



Lincoln University

Advancing the Legacy

MASTER OF HUMAN SERVICES PROGRAM

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In 1977, Lincoln University and Eagleville Hospital and Rehabilitation Center, along with eight human service agencies in Pennsylvania, jointly developed and launched the Master of Human Services (MHS) Program. The program was developed with grants from the Fund for the Improvement of Postsecondary Education and the National Institute on Drug Abuse.

When, in May of 1981, the relationship between Lincoln University and Eagleville terminated, the MHS Program became officially known as the Lincoln University Master of Human Services Program. Lincoln University is a state-related university in the Pennsylvania Commonwealth System of Higher Education, chartered by the state to offer both baccalaureate and graduate degrees. Lincoln is accredited by the Middle States Association; this accreditation covers all degree programs granted by the university, including the performance-based MHS degree.

The impetus for the creation of the MHS Program came from its founders' realization that many individuals without advanced academic degrees have become highly-skilled practitioners in the human services field. With their experience and professional qualities, non-degreed workers have made enormous contributions to the field and have helped to keep their agencies responsive to the needs of the citizens they serve.

Many professional schools, however, are unwilling or unable to credit the demonstrated skills and knowledge of this group and have maintained the baccalaureate degree as a condition for admission. This practice effectively prevents a group of skilled practitioners from continuing their academic education and from acquiring the necessary credentials for career advancement.

The MHS Program offers a solution to this problem. Affiliated human service agencies help identify candidates with demonstrated work experience. Lincoln tests their academic skills and admits both degreed and non-degreed qualified candidates. The program is competency-based, applying relevant academic theory to problems encountered in agency practice. This approach has made it an attractive alternative to traditional graduate programs for both the degreed and non-degreed professional.

The following mission statement was adopted by MHS faculty in 1991:

The Lincoln University Master of Human Services Program provides non-traditional graduate study to adult human service practitioners from both the public and private sectors. The culturally diverse students for whom the program was designed are characterized by successful experience in human service work, the potential to complete graduate study, the need for professional credentials at the master's level, and the motivation to achieve academic excellence. Students earn their master's degree through a combination of

classroom and performance-based field experiences stressing action research and problem solving skills. Dedicated to the idea of positive social change, the MHS Program seeks to advance its students' personal and professional development, increase the number of qualified human service professionals, and improve the nation's social service delivery system, as well as the lives of its beneficiaries.

Since 1979, over 2000 students have graduated from the MHS Program. In the last ten years, approximately 40% of the program's graduates have entered doctoral programs or pursued additional graduate programs. Students represent a geographical area extending from Southern Connecticut to Northern Virginia and as far West as Ohio. The age range of the MHS students is 25 to 65. MHS graduates tend to advance professionally into supervisory, management and agency executives. A substantial proportion of MHS graduates occupy high-level positions in regional, state and federal government agencies. A number of MHS graduates have successfully redirected their advocacy commitments to the pursuit of successful political campaigns to become public officials at the municipal and state levels.

Lincoln University Master of Human Services Program

Degree:	Master of Human Services (MHS)
Lincoln:	Lincoln University is state-related and is chartered by the State of Pennsylvania to offer both baccalaureate and master's degrees. Lincoln is accredited by the Middle States Association. Its MHS Program is fully accredited and designated as a performance-based master's degree in human services.
Current Enrollment/ Mean Age:	500 Students/40 years (ages range from mid 20's to mid 60's)
Geographic Location of Students/Preceptors/ Agencies:	Pennsylvania, New Jersey, Delaware, Maryland, Virginia, New York, Washington, DC and Connecticut
Program Features:	<p>Four semesters (15 weeks each) and an 8-week mandatory summer session (Summer I), as well as an elective 8-week summer session (Summer II) for the Counseling and Gerontology Concentrations.</p> <p>Saturday Academic Classes: Classes are held from 9:00 a.m. to 5:40 p.m. each Saturday. Depending on the semester, students will take three courses from the following four dimensions: Values (Ethics), Self and Others (Psychology), Systems (Sociology), and Skills (Helping and Research). During the required summer session, students take seminars that are team-taught covering all four of the required dimensions.</p> <p>Field Seminars: The two and a half-hour Field Seminar classes are held one evening each week. Students are clustered geographically.</p> <p>Faculty: Instructional staff comprise both full-time Lincoln University faculty members and adjunct faculty who are drawn from other universities and human services agencies.</p> <p>Preceptor: Each student designates a preceptor to serve as mentor and resource person to review the student's work performance. The preceptor must have an earned master's or terminal academic degree and is approved by the program on recommendation from the student. It is the student's responsibility to identify the recommended preceptor.</p> <p>Certification: Selected MHS courses are approved for educational credit by the Pennsylvania Chemical Abuse Certification Board (PCACB) for students who are working in the field of substance abuse. Courses are PCACB approved for both certification and re-certification. Students completing the MHS Counseling Concentration Degree meet the academic requirements/qualifications to take the examination for licensing as professional counselors in Pennsylvania, Delaware, Maryland, and Washington, DC. Students seeking licensing in the State of New Jersey may need to take additional courses.</p>

