

Bachelor of Science

Counseling and Human Services

Program Manual



2006-2007

Department of Counseling and Human Services
Panuska College of Professional Studies
University of Scranton
Scranton, Pennsylvania

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

The Panuska College of Professional Studies

The Panuska College of Professional Studies prepares students in a wide range of professions, principally in allied health and education. The College has been designed with the conviction that all disciplines should be taught and understood through a balance of theory and practice. An exclusively theoretical understanding of a discipline is incomplete. Practice for which there is no understood context is of limited value. It is this belief that structures the College's pedagogy and curriculum. Panuska College students receive exemplary preparation for the profession of their choice, and a solid education in the liberal arts and sciences. In addition, students perform community service annually as a requirement for graduation. In this way, the service aspects of their prospective careers can be understood in personal and comprehensible terms. Such an ethic has roots in antiquity, is Catholic and Jesuit in tradition and spirit, and responsive to contemporary needs. All of the College's programs are accredited by the appropriate professional organizations.

Mission Statement of the 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 Counseling and Human Services program and the department are committed to the enhancement of human development across the lifespan. Through the interplay of counseling, skill development, social work systems, rehabilitation services, field work experiences, and internships, the program prepares students for work in a variety of settings (agency, school, etc.) as counseling and human service professionals who situate their work within cultural, family, and community (local, regional, national, and global) contexts.

Program Focus

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

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

The Program Manual

This manual will assist you in gaining pertinent information about the Counseling and Human Services Program but is not a substitute for the catalog. The undergraduate catalog for the 2006-2007 can be accessed by www.myscranton.edu.

WELCOME to the program in the Department of Counseling and Human Services [CHS]. We are pleased that you have chosen to major in counseling and human services. Our faculty and staff are committed to having a curriculum that is current, courses that are of the highest quality, an advising system that is geared to meet your needs, and an overall system that respects you as an individual. Whether you are an entering freshman, a transfer student or a change of major, we encourage you to review this manual since it will give you information that will help you complete your bachelor's degree with minimal problems and hopefully with maximum benefit.

About the Department

There are eight full-time faculty in the Department of Counseling and Human Services, eleven graduate assistants, two work study students, and two secretaries. There are five academic programs: undergraduate Counseling and Human Services, graduate Community Counseling, graduate Community Counseling - Collaborative Program, with Universidad Iberoamericana [Mexico City], graduate School Counseling and graduates Rehabilitation Counseling. In addition, the graduate program offers a Certificate of Advanced Graduate Study in Professional Counseling.

The full-time faculty in the Department of Counseling and Human Services are recognized researchers and teachers. They serve in leadership positions in international, national and regional professional associations such as the American Counseling Association, the Association for Counselor Education and Supervision, Association of Rehabilitation Counselors, the International Association of Addictions and Offender Counselor, 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 scholarly journals and books. The full-time faculty are also successful in grant-writing, having secured several national and international external funding sources.

Each CHS course that offered is evaluated by the students through program review that is conducted every Spring semester. We encourage you to give feedback on how well we are doing

CHS Major

The Counseling and Human Services Program (See Appendix A) offers students the opportunity to select to narrow program focus by enrolling in the Concentration in Rehabilitation Services (See Appendix B), the Pastoral Studies Track and the Combined Bachelors/Masters Programs. Specific information about the program is contained in this manual. The Counseling and Human 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. Students in all majors are required to complete 6 credits of internship experience totaling 300 hours.

Students must maintain a minimum grade of C in all major courses and cognate courses, and full-time students must complete a minimum of 10 hours of community service during each fall and spring semester registered as a Counseling and Human Services major. Dexter Hanley College students will meet the service-learning requirement by completing major courses that have a service-learning component. They will not be required to complete additional service-learning hours. The curriculum is geared toward students who have high social-science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares students for entry-level positions in a variety of human-services positions in private or public settings, or for graduate study in counseling, social work, or related social or behavioral science professions. Recent graduates have pursued doctoral degrees in counseling psychology and psychology, master's degrees in social work; community, rehabilitation or school counseling; occupational therapy; art therapy; human resources administration;

audiology and law. Some of the graduate schools they attended are the University of Scranton, University of Pennsylvania, Fordham University, New York University, Rutgers, Hunter College, Adelphi University and the University of Maryland, Lehigh University, Marywood University, and Santa Clara State and Penn State.

