

Date: MARCH 22, 1979

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MEMBERS PRESENT: Chairman Bennett  
Mr. Craddock  
Mr. Glover  
Mr. Glover

MEMBERS ABSENT: Mr. Chaney  
Mrs. Cavnar  
Mr. Getto

GUESTS PRESENT: Ken Sherigian, Nevada Mental Heal Institute  
Bill Beck, Division of MH and MR  
Dian Vermillion, Lakes Crossing  
Ellen Faryna, Lakes Crossing Center  
Pat Gothberg, Nevada Nurses' Assn.  
Paul Prengaman, Assemblyman, District 26  
Robert Morgan, Private Practice-Pshchologist and  
Division Mental Health and Retardation  
Myrl Nygren, Health Planning and Resources  
Jack Middleton, Mental Healthand Mental Retardation  
Louis L. Biermann, Mental Health and Mental Retardation  
Larry Bowen  
Kevin Christensen, Mental Health and Mental Retardation  
Fred Hillibry, Nevada Hospital Association

Chairman Bennett convened the meeting at 5:15 and announced the three members present would act as a subcommittee until another member arrived. A fourth member arrived at approximately 5:20.

SB 24

Dr. Robert Morgan, Chief Human Service Education, Mental Health and Mental Retardation, stated on SB 24 that he was speaking for himself as a private doctor, a certified psychologist. The Bill addresses a real need for accountability and evaluation of the system, however it was important that they be able to do an evaluation in such a manner as not to make it impossible to perform type of services in the manner in which they should be performed. In reference to Section 3(b) of SB 24, Dr. Morgan recommended the "professionally qualified person", be defined further and state specifically "the state certified mental health professional whose credentials are acceptable to the department of human resources and further that all personal client identification information be removed prior to review." This is a crucial point because careers and lives can be ruined if this information about an individual or their family were to be dislodged. There is no guarantee a doctor will always maintain confidentiality but they are a profession that is bound by code of ethics. Their professional career is jeopardized if information is not handled responsibly.

Mr. Craddock took exception to the statement implying a legislative body would be less responsible than the medical profession.

Dr Morgan added if disclosure of personal information became a policy of the State, it may discourage people from seeking help.

Assemblyman Paul Prengaman, District 26, stated he had several problems

SB 24 continued

with the bill and he had hoped someone would be present to explain and address specific areas. There is a problem with some definitions. What is a "professionally qualified person"; who makes the determination; page 2, line 7, what are "satisfactory assurances"; there is a problem with the provision giving the director of the department the right to reject persons to whom the records shall be released - can he be immune to political and other pressures and maintain discretion.

Assemblyman Prengaman continued questioning in regard to records themselves - can they be taken from a division facility; can they be copied; what controls exist on these records. Section 2, page 1, deals with release of records through subpoena - the state already has subpoena power and could demand the records. He was also concerned as a parent. Children are involved with some of division facilities and decisions to seek help for troubled children is often based on fact that confidentiality is involved. Broadening access to records effects the confidentiality, perhaps.

A representative of the mental health division stated this bill was not originated by the division. The Committee discussed the importance of learning the origin of the bill. They were informed by an unidentified witness that the bill came from the Committee chaired by Jim Kosinski between this Session and the preceding Session. This was confirmed by Assemblyman Prengaman. It was a subcommittee on Human Resources.

Pat Gothberg, Nevada Nurses Association, stated their legislative committee had been gravely concerned about this bill, in regard to confidentiality of clinical records. They had proposed an amendment that would strike the identity of the client prior to release of the record for the purpose of evaluation of the division. Anonymous clinical records could and should be used for the evaluation. Currently when these records are released even to a physician, the written consent of the client is required. New language is added that does not make that provision. There is a difference between a clinical record and a report. The Nurses Association opposes SB 24 in its present form.

Mr. Craddock asked what could be done with a record bearing name and identity of client that could not be done without the personal identification.

Ms. Gothberg stated it was her personal opinion no advantage was gained by the use of personal identifications. The objection to striking the name was that it was time consuming to go through bulky records and eliminate the names.

SB 146

Myrl Nygren, Health Planning and Resources, stated the main purpose of SB 146 was to make changes in Chapter 439A, to make it more workable for health planning purposes and which will bring it into compliance with the requirements of the Federal CON Program, which they administered. There were some problems with the bill from the Nevada Hospital

SB 146 - continued

Association, and some amendments to the bill were made. Subsequent to the amendments, a copy of the bill was submitted to the Department of Health Education and Welfare which requires that certain aspects of the bill comply with the National Health Planning and Resources Act of 1974. Information received from this agency, HEW, indicated SB 146 would not comply with federal requirements and more amendments would need to be made. These amendments would effect the Nevada Hospital Association and therefore a postponement of further hearing of the bill was requested.

Mr. Craddock asked for an explanation or rationalization of lines 6, 7, 8, and 9, page 2. Who is reporting; how many of these people effected; how do they report - by majority vote; how do they determine what is to be reported.

Ms. Nygren replied the information to be included in the reports must be mutually agreed upon by the Office of Health Planning, the Health Systems Agency, and representatives of the provider. The information requested would be health data information and it would be agreed upon with the Nevada Hospital Association, the Nevada Association of Health Care Facility, and other agencies involved in health planning. The purpose for change was to allow collection of data that is presently required for health planning purposes but was not required in 1977. The revision asked to strike the year 1977 because it limited type of information that could be requested, and limited acquisition of certain data required in health planning activities. This particular amendment and change was discussed with Mr. Hiliby and the language in question was the language agreed upon, that would allow negotiation for type of information required and not impose burden upon hospitals.

Fred Hillibry, Nevada Hospital Association said there were two health systems in the State. Twenty-three hospitals belonged to his Association. The reason for the mutual agreement was that data needed could be discussed; manner of reporting. There are about five people involved representing various groups - there only two agencies, the Clark County Health Systems Agency and Greater Nevada Health Systems Agency. The Nevada Hospital Association, said Mr. Hillibry, supported the testimony of Ms. Nygren. They would prepare amendments to meet the demands of the Federal Government.

AB 508

Assemblyman Tod Bedrosian, District 24, said this bill attempted to address one of top priorities recommended by the Rand Report and the interim report produced by Senator Kosinski subcommittee, when he was an Assemblyman. Both reports point out training for mental health technicians throughout the state is seriously lacking, or non-existent. Assemblyman Bedrosian read from Senator Kosinski's report (EXHIBIT #1)

Assemblyman Bedrosian continued that during his 2 1/2 years as public information officer for the mental health institution it was his observation that mental health technicians probably spend more time with mental health clients than any other staff person.

AB 508 - continued

In most cases anyone could become a mental health technician. Often times those persons lacked in personal social skills and professional skills needed to relate to the clients. The Nevada Mental Health Institute probably attained a higher quality technician because many college students working for a degree in psychology chose to work in this field as a way of gaining practical experience. There is no real formal curriculum for certification of mental health technicians. In other states where this is done it increases professional status of the technicians. They are a critical part of the treatment team. A high priority should be put on this type personnel.

The Rand Report produced in 1976, recommended mental health technicians up-grade skills involved in treatment of mental health disorders.  
(EXHIBIT # 2)

The bill is written in vague terms because the problem cannot be addressed in a bill. The bill does lend an emphasis and mandate to the administrator of mental health, and provides enabling legislation so man hours and resources can be devoted to setting up curriculum. It is desired the curriculum would involve coordination with University system also the coordinate training to promotions within personnel system. There is a possibility of rather than the state absorbing entire fiscal responsibility for training program, perhaps efforts between individual and the State. The individual would be motivated to undergo additional training pertaining to his field. When the fiscal note was drafted there was some misunderstanding in that the note relates to actual cost of training, whereas AB 508 does not mandate training or implementation of curriculum. It mandates that it be studied and a report of the study be made to the 61st Session. The fiscal note should be revised.

Mr. Bedrosian suggested lines 19, and 20, page 1, be deleted. It involved federal money. This fiscal note is \$150,000.00.

Mr. Glover questioned line 6, page 1, "the administrator shall adopt guidelines and prepare a budget for the program." Mr. Bedrosian conceded the language could be misunderstood. The intent, speaking as the sponsor of the legislation, was to merely study the possibility now and report back. Unless there is solid direction to the division of mental hygiene this much needed training will not come about.

Chairman Bennett suggested Mr. Bedrosian prepare an amendment to clarify the language.

Mr. Craddock, referring to Section 3, asked what "other state agencies" would be involved. He was informed there were workshops within the institute - the family support project, a federally funded project; the highway patrol may have a program on self-defense and that is a practical skill sometime needed by mental health technicians.

AB 508 - continued

Dr. Morgan, speaking for the Division of Mental Health and Mental Retardation, said as of last year his job included coordinating training. There was no program prior to last year for training of MHT's, and he strongly supports this bill. Dr. Morgan said that "Governor O'Callaghan, in response to the Rand Report, which recommended we hire only people with masters degrees to be mental health technicians, agreed with the division this would be financially prohibitive . . . instead, we should put money into training the direct care people a little better than we have in the past". Money was allotted for that purpose and also training of other people within the division. The first year twice as much money in the MHT's as any other job category, approximately \$100 per person per year. It was not enough and was not organized well. A training council has now been formed that consists of a training coordinator from each agency and the person in charge of State personnel and training. This led to a better training program and proposals in the biennium budget for extended training including agreement with WNCC for a program for 20 mental health technicians and a similar program in the South. They would be subsidized to go on their own time and at end of 2 year period have an associate of arts degree in mental health technician.

This particular program would cost \$12,000 in the north and the same in the south. If all the MHT's are educated and certify all in the State it would cost \$150,000 a year for two years. There is a more modest program in the biennium budget. Copies were furnished the Committee. (Exhibit # 3)

Dr. Wilfred Beck, Psychologist with rural clinics, said his comments would draw upon his experience at the institute severaly years ago when involved with adolescent unit in which MHT's were vital part of treatment program. The MHT who feels confident in his position, and has experience and training, tends to be an employee who is able to give greatest effort and stays on the job. They spend more time with the client than professional staff; they can provide better services to clients if they have proper training. The morale factor is vital. One who feels qualified and part of the professional team has higher morale. The type of training program proposed by AB 508 will aid these two vital factors as well as the most important, satisfactory treatment and supervision. The cost is minimal considering the benefits.

Dr. Lou Bierman, Director of Sierra Developmental Center, also spoke in favor of AB 508. He reiterated the vital role the MHT in the care of mentally retarded people. The mental health technicians need the type of training provided by this measure.

Kevin Christsen, client ombudsman Mental Health Institute. He was formerly a mental health technician employed at Nevada Mental Health Institute for 6 years. He imphasized the importance of training for technicians. The majority of contact of the client is with the mental health technicians. Some technicians have only 8th grade education; some have degrees in sciences. It is not necessary to train every

AB 508 - continued

technician as some have more than necessary qualifications at present time. Many need better education.

Larry Bowen also spoke in favor of AB 508. He has had experience working as a mental health technician and stated he would have found the task much harder and been ill prepared without further training. If the problem is not addressed the outcome is poorer service to clients.

Jack Middleton, Associate Administrator of Division of Mental Health, and is responsible for the States mental retardation programs. He said more than 50% of mental health technicians within the division work in the retardation programs. The retarded individuals served are muliplely handicapped - children and adults, many are not potty trained; they have to be fed; technicians must be trained in CPR, feeding skills and behavoir modification techniques and self help skills. It is difficult to hire individuals off street without a training program and expect them to provide quality care required for mentally retarded persons. Formalized training is to our advantage.

Chairman Bennett adjourned the meeting at 6:03 P.M.

