



Bachelor of Science

**COUNSELING AND HUMAN
SERVICES**

**PROGRAM MANUAL
2017 - 2018**

Department of Counseling and Human Services
Panuska College of Professional Studies

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University of Scranton: <http://www.scranton.edu>

Department of Counseling and Human Services:

<http://matrix.scranton.edu/academics/pcps/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 Program at the University of Scranton. The undergraduate program in Counseling and Human Services is offered through The Panuska College of Professional Studies by the faculty of the Department of Counseling and Human Services in McGurrin Hall. In addition to the B.S. in Counseling and Human Services Program, the department offers foundational graduate programs in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling, and a Certificate of Advanced Graduate Study (CAGS) in Professional Counseling.

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 Secretary, Ann Keeler, at (570) 941-4236. Should you require further information, please do not hesitate to contact Dr. Paul Datti, Undergraduate Program Director at (570) 941-4127 or Dr. Lori Bruch, Department Chair, at (570) 941-4308. Additional information is also available on the department’s website at <http://www.scranton.edu/academics/pcps/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 perform 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 personal/professional growth. 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.

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 with you.

ABOUT THE UNIVERSITY OF SCRANTON

The University of Scranton is a private, 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 nearly 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 J. A. PANUSKA S. J. COLLEGE OF PROFESSIONAL STUDIES

The University's mission with respect to service and social justice is particularly relevant for the Panuska College of Professional Studies (PCPS) since it consists of a variety of undergraduate and graduate programs which share the aim of preparing individuals for "helping professions." PCPS 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: Panuska College of Professional Studies

The Panuska College of Professional Studies 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 PCPS 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 Counseling and Human Services (CHS). We are pleased that you have chosen to major in CHS. 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 to meet 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 twelve full-time instructors 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), Rehabilitation Counseling (RC), and School Counseling (SC). An accelerated B.S./M.S is available (see below for information) as well as a Certificate of Advanced Graduate Study program 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 full-time instructors in the Department of Counseling and Human Services 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 Council on Rehabilitation Education, the International Association of Addictions and Offender Counselors, 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 reviewed 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 Department of Counseling and Human Services in the Panuska College of Professional Studies at the University of Scranton seeks to train counseling and human service professionals who are self-reflective practitioners, competent caregivers, and community leaders. Special emphasis is placed on the achievement of excellence in academic and professional competencies.

The Department is committed to the enhancement of human development across the lifespan. Each program prepares students for work in a variety of settings (agency, school, etc.) as counseling and human service professionals who situate their work in cultural, family, and community (local, regional, national, and global) contexts.

ABOUT THE COUNSELING AND HUMAN SERVICES MAJOR

The CHS degree consists of a 124-127 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 requirements for graduation (refer to the University of Scranton's Undergraduate Catalogue), students pursuing the CHS degree must maintain a minimum of a C (2.0) in all major and cognate courses for graduation. Students in the major are required to complete 6 credits of internship experience totaling 350 hours. In addition to internships, students must also complete a minimum of 80 [community-based learning](#) hours or, as of AY 2012-13, 70 hours of community-based learning and participation in the service portion of the PCPS TAPESTRY program in order to graduate. Note: there are other TAPESTRY requirements on the college and program level.

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, fieldwork 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 in cultural, family, and community (local, regional, national, and global) contexts.

About Jesuit identity: Many core beliefs and practices of CHS professions complement Jesuit tradition 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 her/his 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 AND CERTIFICATION

The CHS undergraduate program received full national accreditation in 2006 from the [Council for Standards in Human Services Education \(CSHSE\)](#), and is accredited through 2021. 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 approval body, NOHS is the professional organization for students, educators and providers. As a result of the accreditation, students graduating with a B.S. in Counseling and Human Services will meet all of the educational and experiential requirements to pursue the [Human Services-Board Certified Practitioner \(HS-BCP\)](#) credential (see below). This national certification is provided by NOHS and students/graduates will be eligible to apply for the credential. Due to the national accreditation, the CHS curriculum meets all of the criteria set forth by the NOHS.

Our program strives to adhere to the training and ethical standards set forth by both CSHSE and NOHS as well as the [American Counseling Association \(ACA\)](#).

