School of
Health Sciences &
Behavioral Health

HUMAN SERVICES

STUDENT HANDBOOK
2026-2027

This Handbook is designed for use by students, faculty and community practicum site supervisors, so that all parties are aware of the rights, roles and responsibilities that belong to each participant.

WELCOME!

Dear Student:

Thank you for your interest in the Human Services Programs! GBC offers:

- Certificate of Achievement in Human Services (30 credits)
- Certificate of Achievement in Substance Abuse Counselor Training (30 credits)
- Associate of Applied Science (AAS) in Human Services (61 credits), with coursework supporting preparation for addiction counseling practice and Nevada licensure pathways
- Bachelor of Applied Science (BAS) in Human Services Addiction Counseling, an upper-division pathway for students who have completed an associate degree
- Post-Baccalaureate Certificate in Substance Abuse and Addiction Medicine Counselor Training (25 credits), supporting Nevada addiction counseling and problem gambling credential pathways

These certificate and degree pathways are designed for entering and enriching careers in the helping professions. The Human Services Profession offers a rewarding career through compassionate care brings a true sense of joy and satisfaction to both the caregiver and the client. The demand for skilled human service providers is growing, especially as our population ages. Although most human services providers require additional education and training, there are basic skills that are utilized with most every client. Effective interpersonal communication - or “people” skills can be applied to virtually any work environment. Some specific examples of areas of human services employment include the following:

- Adult Day Care Worker
- Assistant Case Manager
- Behavioral Management Aide
- Case Management Aide
- Case Monitor
- Case Worker
- Child Abuse Worker
- Child Advocate
- Client Advocate
- Community Action Worker
- Community Health Worker
- Community Organizer
- **Alcohol and Drug Abuse Counselor**
- Eligibility Counselor
- Family Support Worker
- Gerontology Aide
- Group Activities Aide
- Group Home Worker
- Halfway House Counselor
- Home Health Aide
- Intake Interviewer
- Juvenile Court Liaison
- Life Skills Instructor
- Mental Health Aide
- Neighborhood Worker
- Parole Officer
- Probation Officer
- Psychological Aide
- Rehabilitation Case Worker
- Residential Counselor
- Social Service Aide
- Social Service Liaison
- Social Service Technician
- Social Work Assistant
- Therapeutic Assistant

Our programs welcome people from all vocational backgrounds - from high school students with limited or no human services employment experience, to seasoned human services professionals who desire to advance existing careers and/or obtain additional college education and advanced degrees. You are cordially invited to enroll in the degree or certificate programs here at Great Basin College (GBC). Enrollment is permitted into the introductory courses level without prior coursework or prerequisites. Substance Abuse Fundamentals (CPD 116), Introduction to Human Services (HMS 101) and Introduction to Counseling (HMS 102) are designed to support students in the process of exploration of vocational preferences while increasing skill levels and incorporating prior knowledge. In addition to identifying a career that involves employment in the helping professions, students will learn stress management skills, communication techniques, and increase personal and professional development.

The practicum portions of the program provide Human Services Majors the opportunity to serve sites where human services workers assist clients within a community agency setting.

The Human Services Seminar (HMS 250) is required for Human Services Majors but is open to any student who is interested in creating a career plan for future employment in the human services field. Each student will develop a community project using current technologies that reflects personal strengths, and professional competencies.

We welcome everyone who wishes to explore potential for human services work to join us on this challenging career path that leads to many rewarding opportunities to serve others.

Please contact me about this excellent opportunity for enjoying personal and professional growth!

Sincerely,

Oscar Flores Sida, MS, NCC, LCPC, LCADC, CPGC
Licensed Clinical Mental Health Professional
Coordinator/Faculty, Human Services Program

551 East Calvada Blvd Pahrump, NV 89048

O: 775-327-2084 | C: 702-358-3157 | oscar.sida@gbcnv.edu

Purpose of the Student Handbook

The purpose of this handbook is to assist you in understanding more fully the policies, practices, and procedures of the Associate of Applied Science in Human Services (AAS) Program and the Bachelor of Applied Sciences in Human Services (BAS) with an emphasis on Substance Abuse Counseling at GBC. This handbook serves as **the** source of information about the policies and procedures in the human services program. You are required to sign an attestation statement indicating you understand and agree to abide by these policies and guidelines when you enter the human services program. Because policies and procedures are continuously subject to change by external and internal sources, the human services faculty reviews and modifies these policies and practices as necessary.

Students will be notified in writing of any changes made during the academic year.

This handbook is not all-inclusive and does not replace the current Great Basin College Catalog, published college policies, or the Nevada System of Higher Education (NSHE) Board of Regents Code. If a conflict exists, the controlling institutional or NSHE policy takes precedence.

IMPORTANT NOTE: Students are responsible for consulting the current GBC Catalog and official college policies. Program requirements and procedures may be updated during the academic year, and students will be notified of material changes.

Contact Information

Dean, School of Health Sciences and Behavioral Health

Staci Warnert, PhD, RN, CNE
Great Basin College
5490 Kluncy Canyon Rd, Winnemucca, NV 89445
775-327-5869
staci.warnert@gbcnv.edu

HSBH Administrative Assistant IV

Elizabeth Stanley
1500 College Parkway, Elko, NV 89801
775-327-2322
elizabeth.stanley@gbcnv.edu

Human Services Director & Faculty

Professor Oscar Flores Sida, MS, LCPC, LCADC, CPGC
Licensed Clinical Mental Health Professional
551 East Calvada Blvd, Pahrump, NV 89048
C: 702-358-3157
oscar.sida@gbcnv.edu

Human Services Professor

Dr. Gerardo Wence-Munoz, PhD, LCPC, NCC, NCSC
C: 702-292-7026
gerardo.wence-munoz@gbcnv.edu

HSBH Administrative Assistant III

Sandy Cortes
1500 College Parkway, Elko, NV 89801
Phone: 775-327-2317
sandy.cortes@gbcnv.edu
hsbh@gbcnv.edu

Help Desk	775-327-2170
Registrar	775-327-2092
Bookstore	775-753-2270
Student Financial Services	775-327-2095

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Section 1 | Program Foundations

GBC Mission Statement

Great Basin College mission: “Transforming lives through education!” The College advances this mission through access, student success, workforce development, and culture and community.

Mission of the Associate of Applied Science in Human Services Program

Great Basin College's Associate of Applied Science in Human Services Program, with a specialized focus on Addictions Counseling, is dedicated to shaping the next generation of licensed addiction counselors in the state of Nevada. Our mission is to provide an educational pathway that combines rigorous academic training with practical experience, aligning with the state's licensure requirements. We are committed to equipping students with a deep understanding of addiction theories, ethical counseling practices, and hands-on skills necessary for effective intervention and support. Our program is designed to foster professional excellence and ethical integrity, ensuring our graduates are not only prepared to meet Nevada's licensure criteria but are also ready to make a significant and compassionate impact in the lives of individuals and communities grappling with addiction challenges. By emphasizing the journey towards licensure, we aim to empower our students to become leaders in the field of addiction counseling, advocating for change and contributing to the health and well-being of the Nevada community.

Philosophical and Conceptual Basis for Achievement of College Missions

The philosophy that students grow personally and professionally when learning to appreciate individual and cultural diversity through the dynamics involved in interpersonal relationships in society underlies the mission of the Program. The highly interdisciplinary nature of the human services profession sets it apart from other science-based helping professions; human services is a generalist preparation that draws from the behavioral, social, medical, and psychological sciences, including relevant business and office technologies.

Most human service occupations require self-examination and a high degree of consistent empathy, compassion, and evidence-based insights into the holistic, as well as specific, aspects of human functioning. The GBC Human Services program staff and faculty are committed to supporting students in developing compassionate interpersonal communication skills, assessing, and cultivating individual strengths, and demonstrating a commitment to the service of others.

Statement of Program Goals

The Human Services Program is designed to achieve key objectives, including fostering student appreciation for the bio-psychosocial and cultural needs of clients, particularly in

the realms of substance abuse and addiction counseling. Additionally, the program aims to provide robust support for students as they navigate their personal growth, professional advancement, and career development challenges, with a special emphasis on preparing them for the multifaceted field of substance abuse and addiction counseling. This dual focus ensures that students are not only academically prepared but also personally and professionally equipped to address the complex needs of individuals struggling with addiction.

Human Services Programs Overview

The Associate of Applied Science (AAS) degree in Human Services contains a general education core, prescribed courses in the social sciences, human services courses, and counseling and addiction focused coursework. The degree program offers opportunities to learn client services skills, strengthen interpersonal communication abilities, and to participate in practical application experiences within community human services agencies. The AAS degree requirements include two semesters of practicum coursework. Additionally, human services courses offer a supportive environment for personal growth and professional development for non-degree students, or students seeking degrees outside of the Human Services Program.

Students must complete all the coursework, or the equivalent, that is listed in the GBC Catalog in order to earn an AAS degree in Human Services. Approval from the program director is required to enter the advanced levels of coursework, the Practicum I and II and seminar courses. Equivalent and substitute courses may be accepted on an individual basis by the School of Health Sciences and Behavioral Health (HSBH) and/or the GBC Registrar. The Human Services Practicum I and II must be completed while the student is enrolled in GBC; current/prior work or volunteer experience will not be accepted in lieu of these courses.

Students are required to complete at least 150 hours of unpaid course-related experiences within the Practicum I course in order to qualify for the Certificate of Achievement. At least 150 hours of additional unpaid field experience in the Practicum II course (for a combined total of 300 hours) is required for the AAS degree. The practicum/field experience courses must be completed with a grade of a “B-” or higher, in order to receive a Certificate of Achievement in Human Services. To qualify for the AAS degree in Human Services, each practicum/field experience courses must be completed with a grade of “B-” or higher.

The Certificate of Achievement in Human Services includes an Introduction to Human Services (HMS 101) course, students explore areas of interest in the helping professions and develop skills needed for entry-level positions in the workplace. This Certificate program contains a 5-credit practicum course requirement consisting of 150 contact hours of community agency field experience. Coursework in the Certificate program courses can be applied toward the AAS degree.

The Certificate of Achievement in Substance Abuse Counselor Training is comprised of human services courses and additional specialized coursework for those students pursuing a career in substance abuse counseling. Students in other health and social sciences programs such as in social work and nursing can also benefit from completing classes related to substance abuse counseling, prevention, intervention and treatment.

The Bachelor of Applied Science (BAS) in Human Services and Substance Abuse and Addiction Counseling at our institution is designed with a deep-rooted philosophy that personal and professional growth is intertwined with an appreciation of individual and cultural diversity. Understanding the dynamics of interpersonal relationships in society is a cornerstone of our program's mission. The unique interdisciplinary nature of the human services profession, which integrates insights from psychology, sociology, medical sciences, business management, and information technology, distinguishes it from other science-based helping professions. At the heart of our program is the humanistic endeavor to understand and improve the human condition through research, scholarship and practice.

Our program is committed to training students in the application of evidence-based behavioral health interventions and transformational change processes. This approach is aimed at creating a positive impact on the lives of individuals, families, and communities. A key focus of our program is on substance abuse

and addictions treatment, preparing students for impactful careers in this critical area of human services.

