Cengage

Seventh Edition

Theory, Practice, and Trends in Human Services

An Introduction

Edward S. Neukrug

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Theory, Practice, and Trends in Human Services

An Introduction

Seventh Edition

Edward S. Neukrug
Old Dominion University

Cengage

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Cengage

Theory, Practice, and Trends in Human Services: An Introduction, **Seventh Edition**
Edward S. Neukrug

SVP, Product: Cheryl Constantini

VP, Product: Thais Alencar

Associate Portfolio Product Director: Conor Allen

Product Assistant: Renee Bunszel

Learning Designers: Emma Guiton and Debra Myette-Flis

Content Manager: Mark Turner

Vendor Content Manager: Ishpreet Kaur, MPS Limited

Associate Content Project Manager, International: Pradhiba Kannaiyan

Digital Project Manager: Andy Baker

Senior Director, Product Marketing: Neena Bali

Content Acquisition Analyst: Deanna Ettinger

Production Service: MPS Limited

Designer: Erin Griffin

Cover Image Source: Angelina Bambina/ Shutterstock.com

Copyright © 2025 Cengage Learning, Inc. ALL RIGHTS RESERVED.
WCN: 02-300-527

No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

Unless otherwise noted, all content is Copyright © Cengage Learning, Inc.

Previous edition(s): © 2017, © 2013, © 2008

For product information and technology assistance, contact us at
Cengage Customer & Sales Support, 1-800-354-9706
or support.cengage.com.

For permission to use material from this text or product, submit all requests online at **www.copyright.com**.

Library of Congress Control Number: 2023921704

ISBN: 978-0-357-93597-2

Cengage
5191 Natorp Boulevard
Mason, OH 45040
USA

Cengage is a leading provider of customized learning solutions. Our employees reside in nearly 40 different countries and serve digital learners in 165 countries around the world. Find your local representative at **www.cengage.com.**

To learn more about Cengage platforms and services, register or access your online learning solution, or purchase materials for your course, visit **www.cengage.com.**

Printed in the United States of America
Print Number: 01 Print Year: 2024

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Dedicated to all the hard-working human service professionals in the world.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Contents

Preface xiii

Chapter 1 Defining the Human Service Professional 1

Who Is the Human Service Professional? 2
- Emergence of Human Services 2
- Degrees, Curriculum, and Job Titles 3
- Job Roles and Functions 4
- The Human Services Professional's Focus in the Change Process 5

Related Mental Health Professionals 6
- Counselors 6
- Couple, Marriage, and Family Therapists 7
- Creative and Expressive Therapists 7
- Psychiatric-Mental Health Nurses 7
- Psychiatrists 8
- Psychologists 8
- Psychotherapists 8
- Social Workers 9
- Other Mental Health Professionals 9

Professional Associations in Human Services and Related Fields 9
- Benefits of Professional Associations 9
- The Associations 10

Characteristics of the Effective Human Service Professional 12
- Relationship Building 13
- Empathy 14
- Genuineness 14
- Acceptance 14
- Cognitive Complexity 15
- Wellness 15
- Competence 16
- Cross-Cultural Sensitivity 16
- Final Thoughts 17

Becoming the Effective Helper 17

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Ethical, Professional, and Legal Issues: Knowing Who We Are and Our Relationship to Other Professional Groups 18
The Effective Human Service Professional: Willing to Meet the Challenge 20
Summary 20
Experiential Exercises 21

Chapter 2 History of and Current Issues in Human Services 27
Change and Paradigm Shifts 28
Psychology, Social Work, and Counseling and Their Impact on Human Services 29
- A Brief History of the Psychology Profession 30
- A Brief History of the Social Work Profession 32
- A Brief History of the Counseling Profession 34

History of the Human Service Profession 36
- The Emerging Need for Human Service Practitioners 36
- The Development of Associate- and Bachelor-Level Human Service Programs 36
- Professional Organizations in Human Services Arise 38
- Human Services at the Turn of the 20th Century 38

Current Issues in Human Services 38
- Accreditation 39
- Credentialing 40
- Crisis, Disaster, and Trauma Training 40
- Culturally Competent Counseling and Social Justice 40
- Ethical Standards 41
- Evidence-Based Practice and Common Factors 41
- Interprofessional Collaboration 42
- Skill Standards 42
- Technology in Human Service Work 42
- Wellness 42

Ethical, Professional, and Legal Issues: Continuing Education 43
The Effective Human Service Professional: Anxious About Change, Desirous of Change, Hopeful 43
Summary 44
Experiential Exercises 44

Chapter 3 Standards in the Profession: Skill Standards, Credentialing, Program Accreditation, and Ethical Standards 49
Skill Standards 50
Credentialing 52
- Certification 52
- Licensure 53
- Credentialing in the Human Services 53
- Credentialing in Related Helping Professions 55

Program Accreditation 56
Ethical Standards 57
- The Development and Purposes of Ethical Codes 57
- What Is Ethical? A Survey 58

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Ethical Decision Making 61
Which Code to Use If Faced with Multiple Codes 62
Best Practices: Avoiding Sanctions and Lawsuits 63
Ethical, Professional, and Legal Issues: Competence and Qualifications as a Professional 64
The Effective Human Service Professional: Professionally Committed, Ethically Assured 65
Summary 65
Experiential Exercises 66

