Brian Sandoval
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Patrick Cates
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Administrator

STATE OF NEVADA
DEPARTMENT OF ADMINISTRATION
Division of Human Resource Management

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MEMORANDUM
HR#15-16

February 9, 2016

TO: DHRM Listserv Recipients

FROM: Lee-Ann Easton, Administrator *Lee-Ann Easton*
Division of Human Resource Management

SUBJECT: PROPOSED CLASSIFICATION CHANGES

Attached are proposed classification changes for your information pursuant to NRS 284.160, subsections 3 through 5. If you have any comments or objections regarding these changes, please send your written notification to Peter Long at plong@admin.nv.gov no later than March 9, 2016.

If no written objections are received in this office by March 9, 2016, action will be taken to effect the changes and a report will be made to the Personnel Commission.

Attachments

NOTICE OF PROPOSED CLASSIFICATION CHANGES

Number: Posting #27-16
Posting Expires: March 9, 2016

Per NRS 284.160, the Administrator may make a change in classification without the prior approval of the Commission. The following change(s) are proposed

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
10.124	Psychologist IV	44*	A	10.124	Psychologist IV	44*	A
10.126	Psychologist III	43*	B	***10.126***	***Psychologist III***	***43****	***B***
10.132	Psychologist II	39*	B	***10.132***	***Psychologist II***	***39****	***B***
10.143	Psychologist I	37*	B	***10.143***	***Psychologist I***	***37****	***B***

* Reflects a 2-grade, special salary adjustment granted by the 2007 Legislature to improve recruitment and retention.

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
10.151	Clinical Social Worker III	39*	B	***10.151***	***Clinical Social Worker III***	***39****	***B***
10.144	Clinical Social Worker II	37*	B	***10.144***	***Clinical Social Worker II***	***37****	***B***
10.150	Clinical Social Worker I	35*	B	***10.150***	***Clinical Social Worker I***	***35****	***B***

* Reflects a 2-grade, special salary adjustment granted by the 2007 Legislature to improve recruitment and retention.

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
10.240	Quality Assurance Specialist IV	39	B	***10.240***	***Quality Assurance Specialist IV***	***39***	***B***
10.241	Quality Assurance Specialist III	38	B	***10.241***	***Quality Assurance Specialist III***	***38***	***B***
10.242	Quality Assurance Specialist II	35	B	***10.242***	***Quality Assurance Specialist II***	***35***	***B***
10.244	Quality Assurance Specialist I	33	B	***10.244***	***Quality Assurance Specialist I***	***33***	***B***

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
10.306	Psychiatric Nurse IV	43*	B	***10.306***	***Psychiatric Nurse IV***	***43****	***B***
10.305	Psychiatric Nurse III	41*	B	***10.305***	***Psychiatric Nurse III***	***41****	***B***
10.307	Psychiatric Nurse II	39*	B	***10.307***	***Psychiatric Nurse II***	***39****	***B***
10.309	Psychiatric Nurse I	37*	B	10.309	No Change	37*	B

* Reflects a 4-grade, special salary adjustment granted by the Legislature to improve recruitment and retention.

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
10.614	Therapeutic Recreation Specialist II	34	B	***10.614***	***Therapeutic Recreation Specialist II***	***34***	***B***
10.621	Therapeutic Recreation Specialist I	32	B	***10.621***	***Therapeutic Recreation Specialist I***	***32***	***B***

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
12.300	Social Services Chief III	41	A	***12.300***	***Social Services Chief III***	***41***	***A***
12.301	Social Services Chief II	39	A	***12.301***	***Social Services Chief II***	***39***	***A***
12.306	Social Services Chief I	38	A	***12.306***	***Social Services Chief I***	***38***	***A***

CURRENT				PROPOSED			
CODE	**TITLE**	**GRADE**	**EEO-4**	**CODE**	**TITLE**	**GRADE**	**EE0-4**
12.345	Social Work Supervisor II	37	B	***12.345***	***Social Work Supervisor II***	***37***	***B***
12.352	Social Work Supervisor I	36	B	***12.352***	***Social Work Supervisor I***	***36***	***B***
12.363	Social Worker III	35	B	***12.363***	***Social Worker III***	***35***	***B***
12.361	Social Worker II	34	B	***12.361***	***Social Worker II***	***34***	***B***
12.377	Social Worker I	32	B	***12.377***	***Social Worker I***	***32***	***B***

Basis for Recommendation

At the request of the Department of Health and Human Services, Aging and Disabilities Division, the Division of Human Resource Management recommends minor revisions to the Psychologist, Clinical Social Worker, Quality Assurance Specialist, Psychiatric Nurse, Developmental Support Technician, Social Services Chief and Social Worker series, be made to remove hurtful language and replace it with language currently used by other state and federal entities pursuant to the enactment of Rosa's Law in 2010. Furthermore, the Division of Human Resource Management recommends changes be made to the knowledge, skills and abilities of these classes to maintain consistency in formatting with other class specifications.

Note: Changes, additions and/or deletions on the class specification are noted in red.
The formal recommendations and specifications are on file with the Division Administrator, Human Resource Management. To view a copy in Carson City, go to 209 East Musser Street, Room 101; in Las Vegas, go to 555 East Washington Avenue, Room 1400. For more information call (775) 684-0130.

Objections to the proposed change(s) must be received in writing by March 9, 2016. Objections should be addressed to Peter Long, Deputy Division Administrator, Compensation, Classification and Recruitment Section of the Division of Human Resource Management, 209 East Musser Street, Room 101, Carson City, Nevada 89701-4204.

POSTING DATE: February 9, 2016

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
PSYCHOLOGIST IV	**44***	**A**	**10.124**
PSYCHOLOGIST III	**43***	**B**	**10.126**
PSYCHOLOGIST II	**39***	**B**	**10.132**
PSYCHOLOGIST I	**37***	**B**	**10.143**

SERIES CONCEPT

Psychologists provide psychological services to clients or inmates in a correctional, rehabilitative, clinic or institutional setting including psychological testing, assessments, treatment planning and implementation, psychotherapy, consultation, psycho-educational classes, research and training.

Perform psychological evaluations; select and administer appropriate psychological tests; interpret results; and interview individuals to determine treatment, programming or placement needs.

Make specific treatment recommendations; interpret and integrate test data with interview findings and behavioral observations; discuss results with clients, inmates or appropriate individuals such as parent or guardians; prepare written reports on clients or inmates tested which include clinical impressions and diagnostic classification.

Participate as a member of the treatment team in diagnostic staff meetings; share information and analyze treatment options; define, provide and schedule appropriate care.

Provide psychotherapeutic services utilizing a variety of methods such as individual and group therapy, biofeedback therapy, relaxation training, marriage and family counseling, substance abuse counseling, and pain management counseling to facilitate recovery and maintain client or inmate in the least restrictive environment possible.

Provide crisis intervention by applying appropriate psychotherapeutic techniques and principles in order to relieve the immediate problem; de-escalate clients or inmates who may be hostile, aggressive, combative or assaultive; follow established protocol in order to protect clients, staff, and others who may be at risk; form a crisis debriefing team of mental health and security professionals and debrief staff involved in emergency situations to alleviate emotional concerns.

Consult and train staff regarding current policies and procedures to comply with statutory and ethical requirements and current scientific developments in areas relevant to agency services.

Participate in planning, developing and coordinating program services to meet the needs of the population served; participate in committees and facility activities in developing service delivery needs assessments and evaluations, policies and procedures; and participate in quality review programs. In a correctional setting, participate on the Unit Management Team to deliver services to inmates within their units.

Document treatment activities in regular written evaluations and on charts to comply with legal requirements and maintain adequate records; prepare information and documentation necessary for billing and recommend third party payments as appropriate.

*** Reflects a 2-grade, special salary adjustment granted by the 2007 legislature to improve recruitment and retention.**

SERIES CONCEPT (cont'd)

Conduct research and evaluation studies to enhance services provided which may include assessment of client or inmate characteristics, prediction of positive treatment outcomes, or prediction of recidivism or violence of an individual client or inmate.

Perform related duties as assigned.

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CLASS CONCEPTS

Psychologist IV: Incumbents provide psychological services described in the series concept and, in addition, are responsible for a psychological services program. Psychologist IV's supervise at least one Psychologist III and may also supervise clinical and support staff. Positions at this level typically report to a Medical Director, Mental Health Director, Correctional Programs Administrator, or other higher level administrator, and work is assigned through agency goals and objectives.

Psychologist III: Under general direction, incumbents perform advanced clinical and programmatic work requiring a doctorate in psychology, social science or human service discipline and perform the full range of duties described in the series concept. In addition, Psychologist III's diagnose mental illness, developmental or learning disabilities and other related disorders, provide oral and written court testimony as a witness regarding the degree of disability and credibility of clients/inmates and evaluate findings, and may supervise lower level professional clinicians, psychology interns, and support staff. Positions at this level typically report to a Psychologist IV, a Correctional Programs Administrator, or a Clinical Program Manager, and may be assigned to develop, implement and manage specialized programs.

Psychologist II: Under general supervision, Psychologist II's are assigned complex caseloads and treat the most severely mentally ill, developmentally or learning disabled inmates in a correctional setting and provide psycho-educational programs and groups at the Department of Corrections. Work is assigned through agency goals and objectives and reviewed through "peer review" and by immediate supervisor as unusual circumstances occur.

Psychologist I: Under general supervision, Psychologist I's perform the duties described in the series concept. Work is assigned through predetermined referral patterns and agency goals and objectives and reviewed by peers at case staffings and by immediate supervisor as unusual circumstances arise.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

* Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to pre-employment screening for controlled substances.

MINIMUM QUALIFICATIONS (cont'd)

PSYCHOLOGIST IV

EDUCATION AND EXPERIENCE: Doctoral degree from an accredited college or university in clinical psychology, counseling, education, social work, or closely related field and four years of post-doctoral experience providing therapy, psychological testing and rehabilitative programs to clients or inmates in a correctional, rehabilitative, clinic or institutional setting, one year of which must have been in a supervisory capacity; **OR** a Doctoral degree (Psy.D.) in clinical psychology from an accredited school of professional psychology and four years of experience as described above. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: State and federal regulations for mental health, developmental disabilities, rehabilitation, or correctional populations; principles and practices of supervision; management principles and practices sufficient to plan, organize, delegate, oversee and evaluate the work of doctoral level and other professional staff and support personnel; general medical conditions which affect mental illness, developmental disabilities, and substance abuse. **Ability to:** participate in management team meetings as requested by the Medical Director, Correctional Programs Administrator, Clinical Program Manager or other administrator; resolve clinical and programmatic issues resulting from conflicting policies or regulations; establish goals and objectives for the unit or department; develop budgets, work plans, performance indicators, and administrative reports; communicate complex ideas and resolve problems interdepartmentally; provide training to lower level professionals and interns; integrate results from multiple test instruments and develop appropriate treatment methods and goals; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
Working knowledge of: agency, divisional and departmental policies and procedures; State personnel practices and procedures; advocacy issues regarding mental illness, developmental disabilities, co-occurring disorders, and substance abuse. **Ability to:** collect, analyze and utilize data in administrative accountability and evaluation studies; prepare and administer a yearly departmental budget by correlating the available fiscal resources with agency needs for equipment, personnel and training; develop, implement and evaluate programs in response to client/inmate and agency needs.

PSYCHOLOGIST III

EDUCATION AND EXPERIENCE: Doctoral degree from an accredited college or university in clinical psychology, counseling, education, social work, or closely related field and three years of post-doctoral experience providing therapy, psychological testing and programmatic services in a correctional, rehabilitative, clinic or institutional setting; **OR** a Doctoral degree (Psy.D.) in clinical psychology from an accredited school of professional psychology, and three years of experience as described above. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Detailed knowledge of: ***anti-social personalities; correctional programs, criminal justice processes and systems; inmate classification and security procedures and requirements;*** reference books including psychological treatment, diagnostic and statistical manuals; theories, principles and practices of psychological testing and interpretation of test results. **Working knowledge of:** therapeutic principles and techniques used in providing psychological services to clients/inmates with mental illness, developmental and related disorders and disabilities; types, etiology and treatment of mental disorders; clinical assessment methods; psychopharmacology and correctional programs. **Ability to:** ***apply federal and State laws related to treatment and therapy in a correctional environment; provide psychological services and correctional programming in a corretional setting;*** abide by the American Psychological Association code of ethics;

MINIMUM QUALIFICATIONS (cont'd)

PSYCHOLOGIST III (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
administer, interpret and explain diagnostic and projective tests; diagnose mental illness, developmental disabilities and related disorders; develop, implement and manage clinical and correctional programs and services; assign and review work, organize staff activities, and provide clinical review of subordinates' work as assigned; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities ***required*** *for Psychologist IV.)*