Importantly, the Bachelor of Applied Science in Human Services program is structured to ensure that graduates are eligible for licensure as Licensed Alcohol and Drug Counselors. This aspect of the program is essential in addressing the growing need for qualified substance abuse counselors throughout Nevada. By completing our program, students are not only equipped with the necessary skills and knowledge for a successful career in human services but also meet the requirements to become licensed professionals in the field of addiction counseling. This makes our program a vital pipeline for expanding the professional workforce dedicated to meeting Nevada's substance abuse counseling needs." Additionally, courses of study are designed for students pursuing graduate degree programs, such as: clinical professional counseling, social work, couples and family counseling, clinical psychology. Students are strongly encouraged to seek academic advisement prior to enrollment, before each new semester, or more often, when personal and/or academic goals change.

Substance Abuse & Addiction Medicine Counselor Training Post Baccalaureate Certificate Program

The Substance Abuse and Addiction Medicine Counselor Training Post Baccalaureate Certificate Program is designed to prepare students for clinical practice in the field of addiction medicine focusing on seven comprehensive areas of professional practice from the principles of the Association for Addiction Professionals also known as NAADAC:

- Comprehensive treatment admissions, screening, intake processes, and procedures
- Clinical assessment and diagnosis of substance abuse disorders and pathologically addictive behaviors (i.e. gambling, sex, pornography, shopping)
- Treatment planning, case management, discharge, and aftercare
- Clinical counseling services for individuals, groups, families, and crisis intervention
- Client and community education and awareness of addiction behavior
- The legal and ethical practice of addictions treatment
- Professional growth and development; clinical supervision for addiction professionals

Section 2 | Communications

Email

Students are required to check their e-mail (Canvas Messaging) at least two (2) times a week because it is the primary route used for official departmental and course communications. Always include a subject line when emailing faculty.

- Communicate in a professional manner
- Be respectful to your faculty and fellow students when sending email.

In Course Announcements

Students are required to check course announcements for communications or changes specifically to the course or program.

Social Media and Online Communication - Ethics and Legal Liability

Students are reminded that they are legally liable for anything they write or present online. Students can be disciplined by GBC for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Students can also be sued by GBC employees, clinical agencies, and any individual or company that views their commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

To avoid negative impacts resulting from unwise or inappropriate use of social media, be aware of the following:

- If you post anything about GBC or the human services programs, make it clear that you do not represent the college or human services programs, nor their views.
- Be aware not only of the content you post, but of any content that you host (e.g. comments others post on your site). Content you host can have the same effect as content you post.
- Potential employers may use social media to evaluate applicants. Inappropriate content may eliminate job opportunities.
- Once you have posted via social media, it is out of your control. Others may forward it, save it, repost it, etc. It is almost impossible to retract after it is posted.
- If you disclose confidential information about patients, other health care providers, fellow students, or faculty, the college and/or health care facility may take legal action against you. Disclosing patient confidential health information is a violation of HIPAA and can result in severe fines.

The human services faculty recognizes that social media sites – social media platforms offer alternative ways to reach and communicate with friends and other students.

The responsible use of social media strengthens our human services programs' reputation within the community and expands public awareness of our varied educational options.

The following policies and procedures must be adhered to in all use of social media that in any way relates to or mentions GBC and/or the human services programs:

1. The social media site content must not replicate information that is available on the college web page.
2. Material and content from classes may not be copied and placed on social media sites, including personal information regarding patients, students, instructors, or other GBC staff.
3. Personal blogs should have a clear disclaimer that the views expressed by the author in the blog is the author's alone and do not represent the views of GBC human services programs or the School of Health Sciences and Behavioral Health.
4. Information with GBC affiliation should only be information that could be contained in a resume.
5. Information published on a blog should comply with HIPAA, FERPA, and GBC confidentiality policies.
6. Students must be respectful of all persons and their right to privacy.
7. Do not reference GBC faculty, staff, or students without their written consent. Do not use their images or likeness without consent.
8. Respect copyright laws and cite sources appropriately. Plagiarism still applies to online content. GBC logos may not be used without written consent from the Department Chair.
9. Any press or media contacts should be referred to the Communications Department at 775-327-2151.
10. All requests for social media development should include its purpose and objectives, name of the social media site, and the name of the moderator, with request forwarded to the School of Health Sciences and Behavioral Health, Dean at 775-327-2317.
11. Student must not be friends with faculty on personal social media accounts until the student has graduated or left the college.

Student Records

The Admission and Records Office maintains official GBC files for all students who apply to the college. A cumulative, confidential file of human services documents is kept for each student in the School of Health Sciences and Behavioral Health. The confidential file contents may include: human services application materials, transcripts, student agreements, test scores, clinical assignment, performance forms, and skills checklists.

All student files are maintained in designated, locked file cabinets. Student files are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). For further information, refer to the section on Family Educational Rights and Privacy Act in the GBC catalog.

Section 3 | Student Health and Safety

Background Reports and Drug Testing

Clinical affiliation agreements require that GBC must assure that students participating in all clinical/practicum rotations shall have a background and drug screening report completed if required by the practicum agency. These reports will be done prior to admission into the Practicum Course with results disclosed to the participating clinical facility/agencies. If requested by the clinical facility/agency or faculty, GBC students may be asked to submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student.

Substance Abuse

GBC maintains a zero-tolerance position with regard to the use, sale and possession of any illegal drug. Violation of any state or federal drug laws will subject the student to disciplinary action, which may include legal action concurrently. Illegal use or abuse of legal and/or prescription drugs will subject the student to similar disciplinary action.

Philosophy:

Faculty believe safety for the student and patient is of the utmost concern. Faculty believe personal and health problems arising from substance use can affect academic and clinical performance, making students a danger to self and patients. Faculty are committed to confidential handling of recognition and treatment of substance use/abuse.

Illegal Drugs:

For purposes of this policy, 'illegal drugs' means illegal use of controlled or illegal (i.e. prohibited) substances: any drug defined as such under the regulations adopted pursuant to Nevada Revised Statutes 453.146. Many of these drugs have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" which are not prescribed by a licensed physician. The definition of illegal drugs does not mean prescription drugs that are lawfully being taken by a student as prescribed by a licensed health care professional; the student must be under the direct medical care of the licensed health care professional. Although marijuana is legal in the State of Nevada, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy; thus, its use is prohibited. In addition to other illegal drugs as described above, the overuse and/or abuse of alcohol is also prohibited under this policy.

For Cause/Reasonable Suspicion Testing:

If requested by the clinical facility/agency or faculty, GBC students may be asked to submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student.

If faculty has a reasonable suspicion that a student is using illegal drugs or is demonstrating signs of

impairment while engaged in college-related activities, faculty must immediately remove the student from the classroom, laboratory, or clinical environment. If reasonable suspicion exists faculty may ask the student to submit to "for cause" drug and/or alcohol screening at the student's expense. GBC is responsible for identifying and providing safe travel to and from a designated vendor for the testing/screening. If a student refuses to submit to a reasonable suspicion drug and alcohol screening test, the refusal will be considered a presumptive positive/ admission of impairment, which poses a risk of harm to self and patients.

Impairment:

To determine reasonable suspicion, the following factors may be considered, but are not an exclusive list of factors justifying a drug or alcohol screening:

1. The physical symptoms or manifestations of drugs or alcohol use and impairment such as altered or slurred speech or repeated incoherent statements, disorientation, chronic drowsiness and/or sleepiness, dilated or constricted pupils, flushed skin, excessive sweating, tremors of the hands, excessive drowsiness or loss of consciousness;
2. Unexplained, abrupt or radical changes in behavior such as violent outbursts, hyperactivity, extreme suspiciousness, frequent and/or extreme fluctuations of mood swings without explanation, deteriorating hygiene/appearance;
3. Inability to walk steadily or in a straight line, or perform normal manual functions essential to clinical treatment without reasonable explanation;
4. Accident or "near misses" in a clinical environment that appear related to unexplained sensory or motor skill malfunctions;
5. Perceived odor of alcoholic beverages or marijuana
6. The direct observation of drug use or alcohol use immediately prior or during program related activities

Students who have a medical condition, injured, or taking any substance that impairs judgment (including prescription medications, medical marijuana, and alcohol) are not suitable for and cannot be present in the clinical environment where patient safety is the topmost concern.

*Faculty must document student characteristics that warrant reasonable suspicion.

Positive Drug Test Results/Sanctions:

All students must satisfactorily pass any required drug test at the time of admission as well as when requested by program for cause/reasonable suspicion". A refusal to undergo a drug screening test will be considered a presumptive positive.

Students who do not pass a required drug test will face disciplinary action, including rescinding of their admission, administrative withdrawal from courses, placement on a leave of absence, or dismissal from the academic program. Students should be provided with resources for counseling services for evaluation and treatment. Any costs incurred or required as part of a treatment program or ongoing monitoring are the responsibility of the student.

Program Re-Entry:

Students re-entering the program after receiving disciplinary action for a positive drug and/or alcohol screening test will be required to submit to a drug screening test prior to re-entry. Documentation or counseling and/or physician acknowledgement of prescribed medications and presumed safety in the clinical setting may also be required.

Health and Injury Policies

First Aid, Accidents, and Injuries:

A student who is injured or experiences an incident in a clinical facility during a clinical course must report the incident to their instructor immediately. If indicated, the student will be seen in the hospital emergency room at no expense to the clinical site. The decision to send the student to the emergency room will be made by the faculty, student, and the School of Health Sciences and Behavioral Health Dean, if indicated.

Behavioral Expectations

The Human Services program faculty reserves the right to withhold, delay or to terminate practicum placement, and/or dismiss the student from the Human Services Program and/or individual courses, due to inappropriate behavior in a class, or in program-related activity, either on, or off, the GBC campus. One or more of the following may lead to dismissal, termination and/or instructor-initiated withdrawal from a course, and/or the program:

- Failure to demonstrate psychological and physical fitness for duty
- Endangering, threatening, disrespecting, abusing or violating the physical or psychological safety of a client, or of any other person, or their property;
- Supplying intentionally false information at any time, including failing to report committed, observed or suspected client abuse and/or neglect, or to report errors related to client care;
- Demonstrating excessive, unexcused absenteeism, including repeated, unexcused tardiness;
- Failing to observe HIPAA laws and/or to maintain confidentiality;
- Altering, unauthorized disclosing and/or misusing client documents and records.
- Reporting to the practicum site visit or to class under the influence of a mind-altering substance as evidenced by: frequent tardiness (with no documented medical reason), drowsiness or sleepiness, smell of alcohol on breath/body, increased inability to meet deadlines, slurred/incoherent speech, unexplained mood changes, changes in appearance, lack of manual dexterity, decreased coordination, and/or unexplained work-related accident or injury.
- Possessing or using dangerous drugs and/or narcotics except as legally prescribed, and/or participating in the illegal sale of drugs.
- Unauthorized removal or theft of items belonging to GBC or to the clinical practicum site;

- Demonstrating a significant lack of emotional stability and/or displaying insufficient coping skills when in stressful situations.
- Soliciting clients encountered in the practicum for any form of personal gain, including the selling of goods, the promotion of political causes and/or the offering of services.
- Cheating, plagiarizing, or misrepresenting work.
- Disrupting the teaching/learning process, sabotaging the work of others, and/or intentionally allowing work to be used by others.
- Intentionally exaggerating, misrepresenting or altering information or data, whether it be written, verbalized or demonstrated.