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

The Counseling and Human Services program leads to a Bachelor of Science degree that prepares students for graduate studies or for entry-level positions in the field of Counseling and Human Services following graduation. The CHS degree consists of a 131 credit curriculum including 37 credits from CHS major courses. In addition to the University of Scranton's requirements for graduation, students receiving the CHS degree must have at least a 2.0 GPA in all major and cognate courses for graduation.

The Fitness for the Profession of Counseling and Human Services

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 (See Appendix C). The document also outlines a separate student retention policy and procedures to provide students with direct feedback relative to their progress in the program (See Appendix D).

Internships

The Counseling and Human Services curriculum features two internships. Over the past five years Dr. Toloczko, the CHS Program Director, and Dr. Jacob have cultivated internship agreements with approximately 60 sites in Lackawanna, Luzerne, Wayne, Pike and Wyoming Counties. Students have opportunities to experience working in community mental health agencies; hospital social work departments; hospice centers; children and youth agencies; residential treatment centers for children adolescents and adults; substance abuse facilities (inpatient and outpatient); early intervention programs and agencies that serve persons with disabilities.

An agreement was reached with the Catholic Schools Office of the Diocese of Scranton to have students experience school counseling internships in diocesan elementary and high schools. Additional opportunities for students interested in administration in non-profit agencies have also been developed. The students' internship opportunities are in agencies such as Habitat for Humanity, Head Start, and the Catherine McCauley Center to mention a few. Finally, students interested in law or social policy have chosen internships in the Lackawanna County court system, Victim's Advocacy and Legal Aid.

In addition, undergraduate students were invited by the Educational Opportunity and Training Center to become mentors as part of a federal grant to mentor 6th grade students from the Scranton School District who were identified as needing an mentor. The 150-hour required internship (CHS 380) is normally taken in the Spring semester of the junior year. Since the number of CHS majors has significantly increased in recent years, some students are completing internships during other semesters, summer and intercession. In addition, students are required to complete an advanced internship (CHS 481; 150 hrs). Student who are enrolled in the Rehabilitation Services Concentration must take CHS 480 (150 hrs) for their advanced internship. Students will complete 300 hours of internship and 80 hours of service learning. The students have a total of 380 hours of internship and field experience by graduation .All

internship students attend a weekly seminar class where they present their experiences and receive faculty supervision and peer input. In addition, the faculty supervisor is in contact with the agency supervisor through telephone interactions and one site visit for each student.

Service Learning Requirement

A service learning component is integrated into selected CHS courses. At least ten hours of a service learning experience is required during each semester, or 20 hours during each academic year. Service learning exposes students to a wide variety of workplace settings. A packet containing a Service Learning contract and information about service learning can be obtained from the departmental secretary or the Advising Center. Students may contact the Director of Collegiate Volunteers for options of where to serve. Useful career exploration is also gained while completing the service requirement.

Cognate Courses

What courses can be put in the Cognate area and must they be counseling-related? Cognate courses are generally those elective courses that help the student to become a better counseling and human service professionals.. Commonly selected courses include Gerontology, Health Administration, Human Resources, Psychology, and additional courses that are required for a double major, minor, or concentration in rehabilitation services, women's studies, peace and justice and others.

Other Minors

CHS majors can earn minors in Theology, Gerontology, Psychology, Criminal Justice, History, Spanish, and English and in other areas with judicious course scheduling. Interested students should review the undergraduate catalog and then consult with their advisor.

Minor in Counseling and Human Services

A minor in Counseling and Human Services requires CHS 111, 112, 241, 242, 341 and one CHS elective course.

Combined Baccalaureate/Master's Degree Program

Outstanding Counseling and Human Services majors are eligible for consideration in this program (please refer to the catalog sections on Special Programs or The Graduate School and to the *Graduate School Catalog* for the specifics of the program). Community Counseling, Rehabilitation Counseling and School Counseling are the graduate programs available for CHS students of high academic quality and clear professional goals. Each graduate program is nationally accredited, and the Department of Counseling and Human Services is recognized regionally and nationally in Counselor Education. Three faculty members received the Outstanding Counselor Educator Award for the state of Pennsylvania. In 2005, our graduate program was named the Outstanding Counselor Education Program in Pennsylvania.

