



**DEPARTMENT OF PERSONNEL**  
**209 East Musser Street, Room 101**  
**Carson City, Nevada 89701-4204**  
**(775) 684-0150**  
**<http://dop.nv.gov>**

**MEMO PERD #28/07**

July 12, 2007

**TO:** Personnel Commission Members  
Department Directors  
Division Administrators  
Agency Personnel Liaisons  
Agency Personnel Representatives  
Employee Representatives

**FROM:** Todd C. Rich, Director *T.C.R.*  
Department of Personnel

**SUBJECT:** PROPOSED CLASSIFICATION CHANGES

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Attached are proposed classification changes for your information pursuant to NRS 284.160, subsections 3 through 5. If you have any comments or objections, please notify me in writing no later than August 10, 2007.

If no written objections are received in this office by August 10, 2007, action will be taken to effect the changes and a report will be made to the Personnel Commission.

TR:sb

Attachments

## NOTICE OF PROPOSED CLASSIFICATION CHANGES

Number: 01-08

Posting Expires: August 10, 2007

Per NRS 284.160, the Personnel Director may make a change in classification without the prior approval of the Commission. The following changes are proposed:

CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
10.114	Teaching Parent II	53 B	10.114	Teaching Parent II	53 B
10.117	Teaching Parent I	49 B	10.117	Teaching Parent I	49 B
10.148	Teaching Parent Relief	31 B		MOVE - To Treatment Home Series	
	NEW MOVE - From Teaching Parent Series		10.146	Treatment Home Supervisor	33 B
			10.148	Treatment Home Provider	31 B

### **EXPLANATION OF CHANGE**

The Division of Child & Family Services in the Department of Health & Human Services requested the creation of the Treatment Home Supervisor class and the movement of the Teaching Parent Relief class from the Teaching Parent series to this series. The Department of Personnel recommends approval of the new Treatment Home Supervisor/Provider series to reflect the new staffing pattern in the treatment homes. The existing Teaching Parent series describes work performed by married couples, but hiring couples created recruitment difficulties and is being phased out.

Treatment Home Supervisors oversee the care, training, and treatment of behaviorally and emotionally disturbed children and adolescents in a treatment home setting. In addition, they supervise and evaluate the performance of lower level professionals and support staff, schedule and assign work, provide training and coaching, and ensure proper staffing ratios and the safety of clients and staff. A bachelor's degree in social services or related field is required for the supervisory and coordination duties performed by positions in this class in conformance to the guidelines provided in 42 CFR 440.130, the Division of Health Care Financing & Policy has established in their Medicaid Services Manual, section 403.3 (5). In order to recognize the supervisory responsibility and additional experience, knowledge, skills, and abilities of Treatment Home Supervisors, the Department of Personnel recommends allocation of this class to grade 33, two grades above the Treatment Home Provider class, grade 31.

The Teaching Parent Relief class has been retitled Treatment Home Provider to match terminology currently used by the Division. The series concept was rewritten and updated to better describe the duties of these positions, and the class concepts were also revised to match current staffing practices. The minimum qualifications were revised to update the special requirements and to clarify the qualifying experience that is acceptable for the Treatment Home Provider class.

Management in the Department of Health & Human Services supports these recommended changes.

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CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
	NEW		10.247	Health/Human Services Professional Trainee	30 B

**EXPLANATION OF CHANGE**

The Department of Health & Human Services requested a professional trainee class to facilitate hiring college graduates with a degree in the health/human services field. As a result, the Department of Personnel recommends the creation of the Health/Human Services Professional Trainee class. This class will broaden the applicant pool for professional classes within the Medical Health & Related Services and Social Services & Rehabilitation occupational groups by allowing acceptance of candidates who possess a relevant bachelor’s degree but do not have the necessary experience to qualify for higher-level professional classes. Incumbents in this class will receive on-the-job training by the hiring agency and gain experience required for series such as Child Care Development Surveyor, Developmental Specialist, Health Program Specialist, Psychiatric Caseworker, and Quality Assurance Specialist.

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CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
	NEW		11.367	Uninsured Employer Claims Coordinator	34 B

**EXPLANATION OF CHANGE**

In July of 1999, workers’ compensation insurance in Nevada was privatized by the Legislature; however, responsibility for monitoring claims for employees of uninsured employers has been retained by the State, in the Department of Business & Industry, Division of Industrial Relations (DIR).