Policies and Guidelines for Nondiscrimination for Disability

GBC is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-327-2336.

Procedure for Accommodation on the Basis of Disability

The ADA Officer will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids and services.

Questions regarding appropriate accommodations should be directed to the GBC's ADA Officer in Elko at 775-327-2336.

Sexual Harassment

NSHE is committed to providing a place of work and learning free of sexual harassment. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the Nevada Administrative Code.

Sexual harassment is a form of discrimination; it is illegal.

It is expected that students, faculty, and staff will treat one another with respect. Refer to the GBC general catalog for the entire policy. Each case of accused sexual harassment will be reviewed on a case-by-case basis.

Section 4 | Academic Policies and Professional Conduct

GBC Academic Regulations

All faculty and students are responsible for following the GBC regulations and guidelines as printed in the GBC Catalog 2026-2027.

Academic and Professional Dishonesty

Academic dishonesty ("cheating") involves all methods or techniques that enable a student to gain unfair advantage in the clinical or classroom setting (see the GBC Catalog for the definition of cheating in the Academic Honesty section). Cases of academic dishonesty ordinarily result in a grade of "F" for the assignment and/or the course, in accordance with published course policies. The violation may lead to the student's dismissal from the GBC Human Services Program and, in some cases, dismissal from GBC. GBC and NSHE policies and procedures related to student conduct and academic honesty will be followed. Academic and/or professional dishonesty may occur in a variety of situations, including but not limited to the following:

Individual Assignments, Quizzes, Tests, and Examinations:

Copying from a classmates' paper during the exam (quiz or test); talking or sharing information during an exam; using crib notes when taking a closed book examination; arranging for another person to substitute in taking an examination; giving or receiving unauthorized information when taking an examination.

Plagiarism:

Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when the information, ideas, etc., are common knowledge.

Plagiarism includes, but is not limited to, submitting as one's own work the work of another person or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source **(including the Internet)** without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources.

Faculty expects that students will demonstrate professional and academic integrity at all times. Faculty will explain their course expectations and students are expected to ask questions when clarification is needed.

Artificial Intelligence Use Policy

Purpose and Guiding Principles

The Human Services Programs at Great Basin College recognize that artificial intelligence (AI) tools are increasingly present in academic, professional, and clinical environments. When used responsibly, such tools may support learning, organization, and skill development. However, the core mission of the Human Services Programs is to cultivate independent thinking, ethical reasoning, professional judgment, reflective inquiry, and authentic scholarly development.

Accordingly, AI tools may supplement learning but must never replace student scholarship, original inquiry, critical analysis, or creative and professional writing. All submitted work must reflect the student's own

intellectual development, synthesis of course materials, and readiness for professional practice in human services and behavioral health settings.

Permitted Uses of AI Tools

Students may use AI-based tools in limited and appropriate ways, including but not limited to:

- Brainstorming general topic ideas
    - Clarifying assignment instructions
    - Generating study guides or practice questions for personal learning
    - Improving grammar, spelling, and clarity of student-authored text
    - Assisting with organization or outlining when the substantive content is student-generated

Use of AI in these contexts must function as support, not substitution, and must not undermine the learning objectives of the course.

Prohibited Uses of AI Tools

The following uses of AI tools are strictly prohibited and constitute academic dishonesty:

- Submitting AI-generated text, analyses, reflections, case conceptualizations, or assignments as one's own work
- Using AI to write discussion posts, papers, journals, case notes, treatment plans, or practicum documentation
- Using AI to generate clinical reasoning, ethical decision-making analyses, or professional judgments
- Using AI during quizzes, exams, or graded assessments unless explicitly authorized by the instructor
- Paraphrasing or lightly editing AI-generated content and presenting it as original student work

Such practices are considered misrepresentation of work and fall under academic and professional dishonesty as outlined in the Student Handbook and GBC Catalog.

Disclosure and Transparency Requirements

If an instructor permits limited AI use for a specific assignment, students must clearly disclose how the tool was used. Disclosure may be required in a statement such as:

"AI tools were used for grammar review and organizational support only. All substantive content, analysis, and conclusions are my own."

Failure to disclose permitted AI use may be treated as a violation of academic integrity.

Alignment With Professional and Ethical Standards

Human Services students are preparing for roles that require ethical responsibility, sound judgment, accountability, and professional competence. Overreliance on AI undermines the development of essential skills identified in this program, including:

- Critical thinking
- Self-reflection and self-leadership
- Ethical decision-making
- Professional writing and documentation
- Clinical reasoning and interpersonal competence

These competencies are foundational to licensure, practicum performance, supervision, and ethical

practice in the human services profession.

Enforcement and Sanctions

Violations of this AI Use Policy will be addressed under existing Academic and Professional Dishonesty procedures. Consequences may include, but are not limited to:

- A failing grade on the assignment
- A failing grade in the course
- Referral to the Admissions and Progression Committee
- Program dismissal for repeated or egregious violations

Faculty Authority

Individual instructors may impose stricter limitations or additional requirements regarding AI use within their courses. Course-specific expectations will be communicated in syllabi and assignment instructions and take precedence within that course.

Essential Skills

Effective communication:

Involves the ability to employ therapeutic communication techniques and appropriate interpersonal relationship skills during interactions with instructors, clients, family members, and groups of individuals including health care team members, peers, and supervisors.

Critical thinking:

Is a reasoned, interactive and reflective process focused on deciding what to believe or do. Critical thinking involves the ability to identify and challenge assumptions, the ability to explore and imagine alternatives, as well as the ability to make judgments based on evidence (i.e., fact) rather than conjecture (i.e., guesswork).

Critical Behaviors

Accountability:

The state of being responsible for one's individual behaviors and their outcomes when assuming the professional role. Accountable means being attentive and responsible for the health care needs of the individual, family, or group. The faculty believe the initial groundwork for accountability is laid during the first semester and continues throughout the student's professional career. Ideally, continued education experiences strengthen the student's ability to further explore, analyze, and test one's functioning relative to accountability.

Collaboration:

Is defined as the intentional act of a professional's background and commitment to respond to problems as a whole are essential. Fundamental to the concept of collaboration is the ability to independently communicate and make decisions in support of the individual, family, or group.

Self-leadership:

Can be described in terms of an individual having a positive self-regard which consists of knowing one's

strengths and weaknesses, allowing oneself to be challenged and strengthened through goal setting, and understanding the fit between one's ability to contribute to the organization and the organization's needs. Self-leadership is also the influence that individuals have over themselves to regulate, manage, direct, and/or control their own behavior.

GBC Student Conduct Policy

All students are held accountable for their behavior under GBC's *Standards of Conduct for Students* located in the college catalog and NSHE Code, Title 2, Chapter 6. Section 6.2.2 regarding misconduct. Human Services students are also responsible for additional standards of conduct for professionals (see Appendices Section).

Written Paper Expectations and Format

The American Psychological Association format is required for written papers. Citations and references used in any assignment should be written in APA format.

Faculty expect papers and other written assignments to be written at a college level and to reflect professional communication.

Textbooks and Other Course Materials

Textbooks may be purchased at the Great Basin Bookstore, 1500 College Parkway. Elko, NV 89801 (775) 753-2270. Students may purchase through the website at http://www.bkstr.com/CategoryDisplay/10001-9604-10075-1?demoKey=d

Students also have the option to purchase books through outside sources.

Syllabi are available online on individual WebCampus course websites the day the course starts.

Grading

The following grading scale will be applied to all human services coursework:

100-94% =	A	76% =	C
93-90% =	A-	75-70% =	C-
89-87% =	B+	69-67% =	D+
86-84% =	B	66-64% =	D
83-80% =	B-	63-60% =	D-
79-77% =	C+	Below 59% =	F

Note: Student grades will be calculated out to two decimal places (to the hundredth). There will be no rounding up of scores. Criteria for grading will be given to the student in writing at the beginning of each course. It is the student's responsibility to know their grade point average throughout the course.

- Students are responsible for all written/verbal information that is shared in scheduled classes.
- Students must submit all theory or clinical written assignments on the day they are

due. Students are responsible for complying with assignment submission guidelines as outlined in each human services course syllabus.

Drop/Withdraw Policy

According to GBC policy, if you do not complete the course and/or do not formally withdraw by the set drop deadline, your instructors will automatically assign you a grade of "F" for the course. The drop deadline for each course will be stated in the course syllabus.

Civility in the Classroom

Successful learning experiences require mutual respect. The faculty has primary responsibility for and control over classroom/clinical behavior and maintenance of academic integrity. Student behaviors that demonstrate civility include:

1. Arriving for class/clinical early and/or on time.
2. Treating everyone in class or clinical with courtesy and respect.
3. Refraining from packing up belongings before class/clinical ends.
4. Turning off all electronic devices that could cause disruption to the class or clinical area.
5. Being quiet and giving full, respectful attention while the faculty or another student is speaking.
6. When speaking, using courteous, respectful language and keeping comments and questions relevant to the topic.
7. Following any additional classroom rules established by individual faculty.

GBC Cares - a guide to engaged learning

- **C**ivility – have respect for others: students, faculty, staff, and the campus community. Be respectful, polite, and considerate in any classroom, live or digital.
- **A**ctive – embrace the active process of learning. To maintain a class environment that is conducive to learning: Be diligent, engaged, and committed.
- **R**esponsibilities – you are accountable for your actions, work, words, and

behavior. Courteous behavior and responses are expected: Be honorable, conscientious, truthful, and dependable.

- **E**xcellence – in the classroom, optimizes an atmosphere of teaching and learning. Classroom discussion is meant for everyone's viewpoint to be expressed on the topic at hand. All students should be afforded the courtesy and opportunity to be heard: Be exceptional.
- **S**uccess – successful college students embrace all of the educational experience and welcome diversity and different ideas. Embrace challenges

GBC states: "messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they

would in a regular classroom by the instructor) will not be tolerated." At GBC, students are expected to assist in maintaining a class environment that is conducive to learning. It is required that students conduct themselves in a manner that does not disrupt the teaching or learning atmosphere. All classroom participants have the responsibility to maintain classroom and online discussions that are civil and not disruptive by being courteous and using respectful language. This courteous behavior continues beyond the classroom to any community interactions as a GBC human services student. Be an engaged learner and encourage your fellow students to do so as well.

Admissions and Progression Committee

The membership of the A&P Committee in the School of HSBH is comprised of designated members, and may include the following: GBC instructors, adjunct faculty, departmental and/or administrative personnel. Campus security may be involved as well. They may call upon the Dean of the School of HSBH, the Vice President for Student Affairs, the Vice President for Academic Affairs, the GBC attorney, and Campus Security Officer, and the President of GBC to assist in the disposition of matters brought before the Committee.

The A&P Committee utilizes expectations for student behaviors as written in the GBC Catalog, Nevada State System of Higher Education (NSHE) requirements, the National Association of Addiction Professionals (NAADAC) Code of Ethics, and the guidelines for student behavior as described in the Human Services Program Handbook. These standards are introduced to students at the beginning of each practicum course and are also addressed in the curriculum of human services core courses.

The A&P Committee may request use of the "Notification of Counseling" form (page 37). Where appropriate, the A&P Committee members may assist in the establishment of written behavioral goals and objectives for students, outlining the changes which reflect the core values of professional human services standards and ethics. Monitoring and assessing outcomes are generally completed by the course instructor, but instructors may be assisted by the Program Coordinator or designee, and the site preceptor, when needed/appropriate.