Program Policies

Undergraduate students of the University with outstanding undergraduate records may be eligible to be accepted and enrolled in a combined baccalaureate and master's degree program. Such a program allows for the counting of up to 12 credits of graduate work toward the baccalaureate degree. A student who has achieved an overall Grade Point Average* provided below may apply for early admission to a participating master's degree 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

Students may apply for consideration to a graduate program by:

- A. Completing the Application for Graduate Admission.
- B. Completing the Combined Baccalaureate and Master's Degree Program form which includes:
 - 1. listing the courses at the undergraduate level which need to be taken for completion of the requirements for the baccalaureate degree;
 - 2. indicating the beginning date for graduate study, and
 - 3. listing of graduate courses to be utilized in satisfying the undergraduate degree requirements;
- C. Completing a prospectus of study leading to the completion of undergraduate degree and graduate degree requirements (see following note);
- D. Providing three letters of recommendation from instructors who are familiar with the student's achievements and intended academic goals; and
- E. Submitting any needed test scores from standardized examinations. The department that sponsors the particular graduate degree program will review the completed application and forward a recommendation to the graduate dean concerning possible admission.

NOTE: In the undergraduate Counseling and Human Services Program, students may apply up to 12 of their accumulated graduate hours toward the completion of their undergraduate degree requirements. [The maximum number of hours applicable to the undergraduate degree requirements is determined by each participating department and is listed in that department's program description in this Catalog.] The student's undergraduate program advisor will determine the undergraduate course work for which graduate credits may be substituted. In some departments, graduate course work may be substituted only for elective undergraduate course work and cannot be used as substitution within the major. The selection of the graduate course work and the number of credits to be applied toward an undergraduate degree requires the approval of the student's undergraduate program advisor, the chair of the department housing the student's undergraduate program, the graduate program director in the student's academic discipline, the appropriate dean who is responsible for the undergraduate program, and the Dean of The Graduate School.

*A student, who has earned credits elsewhere, including transfer of credit from other colleges as well as AP courses taken in high school, may be considered for the combined program. The student must have earned at least 32 graded semester hours at The University of Scranton within the indicated GPA requirements.

International Collaboration with Universidad Iberoamericana

The Department of Counseling and Human Services has developed a collaborative international Graduate program in Community Counseling (Orientacion Psicologia) with El Departamento de Psicologia at Universidad Iberoamericana in Mexico City. The collaboration between the two Jesuit sister universities began in 1997 and most recently was supported by a grant of \$300,000 from The United States Agency for International Development (USAID)'s initiative USAID/ Mexico's Training, Internships, Exchanges and Scholarships (TIES) Initiative in higher education partnerships managed by the Association Liaison Office for University Cooperation in Development (ALO).

The Department of Counseling and Human Services was awarded the funding in the first cycle of the TIES program in its partnership with Universidad Iberoamericana in 2003. The collaborative graduate program has successfully been implemented at UIA with graduate students being trained in Counseling in

Mexico City. The first graduate counselors completing the collaborative Masters in Orientacion Psicologia will graduate from UIA in December 2005. The collaborative Masters program in Community Counseling at the University of Scranton will train culturally competent bilingual counseling professionals to work with Spanish speaking individuals and families in the United States. The University of Scranton and the Department of Counseling and Human Services have been intimately involved and supportive of this collaborative global initiative.

Pastoral Studies Track

The Departments of Counseling and Human Services and Theology/Religious Studies offer the Pastoral Studies track. The program is incorporated into the 131-credit B.S. in Counseling and Human Services and the 130-credit B.A. in Theology/Religious Studies. Students in the interdisciplinary program pursue a formal curriculum that includes interdisciplinary team-taught courses, experiential learning via an internship in pastoral studies and a capstone seminar to integrate professional experiences. The program is an excellent opportunity for students interested in pursuing advanced training in pastoral services (e.g., hospital or prison chaplaincies, parish assistants, youth ministers, etc.). Completion of this program will be noted on the Counseling and Human Services major's transcript. The student must either be pursuing a double major or a minor in Theology/Religious Studies. Students are required to complete the following courses specific to the program: CHS 439: Psychology and Spirituality; CHS 380: Internship in Pastoral Studies; and CHS 284: Pastoral Studies Capstone Seminar.

