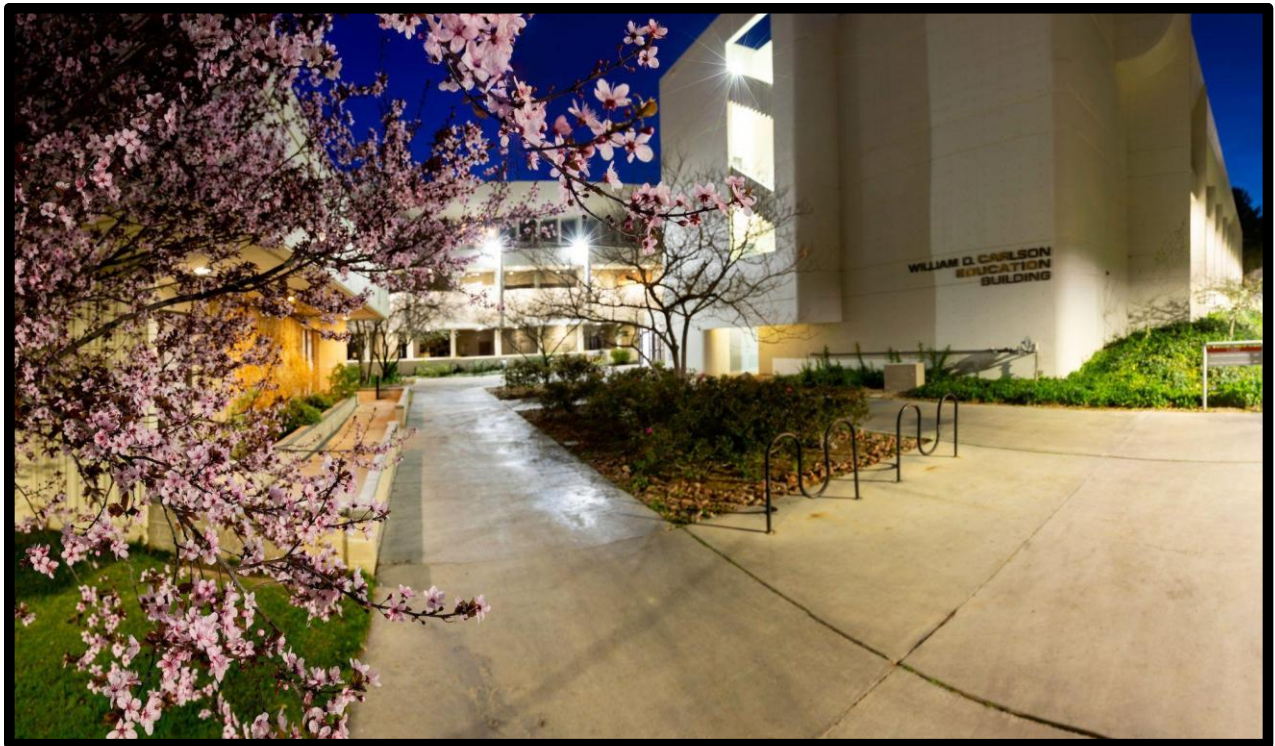


UNLV | COLLEGE OF EDUCATION

Department of Counselor Education, School Psychology, and Human Services



HUMAN SERVICES PROGRAM HANDBOOK

Updated Spring 2025

TABLE OF CONTENTS

HUMAN SERVICES PROGRAM FACULTY	3
WELCOME!	4
MISSION STATEMENT	4
PROGRAM DEGREES	5
Bachelor of Science in Human Services	6
Minors	6
Minor in Human Services	6
Minor in Addictions Treatment	7
Minor in Addictions Prevention	7
Minor in Problem Gambling	8
PROGRAM COURSEWORK	9
FIELD EXPERIENCE	13
UNLV POLICIES AND PROCEDURES	13
Student Rights	13
Student Responsibilities	14
NSHE Institution Responsibilities	15
STUDENT CODE OF CONDUCT	15
PROFESSIONAL AND STUDENT ORGANIZATIONS	17
Tau Upsilon Alpha	17
National Organization for Human Services	18
HELPFUL RESOURCES	18
APPENDIX A	20
Certifications	20
Career Possibilities	22

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Visit our [CSH Department Website](#) for more information.

WELCOME!

The Human Services Program Handbook provides an overview of the Human Services Program, including courses required for the major and minors, a field experience overview, and a brief review of the profession. The Human Services Program Handbook also links important UNLV information regarding financial aid, undergraduate requirements, field experience information,

and useful organizations and resources. Please note that there is an additional handbook specific to the field experience that all majors will complete.

