

# REHABILITATION AND HUMAN SERVICES, B.S. (UNIVERSITY COLLEGE)

**Begin Campus:** Any Penn State Campus

**End Campus:** Lehigh Valley, Hazleton, Wilkes-Barre

## Program Description

This major helps prepare students for entry-level positions in a variety of human service settings, particularly settings that provide services to persons with physical, emotional, or mental disabilities. Graduates pursue employment in a variety of settings including rehabilitation centers, drug and alcohol programs, senior citizens centers, community mental health programs, programs for people with intellectual disabilities, corrections systems, and hospitals.

Increasing opportunities are available in private for-profit insurance programs for the industrially injured, and in employee assistance programs within business and industry. Well-planned use of electives and internships allows for specialization. The full-semester (15-credit) internship is provided under the supervision of professionals in human service agencies. These intensive "hands-on" experiences are frequently avenues for employment since the internship is completed during the senior year. Students may not go on internship until they have successfully completed all other course work. Students are encouraged to participate in volunteer experiences that provide opportunities to work with people with disabilities. Students are encouraged to declare a minor in a related area and should be discussed with the student's adviser. The major also helps prepare students for graduate study in many human service professional disciplines such as rehabilitation counseling, school counseling, occupational therapy, physical therapy and social work.

## You Might Like This Program If...

You enjoy learning about human development, diversity, health and disability, treatment interventions, advocating and working directly with people, and solving individual problems using applied interpersonal skills.

## Entrance to Major

Baccalaureate degree candidates must have a minimum 2.0 GPA to be admitted to the Rehabilitation and Human Services (RHS) major; thereafter, students must earn a C or better in all RHS required courses.

## Degree Requirements

**For the Bachelor of Science degree in Rehabilitation and Human Services, a minimum of 120 credits is required:**

Requirement	Credits
General Education	45
Electives	17-20
Requirements for the Major	70-72

### General Education

Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing

intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (<http://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program>) section of the Bulletin and consult your academic adviser.

The keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.

### Foundations (grade of C or better is required.)

- **Quantification (GQ):** 6 credits
- **Writing and Speaking (GWS):** 9 credits

### Knowledge Domains

- **Arts (GA):** 6 credits
- **Health and Wellness (GHW):** 3 credits
- **Humanities (GH):** 6 credits
- **Social and Behavioral Sciences (GS):** 6 credits
- **Natural Sciences (GN):** 9 credits

### Integrative Studies (may also complete a Knowledge Domain requirement)

- **Inter-Domain or Approved Linked Courses:** 6 credits

12-14 of these 45 credits are included in the Requirements for the Major.

## University Degree Requirements

### First Year Engagement

All students enrolled in a college or the Division of Undergraduate Studies at University Park, and the World Campus are required to take 1 to 3 credits of the First-Year Seminar, as specified by their college First-Year Engagement Plan.

Other Penn State colleges and campuses may require the First-Year Seminar; colleges and campuses that do not require a First-Year Seminar provide students with a first-year engagement experience.

First-year baccalaureate students entering Penn State should consult their academic adviser for these requirements.

### Cultures Requirement

6 credits are required and may satisfy other requirements

- **United States Cultures:** 3 credits
- **International Cultures:** 3 credits

### Writing Across the Curriculum

3 credits required from the college of graduation and likely prescribed as part of major requirements.

### Total Minimum Credits

A minimum of 120 degree credits must be earned for a baccalaureate degree. The requirements for some programs may exceed 120 credits. Students should consult with their college or department adviser for information on specific credit requirements.

### Quality of Work

Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

### Limitations on Source and Time for Credit Acquisition

The college dean or campus chancellor and program faculty may require up to 24 credits of course work in the major to be taken at the location or in the college or program where the degree is earned. Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80 (<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#83-80>)). For more information, check the Suggested Academic Plan for your intended program.

### Requirements for the Major

This includes 12-14 credits of General Education courses: 6 credits of GS courses; 3-4 credits of GQ courses; 3-4 credits of GN courses.