**Admissions
Requirements:**

A baccalaureate degree is not required for acceptance. Applicants without the baccalaureate degree must have no less than five years of paid, progressively responsible human services work experience and a high school diploma or the equivalent. Those with the baccalaureate are required to have at least one year of paid human services work experience. All students must be currently employed on a full-time basis in the human services field.

Tuition:

*Pennsylvania residents per semester \$4,748.00

*Out-of-State residents per semester \$8,119.00

Financial Aid:

Contact the Office of Financial Aid toll free at 1 (800) 561-2606 or (484) 365-8000 extension 7560 or 484-365-7560 for information regarding graduate financial aid.

*Fees are subject to change without notice.

ADMISSIONS REQUIREMENTS

Applicants who do not hold a baccalaureate degree must have no less than five years of progressively responsible, paid work experience in the human services to qualify for admission to the MHS Program. Individuals holding the baccalaureate degree must have no less than one year of paid human services experience. The high school diploma or the General Equivalent Diploma (GED) is required if the applicant has not earned the baccalaureate degree. The applicant must also be currently employed on a paid full-time basis in a human services setting and/or in a human services role in order to be eligible for admission to the MHS Program. Students must remain employed full-time in a human services position throughout their graduate program.

ADMISSIONS PROCEDURES

A prospective student must submit a completed resumé and application for admission with essay, forward an official academic transcript based on the completion of the high school diploma, the GED or the bachelor's degree, submit the preceptor information form, forward the supervisor's evaluation form, submit three letters of professional recommendation and pay the application/testing fee. The applicant then takes the admission's examination. Applicants must complete and pass the admission's examination. (The examination is administered by Lincoln University personnel.) In some cases an interview is required to complete the admissions process.

PRECEPTORS

A preceptor is a professional human services worker with at least a master's degree who coaches, mentors, supports, and evaluates the student throughout the student's tenure in the program. A preceptor meets regularly with the student to review the student's progress, and gives feedback on the student's academic work. The applicant must identify and select a preceptor, preferably, preceptors should be selected from the student's agency and should not be a close relative or friend.

ACADEMIC PREPARATION

Prior to beginning the MHS Program, some students are required to sharpen their academic skills by participating in the Pre-Master's Program in Writing and Critical Thinking Skills. Students in the Pre-Graduate Semester(s) earn 12 undergraduate credits (fall and spring version), 8 undergraduate credits (spring version) or 6 undergraduate credits (summer version). During the Pre-Master's Program, students receive intensive practice in writing and grammar, critical thinking, as well as instruction in word processing, and internet skills via the personal computer. Computers are required for this program.

Please use the following **Checklist** when making application to the MHS Program.

To Apply:

- Phone, write, or e-mail for the application packet and register for the admission examinations. An online application is available via Lincoln University's website at www.lincoln.edu. (Click on Admissions, then click on ****Graduate Application.**)

_____ Submit a current resumé which outlines paid human services experience and educational background.
(Please indicate full-time versus part-time paid experience and Specific dates to include month and year.)

_____ Complete and submit the basic Application, including Essay

_____ Complete and send the Preceptor Information Form

_____ Send completed Supervisor's Evaluation Form

_____ Submit three (3) Letters of Professional Recommendation

_____ Request and forward an Official Academic Transcript based on the completion of the high school diploma, General Education Diploma (GED), or the bachelor's degree.

_____ Pay the \$50.00 Application/Testing Fee in advance (A certified check or money order made payable to "Lincoln University" must accompany the application. This is the application/testing fee and is not refundable.) **LINCOLN UNIVERSITY WILL NOT ACCEPT PERSONAL CHECKS.**

- Take the Admission's Examination

_____ All materials in the admissions packet must be completed and received before an applicant is permitted to test.

_____ An Interview may be necessary after all other admissions criteria are successfully completed.

For Additional Admissions Information: Contact

Office of Graduate Admissions
1570 Old Baltimore Pike
Lincoln University
Lincoln University, PA 19352-0999

(484) 365-8000 extensions 7250/7252/7362 or call direct by dialing (484) 365-8123
In Philadelphia call (215) 590-8231, (215) 590-8233, or (215) 590-8239

AGENCY PARTICIPATION

One of the keys to the success of the MHS Program is the cooperation and participation of professionals in representative human services agencies who assist in referring students, assessing field projects, and strengthening the MHS Program's practical relevance to the field.