Course Descriptions

CHS 111 **3 cr.**

(S) Introduction to Human Adjustment

Introduction to human adjustment throughout the lifespan. Focuses on discrimination of normal and abnormal behavioral and emotional responses to developmental life stages and to common developmental concerns.

CHS 112 **3 cr.**

Human-Services Systems

Examines the human-services systems and institutions which have evolved as a response to human need. Explores both the effect of social problems on individuals and families and the service systems designed to alleviate such problems. *Includes service-learning component.*

CHS 241 **3 cr.**

(D) Case Management and Interviewing

The role of the human-service professional as a case manager or coordinator of services is examined. Initial interviewing skills and techniques are discussed with an emphasis on case conceptualization, problem identification, goal selection, evaluation, and follow-up. *Includes service-learning component.*

CHS 242 **3 cr.**

Counseling Theories

The role of the human-services professional as an individual counselor or caseworker is examined. Theories and techniques as well as problems in individual counseling are explored.

CHS 284 **3 cr.**

Special Topics

Courses developed to provide in-depth coverage of specific topics in human services. Course title will be provided in advance of registration. May be used only twice to satisfy major or minor elective requirement.

CHS 293 **3 cr.**

(W) Research Methods in Human Services

An introduction to research methodology as applied to problems in human-services agencies and settings. Specific topics include descriptive, experimental, and quasi-experimental research methods. Emphasis is placed on development of the student's ability to be a critical consumer of research in human services.

CHS 322 **3 cr.**

Cognitive Disabilities

Etiology, assessment, diagnosis, treatment and prevention of cognitive disabilities are presented. This course examines both student and societal beliefs concerning persons with cognitive disabilities. The implications of living with cognitive disabilities will be explored and the impact of disability culture as a means to facilitate the empowerment of children and adults with cognitive disabilities will be presented.

CHS 323 **3 cr.**

Psychiatric Rehabilitation

An examination of the problems associated with mental and emotional disturbances. Emphasis is placed on contemporary modalities of rehabilitation as they relate to community mental-health programs, and innovative non-medical treatment approaches. Critical issues in mental health will be discussed.

CHS 331 **3 cr.**

Health and Behavior

Focuses on stress which affects thoughts, emotions, and the body. Stress diseases of adaption include cancer, Type A Behavior, GI tract disorders along with stress-related thought disorders and emotional disturbances. Students learn to apply relaxation, cognitive restructuring and record-keeping in the treatment of their own as well as others' health.

CHS 332 3 cr.

Career Development

Explores theories of career choice and adjustment. Emphasis will be placed upon methods and resources for facilitating career development throughout the life span. Career education, computerized information systems, and decision-making methods will be considered along with innovative approaches for placement of -special-needs populations.

CHS 333 3 cr.

(D) Multiculturalism in Human Services

Focuses on current social and cultural issues in human services and related fields. Human development in a multicultural society will be examined and the basic objectives and dimensions of multicultural intervention will be defined. -Student self-awareness of values, attitudes, and beliefs will be emphasized. *Includes service--learning component.*

CHS 334 3 cr.

Marital and Family Counseling

Theories of family counseling will be presented with specific attention to the structural and strategic approaches. A variety of family-counseling techniques and stages will be learned through the use of role play and videotaping. The utilization of family counseling will be discussed. (Also listed as HD 234.)

CHS 335 3 cr.

Administration in Human Services

Focuses on the development of skills and knowledge related to program and organizational development, and community-wide planning in human services. Topics include organizational theory applied to human-service settings, consultation, supervision, planning, funding and training.

CHS 336 3 cr.

Recreational Therapy

Designed to develop an understanding of purpose, organization, administration and delivery of recreational-therapy services for the handicapped.