PSYCHOLOGIST II

EDUCATION AND EXPERIENCE: Master's degree from an accredited college or university in psychology, counseling, education, social work, or closely related field and three years of post-Master's degree experience providing therapy, psychological testing and programmatic services in a correctional, rehabilitative, clinic or institutional setting; **OR** a Doctoral degree from an accredited college or university in clinical psychology, counseling psychology, educational psychology, social work, or closely related field which included a one-year internship in an applied program and one year of professional experience providing therapy, psychological testing and programmatic services in a correctional, rehabilitative, clinic or institutional setting; **OR** a Doctoral degree (Psy.D.) in clinical psychology from an accredited school of professional psychology, a one-year internship in an applied program, and one year of experience as described above. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: ***assessment tools and instruments used in the diagnosis, treatment and evaluation of individuals in the population served; federal and State laws related to mental health, intellectual disabilities and substance abuse; correctional programs; agency, divisional and departmental policies and procedures; client rights and confidentiality of information;*** personality disorders; educational and learning disorders; survey design and data collection; mental health and developmental service delivery systems; analysis and interpretation of statistical data; case management practices and procedures; crisis intervention techniques; individual, marital, group and family counseling techniques; treatment team dynamics; psychotropic medications including desired effects, common side effects, and drug interactions; services, roles and responsibilities of human services agencies in the community. **General knowledge of:** chemical dependency and substance abuse; psychological and physical conditions encountered in a correctional setting; normal and abnormal human behavior, growth and development. **Ability to:** ***make specific observations and recommendations regarding client treatment and progress; coordinate treatment services provided by agency personnel and others; and provide correctional programming;*** work ethically and professionally with individuals who have been convicted of crimes; participate in program development projects; assess, develop and implement treatment plans and goals; assess and utilize social, agency, and community resources; establish rapport and appropriate clinical relationships with inmates, their families and care providers; set clinical priorities which accurately reflect the level of care needed by inmates; balance clinical responsibility with documentation requirements; modify clinical intervention procedures to meet specific service needs of inmates or families; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
~~**[Working knowledge of:** anti-social personalities; correctional programs, criminal justice processes and systems; inmate classification and security procedures and requirements. **Ability to:** apply federal and State laws related to treatment and therapy in a correctional environment; provide psychological services~~

PSYCHOLOGIST IV	**44**	**A**	**10.124**
PSYCHOLOGIST III	**43**	**B**	**10.126**
PSYCHOLOGIST II	**39**	**B**	**10.132**
PSYCHOLOGIST I	**37**	**B**	**10.143**

~~and correctional programming in a correctional setting.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Psychologist III.)***

MINIMUM QUALIFICATIONS (cont'd)

PSYCHOLOGIST I

EDUCATION AND EXPERIENCE: Master's degree from an accredited college or university in clinical psychology, counseling, education, social work, or closely related field and two years of post-Master's degree experience providing therapy, psychological testing and programmatic services in a correctional, rehabilitative, clinic or institutional setting; **OR** a Doctoral degree from an accredited college or university in clinical psychology, counseling psychology, educational psychology, social work, or closely related field which included a one-year internship in an applied program in a correctional, law enforcement, rehabilitative, clinic or institutional setting; **OR** a Doctoral degree (Psy.D.) in clinical psychology from an accredited school of professional psychology, and a one-year internship in an applied program as described above. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: psychological testing and assessment instruments; theories and principles of counseling and psychotherapy; symptoms, characteristics and treatment of neurological impairment, mental illness, developmental disabilities, and emotional and behavioral disorders; laws governing abuse and neglect of clients; ethical standards of care and treatment; oral communication skills sufficient to confer with colleagues, clients and others. **General knowledge of:** client rights and confidentiality of information. **Ability to:** administer, score and interpret psychological tests and evaluation procedures according to accepted methods and theoretical constructs; develop and maintain effective and cooperative working relationships with co-workers, medical and health professionals, social service agency representatives and others; write comprehensive evaluations, reports and recommendations; observe and detect signs and symptoms of psychological disorders.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
[~~**Working knowledge of:** assessment tools and instruments used in the diagnosis, treatment and evaluation of individuals in the population served; federal and State laws related to mental health, mental retardation and substance abuse; correctional programs; agency, divisional and departmental policies and procedures; client rights and confidentiality of information. **Ability to:** make specific observations and recommendations regarding client treatment and progress; coordinate treatment services provided by agency personnel and others; and provide correctional programming.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Psychologist II.)***

PSYCHOLOGIST IV	**44**	**A**	**10.124**
PSYCHOLOGIST III	**43**	**B**	**10.126**
PSYCHOLOGIST II	**39**	**B**	**10.132**
PSYCHOLOGIST I	**37**	**B**	**10.143**

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	10.124	10.126	10.132	10.143
ESTABLISHED:	7/1/89P 8/19/88PC	12/1/68	12/1/68	12/1/68
REVISED:		2/26/76	2/26/76	2/26/76
REVISED:		7/27/76	7/27/76	7/27/76
REVISED:		7/1/86R 7/18/86-3	7/1/86R 7/18/86-3	7/1/86R 7/18/86-3
REVISED:		7/1/89P 8/19/88PC	7/1/89P 8/19/88PC	7/1/89P 8/19/88PC
REVISED:		12/14/89-3		
REVISED:	3/13/90-3	3/13/90-3	3/13/90-3	3/13/90-3
REVISED:	7/1/93LG	7/1/93LG		
REVISED:	7/1/99P 10/2/98PC	7/1/99P 10/2/98PC	7/1/99P 10/2/98PC	7/1/99P 10/2/98PC
REVISED:	10/16/03UC	10/16/03UC	10/16/03UC	10/16/03UC
REVISED:	7/1/07LG	7/1/07LG	7/1/07LG	7/1/07LG
REVISED:	***3/9/16RNC***	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
CLINICAL SOCIAL WORKER III	**39***	**B**	**10.151**
CLINICAL SOCIAL WORKER II	**37***	**B**	**10.144**
CLINICAL SOCIAL WORKER I	**35***	**B**	**10.150**

SERIES CONCEPT

Clinical Social Workers provide clinical services to clients/inmates in a residential, home, inpatient, outpatient, rehabilitation, correctional or similar setting. Clinical social work is defined as the application of methods, principles and techniques of case work, group work, community organization, administration, planning, consultation, research and psychotherapeutic methods and techniques to persons, families and groups to facilitate the diagnosis and treatment of family issues, mental and emotional conditions, illnesses and disorders, and developmental delays.

Perform client/inmate evaluations and assessments through interviews with client/inmate, families and friends and review of medical records including social, developmental, and medical history; determine strengths, presenting problems, resources, and eligibility for applicable programs and services; and identify appropriate interventions.

Perform crisis interventions including client/inmate restraint or appropriate behavioral and environmental controls for clients/inmates who may be hostile, combative, aggressive or assaultive; follow established protocols and policy in order to protect clients/inmates, staff, family, and others potentially at risk due to client/inmate behavior; recommend and complete documentation for voluntary and involuntary hospitalization.

Participate in treatment planning and implementation by attending treatment team meetings, case conferences, or client/inmate sessions; report direct observations regarding client/inmate progress and recommend changes in the treatment plan as appropriate; evaluate necessary daily living skills and educational and vocational service needs; develop and coordinate treatment plans and implement interventions with clients/inmates in order to achieve treatment goals.

Conduct individual, family and group therapy or intervention sessions with clients/inmates by applying a variety of therapeutic techniques in order to effect change in client/inmate behavior; determine the duration and appropriate method of therapy or intervention; establish priorities to deal with problems; identify and implement changes in the treatment process as determined by client/inmate progress.

Develop and implement discharge and aftercare plans; provide information to clients/inmates regarding available resources to achieve treatment goals and facilitate client/inmate return to the least restrictive environment possible; act as an advocate through interactions with external agencies and organizations such as the courts, welfare, school, juvenile justice, probation and parole, and related social service agencies and community organizations.

Provide case management services; develop treatment plans and monitor client progress; identify, obtain, coordinate, monitor and evaluate resources and services to meet client and care provider needs; assist clients in obtaining financial assistance; coordinate treatment with outside agency service providers; monitor work sites, school, and community residential placements; advocate for the client to ensure goals are accomplished and prepare and submit reports to courts and other agencies.

*** Reflects a 2-grade, special salary adjustment granted by the 2007 Legislature to improve recruitment and retention.**

SERIES CONCEPT (cont'd)

Develop and inspect housing arrangements such as board and care homes and supported living arrangements; conduct home visits, monitor provider's delivery of services and quality of care, and reassess client needs in order to track client progress and well being, evaluate treatment plan effectiveness, and manage resources;

contact family members, friends, employers, other hospitals or treatment programs, and social service agencies to follow up and monitor care provided according to the treatment plan; write contracts for services according to established procedures.

In hospital settings perform psychosocial evaluations and hospital casework; provide program consultation, discharge planning, and arrange for home health aftercare.

Report client/inmate contacts and progress by documenting information in client/inmate charts; track and record information for statistical purposes; write required reports at established intervals; complete billing forms and other documentation as required.

Review clinical records written by professionals, paraprofessionals, and technical staff to monitor and evaluate treatment effectiveness, ensure service delivery goals are met, make appropriate recommendations, and ensure documentation is completed according to established policy and procedures.

Review and evaluate program services and activities to ensure conformance to agency policies, applicable accreditation standards, licensing requirements, and community standards of care.

Supervise lower level professional and paraprofessional staff, university students and interns as assigned; provide clinical supervision and consultation regarding clinical practices and procedures.

Develop and present in-service training regarding current social work topics, issues and procedures; consult and educate representatives of community service agencies and referral services; attend training seminars and participate in on-going professional development; and assist in training university students as assigned.

Perform related duties as assigned.

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CLASS CONCEPTS

Clinical Social Worker III: Positions allocated to this level perform the full range of duties described in the series concept, evaluate efficiency and effectiveness of programs and either:

1) Serve as a first line supervisor for professional staff and support personnel. Supervisory duties include performance evaluations, training, assigning and reviewing work, counseling and discipline. In some settings this may include providing administrative supervision to higher level professionals such as psychologists and psychiatrists; or

2) Manage a program area or entity independently. Management duties include overseeing the delivery of professional services, responsibility for staff coverage, space and equipment needs, budget development and monitoring, developing policies and procedures, and ensuring compliance with applicable regulations, program guidelines, and agency policy.

Clinical Social Worker II: Positions allocated to this level perform the broad range of duties described in the series concept and consistent with the license requirements established by the Board of Examiners for Social Workers. This is the journey level in the series.

CLASS CONCEPTS (cont'd)

Clinical Social Worker I: Positions at this level receive direct supervision while performing all or part of the duties described in the series concept. Incumbents receive training and gain experience while working toward licensure by the Board of Examiners for Social Work. This is the entry level class in the series and incumbents may progress to Clinical Social Worker II upon receipt of their license.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

* Some positions require work on evenings, weekends and/or holidays.
* Some positions require a valid driver's license at time of appointment and as a condition of continuing employment.
* Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in those positions must submit to a pre-employment screening for controlled substances.

INFORMATIONAL NOTES:

* Incumbents must obtain and maintain licensure or provisional licensure to engage in social work as a Clinical Social Worker or associate in social work in accordance with NRS Chapter 641B and the regulations adopted by the Board of Examiners for Social Workers.
* Persons employed by a government agency on July 1, 1988 as a social worker, supervisor of social work or administrator of social work who were performing clinical social work duties, and who possess a license to practice as an associate in social work and who meet the experience requirements are eligible to compete in the selection process for this series.

CLINICAL SOCIAL WORKER III

EDUCATION AND EXPERIENCE: Licensure as a Clinical Social Worker by the Board of Examiners for Social Workers, and one year of post-licensure experience in a clinical setting. *(See Special Requirements and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: community and family system approaches to treating individuals with mental illness, [~~mental retardation~~] ***intellectual disabilities***, and developmental delays; supervisory principles and practices. **General knowledge of:** mental health, [~~mental retardation~~] ***intellectual disabilities***, and developmental service delivery systems, philosophy and policies at State and national levels including types of client services, fiscal, and clinical accountability. **Ability to:** interpret and implement federal, State and agency regulations, statutes, policies and procedures; provide consultation to other professional staff; assign and review work; evaluate employee performance and provide constructive feedback; determine appropriate training and equipment needs of assigned personnel; facilitate staff meetings; make verbal and written presentations on treatment methods and programs; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
Working knowledge of: supervisory principles and practices; State personnel policies and procedures; agency purchasing procedures***; agency, divisional and State policies and procedures related to client care; court processes and systems***. **Ability to:** ***manage a caseload of individuals with significant mental, emotional and psychological problems and related disorders; transition clients/inmates from a hospital, residential or correctional setting into the community; modify and/or adapt clinical intervention procedures to meet specific identified needs of clients and families; observe and detect signs of***

MINIMUM QUALIFICATIONS (cont'd)

CLINICAL SOCIAL WORKER III (cont'd)

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
psychological disorders or developmental disabilities; organize resources to meet the needs of clients and families with multiple problems; make oral presentations concerning treatment plans, goals and results; supervise lower level Clinical Social Workers, other professional and support staff, and interns; anticipate needs and prepare budget requests; analyze, assemble and report data.