At the request of the DIR, the Department of Personnel has created a new class for a position that has statewide responsibility for coordinating claims assigned to the Uninsured Employer Account. The incumbent monitors the Third Party Administrator’s claims management practices, reviews justification of payment on claims, and authorizes any reimbursement from the Uninsured Claims Account.

Through the validation process, the subject matter experts determined that a bachelor’s degree in criminal justice, police science, psychology, business administration or related field and two years of auditing or investigations experience, one year of which was in a workers’ compensation program, working in a professional capacity as a claims adjuster, claims administrator, or claims investigator was required. Equivalent combinations of education and experience where 60 related college credits may be substituted for one year of the auditing or investigations experience is also acceptable.

It is recommended the class be allocated at grade 34, one grade above the journey level Compliance/Audit Investigator II, grade 33, to recognize the higher level of independence and decision-making required to manage the uninsured employer claims and account funds on a statewide basis.

Management in the Department of Business & Industry and DIR support this recommendation.

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CURRENT			PROPOSED		
CODE	TITLE	GRADE/EEO-4	CODE	TITLE	GRADE/EEO-4
11.407	Insurance Examiner II	39 B	11.407	Insurance Examiner II	39 B
11.409	Insurance Examiner I	37 B	11.409	Insurance Examiner I	37 B

**EXPLANATION OF CHANGE**

At the request of the Division of Insurance in the Department of Business & Industry, the Department of Personnel conducted a review of the Insurance Examiner series. We worked with subject matter experts from the Division of Insurance to update the series concept and describe current duties and responsibilities using industry standard terminology.

Currently, the Special Requirements indicate specific certifications that may be required for some positions including Certified Financial Examiner, Accredited Financial Examiner, or Certified Public Accountant. In order to improve recruitment efforts, the subject matter experts requested allowing other relevant professional certifications to be required as designated by the hiring authority at time of recruitment or list certification. The agency provided a list of examples of certifications that are valuable to the Division of Insurance.

Management in the Department of Business & Industry and the Division of Insurance support the recommended changes.

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The formal recommendations and specifications are on file with the Director of Personnel. To view a copy in Carson City, go to 209 East Musser Street, Room 300; in Las Vegas, go to 555 East Washington Avenue. For more information call (775) 684-0110.

**Objections to the proposed change must be received in writing by August 10, 2007.** Objections should be addressed to Shelley Blotter, Chief of Technical Services, Department of Personnel, 209 East Musser Street, Room 101, Carson City, Nevada 89701-4204.

**POSTED: July 12, 2007**



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>TEACHING PARENT II</b>	<b>53</b>	<b>B</b>	<b>10.114</b>
<b>TEACHING PARENT I</b>	<b>49</b>	<b>B</b>	<b>10.117</b>
<del><b>[TEACHING PARENT RELIEF</b></del>	<del><b>31</b></del>	<del><b>B</b></del>	<del><b>10.148]</b></del>

SERIES CONCEPT

Teaching Parents provide teaching and treatment to clients (children and adolescents) living in a residential unit, educate parent/guardian of clients, and manage the residence.

Implement individualized treatment plans to facilitate the return of clients to the least restrictive environment (i.e., home/community) by: assessing client behavior through direct observation and reports from parent/guardian, school, and related social service agencies; establishing treatment goals and objectives and developing specific treatment modalities using the psycho-educational model, other therapeutic interventions, such as counseling, play therapy, and group therapy; and conducting 90-day written and oral reviews of progress in staff meetings and with parent/guardian.

Teach, train and supervise clients in self care skills, social skills, self-government, and academic skills in order to accomplish goals in individualized treatment plans by: utilizing a motivational system/ token economy, teaching interactions, role playing, daily family conference, and relationship building on a consistent and ongoing basis; implementing weekly home notes, daily point cards, and school notes to initiate change in client behavior through immediate feedback; and tutoring clients in 15 to 60 minute sessions to improve client's academic performance.

Utilize adjunct therapies in addition to the psycho-educational model by: conducting individual therapy sessions for a minimum of 1 hour per week, per client, using non-directive play and art therapy, sand tray therapy, insight therapies, reality therapy, relaxation training and direct counseling; and providing daily group counseling to develop social skills, group interaction and problem solving and self-government skills.

