



*Bachelor of Science*

**COUNSELING AND HUMAN  
SERVICES**

***PROGRAM MANUAL***

**2008 - 2009**

Department of Counseling and Human Services  
**J.A. Panuska, S.J. College of Professional Studies**

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[www.scranton.edu/departments/chs](http://www.scranton.edu/departments/chs)

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Equity and Diversity Office	941-6645
Financial Aid	941-7700
PCPS Dean's Office	941-6305
PCPS Academic Advising Center	941-6390

**WORLD WIDE WEB**

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

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

**INTRODUCTION**

*This manual is designed to provide information on the B.S. in Counseling and Human Services Program at the University of Scranton. The undergraduate program in Counseling and Human Services is offered through The Panuska College of Professional Studies by the faculty of the Department of Counseling and Human Services. Our department is located in the J.A. Panuska College of Professional Studies in McGurkin Hall. In addition to the B.S. in Counseling and Human Services Program, the department offers foundational graduate programs in Community Counseling, Rehabilitation Counseling, and School Counseling, and a Certificate of Advanced Graduate Study (CAGSPC) in Professional Counseling.*

If you are a prospective student, we are pleased that you have requested information and are considering earning your Bachelor of Science degree with us. This manual, along with an Undergraduate Catalog and University Fact Sheet will help to answer many of the “most often asked” questions from prospective students. These materials are available from the Department Secretary, Ann Keeler, at 941-4236. Should you require further information, please do not hesitate to contact the Undergraduate Program Director (see listing on page 3) or the Department Chair at (570) 941-6171. Additional information is also available on the department’s website at [www.scranton.edu/departments/chs](http://www.scranton.edu/departments/chs).

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

The curriculum is a blend of knowledge and practical experience. In addition to acquiring specific competencies and skills, students are also provided with opportunities for self-exploration and personal/professional growth. It is our belief that the process of facilitating growth in others – a hallmark of the counseling profession – 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, professional, highly functioning counseling and human services professional. Through our mutual efforts this goal can be achieved.

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

# ABOUT THE UNIVERSITY OF SCRANTON

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

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

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## **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.*

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# ABOUT THE J. A. PANUSKA S. J. COLLEGE OF PROFESSIONAL STUDIES

The J.A. 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.

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## **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 levels. 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.*

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# ABOUT THE DEPARTMENT OF COUNSELING AND HUMAN SERVICES

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.

The Department offers coursework leading to a B.S. in Counseling and Human Services, Master of Science degrees in Community Counseling, Rehabilitation Counseling, and School Counseling. There are two tracks in School Counseling, Elementary and Secondary. A Certificate of Advanced Graduate Study is also available as well as an early admission B.S. /M.S. degree in Human Services/Counseling. There is a chapter of the Tau Upsilon Alpha Academic and Professional Honor Society sponsored by the National Organization for Human Services.

There are eight full-time faculties in the Department of Counseling and Human Services. 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 graduate 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 is 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

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## **MISSION STATEMENT: Department of Counseling and Human Services**

*The Department of Counseling and Human Services in the Panuska College of Professional Studies at the University of Scranton seeks to train counseling and human service professionals who are self-reflective practitioners, competent caregivers, and community leaders. Special emphasis is placed on the achievement of excellence in academic and professional competencies.*

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

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# ABOUT THE B.S. IN COUNSELING AND HUMAN SERVICES MAJOR

The CHS degree consists of a 131 credit curriculum including 49 credits from CHS major courses and cognate courses leading to areas of specialty and student interest. Program highlights include 21 cognate electives and 12 free credit electives. In addition to the University of Scranton's [requirements for graduation](#), students pursuing the CHS degree must maintain a minimum of C (2.0) in all major and cognate courses for graduation. Students in the major are required to complete 6 credits of internship experience totaling 350 hours. All students must also complete a minimum of 80 service-learning hours (separate from the internships) in order to graduate.

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## **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 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.**

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## COUNSELING AND HUMAN SERVICES ACCREDITATION AND CERTIFICATION

The B. S. Program in Counseling and Human Services received full national accreditation in 2006 from the [Council for Standards in Human Services Education \(CSHSE\)](#). The Council for Standards in Human Services Education (CSHSE) and the [National Organization for Human Services](#) (NOHS) work side by side to shape the future of human services. While CSHSE is the standard setting and approval body, NOHS is the professional organization for students, educators and providers.

