



Bachelor of Science

COUNSELING AND HUMAN SERVICES

PROGRAM MANUAL 2022 - 2023

**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 (CHS) Program at the University of Scranton. The undergraduate program in CHS is offered through The Panuska College of Professional Studies 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, and 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 Secretary, Ann Keeler, at (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. Lori Bruch, CHS 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 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.

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.

-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 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 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 twelve full-time instructors and one full-time staff 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 (CRC), and 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 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 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 Department of Counseling and Human Services (CHS) in the Panuska College of Professional Studies 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, responsive 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 curriculum
- Advocating for students, programs and communities
- Encouraging self-reflection leading to sustained personal and professional growth and wellness
- Assessing outcomes, fostering continuous improvement, and celebrating successes
- Promoting accessibility by fostering University-wide relationships and allocating resources wisely

“Preparing Tomorrow’s Counseling and 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 service portion of the PCPS TAPESTRY program in order to graduate. Note: there are other TAPESTRY requirements on the college and program levels.

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 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 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 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 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 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. 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 – 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, 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 counseling and 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, 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 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, 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 PCPS 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 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)
<i>CHS 380</i>	<i>3.0 Internship in CHS (150)</i>
CHS 441	3.0 Crisis Intervention (20)
<i>CHS 481</i>	<i>3.0 Advanced Internship in CHS (200)</i>

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 [College of Professional Studies 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, 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, 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 Clinical Mental Health, Clinical Rehabilitation, or School Counseling graduate programs through the Accelerated Baccalaureate/Master’s Degree Program. Interested students must 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.

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, CRC, or SC.* 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 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 (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 may also contact the Director of Collegiate Volunteers for options of where to serve. Useful career exploration is also gained by completing these requirements. Although not necessarily required for graduation in their major, non-CHS major students are expected 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 the 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 abuse facilities (inpatient or outpatient); early intervention programs; and agencies serving persons with disabilities.

PCPS 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/Dept. Chair and PCPS Assistant Dean (in advising) 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 information about internship responsibilities, 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 these three clearances during internship orientation, and where to upload them for their access as well as the fieldwork office. 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 PCPS Director of Field Placement (David Angeloni, x5518).

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

Documents: Prior to or at the very beginning of internship experiences, students will be provided FERPA and FCRA documents for review and signature (see pages 20-24). These will be further explained during internship orientation and/or class; 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 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

Reasonable academic accommodations may be provided to students who submit relevant and current documentation of a disability. Students are encouraged to contact the Center for Teaching and Learning Excellence (CTLE) 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 accommodations. For more information, please visit www.scranton.edu/disabilities. If you believe you need accommodations for community-based learning 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-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” (10% or higher) through 2030 - 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 human services degree. 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 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 type of credential 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 instruction on how to apply. Note that current students are not able to apply without Dr. Datti's consent and instruction. Graduates of the program, however, are eligible to sit for the exam at any time and do not need 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, 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/>

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 while a student (15 credits or less to graduate), and \$210 if taken after graduation.

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.

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.

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.

The library also has a plethora of other resources for students. You are encourage to contact them or visit often.

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 at the University (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, 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).

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 and “active member,” students must attend at least one meeting per semester.** Annual dues are \$5, if able. 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 <https://www.scranton.edu/studentlife/studentaffairs/student-conduct/student-code.shtml>

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, 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 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 our staff. 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 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 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 100x - The Ignatian Imagination or Jesuit Mission/Helping Professions), 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 PCPS Advising Center for more information.**

PCPS **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, Panuska 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, 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 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.
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; "supervisory-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 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 in 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, 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 insures 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 PCPS 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 PCPS 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 PCPS 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. 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 Program Director, retention committee, the PCPS 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 2015

Preamble

Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace policies, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

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, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients

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

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should be avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients,

human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

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

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

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 provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their cultures and communities within which they practice. They are aware of multiculturalism 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 are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups, or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

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 that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues

STANDARD 19 Human service professionals avoid duplicating another professional's helping relationship with a client. They 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. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seek out the colleague in an attempt 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 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers

STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 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 25 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 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors,

foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or 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.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self

STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as 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, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities

when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), 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 Secretary.

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 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: _____