Respond to emergencies and implement behavior modification techniques or other psycho-therapeutic interventions appropriate to the situation and the client.

Develop and administer a comprehensive parent/guardian training program by: researching and compiling parent training materials and conducting weekly and/or group sessions in order to develop a supportive home environment and facilitate the client's return to the home/community.

Establish treatment goals and contracts with parent/guardian to ensure a consistent and positive parenting/treatment approach by: assessing home environment through home visits, history taking and other agency reports; developing specific goals and requirements to further ensure parent/guardian participation; obtaining parent/guardian signature on all plans prior to implementation; and evaluating progress on a monthly basis, through a review of completed homework and direct observation of parent/child interactions.

Provide marriage and family counseling as necessary to assist dysfunctional family systems by: providing specific therapies to deal with problems such as poor marital relationships, physical, sexual, emotional abuse etc.; and educating families about resources available and referring when necessary.

Provide liaison services with a variety of community agencies including school, juvenile justice, state and county welfare in order to coordinate treatment and make referrals by: scheduling and coordinating meetings, initiating phone contacts with appropriate resources; serving as a client advocate in court to support

<b>TEACHING PARENT II</b>	<b>53</b>	<b>B</b>	<b>10.114</b>
<b>TEACHING PARENT I</b>	<b>49</b>	<b>B</b>	<b>10.117</b>
<del><b>TEACHING PARENT RELIEF</b></del>	<del><b>31</b></del>	<del><b>B</b></del>	<del><b>10.148</b></del>

Page 2 of 5

client and to ensure treatment continuity through court testimony and written reports; and coordinating and consulting with teachers and school counselors on a weekly basis through daily school notes, phone contacts, and individual education plan meetings to recommend changes in school program, thereby increasing school success of clients.

Promote good public relations for the agency through diplomatic interactions to encourage a positive network of community resources for clients by: providing in-service programs, media interviews, workshop presentations, in-house tours, guest nights, and individual contacts.

Compile and interpret behavioral statistics to assess client progress and provide program accountability by: gathering data from home notes, school notes, point cards, behavior inventories, psychological inventory, report cards, direct observation and client self-reports; maintaining current graphs and charts of targeted behavior; and applying behavioral data to develop individualized treatment plans.

Maintain client files to ensure compliance with the NRS and division and agency policy by: preparing professional case notes on a weekly basis to reflect client progress in residence, home, school, and community; submitting case notes to supervisor for review; implementing changes in client files suggested by peer review committee (quality assurance committee); updating and revising treatment plans every 90 days; and completing and updating all required agency and program specific forms as specified in the procedure manuals.

Provide status reports to other professional agencies to inform them of client and or family progress by preparing and submitting written and oral reports to courts, welfare agencies, probation, etc.

Consult and advise other agency professionals regarding client/ family treatment issues and agency policy to facilitate a continuity in treatment approach by: coordinating and attending weekly two hour treatment home staff meetings; attending agency all-staff meetings; coordinating meetings with outpatient clinicians to share client/family treatment issues, discuss referrals and process admission; scheduling appointments with agency psychiatrists, social skills clinician, and confer as needed; participating on agency committees such as quality assurance committee, management council, family review committee, vocational committee, etc.; and attending bi-weekly supervisory meetings.

Maintain records for expenditures and supplies to ensure accountability by gathering and submitting grocery and activity receipts; and obtaining purchase orders for special needs such as supplies, equipment, client gifts, etc.

Provide a safe, clean, healthy home-like environment in compliance with federal and State standards and teaching model procedures by: scheduling and performing daily household maintenance chores; and procuring household supplies from warehouse and retail stores.

Develop weekly menus to provide clients with nutritional meals by: writing menus based on dietary and nutritional information including the four basic food groups; shopping for groceries; and preparing and serving meals.

Organize and supervise recreational outings/activities for clients by: organizing activities such as birthday parties, camping trips, movie outings etc.; ensuring that clients behave and do not walk away; and assisting them in making purchases such as buying tickets and refreshments.

Coordinate treatment home shared responsibility and ensure adequate staff coverage to maintain smooth residential operation of a 24-hour/7-day a week facility; maintain a schedule of shared driving responsibility for school transportation and rotate responsibility for special events and activities.