Chapter 4 Theoretical Approaches to Human Service Work 71
Counseling or Psychotherapy? 72
Why Have a Theory? 73
Views of Human Nature 73
Four Conceptual Orientations and Select Theories That Accompany Them 75
Psychodynamic Approaches 75
Existential–Humanistic Approaches 78
Cognitive–Behavioral Approaches 80
Postmodern Approaches 83
Other Theoretical Approaches 84
Brief Counseling Vs. Long-Term Counseling 85
Integrative Approaches to Counseling 86
Ethical, Professional, and Legal Issues 87
The Importance of Supervision for the Human Service Professional 87
Confidentiality and the Helping Relationship 87
Dual or Multiple Relationships and the Human Service Professional 88
The Effective Human Service Professional: Committed to Learning More About Theory Throughout One's Career 89
Summary 89
Experiential Exercises 90

Chapter 5 The Helping Interview: Skills, Process, and Case Management 93
Creating the Helping Environment 94
Office Environment 94
Personal Characteristics of the Helper 94
Importance of Nonverbal Behavior 95
Counseling Techniques 96
Listening Skills 96
Empathy: A Special Kind of Listening 97
Silence 99
Encouragement and Affirmation 100
Modeling 101
Self-Disclosure 101
The Use of Questions 102

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Offering Alternatives, Information Giving, and Advice Giving 104
Confrontation: Support with Challenge 105
Collaboration 106
Using Helping Skills Wisely 106
The Stages of the Helping Relationship 107
Stage 1: Rapport and Trust Building 107
Stage 2: Problem Identification 108
Stage 3: Deepening Understanding and Goal Setting 108
Stage 4: Work 108
Stage 5: Closure 109
Case Management 109
Professional Disclosure Statements and Informed Consent Documents 109
Treatment Planning 110
Diagnosis 110
Psychotropic Medications 111
Case Notes 112
Documenting Client Contact Hours 113
Monitoring, Evaluating, and Documenting Progress Toward Client Goals 113
Making Referrals 114
Follow-Up 114
Time Management 115
Ethical, Professional, and Legal Issues 115
Primary Obligation: Client, Agency, or Society? 115
Confidentiality of Records and Clients' Rights to View Their Records 116
Exceptions to Confidentiality 116
Security of Case Notes 116
The Effective Human Service Professional: Looking for Feedback from Others 117
Summary 117
Experiential Exercises 118

Chapter 6 Development of the Person 126

Defining Development 127
Emotional, Physical, and Cognitive Growth in Childhood 128
The Development of Knowing: Cognitive and Moral Changes 129
Jean Piaget and Cognitive Development 129
Kohlberg's Theory of Moral Development 130
Gilligan's Theory of Women's Moral Development 132
Knowledge of Child Development: Applications for the Human Service Professional 132
Personality Development 133
Freud's Psychosexual Model of Development 133
Learning Theory 135
Humanistic Theory 137

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Postmodernism and Social Constructionism 138
Knowledge of Personality Development: Applications for the Human Service Professional 138
Lifespan Development Theories 140
Erik Erikson's Stages of Psychosocial Development 140
Robert Kegan's Constructive Model of Development 141
Knowledge of Lifespan Development: Applications for the Human Service Professional 143
Comparison of Developmental Models 143
Normal and Abnormal (Atypical) Development 144
Ethical, Professional, and Legal Issues: Understanding Our Clients' Developmental Journey 145
The Effective Human Service Professional: Constantly Changing, Constantly Examining 145
Summary 146
Experiential Exercises 147

Chapter 7 Couples, Family, and Group Helping 152
General Systems Theory and Cybernetics 153
Understanding and Working with Couples and Families 156
A Brief History of Family Counseling and Family Therapy 156
Healthy Couples and Families 157
Dysfunctional Couples and Families 158
Situational and Developmental Stress in Couples and Families 159
Family Guidance, Family Counseling, and the Role of the Human Service Professional 159
Individual Counseling Versus Family Counseling 160
Understanding and Working with Groups 160
A Brief History of Group Work 160
Defining Self-Help, Psychoeducational, and Counseling and Therapy Groups 161
Group Membership Behavior 163
Group Leadership Styles 164
Stages of Group Development 164
Individual Counseling Versus Group Counseling 167
Ethical, Professional, and Legal Issues 167
Confidentiality in Couples, Families, and Groups 167
Training and Competence 168
The Effective Human Service Professional: Using a Systems Approach to Understand the Complexity of Interrelationships 168
Summary 168
Experiential Exercises 170

Chapter 8 Organizational and Community Change and the Role of Consultation and Supervision 175
Community Change Efforts: Understanding the System and Steps for Change 176
Agencies: A Systemic Perspective 178

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Consultation 180
Consultation Defined 180
Consultation at Agencies 181
Supervision 183
Administrative Supervision 183
Counseling Supervision 183
Ethical, Professional, and Legal Issues 186
Confidentiality in Agencies 186
Confidentiality when Conducting Consultation and Supervision 187
Training and Competence 187
The Effective Human Service Professional: Seeking Consultation and Supervision and Working with the System 187
Summary 188
Experiential Exercises 189

Chapter 9 Culturally Competent Helping 193

Cultural Diversity in the United States and Globally 194
The Changing Face of America 196
The Need for Cultural Competence 197
Defining Culturally Competent Helping 199
Becoming Culturally Sensitive: Knowledge of Words and Terms 200
Culture 200
Discrimination and Microaggression 201
Ethnicity 201
Gender Identity and Gender Expression 201
Intersectionality 201
Minority and Nondominant Group 202
Power Differentials 202
Prejudice, Stereotypes, and Racism 202
Privilege 203
Race 203
Religion and Spirituality 203
Sexism, Heterosexism, and Sexual Prejudice 204
Sexual Orientation and Romantic Attractions 204
Social Class ("Class") 205
Political Correctness, or, "Oh My god, What Do I Call Them (or They)?" 205
Developing Cultural Competence: The Multicultural and Social Justice Counseling Competencies 205
Domain I: Self-Awareness 206
Domain II: Client Worldview 208
Domain III: Helping Relationship 208
Domain IV: Helping and Advocacy Interventions 209
Power and Privilege within the Helping Relationship 210
Applying 12 Attributes of Effective Cross-Cultural Helping 210