Respectfully submitted:



MARJORIE D. ROBERTSON, Secretary

ASSEMBLY HEALTH AND WELFARE COMMITTEE

GUEST LIST

Date: \_\_\_\_\_

PLEASE PRINT YOUR NAME	PLEASE PRINT WHO YOU REPRESENT	I WISH TO SPEAK		
		FOR	AGAINST	BILL NO.
<i>Don Shorrigan</i>	<i>120. M.H. Inst</i>			
<i>NARRY CLEMONS</i>	<i>DIVISION OF M. H. AND M. R.</i>			
<i>Dian Vermitthia</i>	<i>Lakes Crossing</i>			
<i>Ellen Faryna</i>	<i>Lakes Crossing Center</i>			
<i>PAT Gothberg</i>	<i>Nevada Nurses' ASSN.</i>		✓	<i>SB 24</i>
<i>PAUL FRENKAMAN</i>	<i>Assemblyman DIST 24</i>		✓	<i>MAYBE SB24</i>
<i>ROBERT MORGAN</i>	<i>PRIVATE PRACTICE PSYCHOLOGIST / Div. Health</i>		✓	<i>IF COME SB24</i>
<i>"</i>	<i>"</i>	✓		<i>AB 508</i>
<i>Myrl Nygren</i>	<i>Health Planning + Resources</i>	<i>SB 146</i>		
<i>Jim Mellett</i>	<i>MH MR</i>	<i>508</i>	<i>24</i>	
<i>Louis J. Beerman</i>	<i>MH &amp; MR</i>	<i>508</i>		
<i>Larry Bowen</i>		<i>508</i>		
<i>Kevin Christensen</i>	<i>MH &amp; MR</i>	<i>508</i>		

This facility appears to have a well developed training program and makes a genuine effort to provide a means of meeting educational needs.

Nevada Mental Health Institute.

This facility did not submit any hospital-wide training programs. The Director stated that no one is designated as a training officer and "training is very primitive". Nursing Service submitted evidence of training and the outline of a two-week Orientation Program.

Mental Health Technician Training - The Missing Requirement

Position Descriptions for the Mental Health Technician II, III, and IV require a specific number of training hours as one of the minimal qualifications. These are:

MHT II - Completion of a 300 hour course curriculum sponsored by the Division of Mental Hygiene and Mental Retardation.

MHT III - Completion of a 600 hour course curriculum sponsored by the Division of Mental Hygiene and Mental Retardation.

MHT IV - Completion of a 900 hour course curriculum sponsored by the Division of Mental Hygiene and Mental Retardation.

*24 sub #1*

A mystery surrounds this required course curriculum in that content and evidence of completion were not obtainable. To the best of our knowledge, these training programs are not provided at all. The implications of that finding go beyond training issues.

V. Recommendations

- A. The Position Descriptions for Directors should be revised so that they focus on administrative experience in mental health since these persons are required to be administrators first and foremost.
- B. It is time for Nevada to become more sophisticated in its selection of top management officials and to start utilizing many of the innovative selection techniques being used in other areas of the country. When the time comes to replace key



*Exhibit # 2*

RECOMMENDATION 28: Substantially upgrade the skills of "mental health technicians" involved in treatment of mental health disorders by: (1) eliminating the existing personnel classification and creating three new classifications, one for those employees who primarily treat mental health disorders, one for those who primarily provide mental retardation services, and one for those who primarily perform non-treatment support functions such as clerical work, housekeeping, and patient escort; (2) upgrading the job requirements for the mental health treatment positions to the master's degree level; and (3) creating a training program at the University of Nevada at the master's degree level to provide people skilled in a broad range of mental health services to fill the mental health treatment positions. This recommendation is necessary because many mental health technicians, in both residential and nonresidential mental health programs, currently carry a heavy responsibility for direct treatment of people with mental health disorders, but many of them are seriously underqualified or unqualified to fulfill that responsibility. The job requirements include only a high school education, plus experience and training for higher levels in the "mental health technician" job series. Unfortunately, the training of many technicians is clearly substandard. The officially required training levels are low to begin with. However, the Division of Mental Hygiene and Mental Retardation did not appear to have provided even those minimum amounts of training in most cases, and had certainly not adhered to the spirit of the training requirements. Each program is supposed to provide training for its own technicians. At the time of our interviews in 1974, we were told about the existence of some very brief training, but saw no high-quality, formal training program. For example, the Rural Clinics program (where mental health technicians directly treat mental health patients), provided no formal training program at the time of our interviews. A tendency we noted in some nonresidential mental health programs was for the program's administrators to tailor the services provided to fit the skill levels of their personnel, rather than tailoring their personnel to fit the greater service needs (either by revised hiring or revised training policies). Thus, some personnel who do not have the skills to help treat severely mentally ill people are assigned work for which they are more qualified (e.g., parent effectiveness training and premarital counseling), while people with more severe mental disorders go unserved. The new master's degree level of mental health personnel that we propose could be assigned the role of primary therapist (with appropriate professional supervision and support) and provide substantial meaningful treatment at relatively low cost compared with using only psychiatrists or Ph.D.-level psychologists in that treatment role. Recently, some improvement has been made by the Rural Clinics program overfilling some of its technician positions with master's degree level professionals. The NMHI Director also told us he is "proceeding to replace mental health technicians with more highly skilled professionals." As of February 1976, the NMHI had converted 2½ such positions. However, as detailed in Chap. 8 of the main text, the graduates of the proposed university-based work-study program would be skilled in a broad range of disciplines and services needed by people with mental health disorders; they would have significantly broader training than people with master's-level preparation in disciplines such as social work or psychology.

Along with upgrading the skills of mental health technicians, certain other changes are necessary. It must be recognized that technicians who serve mentally retarded people need different skills from those of technicians who serve people with

*Exhibit # 2*

mental health disorders; and both kinds of technicians should be free of many of the lesser tasks that mental health technicians currently perform, such as escorting people from place to place, and doing housekeeping and other tasks. Those tasks should not be done by technicians at the proposed master's degree level, but should be assigned to people with lower skill levels. We believe it is time for a frontal assault on the issue of quality of personnel; in Chap. 8 of the main text we propose a university-based work-study program to address this issue.

Finally, the above recommendation will not mean the elimination of all para-professionals from mental health service positions, which is neither desirable nor feasible.

### Residential Mental Health Services

Residential programs required to meet the diverse needs of mentally handicapped persons range from full inpatient care programs to semi-independent residential living programs that offer minimal supervision and assistance. We focus here on *residential service* programs intended to provide more than the supervised *residential living* discussed later. For people with mental health problems, these residential service programs discussed here include: the Nevada Mental Health Institute's mental health programs, the Las Vegas Mental Health Center's residential treatment program; the new Children's Behavioral Services residential treatment program; local medical facilities with psychiatric units; the Nevada State Prison; the new Mentally Disordered Offender Facility; the Veterans Administration Hospital; and out-of-state residential treatment programs where Nevadans are sent when appropriate in-state services are not available for them. For a more detailed discussion and analysis of these programs than appears in this summary, see Chap. 10 of the main text.

For Nevadans with mental health disorders, approximately \$6 million was spent for residential treatment in FY 1974. The total full-time-equivalent staff numbered about 330. The daily average number of people in these residential programs was just under 300, and the total number of different service episodes (i.e., patient-stays at a facility) in FY 1974 was approximately 3300. The actual number of different people served is less than 3300, since some unknown number of people had more than one patient-stay at a facility or were served at more than one facility in FY 1974. In terms of daily average bed-capacity filled, the NMHI was the largest (160), followed by local and private general medical facilities with psychiatric units (64), and the Las Vegas Mental Health Center (30). In FY 1974 the Nevada state service system (i.e., all except local and private medical facilities with psychiatric units) accounted for about 78 percent of the utilized bed-capacity, 47 percent of the annual service episodes, 70 percent of the staff, and 52 percent of the expenditures. Thus, the state system is significantly less expensive per bed-year, but incurs about the same cost per service-episode since the service-episodes are longer than they are for local and private facilities. Such direct comparisons are difficult to interpret, however, because the types and severity of the mental disorders seen in the two sectors were quite different in FY 1974.

Since FY 1974, the residential mental health service system has been undergoing major changes: the geriatrics program at NMHI has been greatly reduced and the staff transferred to the NMHI neuropsychiatric program, which has decreased

or unqualified to fulfill that responsibility. The job requirements (see Chap. 10) include only a high school education, plus experience and training for higher levels in the "mental health technician" job series. Unfortunately, that training often is clearly substandard; the officially required training levels are low to begin with, and in most cases the Division of Mental Hygiene and Mental Retardation did not appear to have provided even those minimum amounts of training, and certainly had not adhered to the spirit of the training requirements. Each program is supposed to provide that training for its own technicians. At the time of our interviews in 1974, we were told of some very brief training, but saw no high-quality formal training program in existence. In certain cases, such as the Rural Clinics program (where mental health technicians directly treat mental health patients), there was no formal training program at the time of our interviews. A tendency we noted in some nonresidential mental health programs was for the program's administrators to tailor the services provided to fit the skill levels of their personnel, rather than tailoring their personnel to fit the greater service needs (either by revised hiring or revised training policies). Thus, some personnel who do not have the skills to help treat severely mentally ill people are assigned work for which they are more qualified (e.g., parent effectiveness training and premarital counseling) while people with more severe mental disorders go unserved. Recently, some improvement has been made by the Rural Clinics program overfilling some of its technician positions with master's degree level professionals. The NMHI director also told us he is "proceeding to replace mental health technicians with more highly skilled professionals." As of February 1976, the NMHI had converted 2½ such positions. However, as detailed below, the graduates of the proposed university-based work-study program would be skilled in a broad range of disciplines and services needed by people with mental health disorders; they would have significantly broader training than people with master's level preparation in disciplines such as social work or psychology.

Along with upgrading the skills of mental health technicians, certain other changes are necessary. It must be recognized that technicians serving mentally retarded people need different skills from those who serve people with mental health disorders; and much of the technicians' work currently includes escorting people from place to place, housekeeping, and doing other tasks that should not be done by the proposed master's degree level mental health technicians, but should be assigned to people with lower skill levels. The above recommendation clearly will not mean the elimination of all paraprofessionals from mental health service positions, which is neither desirable nor feasible.

The Division of Mental Hygiene and Mental Retardation understandably has been under great pressure, due to the limited number of personnel, to use all available staff to provide services, and it is true that time taken out for training means that both trainers and trainees are not serving patients. However, we believe it is time for a frontal assault on the quality-of-personnel issue. At the very least, it is time to acknowledge through action that psychological services in the public sector are too important to be left to the relatively untrained. The broadest purposes of the proposed University of Nevada master's degree level program are to upgrade the level and quantity of mental health personnel in Nevada and to do so on a continuing basis into the future.

There is a need to train those already active in the service system and to provide a steady source of new talent. In addressing both needs a logical focus is the univer-

sity. In the case of the University of Nevada, coupling the existing psychology program with the nascent medical school program could provide a basis for an improved mental health training program having positive payoffs. At a minimum, the infusion of added professional mental health talent into the university would be a welcome addition. Also, an established training program that offers a university degree should attract desirable trainees who otherwise might not have considered the field.

As we see it, the training program should embody the following features:

- A well-respected teacher-clinician to take responsibility for the overall effort.
- Visiting professionals to provide the best possible instruction and supervision for periods of one month to a full year.
- A work-study schedule devised to make best use of weekends.
- To start, about 12 students entering per year into the 2-year program.
- A program of classroom study and patient contact under supervision that rewards the student-trainee with a professional degree from the University of Nevada, perhaps to be called "Master of Medical Health Services."
- In the interim, until sufficient graduates are produced to staff the service system, provision of more limited training and closer supervision to those already actively working in the service system.

A distinguished professorship could be established at one of the branches of the University of Nevada, perhaps with the title of "Professor of Mental Health Services." It should be well enough funded to attract a truly well-respected person to take the position. It should be awarded for a fixed period of time, not less than about five years, to ensure development and continuity of the program. The professor would be expected to take charge of the mental health services training program and to have the right of access to all other public sector mental health service programs. We are urging a strategy of concentrating resources on one top-notch mental health professional to lead the program, giving him or her an independent base of operations in the university, and mandating training of the current and upcoming generations of mental health servers to levels of excellence well above those now prevailing for mental health technicians. Having a distinguished personage in charge of the program would help to attract other talented people.

San Francisco and Los Angeles have an abundance of highly skilled mental health professionals who could serve as faculty.<sup>86</sup> It should be relatively easy to get two professionals to fly to Nevada on Friday evening and spend all day Saturday providing instruction and trainee supervision; a possible arrangement might be two hour-and-a-half courses and five hours of direct supervision.

The formal program could be divided into four-month trimesters for a year-round schedule. Each trimester would contain two separate courses; i.e., two different instructors would work simultaneously to teach half the class the first period and the other half the following period, to keep class sizes down and individual contact up.