MISSION STATEMENT

The mission of the Human Services Program is to promote a rigorous program of study that helps students acquire the awareness, knowledge, and skills necessary to promote mental well-being and to advocate for the populations they serve. The degree program has an applied emphasis with a strong grounding in counseling research and theory. Graduates are prepared to enter the workforce as human services professionals.

According to the National Organization of Human Services (NOHS):

“The field of Human Services is a broadly defined one, 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 service populations. The human services profession promotes improved service delivery systems by addressing not only the quality of direct services but also seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.”

NOHS Human Services Professional Definition:

"Human services professional" is a generic term for people who hold professional and paraprofessional jobs in such diverse settings as group homes and halfway houses; correctional, intellectual disability, and community mental health centers; family, child, and youth service agencies, and programs concerned with alcoholism, drug abuse, family violence, and aging. Depending on the employment setting and the kinds of clients served, job titles and duties vary a great deal.

The primary purpose of the human services professional is to assist individuals and communities to function as effectively as possible in the major domains of living. A strong desire to help others is an important consideration for a job as a human services worker. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.

PROGRAM DEGREES

The Human Services Program offers one Bachelor of Science degree in Human Services and four minors (i.e., Human Services, Addictions Treatment, Addictions Prevention, and Problem Gambling. Degrees in Human Services in the Department of Counselor Education, School Psychology, and Human Services is a rigorous program of study that helps students acquire the awareness, knowledge, and skills necessary to promote mental well-being and to advocate for the populations they serve. The degree program has an applied emphasis with a strong grounding in counseling research and theory. Human Services graduates are prepared to enter the workforce in paraprofessional counseling positions in mental health, addictions, and child and adolescent services or pursue graduate degrees in the helping professions.

Human Services Major and Minor- Learning Objectives. Upon completion of this program, graduates will be able to:

- Demonstrate knowledge of an array of theoretical and applied human service, counseling, and psychological theories;
- Demonstrate a range of paraprofessional counseling skills sufficient to conduct entry-level human services interventions;
- Demonstrate the ability to communicate orally and/or in writing and interact effectively with other helping professionals;
- Demonstrate an ability to understand research and critique professional literature in human service, counseling, and psychological professions;
- Deliver professional services within the guidelines of ethical and professional practice;
- Meet the needs of diverse clients with an appreciation of multicultural perspectives;
- Demonstrate knowledge and skill in the case management process, typically from intake through program design, implementation, and evaluation to termination;
- Demonstrate understanding of processes of social change through community development, advocacy, and public policy;
- Be prepared to secure a position in the helping profession or gain entrance to graduate school.

Bachelor of Science in Human Services

*Course Major Requirements - Total Credits: 42

CED 117 - Interpersonal Skills in Human Services

CED 200 - Multicultural Issues of Counseling

CED 300 - Introduction to Human Services Counseling

CED 310 - Relationships Across the Lifespan

CED 315 - Counseling Skills in Human Services
CED 320 - Drugs and Behavior
CED 325 - Mental Health and the Human Services Profession
CED 350 - Research Methods for Human Services Professionals
CED 375 - Ethical and Professional Issues in Human Services
CED 400 - Field Experience in Human Services (Fall)
CED 400 - Field Experience in Human Services (Spring)
CED 425 - Perspective in Multicultural Counseling
CED 465 - Case and Resource Management in Human Services
CFT 350 - Human Sexuality

*These requirements are in addition to the general education requirements.

Restrictive Electives - Credits: 15

General Electives - Credits: 23-25

Notes:

- *Students must make a grade of 'B' or better in CED 117, CED 200, CED 300, CED 315 & 'C' or better for restricted electives & major-related courses to pass.*
- *A grade of C or better is required for the two semesters of CED 400, or they must be repeated.*
- *CED 200 also fulfills the multicultural requirement of the general education core.*
- *Courses satisfying the international requirement may simultaneously fulfill another requirement.*
- *Hours taken as part of a minor may count toward Human Services electives; please check with your advisor.*

Minors

Minor in Human Services

The Human Services minor provides broad training in understanding human behavior and in interpersonal and helping skills to provide services in a wide array of contexts.

Course Requirements - Total Credits: 21

CED 300 - Introduction to Human Services Counseling
CED 315 - Counseling Skills in Human Services

And a choice of five courses from the following:

CED 320 - Drugs and Behavior

CED 325 - Mental Health and the Human Services Profession
CED 410 - Eating Disorders Etiology and Treatment (Summer only)
CED 425 - Perspectives in Multicultural Counseling
CFT 350 - Human Sexuality

Minor in Addictions Treatment

The Addictions Treatment Minor introduces students to the fundamentals of the addictive process, types of addictions, and treatments. In addition, students with an appropriate major and this minor meet the educational requirements to apply as a State of Nevada Certified Alcohol and Drug Abuse Counselor. In addition, if they select the option of taking the Gambling Disorder course, they are also positioned to pursue the State of Nevada Certified Problem Gambling Counselor credential. See our website for more information.

