Program Learning Objectives

Hazleton and Wilkes-Barre Campus

• 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.
• 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.
• Apply the appropriate principles for community inclusion and integration including, but not limited to, rehabilitation philosophy, client exploration of resources, and collaboration with agencies and related professionals.
• Produce lucid documents, deliver effective presentations, communicate effectively in a professional manner and possess effective group facilitation skills.
• Build and use effective teamwork skills and understand culture diversity within professional ranks.
• Understand the professional, ethical and social responsibilities of their professional actions, and produce evidence of valuing diversity.
• Demonstrate knowledge of discrimination against individuals with disabilities, legislative efforts to curtail such discrimination and an understanding of advocacy techniques and resources.
• Demonstrate a working knowledge of ethical codes, malpractice, and the appropriate federal and state regulations.
• Possess the adequate field experience and provide evidence of professional growth during this experience.
• Have a respect for diversity and knowledge of contemporary, professional, societal and global issues.
• Appreciate the value and necessity for sustained learning within and beyond their discipline.
• 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.
• 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.
• 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

• 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.
• 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).
• 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.
• 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.
• Demonstrate knowledge of discrimination against individuals with disabilities, legislative efforts to curtail such discrimination and advocacy resources.
• Communicate effectively in a professional manner by producing articulate and well-researched documents and delivering effective presentations.
• Interact productively and professionally with a team of stakeholders as both a leader and a member.
• Develop a facilitative relationship with clients and their families through individual and group sessions.
• Practice professional, ethical, and social behaviors, which demonstrate non-discrimination, empathy and respect for diversity and knowledge of contemporary professional and societal issues.
• Demonstrate knowledge of ethical codes and professional conduct, and the applicable federal and state regulations.