<sup>86</sup> San Francisco has an outstanding Department of Psychiatry at the University of California Medical School, and very strong programs in psychology and special education at U.C. Berkeley and San Francisco State, respectively; Los Angeles has several excellent psychological training programs, most notably at UCLA, and Departments of Psychiatry at both UCLA and USC.

The students would be on a four-day workweek in service and spend Saturdays with the visiting teaching staff. They also would receive periodic reviews from and contact with the senior professor in charge of the program. They would be officially attached to the university as students and would receive a wage-stipend through the university of from \$6000 to \$7000 per annum. The students' work experiences would be based on patient contact in public mental health service programs. Additional time would be spent working in other elements of the mental health system, e.g., special education, vocational rehabilitation, and so forth.

At the end of the two-year program, the graduates would be awarded the professional master's degree and provided job opportunities in the Nevada system—perhaps at about \$12,000 to \$14,000 a year to start. Considering what is currently needed, and all the additional slots that would be created as the programs and population grow, the demand for such talent should be excellent and continuing. As outlined above, the new "Master of Mental Health Services" personnel could be assigned the role of being a client's single primary therapist during both the inpatient and nonresidential phases of treatment. With appropriate professional supervision and assistance, this new type of personnel could provide substantial meaningful treatment, with desirable continuity, and at relatively low cost compared with using only psychiatrists or Ph.D.-level psychologists in that role.

The costs for the program would be modest, but the returns would be significant in improved quality of service personnel and in work performed by the students. The faculty costs would be on the order of \$75,000 a year (a distinguished professor at \$40,000 to \$45,000, two part-time visiting teaching staff members at \$10,000 each, plus travel and per diem for the visiting staff of perhaps \$12,000 combined). The student wage-stipends would total \$144,000 per year (24 times \$6000), but they would be earning the wage by working in public mental health service programs.

One major desirable objective of this program is to teach mental health professionals how to create and maintain contact with patients—a nontrivial matter in a situation where there is a usual tendency to avoid making human contact. Another difficulty not to be underestimated is that of maintaining a balance between dependency and patient self-reliance, a balance that obviously shifts in the course of treatment.

Devising every detail of a training program would require more careful thought than is possible here, of course. In any event it should be left to the discretion of the senior professor selected to be responsible for the overall program. Suffice it to say that training first-line practitioners to operate at a level of competence between that of a paraprofessional and a doctoral-level or physician-level professional means that a nontraditional curriculum is going to be needed.

Primary psychological care is person-oriented, generalized, and multidisciplinary—nearly by definition. Thus, there is a need to place such a program within a general-purpose university where the base of educational offerings is large and includes the social, behavioral, biological, and management sciences. The person-oriented aspect of the training is accounted for in the on-the-job component of work; indeed, making a productive tradeoff between work and classroom training will be one of the more challenging tasks.

Specific courses leading to professional responsibility as a crisis therapist, inpatient therapist, and outpatient therapist would be needed and would constitute a core of required knowledge. The basic outline of a two-year training program might look something like the following:

- I. PSYCHOLOGICAL THEORY AND TREATMENT
  - Theoretical Concepts in Mental Health
  - Developmental Concepts in Mental Health
  - Concepts of Mental Dysfunction
  - Seminar in Psychopathology
  - Psychological Testing and Measurement
  - Psychological Treatment Methods
- II. MEDICAL AND BIOLOGICAL
  - Principles of Biochemistry
  - Introductory Anatomy and Physiology
  - Psychopharmacology
  - Basic Pathology: General Survey
- III. SOCIAL, CULTURAL, ADMINISTRATIVE
  - Psychosocial Problems in Culture
  - Mental Health System: A Guide and Overview
  - Sociocultural Factors in Prevention, Diagnosis, and Treatment

This program of study is predicated on a supervised and extensive on-the-job work-training experience, and should enable a successful graduate to work as a productive professional. The need to create a "career ladder" for graduates of the program is important, however, both as a means of clarifying advancement potentials and offering professional identification and recognition. It is conceivable that some graduates would, after a period of service, elect to return to school for more intensive training in one of the mental health specialties, and this program would have prepared them in a rigorous and practical way to do just that.

Another outcome is to teach those actually working in the mental health system to be aware as fully as possible of the number and availability of resources, i.e., to know the system in as comprehensive a fashion as possible. This would be a natural by-product of the rotational features designed in originally. It is another way of trying to cope with the scarcity of resources and the currently scattered, even isolated, elements of the system. Professionals need to know about all sections of the service system to improve its overall operation.

We strongly urge responsible officials to take positive steps to coordinate the mental health operations of the various elements of the mental health service system. The need to monitor and coordinate the flow of patients through the mental health service system is clear when one considers the current lack of referrals, and the lack of follow-up that pervades the service system. We reiterate our *recommendation for the creation of Regional Direction Centers to provide needed coordination* (see Chap. 4).

Finally, because program management information is deficient, *we recommend that a comprehensive information system be established for monitoring mental health program operations, as well as the effectiveness of services.* Details of information deficiencies were presented earlier in this chapter, and are also discussed in Chaps. 4 and 10.

*Dr Morgan*

\*STATE OF NEVADA  
DIVISION OF MENTAL HYGIENE & MENTAL RETARDATION  
4600 Kietzke Lane, Suite 108, Reno, Nevada 89502

March 3, 1979

BIENNIUM TRAINING BUDGET REQUESTS  
1979 - 81

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Prepared for: Dr. Bing Oberle, Acting Administrator  
Prepared by: Dr. Robert Morgan, Chief, Human Services Education

This document includes:

- Training budget requests by year and by agency..... p. 1
- Training rationale..... p. 2
- Training policy..... p. 3
- Letter from Western Nevada Community College re  
MHT Training Program in North p. 4
- Appendix A. Inservice Training Officers Advisory Council p. 6
- Appendix B. Comment on agency-specific plans for training p. 7

*Exhibit A 3*

TRAINING BUDGET REQUEST FOR BIENNIUM

Division of Mental Hygiene & Mental Retardation: 1000+ employees.

<u>Agency</u>	<u>1979-80</u>	<u>1980-81</u>	<u>Comment</u>
<b>Division Central Office:</b>			
(DCO)	\$12,000	\$12,000	WNCC Program for MHTs (letter follow
	\$10,000	\$10,000	Clark Cty CC for MHT program
	\$ 5,000	\$ 5,000	Statewide workshops & CDO pers. trng
	\$ 1,800	\$ 1,800	Training equipment (eg. books, films
	\$ 1,000	\$ 1,000	Training supplies (eg. reprints, form
 <b>Planned for specific agency needs:</b>			
<b>MR:</b>			
Community Training Centers	\$ 810	\$ 875	See Appendix B for explanattion for the agency-specific budgets
Genetics	\$ 4,000	\$ 4,240	
Desert Developmental Center	\$ 6,300	\$ 6,300	
Sierra Developmental Center	\$ 6,000	\$ 6,000	
<b>MH:</b>			
<b>Children's Behav. Services</b>			
Clark County	\$ 2,000	\$ 2,000	(Regular staff)
	\$ 5,964	\$ 5,964	(Teaching parents)
Washoe County	\$ 2,000	\$ 2,000	(Regular Staff)
	\$ 5,964	\$ 6,288	(Teaching Parents)
Henderson Mental Health Ctr	\$13,486	\$13,669	
Lake's Crossing Center MDO	\$ 3,000	\$ 3,000	
Las Vegas Mental Health Ctr	\$10,000	\$10,000	
Nevada Mental Health Inst.	\$10,000	\$10,000	
Reno Mental Health Center	\$ 5,500	\$ 4,000	
Rural Clinics	\$18,000*	\$17,000*	
<b>TOTALS.....</b>			<b>Spent in last fiscal year:</b>
	\$122,824**	\$121,136**	\$86,554***

\*Rural Clinics Training funds in 1979-80 includes \$10,000 from the state and in 1980-81 includes \$8500 state monies; rest is federal.

\*\*Total division payroll salaries are \$17,389,280 (1979-80) and \$18,173,241 (1980-81). Total training costs come to 0.7% in 1979-80 and to 0.6% in 1980-81. The so-called "Colorado Rule" is to set aside a full 1% of payroll salaries for inservice training. We therefore fall well under that guideline by more than \$50,000 each fiscal year; i.e. our costs are low by western standards.

\*\*\*Increase due to inflation, increased number of staff, and \$22,000 set aside specifically for MHT training at the community college level.



RATIONALE

Inservice staff training is both service-effective and cost-effective: it is designed to keep our skills current and not obsolete. The state plan for our division has included among its nine basic goals the following statement for quite a few years now:

**"HAVE A STIMULATING WORK ENVIRONMENT THAT PROVIDES FOR STAFF TRAINING, DEVELOPMENT, MORALE, AND SKILL."**

The 1976 Rand Study, the Mental Health Task Force Report to the Legislative Subcommittee on Mental Health and Mental Retardation in 1978, and individual in-house agency service audits all shared this recommendation: the inservice training program needed more expansion and coordination.

In 1977-78, for the first time, the budget category of "training" was funded by the legislature. Some funds went to the Division Central Office for use there and for distribution to some of the agencies (CBS, HMHC, LVMHC, NMHI, RMHC) while other funds were allocated direct to agencies (LCCMDO, RC, MR Admin, CTCs, DDC, SDC). The Chief, Human Services Education (then Dr. Sharigian) and the Senior Management Analyst (Harry Clemons) collected quarterly reports on agency training expenditures. These data began the refinement of training needs toward a long range plan for subsequent biennium budgets.

In April, 1978, towards the end of the first training-funded fiscal year, the new Chief, Human Services Education, Dr. Morgan, took on responsibility for coordinating state-wide training activities for the division. The following month, an Inservice Training Officers Advisory Council was organized for better coordination. Chaired by the Chief, Human Services Education, it included a Training Coordinator from every division agency and the Training Director of the Nevada State Personnel Division (Glen Rock) (see Appendix A.) This Council advised on policy, shared new training methods & resources, and devised solutions to common problems.

For the second fiscal year, the Council set priorities for the allocation of funds to agencies receiving monies through the division central office. Council members within the division have developed the biennium budget requests and planning for training over the next two years. A five year plan is next on the agenda.

The Director of the Department of Human Resources, Dr. Ralph DiSibio, has proposed all future training monies be coordinated, approved, and monitored through the division central office by the Chief, Human Services Education. He would work in close communication with the Training Council in this regard. Training would still be reallocated to individual agencies as demonstrably needed for agency-specific purposes while activities affecting two or more agencies would be coordinated centrally.

In summary, inservice training must be regarded as even more important than a booster for employee morale or personal development (state plan). Although these goals are important in themselves, certainly worth pursuing, the overall goal of service skill effectiveness is our central aim. Without comprehensive contemporary training, personnel skills can become obsolete, unnecessarily expensive, and counterproductive. The citizens of Nevada would be the ultimate victims should meaningful training ever be abandoned.

In accordance with the state plan's goal of:

"HAVE A STIMULATING WORK ENVIRONMENT THAT PROVIDES FOR  
STAFF TRAINING, DEVELOPMENT, MORALE, AND SKILL"

the division attempts to upgrade staff skills and knowledge in such a way as to improve morale, decrease employee turnover, enhance job performance as consistent with written work performance standards, and thereby improve service effectiveness.

Organization

Each agency shall have a staff member responsible for inservice training. These Training Coordinators, while administratively responsible to the top agency administrator, also serve as members of the division Inservice Training Officers Advisory Council chaired by the Chief, Human Services Education, of the division central office.

Training Responsibility

Each division employee must plan an inservice training program of at least 40 hours in advance of each fiscal year. Training plans are collected and approved by the Training Coordinator after signed approval by each employees immediate supervisor. Training plans must be consistent with work performance responsibilities and standards. In addition, every effort should be made to accomplish the training by using existing resources within agency or division, using training funds wherever necessary only.

Training Coordinators also initiate and execute training budget expenditures, with the approval of their supervisor, in the areas of training supplies and workshops. Every reasonable effort should be made to bring newly effective techniques and important service information into the division, taking budget realities into account. All training must be evaluated (eg. consumer feedback).