To graduate, a student enrolled in the major must earn a grade of C or better in each course designated by the major as a C-required course, as specified by Senate Policy 82-44 (<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#82-44>).

Code	Title	Credits
<b>Prescribed Courses</b>		
PSYCH 100	Introductory Psychology	3
RHS 100	Introduction to Disability Culture	3
PSYCH 270	Introduction to Abnormal Psychology	3
SOC 1	Introductory Sociology	3
SOC 119	Race and Ethnic Relations	4
RHS 495A	Rehabilitation and Human Services Internship	15
<i>Prescribed Courses: Require a grade of C or better</i>		
RHS 300	Introduction to Rehabilitation and Human Services	3
RHS 301	Introduction to Counseling as a Profession	3
RHS 302	Client Assessment in Rehabilitation and Human Services	3
RHS 303	Group Work in Rehabilitation Practice and Human Services	3
RHS 400	Case Management and Communication Skills	3
RHS 401	Community Mental Health Practice and Services	3
RHS 402	Children and Families in Rehabilitation Settings and Human Services	3
RHS 403	Medical Aspects of Disability	3
<b>Additional Courses</b>		
Select one of the following:		3
EDPSY 10	Individual Differences and Education	
HDFS 239	Adolescent Development	
PSYCH 212	Introduction to Developmental Psychology	
Select 3-4 credits of the following:		3-4
ANTH 21	Introductory Biological Anthropology	
BISC 1	Structure and Function of Organisms	
BISC 2	Genetics, Ecology, and Evolution	
BISC 3	Environmental Science	
BISC 4	Human Body: Form and Function	
BIOL 133	Genetics and Evolution of the Human Species	
BIOL 110	Biology: Basic Concepts and Biodiversity	
BIOL 141	Introductory Physiology	
Select one of the following:		3-4
STAT 100	Statistical Concepts and Reasoning	

STAT 200 Elementary Statistics

EDPSY 101 Analysis and Interpretation of Statistical Data in Education

### Supporting Courses and Related Areas

Select 6 credits from CRIM, BBH, HDFS, KINES, PSYCH, or SOC

6

## Program Learning Objectives

### Hazleton and Wilkes-Barre Campuses

1. Accomplish mastery in theoretical models of disability, definitions of disability, barriers present to people with disabilities, systemic challenges and economic disadvantages caused by disability, effects on employment on disabled individuals and the effects of trauma.
2. Demonstrate working knowledge of vocational rehabilitation systems, centers for independent living, transition programs, substance abuse and addiction treatment programs, mental health programs, and other community-based support programs.
3. Apply the appropriate principles for community inclusion and integration including, but not limited to, rehabilitation philosophy, client exploration on resources, and collaboration with agencies and related professionals.
4. Produce lucid documents, deliver effective presentations, communicate effectively in a professional manner and possess effective group facilitation skills.
5. Build and use effective teamwork skills and understand culture diversity within professional ranks.
6. Understand the professional, ethical and social responsibilities of their professional actions, and produce evidence of valuing diversity.
7. Demonstrate knowledge of discrimination against individuals with disabilities, legislative efforts to curtail such discrimination and an understanding of advocacy techniques and resources.
8. Demonstrate a working knowledge of ethical codes, malpractice, and the appropriate federal and state regulations.
9. Possess the adequate field experience and provide evidence of professional growth during this experience.
10. Have a respect for diversity and knowledge of contemporary, professional, societal and global issues.
11. Appreciate the value and necessity for sustained learning within and beyond their discipline.
12. Possess knowledge of the various aspects of counseling, including background information on the diverse theoretical orientations, interventions used, populations served, and research in which it is grounded.
13. Demonstrate an understanding of essential elements and dynamics for conducting groups and various team-related activities. Apply a foundational understanding of group work and experiences within RHS settings.
14. Develop knowledge of both professional and popular theories regarding mental illness and abnormal behavior. Explore and possess knowledge concerning abnormal behavior theories from the medical/biological, behavioral, cognitive, humanistic, existential, psychoanalytic, and social models of mental health disorders.