Perform related duties as assigned.

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TEACHING PARENT II	53	B	10.114
TEACHING PARENT I	49	B	10.117
<del>TEACHING PARENT RELIEF</del>	<del>31</del>	<del>B</del>	<del>10.148</del>

Page 3 of 5

### CLASS CONCEPTS

**Teaching Parent II:** Teaching Parent II's perform the full range of duties as described in the series concept, and in addition:

Train, supervise and evaluate staff as assigned.

Exercise overall responsibility for developing and implementing individual treatment plans for all children and adolescents assigned to the home.

Serve as team leader to Teaching Parents and other technical staff assigned to the home and coordinate work assignments, treatment plans and related activities.

Exercise overall responsibility for the operation and maintenance of a residential treatment home including menu planning, cooking, shopping, laundry and housecleaning.

Plan, organize and deliver selected components of Teaching Parent pre-service workshop, participate in role-play leadership activities, and deliver aspects of teaching parent orientation.

Provide on-campus emergency consultation and assistance to client related crises to help maintain treatment continuity and client safety.

**Teaching Parent I:** Positions allocated to the Teaching Parent I class perform the full range of duties as described in the series concept, and in addition:

Perform lead duties in the absence of the Teaching Parent II including coordinating work assignments, teaching and treatment activities, and general operation of the home.

Assist in training other staff in the use of the psycho-educational model, adjunct therapies, and daily household operations; and assist in developing job assignments and work schedules to ensure that minimum client supervision is provided as prescribed by agency policy and the NRS.

~~**Teaching Parent Relief:** Positions allocated to the Teaching Parent Relief class perform the routine day-to-day duties described in the series concept when a Teaching Parent is absent due to scheduled days off, vacation, sick leave, etc.~~

~~Work under supervision and participate in development of individual treatment plans for assigned children and adolescents in the home.~~

~~Work under supervision and participate in individual and group counseling sessions, perform intake duties, prepare court reports and transfer/termination summaries, and orientate new employees.~~

~~Teaching Parent Relief positions are distinguished from higher level classes in the series by the limits of their responsibility. Incumbents perform work as described above, but they do not have overall responsibility for coordinating and evaluating treatment plans, developing training programs, or operation of the household.]~~

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### MINIMUM QUALIFICATIONS

#### SPECIAL REQUIREMENT:

- \* A valid driver's license is required at the time of appointment and as a condition of continuing employment.

TEACHING PARENT II	53	B	10.114
TEACHING PARENT I	49	B	10.117
<del>TEACHING PARENT RELIEF</del>	<del>31</del>	<del>B</del>	<del>10.148</del>

Page 4 of 5

**INFORMATIONAL NOTES:**

- \* Certification in the Boys' Town Teaching Family Model may be substituted for one year of work experience.
- \* Education in a related field at the graduate level may be substituted for work experience on a year-for-year basis, up to a maximum of two years.

**TEACHING PARENT II**

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university in education, child development, psychology, counseling, ~~[mental-retardation,]~~ social work, or closely related field and three years of experience in teaching, training and/or treatment of behaviorally and emotionally disturbed children or adolescents **OR** an equivalent combination of education and experience. *(See Special Requirement and Informational Notes)*

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES** (required at time of application):

**Working knowledge of:** principles of supervision and training; behavior modification methodologies; operation and maintenance of a youth group treatment home. **Ability to:** train and supervise staff; coordinate staff activities to ensure quality and continuity of treatment; *and all knowledge, skills and abilities required at the lower level.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES** (typically acquired on the job):

**Knowledge of:** State and federal laws and regulations pertaining to the counseling, treatment, training and care of behaviorally and emotionally disturbed children and adolescents; department policy and procedures related to operation of a group home. **Ability to:** plan, organize, and coordinate, and supervise assigned staff; ensure continued program quality and maintain treatment integrity; present technical or professional in-service training to staff.