Procedure for Program Dismissal

If a violation of the code of conduct and/or code of ethics or other serious issue results in a recommendation by the A&P Committee to exclude or remove a student from the program, this recommendation is forwarded to the Dean of HSBH for review. If there are no other remedies possible – program, course and/or institutional dismissal may be recommended/acted upon by the Dean of HSBH in conjunction with GBC administrative officials, including the President, Vice President for Student Affairs and/or the Vice President for Academic Affairs. The institutional appeal process is described in the GBC catalog.

Informal Academic and Behavioral Counseling Forms

This informal counseling process allows for faculty and students to discuss any concerns in relation to a student's academic, clinical, professionalism and or behavioral performance. This provides faculty and students an opportunity to make suggestions for issues of concern to help improve performance and is not punitive. The forms serve as documentation that the faculty met with the student and includes recommendations and feedback. A copy of the form is given to the student and placed in the student's file for documentation. If there is ongoing concern or if a pattern of academic, clinical, professional and/or

behavioral misconduct continues, a Notification of Unsatisfactory Progress will be warranted.

Voluntary Withdrawal

Students who for personal reasons need to voluntarily withdraw from the program must immediately notify their instructor(s) and the Dean of HSBH. This should be in the form of an email or letter stating the student's request to withdraw. It is the student's responsibility to formally withdraw at the Registrar's office from their human services courses. If the courses are dropped after the course official drop date, a grade of "F" will automatically be assigned as per the current GBC Catalog and published academic calendar.

Appearance Standards

Students are expected to maintain a professional, well-groomed, non-revealing appearance in representation of GBC's Human Services Program. Safety and cultural awareness are extremely important considerations in appearance standards. The standards below must be followed by both students and faculty. Students must adhere to any additional standards that may be required by some clinical agencies or faculty.

Cleanliness/Hygiene:

Hygiene and personal cleanliness are crucial in presenting a professional appearance and essential in protecting the health of patients, staff, and other students.

- Special care should be taken to avoid body odor and bad breath. Students who smoke should have no detectable odor of smoke on their person in clinical settings.
- Hair should be clean and neat for both men and women. Hair should be secured so that it does not fall forward over the face or shoulders. Hair longer than shoulder length should be contained with a clip or elastic band. Only conventional hair styles are permitted. Facial hair must be neatly trimmed and kept short (3/4 inch long or less).
- Use only fragrance-free body products. Perfumes and body fragrances are not permitted.
- Nails must be kept clean and short. Artificial nails cannot be worn in clinical areas. This includes wraps, inlays, and decals.
- Gum chewing or tobacco chewing/dipping is prohibited, and excessive makeup is not acceptable.

Student Identification Badges

All Human Services students participating in practicum or internship experiences are required to wear a Great Basin College Human Services identification badge while completing field-based activities, unless otherwise directed by the practicum site or program faculty. The badge identifies the student as a Great Basin College Human Services practicum or internship student and supports professional conduct, client awareness, and site accountability.

Students must submit a current, professional-quality photograph for creation of the badge. The photograph must clearly show the student's face, use a plain or uncluttered background, and not include hats,

sunglasses, filters, or other items that obscure the student's appearance. Students must also provide a current mailing address so the completed badge can be mailed to them. Students are responsible for verifying that the mailing address submitted to the program is accurate.

The badge must be worn in a visible location during practicum and internship activities. If a practicum site requires its own employee, volunteer, or student identification badge, the student must comply with the site's identification requirements in addition to the Human Services Program requirement. Students are responsible for maintaining their badge throughout the practicum sequence. Lost, damaged, or unusable badges must be reported to the Human Services Program, and the student may be responsible for applicable replacement costs. Failure to wear required identification may result in the student being unable to participate in practicum or internship activities until appropriate identification is available.

Judgment of adherence to appearance standards and the appropriateness of any aspect of appearance are at the discretion of the human services faculty. Students whose appearance does not meet the state standards may be excluded from participation in clinical and receive an F for the day.

Student Evaluations of Faculty and Learning Outcomes

Toward the end of each human services course, students will be asked to complete evaluation instruments. An analysis of the student responses is sent to faculty members after the completion of the term and the recording of grades. This data assists the faculty in self-improvement of their teaching and helping future students achieve course learning outcomes. The information is also used as part of the determination of the faculty member's tenure and salary increases. Students are expected to carefully weigh their assessments and evaluate the faculty member fairly and accurately.

Gifts

It is the faculty policy that students shall not purchase gifts for them at the end of a particular course. Please adhere to this policy when thanking faculty for their support and guidance.

Section 5 | Practicum Information

Guidelines for a Successful Practicum

Overview:

Community agency experiences provide you with opportunities to accomplish the following:

- Explore human services careers;
- Apply theoretical course material to practical situations;
- Develop and practice clinical skills in helping professions;
- Gain a better sense of yourself as a professional;
- Observe practitioners serving clients;
- Receive mentoring by practicing human service professionals;
- Enhance your resume.

Steps to take:

Attend the Human Services Practicum Orientation. Review the Human Services Program Handbook. Locate a placement site. A site which is an appropriate fit for you can take time, so you must start the process of identifying a site before the start of class. You are expected to have a placement site identified and an agreement in place before the start of the semester. Preceptor sites must be under an affiliation agreement with GBC as an approved practicum site. The contract process takes time, so it is best to choose an established site, and allow 4-8 weeks for securing new sites. (Note: Not all human service provider sites can be approved due to administrative reasons).

Begin the site selection process:

Answering the following questions

- What is your area of interest in the human services?
- What experiences will help you to be successful in this area?
- Are you seeking certification as an addiction counselor?
- Is there a specific population or age group with whom you want to work?
- Is there a specific type of human service that you want to explore in your community?
- Are there specific skills or knowledge that you want to gain?
- Do you want to work with court-ordered or incarcerated clients?

Things to consider when choosing a practicum site:

- Will this site provide you with opportunities for learning and professional growth?

- Is there a supervisor who has the time and interest to work with you?
- Do you share the values and philosophy that the agency supports?
- What hours are you expected to keep?
- How does this agency manage volunteers?
- Is there a formal or informal orientation and training time commitment?
- Have you visited this agency and met the site preceptor?
- What background check/fingerprinting and/or health screening will be required? *

Set up your practicum agreement by communicating with the instructor and the site supervisor.

YOU MUST HAVE A SIGNED AFFILIATION AGREEMENT IN PLACE BEFORE PRACTICUM HOURS CAN BE ACCRUED

Once you have done your research, call the agency which interests you. Set up a time to meet with your potential supervisor/agency director. Dress professionally. Bring your resume and your syllabus/handbook/forms. Treat this meeting as a job interview. This meeting offers you an opportunity to learn more about the agency and the preceptor's expectations in terms of hours, frequency of visits, evaluations, paperwork, orientation/training, confidentiality agreements, attendance requirements, security issues, learning goals/contracts, etc. Discuss health screenings/background check/fingerprint requirements.

IMPORTANT!

Sign the student agreement (next page). Establish your learning goals and complete your learning contract with the help of your practicum supervisor and instructor. Your instructor will personally visit your site at least once per semester, but at least weekly contact with instructor and site supervisor is required. Regular evaluations and performance reviews are also required as determined by your instructor. Time sheets must be accurate, completed in ink, and submitted per the instructor's requirements. Establish due dates with your instructor at the beginning of your practicum. Begin your practicum as soon as possible. As directed in the course syllabus, keep a record of your observations and activities, complete observation forms...and remember have your hours verified.

*****Talk with your instructor and your site supervisor about obtaining TB testing, fingerprinting and background checks. Site requirements vary, so allow time for this! Students are responsible for all costs related to health screenings and background checks. Enjoy your practicum! *****

Behavioral Expectations

The Human Services program faculty reserves the right to withhold, delay or to terminate practicum placement, and/or dismiss the student from the Human Services Program and/or individual courses, due to inappropriate behavior in a class, or in program-related activity, either on, or off, the GBC campus. One or more of the following may lead to dismissal, termination and/or instructor-initiated withdrawal from a course, and/or the program:

- Endangering, threatening, disrespecting, abusing or violating the physical or psychological safety of a client, or of any other person, or

their property;

- Supplying intentionally false information at any time, including failing to report committed, observed or suspected client abuse and/or neglect, or to report errors related to client care;
- Demonstrating excessive, unexcused absenteeism, including repeated, unexcused tardiness;
- Failing to observe HIPAA laws and/or to maintain confidentiality;
- Altering, unauthorized disclosing and/or misusing client documents and records.
- Reporting to the practicum site visit or to class under the influence of a mind-altering substance as evidenced by: frequent tardiness (with no documented medical reason), drowsiness or sleepiness, smell of alcohol on breath/body, increased inability to meet deadlines, slurred/incoherent speech, unexplained mood changes, changes in appearance, lack of manual dexterity, decreased coordination, and/or unexplained work-related accident or injury.
- Possessing or using dangerous drugs and/or narcotics except as legally prescribed, and/or participating in the illegal sale of drugs.
- Unauthorized removal or theft of items belonging to GBC or to the clinical practicum site;
- Demonstrating a significant lack of emotional stability and/or displaying insufficient coping skills when in stressful situations.
- Soliciting clients encountered in the practicum for any form of personal gain, including the selling of goods, the promotion of political causes and/or the offering of services.
- Cheating, plagiarizing, or misrepresenting work.
- Disrupting the teaching/learning process, sabotaging the work of others, and/or intentionally allowing work to be used by others.
- Intentionally exaggerating, misrepresenting or altering information or data, whether it be written, verbalized or demonstrated.

Student Conduct Review Policy and Procedures

The faculty and staff of HSBH at GBC strive to provide quality educational experiences for students. In order to help prepare students to perform responsible and competent human services for clients and the agency personnel with whom they work, students are monitored, observed, and regularly assessed, and evaluated by faculty and field practicum site supervisors (or designee) during the field practicum courses.

Students are also asked to engage in self-reflective and self-evaluation activities in field practicum, seminar, and in the human services core courses. Accurate self-reflection, assessments and observations are essential to the process of human service education and for skills development.

The HSBH Program faculty at GBC utilize a process for student behavioral review and/or problem resolution in order to help to uphold the professional and ethical practice of human services during the field practicum courses, as well as in any other course or GBC Human Services Program-related activity in which students participate. The steps in the review process include the following:

1. Situations requiring immediate removal from a student from a class, site or program activity are listed on page 13. In emergencies or in cases of endangerment, security or 911 will be utilized.
2. When the immediate removal of a student from the site or class activity is not required, and minor disagreements/conflicts/ethical concerns arise, students, instructors and preceptors are encouraged to resolve issues at the level of involvement, with the individuals involved when possible. Incidents where concerns about student behavior are expressed should be documented.
3. If disagreements are unresolved, or issues are significant, instructor, preceptor, program coordinator and/or the Dean meet with the student, discuss the issue, and document the meeting, have the option of completing a counseling form (page 37), and/or may request that the issue be reviewed by the Admissions and Progression (A&P) Committee within the School of HSBH.
4. Situations remaining unresolved will be referred to the A&P Committee and/or the Dean of HSBH; who may recommend that the issue be reviewed by GBC administration: The Vice President for Student Affairs and/or the President's office, per the GBC Disciplinary Policy (see GBC catalog).