Course Requirements - Total Credits: 18

CED 300 and CED 315 are strongly recommended but not required.

CED 320 - Drugs and Behavior
CED 322 - Perspectives on Addictions
CED 427 - Clinical Principles and Processes in Addictions
CED 450 - Treatment of Addictions
CED 475 - Prevention Strategies and Development Theories in Addictions

Choose one of the following classes:

CED 420 - Identification, Assess & Treatment of Process Addictions
CED 430 - Advanced Professional Issues in Addictions (Summer only)
CED 439 - Gambling Disorder Counseling
CED 445 - Trauma and Addiction

Minor in Addictions Prevention

This minor provides an in-depth review of alcohol/drug prevention strategies, successful prevention programs, prevention addressing the individual, family, peers, school, and community, and the relationship between developmental theories and successful prevention program strategies.

Learning Objectives. Upon completion of this program, graduates will be able to:

- Assess specific approaches, services, and treatments provided at the various levels of care within the total scope of human and counseling services;
- Identify federal government mental health, community, and prevention agencies and the services these agencies provide;
- Examine the current state of Nevada's mental health, community, and prevention efforts and programs offered;
- Describe the principles of effective mental health, community services, and addiction/substance abuse prevention;

- Analyze relationships between risk factors and problem behaviors of the target populations related to mental health, community, and addiction issues.

Course Requirements - Total Credits: 18

CED 300 and CED 315 are strongly recommended but not required.

CED 320 - Drugs and Behavior

CED 322 - Perspectives on Addictions

CED 427 - Clinical Principles and Processes in Addictions

CED 450 - Treatment of Addictions

CED 475 - Prevention Strategies and Development Theories in Addictions

Choose one of the following two classes:

CED 439 - Gambling Disorder Counseling

CED 445 - Trauma and Addiction

Minor in Problem Gambling

This minor will provide students with a thorough understanding of evidence-based modalities and strategies. The courses in the minor will provide students with the skills to utilize and interpret assessment tools and provide treatment planning. Students will learn characteristics of compulsive behavior, stages of progression, distinctions, and connections to other addictions.

Learning Objectives. Upon completion of this program, graduates will be able to:

- Demonstrate awareness, knowledge, and interest in the social and clinical areas of addiction;
- Discuss the ethical issues relevant to the area of addictions;
- Demonstrate knowledge about the economic and social consequences of addictions in contemporary society;
- Enhance students' knowledge of the emotional and psychological demands for the successful practice of addiction counseling;
- Understand the unique issues regarding addiction and people who are from culturally diverse backgrounds;
- Demonstrate knowledge of the regulations and laws that govern addiction counseling.

Required Courses - Total Credits: 18

CED 300 - Introduction to Human Services Counseling

CED 320 - Drugs and Behavior

CED 322 - Perspectives on Addictions

CED 439 - Gambling Disorder Counseling

CED 440 - Problem Gambling Counseling II

CED 475 - Prevention Strategies and Development Theories in Addictions

PROGRAM COURSEWORK

The following courses are offered by the Human Services Program.

CED 117 - Interpersonal Skills in Human Services. Introductory survey of interpersonal skills utilized in human relationships, with a particular focus on counseling and other helping relationships. Examination and analysis of interpersonal theory, environmental, and cultural contexts for skills and a significant skill-development component. (Semesters offered: Fall, Spring, and Summer)

CED 200 - Multicultural Issues of Counseling. Students obtain a better understanding of themselves in relation to other cultural groups within the United States. Experiential course relying on in- and out-of-class activities. Develops awareness and sensitivity necessary to successfully work with diverse populations in the field of human services counseling. (Semesters offered: Fall, Spring, and Summer)

CED 300 - Introduction to Human Services Counseling. Introduction to the field of human services and counseling. Topics include various perspectives on human services and counseling, such as trends in human service delivery, counseling theories and practice, crisis intervention, intervention programs, and ethical issues. (Semesters offered: Fall, Spring, and Summer)

CED 310 - Relationships Across the Lifespan. Learn the knowledge of basic relationship issues across the lifespan and how they relate to the human services professional. (Semesters offered: Fall, Spring, and Summer)

CED 315 - Counseling Skills in Human Services. Overview of basic counseling skills in the human services profession, including the history of counseling skills in human services; overview of the helping model; the therapeutic relationship in counseling; attending, listening, and understanding skills; empathy; probing and summarizing; reluctant and resistant clients; decision-making skills; and goal setting. (Semesters offered: Fall and Spring)