**TEACHING PARENT I**

**EDUCATION AND EXPERIENCE:** Bachelor's degree from an accredited college or university with major work in education, child development, psychology, counseling, ~~[mental-retardation,]~~ social work or closely related field and two years of experience in teaching, training and/or treatment of behaviorally and emotionally disturbed children or adolescents; **OR** an equivalent combination of education and experience. *(See Special Requirement and Informational Notes)*

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES** (required at time of application):

**Working knowledge of:** psychological principles and theories including behavioral management, group dynamics, family systems, and therapeutic models; child nutrition and practices; training and counseling techniques and behavioral interventions used in treatment of emotionally and behaviorally disturbed children and adolescents; child development stages and age-appropriate skills and behaviors; teaching methods and techniques; basic operation and maintenance of a residential treatment home. **Ability to:** develop and implement individual treatment plans for emotionally and behaviorally disturbed children and adolescents; evaluate client progress and make appropriate treatment recommendations; provide individual and group counseling; tutor children and adolescents in basic academic subjects; teach basic life skills such as budgeting, job hunting, grocery and clothing shopping, and use of community resources; write reports and recommendations regarding clients behavior and progress; implement established treatment plans.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES** (typically acquired on the job):

**Knowledge of:** State and federal laws and regulations pertaining to the counseling, treatment, training and care of behaviorally and emotionally disturbed children or adolescents; department policy and procedures pertaining to the operation of a group home. **Ability to:** train and provide work direction to lower level staff.



TEACHING PARENT II	53	B	10.114
TEACHING PARENT I	49	B	10.117
<del>TEACHING PARENT RELIEF</del>	<del>31</del>	<del>B</del>	<del>10.148</del>

Page 5 of 5

~~TEACHING PARENT RELIEF~~

~~EDUCATION AND EXPERIENCE: Bachelor's degree from an accredited college or university with major work in education, child development, psychology, counseling, mental retardation, social work or closely related field and one year of experience in the care, training and/or treatment of behaviorally and emotionally disturbed children or adolescents; OR three years experience working in a residential treatment home for emotionally/behaviorally disturbed children or adolescents and certification as a Mental Health Technician as required by statute and regulation; OR an equivalent combination of education and experience. (See *Special Notes and Requirements*)~~

~~ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):~~

~~**Working knowledge of:** training and counseling techniques and behavioral interventions used in treatment of emotionally and behaviorally disturbed children and adolescents; child development stages and age appropriate skills and behaviors. **Ability to:** provide individual and group counseling; tutor children and adolescents in basic academic subjects; teach basic life skills such as budgeting, job hunting, grocery and clothing shopping, and use of community resources; write reports and recommendations regarding clients behavior and progress; implement established treatment plans.~~

~~FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):~~

~~**Working knowledge of:** teaching methods and techniques; basic operation and maintenance of a residential treatment home.]~~

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 series.

	<u>10.114</u>	<u>10.117</u>	<u>[10.148]</u>
ESTABLISHED:	7/11/75	7/11/75	7/11/75
REVISED:	4/3/79-3	4/3/79-3	8/27/79-3
REVISED:			3/20/84R
			7/27/84PC
REVISED:	7/1/89P	7/27/84PC	7/27/84PC
	8/19/88PC	7/27/84PC	7/27/84PC
REVISED:	12/4/95UC	7/27/84PC	7/27/84PC
REVISED:	3/29/01UC	3/29/01UC	3/29/01UC]
REVISED:	8/10/07UC	8/10/07UC	8/10/07UC



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
TREATMENT HOME SUPERVISOR	33	B	10.146
TREATMENT HOME PROVIDER	31	B	10.148

SERIES CONCEPT

*Positions in this series provide care, training, and treatment to children and adolescents with behavioral and emotional disturbances in a 24-hour/7-day a week treatment home setting.*

*Assess client behavior through direct observation and reports from parent/guardian, school, and related social service agencies; assess home environment through home visits, history taking, and other agency reports.*

*Establish treatment goals and objectives with parent/guardian and develop specific treatment modalities using adjunct therapies such as relaxation training, and provide daily group sessions to develop social skills, group interaction and problem solving, and empowerment skills.*

*Develop preliminary and regular treatment plan with other treatment team members; monitor target behaviors, special treatment procedures, and case history for each client in the home; make treatment recommendations; coordinate treatment with peers, external agencies, and service providers; organize and conduct treatment team meetings as required; review and revise treatment plan with parent/guardian as needed; initiate and carry out therapeutic, social, recreational, educational, and physical care activities in accordance with the treatment plan and with supervisory approval.*

