

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 Po

-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 a(w)11(792.12 re 4792.12 re 4792.12 re 4792.1E4(i)-6(l)5(l)5()-10

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.

collegial working relationships with peers and supervisors.

It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.

	<p>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>
7. Interpersonal Skills	<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</p> <p>D Q G S U R I H V V L R Q D O L Q V B U O E W W</p> <p>Ability to be appropriately assertive and self-advocating.</p>
8. Communication Skills	<p>Demonstrated ability to communicate effectively (i.e. speaking, body language, reading, writing, listening) for varied audiences and purposes. Sensitive to</p> <p>G L Y H U V L W \ L Q R Q H ¶ V F R P P X Q L F</p>
9. Problem -solving	<p>In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.</p>
10. Stress Management	<p>The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.</p>

APPENDIX D

STUDENT RETENTION POLICY AND PROCEDURES

Acceptance into the undergraduate counseling and human services program does not assure Counseling and Human Services is based upon the continuous evaluation of students to insure 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 2.0. Students whose GPA is below 2.0 will be placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student will be required to meet with the 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.

Faculty will evaluate student academic, professional, and personal progress. Any faculty member who has a concern about a student's progress should contact the Director of Counseling and Human Services. Faculty will take a final review of student progress at the end of each semester. Students who are not 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 meeting with the Director of Counseling and Human Services about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