CED 320 - Drugs and Behavior. Familiarizes the student with various classes of substances, substances' physiological effects, and substances' effects on behavior. (Semesters offered: Fall, Spring, and Summer)

CED 322 - Perspectives on Addictions. A critical review of the definitions/terminology used in the addictions field, major concepts relating to addictions, and models/theories used to understand addictive behavior. Emphasizes students' self-awareness of attitudes regarding addictions. (Semesters offered: Fall and Spring)

CED 323 - Prevention I: System-Oriented Prevention Strategies and Programs. Orientation to prevention and thorough understanding of system-oriented prevention strategies and programs. (Semesters offered: Fall)

CED 324 - Prevention II: Client-Oriented Prevention Strategies and Programs. Provides the student with a thorough understanding of client-oriented prevention strategies.

CED 325 - Mental Health and the Human Services Profession. Students will acquire an understanding of the mental disorders experienced by individuals receiving mental health services, as well as the supports and interventions that promote greater mental health and well-being, as related to the Human Services profession. (Semesters offered: Fall and Spring)

CED 350- Research Methods for Human Services Professionals. This course examines current research methods related to human services. Students are provided the opportunity to connect theoretical knowledge with practical application in the field, utilizing ethical practices and appropriate research design. (Semesters offered: Fall and Spring)

CED 375 - Ethical and Professional Issues in Human Services. Ethical, legal, and professional issues related to human services. Provides a basis for making professional decisions related to these issues. Codes of Ethics, state statutes, and case law related to human services. (Semesters offered: Fall, Spring, and Summer)

CED 400 - Field Experience in Human Services. Provides students with supervised work experience in human services agencies. Students participate in a weekly class that combines the principles of small group dynamics with acquired skills, knowledge, and experience that students have obtained from their field experience. (Semesters offered: Fall and Spring)

CED 408 - Counseling the Older Adult. Overview of issues that may be encountered while counseling the older adult. Reviews basic information on the nature, diagnosis, and treatment of common mental health problems of later life. Introduces students to services and support systems that are available to older adults and their families, which will assist in the referral process. The course also reviews careers in aging, focusing on gerocounseling.

CED 410 - Eating Disorders: Etiology and Treatment. Designed as a comprehensive review of eating disorders, correlated issues, and treatment interventions. Cultural, familial, societal, and personal factors that may contribute to the development and maintenance of eating disorders. A variety of prevention and intervention strategies are explored. (Semesters offered: Summer)

CED 420 - Identification, Assessment, and Treatment of the Process Addictions. This course is designed to develop the knowledge and skills to identify, assess, and treat various processes

and co-occurring disorders. Emphasis will be placed on the history, philosophy, and trends of addiction counseling. In addition, current literature outlining theories, approaches, effective strategies, and techniques will be explored. (Semesters offered: Fall)

CED 425 - Perspectives in Multicultural Counseling. Focuses on developing awareness, knowledge, and skills in working with culturally different individuals and groups. Substantial attention is given to interpersonal issues, concerns related to different cultures, and programming in a variety of settings. (Semesters offered: Fall and Spring)

CED 427 - Clinical Principles and Processes in Addictions. Provides students with knowledge of how to identify and assess individuals with addictions. Epidemiological, pathological, physiological, psychological, and cultural bases of addictions across the lifespan are examined. Includes assessment/screening tools, motivational interviewing, the family system, enabling, and resource and referral systems. (Semesters offered: Spring)

CED 430 - Advanced Professional Issues in Addictions. Professional issues involved in addiction counseling. Topics include: stress and burnout, legal and ethical issues, drugs in the workplace, ethnographic attitudes toward addictions, and the economic and health issues associated with addictions. (Semesters offered: Summer)

CED 439 - Gambling Disorder Counseling. Orients students to the history, etiology, and prevalence of compulsive gambling. Provides students with the knowledge of assessment tools and counseling skills. Characteristics of compulsive gambling behavior, stages of progression, distinctions and connections to other addictions, effects on families, finances, and legal issues. (Semesters offered: Fall)

CED 440 - Problem Gambling Counseling II. Provides students with a thorough understanding of client-oriented counseling modalities and strategies. Provides skills to utilize and interpret assessment tools and provide treatment planning. Practical applications and clinical skills. (Semesters offered: Spring)

CED 444 - Child-Centered Play Therapy in Counseling. Offers a comprehensive foundation for those interested in working with children within therapeutic settings. The course focuses on the use of Virginia Axline's Play Therapy interventions, including theory, therapeutic processes and responses, stages of therapy, limit setting, therapeutic contraindications and limitations, ethical issues, and diversity considerations.