CLINICAL SOCIAL WORKER II

EDUCATION AND EXPERIENCE: Licensure as a Clinical Social Worker by the Board of Examiners for Social Workers. *(See Special Requirements and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: theories and principles of counseling and psychotherapy; symptoms, characteristics and treatment of mental illness, [~~mental retardation~~] ***intellectual disabilities***, emotional and behavioral disorders; developmental delays and family functioning; crisis intervention techniques; case management practices and procedures; individual, marital, group and family intervention techniques; family systems approaches to treating individuals with mental illness, [~~mental retardation~~] ***intellectual disabilities***, and development delays; treatment team dynamics; psycho-diagnostic techniques; laws governing abuse and neglect of clients/inmates; ethical standards of care and treatment; oral communication skills sufficient to confer with colleagues, clients/inmates and others; pre-vocational training and supported employment procedures. **General knowledge of:** psychotropic medications including desired effects, common side effects, and drug interactions; licensing regulations applicable to the assigned clinical setting; psychometric testing; clinical (peer) review procedures. **Ability to:** assess, develop and implement treatment plans and goals; write comprehensive evaluations, reports and recommendations; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
~~**[Working knowledge of:** agency, divisional and State policies and procedures related to client care; court processes and systems. **Ability to:** manage a caseload of individuals with significant mental, emotional and psychological problems and related disorders; transition clients/inmates from a hospital, residential or correctional setting into the community; modify and/or adapt clinical intervention procedures to meet specific identified needs of clients and families; observe and detect signs of psychological disorders or developmental disabilities; organize resources to meet the needs of clients and families with multiple problems; make oral presentations concerning treatment plans, goals and results.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Clinical Social Worker III.)***

CLINICAL SOCIAL WORKER I

EDUCATION AND EXPERIENCE: Master's degree from an accredited college or university in social work and an internship approved by the Board of Examiners for Social Workers. *(See Special Requirements and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
General knowledge of: theories and principles of counseling and psychotherapy; symptoms, characteristics and treatment of mental illness, [~~mental retardation~~] ***intellectual disabilities***, emotional and behavioral disorders; developmental delays and family functioning; crisis intervention techniques; case management practices and procedures; individual, marital, group and family intervention techniques; family systems approaches to treating individuals with mental illness, [~~mental retardation~~] ***intellectual disabilities***, and developmental delays; treatment team dynamics; laws governing abuse and neglect of clients/inmates; normal and abnormal human growth, behavior and development; client/inmate rights and confidentiality of information; effects of substance abuse on mental, emotional, and human growth and development; services, roles and responsibilities of human services agencies in the community. **Ability to:** assess and utilize

MINIMUM QUALIFICATIONS (cont'd)

CLINICAL SOCIAL WORKER I (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
social, agency and community resources; establish rapport and appropriate clinical relationships with clients/inmates, their families and care providers; develop and maintain effective and cooperative working relationships with co-workers, medical and mental health professionals, social service agency representatives and others; read and interpret client/inmate charts; assemble, analyze and report data related to treatment and services for clients/inmates; apply principles, practices, techniques and trends in clinical social work to specific situations; negotiate and write contracts for client housing and services; apply code of ethics to practical situations; communicate effectively both orally and in writing.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities ***required for*** *[~~of~~] Clinical Social Worker II.)*

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	10.151	10.144	10.150
ESTABLISHED:	11/18/77	6/20/55	5/1/61
REVISED:	8/27/79-3	1/1/69	1/1/69
REVISED:	7/1/86R	2/26/76	2/26/76
	7/18/86-3		
REVISED:	2/10/88-3	11/18/77	11/18/77
REVISED	8/19/88-3	8/27/79-3	7/1/86R
			7/18/86-3
REVISED:	7/1/89P	7/1/86R	
	8/19/88PC	7/18/86-3	
REVISED:	10/19/90-3	2/10/88-3	2/10/88-3
REVISED:	11/17/93UC	8/19/88-3	8/19/88-3
REVISED:		7/1/89P	7/1/89P
		8/19/88PC	8/19/88PC
REVISED:		10/19/90-3	10/19/90-3
REVISED:		11/17/93UC	11/17/93UC
REVISED:	7/1/99P	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC	10/2/98PC
REVISED:	7/1/07LG	7/1/07LG	7/1/07LG
REVISED:	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
QUALITY ASSURANCE SPECIALIST IV	**39**	**B**	**10.240**
QUALITY ASSURANCE SPECIALIST III	**38**	**B**	**10.241**
QUALITY ASSURANCE SPECIALIST II	**35**	**B**	**10.242**
QUALITY ASSURANCE SPECIALIST I	**33**	**B**	**10.244**

SERIES CONCEPT

Quality Assurance Specialists design and implement a comprehensive quality assurance program encompassing clinical and related disciplines at a mental health hospital, residential care facility for individuals with [~~mental retardation~~] ***intellectual disabilities*** who may also have significant physical and/or mental health problems, rehabilitation facility, or a clinic which provides outpatient medical and psychological services, or the medical system for the Department of Corrections. Incumbents objectively and systematically review and evaluate the quality and appropriateness of client care and services, identify opportunities for improvement, and work with administrators and staff to resolve identified problems and deficiencies.

Review and evaluate appropriateness of client services including access, outcomes and prevention; conduct case reviews including customer interviews and surveys, medical/clinical and case records, facility inspections, and agency/facility policies and procedures; assist in identification of problem areas; monitor high risk/impact areas and processes vulnerable to litigation, adverse publicity, or involvement of law enforcement.

Evaluate compliance with applicable accreditation, licensing, health and safety, and funding requirements; develop recommendations for corrective actions including serving on committees, providing written reports and summaries, and presenting findings to administrators and department staff; review citations and plans of correction from State, federal, and accreditation reviews; participate in developing corrections and monitor corrections for compliance.

Provide technical guidance to agency staff regarding quality assurance/improvement activities and requirements; ensure agency/facility staff and administration are aware of accreditation, licensing, funding, and human rights requirements; provide training to staff, providers, and outside agencies regarding federal and State regulations, program requirements, policies and procedures, accreditation standards, client rights, consent and confidentiality issues, due process, documentation and communication related topics, and other areas as required.

Review reports of incident, abuse and neglect, rights violations, sentinel events, serious incident, treatment appeals and complaints; ensure applicable regulations and reporting requirements are followed; conduct investigations and contact appropriate outside enforcement agencies as appropriate; ensure client confidentiality and privacy as well as the security of documents, reports, and findings.

Coordinate agency efforts to achieve and maintain accreditation; develop quality assurance/improvement criteria and methodology; coordinate self-assessments using accreditation standards; research, develop and collate data for pre-survey information packets; coordinate, write, and organize information incorporated into official corrective action plans submitted by the agency in response to survey or statements of deficiencies and findings.

SERIES CONCEPT (cont'd)

Prepare narrative and statistical reports for management; participate in budget preparation for area of responsibility; monitor and control expenditure of funds for staffing, equipment, supplies and other areas as required.

Perform related duties as assigned.

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CLASS CONCEPTS

Quality Assurance Specialist IV: Under general direction, the Quality Assurance IV is assigned to plan, organize and conduct quality assurance and utilization reviews of medical, dental, psychological, pharmacy, and other therapeutic services provided by the Department of Corrections' eight correctional institutions, thirteen honor camps, and two restitution centers. In addition, this position oversees and monitors inmate health care services provided by physicians, laboratories, hospitals, and other providers located in the community.

Evaluate department policies, procedures and practices in relation to internal and external rules, regulations, and community standards; identify problems relating to treatment methodology, standards of care, and inmate health services; conduct and serve on committees to formulate solutions to service delivery problems and medical records maintenance; confer with medical staff to assess care provided and make appropriate recommendations.

Develop and coordinate the utilization management system to monitor the daily progress of hospitalized inmates; audit medical records of inmates receiving care within the department's health care system to identify patient care problems and variances from accepted standards of practice, and perform specific case reviews and conduct special investigations as requested.

Conduct and/or serve on committees related to quality of care; conduct quality improvement studies and summarize results for administrative staff; provide staff training related to quality improvement; respond to the Governor, Legislature, members of the community, and inmate families regarding quality of health care provided.

Train, supervise and evaluate the performance of professional, technical and clerical staff as assigned.

Quality Assurance Specialist III: Under general direction, incumbents design, implement, and oversee a comprehensive quality assurance program encompassing community-based programs and inpatient services at a mental health hospital or residential facility for individuals with [~~mental retardation~~] ***intellectual disabilities*** who may have significant physical and/or mental health problems; interpret State and federal regulations regarding licensure, certification and health and safety; lead and participate in evaluation of facility policies, procedures and practices in relation to internal and external rules, regulations, and accreditation standards; identify problems relating to treatment methodology, standards of care, and client services; conduct and serve on committees to formulate solutions to service delivery problems and medical records maintenance; conduct special investigations related to the delivery of health services and prepare reports as requested; serve as liaison to accrediting and regulatory agencies to achieve and maintain facilities licensure/accreditation; supervise professional, technical, and clerical staff as assigned.

Quality Assurance Specialist II: Under direction, incumbent at this level either 1) report to a Clinical Program Planner or other administrator in an agency's central office, or 2) assist a Quality Assurance Specialist III in performing quality assurance/improvement activities for inpatient services at a mental health hospital or residential facility which includes community-based programs and services. Incumbents participate in the evaluation, design, and implementation of quality assurance/improvement activities for programs and services provided by the agency; collect data to evaluate services, summarize findings, and prepare recommendations for

CLASS CONCEPTS (cont'd)

Quality Assurance Specialist II (cont'd)
improvement; participate in special analytical studies, research and projects; and assist in monitoring grant funds including researching information for participants, coordinating committee functions, and completing annual reports.

Quality Assurance Specialist I: Under general supervision, incumbents receive training and gain experience in quality assurance/improvement activities including auditing, service review and statistical analysis techniques. This is the entry level in the series.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

* Some positions require experience applying and interpreting Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards, Accreditation Council Outcome Measures, Medicaid guidelines, and/or Health Care Finance Administration (HCFA) regulations in a health care setting. Such requirements will be designated at the time of recruitment.
* Pursuant to NRS 284.4066, some positions in this series have been identified as affecting public safety. Persons offered employment in these positions must submit to pre-employment screening for controlled substances.

INFORMATIONAL NOTES:

* Some positions require applicants to meet federal guidelines for Qualified [~~Mental Retardation~~] ***Intellectual Disabilities*** Professional (Q[~~MR~~]***ID***P) designation at the time of appointment.
* Pursuant to NRS 632, a Bachelor's degree from a school of professional nursing approved by the State Board of Nursing is equivalent to a Bachelor's degree from an accredited college or university.

QUALITY ASSURANCE SPECIALIST IV

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in nursing or related field and four years of increasingly responsible experience in an institutional setting reviewing and evaluating health care services including performing program evaluation, quality assurance/improvement, and/or utilization review activities; **OR** an equivalent combination of experience and education above the Bachelor's degree level. *(See Special Requirement and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: quality assurance and/or utilization review audit and compliance activities including application of community and regulatory standards; application of the nursing process including assessment, diagnosis, planning, intervention and evaluation as applied to quality assurance and utilization review activities; uses, effects, side effects and interactions of commonly prescribed medications for physical ailments and psychological problems; laboratory tests and diagnostic procedures; typical courses of a variety of illnesses, injuries and conditions; physical restraint techniques and procedures appropriate to specific situations in a correctional setting***; agency policies and procedures related to healthcare services and standards; principles and practices of supervision and training***. **Ability to:** read and interpret court orders and decisions related to inmate health care; assist the Quality Improvement Committee in internal investigations related to quality of care issues; monitor the care of inmates hospitalized outside the correctional system; supervise and evaluate the performance of assigned personnel; ***solicit cooperation of staff in identifying needed changes and formulating solutions; prepare each hospital service area for***

MINIMUM QUALIFICATIONS (cont'd)

QUALITY ASSURANCE SPECIALIST IV (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
audits; train, supervise and evaluate the performance of assigned personnel; *and all knowledge, skills and abilities required at the lower levels*.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
Working knowledge of: Department of Corrections policies and procedures related to custody, security and classification; limitations of medical services available at various correctional facilities within the State; outside specialists and facilities in various communities which may provide services to inmates. **General knowledge of:** federal forensic laws. **Ability to:** review medical records and evaluate the appropriateness, timeliness and quality of care provided; conduct special studies and case reviews as requested by department administrators and/or the medical director.

QUALITY ASSURANCE SPECIALIST III

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in nursing, social work, human development, special education, health science, public health, or other behavioral or social science and four years of professional experience, three years of which included increasingly responsible experience performing program evaluation, quality assurance/improvement, and/or utilization review activities for a human services program or agency; **OR** a Bachelor's degree from an accredited college or university in one of the majors listed above and four years of increasingly responsible experience performing program evaluation, quality assurance/improvement and/or utilization review activities for a human services program; **OR** an equivalent combination of education and experience above the Bachelor's degree level. *(See Special Requirement and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: auditing procedures and evaluation techniques for comprehensive services including hospital or residential services and community based programs; OSHA rules and regulations, and principles of workplace safety; quality improvement concepts and processes in organizations***; appropriateness and adequacy of psychological, psychiatric and clinical services in residential, inpatient, and community-based services; accepted practices and methods used in designing quality assurance/improvement reviews and audits; professional credentialing requirements***. **Ability to:** plan, organize, and direct a quality assurance program for a hospital or residential care facility; inspect and audit healthcare services and systems to determine compliance with accreditation and regulatory standards; read and interpret technical reports and documents and reference manuals and apply information in determining compliance with accreditation and regulatory requirements; establish and coordinate an internal review process; provide technical assistance and training to facility staff related to quality assurance/improvement and accreditation standards; organize and lead performance improvement teams; coordinate facility quality assurance/improvement activities with department policies, procedures, and directives; serve as the facility's liaison with accrediting, regulatory, licensing and other governing bodies; perform statistical computations and comparisons; ***assist committees in analyzing issues and formulating recommendations consistent with quality assurance goals; solicit cooperation of existing staff in identifying needed changes and formulating solutions; write recommendations which integrate best practices, current research, and professional and national literature;*** *and all knowledge, skills and abilities required at the lower levels*.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
[~~**Working knowledge of:** agency policies and procedures related to healthcare services and standards; principles and practices of supervision and training. **Ability to:** solicit cooperation of staff in identifying needed changes and formulating solutions; prepare each hospital service area for audits; train, supervise and~~

~~evaluate the performance of assigned personnel.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Quality Assurance Specialist IV.)***

MINIMUM QUALIFICATIONS (cont'd)