CHS 337 3 cr.

(W, D) Counseling Girls and Women

This course is designed to explore the topic of counseling girls and women in a sociocultural, historical, and multicultural context. Through the examination of the history of women (e.g., social construction of gender, identity) from a self-in-relation foundation, and feminist counseling and its role in de-pathologizing the importance of relationships to girls and women will be explored.

CHS 338 3 cr.

Poverty, Homelessness and Social Justice

Focuses on developing an understanding of the social, historical and political dimensions of poverty and homelessness in the U.S. and explores the implications for distributive justice. Students assess the effectiveness of the social policies and programs created to combat poverty and homelessness, and participate in course-required service learning and social action projects.

CHS 340 1 cr.

Career Seminar

(Majors only; prerequisite for CHS 380) Designed to introduce the student in the Counseling and Human Services curriculum to counseling, human development and human-services occupations. Short- and long-term goals are examined in preparation for employment or further study.

CHS 341 3cr.

Group Dynamics

A basic understanding of group dynamics and individual behavior in groups is presented. Methods of developing and organizing group programs are stressed. Students participate in a group experience. *Includes service-learning component.*

CHS 342 3 cr.

Foundations of Rehabilitation

Students will develop sensitivity, appreciation and understanding of what it means to have a disability. Topics covered will include federal, state and community mandates, independent-living concepts, and the basic principles of rehabilitation. A comprehensive review will occur of the variety of rehabilitation programs. Ethical decision-making will be integrated into the course and students will learn to practice with cultural sensitivity. Site visits to rehabilitation agencies and applied experiences will be provided.

CHS 343 3 cr.

Medical and Psychosocial Aspects of -Disabilities

Students will acquire knowledge and understanding of the medical, functional and psychosocial aspects of a wide array of disabilities. The emphasis will be holistic and person--centered. Curriculum components include learning medical terminology, the use of -medical information and discussion of psycho-social aspects of disability. Students will have the opportunity to interact with persons with disabilities.

CHS 344 3 cr.

Vocational Evaluation

This course focuses on the theme of assessment and employment of individuals with disabilities. Students will discover the impact of the Rehabilitation Act Amendments of 1998 and the ADA on employment concerns of persons with disabilities. Students will compile and utilize assessment information such as prior records, test results, work samples and situational assessment.

CHS 380 3 cr.

Internship in Human Services

(Prerequisite: CHS 340) The internship is a significant clinical and educational experience. It provides both a supervised practical experience in the student's field and an opportunity to integrate knowledge and skills. Students will spend a minimum of 150 hours in the field placement. Offered only during the spring semester; prerequisite for CHS 481.

CHS 421 3 cr.

Addictions: An integrated biophysical model of addiction and recovery is described. Approaches to assessment, treatment and relapse prevention are covered.

CHS 422 3 cr.

Substance-Abuse Education

Design, implementation, and evaluation of substance-abuse education and prevention programs.

CHS 423 3 cr.

Legal and Health Aspects of Substance Abuse

Legal and health consequences of substance abuse are examined. Special attention is given to the role of family dynamics, recovery process, dual disorders and ethics in the counseling process.

CHS 439 3 cr.

Psychology and Spirituality

This course will assist students in understanding various models of spirituality and their potential integration into the counseling process. Critical reflection on a variety of diverse spiritual perspectives and their implications for human services practice is encouraged. Current research in the area of spirituality and counseling is examined.

CHS 440 3 cr.

Job Development

An awareness of the changing world of work will be the backdrop for job analysis, labor-market surveys; vocational adjustment, job development and job placement. Students will be exposed to both traditional and current models of employment for individuals with disabilities. Coordination of services with collaborating agencies (e.g., social, financial and vocational) will be included. Rehabilitation technology and adapted computer applications will be emphasized.

CHS 441 3 cr.

Crisis Intervention

Theory and practice of crisis intervention as applied to common crisis situations such as suicide, battering, violent behavior, post-traumatic stress disorder, substance abuse, sexual assault, and personal loss. *Includes service-learning component.*

CHS 480 3 cr.

