploration and reflection, personal/professional growth, and exposure to Jesuit ideals and Ignatian values. It is our belief that the process of facilitating growth in others – a hallmark of the counseling and human services professions – can occur only when the helping professional possesses a high degree of self-awareness and a desire to explore avenues for continued growth and professional development.

Constructive feedback on the program, its courses, and its faculty is encouraged through formal program and course evaluation procedures and informal discussions. We suggest that you talk directly with course instructors and your Program Director about individual concerns and constructive curricular change recommendations that you may have.

Our goal is to provide you with the knowledge and skills necessary to be a competent, reflective, highly functioning counseling and human services professional. Through our mutual efforts, this goal can be achieved.

Again, thank you for your interest and involvement in our program and department. Please feel free to contact any of us if there is some way in which we may be of assistance to you and/or to facilitate your learning process. The Faculty and Staff of the Department of Counseling and Human Services look forward to working and learning with you!

-The CHS Department Faculty and Staff

ABOUT THE UNIVERSITY OF SCRANTON

The University of Scranton is a private, Jesuit and Catholic, co-educational institution. Founded in 1888 as Saint Thomas College, the school received its University Charter in 1938. In 1942, Scranton became the twenty-fourth of twenty-eight Jesuit colleges and universities in the United States.

Twenty-eight states and thirty foreign countries are represented in the University's student body of about 5,000-6,000 in undergraduate, graduate, and non-traditional programs.

MISSION STATEMENT: University of Scranton

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

ABOUT THE LEAHY COLLEGE OF HEALTH STUDIES

The University's mission with respect to service and social justice is particularly relevant for the Leahy College of Health Sciences since it consists of a variety of undergraduate and graduate programs which share the aim of preparing individuals for "helping professions." LCHS views its capacity to nurture and model such relationships with our students as a key educational responsibility. The Jesuit traditions of theory, practice, and social justice are at the heart of our work. Our emphasis is indistinguishably interwoven with the philosophy, traditions, and mission of Jesuit liberal arts education. Our goal is to prepare professionals who are educated in the liberal arts and committed to a life guided by intellectual, moral, and ethical values.

MISSION STATEMENT: Leahy College of Health Studies

The Leahy College of Health Sciences upholds the highest academic standards in preparing undergraduate and graduate students for successful professional careers in allied health and education. The three interrelated themes of Jesuit education -- a focus on moral reflection, teaching for social justice, and the liberal treatment of subject matters -- are embedded in our LCHS curriculum as well as rigorous scholarship and service on both the undergraduate and graduate level. Our emphasis is on intellectual inquiry and clinical practice devoted to the lifelong development and improvement of our students, our faculty, our programs, and the global community.

ABOUT THE CHS DEPARTMENT

Welcome to the undergraduate program in CHS! We are pleased that you have chosen your major with us. Our faculty and staff are committed to having a curriculum that is current, courses that are of the highest quality, an advising system that is geared towards meeting your needs, and an overall system that respects you as an individual. Whether you are an entering first year student, a transfer student, or a change of major, please review this entire manual since it will give you information that will help you complete your bachelor's degree with minimal problems and hopefully with maximum benefit.

There are thirteen full-time instructors, one full-time professional staff member, and full-time Administrative person in the Department of Counseling and Human Services. We offer coursework leading to a B.S. in CHS, and Master of Science degrees in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CIRC), School Counseling (SC), and Applied Behavior Analysis (ABA). An accelerated B.S./M.S. is available (see below for information) as well as Certificates of Advanced Graduate Study programs for the above graduate programs. There is also a chapter of the Tau Upsilon Alpha (TUA) Academic and Professional Honor Society sponsored by the National Organization for Human Services (NOHS), and a student club, the Counseling and Human Services Association (CHSA). Please see below for information on both.

The faculty in the CHS Department are recognized researchers, practitioners, and teachers. They serve in leadership positions in international, national, regional, and state professional associations such as the American Counseling Association, the Association for Counselor Education and Supervision, the National Organization of Human Services, the Pennsylvania Counseling Association, and others. The faculty consistently present their research at professional conferences throughout the United States and abroad. They are published in several scholarly journals and books. The full-time instructors are also successful in grant writing, having secured several national and international external funding sources.

Each CHS course offered is evaluated by the students each semester and the program is evaluated by students every Spring semester. We encourage you to give feedback on how well we are doing!

MISSION STATEMENT: Department of Counseling and Human Services

The CHS Department in the Leahy College of Health Sciences (LCHS) at the University of Scranton is a rigorous and inclusive learning community. We seek to prepare counseling and human service professionals who are resilient caregivers, intentional advocates, and committed, self-reflective individuals. Using an innovative curriculum, CHS programs prepare dynamic practitioners who are responsive to local, regional, and global needs. Emphasis is placed on a relationship-centered approach that fosters holistic personal and professional growth and success.

Counseling and Human Services Department Guiding Principles:

Our caring, inclusive department is driven by a relationship-centered approach that fosters holistic personal and professional growth and success via:

- Preparing competent, real-world ready practitioners responsive to local, regional, and global needs
- Building and maintaining a growth-promoting community
- Cultivating a rigorous and supportive academic learning environment
- Providing an innovative, responsive, social justice-oriented curriculum in the Jesuit tradition that promotes care of the whole person
- Advocating for students, programs and communities
- Encouraging self-reflection leading to sustained personal and professional discernment, growth and wellness
- Assessing outcomes, fostering continuous improvement, and celebrating successes
- Promoting accessibility by fostering University-wide relationships and allocating resources intentionally

“Preparing Tomorrow’s Human Service Professionals Today”

ABOUT THE COUNSELING AND HUMAN SERVICES MAJOR

The CHS degree consists of a 124-credit curriculum, including 58 credits from CHS major courses and cognate courses leading to areas of specialty and student interest. Program highlights include 12 cognate electives and 12 free credit electives. In addition to the University of Scranton's general education (GE) requirements for graduation (refer to the University of Scranton's [Catalog](#)), students pursuing the CHS degree must maintain a minimum GPA of 2.0 (grade of a C) in all major and cognate courses in order to graduate. Students in the major are required to complete six credits of internship experiences totaling at least 350 hours. In addition to internships, students must also complete a minimum of 80 [community-based learning](#) hours including participation in the LCHS TAPESTRY program in order to graduate.

MISSION STATEMENT: Undergraduate Counseling and Human Services Program

The Counseling and Human Services (CHS) undergraduate program at the University of Scranton seeks to train counseling and human service professionals who are self-reflective practitioners, competent caregivers, and community leaders. The program has a multi-disciplinary perspective with special emphasis placed on the achievement of excellence in academic and professional competencies. The CHS program and department are committed to the enhancement of human development across the lifespan. Through the interplay of counseling, skill development, human service systems, rehabilitation services, community-based learning, and internships, the program prepares students for work in a variety of settings (agencies, schools, etc.) as counseling and human service professionals who situate their work in cultural, familial, community (local, state, regional, national, and global), and social justice contexts.

About Jesuit identity: Many core beliefs and practices of CHS professions complement the Jesuit traditions and Ignatian mission of the University of Scranton. Active and positive regard for each person creates environments conducive to quality care and positive human development. Caring for each person – mind, body, and spirit – and assisting each to reach their potential is highly honored in the Ignatian tradition of *cura personalis*, “care for the whole person.” For persons to reach their full potential, society has vested interests in the quality of our families, services, supports, and structures. CHS professionals work at the nexus of these, assisting individuals, families, and human systems to grow and mature. As CHS educators, we value the contributions that empathic care, critical thinking, deep personal reflection, sensitivity to diversity, and systemic leadership make to those we serve and to wider society. St. Ignatius valued these activities, highlighting the importance of discernment and the leadership of *magis*, always searching for “the more universal good.” Engaging in advocacy and social justice, with a mutually local and global perspective, are intrinsic parts of this work and in keeping with the Jesuit vision to “*set the world on fire*.”