QUALITY ASSURANCE SPECIALIST II

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in nursing, social work, human development, special education, health science, public health, or other behavioral or social science and two years of experience, which included one year of experience providing client services in a human services field and one year of performing program evaluation, quality assurance/improvement, and/or utilization review activities for a human services program; **OR** a Bachelor's degree from an accredited college or university in one of the majors listed above and two years of experience performing program evaluation, quality assurance/improvement, and/or utilization review activities for a human services program; **OR** an equivalent combination of experience and education above the Bachelor's degree level. *(See Special Requirement and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: accepted practices and methods used in designing quality assurance/improvement reviews and audits; medical/behavioral terminology; data collection methods and statistical analysis techniques; State and federal laws pertaining to inpatient and/or residential practices and procedures; accreditation standards for human services programs; medical/clinical or client records documentation standards and procedures. **Ability to:** locate, analyze, interpret, and apply information, data, and research findings; write narrative and statistical reports, recommendations, correspondence and other materials using computerized graphics and presentation software; provide technical assistance for agencies regarding quality assurance/improvement and accreditation standards; apply accreditation, licensing, and certification standards to specific situations; provide training in quality assurance standards and compliance requirements; evaluate program effectiveness, recognize existing or potential problems, and formulate recommendations for corrective action; develop surveys and questionnaires to produce reliable and valid data; *and all knowledge skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
[~~**Working knowledge of:** appropriateness and adequacy of psychological, psychiatric and clinical services in residential, inpatient, and community-based services; accepted practices and methods used in designing quality assurance/improvement reviews and audits; professional credentialing requirements. **Ability to:** assist committees in analyzing issues and formulating recommendations consistent with quality assurance goals; solicit cooperation of existing staff in identifying needed changes and formulating solutions; write recommendations which integrate best practices, current research, and professional and national literature.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Quality Assurance Specialist III.)***

QUALITY ASSURANCE SPECIALIST I

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in nursing, social work, human development, special education, health science, public health, or other behavioral or social science and one year of experience providing client services in a human services field; **OR** a Bachelor's degree from an accredited college or university in one of the majors listed above and one year of experience performing program evaluation, quality assurance/improvement and/or utilization review activities for a human services program; **OR** an equivalent combination of experience and education above the Bachelor's degree level. *(See Special Requirement and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
General knowledge of: mental illness or [~~mental retardation~~] ***intellectual disabilities***; current community standards in human services and safeguards to protect human rights; psychology, human development,

QUALITY ASSURANCE SPECIALIST IV	**39**	**B**	**10.240**
QUALITY ASSURANCE SPECIALIST III	**38**	**B**	**10.241**
QUALITY ASSURANCE SPECIALIST II	**35**	**B**	**10.242**
QUALITY ASSURANCE SPECIALIST I	**33**	**B**	**10.244**

MINIMUM QUALIFICATIONS (cont'd)

QUALITY ASSURANCE SPECIALIST I (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
theories of learning, psychotherapy, and behavior analysis; human services delivery systems; medical/behavioral terminology; data collection and analysis techniques. **Ability to:** read and understand clinical and statistical reports; conduct interviews to obtain consumer feedback; make observations and objectively report findings; recognize and evaluate services, planning, and related issues; assist in formulating recommendations for improved services; accurately compile information from various sources; learn, understand, and apply applicable laws, standards and policies; operate a personal computer and word processing, spreadsheet, and relational database software programs; establish positive working relationships with others and work as part of a team.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(*These are identical to the Entry Level Knowledge, Skills and Abilities required for Quality Assurance Specialist II.)*

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	10.240	10.241	10.242	10.244
ESTABLISHED:	7/1/99P	7/1/99P	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC	10/2/98PC	10/2/98PC
REVISED:	7/1/03LG	7/1/03LG	7/1/03LG	7/1/03LG
REVISED:	***3/9/16UC***	***3/9/16UC***	***3/9/16UC`***	***3/9/16UC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
PSYCHIATRIC NURSE IV	**43***	**B**	**10.306**
PSYCHIATRIC NURSE III	**41***	**B**	**10.305**
PSYCHIATRIC NURSE II	**39***	**B**	**10.307**
PSYCHIATRIC NURSE I	**37***	**B**	**10.309**

SERIES CONCEPT

Under general supervision of a higher level nurse, Psychiatric Nurses provide professional nursing care to mentally ill, mentally retarded, and/or mentally and physically ill (or disabled) individuals, in an institution or out-patient setting in accordance with the authorized scope of practice specified in the Nurse Practice Act.

Identify patient health care needs utilizing physical and behavioral professional nursing assessment skills; make comprehensive clinical observations and evaluations of health needs including subtle abnormalities and changes in condition; record and report indicative signs and symptoms of physical and mental condition.

Prepare nursing care plans by assessing patient's psychological and physical condition and conferring with other health care professionals; evaluate needs and develop nursing diagnoses, plans for treatment, services and health education based on the present and predicted needs of the patient; identify immediate and long-term care goals; review and revise care plans as needed.

Participate in multi-disciplinary treatment teams by coordinating health services and treatment; collaborate with professional and paraprofessional staff to ensure optimum health care.

Administer medications intravenously, subcutaneously, intramuscularly, topically and orally as prescribed by a physician or designee as allowed in the practice setting; ensure correct time, dosage and appropriate route of administration; count controlled medications to ensure security; monitor patient for medication side effects and/or allergic reaction; observe patient to determine if medication is effective for prescribed treatment and document; if necessary, notify appropriate personnel of action taken.

Maintain safety, health and well being of individuals in the therapeutic environment as allowed in the practice setting; may assist in physically restraining patients who are a threat to themselves or others and may be hostile and combative; follow facility procedures regarding techniques and duration of confinement; notify appropriate personnel of action taken and document as required.

Triage and assess patient's physical and mental health status and recommend admission for inpatient or outpatient services according to established policies and criteria.

May serve as a community liaison nurse, assisting patients in making the transition from institution to the community or assisting patients which are community based, by providing a broad range of nursing services.

Assist in physical examinations and diagnostic testing; obtain samples for laboratory tests as ordered by a physician or designee; perform assigned laboratory tests.

Develop/implement nursing discharge plans; work with other disciplines to coordinate services; ensure that appropriate referrals are made; educate patients and families on medications, drug interactions, and special care requirements.

*** Reflects special salary adjustments of 4 grades granted by the Legislature to improve recruitment and retention.**

SERIES CONCEPT (cont'd)

Take timely, effective and proper measures to provide and maintain hygienic environments.

Provide emergency medical treatments such as cardiopulmonary resuscitation (CPR) and first aid required to stabilize a patient's condition and prevent more serious complications pursuant to established policy.

Document nurse progress notes in medical charts including patient's health status, changes in condition, and medications administered; review charts for changes in orders and transcribe; prepare written reports, records and summaries; perform quality improvement activities such as auditing charts and compiling statistics; ensure all applicable regulatory standards are met including documentation of the care delivery process.

Perform quality assurance and/or utilization review audits and compliance activities; ensure effective and efficient patient care and adherence to community standards of nursing care and/or standards established by accrediting bodies.

Carry out therapeutic procedures which provide for the emotional and physical comfort of patients.

Provide education to patients and their families related to good health habits and answer questions regarding prescribed treatment; provide health related education and training to staff.

Prepare and maintain medical treatment rooms, ensuring supplies are available and ready for use; order and stock medical and related supplies and equipment as needed.

Assist patients with activities of daily living and encourage them to perform activities without help as appropriate; supervise and/or participate in therapeutic interventions; serve as a positive role model at all times.

Coordinate and/or participate in clinics; obtain prior approval for billing purposes as needed; schedule appointments; provide or arrange for transportation; conduct screening tests; give immunization injections; create and maintain associated records.

Supervise paraprofessional and technical staff which may include Licensed Practical Nurses, Mental Health or Retardation Technicians, and/or Forensic Specialists as assigned; delegate to other personnel direct care duties consistent with their licensure, certification and competency and as allowed in the practice setting.

Perform related duties as assigned.

****

CLASS CONCEPTS

Psychiatric Nurse IV: Under general direction, in addition to performance of all or part of the duties described in the series concept, positions allocated to this class:

1) Organize and direct the nursing services for mentally ill, mentally retarded, and/or mentally and physically ill (or disabled) individuals, in an institution or out-patient setting which provides 16 hours of professional nursing care; may rotate on-call duties with other health care providers; or

2) Provide supervision to subordinate supervisors and have operations and administrative responsibility for planning, organizing and directing the nursing services for a total shift, in an institution for mentally ill, mentally retarded, and/or mentally and physically ill (or disabled) individuals which provides 24-hour nursing care.

CLASS CONCEPTS (cont'd)

Psychiatric Nurse III: Under direction, incumbents perform all of the duties described in the series concept, and serve as a first-line supervisor including providing work direction, and resolving patient care and staffing issues; assign and review work, establish work performance standards, evaluate performance, and provide counseling and discipline to subordinate professional staff in an assigned work area on a shift.

Psychiatric Nurse II: Under general supervision, incumbents perform the full range of duties described in the series concept. Positions in this class may have infection control, quality assurance, utilization review, staff training, admissions, outpatient services and/or other specialized assignments as a primary or secondary duty. This is a professional psychiatric nurse, and incumbents function at the journey level.

Psychiatric Nurse I: Under immediate supervision, incumbents acquire skills and experience in performing duties outlined in the series concept. This is the entry level in the series, and progression to the journey level may occur upon successful completion of the probationary period, and with the recommendation of the appointing authority.

****

MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

* Some positions require CPR certification at time of appointment and as a condition of continuing employment.
* Some positions require a valid driver's license at time of appointment and as a condition of continuing employment.
* Pursuant to NRS 284.4066, some positions have been identified as affecting public safety. Persons offered employment must submit to a pre-employment screening for controlled substances

INFORMATIONAL NOTE:

* A Bachelor's degree in nursing is equivalent to a diploma or Associate's degree in nursing and one year of experience.

PSYCHIATRIC NURSE IV

EDUCATION AND EXPERIENCE: Current license to practice as a Registered Nurse in the State of Nevada and five years of professional nursing experience including two years in a supervisory capacity and four years of experience in a facility or institution working with individuals with mental illness or [~~mental retardation~~] ***intellectual disabilities***; **OR** two years as a Psychiatric Nurse III in Nevada State service; **OR** an equivalent combination of education and experience. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: ***staffing requirements for an assigned work area on a shift; principles and practices of supervision; application of work performance standards for subordinate staff;*** budgeting processes including the cost impact of staffing levels and overtime. **General knowledge of:** ***cost impact of staffing levels, overtime, equipment and supplies;*** minimum staffing requirements for a total shift in a 24-hour facility, or for an entire facility that provides less than 24-hour nursing care; allocation of human resources. **Ability to:** ***plan and organize work of subordinate staff; participate in the budget process;*** write concise and informative reports; solve complex problems and develop creative solutions; justify budgetary requests for supplies, equipment and staffing; effectively communicate with all levels of staff in the facility, vendors, providers and regulatory bodies; act as a role model to staff; demonstrate positive

MINIMUM QUALIFICATIONS (cont'd)

PSYCHIATRIC NURSE IV (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
public relations skills; develop and implement plans of action and evaluate outcomes; carry out multiple assignments and meet deadlines; efficiently schedule staff; identify service and staff needs; conduct internal investigations; *and all knowledge skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
Working knowledge of: minimum staffing requirements for a total shift in a 24-hour facility or for a whole facility that provides less than 24-hour nursing care. **Ability to:** prepare and defend budgets; demonstrate nursing leadership skills.

