Table of Contents

Page

Faculty Listing and Contact Information....3
Introduction....4
About the University....5
About the Leahy College of Health Sciences....5
Mission Statement: Leahy College of....5
About the Department of Counseling & Human Services....6
Mission Statement: Department of Counseling & Human Services....6
About B.S. in Counseling & Human Services....7
Mission Statement: Undergraduate Counseling & Human Services....7
Accreditation & Certification....7
Counseling & Human Services Program Focus....8
Description of Counseling & Human Services Major....8
CHS Program Learning Outcomes and Assessment....9
Student Advisement....10
Accelerated Baccalaureate/Master's Degree Program....10
Additional Information about the CHS Curriculum....11
- Community-based learning....11
- Cognate Courses....11
- Minor in Counseling & Human Services....11
- Internships in Counseling & Human Services....11

Statement of Reasonable Accommodations....12
Fitness for the Profession Statement....12
Employment Outlook and Occupational Opportunities for Major....13
Human Services-Board Certified Practitioner (HS-BCP) Credential....14
Student Resources....15
- Office of Student Success and Support (OSSS)....15
- Weinberg Memorial Library....15

Honor Society: Tau Upsilon Alpha....16
Counseling & Human Services Association

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

INTRODUCTION

This manual is designed to provide information on the Bachelor of Science in Counseling and Human Services (CHS) Program at the University of Scranton. The undergraduate program in CHS is offered through the Leahy College of Health Sciences by the faculty of the Department of Counseling and Human Services in McGurrin Hall. In addition to the B.S. in CHS Program, the department offers foundational graduate programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, Applied Behavior Analysis (ABA), and Certificates of Advanced Graduate Study (CAGS) in Professional Counseling and ABA.

If you are a prospective student, we are pleased that you have requested information and are considering earning your degree with us. This manual, along with an Undergraduate Catalog and University Fact Sheet will help to answer many of the "frequently asked" questions from prospective students. These materials are available from the Department's Administrative Assistant, Ann Keeler, at (570) 941-4236. Should you require further information, please do not hesitate to contact Dr. Paul Datti, CHS Undergraduate Program Director at (570) 941-4127 or Dr. Rebecca Dalgin, CHS Department Chair, at (570) 941-7819. Additional information is also available on the department's website at

ABOUT THE UNIVERSITY OF SCRANTON

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

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

MISSION STATEMENT: University of Scranton

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

ABOUT THE LEAHY COLLEGE OF HEALTH STUDIES

The University's mission with respect to service and social justice is particularly relevant for the Leahy College of Health Sciences since it consists of a variety of undergraduate and graduate programs which share the aim of preparing individuals for "helping professions." LCHS views its capacity to nurture and model such relationships with our students as a key educational responsibility. The Jesuit traditions of theory, practice, and social justice are at the heart of our work. Our emphasis is indistinguishably interwoven with the philosophy, traditions, and mission of Jesuit liberal arts education. Our goal is to prepare professionals who are educated in the liberal arts and committed to a life guided by intellectual, moral, and ethical values.

MISSION STATEMENT: Leahy College of Health Studies

The Leahy College of Health Sciences 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 LCHS curriculum as well as rigorous scholarship and service on both the undergraduate and graduate level. Our emphasis is on intellectual inquiry and clinical practice devoted to the lifelong development and improvement of our students, our faculty, our programs, and the global community.

ABOUT THE CHS DEPARTMENT

Welcome to the undergraduate program in CHS! We are pleased that you have chosen your major with us. Our faculty and staff are committed to having a curriculum that is current, courses that are of the highest quality, an advising system that is geared towards meeting your needs, and an overall system that respects you as an individual. Whether you are an entering first year student, a transfer student, or a change of major, please review this entire manual since it will give you information that will help you complete your bachelor's degree with minimal problems and hopefully with maximum benefit.

There are twelve full-time instructors, one full-time professional staff member, and full-time Administrative Assistant in the Department of Counseling and Human Services. We offer coursework leading to a B.S. in CHS, and Master of Science degrees in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (ClRC), School Counseling (SC), and Applied Behavior Analysis (ABA). An accelerated B.S./M.S.

COUNSELING AND HUMAN SERVICES PROGRAM FOCUS

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

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

The CHS Services curriculum is designed to develop in students the values, knowledge, and skills necessary to work with people in a variety of settings and situations. The sequence of courses focuses on understanding normal and abnormal human adjustment across the lifespan and on developing skill in interventions designed to maximize human adjustment and development. Core requirements in the major emphasize values, knowledge, and skills common to all fields of human services, while electives allow students to develop competence in assisting specific populations.