As a result of the accreditation, students graduating with a B.S. in Counseling and Human Services will meet all of the educational and experiential requirements to pursue the Certified Human Services Professional Program. This national certification is provided by NOHS and 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 National Organization for Human Services.

The undergraduate program in Counseling and Human Services strives to adhere to the training and ethical standards set forth by both the Council for Standards in Human Services Education (CSHSE), the National Organization for Human Services (NOHS) and the [American Counseling Association \(ACA\)](#).

The CHS program and faculty are also committed to making sure that the curriculum, field work and clinical training experiences adhere to the ethical guidelines provided by both [NOHS](#) and [ACA](#). The ethical guidelines provide a framework and the theoretical underpinnings to train culturally competent human services professionals.



## **B.S. COUNSELING AND HUMAN SERVICES 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 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.

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.

### ***Description of the Counseling and Human Services Major***

The Counseling and Human Services Program offers students the opportunity to select to narrow program focus by enrolling in the Concentration in Rehabilitation Services 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 350 hours.

Students must maintain a minimum grade of a 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. College of Graduate and Continuing Education (CGCE) 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.

### ***Statement of Reasonable Accommodations 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.

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218) to schedule an appointment.

## ***EMPLOYMENT OUTLOOK AND OCCUPATIONAL OPPORTUNITIES FOR COUNSELING AND HUMAN SERVICES MAJORS***

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

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

The [Occupational Outlook Handbook \(OOH, 2008-2009 edition\)](#), published by the Department of Labor, projects that opportunities for social and human service professionals are expected to be excellent, particularly for applicants with appropriate postsecondary education. The number of social and human service jobs is projected to grow by 34% for all occupations between 2006 and 2016—ranking the occupation among the most rapidly growing. Many additional job opportunities will arise from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons.

The OOH lists the following as examples of jobs available for those who have earned a human service degree:

Case Worker	Group Activities Aide
Family Support Worker	Crisis Intervention Counselor
Child Abuse Worker	Probation Officer
Youth Worker	Case Monitor
Social Service Liaison	Community Outreach Worker
Mental Health Aide	Parole Officer
Residential Counselor	Rehabilitation Case Worker
Behavioral Management Aide	Child Advocate
Intake Interviewer	Community Action Worker

## **CURRICULUM PROGRAMS**

### **I. CONCENTRATION IN REHABILITATION SERVICES**

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.

## II. 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 Human Services majors with outstanding academic records may be eligible for early admission to the Community, Rehabilitation, or School Counseling graduate programs through the Combined Baccalaureate/Master's Degree Program.

Interested students must commit to this program no later than the end of their junior year of academic study, adhere to the time frame for application as outlined in The College of Graduate and Continuing Education 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. 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

## III. 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.

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 graduated 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.

## **ADDITIONAL INFORMATION ABOUT THE CHS CURRICULUM**

### **I. SERVICE LEARNING**

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.

### **II. 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 professional. 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.

### **III. 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.

### **IV. 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.

### **V. INTERNSHIPS IN COUNSELING AND HUMAN SERVICES**

*Clinical Instruction:* During the course of academic study, CHS students are also required to apply theory into practice throughout courses via fieldwork and internships. This clinical training is accomplished in three ways: opportunities in the department's David W. Hall Counseling Training Center, service learning community partners, and external site Internships.

The Counseling and Human Services curriculum features two required internships. The first 150-hour internship (CHS 380) is normally taken in the Spring semester of the student's junior year (Appendix B). Students are also required to complete another 200-hour advanced internship (CHS 481) prior to graduation (Appendix C). Students must complete 350 hours of internship to meet the new accreditation guidelines provided by CSHSE. The 80 hours of service learning are separate and are necessary for all undergraduate students in the College of Professional Studies to meet graduation requirements.

This department has 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.

## **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 will take the following major courses:

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

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

Adult learners are advised by the College of Graduate and Continuing Education Advising Center.

## **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 D).

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 E).