HUMAN SERVICES ACCREDITATION/CERTIFICATION/ETHICS

The CHS undergraduate program received full national accreditation in 2006 from the [Council for Standards in Human Services Education \(CSHSE\)](#), and is accredited through 2026. CSHSE and the [National Organization for Human Services](#) (NOHS) work side by side to shape the future of human services. While CSHSE is the standard setting and accrediting body, NOHS is the professional organization for students, educators, and providers. As a result of our accreditation, students graduating with a B.S. in Counseling and Human Services students receive the highest national standard of human service education and meet all of the educational and experiential requirements to pursue the [Human Services-Board Certified Practitioner](#) (HS-BCP) credential (see information below). This national certification is provided by the Center for Credentialing and Education, and students/graduates will be eligible to apply for the credential. Due to our national accreditation, the CHS curriculum meets all of the criteria set forth by the NOHS. Also, our program strives to adhere to the training and [ethical standards](#) set forth by both CSHSE and NOHS. Please REVIEW the NOHS Ethical Standards immediately – they are at the end of this manual or you can visit: <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

COUNSELING AND HUMAN SERVICES PROGRAM FOCUS

The CHS program has a multi-disciplinary perspective with special emphasis placed on the achievement of excellence in academic and professional competencies. The CHS program and department are committed to the enhancement of human development across the lifespan. Through the interplay of counseling, skill development, human service systems, rehabilitation services, field work experiences, and internships, the program prepares students for work in a variety of settings (agencies, schools, etc.) as counseling and human service professionals who situate their work within cultural, family, and community (local, regional, national, and global) contexts.

The mission of the Counseling and Human Services program is congruent with the missions of the University, Leahy College of Health Sciences, and the Department of Counseling and Human Services. The program embraces the tradition of excellence that is part of the University community in promoting personal and professional development of its students in training counseling and human services professionals. The program allies itself to the commitment of the Leahy College of Health Sciences' mission to train students through a balance of theory, practice, and community-based learning experiences that are a vital part of the CHS curriculum.

The CHS Services curriculum is designed to develop in students the awareness, knowledge, and skills necessary to work with people in a variety of settings and situations. The sequence of courses focuses on understanding normal and abnormal human adjustment across the lifespan and on developing skill in interventions designed to maximize human adjustment and development. Core requirements in the major emphasize values, knowledge, and skills common to all fields of human services, while electives allow students to develop competence in assisting specific populations.

The curriculum is geared toward students who have high social-science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares students for entry-level positions in a variety of human-services positions in private or public settings, or for graduate study in counseling, social work, human resources, the law, or related social or behavioral science professions.

Program Learning Outcomes (PLOs)

The CHS major provides an integrated curriculum that trains human service professionals who can provide competent multi-disciplinary services. The curriculum exposes students to core courses that have multi-disciplinary and interdisciplinary philosophies. The core curriculum provides an integrated approach to knowledge, theory, and skills development. Through the program's learning objectives, students will attain the following program learning outcomes (PLOs). They will be able to:

- i. Develop and demonstrate awareness and understanding of the developmental needs of individuals, families, groups, communities, and other supported human services organizations and functions at all developmental levels of care.
- ii. Develop and demonstrate awareness of cultural diversity, disabilities, socio-economic trends, changing roles and lifestyle patterns of persons and the impact of these changes on clients.
- iii. Develop and demonstrate awareness and understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity, and competence.
- iv. Develop and demonstrate knowledge and skills in applying theoretical frameworks to human service and counseling practice.
- v. Develop and demonstrate knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings.
- vi. Develop and demonstrate knowledge and skills in human service systems to facilitate advocacy through local, state, national, and international organizations.
- vii. Develop and demonstrate knowledge and skills to implement social justice into human services systems of care.
- viii. Develop and demonstrate knowledge and skills in the utilization of research design and implementation techniques in conducting relevant research studies and applying research findings to current counseling in human services settings.
- ix. Develop and demonstrate knowledge and skills to provide program development in non-profit human services settings.
- x. Develop and demonstrate knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings.
- xi. Develop and demonstrate an accurate realization and perception of the multiple roles of the human service professional in community settings.
- xii. Develop and demonstrate knowledge and skills to apply for graduate training in the areas of counseling, social work, allied health, human resources, education, and a myriad of other professional degree programs requiring students to have a solid foundation and training in human services.

PLO Assessment: Four PLOs are chosen each year for assessment and presented to the LCHS Curriculum and Assessment Committee for review on a consistent basis. Each PLO is aligned with a corresponding Institutional Level Outcome(s) (ILOs) and course level Student Learning Outcome(s) (SLOs). The relevant assessments in each course where students demonstrate their learning of that outcome and receive formal feedback are chosen, evaluated, and a summary of data collected from those assessments of student learning are analyzed to determine whether PLO benchmarks are achieved. As needed, changes are made to the course(s) or curriculum to address any identified deficiencies in student learning.

Student Advisement

Students who seek a B.S. degree in Counseling and Human Services are afforded the opportunity to design a program of study to fit their individual career goals and aspirations. Students who choose to complete the B.S. program in the traditional form must take the following CHS major courses:

CHS 111	3.0 Introduction to Human Adjustment
CHS 112	3.0 Human Services Systems (10)
CHS 241	3.0 Case Management and Interviewing (20)
CHS 242	3.0 Theories of Counseling
CHS 293	3.0 Research Methods in CHS
CHS 333	3.0 Multiculturalism in CHS (10)
CHS 335	3.0 Administration in Human Services
CHS 340	1.0 Career Seminar
CHS 341	3.0 Group Dynamics (10)
CHS 380	3.0 Internship in CHS (150)
CHS 441	3.0 Crisis Intervention (20)
CHS 481	3.0 Advanced Internship in CHS (200)

Plan your semesters wisely! The **bolded** courses require Community-Based Learning (CBL - see next page for a description) hours OUTSIDE of the classroom, and the **bold/italicized** courses are internships that require fieldwork hours OUTSIDE of the classroom. The number in parentheses is the required hours for each. Using the “suggested” sequence of courses (see p. 18) is recommended so that students do not have too many CBL or internship hours in any given semester. The [Leahy College of Health Sciences Advising Center](#) can be very helpful with this; it is suggested you use the center often (at least once per semester).

Elective courses can be selected based on the student’s interests and/or career aspirations. Elective decisions are commonly made after exploration with the student’s academic mentor (the CHS Program Director) or academic advisor in the Advising Center.

Accelerated Baccalaureate/Master’s Degree Options

Outstanding Counseling and Human Services majors are eligible for consideration in this program (please refer to the Undergraduate Catalog sections on Special Programs or The Graduate School Catalog for the specifics of the program). Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Applied Behavior Analysis are the graduate programs available for CHS students of high academic quality and clear professional goals. Each graduate program is nationally accredited, and the Department of Counseling and Human Services is consistently recognized regionally and nationally in Counselor Education, even being named the Outstanding Counselor Education Program in Pennsylvania. See below for Accelerated Program Policies. Click [here](#) for more information.

Accelerated Program Policies

Undergraduate CHS majors with outstanding academic records may be eligible for early admission to the above graduate programs through the Accelerated Baccalaureate/Master’s Degree Programs. Interested students must have completed at least 64 credits, apply to this program **no later than March 1 of their third year** of academic study, adhere to the time frame for application as outlined in Graduate Catalog, and meet specific admissions criteria.

These programs allow for taking and counting up to 12 credits of graduate work toward the baccalaureate degree as well as a graduate degree in the above programs.* Students who achieve the overall grade point average delineated below may be eligible for the program:

- 3.5 after 64 semester hours;
- 3.4 after 80 semester hours;
- 3.3 after 96 semester hours;
- or 3.2 after 112 semester hours

*Note that the Accelerated Programs are designed to assist students who intend to complete their graduate degree at the University of Scranton. Should the student decide to attend another university's graduate program after completing graduate courses at the University of Scranton, it is the student's responsibility to contact the other university(s) to determine if graduate courses taken here will transfer to the perspective programs and understand that they are often not transferable.