CED 445 - Trauma and Addiction. Designed to provide a working knowledge of the various ways that substance abuse and personal trauma impact each other. Emphasis on identifying signs

and symptoms. Diagnostic criteria for various trauma categories and counseling approaches are explored. (Semesters offered: Fall and Spring)

CED 446 - Combat Trauma. Overview of the trauma that is experienced by individuals involved in armed combat situations. The signs and symptoms of such involvement will be explored. Impact on families and communities will also be addressed.

CED 450 - Treatment of Addictions. (Same as SW 475.) Covers classification of drugs; phases of treatment of addictions; basic individual and group treatment skills; contents of various treatment approaches; and the treatment guidelines regarding working with special populations, including women, adolescents, the elderly, etc. (Semesters offered: Spring)

CED 461 - Technology and the Internet in Social Science Research and Practice. Explores the role of technology in changing society, the application of technology to the field of social science research and practice, and the limitations and concerns about technology in the helping professions.

CED 465 - Case and Resource Management in Human Services. This course is an advanced theory and application course that integrates client case management techniques into the larger social/administrative environments of the workplace and the community. The role of the case specialist as planner, evaluator, manager, budget supervisor, and advocate will be examined from both the micro (client) and macro (organizational) perspectives. (Semesters offered: Fall and Summer)

CED 475 - Prevention Strategies and Development Theories in Addictions. Provides an in-depth review of alcohol/drug prevention strategies, successful prevention programs, prevention addressing the individual, family, peers, school, and community, and the relationship between developmental theories and successful prevention program strategies. (Semesters offered: Fall)

CED 480 - Independent Study. Individual reading projects under the direction of a faculty member.

FIELD EXPERIENCE

Field experience is an important aspect of completing the Human Services Program. Human services students will need to enroll in field experience courses in the last two semesters of their program. Field experience provides human services students with the opportunity to serve a diverse population of clients in community or school settings under supervision. Students will need to attend a field experience orientation to learn more about the field experience process and requirements. Field experience is not a paid internship. Students, however, greatly benefit from internship opportunities, whether gaining a potential employer, networking with future

colleagues, or professional references in these settings where they have completed their field experience. The field experience process involves the student's responsibility to secure their field experience sites; students will receive the list of suggested human services agencies after the field experience orientation. With the requirement of 180 hours of field experience per semester, students may need to make adjustments to balance their work, school, or life schedules. The university and the field experience sites have contractual agreements that outline expectations and ensure that students receive quality training and supervision. Site supervisors will evaluate student performance, and students will have a chance to evaluate their supervisor, field site, and faculty.

Important Notes about Field Experience:

- Students completing their Internship at an on-campus site are expected to enroll in the in-person section of CED 400, which will meet in person five times over the semester.
- Students must attend field experience orientation prior to registering for CED 400.

UNLV POLICIES AND PROCEDURES

The University of Nevada, Las Vegas [Undergraduate Course Catalog](#) entails policies and procedures.

Student Rights

Students have the right to:

- Receive automatic fulfillment of lower-division general education requirements at the universities, state colleges, and community colleges that offer select baccalaureate degrees upon completion of an Associate of Arts, Associate of Science, or an Associate of Business degree from a Nevada System of Higher Education (NSHE) community college.
- Access information from the community colleges, state colleges, and universities about their transfer admission requirements, including documents required for admission, housing, and information about the institution's costs, financial aid, and student services.
- Access information about the transfer of specific courses, credit hours, grades, and degree requirements. This includes information about transferring courses with grades below a "C," courses students may have repeated, and credit previously granted by examination.
- Access and receive admission and transfer-related decisions in writing (electronic or paper), specifically:
 - Acceptance by community colleges (limited access programs only), state colleges, and universities.
 - Evaluation of courses and credits accepted for transfer credit and their course equivalencies, if applicable.

- Outline of transfer courses and requirements that the transferred courses or credits will satisfy for the degree or program sought.
- Analysis of the number of semester credits required to complete a degree in the chosen major program of study.
- The NSHE institution's appeals process for transfer-related decisions.
- Appeal to any NSHE institution's transfer-related decision. The appeal process will be developed and maintained by each NSHE institution and published on the institutions' website.
- Elect to graduate under the course catalog graduation requirements under any of the following options, provided that the course catalog at the time of graduation is not more than ten years old:
 - The course catalog of the year of enrollment in a baccalaureate-level course/program at an NSHE community college (valid transfer contract may be required).
 - The course catalog of the year of transfer into a baccalaureate-level program at the universities, state colleges, or community colleges that offer select baccalaureate degrees.
 - The course catalog of the year of graduation from an NSHE institution.