## 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:

### ***I. 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 5<sup>th</sup> 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 graduate students to achieve academic success. The CTLE can assist graduate students in improving their reading comprehension and retention, writing and enhance overall learning skills. Peer tutoring is available to graduate 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 Web site at [www.scranton.edu/ctle](http://www.scranton.edu/ctle) or phone 941-4038

### ***II. Weinberg Memorial Library***

#### **Library Tutorials**

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

The tutorials use Flash and are voice narrated. You can find the tutorials here:  
<http://academic.scranton.edu/department/ctle/tutorials/research/library/>

#### **III. Library Distance Learning Resources**

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

For more information, please visit this link:  
<http://academic.scranton.edu/department/wml/distanced.html>

#### **IV. U. of S. Undergraduate Catalog (2008-2009)**

## HONOR SOCIETY



### **Tau Upsilon Alpha (Epsilon Chapter)**

The Department of Counseling and Human Services successfully began its first National Honor Society for the B.S. program. The founding members were inducted during our inaugural induction in May 2008. The Tau Upsilon Alpha (TUA) National Honor Society is sponsored by the National Organization for Human Services and the EPSILON Chapter is available to recognize academic excellence of undergraduate Counseling and Human Services students.

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

Please contact Dr. Elizabeth J. Jacob, Faculty Moderator for TUA for information and the criteria for membership. [Jacob2@scranton.edu](mailto:Jacob2@scranton.edu)

## COUNSELING AND HUMAN SERVICES ASSOCIATION

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.

## CHS PROGRAM MANUAL

An updated CHS program manual will be available for all majors every academic year. Students will be able to access the program manual on the CHS program website or in hard copy form at the Department. It is expected that all CHS majors and minors become familiar with the academic/curricular procedures and policies, additional information and all of the requirements for graduation.

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 2008-2009 can be accessed by [www.myscranton.edu](http://www.myscranton.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 Student Handbook and on the Web at [www.scranton.edu/student\\_handbook](http://www.scranton.edu/student_handbook)

## **ACADEMIC RESOURCES AND UNIVERSITY SUPPORT SERVICES**

### ***I. 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. Jacob is the Interim Associate Program Director.

### ***II. College of Graduate and Continuing Education***

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.

### ***III. The College of Graduate and Continuing Education (CGCE) Advising Center***

In CGCE located in the 1<sup>st</sup> 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 staffs in the CGCE, Career Services and the Counseling Center are also available for consultation regarding academic, career and personal issues.

### ***IV. 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.

### ***V. Office of 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).

### ***VII. 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](http://www.scranton.edu/chew). or call (570) 941-4253.

### ***VIII. 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. 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.

## APPENDIX A

### Counseling & Human Services Curriculum

	Department and Number	Title	Fall Cr.	Spr. Cr.
First Year				
MAJOR	CHS 111	Intro. To Human Adjustment	3	
MAJOR	CHS 112	Human Service Systems*		3
COGNATE S/BH	PSYC 110	Fundamentals of Psych.		3
GE SPCH-WRTG	COMM 100- WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Info. Literacy	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro Philosophy-Theology I	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE FSEM	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
MAJOR	CHS ELECTIVE	CHS ELECTIVE		3
COGNATE (GE/S/BH)	PSYC 221	Childhood and Adolescence	3	
COGNATE	PSYC 222	Adulthood and Aging		3
GE QUAN	PSYC 210/EDUC 120	Statistics for the Behavioral Science	3	
GE PHIL-T/RS	PHIL 210-T/RS 122	Ethics-Theology II	3	3
GE NSCI	NSCI ELECT	Natural Science Electives	3	3
			15	18
Third Year				
MAJOR	CHS 333	Multiculturalism in CHS	3	
MAJOR	CHS 335	Administration in CHS	3	
MAJOR	CHS 340	Career Seminar	1	
MAJOR	CHS 341	Group Counseling*	3	
MAJOR	CHS 380	Internship in Human Services		3
MAJOR	CHS ELECT	C/HS Electives	3	3
COGNATE	S/BH ELECT	Social/Behavioral Science Electives	3	3
GE HUMN	HUMN ELECTIVE	Human Elective		3
GE T/RS/PHIL	PHIL/TRS ELECT	Theology/Philosophy Elective		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	16
Fourth Year				
MAJOR	CHS 441	Crisis Intervention	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
* Course Includes Service Learning Component			Total: 131	