PSYCHIATRIC NURSE III

EDUCATION AND EXPERIENCE: Current license to practice as a Registered Nurse in the State of Nevada and three years of professional nursing experience, two of which included working in a facility or institution with individuals with mental illness or [~~mental retardation~~] ***intellectual disabilities***; **OR** one year as a Psychiatric Nurse II in Nevada State service; **OR** an equivalent combination of education and experience. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Detailed knowledge of: documentation process. **Working knowledge of:** quality assurance and/or utilization review audit and compliance activities including applicable regulatory standards; staff education and training techniques; organization and communication techniques. **General knowledge of:** staffing requirements for a shift; principles and practices of supervision. **Ability to:** deal effectively with personnel and staffing issues; respond to and resolve patient care issues; participate in internal investigations; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
[~~**Working knowledge of:** staffing requirements for an assigned work area on a shift; principles and practices of supervision; application of work performance standards for subordinate staff. **General knowledge of:** cost impact of staffing levels, overtime, equipment and supplies. **Ability to:** plan and organize work of subordinate staff; participate in the budget process.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Psychiatric Nurse IV.)***

PSYCHIATRIC NURSE II

EDUCATION AND EXPERIENCE: Current license to practice as a Registered Nurse in the State of Nevada and two years of professional nursing experience, one of which included working in a facility or institution with individuals with mental illness or [~~mental retardation~~] ***intellectual disabilities***; **OR** one year as a Psychiatric Nurse I in Nevada State service; **OR** an equivalent combination of education and experience. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: current nursing practices, principles, methods and procedures used in psychiatric/mental health nursing; application of the psychiatric nursing process including assessment, diagnosis, planning, intervention and evaluation; uses and effects of psychotropic medications used in nursing; psychiatric principles and therapeutic interventions utilized in nursing care of individuals with mental illness or [~~mental retardation~~] ***intellectual disabilities*** through cooperation with a treatment team and physician; documentation process; operation and use of standard medical equipment; nutrition and personal hygiene as applied to patient care; human growth and development; routine laboratory tests and diagnostic procedures used in the practice setting; physical restraint techniques and procedures as allowed in the

MINIMUM QUALIFICATIONS (cont'd)

PSYCHIATRIC NURSE II (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
practice setting; client centered care. **Ability to:** respond to and resolve patient care issues; independently perform specialized assignments such as infection control, quality assurance, utilization review, staff training, admissions and/or outpatient services; *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(*These are identical to the Entry Level Knowledge, Skills and Abilities required for Psychiatric Nurse III.)*

PSYCHIATRIC NURSE I

EDUCATION AND EXPERIENCE: Current license to practice as a Registered Nurse in the State of Nevada and one year of professional nursing experience; **OR** one year as a Registered Nurse I in Nevada State service caring for psychiatric or developmentally disabled patients; **OR** an equivalent combination of education and experience. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: universal precautions and infection control techniques and procedures; medical terminology sufficient to understand doctor's orders. **General knowledge of:** current nursing practices, principles, methods and procedures; application of the nursing process including assessment, diagnosis, planning, intervention and evaluation; uses and effects of medications used in nursing; documentation process; operation and use of standard medical equipment; nutrition and personal hygiene as applied to patient care; human growth and development; routine laboratory tests and diagnostic procedures used in the practice setting; physical restraint techniques and procedures as allowed in the practice setting; client centered care. **Ability to:** interview clients to elicit a health history, symptoms and/or complaints; clinically assess the basic health status of an individual; develop, implement and evaluate a nursing care plan; prepare and maintain medical records, charts and reports; follow detailed oral and written instructions; provide health education to patients and families; provide emergency medical treatment as allowed in the practice setting; assist in physically restraining patients consistent with department policy; establish and maintain cooperative working relationships with supervisors, staff, patients and families; delegate appropriate assignments to subordinate staff.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
(*These are identical to the Entry Level Knowledge, Skills and Abilities required for Psychiatric Nurse II.)*

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	10.306	10.305	10.307	10.309
ESTABLISHED:	4/1/67	7/1/99P 10/2/98PC	4/1/67	1/1/61
REVISED:	12/15/69		12/15/69	12/15/69
REVISED:	3/1/85		3/1/85	3/1/85
REVISED:				4/11/86-3
REVISED:	7/1/89LG		7/1/89LG	7/1/89LG
REVISED:	1/19/94R 9/1/94UC		1/19/94R 9/1/94UC	1/19/94R 9/1/94UC
REVISED:	7/1/97LG		7/1/97LG	7/1/97LG

PSYCHIATRIC NURSE IV	**43**	**B**	**10.306**
PSYCHIATRIC NURSE III	**41**	**B**	**10.305**
PSYCHIATRIC NURSE II	**39**	**B**	**10.307**
PSYCHIATRIC NURSE I	**37**	**B**	**10.309**

REVISED:	7/1/99P		7/1/99P	7/1/99P
	10/2/98PC		10/2/98PC	10/2/98PC
REVISED:	7/1/03LG	7/1/03LG	7/1/03LG	7/1/03LG
REVISED:	7/1/05LG	7/1/05LG	7/1/05LG	7/1/05LG
REVISED:	7/1/07LG	7/1/07LG	7/1/07LG	7/1/07LG
REVISED:	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***	***3/9/16RNC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EE0-4	CODE
THERAPEUTIC RECREATION SPECIALIST II	**34**	**B**	**10.614**
THERAPEUTIC RECREATION SPECIALIST I	**32**	**B**	**10.621**

SERIES CONCEPT

Under general supervision, Therapeutic Recreation Specialists perform initial and periodic assessments, treatment planning, and therapeutic services to assist individuals in correctional institutions, rehabilitation programs, long-term care facilities, residential facilities, mental health facilities and facilities for individuals with intellectual and/or developmental disabilities to improve their mental and physical health and/or social functioning.

Interview individuals to assess recreational interests and physical, mental and/or emotional limitations; review medical records and confer with medical personnel regarding physical disabilities, injuries or other medical conditions; evaluate individual needs and strengths; prepare treatment plans and document prescribed therapeutic activities within the constraints of available resources, facilities and security requirements.

Plan, organize, schedule, coordinate and conduct a wide variety of therapeutic activities including, but not limited to, basketball, volleyball, pool, ping-pong and strength training as well as passive recreation such as board games, cards and puzzles; provide skill training, encouragement and counseling; modify, adapt and fabricate equipment to accommodate special needs; schedule and conduct individual and group therapy sessions in areas such as assertiveness training, relaxation techniques, stress management, self-esteem, wellness, leisure education, social skills, task concentration and others as assigned.

Observe individuals during activities in order to evaluate performance and leisure skill development, compare level of functioning to baseline performance data, and assess progress toward treatment goals; modify activities to accommodate individual needs; record special problems, incidents, achievements and developments; evaluate and revise treatment goals and objectives, modalities and frequency as appropriate.

Assess and document individual progress in meeting treatment goals; record progress notes and revise treatment recommendations as appropriate; attend interdisciplinary treatment team meetings to provide input regarding therapeutic progress, discuss special needs and problems, and develop or revise treatment goals and plans.

Assist in developing recreation and leisure activity resources as applicable to the client population; research recreational therapy and activity programs; prepare and monitor the recreation budget to provide for projected needs and anticipated expenditures; purchase supplies and materials required for various activities; repair or arrange for repair of equipment.

May supervise technicians, forensics and other assistants in carrying out therapeutic activities as assigned; complete performance evaluations, work performance standards and discipline as required; provide training in basic treatment modalities; assign and review work; demonstrate and participate in the maintenance, repair, set-up and storage of recreation equipment.

Assist individuals in pursuing enjoyable and healthy leisure activities of their choice in the least restrictive environment possible, as applicable to the population served.

Observe established health and safety procedures to ensure the safety of all therapeutic recreation program participants.

Perform related duties as assigned.

CLASS CONCEPTS

Therapeutic Recreation Specialist II: Positions allocated to this level either:

(1) Plan, organize and direct an inpatient and/or outpatient therapeutic activities program and supervise lower level Therapeutic Recreation Specialists, technicians and other support staff as assigned to include performance evaluations, work performance standards, scheduling, time & attendance, work assignment and review, training, hiring and discipline; or

(2) Plan, organize and implement a broad range of therapeutic recreational activities and opportunities for individuals with physical, mental and/or emotional disabilities. Activities typically include residential leisure activities and community outings such as to bowling alleys, restaurants, swimming pools, attendance at or participation in sporting events, and other activities appropriate for the population served. This is the advanced journey level and is distinguished from the journey level by the higher level of skills required in behavior management, planning, and coordinating off-site activities, and more extensive personal contacts with volunteers, contractors and other community resources and agencies that provide recreational programs and activities.

In addition to performing the duties described in the series concept, positions in this class develop and utilize a network of contacts within the recreational community in order to locate available resources; negotiate and monitor contracts for special outings and activities; and solicit donations of materials, supplies and services to expand leisure and recreational opportunities for clients.

Develop therapeutic recreation program protocols, goals and objectives to meet the needs of the population served; participate in committees and activities of the facility in developing service delivery needs assessments and evaluations, policies and procedures; may assist in budget preparation and monitor assigned budget accounts as required; and participate in accrediting and quality review programs as assigned.

Plan, rehearse and supervise community outings applicable to the client population; may transport individuals to parks, restaurants, bowling alleys, swimming pools and other leisure and recreational facilities; serve as a role model and instruct clients regarding appropriate behavior in various recreational situations; foster independence and confidence of program participants.

Therapeutic Recreation Specialist I: Positions allocated to this class function at the journey level and perform all or part of the duties outlined in the series concept. Incumbents develop and implement therapeutic recreation activities and programs in a correctional, rehabilitative, mental health, intellectual and/or developmental disability or residential setting.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

* Some positions require certification through the National Council for Therapeutic Recreation Certification as required by the agency for accreditation by the Joint Commission for the Accreditation of Hospitals or other accrediting body at the time of appointment and as a condition of continuing employment.
* Some positions require a valid driver's license at time of appointment and as a condition of continuing employment.

THERAPEUTIC RECREATION SPECIALIST II

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in therapeutic recreation, recreation, or specialty area such as art, dance, music or physical education and one year of full-time professional experience coordinating and providing recreation therapy in a clinical, residential, or community-based organization; **OR** certification by the National Council for Therapeutic

MINIMUM QUALIFICATIONS (cont'd)

THERAPEUTIC RECREATION SPECIALIST II (cont'd)

Recreation Certification (NCTRC) and one year of full-time experience described above; **OR** an equivalent combination of education and experience. *(See Special Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: psychosocial and behavioral treatment models and group dynamics; characteristics and symptoms of mental illness, intellectual disability and related disorders; therapeutic recreation equipment maintenance and repair; programming requirements in recreation therapy***; applicable State and federal laws and regulations; agency policies and procedures related to recreation therapy, security issues, and accreditation standards applicable to the facility to which assigned***. ***General knowledge of: theories and techniques of counseling and guidance, including group dynamics; community resources for recreational therapy activities; commonly used psychotropic medications.*** **Ability to:** plan, organize, coordinate, schedule and conduct appropriate therapeutic recreation activities for individuals with mental, physical or emotional disabilities including off-site recreational and leisure activities; communicate effectively with representatives of community resources and facilities to develop recreational programs and activities; develop, prepare and negotiate contracts for services and recreation activities; assign, review and oversee the work of subordinate staff; prepare a budget based on projections and needs; supervise and evaluate the performance of professional and technical staff; coordinate people and resources efficiently; ***oversee and direct the activities of technical staff and program participants; organize and conduct individual and group therapy sessions in relaxation techniques, stress management, self-esteem and other areas;*** *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
Working knowledge of: available community resources for comprehensive rehabilitative care; federal program requirements and facility accreditation standards for therapeutic recreation; State purchasing and personnel procedures and regulations. **Ability to:** develop priorities in conjunction with programming requirements and client/patient needs; supervise and evaluate the performance of subordinate professional, technical and support staff.

THERAPEUTIC RECREATION SPECIALIST I

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in therapeutic recreation, recreation, or specialty area, such as art, dance, music or physical education and one year of full-time technical experience in recreation therapy in a clinical, residential, or community-based organization; **OR** certification by the National Council for Therapeutic Recreation Certification (NCTRC); **OR** an equivalent combination of education and experience. *(See Special Requirements)*

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):
Working knowledge of: theories and practices of recreational therapy and leisure activities. **General knowledge of:** human anatomy, physiology, psychology, visual motor and psychomotor functioning; developmental and learning disabilities; characteristics and symptoms of mental illness and [~~mental retardation~~] ***intellectual disabilities*** and related disorders; psychosocial and behavioral treatment models and group dynamics; basic math skills required to prepare and monitor a budget. **Ability to:** assess client/patient mental, emotional and physical capabilities and limitations; participate in interdisciplinary team meetings to develop and revise treatment plans, goals and objectives; review diagnostic findings and conceptualize treatment strategies; plan, organize, schedule and conduct appropriate therapeutic recreation activities for individuals with mental, physical or emotional disabilities; adapt, create, and design recreational activities and equipment to meet the needs of clients/patients; move and set up athletic equipment and recreation supplies for planned activities; coordinate services with other therapeutic disciplines; provide therapeutic recreation therapy in potentially hostile environments where clients/patients may be uncooperative or combative; plan, organize, and lead a variety of recreational activities including sports, hobby-crafts, board games and other activities; counsel, train and motivate clients/patients; establish

MINIMUM QUALIFICATIONS (cont'd)

THERAPEUTIC RECREATION SPECIALIST I (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (cont'd)
and maintain positive working relationships with clients/patients and others involved in the treatment program; work independently with minimal direction; communicate effectively both orally and in writing; apply basic teaching methods and techniques; administer first aid in emergency situations; operate a van, bus or automobile to transport clients/patients as required.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
~~[**Working knowledge of:** applicable State and federal laws and regulations; agency policies and procedures related to recreation therapy, security issues, and accreditation standards applicable to the facility to which assigned. **General knowledge of:** theories and techniques of counseling and guidance, including group dynamics; community resources for recreational therapy activities; commonly used psychotropic medications. **Ability to:** oversee and direct the activities of technical staff and program participants; organize and conduct individual and group therapy sessions in relaxation techniques, stress management, self-esteem and other areas.]~~ ***(There are identical to the Entry Level Knowledge, Skills and Abilities required for Therapeutic Recreation Specialist II.)***

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	10.614	10.621
ESTABLISHED:	10/1/76	9/1/63
REVISED:	7/18/79-3	5/11/72
REVISED:	7/1/87-12P	10/25/74
	4/11/86PC	
REVISED:	10/19/90-3	10/1/76
REVISED:		7/18/79-3
REVISED:		7/1/87-12P
		4/11/86PC
REVISED:		10/19/90-3
REVISED:	7/1/99P	7/1/99P
	10/2/98PC	10/2/98PC
REVISED:	6/19/15PC	6/19/15PC
REVISED:	***3/9/16UC***	***3/9/16UC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
SOCIAL SERVICES CHIEF III	**41**	**A**	**12.300**
SOCIAL SERVICES CHIEF II	**39**	**A**	**12.301**
SOCIAL SERVICES CHIEF I	**38**	**A**	**12.306**

SERIES CONCEPT

Social Services Chiefs are assigned programmatic responsibilities which include interpretation of program regulations and requirements; quality assurance; development and implementation of automated systems; preparation and distribution of program policies, procedures, standards and guidelines; entering into contracts with service providers; proposing short and long term goals and objectives; preparing draft bills; and testifying before the legislature. At the higher levels in the series, incumbents may also supervise subordinate Social Services Managers who oversee subordinate supervisors and professional staff engaged in the direct delivery of social services to clients. However, positions allocated to the Chief series spend the preponderance of time managing the overall design, analysis, development and evaluation of social services programs.