Warning: Changing majors may change the course catalog and graduation requirements, which may increase the time to degree completion.

Notice: Students have all the above rights and any others as summarized in the Summary of Board of Regents Transfer Policies. The summary can be accessed at the [Nevada System of Higher Education website](#). Paper copies of this document are available upon request from the institution's admission office.

Student Responsibilities

Students have the responsibility to:

- Understand the transfer policies and procedures of the institution they are considering for transfer. Students should seek information from the institution they are transferring to regarding: core curriculum, prerequisites, major program requirements, degree requirements, admissions, financial aid, scholarships, housing, deadlines, restrictions, and other transfer-related criteria.
- Complete all materials required for the application and submit the application on or before the published deadlines.
- Research how courses apply to degree and major requirements.
- Understand that if they change their major, not all courses taken will necessarily apply to their new major.
- Plan ahead and realize that appointments with advisors are necessary.

- Understand that after a break in their enrollment, their status as an admitted student may be affected.

NSHE Institution Responsibilities

NSHE institutions will:

- Make transfer-related policies and procedures available on their websites.
- Make answers to frequently asked questions about transfer issues accessible for students and provide opportunities for appropriate follow-up appointments to students.
- Provide information on the approximate costs of attending the institution, including tuition, books and supplies, housing, and other related fees.
- Relay admission and transfer-related decisions to students in writing (electronic or paper), including information about the student's appeal rights.
- Establish and make available upon request internal appeals processes to review transfer-related issues and decisions.
- Engage in continuous, authentic dialogue among NSHE institutions about transfer-related issues with the purpose of solving the challenges before they negatively impact students.

STUDENT CODE OF CONDUCT

NSHE has outlined a student dismissal policy that can be found by visiting [NSHE Student Program Dismissal Procedures](#). Per NSHE, “A student may be dismissed from a program for academic reasons, which may include but are not limited to inadequate grades or failure to remain in academic good standing as defined by the program, a lack of professionalism or unethical conduct, or failure to comply with other specific program requirements. Failure to comply with professional and/or ethical standards applicable to the particular discipline or program may be grounds for dismissal from a program.” (NSHE, Title 2, Chapter 11, page 2)

Human Services students are expected to maintain conduct and abilities in line with NSHE as well as the National Organization for Human Services (NOHS) ethics and fundamental values which include: respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity. Students may refer to the [Office of Student Conduct](#) (OSC) for more information on the conduct code and policy enforcement.

The following chart provides examples of appropriate behaviors and conduct expected of Human Services students in class, internship, and in the helping professions.

NSHE and NOHS Fundamental Values, Ethics, and Code of Conduct Examples:	Violations of NOHS Code of Ethics and UNLV Student Code of Conduct Examples:
Students are expected to abide by the UNLV Code of Student Conduct.	Students engage in dishonest acts such as cheating and/or falsifying information.
Students should experience the full range of responsibilities in the internship, with emphasis on human services duties.	Students lack the willingness and commitment to learn, be receptive, and be ready to contribute to a positive climate in the classroom and field experience.
Students are expected to properly cite all sources used in work submitted for classes.	Students commit plagiarism.
Students are expected to know and abide by copyright laws.	Students neglect to learn about the rules and regulations of professional and academic conduct.
Students are expected to respect the rights of other students and not engage in acts that sabotage access to achievement.	Mistreatment of and/or disrespect for clients, fellow students, research participants, or faculty
Students are expected to obtain professors' permission in advance of submitting work done for another class.	Students turn in an assignment that had previously been submitted for another course. This is considered self-plagiarism.
Students in Internships are expected to maintain professionalism and respect for their clients, colleagues, and supervisors.	Students receive a failing grade in an Internship due to misbehavior or misconduct. Abusing a client, fellow student, faculty member, or staff member (including abusive language)
Students are expected to maintain appropriate professional boundaries with instructors, supervisors, staff, clients, and fellow students.	Students have inappropriate or unethical relationships with clients, fellow students, research participants, staff, site supervisors, or faculty.
Students are expected to initiate, facilitate, and/or demonstrate only those activities, tests, or techniques for which they have received appropriate and formal training.	Students perform activities, tasks, tests, or techniques outside of their scope of knowledge, training, and practice.

NSHE and NOHS Fundamental Values, Ethics, and Code of Conduct Examples:	Violations of NOHS Code of Ethics and UNLV Student Code of Conduct Examples:
Students are expected to maintain confidentiality and not engage in behaviors such as revealing personal information disclosed by clients and classmates.	Students disclose unauthorized and confidential information shared by clients and classmates.
Students should contribute to a positive learning climate in the classroom and all field placements. Students respect, value, and appreciate human diversity, varied talents, and perspectives.	Students engage in unlawful discrimination and harassment.
Students engage in unanticipated situations that warrant dismissal, as determined by all human services faculty members.	