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Ethical, Professional, and Legal Issues: The Client's Right to Culturally Competent Counseling 211
The Effective Human Service Professional: Open to the Continual Development of a Multicultural Perspective 212
Summary 212
Experiential Exercises 213

Chapter 10 Working with Varied Client Populations 218
Working with Diverse Clients 219
Helping Clients from Diverse Cultural/Racial/Ethnic Groups 219
Helping Individuals from Varied Religious Backgrounds 220
Helping Women 221
Helping Men 223
Helping Lesbian, Gay, Bisexual, and Transgender Individuals 225
Helping Those Who Are Hungry, Homeless, and the Poor 226
Helping Older Persons 228
Helping Children 229
Helping Individuals Who Are HIV Positive 231
Helping the Chronically Mentally Ill 232
Helping Individuals with Substance Abuse 234
Helping Individuals with Disabilities 235
Helping Individuals Experiencing a Crisis, Disaster, or Trauma 236
Ethical, Professional, and Legal Issues: Competence and On-the-Job Learning 238
The Effective Human Service Professional: Open to Continued Learning about New Clients 239
Summary 239
Experiential Exercises 240

Chapter 11 Research, Evaluation, and Assessment 244
Research 245
Conducting Research 245
The Hypothesis, the Research Question, and Literature Review 246
Defining Quantitative and Qualitative Research Designs 247
Quantitative Research 247
Qualitative Research 249
Results of Research 252
Discussing the Results 254
Using Research in Human Service Work 255
Evaluation and Needs Assessment 255
Evaluation 255
Needs Assessment 256
The Human Service Professional's Use of Evaluation 256
Assessment and Testing 257
Defining Assessment 257
Types of Assessment Techniques 258

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Norm-Referenced, Criterion-Referenced, Standardized, and Nonstandardized Assessment 263
Basic Test Statistics 264
Test Worthiness 265
The Human Service Professional's Use of Assessment Techniques 266
Ethical, Professional, and Legal Issues 267
Informed Consent 267
Use of Human Subjects 267
Proper Interpretation and Use of Test Data 268
The Effective Human Service Professional: Understanding the Changing Face of Research, Program Evaluation, and Assessment 268
Summary 268
Experiential Exercises 270

Chapter 12 Career Development Processes and Resources: Your Future in the Human Services 274
The Importance of Work in One's Career Development 275
Career Development Models: A Brief Overview 276
Trait-and-Factor Approach 276
Career Psychodynamic Theory 277
Career Developmental Theories 277
Social Cognitive Career Theory 278
John Holland's Personality Theory of Occupational Choice 279
Choosing a Career: A Self-Analysis 281
Finding a Job 282
Gathering Information 282
The Application Process 282
The Résumé 283
The Portfolio 283
Professional Associations and Networking 284
Informational Interviews 284
Responding to Ads in Professional Publications and Online 284
Interviewing at National Conferences 285
College and University Job Placement Services 285
Other Job-Finding Methods 285
Applying to Graduate School 285
Gathering Information 285
Bachelor and Graduate Program Resources 286
Ethical, Professional, and Legal Issues 287
Being Chosen and Being Denied for a Job or a Graduate Program 287
Optimizing Your Clients' Career Process 287
Know Your Laws 288
The Effective Human Service Professional: Viewing Career Development As a Lifespan Process 288
Summary 289
Experiential Exercises 289

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Appendix A **Specific Diagnostic Categories** 295

Appendix B **Consultation at a Mental Health Center** 299

Appendix C **Privilege Exercise** 303

Glossary 304

References 327

Name Index 344

Subject Index 351

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Preface

Purpose of Text

I wrote the original version of this book in 1994, and no doubt, much has changed in the knowledge base and the practice of human services. I think I kept up with the changes, and I believe this seventh edition keeps the book cutting edge with current thinking in human services. As in 1994, the purpose of this book is to give the reader an overview of the human services field. I do this by covering 12 chapters that I believe reflect the most important content areas of human services as well as the most current thinking in the field. When you have finished reading this book, you will have a good sense of what it is to be a human service professional. Here are a few of the highlights of the book:

- Knowing the history of human services, its place in the mental health professions, and its unique identity
- Learning about basic characteristics of the effective human service professional
- Understanding ethics codes and ethical decision-making
- Learning about basic counseling theory that can aid you in your work with clients
- Learning about the counseling skills found to be most efficacious when working with clients
- Reviewing a wide variety of case management functions
- Knowledge about working with couples, families, and groups
- Knowing the importance of organizational and community change and consultation and supervision
- Learning about normal and abnormal development and how such knowledge can impact interventions
- Gaining basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision, and how it aids in diagnosis
- Knowing the basics of psychotropic medications
- Knowing what it means to be a culturally competent helper
- Gaining knowledge about how to work with several client populations
- Developing a working knowledge of research, evaluation, and assessment and how they are important to human service professionals
- Learning about career development theory, which can be applied to your clients and to you
- Gaining specific information about applying to graduate school and applying for a job

My goal, when you finish this book, is for you to feel as if you have been immersed in the human service profession. I hopefully do this through the content knowledge you will gain and with the many and varied vignettes, ethical dilemmas, reflective exercises,

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

experiential exercises, and other activities. And more than anything, I hope you enjoy the book. If I have achieved these goals, I've done a good job. If not, or if there is something you would like me to add or change, please let me know at eneukrug@odu.edu.