## Lehigh Valley Campus

### Disciplinary Knowledge and Application

1. Demonstrate knowledge of theoretical models of disability, definitions of disability, barriers that exist for people with disabilities

(inc. employment barriers), systemic challenges and economic disadvantages caused by disability.

2. Demonstrate working knowledge and locate appropriate resources for individuals and families with a variety of needs (e.g., vocational rehabilitation systems, centers for independent living, transition programs substance abuse and addiction treatment programs and other community-based support programs to address client needs).
3. Appropriately, systematically, and accurately assess clients for a range of strengths and needs and make recommendations for services to address those needs and increase client self-sufficiency and empowerment.
4. Develop and monitor treatment plans by applying principles for community inclusion and integration including, but not limited to, rehabilitation and recovery philosophy, client exploration of resources, and collaboration with agencies and related professionals.
5. Demonstrate knowledge of discrimination against individuals with disabilities, legislative efforts to curtail such discrimination and advocacy resources.

**Professional Communication**

1. Communicate effectively in a professional manner by producing articulate and well-researched documents and delivering effective presentations.
2. Interact productively and professionally with a team of stakeholders as both a leader and a member.
3. Develop a facilitative relationship with clients and their families through individual and group sessions.

**Professional Ethics**

1. Practice professional, ethical, and social behaviors, which demonstrate non-discrimination, empathy and respect for diversity and knowledge of contemporary professional and societal issues.
2. Demonstrate knowledge of ethical codes and professional conduct, and the applicable federal and state regulations.

**Academic Advising**

The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information need to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy>)

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**Suggested Academic Plan**

**Lehigh Valley Campus**

The course series listed below provides **only one** of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an **Academic Requirements** or **What If** report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

First Year		
Fall	Credits Spring	Credits
ENGL 15 or 30 <sup>†</sup>	3 RHS 100 <sup>*</sup>	3
SOC 1 <sup>†</sup>	3 PSYCH 212 <sup>†</sup>	3
PSYCH 100 <sup>†</sup>	3 General Education Course	3
HDFS 287Y	3 General Education Course	3
General Education Course (GQ) <sup>‡</sup>	3 Elective - Prescribed (CRIM, HDFS, KINES, PSYCH or SOC)	3
15		15

Second Year		
Fall	Credits Spring	Credits
BISC 1, BISC 2, BISC 3, BISC 4, BIOL 110, or BIOL 141 <sup>†</sup>	3 ENGL 202A or 202B <sup>†</sup>	3

RHS 300*	3 PSYCH 270	3
CAS 100A <sup>‡</sup>	3 Elective - Prescribed (CRIM, HDFS, KINES, PSYCH or SOC)	3
RHS 301*	3 General Education Course	3
STAT 100, 200, or PSYCH 200 <sup>††</sup>	3-4 Elective Course	3
	General Education Course (GHW)	1.5
	15-16	16.5
<b>Third Year</b>		
<b>Fall</b>	<b>Credits Spring</b>	<b>Credits</b>
SOC 119	4 RHS 302*	3
General Education Course	3 RHS 303*	3
General Education Course	3 RHS 403*	3
Elective	3 Elective	3
General Education Course (GHW)	1.5 Elective	3
	14.5	15
<b>Fourth Year</b>		
<b>Fall</b>	<b>Credits Spring</b>	<b>Credits</b>
RHS 400*	3 RHS 495A*	15
RHS 401*	3	
RHS 402*	3	
Elective	3	
Elective	3	
	15	15

Total Credits 121-122

\* Course requires a grade of C or better for the major

‡ Course requires a grade of C or better for General Education

# Course is an Entrance to Major requirement

† Course satisfies General Education and degree requirement

**University Requirements and General Education Notes:**

US and IL are abbreviations used to designate courses that satisfy University Requirements (United States and International Cultures).