Internship in Rehabilitation Services

(Prerequisite: CHS 340) The internship is specifically designed for students in the Rehabilitation Services concentration. Students will spend a minimum of 150 hours in their field placement. The internship provides a practical experience in the rehabilitation field and an opportunity to integrate course knowledge. The internship will be offered in the spring semester of the student's fourth year.

CHS 481 3 cr.

Advanced Internship in Human Services

(Prerequisite: CHS 380 or 480) This advanced internship in Counseling and Human Services involves 150 hours in a community agency or organization. May be taken during any regular academic semester, including intersession and summer, and may be completed outside of the immediate University region.

CHS 491 3 cr.

Pastoral Studies Capstone Seminar

(Prerequisites: 9 CHS cr., 9 T/RS cr. and T/RS 338Z; co-requisite: Pastoral Studies internship) The exploration of the history, development and theology of Christian pastoral ministry, methods of theological reflection and pastoral assessment, and formation of pastoral caregivers' professional identity. Readings from pastoral theology texts, presentations by practitioners, case presentations by students. (Also listed as T/RS 491).

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 Student Handbook and on the Web at www.scranton.edu/student_handbook

STATEMENT OF REASONABLE ACCOMODATIONS FOR STUDENTS

Students are encouraged to make an appointment with the course instructor to review any course related concerns, needs, and/or the possibility of a reasonable accommodation as soon as possible. It is also essential that students with disabilities register with the [CENTER FOR TEACHING and LEARNING EXCELLENCE \(CTLE\)](#) at (570)-941-4038) for any disability-related accommodations and/or support services.

Academic Resources and University Support Services

College of Professional Studies (CPS) Advisors and Advising

If you are a freshman, you will be assigned to the J.A. Panuska College of Professional Studies Advising Center, 1st floor, McGurrin Hall and receive much useful information and guidance through this office throughout your matriculation here at the university. In addition, we encourage you to visit the department and talk with Counseling and Human Services faculty and/or with the instructor of your introductory course if you have questions. Dr. Toloczko is the Program Director and Dr. Jacob is the Associate Program Director.

College of Graduate and Continuing Education (formerly the Dexter Hanley College (DHC))

The College of Graduate and Continuing Education which serves the adult learners and non-traditional students offers an Associate's degree and Bachelor's degree in Counseling and Human Services.

The College of Graduate and Continuing Education (CGCE) Advising Center

In CGCE located in the 1st floor of O'Hara Hall, academic advising begins with admission interviews, registration and new-student orientations. Ongoing advising services that support students through their years of study to graduation provide all students, including transfer and evening students, with stability and continuity in their academic planning. The College of Graduate and Continuing Education students are assigned faculty advisors by their choice of major. They are also assisted by staff advisors who are available twelve months a year during day and evening office hours. The staff in the CGCE, Career Services and the Counseling Center are also available for consultation regarding academic, career and personal issues.

Counseling and Human Service Association (CHSA)

Students are required to join the undergraduate Counseling and Human Services Association that is comprised of CHS majors. The Association elects officers annually, meets monthly, participates in community service, and sponsors fund raising activities and educational initiatives across the campus and within the local community. The Department of Counseling and Human Services has a list-serve that you can sign-on to receive all pertinent information relative to the CHSA and other department announcements.

Counseling Center

The Counseling Center provides a safe, comfortable, caring and confidential place for students. Sometimes students have personal problems they may wish to discuss with one of our staff. These may be related to concerns about relationships, transition, coping, development, school, self-concept, family dynamics, etc. These concerns may be complicated by such things as alcohol and other drug use/abuse, anxiety or depression. The Counseling Center is staffed by licensed psychologists, counselors and a social worker 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 second floor of McGurrin 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.

Career Services

Students should be aware that the Office of Career Services 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 Career Services during Freshman Seminar (INTD 100) and Career Seminar (CHS 340).

Center for Teaching and Learning Excellence (CTLE)

The mission of the Center for Teaching and Learning Excellence (CTLE), located on the fifth floor of St. Thomas Hall in the Harper-McGuinness Wing, is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist students in achieving academic success.