Changes to This Edition

I don't take revisions lightly. So, you will find some major changes in many of the chapters. However, please note that the basic structure and content of this edition has remained the same. Many of the changes include things like updating references, updating wording, the use of more inclusive language, updating vignettes and examples used, and making sure that the models given are up to date. However, the titles of the chapters are the same, and the basic content in most of the chapters remains. Changes were made to each chapter, although some of the more important changes include the following:

1. Updated and more current vignettes
2. Updated and more current references
3. Added information on telemental health
4. Expanded components of case management
5. Updated information on *DSM-5*, to *DSM-5-TR*
6. Alignment with APA's inclusive language guidelines
7. Addition of some basic skills in the helping skills chapter
8. Updated census and demographic information throughout
9. Inclusion of the Multicultural Counseling and Social Justice Competencies
10. Updated information on available credentials for human service professionals
11. Revamped section on SOAP notes to make it more readable and down to earth
12. Information on evidence-based practice and common practice in client outcomes
13. Added information on helping those who have experienced trauma, a crisis, or a disaster
14. Updated information on related mental health professionals and professional associations
15. Reconfiguration of the chapter on theoretical approaches to make it reflect some of the more recent thinking on theory
16. Added important graphic on gender identity, gender expression, sex, and sexual orientation (i.e., "Genderbread Person")
17. Remove the word "counselor" when referring to human service professionals and replaced it with helper, helping professional, or human service professional
18. Updated definitions within the chapter on culturally competent counseling. Now includes: culture; discrimination and microaggression; ethnicity; gender identity and gender expression, intersectionality; minority and nondominant group; power differentials; prejudice, stereotypes, and racism; privilege; race; religion and spirituality; sexism, heterosexism, and sexual prejudice; sexual orientation and romantic attraction; and social class.

My writing style is generally called comprehensive yet down to earth, and I think I maintained that in this edition. Remember, if you think something is amiss, missing, or needs to be changed, contact me at eneukrug@odu.edu. I also take emails about things you like!

As in past editions, at the end of each chapter is a section called "Ethical, Professional, and Legal Issues," which is followed by a section called "The Effective Human

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Service Professional." Each of these sections refers back to the chapter content. At the end of each chapter is a section called "Experiential Exercises," which offers a wide range of activities that can be done in and out of class and corresponds to the chapter content. At the end of this set of exercises is a subsection called "Ethical and Professional Vignettes," which offers ethical dilemmas and professional situations for students to ponder.

Pedagogical Aids Including Experiential Activities

Theory, Practice and Trends in Human Services is filled with material that highlights the content of each chapter, including:

1. Personal vignettes from the author and others concerning their experiences in the field of human services.
2. "Reflection Exercises" that offers ideas, examples, or other material that has the student reflect, or think about, an important topic.
3. Exercises peppered throughout the chapters that students can do in class or at home.
4. Fact Sheets, tables, and graphs that elaborate on the chapter content.
5. A section called "Experiential Exercises" at the end of each chapter that offers activities related to the chapter content.
6. A section at the end of each chapter called "Ethical and Professional Vignettes," where you will find 10–15 vignettes of ethical and/or professional situations that students can ponder and discuss in class.
7. Appendix A, which gives a summary of the 22 diagnostic categories of *DSM-5-TR*.
8. Appendix B, which provides information about individuals who work at a fictional mental health center. This appendix can be used when role-playing consultation in class or responding to Experiential Exercises about consultation.
9. Appendix C, which is a privilege exercise you can do in class.
10. A glossary, which provides definitions of the major terms throughout the text.
11. For the instructor, numerous instructional aids (see "Ancillary Package" that follows) at the end of this preface).

Online Learning Platform: MindTap

MindTap, today's most innovative online learning platform, powers your students from memorization to mastery. The MindTap gives you complete control of your course to provide engaging content, challenge every individual, and build student confidence. MindTap introduces students to core concepts from the beginning of your course using a simplified learning path that progresses from understanding to application.

Ancillary Package

Additional instructor resources for this product are available online. Instructor assets include an Instructor's Manual, Educator's Guide, PowerPoint® slides, and a test bank powered by Cognero®. Sign up or sign in at www.cengage.com to search for and access this product and its online resources.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Acknowledgments

I would like to thank Dr. Jeanel Franklin for her work on developing the PowerPoints and Test Questions for the text. In addition, several graduate students from Old Dominion University helped me with various aspects of the text, including Richie Kubilus, Stephanie Dobbelaere, and Anna Lynch. A special thanks to the following people from Cengage Learning: Nicole Schlutt, Copy Editor; Hannah Givens, Equity and Diversity Editor; Shaarmila Ezhumalai, Content Licensing; Janice Lachover, Senior Product Data Analyst; Allen Conor, Associate Product Manager; Pradhiba Kannaiyan, Associate Content Project Manager; Abby DeVeuve, Content Manager; and Ishpreet Kaur, Vendor Content Manager at MPS. Also, thanks to my daughter, Hannah, who assisted me with inclusive language guidelines and to both my daughters, Hannah and Emma, who helped me with choosing covers and who I love so dearly.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 1

Defining the Human Service Professional

Learning Objectives

LO 1 Define human service professionals by demonstrating knowledge of the history of human services; curriculum, degrees, and job titles; job roles and functions; and the human services professional's focus on the change process.

LO 2 Describe differences among different mental health professionals, including counselors; couple, marriage, and family counselors; creative and expressive therapists; psychiatric mental health nurses, psychiatrists; psychologists, psychotherapists, social workers, and others.

LO 3 Identify benefits of professional associations and the associations affiliated with the varying mental health professions.