In some cases, agencies assist students with the selection of preceptors as well as make agency resources available for students to complete field projects. The agency must also make scheduling arrangements, if necessary, to permit the student's attendance at Saturday classes and the Field Seminar one evening each week. Agencies are encouraged to publicize the program to all staff members. Agencies further contribute to the MHS Program by providing space for Field Seminars, Area Information Meetings (AIMs) and special conferences for advancing knowledge in the human services professions.

Benefits to the agencies include the opportunity for preceptors from the agency to gain experience as teachers and renew their affiliation with the academic world. The experience of learning through working with student-professionals also provides a personal satisfaction through helping another person grow professionally and personally.

Agencies find that students become more professional in their job performance and frequently show a rise in self-confidence. An increase in morale among staff often occurs. Our annual surveys show supervisors reporting a new atmosphere of learning in their departments with non-participants also benefiting. Student-professionals involved in direct-service delivery learn more about the problems of administration and management. Ideas and perspectives stimulated by the program have assisted in resolving longstanding organizational problems in some agencies.

Faculty and staff support participating agencies by coordinating and disseminating information, scheduling meetings, and maintaining regular communication. Also provided are resource materials, preceptor orientation and other assistance when necessary.

Each student invites a preceptor from his or her agency or community to serve as a mentor and advisor throughout the program. The preceptor is responsible for reviewing the student's work performance from the vantage point of the MHS curriculum. Preceptors are invited to attend field seminars each semester and meet individually with the field instructor. Preceptors are expected to have at least a master's level degree.

Curriculum

The MHS Program is a performance-based approach to education that organizes skills and theories into five basic competency units. These units have been identified by outstanding human services practitioners as generic to the field and as essential for the development of the professional career. They are broadly interdisciplinary and are adapted from a model developed by the College of Human Services in New York.

The curriculum has recently been revised so that all courses are worth three credits. Additionally, during the second year of study, students select either a micro (counseling) track or a macro (administration) track. Electives are offered during the second year that enhance the core courses with material relating to either counseling or administration.

The subject matter of each competency is studied from the viewpoint of five dimensions: Values (Ethics), Self and Others (Psychology), Systems (Sociology), Skills (Communication/Research) and Theory and Practice Integration (Field Seminars). The classes held at Lincoln's Graduate Center on Saturdays address the first four of these, while the last one is addressed one evening during the week in the Field Seminar. The theoretical content of the Saturday dimensions were drawn from the four basic social sciences: social philosophies, psychology, social systems and social research. This conceptual material is examined through in-depth classroom discussions in which it is applied to the exigencies of human services practice in agency and community settings. There is a dual emphasis both on pragmatic problem solving and innovation through action research. The field seminars are located where students cluster geographically, often at agency sites as well as the Lincoln University Graduate Center and our main campus. The purpose of the field seminar is to integrate the student's work activities in the agency with theoretical material presented in the Saturday coursework.

For each competency unit a student is required to complete a field project. The purpose of the project is to allow the student to demonstrate the application of skills and theory derived from the program to agency or client-centered tasks. The field project requires approval from the student's field instructor in which the proposed tasks, goals, methods, and evaluation procedures are defined and justified.

The project is evaluated by the field instructor and the preceptor on the basis of the student's demonstrated understanding of theory, organization of ideas, the appropriate application of new concepts to practice, and the exploration of new steps to be taken.

The Field Seminar also provides the context for the students to discuss the projects that they will implement in the agency or the community. For each competency, the student prepares a field project which is a demonstration of his/her ability to synthesize what is learned in class and application to real problems and critical incidents in a human services professional setting. Typically, the project is directed towards improving the services provided to clients, making an administrative process more efficient, or investigating and evaluating an organizational structure. The emphasis is on the problem-solving process using the Action Research model. The preceptor may need to help the agency understand the student's need for a site in which to conduct the project and provide a climate which is conducive to the student's learning.

The Competency Units

The five competency units require two years (four semesters at 15 weeks each and one summer term at 8 weeks) for completion. (Please note that students enrolled in the Counseling and Gerontology Concentrations must complete a second summer term for 8 weeks.)