Additional Information about the CHS Curriculum

I. COMMUNITY-BASED LEARNING

A community-based learning (CBL) component is integrated into selected CHS courses for the purposes of gaining experience in the field, giving back to the community, and relating to Jesuit ideals and Ignatian values such as *cura personalis* (care for the whole person), *magis* (doing more for the greater good), and social justice. A total of 80 CBL hours are required in order to graduate. CBL exposes students to a wide variety of workplace settings. For more information, visit the [Community-based learning page](#) of the University's website or see the CHS Program Director. Students will also be provided options of where to serve in individual classes. Useful career exploration is also gained by completing these requirements. Although not necessarily required for graduation in their major, non-CHS major students are required to complete CBL hours and other requirements in all CHS courses that have CBL assignments.

II. COGNATE COURSES

Cognate courses are required as well as elective courses that help students become better counseling and human service professionals. Commonly selected courses include Psychology, Sociology, Health Administration, Human Resources, and additional courses that are required for a double major, minor, or concentration.

III. MINOR IN COUNSELING AND HUMAN SERVICES

A CHS minor requires CHS 111, 112, 241, 242, 341 and one CHS elective course (18 credits).

IV. INTERNSHIPS IN COUNSELING AND HUMAN SERVICES

Clinical Instruction: During the course of academic study, CHS students are required to apply theory into practice throughout courses via fieldwork and internships. This clinical training is accomplished in three ways: opportunities in the department's David W. Hall Counseling Training Center, community partners, and external site internships. **Program Director or Department Chair approval is required for all internship placements.** External sites must be inside the immediate University region, unless permission is granted by the Program Director, Department Chair, or Dean (typically only for extenuating circumstances).

The CHS curriculum features two required internships. The first 150-hour internship (CHS 380) is typically taken in the Spring semester of the student's third year, and the second 200-hour advanced internship (CHS 481) in their fourth year (note: it is possible to do both internships in the fourth year). Students must complete a total of 350 hours of internship to meet accreditation guidelines. CBL hours are *separate* and necessary for all undergraduate students. **Internships are only offered during fall and spring semesters, as students need to attend weekly seminars and be under supervision of a faculty member (and site supervisor) for the entirety of both internships.**

The CHS department has affiliation agreements with over 150 regional sites. Students have opportunities to experience community mental health agencies, schools, social work agencies, hospice centers, children/youth agencies, residential treatment centers, substance use disorder facilities (inpatient or outpatient), agencies serving persons with disabilities, and more!

LCHS Required Fieldwork Forms and Internship Orientation: A Required Fieldwork Form (see page 19) must be submitted for each internship. They are required to be completed by the student and signed by their internship site supervisor by June 15 (for Fall semester) or December 15 (for Spring semester) in order to be eligible to register for any internship section. It is also the student's

responsibility to get approval and signatures of the CHS Program Director or Department Chair on these forms in order to complete the registration process.

An **internship orientation** will be provided for all students registered in all sections of CHS 340 (Career Seminar) each semester. You will be provided with information about internship responsibilities, documents, professionalism, clearances, and other information. You **MUST** attend one of these orientations in order to have your internship approved and your fieldwork form signed by the CHS Program Director or Department Chair.

Clearances: All CHS students are required to obtain clearances in order to be registered for internship experiences. The three required clearances for internship registration are: 1) PA State Police criminal background check, 2) PA child abuse clearance, and 3) FBI fingerprints. Note that other clearances may be required by sites as well. Students will be provided information on how to obtain them and where to upload them for access to the fieldwork office (and can click [here](#) for more information) in CHS 340. Most sites require clearances, and it is the student's responsibility to obtain them prior to their first internship experience, as, in most cases, students cannot begin the experience without them. Clearances are good for at least one year, so it is likely that the process will cover both internships and will only need to be completed once. For questions or more information, contact the CHS Program Director or LCHS Director of Field Placement (David Angeloni, x5518).

Family Education Rights and Privacy Act (FERPA) and Fair Credit Reporting Act (FCRA)

Documents: Prior to internship experiences, in the Career Seminar course (CHS 340), students will be provided with FERPA and FCRA documents for review and signature (see pages 20-24). These will be further explained during CHS 340; however, the FERPA document gives faculty permission to communicate with your community site supervisor and others outside the University with regard to your internship so that we can work together, and the FCRA document provides you information about what information might be collected with regard to your background, including credit and other history as part of the clearance process. Note that a FERPA form may also be required should you request a faculty member letter of recommendation for an internship site.

Criminal History: While criminal histories or offenses incurred while in or prior to the CHS program do not necessarily prevent students being successful, they should be aware of the [University Code of Conduct](#) and that many human services agencies, depending on the offense(s), may not allow an internship or employment. If you believe this situation may affect you, please discuss the matter with the CHS Program Director or CHS Department Chair.

Statement of Reasonable Accommodations for Students

Students with Disabilities: Students with Disabilities may be eligible for reasonable academic and non-academic accommodations. Students are required to submit relevant and current documentation of their disability. Students are encouraged to contact the Office of Student Success and Support at disabilityservices@scranton.edu or (570) 941-4038 if they have or think they may have a disability and wish to determine eligibility for any academic accommodations. For non-academic accommodations, students should contact the Office of Equity and Diversity at non-academic-accom@scranton.edu or (570) 941-6645. Students can access Accommodate by clicking [here](#).

Fitness for the Profession of Counseling and Human Services

The education of Counseling and Human Services professionals demands evaluation of one's values, beliefs, attitudes, and behavior patterns. In many ways, the deepest challenge students will encounter is the combined task of self-assessment, self-growth, and self-direction in collaboration with others and across many areas of life: academic, clinical, professional, and personal. It is our hope and expectation that each undergraduate student who joins the program will succeed in these tasks as delineated in the Fitness for the Profession document. The document also outlines a separate student retention policy and procedures to provide students with direct feedback relative to their progress in the program. The document can be found at the end of this manual and is presented to students in many of the courses throughout the program. **Please review it carefully and often.**

Employment Outlook and Occupational Opportunities for Counseling and Human Services Majors

According to the National Organization for Human Services (NOHS), the Human Services profession is dedicated to providing services to individuals and families in need of assistance. The goal of human services work is to enhance the quality of life for those who are served. Human service professionals perform a variety of roles. Some of these roles are:

- caregiver to children, elders, and people with disabilities
- coordinator to help people use community resources
- teacher of daily living skills
- advocate for those who are unable to advocate for themselves
- mediator between clients and between clients and agencies

The Bureau of Labor Statistics (www.bls.gov) and O*net Online (www.onetonline.org) project that opportunities for social and human service professionals are expected to be excellent and to grow exponentially, particularly for applicants with appropriate postsecondary education. The number of social and human service jobs is projected to grow “faster than average” (6% or higher) through 2033 - ranking the occupations among the most rapidly growing and with a “bright outlook,” particularly in the NJ/NY/PA tristate area. Many additional job opportunities may arise from the need to replace workers who advance into new positions, retire, or leave the jobs for other reasons.