Ethical/Legal Considerations

Background Checks and Health Screenings:

Agencies serving as clinical practicum sites generally require one or more types of security clearances, criminal history reports, health and/or tuberculosis (TB) screening, and/or background checks. Felony and/or misdemeanor convictions, and/or illness with TB and/or another communicable disease, can affect eligibility to participate in some or all of the field practicum experiences, and/or may delay/inhibit a student's progress.

Background checks and health screenings are conducted by external vendors at the student's expense. Practicum agency personnel will evaluate the information and make the final determination as to each student's ability to participate in specific field experiences based on these findings and the individual agency's requirements. The Human Services Program Coordinator/Instructor will attempt to arrange alternate, equivalent, relevant practicum experiences when/if possible. Students are asked to help facilitate this process when circumstances necessitate alternative practicum placement.

Academic Honesty/Issues:

Students will demonstrate personal and educational integrity as evidenced by practicing academic honesty by not cheating, plagiarizing, or misrepresenting their coursework.

Please see the GBC Catalog for current policies. Students will maintain requirements for being a student in good standing at GBC. A student will be dismissed from the Practicum portion of the human services program if his or her conduct creates the following sanctions as identified in the GBC catalog and/or administrative policies: probation, suspension or expulsion.

Code of Ethics:

Students will be expected to learn and to observe the code of ethics as published by the National Organization for Addiction Professionals (NAADAC), and to practice only within the scope allowable by law. When participating in the Practicum, the student shall act in the role of a student, even if the student is licensed and/or experienced in another profession such as nursing, social work, counseling, radiology, etc.: https://www.naadac.org/code-of-ethics

Grievance/Appeals Procedures:

As in any human endeavor, differences of opinion arise among people in the human services field. It is the policy of this Program and the School of HSBH that individuals are encouraged and empowered, when appropriate, to attempt to resolve a

difficulty through assertive communication at the level in which it has occurred. If this is not possible or appropriate, the issues should be brought to the immediate attention of the student's preceptor, instructor, the Human Services Program Coordinator and/or the Dean of HSBH. A meeting at the Departmental level (Admissions and Progression Committee) may be scheduled for the purpose of resolving the conflict, establishing a behavior contract, and/or solving the issue. If a resolution is not achieved to the satisfaction of the participants, then the appeals and/or student conduct management/referral procedures as outlined in the GBC Catalog and in the GBC Administrative Guidelines will be followed.

Drug and/or Alcohol Screening:

GBC must assure that its students and on-site faculty participating in all clinical/practicum rotations shall, if requested by a clinical facility/agency, submit to "for cause" drug and/or alcohol screening in a similar manner and under policies similar to those affecting employees of the participating clinical facility/agency. The results of the drug and/or alcohol screening may be disclosed in the event of a claim against the clinical facility/agency arising out of the acts of the student or on-site faculty.

Community Advisors and Preceptors:

Community members assist the GBC Human Services with curriculum development and program evaluation, as well as preceptors in field practicum sites. It is vital that community agencies play a role evaluating and providing input into the human services program so that we can better meet the needs of students, staff, and clients. The School of HSBH meets with community providers and interested members of the community once per semester to discuss and review Human Services Program and general departmental issues. A partial listing of community advisory committee members includes:

A listing of affiliated practicum sites

Standards for Practice and Ethics

(https://www.naadac.org/code-of-ethics)

The Human Services Programs at GBC follow the standards of ethics as set forth by The National Association for Addiction and Drug Abuse Counselors (NAADAC) Code of Ethics which has also been adopted by the Nevada Board of Examiners for Drug and Alcohol and Problem Gambling Counselors *(NAC 641C.120 Adoption by reference of Code of Ethics. (NRS 641C.200)The Board hereby adopts by reference the NAADAC/NCC AP Code of Ethics, October 2016 edition, as published by NAADAC, the Association for*

Addiction Professionals. A copy of that publication may be obtained free of charge from NAADAC, the Association for Addiction Professionals, 44 Canal Center Plaza, Suite 301, Alexandria, Virginia 22314, or at the Internet address http://www.naadac.org/code-of- ethics. (Added to NAC by Bd. of Exam'rs for Alcohol, Drug & Gambling Counselors by R069-17, eff. 2-27-2018))

This document serves as a guide for conducting ethical practices in the field of addiction- focused healthcare. The code is grounded in core values that prioritize the welfare of

clients, uphold professional integrity, and foster trust in the counseling relationship. Key elements of the

NAADAC Code of Ethics include:

1. **Respect for Client Rights and Dignity:** Ensuring the protection of clients' rights and treating them with respect and dignity. This involves maintaining confidentiality, obtaining informed consent, and respecting clients' autonomy.
2. **Non-Discrimination:** Commitment to non-discrimination and providing equitable treatment to all clients, irrespective of their background or characteristics.
3. **Professional Competence and Integrity:** Upholding high standards of professional competence and integrity. This involves engaging in continuous education, being aware of one's competencies and limitations, and adhering to ethical and legal standards.
4. **Confidentiality and Privacy:** Maintaining client confidentiality and privacy, except in cases where disclosure is required by law or necessary to protect the client or others from harm.
5. **Professional Responsibility and Accountability:** Counselors are expected to act responsibly, uphold the profession's integrity, and be accountable for their actions.
6. **Relationships with Clients:** Establishing and maintaining appropriate professional relationships with clients, avoiding dual relationships or conflicts of interest that could impair professional judgment or harm clients.
7. **Legal and Moral Standards:** Abiding by legal standards and moral principles relevant to the profession and ensuring that personal values or biases do not negatively impact the therapeutic relationship.
8. **Supervision and Consultation:** Seeking supervision and consultation when necessary to enhance professional knowledge and skills, and to ensure the effective delivery of services.
9. **Research and Publication:** Conducting research ethically and responsibly, ensuring the confidentiality and welfare of participants, and reporting findings accurately.

The NAADAC Code of Ethics serves as a foundational guide for ethical practice in addiction counseling, emphasizing the importance of professionalism, responsibility, and ethical behavior in all aspects of the counseling process.

Section 6 | Curriculum Information

Curriculum, prerequisites, course availability, and licensure requirements may change. Students must use the current GBC Catalog and meet with a Human Services advisor when planning registration or graduation.

The AAS degree program is comprised of 61 hours of coursework, including classroom instruction, interactive clinical laboratory sessions, practicum experiences at clinical sites, and a seminar course in which students prepare a focused plan to enter the workforce.

Students planning to complete an Associate in Applied Science degree in Human Services must complete the following program, or the equivalent, as determined by the GBC Registrar and/or program coordinator.

The faculty reserves the right to change certain aspects of the course syllabus, such as the schedule of assignments, grading procedures, or course materials. However, no changes will be made without informing students in a timely and clear manner. It is not anticipated there will be major changes in the content of a syllabus once a course begins.

Associate of Applied Science in Human Services Four Semester Curriculum Pattern – All Courses

**IMPORTANT NOTE: Attendance of Practicum Orientation is required prior to taking the Practicum I, Practicum II, and the Human Services Seminar courses.

Certificate of Achievement: Substance Abuse Counselor Two Semesters- Curriculum Pattern – All Courses

At least 15 hours of coursework must be successfully completed at GBC. Substitutions/credit for prior, equivalent coursework may be permitted, at the discretion of the School of HSBH, and/or the GBC Registrar.

A GPA of 2.5 or more is required for completion of a certificate of achievement.

Description of Required AAS Human Services Courses

HMS 101 **Introduction to Human Services (3 credits):** An overview of the human services as a profession, including the exploration of the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Emphasis is on employment in the human services, self-reflection activities, and the development of interpersonal skills common to the human service providers.

HMS 102 **Introduction to Counseling (3 credits):** Assessment, interviewing, intervention, referral, and documentation skills related to human services client communications will be emphasized. Students will receive HIPAA training in basic patient/client confidentiality. This course is a prerequisite for HMS 205: Human Services Practicum I.

HMS 104 **Group Interaction Techniques (3 credits):** Theory and methods of group dynamics and group interaction applications in social/human services settings are explored. Group counseling approaches related to addiction treatment, relapse prevention, grief and loss adjustment, and personal development are emphasized.

HMS 105 **Substance Abuse Counseling Methods (3 credits):** Addiction counseling theories, intervention applications and treatment methods for addiction counselors, social services/human services/health sciences students, or for students interested in developing skills specific to assisting

individuals, couples, and families with substance abuse issues. Prior completion of HMS 102: Introduction to Counseling, or the equivalent, is highly recommended.

HMS 200 Ethics in Human Service (3 credits): "Real life" applications of personal and professional boundaries, beliefs, ethics, values, morals, codes of conduct in human relationships using ethical decision-making, problem-solving, and critical thinking activities for interacting with potential clients, customers, patients, students, subordinates, co-workers and supervisors. This course may be repeated up to three times for continuing education credits. (Students should check with individual licensing boards regarding approval for continuing education credit prior to enrollment.)

HMS 205 Human Services Practicum I (5 credits): Students complete coursework within community-based agencies. Includes one (1) lecture contact hour and twelve (12) clinical practice hours per week (a total of 150 unpaid hours of field practicum observation and study). This course must be completed with a grade of "B-" or better in order for a student to be eligible for the Certificate of Achievement or an AAS degree in Human Services.

Prerequisites: HMS 101: Introduction to Human Services, HMS 102: Introduction to Counseling, instructor's permission, and an approved Human Services Program Application.

HMS 206 Human Services Practicum II (5 credits): Continuing human services skills development through interaction with clients, client support systems and with other human service professionals within community agencies. Includes one (1) lecture contact hour and twelve (12) clinical practicum hours per week (a total of 150 unpaid hours of field experience). This course must be completed with a grade of a "B-" or better in order for a student to be eligible for the Certificate or the AAS degree in Human Services.

HMS 250 Human Services Seminar (3 credits): Students will explore emerging issues and current trends in human services employment as they relate to the student's goals, interests, and abilities. This course is required for students seeking an AAS degree in Human Services, but it is open to any student who is/desires to be involved in human or social services work. Students also create a career plan and develop a resume based on skills, training, employment experiences and current job opportunities in addition to job interviewing practice. Prerequisites: HMS 101: Introduction to Human Services, HMS 102: Introduction to Counseling, or instructor permission.

AAS Human Services Program Curriculum

View our AAS Human Services Recommended Course Progression

Bachelor of Applied Science in Human Services Four Semester Curriculum Pattern – All Courses

The undergraduate Human Services Degree in Behavioral Health, Substance Abuse and Addictions Medicine is designed to train students to work in the helping field by applying evidence-based behavioral health interventions and transformational change processes that provide a positive impact on the lives of individuals, families, and communities.

This degree concentration prepares students to work as baccalaureate-trained professionals in the human services, substance use disorder, and addiction field and prepares students for graduate studies in clinical mental health and related programs (i.e. Marriage and Family Therapy, Clinical Social Work, Psychology, Criminal Justice)

Acceptance into the BAS program requires a completed associate degree from a regionally accredited

institution and required lower-division Human Services coursework or approved transfer equivalents. Students must consult the current GBC Catalog and Human Services BAS program page for official admission requirements.