W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

GWS, GQ, GHW, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GHW, GN, GA, GH, GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of 'C' or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

**Rehabilitation and Human Services Major with Psychology Minor**

The course series listed below provides **only one** of the many possible ways to move through this curriculum. The University may make changes

in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an **Academic Requirements** or **What If** report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

**First Year**

Fall	Credits Spring	Credits
ENGL 15 or 30 <sup>‡</sup>	3 RHS 100*	3
SOC 1 <sup>†</sup>	3 PSYCH 212	3
PSYCH 100 <sup>†</sup>	3 General Education Course	3
MATH 21 <sup>‡</sup>	3 General Education Course	3
HDFS 287Y	3 Elective	3
	15	15

**Second Year**

Fall	Credits Spring	Credits
SOC 119	4 RHS 301*	3
CAS 100A <sup>‡</sup>	3 PSYCH 270	3
RHS 300*	3 ENGL 202A or 202B <sup>‡</sup>	3
BISC 1, BISC 2, BISC 3, BISC 4, BIOL 110, or BIOL 141 <sup>†</sup>	3 General Education Course	3
General Education Course	3 Elective	3
	General Education Course (GHW)	1.5
	16	16.5

**Third Year**

Fall	Credits Spring	Credits
STAT 200 or PSYCH 200 <sup>††</sup>	4 RHS 302*	3
PSYCH 301	4 RHS 303*	3
PSYCH 4XX	3 RHS 403*	3
Elective	3 General Education Course	3
General Education Course (GHW)	1.5 Elective	3
	15.5	15

**Fourth Year**

Fall	Credits Spring	Credits
RHS 400*	3 RHS 495A*	15
RHS 401*	3	
RHS 402*	3	
PSYCH 4XX	3	
Elective	3	
	15	15

Total Credits 123

\* Course requires a grade of C or better for the major

‡ Course requires a grade of C or better for General Education

# Course is an Entrance to Major requirement

† Course satisfies General Education and degree requirement

**University Requirements and General Education Notes:**

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GWS, GQ, GHW, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GHW, GN, GA, GH, GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of 'C' or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

## Hazleton Campus

The course series listed below provides **only one** of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an **Academic Requirements** or **What If** report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

### First Year

Fall	Credits Spring	Credits
ENGL 15 or 30 <sup>‡</sup>	3 PSYCH 100	3
SOC 1 <sup>†</sup>	3 CAS 100 <sup>‡</sup>	3
RHS 100 <sup>**†</sup>	3 General Education Course	3
General Education Course	3 General Education Course	3
General Education Course	3 Elective/Minor	3
PSU 8	1 General Education Course (GHW)	1.5
	16	16.5

### Second Year

Fall	Credits Spring	Credits
RHS 300 <sup>*</sup>	3 RHS 302 <sup>*</sup>	3
RHS 301 <sup>*</sup>	3 RHS 303 <sup>*</sup>	3
SOC 119 <sup>†</sup>	4 HDFS 239 or PSYCH 212 <sup>†</sup>	3
STAT 200 <sup>‡</sup>	4 ENGL 202A or 202B <sup>‡</sup>	3
Elective/Minor	3 General Education Course	3
	General Education Course (GHW)	1.5
	17	16.5

### Third Year

Fall	Credits Spring	Credits
RHS 400 <sup>*</sup>	3 RHS 403 <sup>*</sup>	3
PSYCH 270	3 Elective/Minor	3
Elective/Minor	3 General Education Course	3
Elective/Minor	3 General Education Course	3
General Education Course (GN) <sup>1†</sup>	3-4 Supporting Course <sup>2</sup>	3
	15-16	15

### Fourth Year

Fall	Credits Spring	Credits
RHS 401 <sup>*</sup>	3 RHS 495A <sup>*</sup>	15
RHS 402 <sup>*</sup>	3	
Elective/Minor	3	
Supporting Course <sup>2</sup>	3	
	12	15
Total Credits 123-124		

\* Course requires a grade of C or better for the major

‡ Course requires a grade of C or better for General Education

# Course is an Entrance to Major requirement

† Course satisfies General Education and degree requirement

### University Requirements and General Education Notes:

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W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

GWS, GQ, GHW, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GHW, GN, GA, GH, GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of 'C' or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