B.S. 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 (agency, school, 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, Panuska College of Professional Studies, 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 human services professionals. The program allies itself to the commitment of the Panuska College of Professional Studies' mission to train students through a balance of theory and practice and community-based learning experiences that are a vital part of the CHS curriculum.

The CHS Program offers students the opportunity to narrow program focus by enrolling in the Concentration in Rehabilitation Services and/or the Accelerated Bachelors/Masters Programs. Specific information about the programs is contained in this manual.

The CHS Services curriculum is designed to develop in students the values, 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, or related social or behavioral science professions.

Program—Level Student Learning Outcomes (SLOs)

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-level student learning outcomes (SLOs):

- i. Develop 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 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 awareness and understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity, and competence;
- iv. Develop knowledge and skills in applying theoretical frameworks to social service and counseling practice;
- v. Develop knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings;
- vi. Develop knowledge and skills in rehabilitation services to facilitate advocacy through local, state, national and international organizations;
- vii. Develop knowledge and skills to implement social justice into human services systems of care;
- viii. Develop 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 knowledge and skills to provide program development in non-profit human services settings;
- x. Develop knowledge of the contemporary legal and ethical issues impacting the work of human services professionals in all settings;
- xi. Develop an accurate realization and perception of the multiple roles of the human service professional in community settings;
- xii. Develop 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;
- xiii. Develop an accurate realization and perception of the multiple roles of the human services professional in community settings.

SLO Assessment: One to two program-level SLOs are chosen each year for assessment and presented to the PCPS Curriculum and Assessment Committee for review. Each program-level SLO is aligned with a corresponding Institutional Level Outcome(s) (ILOs) and a course level SLO(s). 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 SLOs are achieved. As needed, changes are made to the course or curriculum(s) 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 major courses:

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

Elective courses can be selected based on the student's interests and/or career aspirations. Many students choose to select specific areas of counseling such as addictions and substance abuse, marriage and family, or special populations. Elective decisions are commonly made after exploration with the student's department mentor or academic advisor in the College of Professional Studies (CPS). Students are advised by the [College of Professional Studies Advising Center](#).

*For students in the Rehabilitation Services Concentration, this is replaced by CHS 480: Internship in Rehabilitation Services (see below).

Specialized Program Options

I. CONCENTRATION IN REHABILITATION SERVICES

The Counseling and Human Services curriculum offers a concentration in Rehabilitation Services to enhance the knowledge and practice for work with persons with disabilities in response to an increasing need for baccalaureate-level professionals in rehabilitation services. Through a concentration in rehabilitation services, students will be prepared to work in state and local agencies that are responsible for the vocational, mental-health, and other needs of persons with disabilities. Included in this concentration can be an emphasis on persons with addictions and substance-abuse disabilities. This concentration is for CHS majors only.

II. ACCELERATED BACCALAUREATE/MASTER'S DEGREE PROGRAM

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, Rehabilitation Counseling, and School Counseling 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. In 2005, our graduate program was named the Outstanding Counselor Education Program in Pennsylvania. See below for Accelerated Program Policies. The link for initial application for acceptance is:

<http://www.scranton.edu/academics/registrar/undergraduate/dual-degree-students.shtml>

Accelerated Program Policies

Undergraduate CHS majors with outstanding academic records may be eligible for early admission to the Clinical Mental Health, Rehabilitation, or School Counseling graduate programs through the Accelerated Baccalaureate/Master's Degree Program.

Interested students must commit to this program **no later than March 1 of their junior year** of academic study, adhere to the time frame for application as outlined in Graduate Catalog, and meet specific admissions criteria.

Such a program allows for the counting of up to 12 credits of graduate work toward the baccalaureate degree as well as a graduate degree in CHMC, RC, or SC. Students who achieve the overall grade point average delineated below may apply 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 Program is 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.