CPD 116 Substance Abuse Fundamentals 3

HMS 101 Introduction to Human Services 3

HMS 102 Introduction to Counseling 3

HMS 200 Ethics in Human Service 3

BAS candidates must complete the Human Services BAS application process. Application deadlines and admission requirements may change; students must consult the current GBC Human Services BAS program page and meet with a program advisor before registration.

Fall, Upper Division Year 1	Credits
ENG 333 Professional Communication	3
Humanities Mastery course	3
PHIL 311 Professional Ethics	3
STAT 152 or MATH 181	3-4
MGT 310 Foundations of Management Theory and Practice	3
Spring, Upper Division Year 1	
Mathematics Mastery course	3
FIN 310 Applied Accounting and Finance	3
HMS 322 Family Integrated Treatment of Addiction Disorders	3
HMS 407 Analysis and Interventions in Addictions	3
HMS 475 Prevention Strategies in Human Services and Addiction	3
Fall, Upper Division Year 2	
Science Mastery course	3
HMS 350 Public Advocacy and Community Development in Human Services	3
HMS 405 Advanced Human Services Practicum I	5
HMS 465 Clinical Writing, Case and Resource Management in Human Services	3
MGT 323 or MGT 367	3
Spring, Upper Division Year 2	
Communication course	3

Fall, Upper Division Year 1	Credits
HMS 406 Advanced Human Services Practicum II	5
HMS 427 Identification and Assessment in Mental Health and Addictions	3
HMS 450 Advanced Human Services Seminar (Capstone)	3
Social Science Mastery course	3

Substance Abuse & Addiction Medicine Counselor Training Post Baccalaureate Certificate Program Requirements:

CPD 116 Substance Abuse: Fundamental Facts and Insights 3 HMS 105 Substance Abuse Counseling Methods 3

HMS 104 Small Group Interaction Techniques, 3 Credits

HMS 322 Family Integrated Treatment of Addiction Disorders, 3 Credits

HMS 427 Identification and Assessment in Mental Health and Addictions, 3 Credits HMS 439 Gambling Disorders 4 Credits

HMS 475 Prevention Strategies in Human Services and Addictions, 3 Credits HMS 499 Clinical Supervision for Alcohol and Drug Counselors, 3 Credits

Total Credits: 25

Licensure and Professional Development

- Pathway to Substance Abuse Counseling Credentials
- Nevada Board of Examiners for Alcohol, Drug & Gambling Counselors
- Great Basin College Human Services Programs Alignment
- Overview of Credentials

Nevada regulates substance abuse counseling practice through credentialing by the Nevada State Board of Examiners for Alcohol, Drug & Gambling Counselors. Key credentials include:

Certified Alcohol and Drug Counselor Intern (CADC-I)

Certified Alcohol and Drug Counselor (CADC)

Certified Problem Gambling Counselor (CPGC)

Licensed Clinical Alcohol and Drug Abuse Counselor (LCADC)

Each credential has defined education, supervised experience, examination, and application requirements established in Nevada Administrative Code (NAC) and Nevada Revised Statutes (NRS). (Nevada Counseling Board)

Certified Alcohol and Drug Counselor Intern (CADC-I) Purpose and Eligibility

The CADC-I credential enables individuals who are enrolled in college and working toward higher counseling credentials to begin professional practice under supervision. According to Board requirements,

a candidate for CADC-I:

Must be 21 years of age or older (general licensure eligibility).

Must have at least a high school diploma or GED and be enrolled in an approved educational program or hold an associate degree. (Addiction Counselor Guides)

Must enter into a Supervision Agreement with a Board-approved supervisor and be supervised according to Board standards (specific supervision hours and reporting requirements). (Addiction Counselor Guides)

CADC-I certification allows an intern to accrue supervised counseling experience toward the requirements for full CADC certification while enrolled in coursework. Supervised hours must occur under a Board-approved supervision agreement; hours accrued under unapproved supervision or outside the scope of alcohol and drug counseling do not count. (Nevada Legislature)

Application Requirements

Applicants submit a CADC-I application, supervision agreement, proof of education enrollment or degree, and required fees to the Board.

Certified Alcohol and Drug Counselor (CADC)

Education Requirement:

To qualify for CADC certification, a candidate must hold a bachelor's degree in a field of social science from an accredited college or university. The Board interprets "field of social science" to include programs in counseling substance abusers, psychology, social work, human services, and related behavioral science disciplines. (Nevada Counseling Board)

Experience Requirement

Standard requirement: 4,000 hours of supervised alcohol and drug counseling experience under an approved supervisor. (Nevada Counseling Board)

Reduction of Supervised Experience (Exception)

Nevada regulations provide an exception that reduces the required supervised experience from 4,000 hours to 1,500 hours when the candidate's academic preparation includes at least 18 semester units in addiction counseling coursework. This reduction is codified in Board regulations (NAC 641C.205) and applies when the degree includes sufficient addiction-specific course content. (Nevada Counseling Board)

Examination and Certification

Candidates must pass the Board's required written and oral examinations. Passing scores must meet or exceed Board-specified thresholds.

Licensed Clinical Alcohol and Drug Abuse Counselor (LCADC)

Education Requirement

LCADC licensure requires a master's or doctoral degree in an approved clinical social science field with comprehensive coursework, including clinical mental health content and addiction counseling. (Nevada Counseling Board)

Experience Requirement

At least 2,000 hours of supervised postgraduate clinical counseling must be completed under Board-approved supervision as part of the licensure pathway. (Nevada Counseling Board)

Examination and Licensure

Candidates must pass the Board's written and oral licensure examinations and submit all required documentation.

How GBC's Human Services Programs Align with Board Requirements

Associate of Applied Science (AAS) in Human Services

• Provides foundational education in counseling principles, human behavior, ethics, and helping skills.

• Meets the academic eligibility requirement for CADC-I certification, enabling students to apply for CADC-I once enrolled or upon completion of the associate degree.

• Supports early supervised practice fieldwork (e.g., practicum and internship) under faculty and agency supervision; additional Board-approved supervision is required for hours to count toward CADC experience.

Bachelor of Applied Science (BAS) in Human Services (with Addiction Emphasis)

• Meets the bachelor's degree requirement for CADC certification with courses aligned to the Board's definition of a social science degree. (Nevada Counseling Board)

• Includes structured coursework relevant to substance use disorders and counseling. Students who complete 18 semester units in addiction-focused coursework as part of the BAS curriculum satisfy the Board's threshold for the supervised experience reduction exception that reduces required hours for CADC from 4,000 hours to 1,500 hours. (Nevada Counseling Board)

• Provides preparation for the Board examinations through substantive knowledge of substance use disorders, clinical planning, ethics, and professional practice.

Human Services Practicum and Internship Experiences

• GBC's practicum and internship sequences provide supervised field experience and opportunity for skill development in applied settings. To count toward Board experience requirements, students must ensure that:

• Supervision is provided by a Board-approved supervisor. (Nevada Legislature)

• Experience is documented according to Board standards (scope of practice, supervision logs, activity verification). (Nevada Legislature)

Students planning to pursue licensure should coordinate with faculty and prospective internship sites to secure appropriate supervision agreements early in their training. Board verification of supervision plans prior to accruing hours ensures eligibility.

Summary of Credential Pathways

CADC-I Pathway (Associate Level)

• Complete AAS in Human Services (or equivalent) and apply for CADC-I.

• Enroll in coursework and accrue supervised hours under Board-approved supervision toward future CADC requirements.

CADC Pathway (Bachelor Level)

• Complete BAS in Human Services with at least 18 units of addiction coursework to reduce supervised

hour requirement to 1,500 hours. (Nevada Counseling Board)

- Pass required Board examinations.
- Submit documentation for certification.

LCADC Pathway (Master Level)

- Complete a Board-approved graduate degree with clinical content.
- Accrue supervised postgraduate clinical experience.
- Pass Board examinations and apply for licensure.

Licensure Disclaimer and Verification Requirement

Licensure and certification requirements for alcohol and drug counselors in the State of Nevada are established and regulated by the Nevada State Board of Examiners for Alcohol, Drug & Gambling Counselors. Requirements related to education, supervised experience, examinations, fees, and eligibility are subject to change based on Nevada Revised Statutes, Nevada Administrative Code, and Board policy.

While the Human Services programs at Great Basin College are designed to align with current educational requirements and professional competencies, completion of a GBC certificate or degree does not guarantee licensure or certification. Students are solely responsible for reviewing, understanding, and complying with all current Board requirements prior to applying for any credential.

Students are strongly encouraged to regularly consult the Nevada State Board of Examiners' official website for the most current and authoritative information regarding credential pathways, supervision requirements, experience hour reductions, application materials, and examination procedures:

Nevada State Board of Examiners for Alcohol, Drug & Gambling Counselors
https://alcohol.nv.gov/

Questions regarding eligibility, supervision approval, experience hour calculations, or licensure determinations must be directed to the Board. Great Basin College faculty and advisors may provide general guidance but cannot interpret Board rules or make determinations on licensure eligibility.

See policy and procedures for program application at the end of this Handbook.

Section 7 | Student Services

Academic Advising

AAS Human Service students will be assigned a faculty advisor upon admission to the GBC human services program. During enrollment in the program, each student should make an appointment with his/her advisor at least one time per semester to review their progress.

Contact the HSBH Administrative Support at 775-327-2317 for assistance in making an appointment with your advisor.

Faculty Advisors	Phone Number
Oscar Sida	775-327-2084

Students experiencing non-academic health or emotional issues which require professional care should be referred for help outside the School of HSBH. The Student Services Office is the contact for students who need counseling available through University of Nevada, Las Vegas (UNLV). Arysta N. Sweat, Director of Accessibility Services, 775-327-2336, Dr. Sara Negrete, Vice President of Academic Affairs 775-327-2111 and Dr. Matt Aschenbrener, Vice President of Student Affairs, 775-327-5215.

Learning Resources

Students must purchase required texts and other learning resources (e.g., online access codes and other learning resources). A list of required learning resources will be provided to all students enrolling in the health science programs. These can be purchased through the GBC Bookstore or through another source. Students should be very careful that all components needed for their classes are included if they purchase from an outside source.

Students will be notified if additional learning resources are required prior to the beginning of each subsequent semester.

Library Services

Media required for human services courses are located in the Library. These materials are not to be checked out but must be viewed at the Library.

Fall and Spring Semester:

Monday - Friday 8:00 am to 5:00 pm

Winter and Summer Semester:

Hours vary

Copying

Copying can be done at the GBC High Tech Center or the Library. The copy machine in the office area is for faculty use only. Computer copies made from the HSBH office printer are $.10 per page. Additional copies of assignment forms are the student's responsibility.

Technology Assistance

GBC offers a Help Desk for students experiencing problems with WebCampus access. The Help Desk is available by phone (775-327-2170) or by email (helpdesk@gbcnv.edu).

Summer Hours:

Weekdays: 7:00 am to 4:00 pm

Fall and Spring Hours:

Weekdays: 7:30 am to 9:00 pm

Saturday: 12:00 pm to 5:00 pm

Student Representatives

Student representation is encouraged during human services program meetings and Health Sciences and Behavioral Health Advisory Group meetings. Two volunteer representatives from each class are selected. These students are asked to bring questions, comments and concerns of their class to these meetings and are expected to take information back to their group for discussion and follow-through.