The curriculum is geared toward students who have high social-science interests as well as general scientific interest and aptitude in the social and behavioral sciences. The curriculum prepares

Program Learning Outcomes (PLOs)

The CHS major provides an integrated curriculum that trains human service professionals who can provide competent multi-disciplinary services. The curriculum exposes students to core courses that have multi-disciplinary and interdisciplinary philosophies. The core curriculum provides an integrated approach to knowledge, theory, and skills development. Through the program's learning objectives, students will attain the following program learning outcomes (PLOs). They will be able to:

i. Develop and demonstrate awareness and understanding of the developmental needs of individuals, families, groups, communities, and other supported human services organizations and functions at all developmental levels of care.
ii. Develop and demonstrate awareness of cultural diversity, disabilities, socio-economic trends, changing roles and lifestyle patterns of persons and the impact of these changes on clients.
iii. Develop and demonstrate awareness and understanding of the impact of the relationship between themselves and their clients through fostering trust, empathy, authenticity, and competence.
iv. Develop and demonstrate knowledge and skills in applying theoretical frameworks to human service and counseling practice.
v. Develop and demonstrate knowledge and skills in group dynamics and developmental decision-making processes as applied to specific human services settings.
vi. Develop and demonstrate knowledge and skills in human service systems to facilitate advocacy through local, state, national, and international organizations.
vii. Develop and demonstrate knowledge and skills to implement social justice into human services systems of care.
viii. Develop and demonstrate knowledge and skills in the utilization of research design and
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*Note that the Accelerated Program is designed to assist students who intend to complete their graduate degree at the University of Scranton. Should the student decide to attend another

Employment Outlook and Occupational Opportunities for Counseling and Human Services Majors

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

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

The Bureau of Labor Statistics (www.bls.gov) and O*net Online (www.onetonline.org) project that opportunities for social and human service professionals are expected to be excellent and to grow exponentially, particularly for applicants with appropriate postsecondary education. The number of social and human service jobs is projected to grow “faster than average" (5% or higher) through 2032 - ranking the occupations among the most rapidly growing and with a “bright outlook,” particularly in the NJ/NY/PA tristate area. Many additional job opportunities may arise from the need to replace workers who advance into new positions, retire, or leave the jobs for other reasons.

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

HUMAN SERVICES – BOARD CERTIFIED PRACTITIONER (HS-BCP) CREDENTIAL

Graduates of the CHS program are eligible to sit for the Human Services - Board Certified Practitioner (HS-BCP) exam. The HS-BCP credential allows for independent verification of your practical knowledge and educational background in human services. With increased competition in this growing field, becoming board certified in human services shows

STUDENT RESOURCES

The CHS undergraduate program is committed to training human services professionals who will excel in their career. Resources are available for students to facilitate professional identity development and academic success. The following resources are important avenues of information and support services for all students in the CHS major and department:

Center for Teaching Excellence (CTE)

HONOR SOCIETY

Tau Upsilon Alpha (Epsilon Chapter)

The Department of Counseling and Human Services has a National Honor Society for the B.S. program. D

ACADEMIC RESOURCES AND UNIVERSITY SUPPORT SERVICES

I. Leahy College of Health Sciences Advisors and Advising

If you are a first-year student, you will be assigned to the Leahy College of Health Sciences Advising Center, 1st floor, McGurrin Hall and receive much useful information and guidance through this office throughout your matriculation here at the University. In addition, we encourage you to visit the department and talk with Counseling and Human Services Undergraduate Program Director, faculty, and academic mentor (Dr. Paul Datti), and/or with the instructor of your introductory courses if you have questions.

II. Counseling Center

The Counseling Center provides a safe, comfortable, caring and confidential place for students. Sometimes students have personal problems they may wish to discuss with one of the practitioners. These may be related to concerns about relationships, transition, coping, development, school, self-concept, family dynamics, etc. Such things as alcohol and other drug use/abuse, anxiety, or depression may complicate these concerns. The Counseling Center is staffed by licensed mental health professionals who are available to help students make the most they can out of their years at the University. Finding ways to identify and cope with the stressors of life can make a difference in a day of the life of a college student.

Located on the sixth floor of O'Hara Hall, the Counseling Center is open from 8:30 a.m. to 4:30 p.m. Monday through Friday. Later evening sessions may be available by appointment. After-hours emergency crisis consultation is available on a 24-hour basis from September through May while classes are in session by contacting Public Safety at (570) 941-7777 to reach the practitioner on call. For Counseling Center appointments, students may call (570) 941-7620 or stop by the Center. Counseling Center appointments are *free* for University students.

III. Gerard R. Roche Center for Career Development

Students should be aware that the Gerard R. Roche Center for Career Development provides educational and career counseling, lists of graduate programs in various disciplines, help in resume preparation, role playing simulations for employment interviews, and will maintain a reference file for application to graduate programs and/or for employers. Ordinarily, students will become familiar with the office during First Year Seminars, Introductory CHS courses, Career Seminar, and Internships.