LO 4 Describe the eight characteristics of the effective human service professional, including relationship building, empathy, genuineness, acceptance, cognitive complexity, wellness, cross-cultural sensitivity, and competence.

LO 5 Demonstrate an understanding of the developmental process involved in becoming an effective helper.

LO 6 Describe the importance of ethical, professional, and legal issues for human service professionals.

LO 7 Show a willingness to be self-reflective and open for feedback as a human service professional.

I've been a human service professional for many years. For instance, I was a crisis and trauma counselor. I worked in agencies that provided services to individuals with developmental disabilities, assuring that they would be treated appropriately and adequately. I was a counselor at a substance abuse agency, where I helped those who were struggling with their addictions and accompanied them to AA [Alcoholics Anonymous] meetings and detox centers. I assisted therapists at an inpatient psychiatric center and saw some of the painful and unusual disorders that affect people. For many of the jobs I've had, I was a caretaker to clients, helping them get through a particularly rough time in life. Other times, my role was to advocate for clients, helping them to find services and to connect with professionals. Additional roles I found myself in included offering clients counseling so they could know themselves better, providing case management services to clients to facilitate a broad range of services for them, and even being an administrator at some agencies. The roles and functions of

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

each of my jobs varied, and as you can see, the human service professional must have the knowledge and skills to conduct a wide range of activities and services.

My journey to becoming a human service professional, however, was very different than most people's today. During the 1970s, when I went to college, there were few human services programs. Today, there are hundreds of programs offering associate's, bachelor's, master's, and even doctoral degrees. No doubt, one's career path in the human services is different than it was when I went to school.

Who, exactly, is the human services professional of today? This chapter will begin to answer this question and define the professional identity of the human service professional. We will briefly discuss the beginning of human services in the United States and then describe some of what the human services professional does. Next, we will contrast the human service professional with other mental health professionals and identify the associations that serve the various professionals. As the chapter continues, we will examine those characteristics that are important for being an effective helper and discuss ways of acquiring such qualities. The chapter concludes with a discussion of professional relationships with related helping professions and the importance of being willing to continually examine ourselves as professionals.

LO 1

Who Is the Human Service Professional?

This section of the chapter will briefly describe the emergence of human services; typical degrees, curriculum, and job titles in human services; roles, functions, competencies, and skills of the human service professional; and contrast the work of human service professionals with related professionals relative to the change process.

Emergence of Human Services

Although human service work has been around for hundreds of years, a professional degree in human services is relatively new. In fact, although related mental health professions (e.g., counseling, social work, psychology) developed around the turn of the 20th century, it wasn't until the mid-1960s that associate's and, later, bachelor's degrees in human services arose (McClam & Woodside, 1989; McClam, 1997a, 1997b). This was largely a response to the need for more helpers due to the development of new social safety net programs geared toward the poor, women, mentally ill, and others who were marginalized and disenfranchised.

As the social safety net expanded, it soon became apparent that the established graduate programs in counseling, psychology, and social work could not handle the increasing need for trained mental health professionals. One result was the development of the associate's and bachelor's degrees in human services (McClam, 1997a). Whereas the associate's degree was geared toward training the mental health aide, or paraprofessional, the bachelor's degree was seen as a more broadly based and professional degree (Fullerton, 1990a, 1990b). Quickly, we saw a curriculum develop that borrowed from other related fields yet had a unique core of its own. Soon, thousands of individuals were graduating with human services degrees, identifying as human service workers (now **human service professionals**), and going to work in human service agencies.

Today, associate- and bachelor-level human service degrees are found throughout the United States along with a small number of master's and doctoral level programs (Council for Standards in Human Service Education [CSHSE], 2023; O*NET OnLine, 2023). In addition, in recent years the **Center for Credentialing and Education (CCE)** developed a

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

credential for human service practitioners titled the **Human Services—Board Certified Practitioner (HS—BCP)**. In its relatively short existence, thousands of individuals have obtained this credential, which will increasingly be used as a method of validating one's educational and professional knowledge.

With its own accrediting body (CSHSE), a national credential (HS—BCP), and professional organizations like the National Organization of Human Services (NOHS), the human service profession has come into its own. In this chapter, and in Chapters 2 and 3, we will take a closer look at the history of this relatively young profession, the roles and functions of human service professionals, and several standards that help to define the field today.

Degrees, Curriculum, and Job Titles

> The field of human services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. (NOHS, n.d.a, About Human Services section)

Human services professionals have a deep desire to help others, particularly those in need and those who are marginalized. They tend to be **generalists**, with interdisciplinary knowledge, who can take on a wide range of roles and work side by side with other related professionals (Hinkle & O'Brien, 2010; NOHS, n.d.b).

Although coursework can vary from program to program, most undergraduate human service programs offer a wide range of course content and field experiences that include the following 10 areas (Clubok, 1997; CSHSE, 2023):

1. *the history of human services*;
2. *human systems,* such as having an understanding of the complexities of families, groups, and the community;
3. *human service delivery systems* that focus on populations in need, such as substance abusers, the poor, older persons, and other marginalized groups;
4. *information management,* such as record keeping and data management;
5. *planning and evaluation*, such as assessment of client and program needs;
6. *intervention and direct service*, including counseling, interviewing, group work, and consultation;
7. *interpersonal communication,* such as being able to develop an effective relationship with clients;
8. *client-related values and attitudes*, such as being ethically astute and cross-culturally competent;
9. *self-development*, such as developing strategies for self-care and being aware of personal and professional values and concerns; and
10. *field experiences,* such as practicum or internship placements that help to integrate knowledge with practice.