# APPENDIX B

## DEPARTMENTAL DATA SHEET

### CHS 380: INTERNSHIP IN COUNSELING AND HUMAN SERVICES

Name \_\_\_\_\_ Graduation Date \_\_\_\_\_

Address \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ Credits Completed \_\_\_\_\_

Semester: \_\_\_\_\_ CRN: \_\_\_\_\_ Subject: \_\_\_\_\_ Course Number \_\_\_\_\_

Internship Agency/School \_\_\_\_\_

Address \_\_\_\_\_

Zip \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Certifications/Licenses \_\_\_\_\_

Supervisor's Title \_\_\_\_\_

Supervisor's Phone: ( ) \_\_\_\_\_

Are you employed in the agency/school? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, your job title: \_\_\_\_\_

Starting Date \_\_\_\_\_ Completion Date \_\_\_\_\_

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#### **Approvals**

On-Site Supervisor: \_\_\_\_\_ DATE: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ DATE: \_\_\_\_\_  
(If you have already registered for the course)

Program Director: \_\_\_\_\_ DATE: \_\_\_\_\_

Department Chair: \_\_\_\_\_ DATE: \_\_\_\_\_

CPS Dean: \_\_\_\_\_ DATE: \_\_\_\_\_

## APPENDIX C

### DEPARTMENTAL DATA SHEET

#### CHS 481: ADVANCED INTERNSHIP IN COUNSELING AND HUMAN SERVICES

Name \_\_\_\_\_ Graduation Date \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone: ( ) \_\_\_\_\_ Credits Completed \_\_\_\_\_

Semester: \_\_\_\_\_ CRN: \_\_\_\_\_ Subject: \_\_\_\_\_ Course Number \_\_\_\_\_

Internship Agency/School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Certifications/Licenses \_\_\_\_\_

Supervisor's Title \_\_\_\_\_

Supervisor's Phone: ( ) \_\_\_\_\_

Are you employed in the agency/school? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, your job title: \_\_\_\_\_

Starting Date \_\_\_\_\_ Completion Date \_\_\_\_\_

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#### **Approvals**

On-Site Supervisor: \_\_\_\_\_ DATE: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ DATE: \_\_\_\_\_  
(If you have already registered for the course)

Program Director: \_\_\_\_\_ DATE: \_\_\_\_\_

Department Chair: \_\_\_\_\_ DATE: \_\_\_\_\_

CPS Dean: \_\_\_\_\_ DATE: \_\_\_\_\_

## APPENDIX D

### **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><b>1. Commitment to Wellness</b></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><b>2. Commitment to Learning</b></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><b>3. Core Academic and Clinical Competencies</b></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><b>4. Professional Identity</b></p>	<p><i>Commitment to ongoing development as an entry-level human service 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 <b>theory-into-practice</b>, 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><b>5. Personal Maturity</b></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><b>6. Responsibility</b></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><b>7. Interpersonal Skills</b></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>
<b>8. Communication Skills</b>	<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>
<b>9. Problem-solving</b>	<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>
<b>10. Stress Management</b>	<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 2.0 at the end of his or her prescribed curriculum to fulfill the degree requirements. In addition, all students must maintain a cumulative GPA of at least 2.5 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 College of Graduate and Continuing education (CGCE) Advising Center, the student will write a plan that addresses growing edge in that student's development. Assuming that this plan is adhered to, the student's performance improves to a satisfactory level.*

**Process 2:**

Students may be unwilling and/or unable to follow through with **Process 1**; there is either lack of sufficient progress in, or resistance to, **Process 1**. In this case the Department in collaboration with the CPS Advising Center will recommend to the 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 CGCE Advising Center.

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

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

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

A copy of the plan will be given to the student, and one will be retained by the mentor, Retention Committee, the CPS or CGCE Advising Centers, and the 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.

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

**B.S. Counseling & Human Services Programs**

**Student Responsibility Form**

I have received the Program Manual for my undergraduate major in the Counseling and Human Services program at the University of Scranton, and if I have questions concerning these materials, I have asked or will ask for clarification from the program director, department chair, and/or faculty member.

My signature below confirms that I have READ the manual.

Date of Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_  
(Please PRINT)

Student Signature: \_\_\_\_\_

I understand that this form should be signed and a copy of it be given to my mentor.