IV. Center for Health Education and Wellness

The Center for Health Education and Wellness (CHEW) at the University of Scranton provides health information and programs to

LCHS **REQUIRED FIELDWORK** Approval/Enrollment Form

Term:_____ CRN and Course Number:_____# of Credits_____
Student Name:_____R#_____
Student mail:_____Phone:_____
Overall GPA:_____ Expected Graduation Date_____
International student No Yes

INFORMATION ACCESS CONSENT FORM
FAMILY EDUCATIONAL RIGHTS AND PRIVACY
ACT AS AMENDED, 20 USC §1232 et seq (FERPA)

I, _____

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer

I acknowledge receipt of the separate document entitled DISCLOSURE REGARDING BACKGROUND INVESTIGATION and A SUMMARY OF YOUR RIGHTS UNDER THE FAIR CREDIT REPORTING ACT and certify that I have read and understand both of those documents. I hereby authorize and consent to the obtaining of "consumer reports" by The University of Scranton (the "School") at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable. I further authorize and consent to the obtaining by the School, and inclusion in these reports, at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable, of my immunization records and other applicable health information to be used for purposes of evaluating my application for participation in an educational program with the School or for participation in clinical, experiential, residency, or other education or degree requirements at a health care facility or clinical program. To this end, I hereby authorize and consent to, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, data or record repository, to furnish any and all background information requested by Castle Branch, Inc., 1844 Sir Tyler Drive, Wilmington, NC 28405, 888-723-4263, https://mycb.castlebranch.com/, and/or the school. I agree that a facsimile ("fax"), electronic or photographic copy of this Authorization shall be as valid as the original.

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, Leahy College of Health Sciences, 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,

	own values, attitudes, experiences, beliefs, behaviors, and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional counselor.
4. Professional Identity	Commitment to ongoing development as an entry level human services professional and member of the "helping professions." Commitment to high standards of practice as a human service professional. An understanding of one's motivation for choosing the counseling profession. The ability to critically assess one's own values, attitudes, beliefs, and behaviors as they relate to the standards of excellence and ethics, and the best practices of the counseling and human services profession. The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy. Ability to demonstrate **theory-into-practice**, that is, to translate learned values and content knowledge into professional/personal attitudes and action. Developing participation in the varied roles of the human services professional and participation in professional organizations through membership, service, and scholarship. Ability to see oneself connected to a wider whole of regional/global needs, helping systems, and resources. Commitment to advocacy on behalf of clients and larger society, and the pursuit of social justice, consistent with one's professional identity.
5. Personal Maturity	Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a human services professional. The ability to understand ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.
6. Responsibility	Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, internships, and other areas of student performance. Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.

7. Communication and Interpersonal Skills	Demonstrated ability to communicate effectively (e.g., speaking, body language, reading, writing, listening) for varied audiences and purposes. Having sensitivity to diversity in one's communications. Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society. Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; understanding and openness toward differences; ability to develop appropriate support systems. The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability." Ability to be appropriately assertive and self-advocating.
8. Cultural Competence	Demonstrated knowledge, awareness, and skills with cultural, diversity, and inclusion factors in the helping professions. Self-awareness of one's own cultural identities as well as assumptions, attitudes, perceptions, and behaviors towards others. Demonstrated ability to understand and discern the concepts of power, privilege, prejudice, bias, and discrimination; and their implications for clientele, the profession, and communities. Demonstrated knowledge of and sensitivity to identity markers including but not limited to: race, ethnicity, sexual/affectional orientation, gender, gender identity, disability, religion/spirituality, and social class/socio-economic factors.
9. Problem-solving	In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.
10. Stress Management	The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources, and help when needed.

Ethical Standards for Human Services Professionals

National Organization of Human Services - adopted 2024

Preamble

The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of

may include consulting, seeking supervision, or, in accordance with state and federal laws, breaching confidentiality.

STANDARD 5 Human service professionals recognize the potential harm and impaired judgment resulting from dual or multiple relationships with clients. If such relationships cannot be avoided, professionals must assess whether to limit or forego the professional relationship and make appropriate referrals as needed.

students experience potentially harmful situations during field placements, educators provide

Department of Counseling and Human Services
University of Scranton

B.S. in Counseling & Human Services Program

Student Responsibility Form

This form confirms that I have received and READ this Program Manual for my undergraduate major in the Counseling and Human Services program at the University of Scranton, and if I have questions concerning these materials, I have asked or will ask for clarification from the CHS Program Director, Department Chair, and/or Faculty member.

I understand that immediately upon becoming a CHS major, I will be placed on the CHS undergraduate listserv (chs-undergraduate-program@royallists.scranton.edu) and agree to READ the emails that I receive from the CHS Program Director, CHS Department Chair, CHS Faculty members, and/or CHS Administrative Assistant