Competency Unit I: Self-Directed Learning

		Credits
HUS 711	Professional Ethics	3
HUS 712	Theories of Personality and Human Development	3
HUS 713	Introduction to Applied Sociology & General Systems Theory	3
HUS 715	Theory and Practice Integration: Field Seminar I (Portfolio & Learning Plan)	3

Through classroom lectures and assigned texts, students are introduced to the literature of the social sciences. Models and methods drawn from a variety of social science perspectives are used to enhance the student's capacity for self-assessment and to enable students to begin the analysis of human service agencies structural components and functions. The Field Seminar for this competency unit consists of the preparation of a Portfolio of Human Services knowledge and skills. The student's assessment of strengths and weaknesses through the Portfolio leads to the construction of a Learning Plan, which is a formulation of goals and methods for the remaining competency units.

Students must complete their first competency unit with a 3.0 grade point average to receive candidacy and must have developed a satisfactory Portfolio and Learning Plan before they are accepted as candidates for the Master of Human Services degree.

Competency Unit II: Helping Relationships

		Credits
HUS 722	Theories of Counseling	3
HUS 723	Social Deviance, Relevant Social Policy, Social Pathology, and Sociological Interventions	3
HUS 724	Interviewing Skills (One-on-One Counseling)	3
HUS 725	Theory and Practice Integration: Field Seminar II (Helping Relationship Project)	3

During the Helping Project, students work with an individual for the purpose of problem solving. The student prepares and submits a report of the process, an analysis of the helping model utilized in the process, with an evaluation of the results. Students are exposed to variegated approaches to the helping process through the assimilation of paradigms that represent the concerns and implications of psychological aspects of the helping process, social problems and helping skills development.

Competency Unit III: Groups

		Credits
HUS 731	Group Dynamics, Ethical Issues and Systems Analysis of Group Interaction	3
HUS 732	Integration and Application: Group Analysis and Social Research	3

Students organize and manage a group for some stated purpose. The student prepares and submits a report of the process, an analysis of the group's interaction, and an evaluation of the results. In the skills area, students are introduced to research methods, including literature review.

Competency Unit IV: Creating Change I

	Micro Track (Counseling)	Credits
HUS 741	The Psychology and Ethics of Change in Social Service Agencies	3
HUS 744	Research I: Skills in Problem Solving, Research Methods, and Program Planning and Evaluation	3
HUS 745	Theory and Practice Integration: Field Seminar IV	3
HUS Elective (Choice of One):		3
	<ul style="list-style-type: none">▪ HUS 627: Methods of Working with the Elderly▪ HUS 648: Theories and Treatment of Addiction▪ HUS 651: The Criminal Justice System▪ HUS 662: Therapeutic Counseling and Human Service Delivery: Application of Clinical Assessment and Testing	

	Macro Track (Administration)	Credits
HUS 743	Social Systems Intervention, Marketing, Managerial Planning and Outcome Assessment	3
HUS 744	Research I: Skills in Problem Solving, Research Methods and Program Planning and Evaluation	3
HUS 745	Theory and Practice Integration: Field Seminar IV	3
HUS Elective (Choice of One):		3
	<ul style="list-style-type: none">▪ HUS 649: Tools and Models for Human Service Managers▪ MSA 600: Business Mathematics▪ MSA 650: Marketing Management▪ MSA 720: Human Resources Management	

Competency Unit V: Creating Change II

Micro Track (Counseling)		Credits
HUS 751	Ethics and Psychology of Social Intervention	3
HUS 754	Research II: Professional Peer Review Publications	3
HUS 755	Theory and Practice Integration: Field Seminar V	3

HUS Elective (Choice of One):		3
▪ HUS 617:	Theories and Processes of Aging	
▪ HUS 637:	The Frail Elderly	
▪ HUS 657:	Family Counseling and Care Giving Challenges	
▪ HUS 682:	Counseling for Career Development	

Macro Track (Administration)		Credits
HUS 753	Social Systems Innovation and Change at the Organizational, Community and Societal Levels	3
HUS 754	Research II: Professional Peer Review Publications	3
HUS 755	Theory and Practice Integration: Field Seminar V	3

HUS Elective (Choice of One):		3
▪ HUS 658:	Social Welfare Problems and Policy	
▪ HUS 659:	Planning and Effecting Community Change	
▪ MSA 610:	Business Statistics	
▪ MSA 630:	Economics for Managers	

A mandatory Summer Session II or additional fall semester is required for the Master of Human Services with the Counseling Concentration or the Concentration in Gerontology.

Counseling		Credits
HUS 672	Principles of Psychopathology and Diagnosis	3
HUS 692	Counseling Internship	3

Gerontology		Credits
HUS 647	Cross Cultural Perspectives to Aging	3
HUS 600	Gerontological Seminars	3

MHS CURRICULUM MATRIX

For Additional Information Regarding the Lincoln University Master of Human Services Program or any of Lincoln University's Graduate Program Contact:

**THE OFFICE OF GRADUATE STUDENT SERVICES
and
GRADUATE ADMISSIONS**

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