The CTLE provides programs and services to help students meet their academic and future professional goals by enhancing their reading, writing and learning skills. Services offered include a reading center, writing center and peer tutoring in all academic courses. Students may also work with the CTLE staff in learning how to use instructional technology to enhance learning. Workshops are offered in the area of time management, learning styles and other skills that students may need. Students with disabilities who are registered with the Office of Equity and Diversity receive academic support services such as extended test-taking time, note taking and other accommodations through the CTLE.

The CTLE also offers opportunities for faculty in the area of mentoring programs, enhancement of pedagogy, and the use of technology to support teaching and learning on the campus. A variety of workshops, seminars and one-on-one consultation are available to University faculty. The goal of the CTLE is to encourage and actively support a strong culture of scholarship for a diverse university community. To learn more about the CTLE's programs and services for students and faculty, visit the Web site at www.scranton.edu/ctle or call (570) 941-4038.

Study Abroad Program

The University of Scranton provides opportunities for students to continue their studies at other universities around the world. IPS 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 the University of Scranton. Previous students participated in academic opportunities in Spain, Mexico, Italy, England, Australia, 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.

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WORLD WIDE WEB

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Department of Counseling and Human Services: <http://academic.scranton.edu/department/chs/>

APPENDIX B

Rehabilitation Services Curriculum

	Department and Number	Title	Fall Cr.	Spr. Cr.
First Year				
MAJOR	CHS 111	Intro. To Human Adjustment	3	
MAJOR	CHS 112	Human Service Systems*		3
COGNATE S/BH	PSYC 110	Fundamentals of Psych.		3
GE SPCH-WRTG	COMM 100- WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Info. Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE FSEM	INTD 100	Freshman Seminar*	1	
GE PHED	PHED ELECT	Physical Education		1
			16	16
Second Year				
MAJOR	CHS 241	Case Mgt. And Interviewing*	3	
MAJOR	CHS 242	Counseling Theories		3
MAJOR	CHS 293	Research Methods		3
COGNATE (GE/S/BH)	PSYC 221	Childhood and Adolescence	3	
COGNATE	PSYC 222	Adulthood and Aging		3
GE QUAN	PSYC 210/EDUC 120	Statistics for the Behavioral Science	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE HUMN	HUMN ELECT	Humanities Electives		3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
			15	18
Third Year				
MAJOR	CHS 333	Multiculturalism in HS*	3	
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341	Group Counseling*	3	
MAJOR	CHS 342	Foundations of Rehabilitation	3	
MAJOR	CHS 343	Med. & Psychosoc. Aspects of Disability	3	
MAJOR	CHS 344	Vocational Evaluation		3
MAJOR	CHS 380	Internship in Human Services		3
MAJOR	CHS ELECT	C/HS Electives		3
GE T/RS/PHIL	PHIL/TRS ELECT	Theology/Philosophy Elective		3
GE ELECT	FREE ELECT	Free Electives	3	3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
Fourth Year				
MAJOR	CHS 440	Job Development	3	
MAJOR	CHS 441	Crisis Intervention*	3	
MAJOR	CHS 480	Advanced Internship in Rehab Services	3	
MAJOR	ELECT	C/HS Electives	3	6
COGNATE	S/BH ELECT	Social/Behavioral Electives	3	3
GE HUMN	HUMN ELECT	Humanities Electives		3
GE ELECT	FREE ELECT	Free Elective		3
GE ELECT	FREE ELECT	Free Elective		3
			15	18
* Course Includes Service Learning Component				
			Total: 131	