Establish and monitor the accomplishment of unit and program goals and objectives to ensure programs are administered in compliance with federal and State regulations and in accordance with the goals and objectives of the agency.

Analyze and review data and reports regarding program participation and quality assurance activities; analyze economic and demographic trends and statistical data; determine the availability of resources; consult with administrators regarding agency and program goals and objectives.

Coordinate resources and activities with other chiefs and district or regional office managers; establish performance indicators and goals and objectives; monitor staff activities to determine progress in meeting goals and objectives and assess the quality of work performed; determine the impact and effectiveness of completed projects and assignments and plan for future changes or activities.

Direct the development and ensure implementation of State plans, policies, procedures, and support systems to maximize federal financial participation; review and interpret federal and State rules and regulations; research or direct staff to research the financial and operational impact to programs.

Analyze requested changes to computer and accounting systems and establish appropriate priorities; oversee the development of new or revised policies and procedures and secure administrative approval; respond to inquiries and requests for assistance in the implementation of policies, procedures and system changes; make decisions on unusual cases and operational issues; monitor program quality and compliance through review of management reports and results of on-site reviews.

Manage the development, negotiation and monitoring of cooperative agreements and program contracts to ensure services are provided and operations are conducted within program parameters; oversee the development of agreements, contract documents and amendments; evaluate and adjust reimbursement rates; conduct periodic reviews of personnel, equipment and program operations; meet with contractors and program personnel to evaluate performance and resolve problems associated with requirements set forth in agreements or contracts; determine whether financial reimbursement should be withheld in situations of non-compliance.

SERIES CONCEPT (cont'd)

Develop or participate in the development and justification of legislative proposals to include drafting proposed legislation; determine fiscal and operational impact; gain the approval and support of administrative staff and present the agency's position to the legislature as requested.

Develop or participate in the development of operating and program budgets and monitor approved budgets; develop cost estimates and justification for new or expanded programs, purchase of equipment, and additional personnel; provide recommendations to administrators for incorporation into the agency budget; present budget proposal to the Budget Office and legislature as assigned; monitor revenues and expenditures and recommend alternatives for program operations in shortfall situations.

Supervise professional personnel and support staff and may provide administrative supervision to higher level professionals in a specialized area related to program operations; participate in interviewing applicants and selecting personnel; delegate authority and responsibility to staff; develop work performance standards and complete performance evaluations; ensure appropriate training is provided; provide counseling and guidance and initiate or recommend disciplinary actions.

Serve as a liaison with a variety of groups and individuals, professional advisory groups, community groups, federal staff at the regional and national levels, district attorneys and judges, the media, agency and division administrators, district and regional managers, and government officials to provide and gather information and to explain program policies and procedures.

Promote program goals and objectives; facilitate advisory group meetings; coordinate program activities among units, State agencies, and local government or community agencies; negotiate solutions to problems and resolve conflicts; and consult with federal regional program administrators on complex program issues.

Perform related duties as assigned.

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ALLOCATION OF POSITIONS

Allocation of positions to a level within this series is determined by a review of seven classification factors: nature and complexity of work performed; the knowledge, skills and abilities required; independence/supervision received; scope of responsibility/consequence of error; authority to take action/decision making; and personal contacts necessary to complete the work. Social Services Chiefs at all levels in the series manage the design, development and evaluation of statewide public assistance and/or social services programs; supervise professional staff which may include licensed professional social workers and nurses; and prepare and monitor budgets. Programmatic responsibilities require frequent and intensive communication with all levels within and outside the organization in order to defend, justify, negotiate and mediate issues.

The programs administered by incumbents in this series vary considerably in scope, complexity and size. In evaluating and allocating positions, consideration is given to the nature and complexity of the program(s) administered; the level and number of subordinate staff supervised directly and indirectly; and the fiscal responsibility for budgets and funds disbursed in entitlement programs. To assist in determining the appropriate level for a position, benchmark descriptions are provided to facilitate comparisons and serve as a representative example of a position at each level.

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CLASS CONCEPTS

Social Services Chief III: Under general direction of an administrator or deputy administrator, incumbents exercise direct control over the policy, system planning, development and monitoring aspects of the largest, most complex and comprehensive social services and programs or major components thereof. The complexity of the program typically requires a large staff of Social Services Program Specialists and other professional staff. Programs administered at this level are multi-million dollar entitlement programs such as Medicaid or involve the collection and disbursement of millions of dollars resulting in significant fiscal impact to the State. At this level, programs and services are provided to the broadest client base statewide.

Positions allocated to this level manage program development and service delivery, or have program responsibility for the most complex programs such as Medicaid and eligibility for various types of public assistance. These programs require the analysis and interpretation of myriad State and federal laws, regulations and guidelines which change frequently.

This level in the series is distinguished from the Social Services Chief II by the broader scope of responsibility, the greater complexity of services provided to a larger population, greater supervisory/managerial responsibility and additional experience required to manage comprehensive programs such as Medicaid and Child Support Enforcement.

Medicaid Program Services: An example of a Social Services Program Chief III is a position in the Division of Health Care Financing & Policy. The incumbent is responsible for overall direction and oversight of Medicaid long-term and community-based care that has 22 different sub-programs including Intermediate Nursing Facility Reviews, Pre-admission Screening, Disability/Incapacity Determinations, Physical Disability Waiver, [~~Mental Retardation~~]***Intellectual***/Developmental Disabilities Waiver, Aging Waiver, Group Home Waiver, Inpatient Hospital Services, Residential Treatment Centers and others.

The incumbent maintains the State plan and manages the development and dissemination of Medicaid policies and procedures and manages the fiscal agent contract to ensure prompt and proper processing of claims. The Chief also manages various Medicaid service programs and activities to include incapacity and disability determinations for Medicaid eligibility; waiver requests for the provisions of home and community-based services to prevent institutionalization; dental, transportation and provider services. In addition, the incumbent provides functional guidance and training to district office staff; oversees the performance of contractors; and directly supervises five Social Services Program Specialist III's and indirectly seven Health Care Coordinators who are licensed nurses and social workers, and two clerical staff.

Personal contacts require highly developed communication skills as the incumbent may need to defend, justify, negotiate, and mediate disputes such as those that occur between health care service providers and Blue Cross/Blue Shield, or jointly develop actions with significant impact on affected clients such as Temporary Assistance for Needy Families who are on Health Maintenance Organization (HMO), or to settle issues raised as a result of disagreement in the payment of fee for service provided by physicians.

Child Support Enforcement: A second example of a position at this level has responsibility for program development and service delivery. The incumbent designs the operational plan for the child support enforcement program statewide; establishes collection goals and develops cost-effective collection strategies; develops and manages the program budget which includes estimating amounts of income that will be received from federal income tax refunds and unemployment insurance benefit intercepts, county and State collections, and incentive payments; directs and oversees statewide program implementation through subordinate managers and cooperative agreements with county district attorneys and district courts; directs the development, communication and implementation of policies and procedures through subordinate Support Enforcement Specialists and supervisors; develops, justifies and promotes legislative proposals; and serves as the direct liaison with regional Family Support Administration, district attorneys, district judges and public interest groups.

CLASS CONCEPTS (cont'd)

Social Services Chief III (cont'd)

Child Support Enforcement (cont'd)
The incumbent administers the collection and disbursement of several million dollars and directly supervises two Social Services Manager I's and five Social Services Program Specialists, and indirectly eighty-three employees comprised of Family Services Supervisors, Support Enforcement Specialists and clerical personnel.

Social Services Chief II: Under general direction, incumbents exercise direct control over the policy and system planning, development and monitoring aspects of a statewide social services program serving a targeted population such as elderly Medicaid clients.

Incumbents at this level supervise subordinate managers, supervisors and professional staff located in district or regional offices throughout the State. Fiscal responsibility at this level is characterized by development of budget requests, proposals, justifications and amendments based on federal and State rules and regulations and agency policies and procedures.

Incumbents enter into contracts for services and interlocal agreements with other State agencies to provide services. Additionally, incumbents prepare and monitor budget balances in regard to services requested and provided; approve payments in accordance with established policies, regulations and program requirements; and assess and reassess client needs.

This level in the series is distinguished from the Social Services Chief I by the broader scope of responsibility; greater complexity of the programs monitored; the diversity of services provided by professional staff; and greater number and higher level staff supervised directly and indirectly.

Community-Based Care Program: An example of a Social Services Chief II position is in the Division for Aging Services. The Chief of the Community-Based Care Program is responsible for providing statewide program development and management of service delivery for four programs: Federal Medicaid Waiver; Medicaid Group Care Waiver; State-funded Medicaid Waiver; and the Title XX Homemaker Services Program. In efforts to assist elderly Medicaid recipients in maintaining their independence and avoiding placement in residential care facilities, Social Workers, under the supervision of the Social Services Chief II, locate, coordinate, monitor and evaluate in-home personal care and household assistance services.

The incumbent administers the development and implementation of the programs; ensures compliance with federal requirements for Medicaid waivers and State regulations; identifies, formulates and implements changes in policies, procedures and standards and evaluates their effectiveness and impact on program operations; maintains a comprehensive reporting system including centralized and local database systems for client tracking, payment tracking, utilization and delivery. The incumbent also completes quarterly performance indicator reports and annual reports; reviews, compiles and analyzes statistics and expenditure reports to monitor progress toward agency and unit goals; develops and revises policy and procedure manuals for programs; and manages contract development to ensure adequate services are provided.

In addition, the incumbent provides functional guidance and training to managers in the district offices; directly supervises three Social Services Managers and indirectly eight Social Work Supervisors, thirty-four Social Workers, and nine Administrative Assistants.

Social Services Chief I: Under general supervision, incumbents administer statewide social services programs which are small or narrowly focused in comparison to programs administered by higher level chiefs. Areas of responsibility require an incumbent to interpret and apply federal and State regulations and agency policies and procedures.

CLASS CONCEPTS (cont'd)

Social Services Chief I (cont'd)

Some incumbents at this level are assigned to oversee preparation of grant applications and proposals to secure funding for major division-wide programs and initiatives. They supervise subordinate supervisors and professional staff who prepare and mediate contractual agreements; develop program standards and evaluate services through site visits and/or reports; review grant applications submitted by grantees; provide training to grantees; review service provider operations; monitor quality of services; research and compile data and prepare reports; and organize board and commission meetings. These positions monitor and disburse grant funds to contractors who provide services to clients.

Quality Control and Hearings: An example of a Social Services Program Chief I is the quality assurance and hearings supervisor at the Welfare and Supportive Services Division. The incumbent manages the federally mandated quality control program which ensures the accuracy of benefits disbursed and/or eligibility determinations for the Temporary Assistance for Needy Families, Food Stamps, Medicaid, and Child Care programs.

These programs ensure that eligibility for public assistance is properly determined and that funds are disbursed in the appropriate amount in accordance with State and federal requirements. This has a critical fiscal impact on the agency as sanctions may be imposed and/or federal funding reduced as a result of incorrect case processing.

The incumbent develops and directs the implementation of program policies and procedures for quality control reviews; performs analysis of the division's performance to identify errors and causal factors; develops corrective action plans and makes recommendations to the deputy administrator for implementation; reviews new and revised policy proposals to ensure they will not have a detrimental effect on the division's performance; serves as the liaison with the federal government regarding the accuracy of payments; and prepares required monthly and annual program reports.

In addition, the incumbent functions as the hearings supervisor for the division to include developing procedures for hearings and reviewing decisions prepared by subordinate hearings officers; and develops and monitors the unit's operating budget. The incumbent directly supervises one Social Welfare Program Specialist III; five Quality Control Specialists; one Hearings Officer and one Administrative Assistant; and indirectly, three Quality Control Specialists and two Administrative Assistants.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENT:

* Some positions require professional licensure or certification in a social or medical specialty issued by the appropriate licensing board in the State of Nevada which will be identified at the time of recruitment. Incumbents must maintain professional licensure or certification in their specialty as a condition of continuing employment.

MINIMUM QUALIFICATIONS (cont'd)

SOCIAL SERVICES CHIEF III

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in social work, health or social science, public or business administration or related field and five years of relevant professional experience which included directing social services or the operation of a program unit; coordinating program activities with officials and representatives of other agencies; interpretation, application and implementation of complex State laws and federal regulations; writing program policies, procedures, and reports; and conducting research and preparing recommendations. Two years of the required experience must have included supervision of staff at a paraprofessional level or above; **OR** an equivalent combination of education and experience. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Detailed knowledge of: methods and procedures of efficient administration; programmatic and operational aspects of related agencies at local, regional and national levels. **Working knowledge of:** effective management practices including budget development, resource allocation and personnel administration***; State statutes, federal regulations, program manuals, and automated systems to interpret, analyze, and direct the development and implementation of program policies and procedures; interface and integration of organizational processes/units; general and State-specific principles and practices of budgeting and accounting; services, roles and responsibilities of human service agencies at local, regional and national levels; litigation and court decisions impacting assigned program(s); State rules for personnel administration; State legislative process***. **Ability to:** develop long range plans to achieve agency goals and federal and legislative mandates; conduct research, analyze data, draw conclusions and develop solutions and recommendations; communicate effectively in writing sufficiently to prepare comprehensive reports, proposals, recommendations and bill drafts; design, develop and implement programs; establish program objectives and performance goals; develop criteria to evaluate effectiveness of program operations and apply corrective action plans when appropriate; ***forecast program and community needs and develop plans to meet those needs; manage contracts and agreements; mediate between contending parties such as clients, staff, legal services, contractors and the agency; modify or adapt program policies and procedures to meet workload demands or unusual circumstances such as atypical caseload growth or loss of funding;*** *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
Working knowledge of: program policies and procedures; State rules for personnel administration; divisional goals, objectives, policies and procedures; management principles and practices applicable to a large and complex organization.