After taking an exam based on the above curriculum and on a national job analysis of human services, and after 350 hours of postgraduate human service work, human service professionals can become HS-BCPs. The exam covers the following 11 content areas:

1. Interviewing and intervention skills
2. Group work
3. Case management
4. Human development
5. Ethics in the helping professions
6. Social and cultural issues
7. Social problems
8. Assessment/treatment planning
9. Intervention models/theories
10. Human behavior
11. Social welfare/public policy

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Table 1.1 Selected Job Titles in Human Services

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

Source: Adapted from NOHS (n.d.c) and O*NET Online (2023).

Although most human service professionals have an associate's or bachelor's degree in human services (CSHSE, 2023; O*Net, 2023), others may decide to go on to earn a master's degree in human services, human services administration and leadership, or a doctorate in human services. Graduate degrees afford individuals opportunities to become administrators and leaders in the mental health professions. Those with undergraduate and graduate degrees have a wide range of job titles in which they can work, a small number of which are identified in Table 1.1.

Job Roles and Functions

As far back as 1969, the **Southern Regional Education Board** (**SREB**, 1969) identified 13 roles and functions of the human service professional, most of which are still relevant to today's human service professional (Diambra, 2000; Hinkle & O'Brien, 2010) (see Fact Sheet 1.1).

Fact Sheet 1.1 — 13 Roles and Functions of the Human Service Professional (SREB, 1969)

1. **Outreach worker** who works with clients in their communities
2. **Broker** who helps clients find and use services
3. **Advocate** who champions and defends clients' causes and rights
4. **Evaluator** who assesses client programs and demonstrates accountability for services
5. **Teacher/educator** who tutors, mentors, and models new behaviors for clients
6. **Behavior changer** who uses intervention strategies to facilitate client change
7. **Mobilizer** who organizes client and community support to provide needed services
8. **Consultant** who seeks and offers knowledge and support to other professionals and meets with clients and community groups to discuss and solve problems
9. **Community planner** who designs, implements, and organizes new programs to service client needs
10. **Caregiver** who offers direct support, encouragement, and hope to clients
11. **Data manager** who develops systems to gather facts and statistics as a means of evaluating programs
12. **Administrator** who supervises community service programs
13. **Assistant to specialist** who works closely with the highly professional as an aide and helper in attending to client needs

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

In more recent years, a large job analysis was completed to identify the competencies and skills necessary for the completion of human service work in a wide variety of human service jobs (CSHSE, 2023; National Alliance of Direct Support Professionals, 2022). Known as the **Skill Standards**, 12 competencies were identified through this effort:

1. Participant empowerment
2. Communication
3. Assessment
4. Community and service networking
5. Facilitation of services
6. Community and living skills and supports
7. Advocacy
8. Vocational, educational, and career support
9. Crisis intervention
10. Organization participation
11. Documentation
12. Assistant to specialist

These 12 competencies, and the skills needed to accomplish them, will be discussed in more detail in Chapter 3. Clearly, there is much overlap between the roles and functions of the human service professional, as identified by the SREB, and the more recent Skill Standards.

The Human Services Professional's Focus in the Change Process

Although human service professionals help clients problem solve, they do not conduct counseling and psychotherapy or facilitate personality reconstruction. Table 1.2 highlights some of the differences in how human service professionals, counselors, social workers, and psychologists might approach working with a client.

As a generalist, a problem-solver, and a caregiver, the human service professional today plays a critical role in giving hands on assistance to those struggling with disabilities, poverty, health issues, mental illness, addictions, abuse, oppression, and more. They are a critical piece of the social safety net today.

Table 1.2 Comparing Undergraduate HSPs' and Graduate Level Helpers' Work with Clients

Characteristics	Associate's or Bachelor's Level HSP	Master's Level Counselor or Social Worker	Ph.D. Psychologist
Supportive	High	Moderate	Low
Problem focused	High	Moderate	Low/moderate
Works with conscious	High	Moderate	Low/moderate
Focused on present	High	Moderate	Low/moderate
Directive	Moderate	Moderate/low	Low
Facilitative	Moderate	Moderate/high	High
Nondirective	Moderate/low	Moderate/high	High
Insight oriented	Moderate	Moderate/high	High
Works with unconscious	Low	Moderate/high	High
Focused on past	Low	Moderate	High
Personality reconstruction	Low	Moderate	High

*These are generalizations, and professionals may demonstrate any of these characteristics as a function of the work setting in which they find themselves and their own personal style of conducting the helping relationship.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