The BLS and O*net list the following as examples of jobs available for those who have earned a degree in human services. Note that this is only a small sample of possibilities:

Addictions Counselor Assistant	Mental Health Technician
Advocate	Outreach Specialist
Behavioral Health Technician	Intake Interviewer
Case Worker	Psychiatric Technician
Community Coordinator	Probation Officer
Clinical Assistant	Parole Officer
Child Abuse Worker	Rehabilitation Case Worker
Child Advocate	Residential Care Assistant
Direct Care Provider	Prevention Specialist
Family Support Worker	Social Services Aide and Assistant
Human Services Program Specialist	Social Work Assistant and Associate

HUMAN SERVICES – BOARD CERTIFIED PRACTITIONER (HS-BCP) CREDENTIAL

Graduates of the CHS program are eligible to sit for the Human Services - Board Certified Practitioner (HS-BCP) exam. The HS-BCP credential allows for independent verification of your practical knowledge and educational background in human services. With increased competition in this growing field, becoming board certified in human services shows the attainment of high national standards and allows you to stand out as a part of a distinguished group known for commitment to maintaining excellence in the field. With the number of human services jobs expected to climb rapidly this decade and beyond, the HS-BCP credential can help you launch a rewarding career. Note that this is one of the very few credentials offered at the undergraduate level, and according to the US Census, individuals with these type credentials tend to make approximately 20% more than those without a credential at the undergrad level. Please see the Center for Credentialing Education's (CCE) website for more information on the credential and exam: <http://www.cce-global.org/HSBCP>.

Because of our accreditation status with CSHSE, University of Scranton CHS majors who have 15 credits or less to complete are eligible to apply for the credential and sit for the examination prior to graduation. If you fit this criterion, please provide your academic transcript (unofficial is fine) indicating your credits completed to Dr. Paul Datti, Campus Coordinator for the HS-BCP Exam, who will provide you instructions on how to apply. Note that current students are not able to apply without Dr. Datti's consent and instruction, as there is a specific procedure for students to follow. Graduates of the program, however, are eligible to sit for the exam at any time and do not need CHS nor any University permissions or instruction. Procedures for applying post-grad are available at <http://www.cce-global.org/HSBCP>.

Where and How: The exam is offered several times a year at Pearson Vue Testing Centers throughout the country, or online. The closest one to the University of Scranton is in Moosic, PA (about 10 minutes away). A full list of the center locations can be found at: <http://www.pearsonvue.com/cce/>

Or, it can be taken online via Pearson's OnVUE platform, which can be found here: <https://home.pearsonvue.com/Test-takers/OnVUE-online-proctoring.aspx>

When: Ongoing (Pearson Vue will instruct you and give you an appointment). It is recommended that you take the exam AFTER you have completed all of your core CHS courses (including CHS 441: Crisis Intervention).

Fee: The application fee is currently \$210.

Study Guide: Click here for the [HS-BCP Examination Study Guide](#).

In addition, reviewing case studies as presented in any core textbooks for human services and related degree programs is helpful, and some of our faculty and students have found the following book to be helpful in exam preparation also - *in addition* to reviewing your core CHS course materials:

“Encyclopedia of Human Services: Master Review and Tutorial for the Human Services-Board Certified Practitioner Examination (HS-BCPE) - 1st Edition”

Author: Howard Rosenthal
ISBN-13: 978-0415538121

It is available through [Amazon.com](https://www.amazon.com).

STUDENT RESOURCES

The CHS undergraduate program is committed to training human services professionals who will excel in their career. Resources are available for students to facilitate professional identity development and academic success. The following resources are important avenues of information and support services for all students in the CHS major and department:

Center for Teaching Excellence (CTE)/Office of Student Support and Success (OSSS)

The University of Scranton's Center for Teaching Excellence encourages and supports a strong culture of teaching, learning, and scholarship in the Ignatian Tradition for a diverse University community. The University's CTE works with faculty and students to help create an environment that encourages and supports student learning, faculty enrichment, instructional design, and the use of technology.

The University's CTE/OSSS is located on the 5th floor of the Harper-McGinness Wing in St. Thomas Hall. The mission of the CTE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The OSSS offers services to assist students to achieve academic success and can help with improving their reading comprehension and retention, writing, and enhance overall learning skills. Peer tutoring is available to students free of charge. Students may also work with OSSS staff in learning how to use instructional technology that is available on campus. Workshops are offered in the area of time management, organizational skills, effective study techniques and learning styles.

STUDENTS WITH DISABILITIES

The CHS Department complies with all applicable laws and regulations with respect to the accommodation of disabilities as these defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the OSSS [570-941-4038]. The OSSS works with students to provide support they may need to have a rewarding and successful experience at Scranton. The OSSS is home to the University's ADA Committee which determines whether a student is eligible for services and, if so, coordinates accommodations based on documentation provided by the student and other relevant professionals. We are fully committed to offering our students with disabilities access to programs, facilities, and services on an equal opportunity basis.

With respect to privacy and confidentiality, OSSS reviews and maintains disability-related documentation and information in the most safe, secure, and effective way, by employing a widely used software product called *Accommodate by Simplicity*. Disclosures of specific health/learning issues to the OSSS will be confidential and will not appear on a student's college record.

Weinberg Memorial Library

Library Tutorials

In these view-only tutorials, you will learn how to use resources found in the library. These instructions include how to search databases by subject or by title, obtain course materials and instructor places on electronic reserves, search and place an order on interlibrary loan and PALCI, browse the online catalog, and receive online help from a librarian.

Library Distance Learning Resources

The Weinberg Memorial Library provides information, services, and programs that meet the current and anticipated educational, research, and public service needs of the University's students and faculty, regardless of their geographic location. Distance learning students are eligible for library services, including home delivery of books and articles.

U. of S. Undergraduate Catalog

http://catalog.scranton.edu/preview_program.php?catoid=24&poid=4510&returnto=2115

HONOR SOCIETY



Tau Upsilon Alpha (Epsilon Chapter)

The Department of Counseling and Human Services has a National Honor Society for the B.S. program. The [Tau Upsilon Alpha \(TUA\) National Honor Society](#) is sponsored by the National Organization for Human Services and the EPSILON Chapter is available to recognize academic excellence of undergraduate Counseling and Human Services students.

The Epsilon Chapter of TUA supports the mission of NOHS “to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity.”

Requirements: Students must have completed three full-time semesters (eligible in the Spring semester of their second year) and have a cumulative GPA of 3.25 or higher. Students must file an application (a call for applications goes out each year) and pay the \$40 application fee (collected by the Chapter Advisor or TUA Treasurer). Once accepted, students pay yearly dues of \$10 (collected by the Chapter Advisor or TUA Treasurer) until graduation.

Benefits: Membership pin and certificate, graduation regalia (including honor chords), scholarship opportunities, experiences gained through local chapter activities (great for resume building!), recognition as a member of an academic and professional honor society, officer opportunities, and lifetime membership

Please contact Dr. Paul Datti, Chapter Advisor, for information (paul.datti@scranton.edu).

THE COUNSELING AND HUMAN SERVICES ASSOCIATION

CHS majors and others interested in counseling and human services can join our student club, the [Counseling and Human Services Association](#) (CHSA). CHSA elects officers annually, meets monthly during semesters, participates in community service, and sponsors fund raising activities and educational initiatives across the campus and within the local community. CHS majors become automatic members upon entering the major and are strongly encouraged to be active participants and attend monthly meetings. Note that in order to be considered an “active member,” students must attend at least one meeting per semester. Annual dues are \$5, if able. The CHS program has a listserv in which CHS majors are automatically placed in order to receive all pertinent information relative to the CHSA and other program and department announcements. Please contact Dr. Paul Datti, Faculty Moderator for CHSA, for more information (paul.datti@scranton.edu).

ACADEMIC CODE OF HONESTY

Students have responsibility for governing their own conduct in compliance with the Academic Code of Honesty, which addresses behavioral integrity in the academic work of the University. Conduct that violates the Code includes plagiarism, duplicate submission of the same work, collusion, providing false information, unauthorized use of computers, theft and destruction of property, and unauthorized possession of tests and other materials. Steps taken in response to suspected violations may include a discussion with the instructor, an informal meeting with the dean of the college and a hearing before the Academic Dishonesty Hearing Board. Students who are found to have violated the Code will ordinarily be assigned a grade of an F by the instructor and may face other sanctions. The complete Academic Code of Honesty is available in the deans’ offices, in the University Student Handbook and on the Web at <https://www.scranton.edu/studentlife/studentaffairs/student-conduct/student-code.shtml>

ACADEMIC RESOURCES AND UNIVERSITY SUPPORT SERVICES

I. Leahy College of Health Sciences Advisors and Advising

If you are a first-year student, you will be assigned to the Leahy College of Health Sciences Advising Center, 1st floor, McGurkin Hall and receive much useful information and guidance through this office throughout your matriculation here at the University. In addition, we encourage you to visit the department and talk with the Counseling and Human Services Undergraduate Program Director, faculty, and academic mentor (Dr. Paul Datti), and/or with the instructor of your introductory courses if you have questions.