Training Coordinators are also responsible for active participation in Training Council coordination, reporting, and policy making activities. In cooperation with their agency administrator and fiscal person, regular training expenditure reports are made to the division central office as requested with a thorough final report at the end of each fiscal year.

Training Approval

Individual requests for training are made on the appropriate form according to state procedure and state/division policy. They are initiated by the staff member or training coordinator to fall within the individual's supervisor-approved training plan. Approval and signature (indicating careful review as to both suitability of requested training & available funds) must come from the requesting staffer, the immediate supervisor, the training coordinator, and the agency administrator. On completion of the training, a copy of the request is to be sent to the training files of the Chief, Human Services Education, at the division central office. Another copy must be kept in the employee's personnel folder along with the individual training plan.

This policy will be reviewed and updated at least once annually by the Training Council, the agency Directors, and the Division Administrator in consultation with the Chief, Human Services Education.



WESTERN NEVADA  
COMMUNITY COLLEGE  
NORTH CAMPUS

EXHIBIT 3

P.O. BOX 3479  
RENO, NEVADA 89505

(702) 673-4666

7000 EL RANCHO DRIVE  
SPARKS, NEVADA 89431

January 29, 1979

Dr. Robert F. Morgan  
Chief, Human Services Education  
Nevada Division of MH/MR  
4600 Kietzke Lane, Suite 108  
Reno, NV 89502

Dear Dr. Morgan:

As a follow-up to our conference in your office on January 9, 1979, the following proposal for a pilot training program in Mental Health Technology is provided for your review and action.

Western Nevada Community College, Reno/Sparks Campus, Allied Health Department of the Occupational Education Division will develop and offer three courses each semester (Fall, Spring, Summer) in the Mental Health Technician and related areas to begin the Fall Semester, 1979. It is agreed that your office and staff will be involved in the selection of instructional staff and the design of the curriculum. The College is flexible as to the location of the course offerings. They could be held at the College site, at various high schools at night or at the Nevada Mental Health Institute. A Certificate of Completion or an Associate of General Studies degree is available now for this pilot program. There is some possibility, since this program was adopted by the Board of Regents on January 7, 1971 in the State Plan for Community Colleges, that we may be able to offer a Certificate of Achievement and an Associate in Applied Science degree. However, this program has never been offered before, so I will have to check further to be certain.

You indicated there are approximately 100 employees in the Mental Health Technician Area in Washoe County who will benefit from this program. It was also agreed that other interested citizens could enroll in these courses concurrently with State employees. The Community College Allied Health Administrative staff would direct and coordinate the program.

*Western Nevada Community College is an Equal Opportunity Employer and does not discriminate on the basis of sex, race, color, religion, handicaps, or national origin in the educational programs or activities which it operates.*

EXHIBIT C

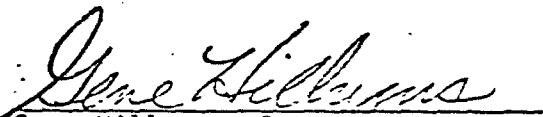
136

The suggested costs of this proposed program are outlined as follows:

- 1. Instruction Cost = \$ 5,400.00  
 (3 Classes x 3 Credits each x \$200 per credit  
 x 3 Semesters = 3 x 3 x \$200 x 3 = \$5400)
  - 2. Student Tuition (Stipend) = 2,340.00  
 (20 Students x \$13.00 per credit  
 x 9 Credits = \$2340)
  - 3. Admission Cost (one-time fee) = 100.00  
 (20 Students x \$5.00 admission fee = \$100)
  - 4. Books for Students 1,200.00  
 (20 Students x \$12.00 per class for  
 texts x 5 classes = \$1200  
 (Some texts used for two classes)
  - 5. Clerical Support (Salary) = 1,848.00  
 (480 hours clerical x \$3.85 per hour = \$1848)
  - 6. Operational supplies, printing, duplicating,  
 travel and administrative support = 1,112.00  
 (20 Students x \$55.60 per student = \$1112)
- Total \$12,000.00

If there is a need for further discussion or explanation of any of the above, please let me know.

Sincerely,

  
 Gene Hillygus, Dean  
 Occupational Education

GH:jr  
 cc: Jim Eardley, Executive Vice President  
 Bernice Martin, Division Chairperson  
 Allied Health

JANUARY 1979

INSERVICE TRAINING OFFICERS ADVISORY COUNCIL (13)

Division Central Office - Robert F. Morgan, Ph.D. (Chair)

MR Services Central Administration - Jesse La Monda, Ed.D

Children's Behavioral Services, Clark - Don Johnson, M.A.

Children's Behavioral Services, Washoe - Art Willins, Ph.D.

Desert Developmental Center - Lowell Masters, Ed. D.

Henderson Mental Health Center - Jack Holbrook, M.S.W.

Las Vegas Mental Health Center - John Hinkle, Ph.D.

Lake's Crossing Center MDO - M. Frant Evarts, Ph.D.

Nevada Mental Health Institute - Patty Noyes, M.S.N.

Reno Mental Health Center - Thomas O. Towle, Ph.D.

Rural Clinics - Jim Draper, Ph.D.

Sierra Developmental Center - Larry Bowen

Nevada State Personnel Division - Glen Rock, Training Director

APPENDIX B

EXHIBIT 3

COMMENT ON AGENCY-SPECIFIC PLANS FOR TRAINING DURING THE BIENNIUM 1979-81

Desert Developmental Center

Training - Training programs provide the foundation for accreditable client programming and care activities. The majority of direct care staff at the DDC bring to the job their enthusiasm, regard for mentally retarded persons, and their willingness to learn. However, their level of previous training and acquisition of specific skills pertinent to working with the mentally retarded is limited. Therefore, an active and relevant staff training program is essential to agency operations. Previous and anticipated training programs include on-site behavior modification specialists who work directly with staff teaching them behavior modification techniques and then guiding application of those techniques with clients; specialty programs to teach self-defense, hygiene and safety procedures, procedures for working with deaf/blind severely and profoundly retarded persons, and workshops and conference programs covering a variety of topics relating to providing services to the mentally retarded. Yearly training needs: AAMD conference - 2 staff; Gentle self-defense training for MHT's in L.A. 4 staff; Consultant psychologist to direct behavior modification training to Mental Health Technicians.

Sierra Developmental Center

Sierra Developmental Center has initiated a specific developmental training program for direct care staff in the use of reinforcement techniques. This assists clients in the acquisition of desired skills. This program was initiated in 1978. The same instruction and material will be provided on a semi-annual basis. This training takes approximately six weeks involving 12 hours classroom practicum instruction. All new employees will participate and instruction will be provided by contracted personnel.

Training will be monitored and evaluated as to appropriateness and benefit to residents.

In addition to the above in-service training program, direct care staff will have opportunities to attend seminars and other training available at the University of Nevada, State Personnel Division, other mental retardation programs. This will increase their ability to write, implement, and monitor programs for all clients.

New staff will receive instruction in the Problem Oriented Record keeping system. Present staff will continue to receive updated instructions with new forms being introduced.

Direct care staff will be given instruction in oral hygiene and care of clients teeth by an oral hygienist under contract.

Nursing service will be required to participate in continuing education programs to keep current with the latest nursing methods.

The field of mental health in terms of new treatment techniques, client's rights and administration has been undergoing great changes. Funds are requested to maintain the agency's knowledge of current developments

<u>Attending</u>	<u>Conferences FY 80</u>
8	Southern California Conference on Behavior Modification, Los Angeles
3	Association for the Advancement of Behavior Therapy
3	American Psychological Association
2	Consultation and Evaluation Training Workshop in the Teaching Family Model, Omaha, Nebraska
2	Reaching Autistic Children Workshop
<u>Attending</u>	<u>Conferences FY 81</u>
1	American Academy of Pediatrics, Continuing Medical Education
8	Southern California Conference on Behavior Modification, Los Angeles
3	Teaching Family Model Consultation and Evaluation Training Workshop
3	Association for the Advancement of Behavior Therapy
2	Association of Mental Health Administrator's Conference
3	American Psychological Association Conference
4	Council for Exceptional Children Conference

Training equipment is requested as well to establish a library of multi-media presentations on commonly required topics for use by Mental Health Technicians and Public Service Interns and other high turnover staff.

The cost of sending a professional team to these conferences and using them to train MHT and PSI staff upon return is much less than sending these staff to the conferences themselves. The material is tailored to the agency training needs as well as presented at the slower rate for improved comprehension in the less skilled personnel.

"Training Teaching Parents"

The Competency Enhancement for Teaching Parents program would be operated under contract by the Department of Special Education at UNLV. The recipients of the training would be the Professional Teaching Parent couples, their assistants (MHT and PSI) and program supervisors. The training would be accomplished by the joint efforts of a doctoral-level person at the UNLV Special Education department collaborating with program supervisors at the five mental health agencies in the state using Residential Treatment Homes. Approximately 73 staff members of the five agencies are expected to benefit from the training program. The State of Nevada benefits by the continuation of the highest level of program effectiveness (since Competency Enhancement has been demonstrated effective in maintaining skills) as well as greater longevity for staff in the Teaching Parent positions. The average time for a couple to remain in a Teaching Parent position is a year and a half. Every time a couple leaves there are transition problems for the clients involved and their families. Also, the agency has to recruit out-of-state for a replacement couple.



**TRAINING**

**Training Technology Consultant**

16 hours                    250.00  
 travel & expenses        245.00

\_\_\_\_\_                    \_\_\_\_\_  
 \$ 564.00                    \$ 590.00

Doctorate level consultant to provide training in classroom technology, consultation methods, and school and district/CBS cooperative programming.

Out of State Training

Attend Achievement Place Dissemination Workshop for the Teaching Family Model used in the residential program.

Lawrence, Kansas - 3 days  
 airfare                    265.00  
 per diem                    94.50

\_\_\_\_\_                    \_\_\_\_\_  
 \$ 410.00                    \$ 425.00

**Occupational Safety Workshop - Federal**

Send Building Custodian to annual training session in National Safety Requirements under O.S.H.A.

Los Angeles, California - 3 days  
 airfare                    114.00  
 per diem                    94.00

\_\_\_\_\_                    \_\_\_\_\_  
 \$ 237.00                    \$ 241.00

**2 - Clinical Workshops - San Francisco - Two Days Each**

Ongoing workshops for Child Development Specialist and clinical personnel to provide additional therapeutic techniques.

airfare                    52.00  
 airfare                    52.00  
 per diem                    62.50  
 per diem                    62.50

\$229.00

\_\_\_\_\_                    \_\_\_\_\_  
 \$ 260.00                    \$ 273.00

## CHILDREN'S BEHAVIORAL SERVICES - WASHOE COUNTY

## 2 - Clinical Workshops - Los Angeles - Three Days Each

Ongoing workshops for clinical personnel to provide additional therapeutic techniques in area of expertise.

airfare	114.00		
airfare	114.00		
per diem	92.50		
per diem	92.50		
		\$ 413.00	\$ 470.00
			\$ 471.00

Training for Teaching Parent  
(contractual Services from UNLV)

Competency Enhancement for Teaching Parents. (Contractual services from UNLV). The Department of Special Education at the University of Nevada, Las Vegas has agreed to provide the specialized competency enhancement education that is required by teaching parents, teaching parent assistants, and their program supervisors to ensure the highest quality of services available to clients in Community Treatment Homes and Residential Treatment Homes (on campus at CBS-Clark and CBS-Washoe) throughout Nevada. The cost of the Competency Enhancement program is shown in each existing and proposed Treatment Home Budget. It is estimated that approximately \$1500 will be required within each home budget to provide the contractual services needed to develop and maintain the quality of the treatment services annually.

	\$ 5964.00	\$ 6288.00
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## HENDERSON MENTAL HEALTH CENTER

TRAINING (14)	<u>1979-80</u>	<u>1980-81</u>
	<u>\$13,486</u>	<u>\$13,669</u>
1 paid in-service training/month times 8 (\$25/hr x 4 hrs x 8 mos) (\$30/hr in FY 81)	800	960
2 major training sessions/year at \$1200 (\$1284 in FY 81)	2,400	2,568
40 workshops @ average of \$190 (\$203 in FY81)*7,600		8,120
Xerox training manual 4000 @ 5¢ = 200, 8 reams paper = 16	216	231
Equipment - TV, camera, monitor, tripod, tapes (FY 80) & carosel, screen, overhead projector & 4 cassette tape recorders FY 81)	2,200	1,500
Film rental (6 @ \$45)	<u>270</u>	<u>290</u>
TOTALS	\$13,486	\$13,669

\*Miscellaneous workshops in treatment of depression, treatment techniques, clients' rights, etc.