Additional Information about the CHS Curriculum

I. COMMUNITY-BASED LEARNING

A Community-based learning component is integrated into selected CHS courses. Typically, at least ten hours of a Community-based learning experience is required during each semester. A total of 80 Community-based learning hours or, as of AY 2012-13, 70 hours and participation in the service portion of the PCPS TAPESTRY program are required in order to graduate. Community-based learning exposes students to a wide variety of workplace settings. A packet containing a Community-based learning contract and information about Community-based learning can be obtained from the departmental secretary or the Advising Center or visit the [Community-based learning page](#) of the University's website. Students may also contact the Director of Collegiate Volunteers for options of where to serve. Useful career exploration is also gained by completing service requirements. Non-CHS majors students may meet community-based learning requirements by completing major courses that have a community-based learning component.

II. COGNATE COURSES

Cognate courses are generally those required or elective courses that help students become better counseling and human service professionals. Commonly selected courses include Gerontology, Health Administration, Human Resources, Psychology, and additional courses that are required for a double major, minor, or concentration in rehabilitation services, women's studies, peace and justice, etc.

III. MINOR IN COUNSELING AND HUMAN SERVICES

A CHS minor requires CHS 111, 112, 241, 242, 341 and one CHS elective course.

IV. INTERNSHIPS IN COUNSELING AND HUMAN SERVICES

Clinical Instruction: During the course of academic study, CHS students are also 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 (typically only for extenuating circumstances), Department Chair, or Dean.

The Counseling and Human Services curriculum features two required internships. The first 150-hour internship (CHS 380) is normally taken in the Spring semester of the student's junior year. Students are also required to complete another 200-hour advanced internship (CHS 481; or CHS 480 for rehabilitations services concentration students) prior to graduation, in their senior year (note that it is possible to do both internships in senior year). Students must complete the total of 350 hours of internship to meet the accreditation guidelines provided by CSHSE. The Community-based learning 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 (several sections of which are offered each fall and spring) and be under the supervision of a faculty member (as well as a community site supervisor) for the entirety of their internship experiences.**

This department has affiliation agreements with over 100 sites in Lackawanna, Luzerne, Wayne, Pike, Monroe, and Wyoming Counties. Students have opportunities to experience working in community mental health agencies; hospital social work departments; hospice centers; children and youth agencies; residential treatment centers for adolescents and adults; substance abuse facilities (inpatient or outpatient); early intervention programs; and agencies serving persons with disabilities.

Internship Data Sheets for CHS 380: Internship in CHS (Appendix B) and CHS 480/1: Advanced Internship in CHS (Appendix C) are required to be completed by the student and signed by their internship site supervisor by June 15 (for the Fall semester) or by December 15 (for the Spring semester) in order to be eligible to register for any internship course in the respective semester. It is also the student's responsibility to obtain the signatures of the Program Director/Department Chair and CPS Assistant Dean (in advising) on these data sheets in order to complete the registration process for any internship course.

Clearances: Most internship sites require several clearances (e.g., criminal background checks, child abuse clearance, fingerprints, etc.). It is the student's responsibility to work with the Director of Field Placement or internship site to secure needed clearances prior to beginning internship experiences.

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

Statement of Reasonable Accommodations for Students

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation. Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 580) or Dr. Andrée Catalfamo (570-941-4218, LSC 582E) for an appointment. For more information, please visit www.scranton.edu/disabilities.

*If you believe you may need accommodations for community-based learning, field work, or internships, please see the Program Director prior to securing your placement(s).

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-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 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:

- counselor to those who need support
- 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
- caregiver to children, elders, and people with disabilities

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 “faster than average” through 2024 - ranking the occupations among the most rapidly growing and with a “bright outlook.” Note that the growth of these jobs are even higher than the national average in the PA/NJ/NY tri-state area. Also, many additional job opportunities may arise from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons.

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

Case Worker
Family Support Worker
Child Abuse Worker
Job Developer
Social Service Liaison
Mental Health Aide
Residential Counselor
Behavioral Management Aide
Intake Interviewer
Therapeutic Support Staff (TSS)

Psychiatric Technician
Crisis Intervention Counselor
Probation Officer
Rehab Direct Care Counselor
Community Outreach Worker
Parole Officer
Rehabilitation Case Worker
Child Advocate
Prevention Specialist
Social Work Aide

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 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, 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 this 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 criteria, please bring or send your academic transcript or CAPP sheet indicating your credits completed to Dr. Paul Datti, Campus Coordinator for the HS-BCP Exam, who will provide you instruction on how to apply. Note that current students are not able to apply without Dr. Datti's consent and instruction. Graduate s of the program, however, are eligible to sit for the exam at any time and do not any University permissions or instruction. Procedures for applying post-grad are available at <http://www.cce-global.org/HSBCP>.