SOCIAL SERVICES CHIEF II

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in social work, health or social science, public or business administration or related field and four years of professional social services experience which included directing social services or the operation of a program unit; coordinating program activities with officials and representatives of other agencies; interpretation and application of complex federal regulations, writing program policies, procedures, and reports; and conducting research and preparing recommendations for management. Two years of the required experience must have included supervision of staff at a paraprofessional level or above; **OR** an equivalent combination of education and experience. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Working knowledge of: methods and procedures of efficient administration; principles and practices of management and supervision; federal and State laws and regulations governing social and health care services; quality management principles; effective change management; effective management practices including budget development, resource allocation and personnel administration***; federal and State laws and regulations which govern assigned programs; goals, objectives and federal guidelines for assigned***

MINIMUM QUALIFICATIONS (cont'd)

SOCIAL SERVICES CHIEF II (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (cont'd)
social services programs; department, division, and unit goals, systems, programs, and policies related to the program assignment; principles and practices of social services administration; State and agency administrative regulations, policies, and procedures; methods of program administration, program terminology, and acceptable program practices. ***General knowledge of: State budgeting and accounting practices.*** **Ability to:** review and analyze legislative documents and correspondence; sell or promote ideas, programs, policies, and procedures to staff, administration, legal entities, and the public; formulate policies, program decisions, contracts and staffing plans; coordinate the work of a number of diverse work units using leadership, communication and negotiation skills; define cause and effect relationships in areas of program compliance; develop and manage a complex budget; ***coordinate the development and maintenance of automated systems; accurately evaluate program effectiveness and accountability and determine what changes are needed to improve the program; identify training and education needs and available resources that are applicable and effective. Skill in: financial analysis and planning and budget administration;*** *and all knowledge, skills and abilities required at the lower level.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
[~~Working knowledge of:~~ ~~State statutes, federal regulations, program manuals, and automated systems to interpret, analyze, and direct the development and implementation of program policies and procedures; interface and integration of organizational processes/units; general and State-specific principles and practices of budgeting and accounting; services, roles and responsibilities of human service agencies at local, regional and national levels; litigation and court decisions impacting assigned program(s); State rules for personnel administration; State legislative process.~~ ~~**Ability to:**~~ ~~forecast program and community needs and develop plans to meet those needs; manage contracts and agreements; mediate between contending parties such as clients, staff, legal services, contractors and the agency; modify or adapt program policies and procedures to meet workload demands or unusual circumstances such as atypical caseload growth or loss of funding.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Services Chief III.)***

SOCIAL SERVICES CHIEF I

EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university in social work, health or social science, public or business administration or related field and three years of professional social services experience which included serving as a consultant to professional/supervisory program personnel; coordinating program activities with officials and representatives of other agencies; interpreting and applying complex federal regulations, technical journals, and legislative studies; writing program policies, procedures, and reports; and conducting research and preparing recommendations for management; **OR** an equivalent combination of education and experience. *(See Special Requirement)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
General knowledge of: principles and practices of program management and supervision; federal and State laws and regulations governing social and health care services; current social and economic trends impacting eligibility for social services and programs; philosophy and purpose of social services programs; effective change management; quality management principles. **Ability to:** establish and maintain cooperative working relationships with direct and indirect reporting staff, peers, superiors, legal entities, federal officials, other agencies and businesses; modify and/or adapt policies, procedures or methods to ensure program compliance and avoid federal penalties; define problems and identify relevant concerns to formulate logical and objective solutions; negotiate and exchange ideas, information and opinions with others to formulate policy recommendations; establish work priorities, delegate assignments, train, motivate, and supervise staff; write concise, logical, and grammatically correct analytical reports, correspondence and program documents; make oral presentations to persuade others to accept a specific opinion or achieve

MINIMUM QUALIFICATIONS (cont'd)

SOCIAL SERVICES CHIEF I (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (cont'd)
consensus, and to explain and/or promote ideas, procedures, policies, and actions; read and interpret complex legal documents such as federal and State laws, court decisions and attorney general's opinions; organize material, information, and staff in a systematic way to meet objectives and optimize program effectiveness and efficiency; analyze information and statistical reports to plan for staff, program needs, budget preparation and evaluate program effectiveness.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
~~**[Working knowledge of:** federal and State laws and regulations which govern assigned programs; goals, objectives and federal guidelines for assigned social services programs; department, division, and unit goals, systems, programs, and policies related to the program assignment; principles and practices of social services administration; State and agency administrative regulations, policies, and procedures; methods of program administration, program terminology, and acceptable program ***practices.*** **General knowledge of:** State budgeting and accounting practices. **Ability to:** coordinate the development and maintenance of automated systems; accurately evaluate program effectiveness and accountability and determine what changes are needed to improve the program; identify training and education needs and available resources that are applicable and effective. Skill in: financial analysis and planning and budget administration.~~]
(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Services Chief II.)

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	12.300	12.301	12.306
ESTABLISHED:	7/1/93P	7/1/03P	7/1/93P
	10/23/92PC	10/14/02PC	10/23/92PC
REVISED:			7/18/97UC
REVISED:	3/29/01UC		3/29/01UC
REVISED	7/1/03P		7/1/03P
	10/14/02PC		10/14/02PC
REVISED:	12/8/03UC	12/8/03UC	12/8/03UC
REVISED:	7/1/05LG	7/1/05LG	7/1/05LG
REVISED:	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***

STATE OF NEVADA
Department of Administration
Division of Human Resource Management

CLASS SPECIFICATION

TITLE	GRADE	EEO-4	CODE
SOCIAL WORK SUPERVISOR II	**37**	**B**	**12.345**
SOCIAL WORK SUPERVISOR I	**36**	**B**	**12.352**
SOCIAL WORKER III	**35**	**B**	**12.363**
SOCIAL WORKER II	**34**	**B**	**12.361**
SOCIAL WORKER I	**32**	**B**	**12.377**

SERIES CONCEPT

Social Workers are licensed professionals who provide case management services to children, families, the elderly and other individuals within local communities and institutions. Case management is defined as the process by which an individual's needs are identified and the social, habilitative and medical services designed to meet those needs are located, coordinated and monitored. Positions in this series may specialize in one service area, or may work in several areas as a generalist, depending upon the needs of the community and the mission of the agency to which assigned.

Assess and reassess client levels of functioning by interviewing clients, family members and other community contacts; utilize tests, inventories and other assessment tools; review medical, legal and law enforcement reports; and evaluate client resources for the purpose of identifying the level of assistance needed and services appropriate to meet client emotional, social, financial and health needs.

Develop and implement a case plan that presents intervention strategies to meet client needs including alternative placement, job training, socialization, nursing services, legal and medical intervention and financial assistance according to State and federal regulatory guidelines and budget limitations.

Locate and coordinate a network of services and resources provided by other State agencies, community organizations and private service providers in areas such as mental health, substance abuse, rehabilitation, developmental, homemaking, financial assistance and employment programs pertinent to assessing client needs and case plan goals.

Provide ongoing case management services by conducting home visits, monitoring delivery of services and quality of care, and reassessing client needs; track client progress and well being, evaluate case plan effectiveness, and effectively manage resources; assist clients in identifying strengths and barriers and developing problem-solving and coping abilities; collaborate and coordinate case reviews with families, friends, attorneys and multiple agencies including social and community services and law enforcement to ensure case continuity and prevent conflicting case plans and duplication of services.

Document case activities; maintain written case histories to include client status, progress and assessment results; complete necessary forms and prepare relevant correspondence and case reports according to applicable policies, procedures, laws and regulations.

Provide crisis intervention in the office or community setting to include responding to emergency calls; report instances of neglect or abuse to the appropriate authorities; utilize appropriate controls for individuals who may be aggressive, combative or hostile by following established protocols and policies.

May provide technical assistance, training, guidance and/or serve as leadworkers to other new or experienced Social Workers; may train, supervise and evaluate the performance of non-professional staff such as Family Support Workers and Administrative Assistants.

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SERIES CONCEPT (cont'd)

Perform related duties as assigned.

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CLASS CONCEPTS

Social Work Supervisor II: Under general direction of a regional manager in the Division of Child and Family Services, Social Work Supervisor II's supervise a unit of Social Worker III's engaged in case management having a high proportion of complex and sensitive case work needs in child protective services, foster care and adoptions. Incumbents assign work, provide training, complete performance evaluations and administer appropriate discipline when necessary. They routinely review and monitor cases requiring the application of advanced principles of the social work profession, and case planning directives affect critically and chronically dysfunctional families and children whose welfare is at high risk. Supervisors at this level regularly arbitrate conflicts and discrepancies of a sensitive and volatile nature including, but not limited to, families, the court system, foster parents, schools, and law enforcement officials where a consensus regarding the appropriate course of action may be difficult to obtain. Incumbents may formulate policies, procedures and guidelines for the program assigned and participate in budget preparation by making recommendations regarding staffing, travel, and program needs. Incumbents may carry a caseload, however, supervision of Social Worker III's is the primary responsibility.

Social Work Supervisor I: Under general direction, incumbents supervise a unit of Social Workers to include responsibility for the assignment of work, training, performance evaluation and discipline. Incumbents routinely review and monitor cases requiring the application of accepted principles and techniques of the social work profession. They may also participate in formulating policies, procedures and guidelines for the program assigned and participate in budget preparation by making recommendations regarding staffing, travel, and program needs. They may also negotiate contracts to assist in meeting the specialized needs of clients, families and caregivers. Incumbents may carry a caseload, however, supervision is the primary responsibility.

Social Worker III: Under direction, Social Worker III's perform advanced journey level case management services in child protective services, foster care and/or adoptions. This work requires the application of advanced principles of the social work profession, and case planning directives affect critically and chronically dysfunctional families and children whose welfare is at high risk. Actions and decisions directly affect the safety and welfare of children at risk and extend to families, substitute caregivers and other resources within the community. Crisis intervention and objective evaluation may require incumbents to encounter potentially hostile and combative individuals. Social Worker III's are distinguished from the journey level by the nature and high proportion of complex and sensitive case work needs of children and families, and a more critical level of decision making and authority to take action to include removal of children from their home environment.

Social Worker II: Under direction, incumbents perform the full range of duties described in the series concept at the journey level.

Social Worker I: Under close supervision, incumbents at this level function in a trainee capacity, learning to determine social service needs of clients, develop appropriate solutions and case plans, and provide ongoing case management services. This is the entry level to the Social Worker series. Progression may occur to the journey level upon satisfactory completion of the required training period, and with the recommendation of the appointing authority.

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MINIMUM QUALIFICATIONS

SPECIAL REQUIREMENTS:

* A valid driver's license is required at time of appointment and as a condition of continuing employment.
* Some positions are subject to call-out or call-back.
* Some positions require work on evenings, weekends, and/or holidays.

INFORMATIONAL NOTES:

* Licensure or provisional licensure by the State of Nevada Board of Examiners for Social Workers as a Social Worker, Clinical Social Worker, Independent Social Worker, or Associate in Social Work is required at the time of appointment and as a condition of employment.

SOCIAL WORK SUPERVISOR II

EDUCATION AND EXPERIENCE: Licensure or provisional licensure as a Social Worker, Clinical Social Worker, Independent Social Worker or Associate in Social Work by the State of Nevada Board of Examiners for Social Workers and one year of advanced journey level professional experience providing case management in a social work setting equivalent to a Social Worker III in Nevada State service. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Detailed knowledge of: federal regulations and State laws applicable to child welfare. **Working knowledge of:** dynamics of families who deprive, abuse or neglect their children, indicators of physical, sexual and emotional abuse in children, demands of the judicial system with respect to child welfare, collaborative and concurrent case planning***; principles and practices of supervision; budget preparation and monitoring; intellectual disabilities, mental illness, substance abuse, aging processes, and their effects on human behavior; contract administration and compliance***. **Ability to:** assess the initial child protection complaint for severity in order to determine the required action, evaluate the need for immediate response on child abuse and neglect to ensure a timely safety response; review the work of Social Workers who make critical child welfare decisions and take action In the field; apply advanced principles and techniques for social work applicable to child welfare; approve effective plans of care for children at risk of serious harm or injury in critically or chronically dysfunctional families; accompany staff on unannounced home visits which may involve confronting hostile and uncooperative family members and caregivers and may result in the removal of children for placement in alternate care settings; identify signs and evidence of physical, emotional and sexual abuse of children and investigate the circumstances pursuant to State law; analyze family crises and appropriate interventions to protect children from imminent danger; identify special needs children including physical, medical and behavioral problems; ***represent the agency at community and task force meetings; supervise subordinate staff including organizing workflow, delegating work, training, evaluating performance and administering necessary discipline; participate in program planning, implementation and coordination to ensure program goals and operations are in compliance with agency, State and federal rules, regulations, policies and procedures; implement corrective action; evaluate staff development and training needs and conduct formal and on-the-job training; project and develop budget recommendations regarding program needs including staffing, training, contract services, supplies and equipment; monitor budget to ensure constraints are met; develop, negotiate and renegotiate provider contracts in a timely manner to ensure continuity of services; identify service and resource gaps in the community and find resources to fill needs; analyze and understand specific trends relating to the program assignment; analyze data and prepare statistical and***

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MINIMUM QUALIFICATIONS (cont'd)

SOCIAL WORK SUPERVISOR I (cont'd)

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (cont'd)
program evaluation reports; serve as an agency advocate and foster community contacts to facilitate cooperation and participation; *and all knowledge, skills and abilities required at the lower levels.*

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
Working knowledge of: State regulations related to personnel administration; supervisory techniques; components and data elements of the child welfare informational system; court jurisdictions. **Ability to:** review and approve comprehensive child welfare court reports, files and other documentation; partner with community agencies to obtain services for family centered services.