- BISC 1 Structure and Function of Organisms (3 cr.) or  
 BISC 2 Genetics, Ecology, and Evolution (3 cr.) or  
 BISC 3 Environmental Science (3 cr.) or  
 BISC 4 Human Body: Form and Function (3 cr.) or  
 BIOL 133 Genetics and Evolution of the Human Species (3 cr.) or  
 BIOL 110 Biology: Basic Concepts and Biodiversity (4 cr.) or  
 BIOL 141 Introductory Physiology (3 cr.)
- Criminal Justice or Biobehavioral Health or HDFS or Psychology or Sociology or Kinesiology

## Wilkes-Barre Campus

The course series listed below provides **only one** of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an **Academic Requirements** or **What If** report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

### First Year

Fall	Credits Spring	Credits
ENGL 15 <sup>‡</sup>	3 Elective-Prescribed (CRIM, HDFS, KINES, PSYCH OR SOC)	3

General Education (GQ) Course <sup>‡</sup>	3 Elective-Prescribed (CRIM, HDFS, KINES, PSYCH OR SOC)	3
General Education Course PSU 8	3 General Education Course	3
RHS 100* <sup>†</sup>	1 General Education Course	3
SOC 1 <sup>†</sup>	3 PSYCH 100 <sup>†</sup>	3
	3	
	16	15

**Second Year**

Fall	Credits Spring	Credits
CAS 100A <sup>‡</sup>	3 BISC 1, BISC 2, BISC 3, BISC 4, or BIOL 110 <sup>†</sup>	3-4
RHS 300*	3 ENGL 202A or 202B <sup>‡</sup>	3
RHS 301*	3 General Education Course	3
PSYCH 270	3 General Education Course (GHW)	1.5
STAT 200 or 100 <sup>†‡</sup>	4-3 PSYCH 212 <sup>†</sup>	3
	SOC 119 <sup>†</sup>	4
	16-15	17.5-18.5

**Third Year**

Fall	Credits Spring	Credits
Elective	3 Elective	3
Elective	3 Elective	3
General Education Course	3 RHS 302*	3
General Education Course	3 RHS 303*	3
General Education Course (GHW)	1.5 RHS 403*	3
	13.5	15

**Fourth Year**

Fall	Credits Spring	Credits
Elective	3 RHS 495A*	15
Elective	3	
RHS 400*	3	
RHS 401*	3	
RHS 402*	3	
	15	15

Total Credits 123

\* Course requires a grade of C or better for the major

‡ Course requires a grade of C or better for General Education

# Course is an Entrance to Major requirement

† Course satisfies General Education and degree requirement

**University Requirements and General Education Notes:**

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GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of 'C' or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

## Career Paths

The RHS major provides excellent preparation specifically for graduate programs leading to professions such as occupational therapy, counseling, social work, and physical therapy. Advising of courses outside the major for electives are provided in order to enhance competitiveness of graduate school applications.

MORE INFORMATION (<https://ed.psu.edu/epcse/rhs/resources/rhsinterestareas>)

## Careers

RHS allows students to pursue a variety of employment options as case workers and direct service providers in alcohol and other drug treatment centers, correctional facilities, mental health agencies, private non-profit rehabilitation centers, private-for-profit rehabilitation agencies, human resources, programs for children and youth, programs for older adults, public welfare agencies, rehabilitation hospitals, schools, social service agencies, and vocational rehabilitation programs.

MORE INFORMATION (<https://ed.psu.edu/epcse/rhs/resources/careers-in-rehabilitation>)

## Opportunities for Graduate Studies

To prepare students for graduate studies, students can work with faculty on independent studies and can petition to take graduate courses within the department. For qualified students, we also offer the Schreyer Honors Program (<https://www.shc.psu.edu>).

MORE INFORMATION (<https://ed.psu.edu/epcse/rhs/resources/careers-in-rehabilitation>)

## Accreditation

The College of Education educator preparation program is currently NCATE accredited and is seeking accreditation by the Council for the Accreditation of Education Preparation (CAEP) in Spring 2019. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

MORE INFORMATION (<https://ed.psu.edu/internal/associate-dean-undergrad/accreditation-and-program-review/Accreditation>)

## Contact

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