Where: The exam is offered several times a year at Pearson Vue Testing Centers throughout the country. 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/>

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 fee for the examination is \$180.

Study Guide: While there is no official study guide offered by CCE, they do suggest that you may benefit from reviewing case studies as presented in any core text books for human services and related degree programs. In addition, some of our faculty and students have found the following book to be helpful in exam preparation *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 and Learning Excellence (CTLE)

The University of Scranton's Center for Teaching & Learning Excellence encourages and supports a strong culture of teaching, learning and scholarship in the Ignatian Tradition for a diverse University community. The University's CTLE 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 Center for Teaching and Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGinness Wing in St. Thomas hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE 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 CTLE 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, who are registered with the CTLE, receive academic accommodations such as extended test-taking time, note taking, and computer use for examinations. Individual consultations with the CTLE Reading Enrichment Specialist, Learning Enrichment Specialist and Writing Consultants are encouraged to assist students with physical and/or learning challenges achieve academic success. To learn more about the CTLE's programs and services for students and faculty visit our website at www.scranton.edu/ctle or phone 941-4038.

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 an 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.

The tutorials use Flash and are voice narrated. You can find the tutorials here:

<http://www.scranton.edu/academics/wml/distanced/tutorials.shtml>

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.

For more information, please visit this link:

<http://www.scranton.edu/academics/wml/distanced/tutorials.shtml>

III. 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 life long learning, leadership and development; and to promote excellence in service to humanity.”

Please contact Dr. Paul Datti, Chapter Advisor for TUA, for information and the criteria for membership (paul.datti@scranton.edu).

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. The Undergraduate 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 the grade 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 www.scranton.edu/student_handbook.

ACADEMIC RESOURCES AND UNIVERSITY SUPPORT SERVICES

I. Panuska College of Professional Studies Advisors and Advising

If you are a first year student, you will be assigned to the J.A. Panuska College of Professional Studies Advising Center, 1st floor, McGurrin 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 Counseling and Human Services Undergraduate Program Director, faculty, and 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 our staff. These may be related to concerns about relationships, transition, coping, development, school, self-concept, family dynamics, etc. These concerns may be complicated by such things as alcohol and other drug use/abuse, anxiety, or depression. The Counseling Center is staffed by licensed psychologists and counselors as well as social workers 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 counselor 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 International Programs and Services (IPS) office 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 SPCH-WRTG	COMM 100/ WRTG 107	Public Speaking***/Composition	3	3
GE C/IL	C/IL 102	Computing and Info. Literacy***	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 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 221	Childhood and Adolescence	3	
COGNATE	PSYC 222	Adulthood and Aging		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 Electives	3	3
			15	18
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 Counseling*	3	
MAJOR	CHS 380	Internship in CHS		3
MAJOR	CHS ELECT	C/HS 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 Desig. Pending)	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: 124/127 (see below)	

* Course Includes Community-based learning Component

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

***An approved 3-credit EP Foundation Course (INTD 184: ST: EP Foundations) is usually substituted for the 6 credits encompassing both COMM 100 and C/IL 102; thus allowing the total number of credits required for graduation to be 124. However, students still have the option to take COMM 100 and C/IL102 instead of the EP course, which raises the credits to 127. Consult with your advisor if you have questions.

****It is *STRONGLY* recommended that you take CHS 293 during the spring of 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. In addition, the sections tend to fill up fast and waiting until senior year may affect your graduation trajectory if you are not able to get into the course.