*Implement individualized treatment plans to facilitate the return of clients to the least restrictive environment (i.e., home/community); use a psycho-educational approach to modify inappropriate behaviors and develop new social, academic, coping, problem solving, and self care skills; implement relevant components of the teaching model on a daily basis with clients; conduct individual and group counseling sessions for assigned clients; employ appropriate counseling techniques and implement data collection procedures; complete required case records according to policies and procedures; and evaluate progress through a review of completed homework and direct observation of parent/child interactions.*

*Organize and supervise recreational outings/activities such as birthday parties, camping trips, and movie outings; ensure that clients behave and do not walk away; assist clients in making purchases such as buying tickets and refreshments.*

*Ensure clients take prescribed medications.*

*Teach, train and supervise clients in self care skills, social skills, empowerment, and academic skills in order to accomplish goals in individualized treatment plans by utilizing a motivational system/token economy, teaching interactions, role playing, daily family conference, and relationship building on a consistent and ongoing basis; implementing weekly home notes, daily point cards, and school notes to initiate change in client behavior through immediate feedback; and tutoring clients to improve academic performance.*

*Implement client monitoring, verbal strategies, and non-physical interactions to de-escalate clients; ensure the safety of clients, staff, and family members; identify and implement responses to treatment home safety and security issues according to established procedures; respond to emergencies and implement behavior modification techniques or other psycho-therapeutic interventions appropriate to the situation and the client; and complete incident reports as required.*

*Provide liaison services with a variety of community agencies including school, juvenile justice, State and county welfare in order to coordinate treatment and make referrals by scheduling and coordinating meetings, initiating phone contacts with appropriate resources; serving as a client advocate in court to support client and to ensure treatment continuity through court testimony and written reports; and coordinating and consulting with teachers and school counselors through school notes, phone contacts, and individual education plan meetings to recommend changes in school program, thereby increasing school success of clients.*

*Consult and advise other agency professionals regarding client/family treatment issues and agency policy to facilitate a continuity in treatment approach by coordinating and attending weekly treatment home staff meetings; attending agency all-staff meetings; coordinating meetings with outpatient clinicians to share client/family treatment issues, discuss referrals, and process admission; scheduling appointments with agency psychiatrists and social skills clinicians and confer as needed; and participating on agency committees such as quality assurance committee, management council, family review committee, and vocational committee.*

*Maintain client files to ensure compliance with the NRS and division and agency policy by preparing professional case notes on a weekly basis to reflect client progress in residence, home, school, and community; submitting case notes to supervisor for review; implementing changes in client files suggested by peer review committee (quality assurance committee); updating and revising treatment plans as required; and completing and updating all required agency and program specific forms.*

*Compile and interpret behavioral statistics to assess client progress and provide program accountability by gathering data from home notes, school notes, point cards, behavior inventories, psychological inventory, report cards, direct observation and client self-reports; maintaining current graphs and charts of targeted behavior; and applying behavioral data to develop individualized treatment plans.*

*Prepare and submit written and oral client and/or family progress status reports to other professional agencies such as courts, welfare agencies, and probation.*

*Maintain records for expenditures and supplies to ensure accountability by gathering and submitting grocery and activity receipts; and obtaining purchase orders for special needs such as supplies, equipment, and client gifts.*

*Provide a safe, clean, healthy home-like environment in compliance with federal and State standards and teaching model procedures by maintaining attendance and census records; scheduling and performing daily household maintenance chores including cleaning and laundry; preparing and serving nutritional meals to clients following menus based on dietary and nutritional information including the four basic food groups; and procuring household supplies from warehouse and retail stores.*

*Perform related duties as assigned.*

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### CLASS CONCEPTS

**Treatment Home Supervisor:** *Under general supervision, incumbents perform the duties described in the series concept. In addition, incumbents supervise and evaluate the performance of lower level professionals and support staff, schedule and assign work, and provide training and coaching.*

*Organize, coordinate, and oversee the operation of a treatment home for youth with severe emotional disturbances and developmental disabilities; oversee periodic plan reviews; and ensure proper staffing ratios and the safety of clients and staff, adherence to treatment plans by treatment and support staff, and maintenance of documentation as required by State and federal regulations.*