LAKE'S CROSSING CENTER  
BUDGET, FY 1980-1981

EXHIBIT 3

TRAINING

Lake's Crossing Center would like to upgrade its library and film inventory. There is much new material in this area that would enhance the teaching and training of the staff. Educational classes are more costly each year and thus the present money breakdown per staff will only allow one class. This is incongruent with the dual role.

The number one priority is training the Mental Health Technicians, Licensed Practical Nurses and correctional staff.

The Training Committee that exists with the Director of In-service Training, Program Director, and Business Manager would oversee the coordination of training requests with the needs of the Agency.

<u>Two year budget</u>	
Correctional Training Academy.....	\$1,000
Annual Behavioral Treatment Conference (12 MHTs at \$40/person/yr).....	\$ 960
LPN Medication Updates (3 LPNs at \$10/person/yr).....	\$ 60
Forensic Technician specialized training (12 university courses/yr at \$80 each)...	\$1,920
Natl Inst Mntl Hlth Staff College Wrkshps.	\$1,400
Equip.:12 video tape cassettes(\$40 each)..	\$ 480
Forensic Treatment books (\$18 eachx10 bks).	\$ 180
	<u>\$6000 total</u>

Extensive elaboration to justify requested funds for the next biannium have been conveyed to everyone involved for several years now. Rand report recommendations, Legislative Sub-Committee Task Force conclusions, the expressed intent of the last Legislature, Health Division licensing regulations and survey criteria, Medicare reimbursement criteria, and even more emphatic and explicit the mandates of the Federal Conversion/Operations grants, all stress and emphasize the need for training. The Division allocation of \$7,000 for FY 77-78 was insufficient to meet required and mandated training needs but the Center was able to obtain budget revisions to enhance its spending capability considerably in this area. Depending upon federal funding in FY 78-79, additional amounts will be made available to augment the \$7,000 reflected in the "current" Work Program. The amounts requested for FY 79-80/FY 80-81 reflect a nominal increase over funds appropriately expended in FY 77-78. —

Nevada Mental Health Institute

<u>Training Materials</u>	<u>Justification</u>	<u>1979/80</u>	<u>1980-81</u>
Standardized training modules - 3 @ \$500	In order to set up a basic comprehensive training department according to the assessed need and goals. Will also constitute an informational library system to avoid duplication and, thus, misuse of staff time.	\$1,500.00	\$1,500.00
Learning cassettes		500.00	500.00
Films (purchase/rental)		500.00	500.00
Programmed instruction texts		500.00	500.00
Resource literature, current texts (licensure program appropriate).		500.00	500.00
		<u>\$3,500.00</u>	<u>\$3,500.00</u>
<u>Continuing Education</u>			
<u>For Trainers:</u>	<u>Instate</u>	<u>1979-80</u>	<u>1980-81</u>
Workshops, seminar courses to be attended by employees of the Training Department in order to keep abreast of the current teaching/training modalities.	2 per trainer/2 trainers 4 @ \$100.00	\$ 400.00	\$ 400.00
	<u>Out of State</u>		
	1 per trainer/2 trainers 2 @ \$500.00	1,000.00	1,000.00
<u>For Paraprofessionals</u>			
In order to meet Division's goal of at least 40 hours of continuing education training.	36 paraprofessional staff at least 1 work related conference/workshop/seminar not offered by NMHI. 36 @ \$75.00	2,700.00	2,700.00
	Contract with UNR: defray credit costs on specified courses not offered by NMHI that would lead to licensure of technicians	800.00	800.00
		<u>\$4,900.00</u>	<u>\$4,900.00</u>
<u>Lectures &amp; Outside Trainers</u>			
		<u>1979-80</u>	<u>1980-81</u>
Monthly contracted lectures by professionals in- and out-of-state on areas of specialization not available within the training package.	8 in-state professionals @ \$125.00	\$1,000.00	\$1,000.00
	4 out-of-state professionals @ \$150.00	600.00	600.00
		<u>\$1,600.00</u>	<u>\$1,600.00</u>
<b>Total Training Funds Requested</b>		<b>\$10,000.00</b>	<b>\$10,000.00</b>

**TRAINING**

It is proposed that in-house workshops for all staff, and presented by skilled local trainers under contract be held each year at an estimated cost of \$1,000. Attendance at professional workshops on the West Coast such as humanistic Approach to Behavior Modification, Las Vegas, American Psychiatric Association, National Association of Social Workers, Association Of Mental Health Administrators. Also office managers, accountant and secretarial support service workshops. Total request for this training is 2,500 for each year.

Recognizing the fact that the staff of the Residential Treatment Center will all be new, training will be an important factor in the success of the Center. Attendance at outside workshops for both professional and para-professional staff will be a part of the planning for the first year. There will be at least 6 workshops held with emphasis on training for Mental Health Technicians. Total request for this training is \$2,000 per year.

We request \$1,000 for training for the teaching Parents in APW I to attend a training workshop in Kansas City for Consultation and Evaluation.

Reno Mental Health Center	2,500	2,250
Resident Treatment Center	2,000	1,500
Achievement Place West	1,000	750

In-Service Training -

The \$10,000 recommended by the Governor for training monies (1979-1980) is designed for subsidizing staff to participate in training sponsored by both Rural Clinics and other agencies within the State; these monies pay for travel expenses and training fees. The \$8,000 recommended for in-service training represents contract funds for Rural Clinics to hire trainers to present training to the agency on issues which are identified through the internal evaluation procedures and quality assurance process as problem areas for staff. These two categories combined equal \$18,000 allotted for provision of training to the recommended 89.75 staff positions; the use of these monies is an alternative to the purchasing of a salaried position to coordinate and provide training.

There is little question that a staff of 89.75 full-time equivalents would be in need of a well-organized, and problem-oriented training program. It is more efficient to purchase training on an as needed basis through these two mechanisms (contracts and subsidizing of staff to attend workshops facilitated by agencies other than Rural Clinics), than to purchase one full-time position at a grade 41 to provide the same services at a higher cost. The great disadvantage to relying on one person to do all staff training is that no one person could have expertise across a sufficiently broad range of topics to allow for an adequate training program; the use of contract monies for this purpose is cheaper and allows for purchase of specific expertise across an infinitely broad range of topics.

During a 12-month period (12-1-77/11-30-78), the following topics were covered in training workshops facilitated by Rural Clinics: psychopharmacology, biofeedback, partial and transitional care, management techniques, family therapy, and treatment of rape victims. In addition, many staff attended workshops sponsored by other agencies throughout the state. Approximately 5.3% of the staff were MHT's, and an equitable amount of 5.3% of the training monies (subsidizing participation in training) were spent on the MHT's.

The monies for training in the 1978-1979 work program are lower than those recommended by the Governor for 1979-1980. The increase in 1979-1980 recommended appropriation is created by the fact that all staff will be recruited during 1979-1980 so the number of staff requiring subsidization of training experiences will be higher. The decrease in monies for in-service training from 1978-1979 to 1979-1980 represents: (a) shift to increasing reliance on training provided by other agencies in the state, (b) an attempt to reduce budget costs while not decreasing programs.



\*STATE OF NEVADA  
DIVISION OF MENTAL HYGIENE & MENTAL RETARDATION  
4600 Kietzke, Suite 108, Reno, Nevada 89502

February 1979

T R A I N I N G   P O L I C Y   1 9 7 9

Prepared by Robert Morgan, PhD  
Chief, Human Services Education  
& Training Coordinator since April, 1978

This document includes:

- Training Rationale
- Training Policy from the STATE ADMINISTRATIVE MANUAL 1977-79
- Training Policy from RULES FOR STATE PERSONNEL ADMINISTRATION 1978
- Training Policy within the Division of MH & MR
- Appendix A. Training Council Membership
- Appendix B. Training Council Minutes

RATIONALE

Inservice staff training is both service-effective and cost-effective: it is designed to keep our skills current and not obsolete. The state plan for our division has included among its nine basic goals the following statement for quite a few years now:

"HAVE A STIMULATING WORK ENVIRONMENT THAT PROVIDES FOR STAFF TRAINING, DEVELOPMENT, MORALE, AND SKILL."

The 1976 Rand Study, the Mental Health Task Force Report to the Legislative Subcommittee on Mental Health and Mental Retardation in 1978, and individual in-house agency service audits all shared this recommendation: the inservice training program needed more expansion and coordination.

In 1977-78, for the first time, the budget category of "training" was funded by the legislature. Some funds went to the Division Central Office for use there and for distribution to some of the agencies (CBS, HMHC, LVMHC, NMHI, RMHC) while other funds were allocated direct to agencies (LCCMDO, RC, MR Admin, CTCs, DDC, SDC). The Chief, Human Services Education (then Dr. Sharigian) and the Senior Management Analyst (Harry Clemons) collected quarterly reports on agency training expenditures. These data began the refinement of training needs toward a long range plan for subsequent biennium budgets.

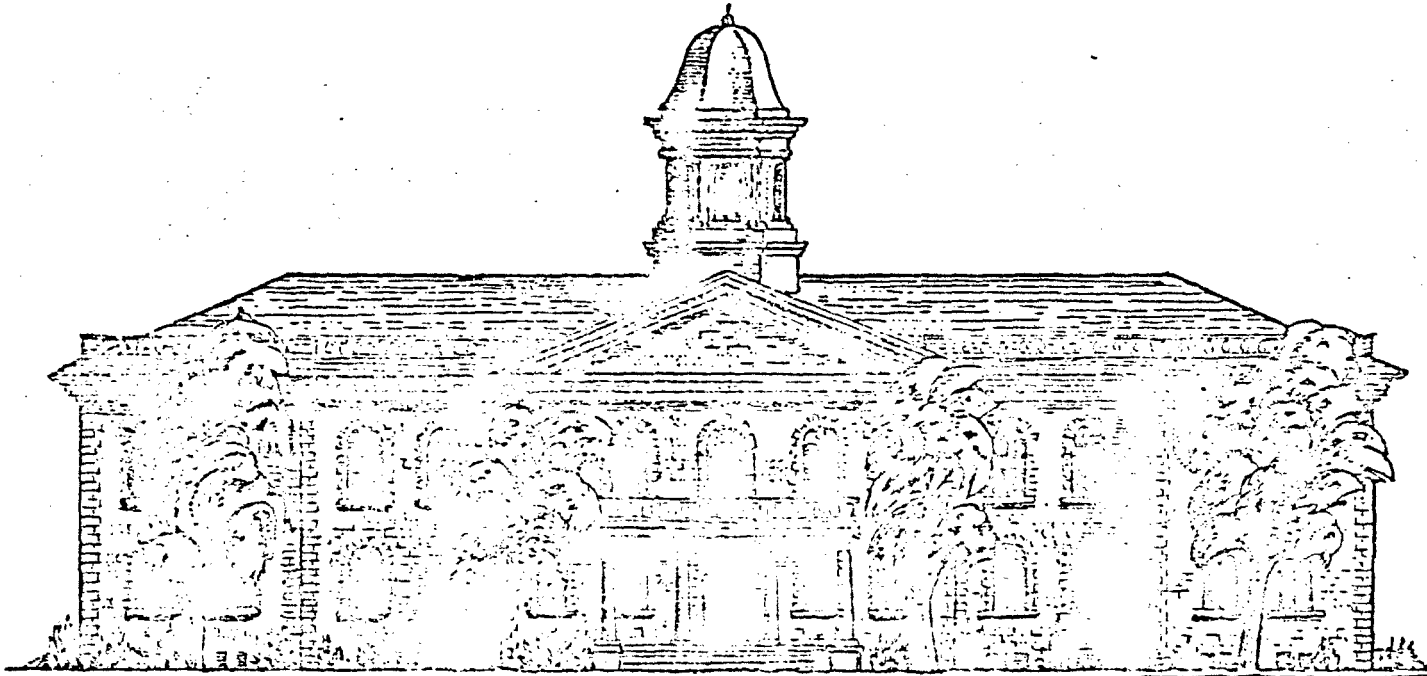
In April, 1978, towards the end of the first training-funded fiscal year, the new Chief, Human Services Education, Dr. Morgan, took on responsibility for coordinating state-wide training activities for the division. The following month, an Inservice Training Officers Advisory Council was organized for better coordination. Chaired by the Chief, Human Services Education, it included a Training Coordinator from every division agency and the Training Director of the Nevada State Personnel Division (Glen Rock) (see Appendix A.) This Council advised on policy, shared new training methods & resources, and devised solutions to common problems (see Appendix B for minutes). For the second fiscal year, the Council set priorities for the allocation of funds to agencies receiving monies through the division central office.