II. Counseling Center

The [Counseling Center](#) provides a safe, comfortable, caring and confidential place for students. Sometimes students have personal problems they may wish to discuss with one of the practitioners. These may be related to concerns about relationships, transition, coping, development, school, self-concept, family dynamics, etc. Such things as alcohol and other drug use/abuse, anxiety, or depression may complicate these concerns. The Counseling Center is staffed by licensed mental health professionals who are available to help students make the most they can out of their years at the University. Finding ways to identify and cope with the stressors of life can make a difference in a day of the life of a college student.

Located on the sixth floor of O'Hara Hall, the Counseling Center is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Later evening sessions may be available by appointment. After-hours emergency crisis consultation is available on a 24-hour basis from September through May while classes are in session by contacting Public Safety at (570) 941-7777 to reach the practitioner on call. For Counseling Center appointments, students may call (570) 941-7620 or stop by the Center. Counseling Center appointments are *free* for University students.

III. Gerard R. Roche Center for Career Development

Students should be aware that the [Gerard R. Roche Center for Career Development](#) provides educational and career counseling, lists of graduate programs in various disciplines, help in resume preparation, role playing simulations for employment interviews, and will maintain a reference file for application to graduate programs and/or for employers. Ordinarily, students will become familiar with the office during First Year Seminars, Introductory CHS courses, Career Seminar, and Internships.

IV. Center for Health Education and Wellness

The Center for Health Education and Wellness (CHEW) at the University of Scranton provides health information and programs to support holistic success (e.g., academic, physical, social, and spiritual) of students. Through support services and educational programs, CHEW staff work with students to make healthy choices and connect with campus and community services. Visit "CHEW at the U" at www.scranton.edu/chew or call (570) 941-4253.

V. Study Abroad Program

The University of Scranton provides opportunities for students to continue their studies at other universities around the world. The [Office of Global Education](#) provides one-stop shopping for students interested in studying abroad. The office encourages students who have an interest in gaining global experiences to stop by early and often in their academic career. Counseling and Human Services students have an opportunity to participate. Previous students participated in academic opportunities in Spain, Mexico, Italy, England, Australia, Africa, and Ireland to name only a few.

Experts will help students identify study abroad options, provide academic advising, process applications, and provide comprehensive pre-departure services. The University works closely with institutions around the world and is committed to working with the individual student to identify the study abroad site that is best for them. In many cases, adjusted financial aid packages of University of Scranton scholarships may be used while studying abroad. Consult the Undergraduate Catalog and your advisor for further information and eligibility criteria.

Counseling & Human Services Curriculum

	Department and Number	Title	Fall Cr.	Spr. Cr.
First Year				
MAJOR	CHS 111	Intro. To Human Adjustment	3	
MAJOR	CHS 112*	Human Service Systems		3
COGNATE S/BH	PSYC 110	Fundamentals of Psych.		3
GE WRTG	WRTG 107	Composition		3
GE EP (FYOC, FYDT)	EDUC 102/Other FYOC, FYTD	Educ Skills in Global Society/Other EP	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE FSEM	FIRST YEAR SEMINARS**			
			15	15
Second Year				
MAJOR	CHS 241*	Case Mgt. And Interviewing	3	
MAJOR	CHS 242	Counseling Theories		3
MAJOR	CHS 293***	Research Methods (EPW Designation)		3
MAJOR	CHS ELECTIVE	CHS ELECTIVE		3
COGNATE (GE/S/BH)	PSYC 226	Lifespan Development: Cog/Beh	3	
COGNATE	PSYC 227	Lifespan Development: Soc/Emo		3
GE QUAN	PSYC 210/EDUC 120	Statistics for the Behavioral Science	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
			15	15
Third Year				
MAJOR	CHS 333*	Multiculturalism in CHS	3	
MAJOR	CHS 335	Administration in CHS	3	
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341*	Group Dynamics	3	
MAJOR	CHS 380	Internship in CHS		3
MAJOR	CHS ELECT	CHS Electives	3	3
COGNATE	S/BH ELECT	Social/Behavioral Science Electives	3	3
GE HUMN	HUMN ELECTIVE	Human Elective		3
GE T/RS/PHIL	PHIL/TRS ELECT	Theology/Philosophy Elective		3
			16	15
Fourth Year				
MAJOR	CHS 441*	Crisis Intervention (EPW Designation)	3	
MAJOR	CHS ELECT	Counseling & Human Services Electives		6
MAJOR	CHS 481	Advanced Internship in CHS	3	
COGNATE	S/BH ELECT	Social/Behavioral Electives	3	3
GE ELECT	FREE ELECT	Free Electives	6	6
GE HUMN	HUMN ELECT	Humanities Elective		3
			15	18****
			Total: 124	

*Course Includes Community-Based Learning Component

**Select a First Year Seminar in PHIL or T/RS or other major to fulfill requirements both for the First Year Seminar and a General Education Requirement. If students choose one of the CHS First Year Seminars (CHS 110x - The Ignatian Imagination), it will be counted as a free of CHS elective. Thus, First Year Seminars in these disciplines may not add to the total credits for the major. Talk with your advisor if you have any questions.

***It is *STRONGLY* recommended that you take CHS 293 during your sophomore year but no later than fall of junior year (preferably concurrently or just after your stats course), as it lays the foundation for advanced research papers that will be required in your last two years. Sections are available for sophomore and juniors only.

****Students can opt for 18 credits in the fall as opposed to the spring. The schedule is also flexible in other ways. See the CHS Program Director or LCHS Advising Center for more information.

LCHS **REQUIRED FIELDWORK** Approval/Enrollment Form

Term: _____ CRN and Course Number: _____ # of Credits _____

Student Name: _____ R# _____

Student mail: _____ Phone: _____

Overall GPA: _____ Expected Graduation Date _____

International student ☐ No ☐ Yes If yes, is CPT paperwork completed? _____

Fieldwork Start Date: _____ Fieldwork End Date: _____

FIELDWORK SITE:-

Mailing
Address: _____

FIELDWORK SITE SUPERVISOR:

Name (please print): _____

Title: _____

Phone: _____ Email: _____

APPROVALS (signatures):

Fieldwork Site Supervisor: _____ Date: _____

Faculty of Record: _____ Date: _____

Chair/Program Director: _____ Date: _____

(Submit to MGH 111 when complete above this line)

FOR OFFICE USE ONLY

Contact regarding Affiliation Agreement/clearances

Name: _____

Title: _____

Phone: _____ Email: _____

☐ Affiliation Agreement in place

☐ Clearances complete

☐ Clearances N/A

☐ Okay to register without Clearances

Field Office: _____ Date: _____

Dean's Office: _____ Date: _____

Student enrollment completed by _____ Date: _____

INFORMATION ACCESS CONSENT FORM
FAMILY EDUCATIONAL RIGHTS AND PRIVACY
ACT AS AMENDED, 20 USC §1232 et seq (FERPA)

I, _____ (*name*), give **The University of Scranton** permission to share with the facility or facilities listed here ("Facility"):

_____, applicable educational information obtained from my education records, as defined by FERPA, and maintained by the University, for the sole purpose of my participation in the _____ (*name of program*) fieldwork (clinical) learning experience at the Facility which are required by the Facility for the sole purpose of processing and conducting my fieldwork experience at the Facility. I understand my education records include my health, immunization, background check, disciplinary and academic records, and those medical or clinical professional records maintained by the University for the purpose of documenting a claim of a disabling condition and which are necessary for determining an appropriate accommodation while participating in my fieldwork (clinical) experience.