LO 2

Related Mental Health Professionals

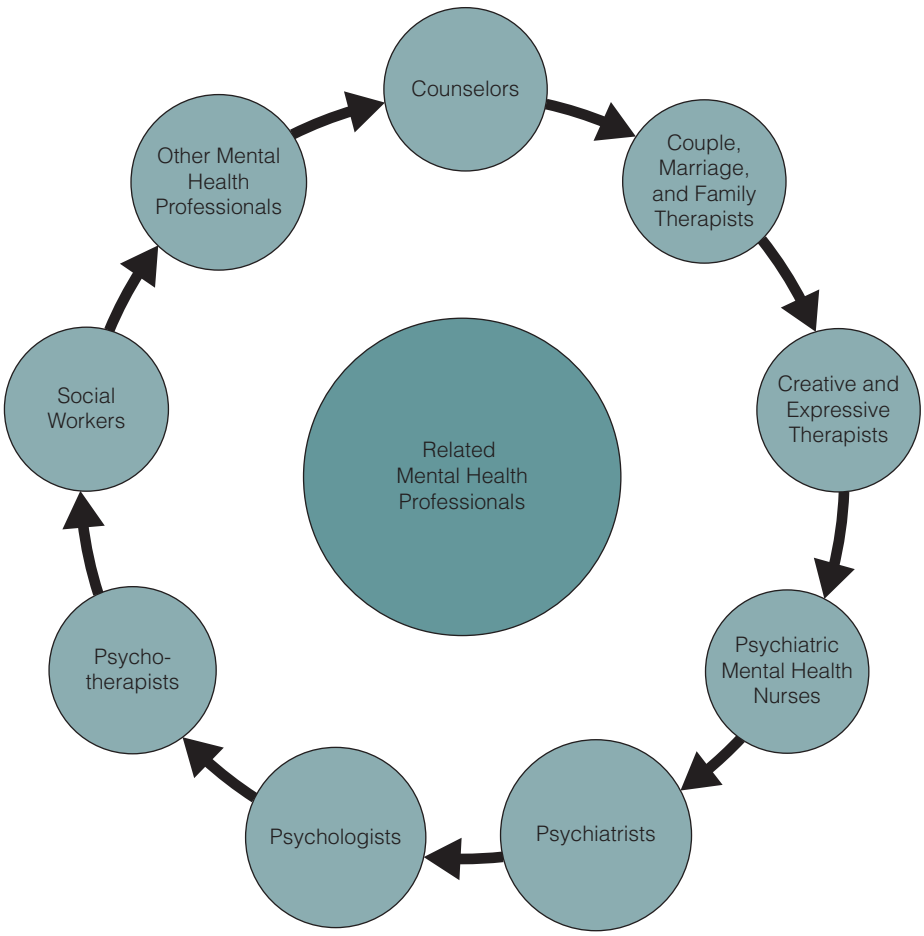
Although there is some overlap in the training of the many different professionals in the social service fields, great differences also exist. This section briefly describes some of the different kinds of mental health professionals (see Figure 1.1).

Counselors

Today, most individuals who call themselves **counselors** have a master's or doctoral degree in counseling and can be found working in many settings performing a variety of roles (Neukrug, 2023). For instance, they may serve as addiction counselors, career counselors, clinical mental health counselors, college counselors, couple and family counselors, pastoral counselors, rehabilitation counseling, and school counselors. Depending on the counselor's specialization area and interests, they can be found at a vast array of different agencies doing individual, group, and couples and family counseling; administering and interpreting educational and psychological assessments; offering career counseling; consulting on a broad range of educational and psychological matters; and presenting developmentally appropriate activities for individuals.

Clinical mental health counselors often become **Licensed Professional Counselors (LPC)**, or some variant of that name (e.g., licensed mental health counselor); however, with additional training and supervision, most counselors can also get licensed if they wish (see Box 1.1). Some counselors will go on to obtain a doctoral degree and become

Figure 1.1 Related Mental Health Professionals



Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Box 1.1 Licensure

Discussed further in Chapter 3, some master's level counselors, social workers, and doctoral level psychologists can become licensed to practice therapy. This allows them to attain third-party payments (insurance reimbursement of therapy sessions) and practice independently. Licensure is strictly regulated by the states.

counselor educators or agency administrators. Three of the more popular professional associations for counselors are the **American Mental Health Counselors Association** (**AMHCA**, 2023a), the **American School Counselor Association** (**ASCA**, 2023), or the **American Counseling Association** (**ACA**, 2023a), which has 19 specialty divisions.

Couple, Marriage, and Family Therapists

Couple, marriage, and family therapists almost always have a master's or doctoral degree in counseling, social work, psychology, or couple, marriage, and family therapy and are specifically trained to conduct counseling with couples and families. Found in a vast array of agency settings and in private practice, couple, marriage, and family counselors have typically completed specialty coursework in systems dynamics, couples counseling, family therapy, family life stages, and human sexuality, along with the more traditional coursework in the helping professions. The **American Association for Marriage and Family Therapists** (**AAMFT**, 2023a) is one professional association for couple, marriage and family counselors; another is the **International Association of Marriage and Family Counselors** (**IAMFC**, 2018), which is a division of ACA. Although all 50 states have licensure for couple, marriage, and family counselors, the requirement to obtain such a credential can vary dramatically (Association of Marital and Family Therapy Regulatory Boards, n.d.).

Creative and Expressive Therapists

Creative and expressive therapists generally have a master's degree in art, play, dance/movement, and music therapy (Deaver, 2015). Through expressive therapies, individuals gain a deeper understanding of themselves, work through some of their issues, and decrease their symptoms. Expressive therapists work with individuals of all ages and do individual, group, and family counseling. They work in many settings and are often hired specifically for their ability to reach individuals through a medium other than language.

Probably the most common creative and expressive therapist is the art therapist, who generally belongs to the **American Art Therapy Association** (**AATA**, 2022); however, a number of other creative therapy associations also exist. Although different forms of credentialing exist for some kinds of creative and expressive therapies (e.g., see Art Therapy Credentials Board, 2021), states generally do not license creative and expressive therapists to conduct therapy. However, some state licensing boards will allow the creative and expressive therapist to take additional courses and field placements (e.g., internship) so they have obtained the equivalency of existing state licenses requirements in related fields (e.g., counseling, social work, etc.) and apply for licensure in that field.

Psychiatric-Mental Health Nurses

Primarily trained as medical professionals, **psychiatric-mental health nurses** are also skilled in the delivery of mental health services (**American Psychiatric Nurses Association [APNA]**, 2023). Most psychiatric-mental health nurses work in hospital settings, with lesser numbers working in community agencies, private practice, or educational settings.