Counseling & Human Services Concentration in Rehabilitation 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 SPCH-WRTG	COMM 100/ WRTG 107	Public Speaking***/Composition	3	3
GE C/IL	C/IL 102	Computing and Info. Literacy***	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 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
COGNATE (GE/S/BH)	PSYC 221	Childhood and Adolescence	3	
COGNATE	PSYC 222	Adulthood and Aging		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 HUMN	HUMN ELECTIVE	Human Elective		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
			15	18
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 Counseling*	3	
MAJOR	CHS 342	Foundations of Rehabilitation	3	
MAJOR	CHS 343	Med. & Psychosoc. Aspects of Disability	3	
MAJOR	CHS 344	Vocational Evaluation		3
MAJOR	CHS 380	Internship in CHS		3
GE PHIL-T/RS	PHIL or T/RS ELECT	Philosophy or T/RS Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
			16	15
Fourth Year				
MAJOR	CHS 440	Job Development	3	
MAJOR	CHS 441	Crisis Intervention* (EPW Desig. Pending)	3	
MAJOR	CHS 480	Advanced Internship in Rehab Services	3	
MAJOR	CHS ELECT	CHS Electives	3	6
COGNATE	S/BH ELECT	Social/Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Elective		3
GE ELECT	FREE ELECT	Free Electives		6
			15	18
			Total: 124/127 (see below)	

* Course Includes Community-based learning Component

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

***An approved 3-credit EP Foundation Course (INTD 184: ST: EP Foundations) is usually substituted for the 6 credits encompassing both COMM 100 and C/IL 102; thus allowing the total number of credits required for graduation to be 124. However, students still have the option to take COMM 100 and C/IL 102 instead of the EP course, which raises the credits to 127. Consult with your advisor if you have questions.

****It is *STRONGLY* recommended that you take CHS 293 during the spring of 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. In addition, the sections tend to fill up fast and waiting until senior year may affect your graduation trajectory if you are not able to get into the course.

INTERNSHIP DATA SHEET

CHS 380: INTERNSHIP IN COUNSELING AND HUMAN SERVICES

This form must be completed by the student and signed by at least the internship site supervisor by the deadline of June 15 for registration eligibility in the Fall semester or December 15 for the Spring semester. All remaining signatures must be obtained in order to complete the registration process.

Name _____ Graduation Date _____

Address _____

Phone: () _____ Credits Completed _____

Semester: _____ CRN: _____ Subject: _____ Course Number _____

Internship Agency/School _____

Address _____

_____ Zip _____

Supervisor's Name _____ Certifications/Licenses _____

Supervisor's Title _____

Supervisor's Phone: () _____

Supervisor's email: _____

Are you (the student) employed in the agency/school? Yes _____ No _____

If yes, your job title: _____

Starting Date _____ Completion Date _____

Approvals

On-Site Supervisor: _____ DATE: _____

Faculty Member: _____ DATE: _____
(Can be filled in after registration)

Program Director/Chair: _____ DATE: _____

CPS Dean (Advising) _____ DATE: _____

INTERNSHIPAL DATA SHEET

CHS 480/1: ADVANCED INTERNSHIP IN COUNSELING AND HUMAN SERVICES or INTERNSHIP IN REHABILITATION SERVICES

This form must be completed by the student and signed by at least the internship site supervisor by the deadline of June 15 for registration eligibility in the Fall semester or December 15 for the Spring semester. All remaining signatures must be obtained in order to complete the registration process.

Name _____ Graduation Date _____

Address _____

Phone: () _____ Credits Completed _____

Semester: _____ CRN: _____ Subject: _____ Course Number _____

Internship Agency/School _____

Address _____

_____ Zip _____

Supervisor's Name _____ Certifications/Licenses _____

Supervisor's Title _____

Supervisor's Phone: () _____

Supervisor email: _____

Are you (the student) employed in the agency/school? Yes _____ No _____

If yes, your job title: _____

Starting Date _____ Completion Date _____

Approvals

On-Site Supervisor: _____ DATE: _____

Faculty Member: _____ DATE: _____
(Can be filled in after registration)

Program Director/Chair: _____ DATE: _____

CPS Dean (Advising) _____ 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,
College of Professional Studies, 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 counselor 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 counseling journey.

The education of professional 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 or behaviors that we believe are important for success in both counselor training and for the practicing professional counseling and human services.