Understanding that these records are protected by the Family Educational Rights and Privacy Act of 1974, as amended (FERPA) and despite that protection, I, _____ voluntarily waive any confidentiality I may otherwise have in those records under FERPA for the above-stated purpose. I hereby give consent to the University of Scranton and its appropriate offices and departments to provide copies and/or discuss the information contained in my education records, identified above, with the Facility Coordinator and/or their designee.

Student signature

Date

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. **For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.

- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:

- a person has taken adverse action against you because of information in your credit report;
- you are the victim of identity theft and place a fraud alert in your file;
- your file contains inaccurate information as a result of fraud;
- you are on public assistance;
- you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.

- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.

- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

DISCLOSURE REGARDING BACKGROUND INVESTIGATION

The University of Scranton (the "School") may obtain information about you from a third party consumer reporting agency for purposes of evaluating your application for participation in an educational program with the School or for participation in clinical, experiential, residency, or other education or degree requirements at a health care facility or clinical program, which may be deemed to be "employment purposes" under the Fair Credit Reporting Act ("FCRA"). Thus, you may be the subject of a "consumer report" which may contain information regarding your criminal history, social security verification, motor vehicle records ("driving records"), verification of your education or employment history, or other background checks. These reports will also include immunization records and other applicable health information to be used for the above stated permissible purposes, specifically verifying your compliance with health care facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility.

You have the right, upon written request made within a reasonable time, to request whether a consumer report has been run about you and to request a copy of your report. These searches will be conducted by Castle Branch, Inc., 1844 Sir Tyler Drive, Wilmington, NC 28405, 888-723-4263, <https://mycb.castlebranch.com/>. The scope of this disclosure is all-encompassing, however, allowing the School to obtain from any outside organization all manner of consumer reports throughout the course of your participation in the educational program or clinical, experiential, residency, or other education or degree requirements to the extent permitted by law.

Print Name: _____

Signature: _____

Date: _____

ACKNOWLEDGMENT AND AUTHORIZATION FOR BACKGROUND CHECK

I acknowledge receipt of the separate document entitled DISCLOSURE REGARDING BACKGROUND INVESTIGATION and A SUMMARY OF YOUR RIGHTS UNDER THE FAIR CREDIT REPORTING ACT and certify that I have read and understand both of those documents. I hereby authorize and consent to the obtaining of "consumer reports" by The University of Scranton (the "School") at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable. I further authorize and consent to the obtaining by the School, and inclusion in these reports, at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable, of my immunization records and other applicable health information to be used for purposes of evaluating my application for participation in an educational program with the School or for participation in clinical, experiential, residency, or other education or degree requirements at a health care facility or clinical program. To this end, I hereby authorize and consent to, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, data or record repository, to furnish any and all background information requested by Castle Branch, Inc., 1844 Sir Tyler Drive, Wilmington, NC 28405, 888-723-4263, <https://mycb.castlebranch.com/>, and/or the school. I agree that a facsimile ("fax"), electronic or photographic copy of this Authorization shall be as valid as the original.

Residents of New York only: Upon request, you will be informed whether or not a consumer report was requested by the School, and if such report was requested, informed of the name and address of the consumer reporting agency that furnished the report. You have the right to inspect and receive a copy of any investigative consumer report requested by the School by contacting the consumer reporting agency identified above directly. By signing below, you acknowledge receipt of Article 23-A of the New York Correction Law

Residents of New York City only: By signing this form, you further authorize the School to provide you with a copy of your consumer report, the New York City Fair Chance Act Notice form, and any other documents, to the extent required by law, at the mailing address and/or email address you provide to the School.

Residents of Washington State only: You also have the right to request from the consumer reporting agency a written summary of your rights and remedies under the Washington Fair Credit Reporting Act.

Residents of Minnesota and Oklahoma only: Please check this box if you would like to receive a copy of a consumer report if one is obtained by the School. ☐

Print Name: _____

Signature: _____

Date: _____

FITNESS FOR THE PROFESSION OF COUNSELING AND HUMAN SERVICES

*A Policy Statement from the Faculty and Staff of the Department of Counseling and Human Services, Lehigh College of Health Sciences, University of Scranton.
(Undergraduate Student Policy)*

PROFESSIONAL AND PERSONAL DEVELOPMENT

Entry into the profession of Counseling and Human Services is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete, which has academic and clinical requirements attached. However, because counseling and human services undergraduate majors will be entering a profession that deals with human living and a way of living in its own right, there are professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the counseling and human services profession. As counseling and human services educators, the faculty and staff of the Department of Counseling and Human Services are committed to facilitating the professional development and personal growth of the undergraduate students, and to the education, supervision, and mentoring of students in all aspects of their professional journey.

The education of human services professionals demands evaluation of one's values, beliefs, attitudes, and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction, and self-direction in collaboration with others and across many areas of life: academic, clinical, professional, and personal. It is our hope and expectation that each undergraduate student who joins the Department will succeed in these tasks.

To that end, we list below a number of the attributes, characteristics, and behaviors that we believe are important for success in both counseling and human services training and practice.

Students in the undergraduate program will be evaluated on a continuing basis with reference to these professional and personal attributes as well as to their academic performance and growing clinical skills. The list below is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating their own strengths and growing edges in each domain.

An important note: The faculty hope that providing these characteristics will help undergraduate students understand what is expected of them and will stimulate self-assessment for continued growth. Ongoing professional and personal growth is an important practice, whether one is an undergraduate trainee or a human services professional. It is in this sense, then, that the faculty and staff of the Department commit themselves to fostering the development of our students as well as of one another. It is our hope to become a learning community of fellow professionals – faculty, staff and students.

For all of us, it is to be hoped that growth will build upon our uniqueness as individuals while moving us toward professional excellence. With this in mind, the following attributes are provided to aid in our ongoing development.

Professional/Personal Attributes: Counseling and Human Services

Professional/Personal Attributes	Description
1. Commitment to Wellness	Wellness is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully. It is particularly important as it impacts professional and clinical practice. “Commitment” includes: An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one’s lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.
2. Commitment to Learning	Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding. Demonstrated academic- and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness. Commitment to excellence as a human services professional.
3. Core Academic and Clinical Competencies	The human services profession, through its accrediting and certifying agencies (i.e., CSHSE, NOHS) have identified the knowledge-base that is essential for success in professional human services. These core areas include: Introduction to Human Adjustment, Human Services Systems, Case Management and Interviewing, Counseling Theories, Research Methods in Human Services, Multiculturalism in Human Services, Administration in Human Services, Career Seminar, Group Dynamics, Crisis Intervention, and elective courses in Counseling and Human Services. Acceptable performance in these academic areas is essential. In addition, clinical competency and an acceptable level of functioning in internships are required and expected (see <i>Internship Manuals</i> and specific Program Objectives elsewhere in the <i>Program Manual</i>). The ability to form effective collegial working relationships with peers and supervisors. It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their

	own values, attitudes, experiences, beliefs, behaviors, and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.
4. Professional Identity	Commitment to ongoing development as an entry level human services professional and member of the “helping professions.” Commitment to high standards of practice as a human service professional. An understanding of one’s motivation for choosing the counseling profession. The ability to critically assess one’s own values, attitudes, beliefs, and behaviors as they relate to the standards of excellence and ethics, and the best practices of the counseling and human services profession. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate theory-into-practice, that is, to translate learned values and content knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the human services professional and participation in professional organizations through membership, service, and scholarship. Ability to see oneself connected to a wider whole of regional/global needs, helping systems, and resources. Commitment to advocacy on behalf of clients and larger society, and the pursuit of social justice, consistent with one’s professional identity.
5. Personal Maturity	Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one’s ability to perform as a human services professional. The ability to understand ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.
6. Responsibility	Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, internships, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.