Appendix C

FITNESS FOR THE PROFESSION OF COUNSELING AND HUMAN SERVICES

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

PROFESSIONAL AND PERSONAL DEVELOPMENT

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

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

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

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

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

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

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

Professional/Personal Attributes: Counseling and Human Services

Professional/Personal Attributes	Description
<p>1. Commitment to Wellness</p>	<p><i>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:</i></p> <p>An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one's lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.</p>
<p>2. Commitment to Learning</p>	<p>Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.</p> <p>Demonstrated academic- and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness.</p> <p>Commitment to excellence as a human service professional.</p>
<p>3. Core Academic and Clinical Competencies</p>	<p>The counseling profession, through its various accrediting and certifying agencies (e.g. CACREP, CORE; NBCC, CSHSE) has identified the knowledge-base that is essential for success in professional human services. These core areas include: Introduction to Human Adjustment, Human Services Systems, Case Management and Interviewing, Counseling Theories, Research Methods in Human Services, Multiculturalism in Human Services, Group Dynamics, Crisis Intervention, Career Seminar, and elective courses in Counseling and Human Services. Acceptable performance in these academic areas is essential.</p> <p>In addition, clinical competency and an acceptable level of functioning in internships are required and expected (see revised <i>Internship Manual</i> and specific Program Objectives elsewhere in this <i>Program Manual</i>). The ability to form effective collegial working relationships with peers and supervisors.</p>

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

	<p>Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.</p>
<p>7. Interpersonal Skills</p>	<p>Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society.</p> <p>Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems.</p> <p>The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability."</p> <p>Ability to be appropriately assertive and self-advocating.</p>
<p>8. Communication Skills</p>	<p>Demonstrated ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. Sensitive to diversity in one's communications.</p>
<p>9. Problem-solving</p>	<p>In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.</p>
<p>10. Stress Management</p>	<p>The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.</p>

APPENDIX D

STUDENT RETENTION POLICY AND PROCEDURES

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

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

A student must have a cumulative GPA of at least a 2.5 at the end of his or her prescribed curriculum to fulfill the degree requirements. In addition, all students must maintain a cumulative GPA of at least 2.5 to remain in good standing. If a student's GPA drops below a 2.0, he or she is placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean in consultation with the student's Program Director (see *Undergraduate School Catalogue*). Students whose GPA is below 2.0 will not be allowed to register for Internship in Counseling and Human Services [CHS 380], Internship in Rehabilitation Services [CHS 480], or Advanced Internship in Counseling and Human Services, [CHS 481].

Students are expected to adhere to the professional code of ethics of the American Counseling Association and to the national standards for Human Service professionals from the Council for Standards in Human Service Education (<http://www.cshse.org>). Copies of these codes are available through the professional organizations. Students are also expected to adhere to the Academic Code of Honesty of the University of Scranton.

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

Students who have demonstrated satisfactory progress are given feedback by their mentor. It is the experience of the faculty and staff that the majority of students engage fully in the undergraduate program and progress in this way. In fact, many of our students excel in all areas of their development as counselors and human services trainees. However, at times, there are those students who need additional help.

Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with their mentor. This "review process" insures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

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

Process 1:

Students receive feedback in an advising meeting with their mentor and college advisor. In consultation with the mentor and the College of Professional Studies (CPS) Advising Center or Dexter Hanley College (DHC) Advising Center, the student will write a plan that addresses “growing edges” in that student’s development. Assuming that this plan is adhered to, the student’s performance improves to a satisfactory level.

Process 2:

Students may be unwilling and/or unable to follow through with **Process 1**; there is either lack of sufficient progress in, or resistance to, **Process 1**. In this case the Department in collaboration with the CPS Advising Center will recommend to the Undergraduate School Dean that the student be placed on probation and a more formal remediation plan be developed between the mentor and student, and ratified by the Department’s “retention committee.” This committee is composed of (1) the student’s mentor, (2) the Department Chair, and (3) one other full-time faculty member appointed by the Chair on an *ad hoc* basis or the student’s college advisor from the CPS or DHC Advising Center.

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

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

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

A copy of the plan will be given to the student, and one will be retained by the mentor, retention committee, the CPS or DHC Advising Centers, and the Undergraduate School Dean. Satisfactory completion of the plan and consistent demonstration of appropriate conduct should be assessed by the committee on an agreed timeline, and will result in a decision to recommend removal from probation to the Undergraduate School Dean.

Process 3:

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

Alternate Process to Address Immediate Fitness for the Profession Concerns

In rare cases the faculty may become aware of issues or behaviors that raise doubts about a student’s ability to either (a) successfully complete the program, or (b) move forward as a student in the Counseling and Human Services major. When such information becomes available, the faculty has a duty to review the information fully and carefully, to notify the student of concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures as well as the “best practices” of the profession.

In these instances the faculty, in consultation with the undergraduate College Dean(s), may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.