Psychiatric-mental health nursing is practiced at two levels. The **Psychiatric-Mental Health Nurse (PMH)** does basic mental health work while the **Advanced Practiced Registered Nurse (APRN)** has a master's degree in psychiatric-mental health nursing and assesses,

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

diagnoses, and conducts individual, group, couples, and family counseling. In addition, they may be found conducting clinical supervision and more (APNA, 2023). Because APRNs hold prescriptive privileges in all 50 states (Stokowski, 2018), they have a unique position in the mental health profession. The professional association of psychiatric-mental health nurses is APNA.

Psychiatrists

Psychiatrists are licensed physicians who generally have completed a residency in psychiatry, meaning that in addition to medical school, they have completed extensive field placement training in a mental health setting (American Psychiatric Association, 2023a, 2023b). Most psychiatrists have also passed a specialization exam to become board certified in psychiatry. Being a physician, the psychiatrist has expertise in understanding the organic nature of some mental disorders, diagnosing mental disorders, identifying and treating psychopathology, and prescribing medications for psychiatric conditions.

Some psychiatrists have minimal training in conducting counseling and psychotherapy and may not be experts in the delivery of such services. However, their expertise in conceptualizing client problems, diagnosing clients, and prescribing medication can be a great help to mental health professionals and the clients with whom they work. Psychiatrists may be employed in mental health agencies, hospitals, private practice settings, and health maintenance organizations. The professional association for psychiatrists is the **American Psychiatric Association (APA)**.

Psychologists

Many types of **psychologists** practice in a wide range of settings and are often found running agencies, consulting with business and industry, or serving in supervisory roles for all types of mental health professionals. Relative to the practice of psychotherapy, all states offer licensure in counseling psychology and in clinical psychology and many states allow individuals with a "Psy.D."—a practitioner doctorate in psychology—to become licensed as clinical or counseling psychologists (American Psychological Association, 2023a, 2023b; Michalski & Fowler, 2016). Licensed counseling and clinical psychologists have a doctoral degree in psychology, acquire extensive supervised experience after graduate school, and pass a licensing exam. Although a few states allow psychologists to prescribe psychotropic medication (American Psychological Association, 2022), psychiatrists, and in some cases psychiatric nurses, typically take the lead in this important treatment approach. The professional association of counseling and clinical psychologists is the **American Psychological Association** (2023a), which has the same acronym as the American Psychiatric Association: APA.

In addition to counseling and clinical psychologists, human service professionals may work alongside **school psychologists**. School psychologists have an advanced graduate degree or a doctoral degree in school psychology and are credentialed by state boards of education (**National Association of School Psychologists, [NASP]**, 2021a). School psychologists "apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally" (NASP, 2021b, para. 1). A large portion of their work involves testing and assessment. In addition to NASP, another professional association for school psychologists is **Division 16 of the American Psychological Association**.

Psychotherapists

Because most states do not have laws that regulate use of the term **psychotherapist**, individuals with no training, experience, or even a degree can call themselves psychotherapists. On a practical level, psychotherapists usually have advanced degrees in psychology, social work, or counseling and work in mental health settings or in private practice, providing individual, group, or marital counseling. It is illegal to practice counseling and therapy without a license; thus, if someone tells you they are a psychotherapist, inquire about their credentials.

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s).
Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Social Workers

Professionals who obtain a bachelor's or master's degree from a social work program are generally called **social workers**. However, because the term "social worker" is applied to a wide range of jobs in the mental health field, you will sometimes find individuals with related degrees (e.g., human services, counselors) being called social workers. Professionals who obtain a master's degree in social work are generally called **MSWs**. The professional association for social workers is the **National Association of Social Workers** (**NASW**, 2023a).

Although social workers have historically been found working with the underprivileged and with family and social systems, today's social workers provide counseling and support services for all types of clients in a wide variety of settings. Some bachelor-level social workers have similar training to human service professionals. A person pursuing an MSW can focus on "micro" or "macro" social work. Those who have a micro focus are trained to conduct counseling and psychotherapy, whereas those who have a macro focus work to change systemic injustices of a group or of society and often advocate for political and societal change. With additional training and supervision, MSWs can become nationally certified as an **ACSW** by the **Academy of Certified Social Workers** (NASW, 2023b). In addition, all states have specific requirements for becoming a **Licensed Clinical Social Worker (LCSW)**.

Other Mental Health Professionals

The professionals just discussed account for a large part of the circle of mental health professionals with which most individuals come in contact. However, the helping professions also include many other types of professionals, such as body-oriented therapists, pastoral counselors, psychoanalysts, Jungian therapists, complementary and alternative helpers, and many more—most of whom have their own professional association (Neukrug, 2015). Most of these individuals have degrees in counseling; couples, marital, and family counseling; social work; or psychology; are licensed in one of these areas; and have done additional training in a specialty area. If not licensed, they cannot practice counseling and psychotherapy. Don't be surprised if in addition to the professionals highlighted, you come across other kinds of mental health professionals in your professional journey.

LO 3

Professional Associations in Human Services and Related Fields

This part of the chapter will describe benefits of professional associations and then give relatively brief descriptions of the major associations affiliated with human services, marriage and family therapists, counselors in general, clinical mental health counselors, psychiatrists, psychiatric nurses, psychologists, and social workers.

Benefits of Professional Associations

To protect the rights of their members and support the philosophical beliefs of their membership, professional associations have arisen for each of the professional groups discussed in this chapter. These associations tend to offer a wealth of benefits, including some or all the following (Huber et al., 2019; NOHS, n.d.d):

- Providing job banks
- Supporting credentialing efforts
- Providing grants for special projects
- Offering continuing education credits
- Advocating for accreditation of programs
- Offering webinars and online workshops
- Providing access to malpractice insurance
- Initiating advocacy for mental health concerns

Copyright 2025 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.