7. Communication and Interpersonal Skills	Demonstrated ability to communicate effectively (e.g., speaking, body language, reading, writing, listening) for varied audiences and purposes. Having sensitivity to diversity in one's communications. Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; understanding and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability." Ability to be appropriately assertive and self-advocating.
8. Cultural Competence	Demonstrated knowledge, awareness, and skills with cultural, diversity, and inclusion factors in the helping professions. Self-awareness of one's own cultural identities as well as assumptions, attitudes, perceptions, and behaviors towards others. Demonstrated ability to understand and discern the concepts of power, privilege, prejudice, bias, and discrimination; and their implications for clientele, the profession, and communities. Demonstrated knowledge of and sensitivity to identity markers including but not limited to: race, ethnicity, sexual/affectional orientation, gender, gender identity, disability, religion/spirituality, and social class/socio-economic factors.
9. Problem-solving	In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.
10. Stress Management	The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources, and help when needed.

STUDENT EVALUATIONS

In addition to ongoing informal evaluations as needed, each CHS student is formally evaluated by the Program Director, Department Chair, Core CHS faculty, and other faculty who teach in the CHS program on a yearly basis. This usually occurs in January. Students are evaluated using a rating system on each of the above Fitness dimensions. Most students receive satisfactory or higher ratings, and some are exemplary. The latter students often receive a congratulatory letter from the Department Chair and Program Director. Those who may need support are asked to meet with the Program Director, Department Chair, or a Core CHS faculty member to assist in ensuring that the students can be as successful as possible in the CHS program.

STUDENT RETENTION POLICY AND PROCEDURES

Acceptance into the undergraduate counseling and human services program does not assure graduation from it. Successful completion of the Bachelor's degree in the Department of Counseling and Human Services is based upon the continuous evaluation of students to insure (a) effective demonstration of academic competence, (b) each student's commitment to the program and the profession, and (c) their continued growth in personal, professional, and emotional characteristics and qualities related to successful performance in a helping profession. The evaluation process serves two primary functions:

1. To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify and remediate growing edges and weaknesses in their academic, professional, and personal development.
2. To provide faculty with information about student progress which facilitates decisions in the best interest of students and the profession.

A student must have a cumulative GPA of at least a 2.0 at the end of their prescribed curriculum to fulfill the degree requirements. In addition, all students must maintain a cumulative GPA of at least 2.0 to remain in good standing. If a student's GPA drops below a 2.0, they will be placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean in consultation with the student's Program Director (see *Undergraduate School Catalogue*). Students whose GPA is below 2.0 will not be allowed to register for Internship in Counseling and Human Services [CHS 380], or Advanced Internship in Counseling and Human Services, [CHS 481].

Students are expected to adhere to the [Ethical Standards for Human Service Professionals](#) developed by the National Organization of Human Services (NOHS). Copies of the Ethical Standards are available online and also appear at the end of the CHS Program Manual, and both Internship (CHS 380) and Advanced Internship (CHS 481) manuals. Students are also expected to adhere to the [Academic Code of Honesty of the University of Scranton](#).

The Department's annual student review process offers a vehicle for counseling and human services faculty to evaluate student academic, professional, and personal progress. Any faculty member may raise questions about a particular student's performance in any of the above areas at any point during the student's program. Additionally, as noted above, a review will take place at least yearly with the initial review taking place during the student's first year as a Counseling and Human Services major. Written results of the review will be placed in the student's advising file, which is retained in the Department.

It is the experience of the faculty and staff that the majority of students engage fully in the undergraduate program and progress appropriately. In fact, many of our students excel in all

areas of their development as counselors and human services trainees. However, at times, there are those students who need additional support.

Students who have not demonstrated satisfactory progress are provided feedback and support by the Program Director, Department Chair, and/or CHS faculty. This review process ensures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skills in required and elective courses and clinical experiences.

The following procedures are in place for students needing further support:

Process 1:

Students receive feedback in a meeting with their Program Director and/or Academic Advisor. In consultation with the Program Director and the LCHS Advising Center, the student will write a plan that addresses "growing edges" in that student's development. Assuming that this plan is adhered to and the student's performance improves to a satisfactory level, there is no need for further process.

Process 2:

Students may be unwilling and/or unable to follow through with **Process 1**; there is either lack of sufficient progress in, or resistance to, **Process 1**. In this case the Department in collaboration with the LCHS Advising Center will recommend to the Dean that the student be placed on probation and a more formal remediation plan be developed between the Program Director and student and ratified by the Department's retention committee. This committee is composed of (1) the Program Director, (2) the Department Chair, and (3) at least one other full-time CHS undergraduate program core faculty member, and the student's Academic Advisor or the LCHS Dean of Advising.

A remediation plan may include but not be limited to the following:

1. Identification of the problem areas.
2. Expected behavioral and/or attitudinal changes.
3. Potential methods for achieving and demonstrating change.
4. Timeline for completion.

Each student involved in this process has the option of bringing an advocate (neither a family member nor a lawyer) to meetings with the retention committee.

A copy of the plan will be given to the student, and one will be retained by the Program Director, retention committee, the LCHS Advising Center, and the Dean. Satisfactory completion of the plan and consistent demonstration of appropriate conduct will be assessed by the committee on an agreed timeline and will result in a decision to recommend removal from probation to the Dean.

Process 3:

If processes 1 & 2 fail, the entire CHS faculty may (1) recommend voluntary termination or resignation to the student and/or (2) recommend dismissal to the Dean. If dismissal from the program is recommended, the Department will forward that recommendation to the Dean for disposition.

Alternate Process to Address Immediate Fitness for the Profession Concerns

In rare cases, the faculty may become aware of issues or behaviors that raise doubt about a student's ability to either (a) successfully complete the program, or (b) move forward as a student in the Counseling and Human Services major. When such information becomes available, the faculty has a duty to review the information fully and carefully, to notify the student of concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures as well as the "best practices" of the profession. In these instances, the faculty, in consultation with the Dean, may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.

Ethical Standards for Human Services Professionals

National Organization of Human Services - adopted 2024

Preamble

The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The human services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

Ethics Code Purpose:

The purpose of this ethics code is to establish a set of principles and standards to guide decision-making and conduct for all human services professionals. It serves to safeguard the well-being of clients, uphold the integrity of the profession, and foster trust and respect in all professional relationships. This code is designed to promote excellence in service delivery, ensure ethical practice in diverse social contexts, and address ethical dilemmas with professionalism and moral clarity. By adhering to this code, members commit to the highest standards of ethical behavior of their field which transcend legal requirements, foster enduring trust and respect, and advance the principles of human dignity, social justice, and responsible stewardship of the care placed in them by clients and society towards making profound contributions to their well-being.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, practitioners, employers, supervisors, and others in community agencies who identify with the human services field (henceforth all are referred to throughout this code as human service professionals). The ethical standards are organized according to defined professional domains.

This ethics code emphasizes our unwavering commitment to ethical decision-making, a cornerstone of the human services profession. This commitment obliges all human service professionals to engage in continuous reflection, prioritize the welfare and rights of service recipients, and navigate complex ethical landscapes with diligence and moral clarity. It mandates the seeking of counsel and adherence to established ethical guidelines when confronting dilemmas, and ensures decisions are made with integrity and transparency.

Responsibility to Clients:

STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 At the beginning of the helping relationship, human service professionals obtain informed consent for services from clients. Clients should be informed that they may withdraw consent at any time and can ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally responsible for them review an informed consent statement document and provide appropriate consent. In the case of mandated services, human service professionals explain to clients their right to consent, including limitations to confidentiality and privacy, and possible consequences from service refusal.

STANDARD 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause serious harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Human service professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STANDARD 4 When a human service professional suspects a client's behavior may endanger themselves or others, they must take appropriate and professional actions to ensure safety, which

may include consulting, seeking supervision, or, in accordance with state and federal laws, breaching confidentiality.