Student Government Association (SGA)

Students are encouraged to be an active part of the Student Government Association (SGA). A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group. There may be some scholarship opportunities for participating in the SGA.

Associated Student Body

Human services students are encouraged to be an active part of the Associated Student Body (ASB). A variety of activities are provided throughout the school year. Students have the opportunity to participate individually or as a group.

Section 8 | Financial Information

Scholarships & Financial Aid

Financial Aid is intended to help students pay for their education after high school. The aid available at GBC includes grants, loans, employment and scholarships. Federal Student Aid Programs become available after you complete the FAFSA application. Submit a Free Application for Federal Student Aid (FASFA) at www.fafsa.ed.gov. Students are encouraged to contact Student Financial Services at 775-327-2095 for further information.

Program Costs and Fees

AAS Human Services Program costs over the two years will vary from year to year. Differential fees cover the cost of lab and some student supplies. Uniforms are purchased prior to entering the first year. The majority of human services textbooks are purchased prior to the first semester to enhance learning throughout the two years.

Approximate Program Related Costs

- Estimated total program tuition based on the current fee structure
- Textbooks & online access fees
- Student Background Check and Drug Screening (if required for clinical rotation)
- Travel to clinical facilities

Section 9 | GBC Facilities and Safety

Building Hours

Building hours vary based on classes and locations. School of Health Sciences and Behavioral Health Services faculty offices close at 5:00 pm.

Building Use Guidelines

GBC maintains open centers available to faculty, staff, students and the local community during normal hours. During those days and hours classes, meetings and special events are scheduled security will have staff on site to provide assistance.

Open access to site facilities is provided with the understanding that:

- All persons will be treated with courtesy and respect;
- All buildings and equipment are used in the manner originally anticipated;
- All persons will comply with any posted signage;
- All persons will follow normally accepted safety and behavior standards.

The offer of open access may be revoked should any person be found to cause damages to any GBC property or be involved in harmful, unsafe or illegal behavior while on GBC property.

Security

Security and law enforcement on all GBC centers are dependent upon GBC personnel working well with their respective local law enforcement agencies. Knowledge of any crime or emergency should be reported to the center security or center director immediately. Any crime or emergency requiring immediate assistance should be reported immediately to the police or sheriff by dialing 911 on any center phone.

Security may be contacted by dialing the Elko site operator (Dial "0") from any extension and requesting assistance. On the Elko site assistance may be obtained by activating any of the call boxes located on the pathways or phoning the security cell phone at (775) 934- 4923. If the police department, fire department or ambulance are required dial, 9-911 from any extension and tell the dispatcher of the emergency.

Fire Evacuation Plan

Before a fire happens know the following:

- Know the location of the exit nearest your area (evacuation maps posted).
- Know the location of the fire alarm pull box nearest your area.
- Know the location of fire extinguishers in your area.
- Know how to use a fire extinguisher.

Upon discovery of a fire:

1. Pull the fire alarm and give verbal warning.
2. Call **911**.
3. Follow **evacuation procedures**.
4. Close doors to contain fire and smoke.
5. If it is safe to do so, and you have been properly trained, you may attempt to extinguish the fire.
6. Determine if it is safe to re-enter the building.
7. On the Elko site, notify your respective Vice President of Academic Affairs 775- 327-2111.

On all other centers notify the Center Director and the Vice President of Academic Affairs Elko Center 775-327-2111.

Section 10 | Graduation

Application for Graduation

The GBC graduation is the ceremony that celebrates graduation from the college. It is a cap and gown ceremony held at each of the following locations: Pahrump, Winnemucca and Elko Campuses. Human Services students receive a Certificate, Associate of Applied Science, or Bachelor of Applied Science in Human Services degree **MUST** submit an application for graduation before the set deadline in order to participate and receive a degree. Please refer to the GBC catalog for further information.

Caps and Gowns

Cap and gown orders are placed with the GBC Bookstore. The cost is approximately

$45.00.

Graduation Requirements

Students must complete all human services and non-human services courses by the end of the fourth semester to be eligible for graduation.

Students are responsible for ensuring that Admission and Records receives an official transcript for transfer courses one month prior to graduation. It is also each student's responsibility to know and to meet all course requirements and to maintain a **2.5 or higher GPA** throughout the program.

The Office of Admission and Records uses the year of your admission to the human services program to determine catalog year and course requirements for graduation.

Any student taking a general education course during the fourth semester of the human services program at another college or university must have the course work completed and an official transcript sent to the Admission and Records Office no less than one month prior to final examinations.

Section 11 | Appendices

APPENDIX A: Forms

APPENDIX A-1 Health Sciences and Behavioral Health Injury/Incident Report APPENDIX A-2 Student Team Item Query Form

APPENDIX A-3 Practicum Agreement

APPENDIX A-4 Focused Observation Guide- Level I APPENDIX A-5Focused Observation Guide- Level II APPENDIX A-6 HMS Student Agreement

APPENDIX A-7 Student Practicum Performance Self-Evaluation Form APPENDIX A-8 Preceptor Evaluation of Student Practicum Performance Form APPENDIX A-9 Instructor Evaluation of Student Practicum Performance Form APPENDIX A-10 Practicum Site Evaluation Form: Student

APPENDIX A-11 Practicum Site Evaluation Form: Preceptor APPENDIX A-12 Practicum Site Evaluation Form: Instructor APPENDIX A-13 Practicum Learning Experience: Time Records APPENDIX A-14GBC Human Services Program Learning Contract APPENDIX A-15 Notification of Counseling

APPENDIX A-1

GREAT BASIN COLLEGE

HEALTH SCIENCES AND BEHAVIORAL HEALTH

Injury/Incident Report

Name of Person(s) Injury/Incident:_____

Person Completing this form (if different from above):_____ Date of Injury/Incident:_____ Date Injury/Incident Reported:_____ Exact location of the Injury/Incident:_____

Description of the injury/incident:_____

Were there any witnesses? If yes, list:_____

Describe the circumstances in which the incident/accident occurred:_____

Describe follow-up care:_____

Was the injured person referred for follow-up care? If yes, which facility?_____

Any further comments:_____

Student Signature Date Instructors Signature Date

Signature of Dean Date

APPENDIX A-2

GREAT BASIN COLLEGE

ASSOCIATE DEGREE HUMAN SERVICES PROGRAM

Student Test Item Query Form

Student Name:
Class:
I am protesting the test item:
Rationale: (Explain why you believe the test item is incorrect)
Reference Source: (Cite three published resources, including the page number, to validate your protest.) 1. 2. 3.

APPENDIX A-3

GREAT BASIN COLLEGE
HUMAN SERVICES
PROGRAM

Practicum Agreement

Student Name_____ **Date**_____

Semester_____ **Year**_____

Learning Contract Participants:_____

Instructor:_____

Practicum Site Supervisor:_____ List Practicum Site Supervisor credentials (site supervisor is required to have at least an associates degree in their field in order to supervise Human Services Program practicum students):_____

_____

Other:_____

Student Responsibilities

- ☐ Complete all health screenings, background checks and/or legal requirements of the Practicum site prior to beginning the Practicum experience and be responsible for any/all lab fees.
- ☐ Perform only those tasks outlined by the instructor and/or site Practicum preceptor.
- ☐ Regularly attend the site during the hours agreed upon.
- ☐ Arrive at the Practicum site on time.
- ☐ Maintain professional appearance and dress appropriate for the site. Jeans will not be worn. Shoes will have covered/closed toes.
- ☐ Document goals and provide a copy to the instructor and Practicum site preceptor.

- ☐ Practice confidentiality and all other relevant ethical and legal considerations.
- ☐ Attend weekly Practicum class meetings and complete assignments within the established due dates.
- ☐ Demonstrate the receipt and application of feedback and guidance without defensive words, attitudes or behaviors.
- ☐ Sign and obtain required signatures for this agreement and on time records.
- ☐ Report all problems related to the course or to the Practicum site to instructor and/or instructor as soon as possible upon realization.

Instructor Responsibilities

- ☐ Approve of student's Practicum site.
- ☐ Provide the Preceptor with an agency agreement for signature.
- ☐ Outline for the agency, the roles of the practicum student and provide site orientation information.
- ☐ Maintain lines of communication between GBC, the agency and the practicum student
- ☐ Negotiate problems arising from student placement.
- ☐ Determine semester grade for student based on the preceptor's evaluation, attendance, instructor observations and student assignments.

Practicum Site Supervisor Responsibilities

- ☐ Agree to host student for specified time/visits
- ☐ Outline expectations for student participation
- ☐ Report problems with student placement as soon as possible to student and/or instructor.
- ☐ Assist instructor with site orientation of student
- ☐ Negotiate problems arising from student placement
- ☐ Monitor student progress
- ☐ Provide feedback to student/instructor regarding progress
- ☐ Complete written evaluation of student

Signature designates an agreement to above terms.

Students Signature	Date
Practicum Signature	Date
Instructors Signature	Date

Appendix A-4

Focused Observation Guide (FOG) - Level I

Student name: _____

Site: _____ Date/times of visit: _____

Student goals for this visit (write 2 or more):

1) _____

2) _____

Student objective(s) for this visit (write 2 or more):

1) _____

2) _____

Student Observations: Staff

1. What client services are offered at this site? _____

_____

2. What client population is served? * _____

_____

3. Describe the staff members and write a brief summary of the responsibilities of each employee. * _____

4. What behaviors and attitudes did you observe in the staff members as they were helping clients?

Client Intervention (Write on back or attach a Word document) Write separate responses about ONE of each of these client issues:

1) Physical

2) Psychological

3) Socio-cultural/economic/vocational.

What important client issues were identified by you and/or the staff?

What major client interventions were identified/planned for each client issue?

What client interventions were implemented for each issue? If none observed or completed, then write your suggestions.

Describe the rationale/reason for each intervention. (Important: Support each rationale with evidence-based, published research.)

How were the client intervention plans and the actual interventions documented?

What were the client reactions to the interventions and/or to the plan?

Briefly discuss both family/social support strengths and barriers that you observed or anticipated about the interventions for each issue.

What other community resource referrals were made (or could be made) to further assist this client? Name one possible barrier that you anticipate for each of these referrals.

Student Observations: Clinical Environment

5. Describe how technology was used - computers, phones, video equipment, etc.:

6. How did staff demonstrate support for the client's unique bio-psychosocial/cultural/spiritual identity?

7. What health, safety, and/or infection prevention factors were noted?

Student Observations: Clinical Supervision

8. Describe your interactions with site supervisor.

9. What were some questions/concerns that were addressed by your site supervisor and/or staff?

10. What are questions/concerns/general observations that you still have now?

11. Summarize the learning goals/objectives that you realized today.

12. List new /additional learning goals/objectives that you have at this time._____

_____

13. What professional and ethical challenges did you encounter? What feedback did you receive?_____

_____

14. How will you prepare for your next site visit so that you meet your new learning goals/objectives?_____

_____

15. Relate the assigned readings from the text with your experiences with this client/agency**_____

_____

**Please do not write staff or client names on this form - or in your journal!*

**Contents of these response areas are worth 50% of the total FOG score

Grade score issued by instructor:_____/100% = Letter grade of: _____

Instructor comments:_____

_____

_____

_____

Appendix A-5

Focused Observation Guide (FOG) -- Level II

Student name: _____

Site:_____Date/times of visit:_____

Student goals for this visit (write 2 or more):

1) _____

2) _____

Student objective(s) for this visit (write 2 or more):

1) _____

2) _____

Student Observations: Staff

1. What client services are offered at this site?_____

_____

2. What client population is served? *_____

_____

3. Describe the staff members and write a brief summary of the responsibilities of each employee. *_____

_____

4. What behaviors and attitudes did you observe in the staff members as they

were helping clients?_____

Client Intervention (Write on back or attach a Word document) **

Summarize in 5-10 complete sentences, the general overview of a client's chief complaint, presenting problem, major issue, and/or important need.