Specific steps in the inservice training procedure for the division are presented at the end of this report. First, the state policies within which we operate will be presented.

In summary, inservice training must be regarded as even more important than a booster for employee morale or personal development (state plan). Although these goals are important in themselves, certainly worth pursuing, the overall goal of service skill effectiveness is our central aim. Without comprehensive contemporary training, personnel skills can become obsolete, unnecessarily expensive, and counterproductive. The citizens of Nevada would be the ultimate victims should meaningful training ever be abandoned.

# STATE ADMINISTRATIVE MANUAL

TENTH EDITION—1977-79



Training Policy

## STATE OF NEVADA

Issued by the  
DIRECTOR OF ADMINISTRATION

PERSONNEL

8000-9000

EXHIBIT 3

TRAINING

8400

## GENERAL STATEMENT

8405

The State Board of Examiners, approving and supporting the development of training programs to guide efforts to improve the efficiency and productivity of all State employees and recognizing that continued training and development of its career employees, essential in providing quality services in State government, is the basic responsibility of the respective operating departments, adopts the following training policy:

TRAINING PLANS - Each department shall develop and maintain a plan of action for the training and development of all of its employees that contains provisions for:

1. Identifying training needs of individual employees, meeting identified needs and comprehensive evaluation of training programs;
2. Utilization of departmental resources in training employees;
3. Appointing departmental advisory committees consisting of both management and employees to advise on training activities;
4. Insuring that training and development opportunities are provided to help all employees perform their work satisfactorily and adapt themselves to changing technology; and
5. Making full use of existing staff, facilities and services within and available to the State.
6. These plans shall be developed annually by May 31 for the next fiscal year, and will include equal employment opportunity training to enhance promotional opportunities for women and ethnic minorities. These annual plans will be submitted with a form TR-17 in accordance with established procedures.

STATE TRAINING PLANS - It will be the responsibility of the State Personnel Division to facilitate and coordinate the efforts of the various State agencies to provide their employees with training, and to provide training programs with an applicability to all agencies, including but not limited to training in Supervision, Management, Office Skills and Communications. For this purpose the State Personnel Division will publish annually, by March 31, a schedule of the training programs it is planning to present. Such schedules will be developed after consultation with State agencies and other appropriate individuals or groups.

DELINEATION OF TRAINING RESPONSIBILITIES - Each department will work with the State Personnel Division to develop a joint plan in which specific training responsibilities, State and departmental, are clearly delineated.

CONVENTIONS AND CONFERENCES - A convention or conference of administrators, professionals or specialists convened for an interchange of views is not considered to be training.

## GENERAL STATEMENT - Continued

8405

TRAINING GROUPINGS - Training techniques can be grouped into three general types:

1. ON-THE-JOB TRAINING - Normally provided by agency administrators and supervisors through their own efforts for subordinates. On-the-job training is recognized as a departmental responsibility and should be considered as a part of the normal assignments of every executive, manager and supervisor with provisions made for their presenting effective training programs. Where on-the-job training can be provided within the staff capability of operating departments, without a specific expenditure of funds for training or is provided by a manufacturer or vendor of equipment as a condition of sale, approval is not required.
2. SPECIAL TRAINING COURSES - Typically, but not limited to, seminars, institutes or short courses where college credit is not earned.
3. ACADEMIC TRAINING - Academic course work provided by an educational institution for an extended period of time with college credit given for work completed. To receive college credit for a course, it is not necessary to be enrolled in a degree or certificate granting program.

With respect to seminars, institutes, short courses, and extended training, programs are to be offered under the following conditions:

1. ALL TRAINING - Where expenditures of funds are utilized to bring in outside lectures or the training program is located outside the State, rent room facilities, print programs, pay employee transportation costs, necessary per diem or tuition, etc., training programs will be approved and the employee will receive full pay if the following conditions are met:
  - a. The training project is for the purpose of providing basic training for new employees, for improving an employee's proficiency in his present job, or to develop additional skills and talents for advancement to higher positions where specific unmet departmental needs exist.
  - b. The training program is for six weeks (240 hours) or less.
2. ACADEMIC TRAINING - Training projects for which college credit is earned will be approved under the following conditions:
  - a. The requirements for the employee's position have been upgraded and it is necessary for him to complete college level courses in order to continue in his present position.
  - b. The Personnel Division and operating department jointly determine that the employee's occupational field has undergone such technical changes that college training is essential to improve an employee's proficiency in satisfactorily performing work at the optimum level on his present job.

## GENERAL STATEMENT - Continued

8405

- c. If it is determined by an operating department that attendance in a credit course presented by an accredited educational institution would materially increase or improve an employee's work performance, or enhance his career development, the operating department may enroll an employee in a credit course or courses. If the employee does not successfully complete the course (achieve a passing grade), he will be required to reimburse the department for the costs. A department, at its option, may elect to pre-pay or reimburse an employee for the costs of a successfully completed course. In addition, related transportation and other costs may be paid by the operating department. It shall be the responsibility of the operating department to submit a form TR-17 prior to actual course attendance, to the State Personnel Division for every employee enrolled in a credit course, indicating how the course is occupationally related. Such intermittent course work will be limited to a total of six credit hours per employee in any regular semester, involving no more than eight working hours per week, unless attendance has been specifically included as a part of an approved plan.
- d. Education Leave Stipends - With the exception of intermittent course work not leading to the awarding of a degree or certificate, a person may not be granted education leave stipends to attend an accredited university or college until such person has:
1. One year's continuous service; and
  2. Entered into contract with his employing agency whereby such person agrees to pursue only courses required for a degree directly related to his employment with the State of Nevada and to return to the employ of his employing agency within 30 working days after completion of course work on the basis of one year for each nine months' education leave taken or to refund the total amount of such stipends, fees and related costs, regardless of the balance at the time of separation from State service.

Education leave stipends up to three-fourths (3/4) of the employee's base salary and the total cost of supplies and equipment may be paid if funds are available. A request for education leave by an employee, endorsed by the operating department, and accompanied by a copy of the employee's agreement to return to work for the State of Nevada, must be approved by the State Board of Examiners prior to engaging in any proposed college program. At any time, each department is limited in granting educational leave stipends to two percent (2%) of its total number of classified full time equivalent employees using the previous year's average employment figure. Those departments with less than a total of fifty (50) employees with permanent status may grant educational leave stipends to not more than one employee.

## GENERAL STATEMENT - Continued

8405

3. ADVANCE AUTHORIZATION - Operating departments must submit written requests on a form TR-17 for each person's participation in an education stipend program six weeks in advance of enrollment and have the request approved prior to participation.
4. EDUCATIONAL INSTITUTIONS - All training, where practical, will be presented through or in cooperation with established accredited educational institutions within the State.
5. OTHER PAID LEAVE - Officially approved or sponsored training will be on Other Paid Leave basis, coded OL, or with the instructor's endorsement of satisfactory completion. In attending any officially approved training, an employee's attendance will not be charged to his annual leave or overtime credits.
6. STATE TRAINING COMMITTEE - The State Personnel Division will establish a technical training committee, composed of training representatives from the State agencies, to make recommendations concerning statewide training plans and programs.
7. CAREER-DEVELOPMENT PROGRAM COORDINATION - The Personnel Division shall coordinate all training activities of remedial and career-development programs designed to correct educational and training deficiencies of State employees and create employment opportunities for the disadvantaged. In connection with these activities, the Personnel Division, with the approval of the Governor, is designated to enter into contractual arrangements with the federal government and others that provide grants or funds for educational and training activities. The above provisions should not be construed as prohibiting any State agency from presenting remedial and career-development programs on a local basis when such participation is legally permissive and does not conflict with any statewide programs administered by the Personnel Division.
8. WORK TIME - Mandatory training must be treated as work time.
9. EXCEPTIONS - Any training program request that is not approved by the Personnel Division or is in exception to the contents of this policy may be submitted to the State Board of Examiners for final review.

PERSONNEL DIVISION

RESOURCE DEVELOPMENT AND TRAINING SECTION

REQUEST FOR TRAINING

Department..... Division..... Date submitted.....

TRAINING FOR

Name(s) Title(s) Grade(s) Name(s) Title(s) Grade(s)

REQUEST

- Release time
Payment for costs

D. PROGRAM INFORMATION

Title..... No credits.....
Place..... Total hours.....
Offered by.....
Dates..... Hours.....

TRAINING IS

- Division directed
Employee requested

Employee Signature

Home Phone

Office Phone

How will requested training improve work performance or career development? How can results of this training be measured? Attach outline or description of training program.

H. EXPENSES

List of a-g optional
Total is required

- a. Transportation
b. Per diem
c. Tuition
d. Fees
e. Supplies or books
f. Other
g. Other
h. TOTAL (required)

I. IMMEDIATE SUPERVISOR

Approve/Disapprove (Note reason in comments)
Date..... Signature.....

J. OTHER (If required)

Approve/Disapprove (Give reason in comments)
Date..... Signature.....

K. TRAINING REPRESENTATIVE

Approve/Disapprove (Give reason in comments)
Date..... Signature.....

L. DEPARTMENT/DIVISION APPROVAL

Administrative Leave Reimbursement of Cost
Approved/Not approved
Approved/Not approved

Approving Authority or Representative

Date

M. RESOURCE DEVELOPMENT AND TRAINING SECTION

Approved/Not approved Project No.....

Staff Development Section Representative

Date

COMMENTS:



**INSTRUCTIONS FOR TR-17**

All State employees requesting training must submit this form to their supervisor for processing. Completion of this form will allow the operating agency and the Resource Development and Training Section to make a responsible decision on this request and insure compliance with the State Board of Examiner's Policy. Please read the following instruction before completing this form.

**INSTRUCTIONS TO THE EMPLOYEE REQUESTING TRAINING**

Please complete sections A-G in their entirety. All information concerning the title, place, hours, fees and offered by is found on published training announcements. It is your responsibility to provide your agency with these specific details. Special attention should be given to the question, "How do you . . .". This information is essential in determining the appropriateness of this course. Be sure that you have signed the form and provided your complete work address on this request. (Attach a copy of the training announcement.) If the above information is incomplete, this form will be returned to you and will cause delay in processing.

All training should be reported to your personnel office for inclusion to your official records. Many courses are considered by State Personnel Division as partial qualification for promotional opportunities.

**INSTRUCTIONS TO THE OPERATING DEPARTMENT**

Please complete sections H-L including comments which will assist the Resource Development and Training Section in determining whether or not this request should be approved. The request should be forwarded to the next supervisory level for review and recommendations. Delays in processing of this form may create work scheduling problems for the employee.

Do not forget to check the appropriate boxes in section L. It is imperative that the Resource Development and Training Section know if administrative leave has been authorized and who is responsible for payment of all costs related to this training. If this form is incomplete, it will be returned to you.

**SUBMITTAL**

Please forward 4 copies of the completed form to the Resource Development and Training Section. A copy of the form will be returned to the employee requesting training and to the agency head or designated representative.

If there is any cost for the course, a project number will be assigned by the Resource Development Training Section and a copy forwarded to the Pre-Audit Section for payment purposes.