SOCIAL WORK SUPERVISOR I

EDUCATION AND EXPERIENCE: Licensure or provisional licensure as a Social Worker, Clinical Social Worker, Independent Social Worker or Associate in Social Work by the State of Nevada Board of Examiners for Social Workers and one year of journey level professional experience providing case management in a social work setting equivalent to a Social Worker II in Nevada State service. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Working knowledge of: principles and practices of social work and case management techniques used in the assigned program area. ***General knowledge of: genetic principles; effects of day care, foster care, group care and separations from family on individual behavior.*** **Ability to:** establish and maintain effective working relationships with co-workers, staff in other agencies and the public; provide technical assistance and guidance to subordinates regarding sensitive issues and questions; evaluate, develop and implement policies and procedures for assigned work unit; analyze information, situations, practices and procedures; identify relevant concerns, factors, patterns, or relationships; recognize alternative courses of action and the implications of each; organize material, information and people in a systematic way to optimize program efficiency; coordinate services by determining the time, place and sequence of actions; set priorities which accurately reflect the agency's mission, goals and objectives; delegate work assignments; collaborate, develop and maintain community resources and contracts; monitor contract compliance; ***apply advanced principles and techniques of social work applicable to child welfare; develop effective plans of care for children at risk of serious harm or injury in critically or chronically dysfunctional families; make frequent and regular unannounced home visits which may involve confronting hostile and uncooperative family members and caregivers and may result in the removal of children for placement in alternate care settings; identify signs and evidence of physical, emotional and sexual abuse of children and investigate the circumstances pursuant to State law; analyze family crises and intervene appropriately to protect children from imminent danger; identify special needs children including physical, medical and behavioral problems;*** *and all knowledge, skills and abilities required at the lower levels*.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):
[~~Detailed knowledge of:~~ ~~federal regulations and State laws applicable to the program assignment.~~ **~~Working knowledge of:~~** ~~principles and practices of supervision; budget preparation and monitoring; mental retardation, mental illness, substance abuse, aging processes, and their effects on human behavior; contract administration and compliance.~~ **~~Ability to:~~** ~~represent the agency at community and task force meetings; supervise subordinate staff including organizing workflow, delegating work, training, evaluating performance and administering necessary discipline; participate in program planning, implementation and coordination to ensure program goals and operations are in compliance with agency, State and federal rules,~~

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SOCIAL WORKER II	**34**	**B**	**12.361**
SOCIAL WORKER I	**32**	**B**	**12.377**

MINIMUM QUALIFICATIONS (cont'd)

~~regulations, policies and procedures; implement corrective action; evaluate staff development and training needs and conduct formal and on-the-job training; project and develop budget recommendations regarding program needs including staffing, training, contract services, supplies and equipment; monitor budget to ensure constraints are met; develop, negotiate and renegotiate provider contracts in a timely manner to ensure continuity of services; identify service and resource gaps in the community and find resources to fill needs; analyze and understand specific trends relating to the program assignment; analyze data and prepare statistical and program evaluation reports; serve as an agency advocate and foster community contacts to facilitate cooperation and participation.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Work Supervisor I.)***

SOCIAL WORKER III

EDUCATION AND EXPERIENCE: Licensure or provisional licensure as a Social Worker, Clinical Social Worker, Independent Social Worker or Associate in Social Work by the State of Nevada Board of Examiners for Social Workers and one year of professional experience providing case management in child protective services, foster care services and/or adoption services in a social work setting equivalent to a Social Worker I in Nevada State service. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Working knowledge of: federal regulations and State laws applicable to child welfare; dynamics of families who deprive, abuse or neglect their children, indicators of physical, sexual and emotional abuse in children; family centered assessment process, principles and practices; human characteristics which indicate dysfunction, characteristics of family marital problems and their solutions; effects of foster care on the child, caregiver, biological family, adoptive family, and the community; court procedures related to child abuse and neglect, removal of parental rights, and adoption***; federal regulations, State laws, and policies and procedures related to assigned program areas; services, roles and responsibilities of other related social services providers; crisis intervention techniques; theories and practices of substance abuse addiction and recovery; HIV, fetal alcohol syndrome, and common communicable diseases***. **General knowledge of:** collaborative and concurrent case planning***; medical and pharmaceutical terminology sufficient to complete health surveys, evaluate medical reports and assess client health status; physical, psychological and social characteristics associated with the aging process; characteristics of intellectual disabilities and mental illness; court processes and protocol related to program assignment***. **Ability to:** respond to emergency calls after normal working hours to investigate reports of child abuse and neglect; complete safety and risk assessments and determine appropriate action; exercise authority to remove children from the home when they are at risk of serious harm or injury; screen for severely emotionally disturbed children and coordinate appropriate placement; take decisive action to protect children at risk in accordance with legal requirements; prepare periodic and permanency reports and comprehensive recommendations to the court system; prepare petitions and court orders and testify in court; supervise child/parent visits; present cases to advisory boards; community councils and review teams; investigate and make State and interstate placement decisions; monitor compliance with court orders and recommend enforcement action when necessary; ***promptly coordinate and implement case plans by determining the time, place and sequence of actions to be taken based on the analysis of data; modify and/or adapt case plans, procedures and methods to maximize services and effect change in clients; negotiate, persuade, counsel and exchange ideas with others to arrive at joint decisions, conclusions or solutions; analyze crises and intervene appropriately; compute costs and hours of service; develop and present training programs designed to educate and motivate clients; organize and facilitate meetings; navigate, locate and enter data into the agency's computer system; oversee the work of private and public providers of social services;*** *and all knowledge, skills and abilities required at the lower levels.*

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SOCIAL WORKER III	**35**	**B**	**12.363**
SOCIAL WORKER II	**34**	**B**	**12.361**
SOCIAL WORKER I	**32**	**B**	**12.377**

MINIMUM QUALIFICATIONS (cont'd)

SOCIAL WORKER III (cont'd)

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
~~**[General knowledge of:** genetic principles; effects of day care, foster care, group care and separations from family on individual behavior. **Ability to:** apply advanced principles and techniques of social work applicable to child welfare; develop effective plans of care for children at risk of serious harm or injury in critically or chronically dysfunctional families; make frequent and regular unannounced home visits which may involve confronting hostile and uncooperative family members and caregivers and may result in the removal of children for placement in alternate care settings; identify signs and evidence of physical, emotional and sexual abuse of children and investigate the circumstances pursuant to State law; analyze family crises and intervene appropriately to protect children form imminent danger; identify special needs children including physical, medical and behavioral problems.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Work Supervisor I.)***

SOCIAL WORKER II

EDUCATION AND EXPERIENCE: Licensure or provisional licensure as a Social Worker, Clinical Social Worker, Independent Social Worker or Associate in Social Work by the State of Nevada Board of Examiners for Social Workers and one year of professional experience providing case management in a social work setting equivalent to a Social Worker I in Nevada State service. *(See Special Requirements and Informational Note)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
Working knowledge of: principles, practices and techniques of social work; case management practices related to the program assignment; investigative techniques. **General knowledge of:** federal regulations, State laws, and agency directives applicable to social services; cultural and social differences that affect family relationships and social interaction; indicators and effects of human deprivation; public and private social services providers within the community; collaborative case planning; de-escalation and crisis intervention techniques; pregnancy, child birth and child care; grief and loss issues; gambling addiction; learning and physical disabilities; court procedures. **Ability to:** establish and maintain cooperative working relationships with co-workers and others representing private and public social service providers; establish rapport and gain the trust of others; conduct interviews, elicit sensitive information, make physical and behavioral assessments, and accurately record information; make home visits including unannounced visits; maintain composure, interact diplomatically and make effective decisions in confrontational situations; mediate and resolve conflict between contending parties; communicate with individuals who have emotional or mental problems; observe and assess relationships between client and family; prioritize and prepare case plans and provide services for a caseload of clients; apply interviewing and valuative techniques and make recommendations; evaluate and continually reassess client level of functioning; develop and maintain a network of community resources; refer clients to appropriate services and follow up as required; document case narratives in computer and paper records; prepare reports to law enforcement and courts; respond to sensitive and/or emergency situations; act as an advocate for clients; operate personal computers and assigned software; deal appropriately with apathy, hostility, resistance and anger displayed by individuals; assist others in dealing with the issues surrounding death and dying and the aging process; *and all knowledge, skills and abilities required at the lower level*.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
~~**[Working knowledge of:** federal regulations, State laws, and policies and procedures related to assigned program areas; services, roles and responsibilities of other related social services providers; crisis intervention techniques; theories and practices of substance abuse addiction and recovery; HIV, fetal alcohol syndrome, and common communicable diseases. **General knowledge of:** medical and pharmaceutical~~

SOCIAL WORK SUPERVISOR II	**37**	**B**	**12.345**
SOCIAL WORK SUPERVISOR I	**36**	**B**	**12.352**
SOCIAL WORK SUPERVISOR I	**35**	**B**	**12.363**
SOCIAL WORKER II	**34**	**B**	**12.361**
SOCIAL WORKER I	**32**	**B**	**12.377**

MINIMUM QUALIFICATIONS (cont'd)

~~terminology sufficient to complete health surveys, evaluate medical reports and assess client health status; physical, psychological and social characteristics associated with the aging process; characteristics of mental retardation and mental illness; court processes and protocol related to program assignment. **Ability to:** promptly coordinate and implement case plans by determining the time, place and sequence of actions to be taken based on the analysis of data; modify and/or adapt case plans, procedures and methods to maximize services and effect change in clients; negotiate, persuade, counsel and exchange ideas with others to arrive at joint decisions, conclusions or solutions; analyze crises and intervene appropriately; compute costs and hours of service; develop and present training programs designed to educate and motivate clients; organize and facilitate meetings; navigate, locate and enter data into the agency's computer system; oversee the work of private and public providers of social services.~~] ***(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Worker III.)***

SOCIAL WORKER I

EDUCATION AND EXPERIENCE: Licensure or provisional licensure as a Social Worker, Clinical Social Worker, Independent Social Worker or Associate in Social Work by the State of Nevada Board of Examiners for Social Workers. *(See Special Requirements and Informational Notes)*

ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):
General knowledge of: social problems which call for the use of public and private community resources; philosophy of social work; social work ethics; dynamics of human behavior including interpersonal relationships and social interaction; confidentiality laws; client rights; case management practices; signs of substance abuse, mental illness and domestic violence. **Ability to:** understand and accept the differences in human behavior caused by deprivation, abuse and neglect; effectively interact with persons from a variety of economic, cultural, social and educational backgrounds; work objectively with individuals who may be hostile, uncooperative and verbally abusive; recognize signs of abuse or neglect and report it to the proper authorities; communicate effectively both verbally and in writing; compose grammatically correct correspondence and reports; read and understand technical and legal documents; read and interpret program regulations and policies; add, subtract, multiply and divide whole numbers, decimals and fractions; assemble, analyze and report data; organize and prioritize work; participate as a team member; work independently and follow through on assignments with minimal direction; transport clients to identified services as required; operate a computer sufficient to enter, store and retrieve data.

FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):
(These are identical to the Entry Level Knowledge, Skills and Abilities required for Social Worker II.)

This class specification is used for classification, recruitment and examination purposes. It is not to be considered a substitute for work performance standards for positions assigned to this class.

	12.345	12.352	12.363	12.361	12.377
ESTABLISHED:	7/1/93P 10/23/92PC	7/1/65	7/1/65	2/1/65	9/27/74
REVISED:		6/1/69	6/1/69	6/1/69	
REVISED:		9/27/74			
REVISED:		2/26/76	2/26/76	2/26/76	2/26/76
REVISED:		3/14/78-3			
REVISED:		5/18/78-3	5/18/78-3	5/18/78-3	5/18/78-3

SOCIAL WORK SUPERVISOR II	**37**	**B**	**12.345**
SOCIAL WORK SUPERVISOR I	**36**	**B**	**12.352**
SOCIAL WORKER III	**35**	**B**	**12.363**
SOCIAL WORKER II	**34**	**B**	**12.361**
SOCIAL WORKER I	**32**	**B**	**12.377**

REVISED:		6/26/78-3		6/26/78-3	6/26/78-3
REVISED:				11/30/78-3	
REVISED:				5/29/79-3	5/29/79-3
REVISED:		2/10/88-3	2/10/88-3	2/10/88-3	2/10/88-3
REVISED:		8/19/88-3	8/19/88-3	8/19/88-3	8/19/88-3
REVISED:		7/1/93P	7/1/93P	7/1/93P	7/1/93P
		10/23/92PC	10/23/92PC	10/23/92PC	10/23/92PC
REVISED:	11/17/93UC	11/17/93UC	11/17/93UC	11/17/93UC	11/17/93UC
REVISED:	7/1/03P	7/1/03P	7/1/03P	7/1/03P	7/1/03P
	1/10/03PC	1/10/03PC	1/10/03PC	1/10/03PC	1/10/03PC
REVISED:	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***	***3/9/16UC***