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 skill. 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 service 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
<p>1. Commitment to Wellness</p>	<p>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:</p> <p>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.</p>
<p>2. Commitment to Learning</p>	<p>Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.</p> <p>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.</p> <p>Commitment to excellence as a human service professional.</p>
<p>3. Core Academic and Clinical Competencies</p>	<p>The counseling profession, through its various accrediting and certifying agencies (e.g., CACREP, CORE; NBCC, CSHSE) has 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, Group Dynamics, Crisis Intervention, Career Seminar, and elective courses in Counseling and Human Services. Acceptable performance in these academic areas is essential.</p> <p>In addition, clinical competency and an acceptable level of functioning in internships are required and expected (see the <i>Internship Manuals</i> and specific Program Objectives elsewhere in this <i>Program Manual</i>). The ability to form effective collegial working relationships with peers and supervisors.</p> <p>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.</p>

<p>4. Professional Identity</p>	<p>Commitment to ongoing development as an entry-level human service professional and member of the “helping professions.”</p> <p>Commitment to high standards of practice as a human service professional.</p> <p>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.</p> <p>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.</p> <p>Ability to demonstrate theory-into-practice, that is, to translate learned values and content knowledge into professional/personal attitudes and action.</p> <p>Developing participation in the varied roles of the human services professional and participation in professional organizations through membership, service and scholarship.</p> <p>Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to the pursuit of social justice, as consistent with one’s professional identity.</p>
<p>5. Personal Maturity</p>	<p>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 service professional. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.</p>
<p>6. Responsibility</p>	<p>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, assistantship assignments, and other areas of student performance.</p> <p>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.</p>
<p>7. Interpersonal Skills</p>	<p>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.</p> <p>Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems.</p>

	<p>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.”</p> <p>Ability to be appropriately assertive and self-advocating.</p>
8. Communication Skills	<p>Demonstrated ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. Sensitive to diversity in one’s communications.</p>
9. Problem-solving	<p>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.</p>
10. Stress Management	<p>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.</p>

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) his or her continued growth in personal or emotional characteristics and qualities related to successful performance in a helping profession (see above). 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 his or her 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, he or she is 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 Catalogue). Students whose GPA is below 2.0 will not be allowed to register for Internship in Counseling and Human Services [CHS 380], Internship in Rehabilitation Services [CHS 480], or Advanced Internship in Counseling and Human Services, [CHS 481].

Students are expected to adhere to the professional code of ethics of the National Organization for Human Services (www.cshse.org) and the American Counseling Association (www.counseling.org). Copies of these codes are available through the professional organizations. 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, a review will take place at least yearly with the initial review taking place following 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.

Students who have demonstrated satisfactory progress are given feedback by their mentor. It is the experience of the faculty and staff that the majority of students engage fully in the undergraduate program and progress in this way. 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 help. Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with their mentor. This review process insures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

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

Process 1:

Students receive feedback in an advising meeting with their mentor and college advisor. In consultation with the mentor and the College of Professional Studies (CPS) Advising Center or College of Graduate and Continuing education (CGCE) Advising Center, the student will write a plan that addresses growing edge in that student's development. Assuming that this plan is adhered to, the student's performance improves to a satisfactory level.

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 CPS Advising Center will recommend to the College Dean that the student be placed on probation and a more formal remediation plan be developed between the mentor and student, and ratified by the Department's Retention Committee. This committee is composed of (1) the student's mentor, (2) the Department Chair, and (3) one other full-time faculty member appointed by the Chair on an *ad hoc* basis or the student's college advisor from the CPS or CGCE Advising Center.

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. Time line 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 mentor, Retention Committee, the CPS or CGCE Advising Centers, and the College Dean. Satisfactory completion of the plan and consistent demonstration of appropriate conduct should be assessed by the committee on an agreed timeline, and will result in a decision to recommend removal from probation to the College Dean.

Process 3:

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

**Department of Counseling and Human Services
University of Scranton**

B.S. Counseling & Human Services Programs

Student Responsibility Form

This form confirms that I have received and READ the 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 Program Director, Department Chair, and/or Faculty member.

I also 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 Program Director, Department Chair, Faculty member, and/or Secretary.

I understand that this form should be signed and a copy of it be given to the Program Director or CHS Secretary.

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: _____