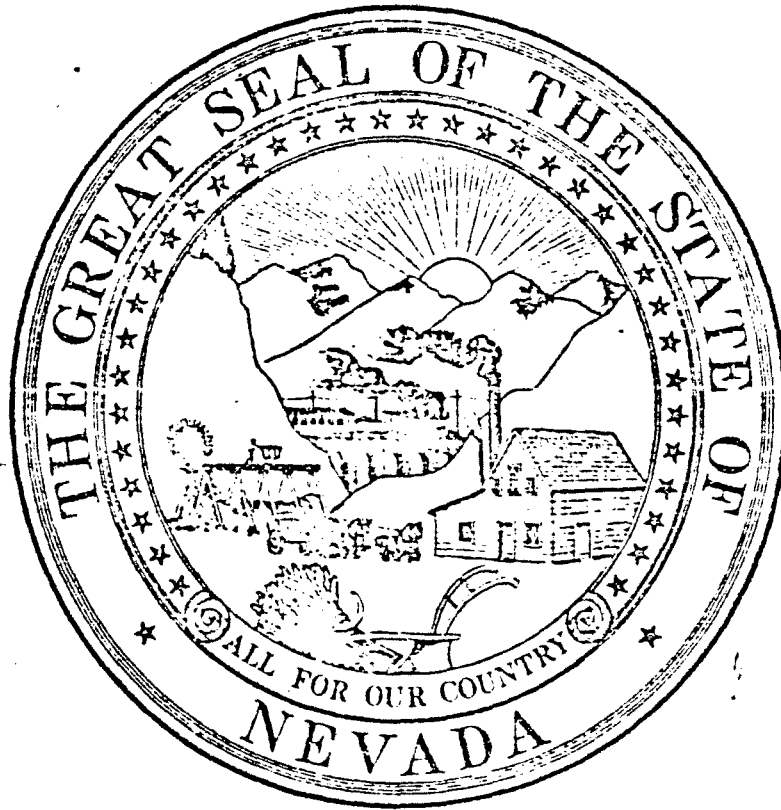
Incurring costs for travel, per diem, course fees, and other costs in relation to any training for your department requires submittal of this form to Capitol Complex, Resource Development and Training Section, Nevada State Personnel Division, Blasdel Building, Carson City, Nevada 89710. Reference SAM 8405.

**PROHIBITION OF DISCRIMINATION**

Discrimination against any person in recruitment, examination, appointment, training, promotion, retention or any other personnel action, because of political or religious opinions or affiliations or because of race, national origin, age, sex, or any other non-merit factor is prohibited. A formal grievance procedure exists for all classified employees and is outlined in detail in **Rules for Personnel Administration, Rule XV**. Employees and supervisors are encouraged to resolve grievances through the informal process whenever possible.

*rules for state personnel administration*  
*effective january, 1978*

RULE X - TRAINING (Ref. NRS 284.243)



*department of administration*  
*personnel division*  
*capitol complex*  
*room 200, blasdel building*  
*carson city, nevada 89710*

## RULES FOR PERSONNEL ADMINISTRATION - Continued

8205

## RULE X

## TRAINING

(Refer to NRS 284.243)

A. Responsibility of Appointing Authority

The appointing authority shall be responsible for the provision of orientation, induction, and on-the-job training and for the continuing development of the employees in the agency. The State Personnel Division shall cooperate with and assist appointing authorities in carrying out this responsibility and in meeting any special training needs of the agencies.

B. Training on New Processes

Whenever the duties of a position are to be materially changed by the introduction of new machinery or processes requiring different skills and knowledge, any permanent or probationary employee affected by the change shall be given reasonable opportunity to learn to perform the new duties and to qualify for status in any new class of positions required for such work. An employee who, after a reasonable training period, qualifies for appointment in the different class shall be deemed to possess the specific education, experience or other requirements for such class and shall be appointed thereto with the same status and seniority which he last had in his previous class, upon the written recommendation of the appointing authority and the approval of the State Personnel Division. Employees who do not qualify for such appointment shall be reassigned to other duties appropriate to their class, or be laid off in accordance with the provisions of the law and these rules regarding lay-off.

C. Specialized Training

In order to meet the needs of the State service for scientific, technical, professional and management skills which cannot be provided through available in-service training, the State Personnel Division may arrange for the provision of such training through recognized educational or training facilities.

D. Guidelines for Training

All training for State employees shall conform to the State Board of Examiners' training policy (SAM, Section 8405) which will be developed after consultation with appointing authorities by the Administrator.

E. General Statement

The State Board of Examiners, approving and supporting the development of training programs to guide efforts to improve the efficiency and productivity of all State employees and recognizing that continued training and development of its career employees, essential in providing quality services in State government, is the basic responsibility

## RULES FOR PERSONNEL ADMINISTRATION - RULE X - Continued

8205

of the respective operating departments, adopts the following training policy:

1. Training Plans - Each department shall develop and maintain a plan of action for the training and development of all of its employees that contains provisions for:
  - a. Identifying training needs of individual employees, meeting identical needs and comprehensive evaluation of training programs;
  - b. Utilization of departmental resources in training employees;
  - c. Appointing departmental advisory committees to advise on training activities;
  - d. Insuring that training and development opportunities are provided to help all employees perform their work satisfactorily and adapt themselves to changing technology; and
  - e. Making full use of existing staff, facilities and services within and available to the State.
2. Common Training Needs - Common to all operating departments is the need for employee training in the areas of Supervision and Management, Office Occupations and Communications. In order to avoid duplication of effort, the State Personnel Division is designated to coordinate this training. Further, the Division shall provide for:
  - a. The utilization of statewide and occupational advisory committees; and
  - b. Central coordination, guidance and consultation to operating departments in planning and organizing training programs.
3. Conventions or Conferences - A convention or conference of administrators, professionals or specialists convened for an interchange of views is not considered to be training.
4. Training Groupings - Training techniques can be grouped into three general types:
  - a. On-the-job Training: Normally provided by agency administrators and supervisors through their own efforts for subordinates. On-the-job training is recognized as a departmental responsibility and should be considered as a part of the normal assignments of every executive, manager and supervisor with provisions made for their presenting effective training programs. Where on-the-job training can be provided within the staff capability of operating departments, without a specific expenditure of funds for training or is provided by a manufacturer or vendor of equipment as a condition of sale, approval is not required.

## RULES FOR PERSONNEL ADMINISTRATION - RULE X - Continued

8205

- b. Seminar, Institute and Short Course (college credit not earned): Normally provided by outside experts, either at a government office or selected site.
- c. Extended Training: Academic course work provided by an education institution for an extended period of time with college credit given for work completed. To receive college credit for a course it is not necessary to be enrolled in a degree or certificate granting program.

With respect to seminars, institutes, short courses, and extended training, programs are to be offered under the following conditions:

1. All Training - Where expenditures of funds are utilized to bring in outside lectures or the training program is located outside the State, rent room facilities, print programs, pay employee transportation costs, necessary per diem or tuition, etc., training programs will be approved and the employee will receive full pay if the following conditions are met:
  - a. The training project is for the purpose of providing basic training for new employees, for improving an employee's proficiency in his present job, or to develop additional skills and talents for advancement to higher positions where specific unmet departmental needs exist.
  - b. The training program is for six weeks (240 hours) or less.
2. College Credit Training - Training projects for which college credit is earned will be approved under the following conditions:
  - a. Unless earning a college degree or certificate is essential for an employee to continue on his present job, employees will not be officially enrolled by any department in any degree or certificate granting program as a matriculated student (normally 12 units per semester) at State expense and/or given release time from work to attend such a program.
  - b. The requirements for the employee's position have been upgraded and it is necessary for him to complete college level courses in order to continue in his present position.
  - c. The Personnel Division and operating department jointly determine that the employee's occupational field has undergone such technical changes that college training (intermittent course work not leading to the awarding of a degree or certificate) is essential to improve an employee's proficiency in satisfactorily performing work at the optimum level on his present job. Such college credit must be directly related to the employee's present assignment.

CLASSIFIED PERSONNEL

8200

EXHIBIT 3

## RULES FOR PERSONNEL ADMINISTRATION - RULE X - Continued

8205

d. Education Leave Stipends - With the exception of intermittent course work not leading to the awarding of a degree or certificate, a person may not be granted education leave stipends to attend an accredited university or college until such person has:

1. One year's continuous service; and
2. Entered into contract with his employing agency whereby such person agrees to pursue only courses required for a degree directly related to his employment with the State of Nevada and to return to the employ of his employing agency within 30 working days after completion of course work on the basis of one year for each nine months' educational leave taken or to refund the total amount of such stipends, fees and related costs, regardless of the balance at the time of separation from State service.

Educational leave stipends up to three-fourths (3/4) of the employee's base salary and the total cost of supplies and equipment may be paid if funds are available. A request for education leave by an employee, endorsed by the operating department, and accompanied by a copy of the employee's agreement to return to work for the State of Nevada, must be approved by the State Board of Examiners prior to engaging in any proposed college program. At any time, each department is limited in granting educational leave stipends to two percent (2%) of its total number of classified full-time equivalent employees using the previous year's average employment figure. Those departments with less than a total of fifty (50) employees with permanent status may grant educational leave stipends to not more than one employee.

3. Advance Authorization - In all cases, at least two weeks in advance of student enrollment for intermittent course work or six weeks for a stipend program, operating departments must submit written requests for each person's participation in college training and have the request approved prior to participation.
4. Educational Institutions - All training, where practical, will be presented through or in cooperation with established accredited educational institutions within the State.
5. Other Paid Leave - Officially approved or sponsored training will be on Other Paid Leave basis, coded OL, if successfully completed with a grade of "C" or better. In attending any officially approved training, an employee's attendance will not be charged to his annual leave or overtime credits.

## RULES FOR PERSONNEL ADMINISTRATION - RULE X - Continued

6. Submittal of Plans and Requests - All detailed Training Plans, including projected costs, and individual requests for training will be submitted to the Personnel Division in the manner and on forms prescribed as scheduled or requested as follows:
  - a. Detailed Training Plans: Annually or as existing plans are modified.
  - b. Individual Projects: Submit requests for each project.
  - c. Comprehensive Training Projects: Comprehensive two-year projected training plans reflecting all the details of proposed training, including projected costs, of an agency shall be submitted through the Personnel Division to be used by Pre-Audit in reviewing training claims. These plans should be included in conjunction with the budget process but may be submitted at any time if not a general fund agency. Funds for each fiscal year training program to be included in the Executive Budget will be recommended with consideration being given to determine departmental training needs and long range objectives to meet these needs as outlined in the department's training plan. The operating departments and the Personnel and Budget Divisions will cooperate in evaluating training projects.
7. Career-Development Program Coordination - The Personnel Division shall coordinate all training activities of remedial and career-development programs designed to correct educational and training deficiencies of State employees and create employment opportunities for the disadvantaged. In connection with these activities, the Personnel Division, with the approval of the Governor, is designated to enter into contractual arrangements with the federal government and others that provide grants or funds for educational and training activities.
8. Exceptions - Any training program request that is not approved by the Personnel Division or is in exception to the contents of this policy may be submitted to the State Board of Examiners for final review.

TRAINING POLICY WITHIN THE DIVISION OF MH & MR

EXHIBIT 3

In accordance with the state plan's goal of:

"HAVE A STIMULATING WORK ENVIRONMENT THAT PROVIDES FOR  
STAFF TRAINING, DEVELOPMENT, MORALE, AND SKILL"

the division attempts to upgrade staff skills and knowledge in such a way as to improve morale, decrease employee turnover, enhance job performance as consistent with written work performance standards, and thereby improve service effectiveness.

Organization

Each agency shall have a staff member responsible for inservice training. These Training Coordinators, while administratively responsible to the top agency administrator, also serve as members of the division Inservice Training Officers Advisory Council chaired by the Chief, Human Services Education, of the division central office.

Training Responsibility

Each division employee must plan an inservice training program of at least 40 hours in advance of each fiscal year. Training plans are collected and approved by the Training Coordinator after signed approval by each employees immediate supervisor. Training plans must be consistent with work performance responsibilities and standards. In addition, every effort should be made to accomplish the training by using existing resources within agency or division, using training funds wherever necessary only.

Training Coordinators also initiate and execute training budget expenditures, with the approval of their supervisor, in the areas of training supplies and workshops. Every reasonable effort should be made to bring newly effective techniques and important service information into the division, taking budget realities into account. All training must be evaluated (eg. consumer feedback).

Training Coordinators are also responsible for active participation in Training Council coordination, reporting, and policy making activities. In cooperation with their agency administrator and fiscal person, regular training expenditure reports are made to the division central office as requested with a thorough final report at the end of each fiscal year.