STANDARD 5 Human service professionals recognize the potential harm and impaired judgment resulting from dual or multiple relationships with clients. If such relationships cannot be avoided, professionals must assess whether to limit or forego the professional relationship and make appropriate referrals as needed.

STANDARD 6 Human service professionals must not engage in sexual or romantic relationships with current clients. In the case of former clients, their friends, or family, professionals must thoroughly assess any potential harm or exploitative dynamics before considering such relationships.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals are responsible for safeguarding the integrity, safety, and security of client records. Client information, whether in written or electronic form, can only be shared with other professionals with the client's prior written consent, unless required or allowed by law or during professional supervision.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society:

STANDARD 10 Human service professionals are committed to delivering services equitably, ensuring inclusion and accessibility, and respecting diversity by valuing and affirming differences in age, ethnicity, culture, race, ability, gender, gender identity, gender expression, language preference, religion, sexual orientation, socioeconomic status, nationality, and other identities associated with historically marginalized groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of diversity in society and its impact on the community as well as individuals within the community. They respect the cultures and beliefs of individuals and groups.

STANDARD 12 Human service professionals have a duty to be informed about relevant local, state, and federal laws. They bear the responsibility to advocate for amendments or changes in regulations and statutes when they conflict with the ethical standards and/or the rights of clients.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups, and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues, comprehend their effects on clients, and recognize how the impact of such issues vary among individuals from diverse backgrounds.

STANDARD 15 Human service professionals must establish processes to identify client needs and assets, actively draw attention to them, and facilitate planning and advocacy at individual, community, and societal levels to address them.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness about systems of discrimination and inequity that affect historically minoritized and marginalized groups and advocate for systemic change to address these inequalities within their workplace, communities, and legislative systems.

STANDARD 17 Human service professionals accurately represent the effectiveness of their treatment programs, interventions, and techniques, substantiating claims with empirical data and/or sound theoretical inferences whenever feasible.

Responsibility to Colleagues:

STANDARD 18 Human service professionals avoid duplicating another professional's helping relationship with a client. With written permission from their client, human service professionals consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STANDARD 19 When human service professionals have a conflict with a colleague, they first seek out the colleague to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 20 Human service professionals have a duty to respond appropriately to unethical behavior of colleagues. This generally means first discussing the issue directly with the colleague in question, unless there are extenuating circumstances, such as concerns about repercussions due to an existing power relationship. If a satisfactory resolution is not reached or extenuating circumstances exist, the professional should report the colleague's behavior to a supervisor. If the potential unethical behavior is seen as egregious, then the individual should report the behavior to the colleague's professional association, credentialing board, police, and/or other administrators or boards, as appropriate.

STANDARD 21 Clients have a right to information discussed between their helper and other professionals, except when state or federal law notes otherwise. All information discussed among professionals should be kept confidential from all others, except when withholding information would lead to harm to clients, others, or communities.

Responsibility to Employers:

STANDARD 22 Human service professionals honor their commitments to employers to the fullest extent possible.

STANDARD 23 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 24 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession:

STANDARD 25 Human service professionals seek the training, experience, education, and supervision necessary to ensure their effectiveness in working with culturally diverse individuals, families, and communities.

STANDARD 26 Human service professionals provide services only within their expertise and scope of practice, recognizing the limits to their knowledge and skills.

STANDARD 27 Human service professionals must accurately represent their qualifications, encompassing, but not limited to, their skills, education, credentials, training, and areas of expertise, to the client, colleagues, and members of the public. When any intentional or accidental misrepresentation is discovered, they must take immediate action to rectify the situation.

STANDARD 28 Human service professionals must pursue relevant consultation and supervision to guide their decision-making in the face of legal, ethical, or other complex dilemmas.

STANDARD 29 Human service professionals promote cooperation across related disciplines, aiming to enhance professional development and maximize the benefits of inter-professional collaboration for clients at all levels.

STANDARD 30 Human service professionals are committed to the continued development of the field. They promote professional association memberships, support research initiatives, foster educational advancement, advocate for appropriate legislative actions, and engage in other professional development activities.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are evidence-based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks and gain client consent for their usage.

STANDARD 32 Human service professionals engage in research that upholds ethical standards, meets institutional standards, and maintains scientific integrity. Such research accounts for cross-cultural and diversity bias and is reported with transparency regarding its limitations.

STANDARD 33 Human service professionals exercise discretion in sharing personal information on social media, knowing that they reflect the profession of human services. They also reflect on how their public behavior might impact their personal reputation and the perception of their professional community.

Responsibility to Self:

STANDARD 34 Human service professionals maintain awareness of their own cultural and diverse backgrounds, beliefs, values, and biases. They recognize the potential impact of these factors on their relationships with others and commit to delivering culturally competent services to all clients.

STANDARD 35 Human service professionals are committed to their personal growth and well-being to ensure they provide the highest quality service to clients. Should they become aware of any physical, emotional, or psychological impediments to their ability to serve clients effectively, they direct clients to appropriate alternative services and seek measures for personal remediation of such impediments via consultation, treatment, or education.

STANDARD 36 Human service professionals are dedicated to lifelong learning, consistently seeking to enhance their knowledge and skills to better serve their clients.

Responsibility to Students:

STANDARD 37 Human service educators develop and implement teaching methodologies that are culturally sensitive, using pedagogical approaches that recognize student's diverse backgrounds and perspectives.

STANDARD 38 Human service educators commit to fostering equity and inclusion, actively employing measures to ensure educational accessibility for students of all abilities.

STANDARD 39 Human service educators uphold high standards of scholarship in their academic, pedagogical, and professional engagements. They remain abreast of developments in the field through active participation in professional associations, attendance at workshops and conferences, and engagement in both the review and conduct of research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to their work including, but not limited to, case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, the supervisory experience, and that the educational outcomes align with the objectives of personal, professional, academic, career, and civic development of the student. When

students experience potentially harmful situations during field placements, educators provide appropriate investigations and respond as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines regarding student disclosure of sensitive or personal information. This involves providing students with advance notice of any activities requiring self-disclosure, offering students the option to opt-out of in-depth self-disclosure when reasonable, and ensuring that there are processes in place to discuss and debrief these activities.

STANDARD 43 Human service educators acknowledge the inherent power imbalance in their relationships with students and are committed to defining and upholding clear ethical and professional boundaries. This commitment includes avoiding any behavior that is demeaning, embarrassing, or exploitative. Human service educators are dedicated to treating all students with fairness and equity, actively working to eliminate discrimination in all forms, and ensuring a respectful and inclusive educational environment.

STANDARD 44 Human service educators ensure that students are familiar with, guided by, and held accountable to the ethical standards and policies established by their academic program or department, the specific guidelines outlined in the course syllabus by the instructor, the expectations of their advisors, and the Ethical Standards of Human Service Professionals.

For more information, visit: <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

Department of Counseling and Human Services University of Scranton

B.S. in Counseling & Human Services Program

Student Responsibility Form

This form confirms that I have received and READ this Program Manual for my undergraduate major in the Counseling and Human Services program at the University of Scranton, and if I have questions concerning these materials, I have asked or will ask for clarification from the CHS Program Director, Department Chair, and/or Faculty member.

I understand that immediately upon becoming a CHS major, I will be placed on the CHS undergraduate listserv (chs-undergraduate-program@royallists.scranton.edu) and agree to READ the emails that I receive from the CHS Program Director, CHS Department Chair, CHS Faculty members, and/or CHS Administration.

I also understand that I am expected to adhere to the NOHS Ethical Standards as noted above.

I understand that this form should be signed and a copy of it be given to the CHS Program Director, CHS Department Chair, CHS 111 Instructor, or the CHS Administrator.

My signature below confirms that I have READ the entire CHS manual, including this page, and that I will return this form as noted above.

Date of Signature: _____

Student Name: _____
(Please PRINT)

Student Signature: _____