PROFESSIONAL AND STUDENT ORGANIZATIONS

Tau Upsilon Alpha (TUA)

*TUA, National Organization for Human Services Honor Society
Gamma Lambda Chapter*

Mission Statement

The mission of Tau Upsilon Alpha National Organization for Human Services Honor Society (TUA) is to honor academic excellence; foster lifelong learning, leadership, and development; and promote excellence in service to humanity.

TUA Gamma Lambda chapter will be creating multiple events every semester for both honor society members and non-members. Please be on the lookout for emails from tua@unlv.edu and course announcements for details about these events.

Membership Benefits include:

- Membership Pin and Certificate
- Graduation Regalia
- Scholarship Opportunities
- Experiences gained through local chapter activities are great for resume/vitae building
- Recognition as a member of an academic and professional honor society
- Lifetime Membership

TUA Membership is open to (a) Students, (b) at-large members, (c) Alumni, (d) Faculty, and (e) Honorary Members. Student Members must be full-time or part-time students currently enrolled and who have declared a major or minor in human services, as well as be in the highest thirty-five percent of their class and have a minimum cumulative grade point average of 3.25. More membership information can be found by visiting the [TUA Honor Society](#) website or by contacting the faculty advisor, Heather Cassella, at heather.cassella@unlv.edu.

National Organization for Human Services

The National Organization for Human Services is the national organization for the Human Services Profession.

A student who is currently enrolled in a course in human services and shares the goals and mission of NOHS can join. Membership includes access to many helpful resources, including the Journal of Human Services, a monthly newsletter, and membership-only content. More information can be found on the [National Organization for Human Services](#) website.

HELPFUL RESOURCES

The Human Services Program believes maintaining one's wellness and self-care both during and after enrolling in coursework is an ethical mandate for all human services professionals. While there are endless resources available online promoting personal wellness, the Human Services Program Faculty would be more than happy to speak with you about wellness resources as well. In addition, the program faculty also believes that personal counseling is an important part of one's wellness and self-care. The University offers free student counseling via the [Student Counseling and Psychological Services \(CAPS\)](#) program. Additionally, UNLV [PRACTICE](#) offers low-cost counseling and psychological services as well. The [Center for Individual, Couple & Family Counseling](#) serves as a premier training facility for the UNLV Couple and Family Therapy Program and provides quality, low-cost therapy to residents of the Las Vegas community.

The [Student Academic Success Center](#) is designed to guide and support undergraduate students throughout their UNLV academic journey. Offering a broad range of services, the ASC provides campus-wide tutoring, supplemental instruction, scholarship opportunities, and more.

[Career Launch](#) is a unique online space that allows all Rebels to customize their career and professional development experience and connect to career communities, relevant resources, and meaningful advice and opportunities.

Career services and resources for students are available. They provide various resources to help students and alumni design, develop, and thrive in their professional lives. More information can be found by visiting the [Student and Alumni Resources](#) website.

The UNLV Writing Center is free for all students, and our consultants work with students at all levels and across all majors. For more information and to schedule an appointment, please visit the [UNLV Writing Center Scheduling an Appointment](#) website.

Additionally, UNLV aims to help students with daily necessities such as toiletries and personal hygiene products, non-perishable food, clothing, household items, cleaning supplies, and more through monthly “[Take What You Need](#)” events.

Some other resources that students may find helpful can be found below:

[NOHS Ethical Standards](#)

[Department of Health and Human Services](#)

[Prevention Specialist - The International Certification and Reciprocity Consortium](#)

[Nevada State Board of Examiners for Alcohol, Drug, and Gambling Counselors](#)

[State of Nevada Board of Examiners for Social Workers](#)

APPENDIX A

Certifications

The following certifications are available for students to pursue in the field of human services.

Certified Alcohol and Drug Counselor (CADC)

Students with a bachelor's degree in social sciences, such as human services, or who have taken 60 units of college credits toward a bachelor's degree in social sciences, can apply for the CADC-intern status and subsequently CADC. See [Requirements for Certification and Licensure](#) for more information.

NRS 641C.250

License or certificate is a revocable privilege; the holder acquires no vested right. A license or certificate issued pursuant to the provisions of this chapter is a privilege that may be revoked in accordance with the disciplinary procedures set forth in this chapter and in regulations adopted by the board pursuant thereto, and no holder of such a license or certificate acquires thereby any vested right.