Training Approval

Individual requests for training are made on the appropriate form according to state procedure and state/division policy. They are initiated by the staff member or training coordinator to fall within the individual's supervisor-approved training plan. Approval and signature (indicating careful review as to both suitability of requested training & available funds) must come from the requesting staffer, the immediate supervisor, the training coordinator, and the agency administrator. On completion of the training, a copy of the request is to be sent to the training files of the Chief, Human Services Education, at the division central office. Another copy must be kept in the employee's personnel folder along with the individual training plan.

This policy will be reviewed and updated at least once annually by the Training Council, the agency Directors, and the Division Administrator in consultation with the Chief, Human Services Education.





STATE OF NEVADA  
DIVISION OF MENTAL HYGIENE  
AND MENTAL RETARDATION

4600 KIETZKE LANE, SUITE 100  
RENO, NEVADA 89502  
(702) 784-4071

17

EXHIBIT 3

MIKE O'CALLAGHAN  
Governor

GWEN O'BRYAN, Ph.D.

Administrator  
MENTAL HYGIENE AND  
MENTAL RETARDATION

APPENDIX A

JACK MIDDLETON  
Associate Administrator for  
Mental Retardation

JANUARY 1979

INSERVICE TRAINING OFFICERS ADVISORY COUNCIL (13)

Division Central Office - Robert F. Morgan, Ph.D. (Chair)

MR Services Central Administration - Jesse La Monda, Ed.D

Children's Behavioral Services, Clark - Don Johnson, M.A.

Children's Behavioral Services, Washoe - Art Willins, Ph.D.

Desert Developmental Center - Lowell Masters, Ed. D.

Henderson Mental Health Center - Jack Holbrook, M.S.W.

Las Vegas Mental Health Center - John Hinkle, Ph.D.

Lake's Crossing Center MDO - M. Frant Evarts, Ph.D.

Nevada Mental Health Institute - Patty Noyes, M.S.N.

Reno Mental Health Center - Thomas O. Towle, Ph.D.

Rural Clinics - Jim Draper, Ph.D.

Sierra Developmental Center - Larry Bowen

Nevada State Personnel Division - Glen Rock, Training Director



STATE OF NEVADA  
 DIVISION OF MENTAL HYGIENE  
 AND MENTAL RETARDATION

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## APPENDIX B

June 16, 1978

MIKE O'CALLAGHAN  
 Governor

CHARLES R. DICKSON, Ph.D.  
 Administrator

MENTAL HYGIENE AND  
 MENTAL RETARDATION

JACK MIDDLETON  
 Associate Administrator for  
 Mental Retardation

To: Inservice Training Officers Advisory Council

From: Robert F. Morgan, PhD, Chief, Human Services Education *RFM*

Re: Council Activities

On Monday, May 22, 1978, the first meeting of the Inservice Training Officers Advisory Council was held. A list of members, resulting from that meeting, is enclosed. The consumer feedback received from participants of the conference is also enclosed.

The consumer feedback reflects several key points also reported orally:

- Jack Holbrook (HMHC) is to be commended for his comprehensive pioneering work on inservice training materials and manual.
- The exchange of agency training program information should be continued.
- Rick Weisberg's (LC) work on MHT certification and training needs to be expanded and adapted to the needs of other agencies.
- Central facilitation, coordination, and leadership in training apparently welcomed; further meetings requested.

Our next meeting is now scheduled for November 7th, Tuesday, 10-4 pm, at the Desert Developmental Center in Las Vegas. If you wish any items on the agenda for that meeting, please get them to me no later than October 7th. As of now, we already have these key items:

- (1) Agency presentations of training programs (including written copies of biennium budget proposals)
- (2) A report from the two MHT Certification training committees:
 

<u>Southern Committee</u>	<u>Northern Committee</u>
John Hinkle, PhD, Chair (LVMHC)	Rick Weisberg, MSW, Chair (LC)
Jo Ann Hudson (DDC)	Patty Noyes, MA (NMHI)
Don Johnson, MA (CBS)	Ted Reynolds (CBS)

The committees are urged to meet as soon as possible to develop recommendations to the Advisory Council on the cost and details of a program to screen, train, and certify MHTs in Nevada. University participation is also to be explored.

- (3) A vote on the per capita annual inservice training minimum cost, by professional category (eg. MHT probably higher than Receptionist).  
 Proposals welcome prior to the meeting.

Your enthusiasm and energy is really appreciated. Thanks-

encl.

cc. Program Directors, Dr. Dickson, Dr. O'Bryan, Dr. Ray Holmes, Dr. Dillon.



DIVISION OF MENTAL HYGIENE  
AND MENTAL RETARDATION

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RENO, NEVADA 89502  
(702) 784-4071

MIKE O'CALLAGHAN  
Governor

CHARLES R. DICKSON, Ph.D.  
Administrator  
MENTAL HYGIENE AND  
MENTAL RETARDATION

JACK MIDDLETON  
Associate Administrator for  
Mental Retardation

MEMORANDUM

April 24, 1978

To: Jack Middleton, Associate Administrator for Mental Retardation  
Patricia Armstrong, PhD, Director, NMHC  
Joe Burnett, Director, LVMHC  
Roger Glover, Director, Rural Clinics  
Bob Hiller, PhD, Director, LCCMDO  
Bob Kieffer, Director, RMHC  
David Luke, PhD, Director, CBS, Clark County  
Jack Mayville, PhD, Director, CBS, Washoe County  
Bill Rueff, PhD, Director, SDC  
Barney Salzberg, PhD, Director DDC  
Ken Sharigian, PhD, Director, NMHI

From: Bob Morgan, PhD, Chief, Human Services Education *BM*

Re: First Annual Division Agencies INSERVICE TRAINING OFFICER CONFERENCE

By now nearly every agency has designated a specific staff member as Training Officer. I would now like to bring all these people together for the following purposes:

- (1) Training program information exchange
- (2) Training allocations for next fiscal year
- (3) Training proposals for the biennium budget
- (4) Possible statewide certification training for MHTs and other job categories
- (5) People-to-people exchange
- (6) Mutual support & organization around training

A first meeting is scheduled for Monday, May 22, 1978, 10:00 am - 4:00 pm, Division Conference Room, 4600 Kietzke, Suite 108, Reno. We would appreciate participation by Training Officers from every agency or, in their absence, a knowledgeable alternate. Naturally, Directors are also welcome.

Thank you in advance for your cooperation and support. Please rsvp by May 1st.

RFM/fa

cc. Charles R. Dickson, PhD, Administrator, Division of Mental Hygiene/Mental Retardation  
Gwen O'Bryan, PhD, Assistant Administrator, Division of MH/MR  
Administrative Office Personnel (fyi)



DIVISION OF MENTAL HYGIENE  
AND MENTAL RETARDATION

4600 KIETZKE LANE, SUITE 108  
RENO, NEVADA 89502  
(702) 784-4071

EXHIBIT. 3

MIKE O'CALLAGHAN  
Governor

GWEN O'BRYAN, Ph.D.

Administrator  
MENTAL HYGIENE AND  
MENTAL RETARDATION

October 24, 1978

JACK MIDDLETON  
Associate Administrator for  
Mental Retardation

INSERVICE TRAINING OFFICERS ADVISORY COUNCIL

MINUTES

Agencies represented: Div. Central Office, MR Services  
Central Administration (1/2 day), CBS-C, CBS-W, DDC,  
HMHC, LVMHC, LCCMDO, RMHC, Rural Clinics, SDC.  
Agencies unrepresented: Nevada Mental Health Institute,  
State Personnel Division (Training).

The second meeting of the Training Council was hosted  
by Jo Ann Hudson and the Desert Developmental Center.  
Their hospitality was appreciated.

Each council member reported on present and proposed  
training activities at their agency. Biennium budget  
implications were also discussed. Every member was  
asked to put a written report in the mail to Dr. Morgan,  
Chair of Council, as soon as possible.

Systems for the uniform scheduling of training costs per  
discipline or job function were proposed, discussed, and  
voted upon. By majority vote and near consensus, the  
final Council decision was to follow a "Nevadanized"  
form of the 'Colorado Plan'. Colorado sets aside 1%  
of salaries statewide (in dept MH) for inservice training.  
The Nevada variation would be to set aside 1% of salaries  
per agency and allocate training funds to that agency  
within the budget context of that 1%. This would not  
include statewide or special training efforts for MHTs  
(who have low salaries) or Council-endorsed programs  
affecting 2 or more agencies.

The Council went on record as being strongly in favor  
of (1) higher salaries for MHTs (to aid recruitment  
emergencies & improve service delivery quality); (2)  
higher minimum educational requirements for MHTs; (3)  
increased career ladder steps in MHT series (V, VI, VII, VIII)  
so as to retain effective people now in service; and  
(4) To establish an accessible AA college degree program  
for MHTs. In addition, Rick Weisberg's on-the-job MHT  
credentialing program was reported a success at Lake's  
Crossing (no turnover of those MHTs credentialed, minimal  
cost, boosted morale, improved service skills) and Rick  
was commended for his superb model program. He expressed  
willingness to consult with other agencies wishing to  
establish such a program. \*

\*10 wk program: 1.5 hr/wk with 88% completion rate.  
Professional staff teach & certify credentials.

(Concluded)

EXHIBIT 3

It was noted that Dr. Joe Burnett is exploring affiliation with a junior college in Clark County to develop an AA program for MHTs. Northern subcommittee efforts to affiliate with UNR were not highly productive. It was decided to follow the route of affiliation with either a junior college or an extended degree program. The committee assigned to explore such an affiliation (AA program for MHTs) was:

Robert Morgan, Chair  
Joe Burnett (in light of present success)  
Jon Hinkle  
Jess LaMonda  
Rick Weisberg  
and Patti Noyes (assigned in her absence)

Rural Clinics & Lake's Crossing (Draper & Weisberg) reported a cooperative workshop in progress. They were commended for this effort as a way to share information at reduced costs.

Jack Holbrook presented a role-playing technique for the inservice training of office support personnel. The Council unanimously endorsed inservice training as a necessary (and, per our state plan, required) experience for all employees, including clerical/professional as well as MHT.

The Council requested a meeting schedule more frequent than the originally planned two-per-year. The next meeting will be 10am - 4pm on March 27, 1979, at CBS-W in Reno at the kind invitation of Art Willins.



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CONSUMER FEEDBACK FROM TRAINING COUNCIL

October 24, 1978

Participants: 13 (All agencies but NMHI)

Per cent indicating activity worth participating in: 100%

**Comments:**

- "Any additional info re CEUs or MHT certification would be helpful should the subcommittee arrive at any conclusions."
- "The info sharing is so helpful & I feel all get something out of it."
- "Some progress was made regarding guidelines for training money."
- "I found the presentations to be helpful & interesting. The meetings are getting better and better."
- "Agenda was good. I felt a lot of good ideas were generated."
- "Well conducted. However, probably could benefit from periodic short breaks."
- "Good interaction and ideas and agency needs discussed."
- "Free flow talk was very enlightening & educational."
- "Valuable session. Chairman kept us on track and productive without upstaging anyone."

Was any one person particularly helpful or useful to you?

- "All persons were re general info & it being my initial meeting with this group."
- "All."
- "John Hinkle."
- "John Hinkle & PhD presentation & comments."
- "Everyone again shared a number of helpful ideas."
- "No."
- "John Hinkle."
- "Everyone had good input."
- "Jesse. (La Monda)".
- "John Hinkle."
- "Bob Morgan."

What improvements would you like to see?

- "(1) Certification of MHTs; (2) Community College degrees for MHTs."
- "Provide regular and short coffee breaks to regenerate attention."
- "More specialized areas; eg. training legislation."
- "More on division-wide training programs & packages."
- "More defined schedule & keeping to it."
- "More spirit on the part of the chairman: voice too low at times."
- "Chairman worked us too hard for one session: but give us all a raise, we earned it.. Chairman particularly."

What future activities would be useful to you?

- "More feedback from Training Officers on specific training methods, techniques, etc. that they find helpful: 2 day session?"
- "Discussion of how agencies can put resources together for inservice training. I feel it wasteful not to pool limited resources."
- "Developing training criteria for staff."
- "Input into what material should be brought to the conference."
- "Afternoon break."
- "More interstate agency training info sharing."
- "Continue meetings."
- "More of the same. Keep this team together."