Describe your assessment of the status of each of the following five client issue areas: one physical, one social, one cultural/spiritual, one vocational, and one psychological.

Write one client-centered goal, two client-centered objectives, and two interventions for each of the five issue areas that you have identified. Support goals and interventions with evidence-based research and document this by using APA standards.

Identify one client-centered strength and one barrier specific to each of the five issue areas.

Write a narrative chart entry or SOAP note documenting a summary of the interventions, and the client's reactions to the interventions/intervention plan in 5-10 complete sentences.

Student Observations: Clinical Environment

5. Describe how technology was used- computers, phones, video equipment, etc.: _

6. How did staff demonstrate support for the client's unique bio-psychosocial/cultural/spiritual identity?_____

7. What health, safety, and/or infection prevention factors were noted?_____

Student Observations: Clinical Supervision

8. Describe your interactions with site supervisor._____

9. What were some questions/concerns that were addressed by your site supervisor and/or staff?_____

10. What are questions/concerns/general observations that you still have now?____

_____

Evaluation:

11. Summarize the learning goals/objectives that you realized today._____

_____

12. List new /additional learning goals/objectives that you have at this time._____

_____

13. What professional and ethical challenges did you encounter? What feedback did you receive?_____

_____

14. How will you prepare for your next site visit so that you meet your new learning goals/objectives?_____

_____

15. Relate the assigned readings from the text with your experiences with this client/agency**_____

_____

**Please do not write staff or client names on this form.*

**Contents of these response areas are worth 50% of total FOG score

Grade score issued by instructor:_____/100% = Letter grade of: _____

Instructor comments:_____

Appendix A-6

GREAT BASIN COLLEGE
HMS STUDENT AGREEMENT

I have read, understand and agree to abide by the policies and guidelines stated in the GBC Human Services Program Handbook.

I understand that as a condition of enrollment in Human Services Program courses, I agree that a clinical facility/agency may, at any time, require a "for cause" drug and/or alcohol screen. I agree to execute a consent for release of the results of the drug and/or alcohol screening information to the clinical facility/agency should they request such information.

My emergency contact person(s) are as follows:

I understand that this individual or individuals are responsible for ensuring that I am transported home in the event one of my faculty or the Human Services Program Supervisor and/ or Instructor determines that I am not able to continue being present in the classroom, lab or clinical setting.

Name	Phone #	Relationship
Name	Phone #	Relationship

Student Signature Date

Witness: Faculty/Program Supervisor/Instructor Date

Appendix A-7

Student Practicum Performance Self-Evaluation Form

Student name: _____

Date of site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____

2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____

4. _____

Additional Student Comments:_____

_____

_____

_____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s)

Yes: _____No: _____N/A: _____

Notes:_____

_____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____No: _____N/A: _____

Notes:_____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

9. Cites textbook/relevant research findings.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

10 points

possible:

Score:

_____

/10

Notes: _____

Appendix A-8

Preceptor Evaluation of Student Practicum Performance Form

Student name: _____

Date of site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____
2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____
4. _____

Additional Preceptor Comments:_____

_____

_____

_____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s).

Yes: _____No: _____N/A: _____

Notes:_____

_____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____No: _____N/A: _____

Notes:_____

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____No: _____N/A: _____

Notes:_____

---

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____No: _____N/A: _____

Notes:_____

---

9. Cites textbook/relevant research findings.

Yes: _____No: _____N/A: _____

Notes:_____

---

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____No: _____N/A: _____

Notes:_____

---

10 points

possible:

Score:

_____

/10

Notes:_____

Appendix A-9

Instructor Evaluation of Student Practicum Performance Form

Student name: _____

Date of site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Student Learning Objectives- *to be completed before each practicum site visit* (2 or more):

1. _____
2. _____

Student Reflections- *to be completed after each site visit* (2 or more):

3. _____
4. _____

Additional Instructor Comments:_____

_____

_____

_____

Performance & Documentation:

5. Utilizes knowledge of client issues to identify intervention(s).

Yes: _____No: _____N/A: _____

Notes:_____

_____

6. Verbalizes and applies knowledge of client strengths.

Yes: _____No: _____N/A: _____

Notes:

7. Identifies physical, psychological, social, cultural, and/or spiritual factors which have impacted the client.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

8. Conduct is respectful to self, client, and agency personnel.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

9. Cites textbook/relevant research findings.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

10. Utilizes therapeutic communication skills with clients and staff.

Yes: _____ No: _____ N/A: _____

Notes: _____

_____

10 points

possible:

Score:

_____

/10

Notes: _____

Appendix A-10

Practicum Site Evaluation Form: Student

Student name: _____

Date of Practicum site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience at this site did you enjoy the most? Why?_____

_____

2. What aspects of this experience contributed most to your learning? Why?

3. Do you feel more comfortable now with the Practicum experience? Why?_____

4. What changes could have improved your learning?_____

5. What special issues, concerns, or questions would you want addressed regarding the use of this site/preceptor in the future?_____

Appendix A-11

Practicum Site Evaluation Form: Preceptor

Student name: _____

Date of Practicum site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions. You may use the back of this sheet. Thank you for your feedback!

1. What experience at this site did you enjoy the most? Why?_____

_____

2. What aspects of this experience contributed most to your learning? Why?

3. Do you feel more comfortable now with the Practicum experience? Why?_____

4. What changes could have improved your learning?_____

5. What special issues, concerns, or questions would you want addressed regarding the use of this site/preceptor in the future?_____

Appendix A-12

Practicum Site Evaluation Form: Instructor

Student name: _____

Date of Practicum site visit:_____Course:_____

Instructor:_____Site Preceptor Name:_____

Site Location:_____

Please rate your experiences at this site and with this preceptor on the following scale:

5=Excellent 4=Very Good 3=Adequate 2=Fair 1=Poor

_____ Clearly defined expectations by preceptor

_____ Preceptor supervision and training

_____ Support from site staff

_____ Learning opportunities

_____ Preceptor evaluation/feedback process

_____ Hours/location of practicum site accessibility/availability

Please write comments about the above ratings and answer the following questions:

1. What changes could have improved this experience for students?_____

_____

_____

2.What special issues, concerns, or questions could be addressed regarding the use of this site/preceptor in the future?

Appendix A-13

Practicum Learning Experience: Time Records

Students: Record the dates and times of your agency attendance or authorized activity. Track the time you arrive and the time you leave in the worksheet below, and, when you are finished with this site, write the total number of hours in the upper portion of this form. Use a separate form for each site. Your site supervisor or designee must sign/verify your hours. Time sheets may be used for attendance/evaluation/grading purposes. It is the student's responsibility to notify the site supervisor if late or unable to attend on a scheduled date/time. Obtain expectations for attendance on or before the first site visit.

ALL HOURS FOR THIS COURSE MUST BE UNPAID TIME.

Student name: _____ Date: _____

Site Supervisors Name: _____ Site Locations Name: _____

Total hours for this site: _____

I certify that these times/dates/hours are correct:

Students Signature: _____ Date: _____

Comments: _____

_____

Instructors Signature: _____ Date: _____

Comments: _____

Date:	Time in:	Time Out:	Site Signature:

Appendix A-14

GBC Human Services Program Learning Contract

I_____(student name)_____(date), acknowledge that my learning requires specified learning activities. I agree to assess my progress with my preceptor and instructor regularly on or before the due dates required by the instructor and/or preceptor. I also agree to the following because I am willing to take ownership of my own learning process for the benefit of the clients I may serve:

I agree to work in partnership with instructors, peers, staff, advisors, and preceptors so that I can achieve my learning goals and to serve clients by understanding, learning and implementing the Standards of Practice/Ethics for Human Services (listed in this Handbook).

I will keep a Portfolio/time records that accurately reflects a record of my learning experiences.

When I recognize skills and/or information deficits, I will seek out opportunities for obtaining relevant information and/or experiences and record my efforts and results in my Portfolio.

I agree to adhere to the guidelines, rules and regulations of GBC, the HS Program, and all legal requirements. Additionally, I acknowledge receipt of the HS Program handbook.

Student signature:_____Date:_____

Witness:_____Date: _____

Human Services Skills

(This is only a guideline, a partial listing. The student is encouraged to add skills.)

Client Assessment

- Interviewing
- Assessment
- Strengths and deficit identification
- Outcome goals
- Client-centered objectives
- Intake, update, and discharge summaries
- Legal and confidentiality issues
- Documentation, forms, charts and filing
- Computer and office technology
- Non-profit agency organization and management
- Confidentiality and Release of Information (ROI) and HIPAA requirements

Therapeutic Intervention

- Group dynamics
- Active and reflective listening
- Strength-based interventions
- Addiction cycle and substance abuse
- Grief and loss support
- Progress reports
- Discharge Planning

Child/Elder Abuse and Neglect

- Mandated reporting
- Family systems
- Crisis intervention and suicide prevention

Bio-psychosocial Support

- Client needs-based assessments (applications of Erickson's Stages and Maslow's Hierarchy)
- Anger management
- Stress management/Post traumatic stress disorder (PTSD)
- Disabilities and clients with special needs

Cultural Competencies

- Cultural competencies
- Diversity considerations

Client Advocacy

- Assertive and nonviolent communication
- Referral identification and resource utilization
- Adult education methods

Personal and Professional Development

- Personal reflection and self-evaluation
- Critical thinking and problem solving
- Identification of learning needs and continuing education
- Stress management
- Career and professional development plans
- Licensure and certification
- Resume and interview preparation

Appendix A-15

Notification of Counseling

Great Basin College Human Services Program

Student:_____Date:_____

Instructor:_____Date:_____

Dean:_____Date: _____

Course:_____

Your performance indicates you have failed to meet the following academic standard:

Maintain a 2.0 grade/overall GPA in a field practicum course or seminar course

Your performance indicates you have failed to meet the following non-academic standard:

violated academic integrity

committed unsafe practice

intentionally viewed or divulged confidential information

performed acts beyond the scope of current expectations of student practice

carried out unauthorized use or distribution of equipment or drugs

falsified or altering documents

abused, neglected or abandoned clients

committed felonious acts

violated ethical standards of the National Organization for Addiction Counselors (NAADAC)

violated ethical policy of the field placement agency and/or GBC

Other: _____

Description of infraction: _____

Action(s) needed to be taken by student-Action Plan:

Specific skills to be demonstrated and completion dates:

Academic Success Center remediation and plan of completion date (if applicable):

Signature Academic Success Center tutor:

Date of Tutoring:

Other goals and agreements:

Follow-up meetings with instructor, preceptor, dean and/or program director:

Instructor's Signature: Date:

Students Signature: Date:

Notes