General Requirements:

- No abuse of alcohol or controlled substances or problems with gambling for a period of 2 years before submitting an application
- If you are on parole or probation, the Board will not consider your application for two years after the completion
- Completed application and requested information that includes: Fingerprint cards, social security number, resume, copy of birth certificate, or driver's license or passport, and documentation of the completion of a high school education, explanation of any arrests/convictions, and letters of recommendation
- Must be 21 years of age
- Is a citizen of the United States or is lawfully entitled to remain and work in the United States –proof of citizenship or proof that the applicant can work in the United States

Please note: You will be required to provide the Board with all information concerning any arrests, convictions, indictments, suspensions, or revocations. If you have any convictions, arrests, etc., you cannot do substance abuse or problem gambling counseling until approved by the Board. An individual on parole or probation will not be considered for certification or licensure until they have finished and have been off parole or probation for a minimum of two years.

Allowances: NAC 641C.205

WITH A BACHELOR'S DEGREE: If you complete 18 semester units in additions, you will reduce the number of required hours of employment experience to 1,500 hrs.

Human Services - Board Certified Practitioner (HS-BCP)

The Center for Credentialing & Education (CCE) created the Human Services-Board Certified Practitioner (HS-BCP) with the assistance of the National Organization for Human Services (NOHS) in consultation with the Council for Standards in Human Service Education (CSHSE). The credentialing process was designed for human services practitioners seeking to advance their careers by acquiring independent verification of their practical knowledge and educational background.

With increased competition in this growing field, human services practitioners are finding that board certification in human services shows their attainment of high standards and a commitment to maintaining their place at the top of their field. The independent HS-BCP credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field.

Applicants holding associate, bachelor's, or advanced degrees obtain the HS-BCP credential through an independent review of their qualifications. Approval is based upon demonstrating the achievement of the required educational and professional experience and passing a national examination developed by human services subject matter experts for human services practitioners. See the examination section for more details.

If you have any questions after reading the HS-BCP Application Packet, please feel free to contact them at credentialinfo@cce-global.org with the subject line: "HS-BCP".

Career Possibilities

Academic Advisor	Intervention Specialist
Adult Rights Specialist	Medical Social Worker
Behavioral Health Associate	Mental Health Professional
Case Management Worker	Occupational Therapist
Child Advocate	Prevention Specialist
Client Advocate	Probation Officer
Community Outreach Worker	Psychiatric Care Worker
Community Treatment Specialist	Public Policy Consultant
Corrections Treatment Specialist	Public Administrator
Court Support Worker	Public Health Educator
Crisis Intervention Counselor	Public Health Worker
Disability Specialist	Rehabilitation Case Worker
Disaster Relief Worker	Research Assistant
Domestic Violence Counselor	School Counselor*
Emergency Management Specialist	School Social Worker
Family Support Worker	Social Advocate
Grant Writer	Social and Community Services Manager
Geriatric Social Worker	Social Work Case Manager
Grief Counselor*	Sociology Survey Researcher
Hospice and Palliative Social Worker	Substance Abuse Counselor*
Health Educator	Teacher (Alternative Route to Licensure)
Human Services Professional	Treatment Advocate
	Wellness Coach

***These career options may involve additional education beyond a bachelor's degree and professional training required for certification and/or licensure.**

Sample Graduation Plan - 4 years

UNLV Education Advising Graduation Plan 4 yr

Graduation Year :

Name:

NSHE:

MAJOR:

Fall Semester 1 COE 103 (3) ENG 101 (3) US/NV constitution (4) MATH 120 (3) CED 117 (3) 16cr	Spring Semester 2 ENG 102 (3) Humanities (3) Science with lab (4) Fine art (3) CED 200 (3) 16cr	Summer
Fall Semester 3 COE 202 (3) Humanities (3) Non-lab science (3) CED 300 (3) CED 320 (3) 15cr	Spring Semester 4 Analytical thinking (3) International requirement (3) CED 315 (3) CED 350 or PBH 429 (3) General elective (3) 15cr	Summer
Fall Semester 5 CED 325 (3) CED 310 (3) Upper div. restricted elective (3) Restricted elective (3) General elective (3) 15cr	Spring Semester 6 CED 350 (3) CED 375 (3) Restricted elective (3) Upper div. general elective (3) General elective (3) 15cr	Summer
Fall Semester 7 CED 400 (3) CED 465 (3) Restricted elective (3) General elective (3) General elective (3) 15cr	Spring Semester 8 CED 400 (3) CED 425 (3) General elective (3) Restricted elective (3) General elective (3) 15cr	Summer

In order to graduate by your desired date you must:

- Follow the course plan remembering that it is subject to change because of course availability
- Meet with your advising every semester prior to registering
- Inform your advisor of any change in your graduation plans/goals
- Meet all deadlines and maintain a 2.75 GPA
-

Student signature _____

Date _____