

FITNESS FOR THE PROFESSION OF COUNSELING AND HUMAN SERVICES

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

PROFESSIONAL AND PERSONAL DEVELOPMENT

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

Professional/Personal Attributes: Counseling and Human Services

Professional/Personal Attributes	<i>Description</i>
1. Commitment to Wellness	<p>Wellness is a way of life oriented toward optimal health and wellbeing 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:</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>
2. Commitment to Learning	<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; problemsolving and ethical decisionmaking skills; quality participation in class exercises and assignments; timeliness.</p> <p>Commitment to excellence as a human services professional-</p>

	<p>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>
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4. Professional Identity

Commitment to ongoing development as a 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 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.

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<p>7. Communication and Interpersonal Skills</p>	<p>Demonstrated ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes, having sensitivity to diversity in one's communications.</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; understanding 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 "supervisability."</p> <p>Ability to be appropriately assertive and self-advocating.</p>
<p>8. Cultural Competence</p>	<p>Demonstrated knowledge, awareness, and skills with cultural diversity, and inclusion factors in the helping professions.</p> <p>Self-awareness of one's own cultural identities as well as assumptions, attitudes, perceptions, and behaviors towards others</p> <p>Demonstrated ability to understand and discern the concepts of power, privilege, prejudice, bias, and discrimination and their implications for clients, the profession, and communities.</p> <p>Demonstrated knowledge of and sensitivity to identity markers including but not limited to: race, ethnicity, sexual/affective orientation, gender identity, disability, religion/spirituality, and social class/socio-economic factors</p>
<p>9. Problem-solving</p>	<p>In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.</p>
<p>10. Stress Management</p>	<p>The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.</p>

The following procedures are in place for students needing further support

Process 1:

Students receive feedback in a meeting with their Program Director or Academic Advisor. In consultation with the Program Director and the PCPS Advising Center, the student will write a plan that addresses "growing edges" in that student's development. Assuming that this plan is adhered to and the student's performance improves to a satisfactory level, there is no need for further process

Process 2:

Students may be unwilling and/or unable to go through with Process 1 there is either lack of sufficient progress in, or resistance to Process 1. In this case the Department in collaboration with the PCPS Advising Center will recommend to the Dean that the student be placed on probation and a more formal remediation plan be developed between the Program Director and student, and ratified by the Department's retention committee. This committee is composed of (1) the Program Director, (2) the Department Chair, and (3) at least one other CHS undergraduate program core faculty member, the student's Academic Advisor or the PCPS Dean of Advising

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

1. Identification of the problem areas.
2. Expected behavioral and/or