TREATMENT HOME SUPERVISOR	33	B	10.146
TREATMENT HOME PROVIDER	31	B	10.148

*Treatment Home Provider: Under general supervision, incumbents perform the duties described in the series concept. This is the journey level for this series.*

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**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENTS:**

- \* *A valid driver's license is required at the time of appointment and as a condition of continuing employment.*
- \* *Work on evenings, weekends, and/or holidays is required.*

**INFORMATIONAL NOTE:**

- \* *In order to conform to the guidelines provided in 42 CFR 440.130, the Division of Health Care Financing & Policy has established in their Medicaid Services Manual, section 403.3 (5), that a bachelor's degree in social services or related field is required for the supervisory and coordination duties performed by Treatment Home Supervisors.*

**TREATMENT HOME SUPERVISOR**

**EDUCATION AND EXPERIENCE:** *Bachelor's degree from an accredited college or university in education, child development, psychology, counseling, social work, or closely related field and two years of experience in the care, training, and/or treatment of children or adolescents with behavioral and emotional disturbances; OR an equivalent combination of education and experience above the bachelor's degree level. (See Special Requirements and Informational Note)*

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**  
*Working knowledge of: child development theory and practices; current standards and practices of children's mental health treatment. General knowledge of: nutritional requirements for children and adolescents. Ability to: intervene in crisis situations according to established policies; provide a safe environment for staff, clients, and families; participate as a team member and coordinate services with other professionals; assign work to and coordinate and train subordinate personnel; develop and implement individual treatment plans for children and adolescents with behavioral and emotional disturbances; evaluate client progress and make appropriate treatment 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: supervisory principles and techniques; State rules and regulations pertaining to mental health services; department policy and procedures pertaining to the operation of a group home; State health and safety standards; State licensing requirements. General knowledge of: severity of mental health disorders of children and adolescents. Ability to: refer clients to other service providers in the community; discuss and resolve treatment issues with families.*

**TREATMENT HOME PROVIDER**

**EDUCATION AND EXPERIENCE:** *Bachelor's degree from an accredited college or university in education, child development, psychology, counseling, social work, or closely related field and one year of experience in the care, training, and/or treatment of children or adolescents with behavioral and emotional disturbances; OR three years of experience in the care, training, and/or treatment of children or adolescents with behavioral and emotional disturbances in a residential treatment home or psychiatric hospital; OR an equivalent combination of education and experience. (See Special Requirements)*

TREATMENT HOME SUPERVISOR  
TREATMENT HOME PROVIDER

33  
31

B  
B

10.146  
10.148

Page 4 of 4

**MINIMUM QUALIFICATIONS (cont'd)**

**ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):**

*Working knowledge of: training and counseling techniques and behavioral interventions used in treatment of children and adolescents with behavioral and emotional disturbances; child development stages and age-appropriate skills and behaviors. Ability to: provide individual and group counseling; tutor children and adolescents in basic academic subjects; teach basic life skills such as budgeting, job hunting, grocery and clothing shopping, and use of community resources; write reports and recommendations regarding client behavior and progress; implement established treatment plans.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):**

*Working knowledge of: teaching methods and techniques; basic operation and maintenance of a residential treatment home.*

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.

10.146

10.148

ESTABLISHED: 8/7/07UC

7/11/75

REVISED:

8/27/79-3

REVISED:

3/20/84R

7/27/84PC

REVISED:

7/27/84PC

7/27/84PC

REVISED:

7/27/84PC

REVISED:

3/29/01UC

REVISED:

8/10/07UC



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
HEALTH/HUMAN SERVICES PROFESSIONAL TRAINEE	30	B	10.247

*Under immediate supervision, incumbents perform duties below the journey level while receiving training for advancement to an entry-level professional health/human services class. This class may be used for entry into Child Care Development Surveyor, Developmental Specialist, Health Program Specialist, Psychiatric Caseworker, Quality Assurance Specialist, and other professional health/human services series in any department of State government.*

*Employees in this class receive on-the-job training in the duties performed in the particular professional field. Training received is designed to prepare individuals to do the entry-level work in a particular class. On the job training may be supplemented by formal or informal classroom courses and/or workshops.*

*Duties will involve assignment of entry-level professional work that is closely monitored by a journey-level professional or supervisor in the particular field. Duties may include performing technical and/or paraprofessional work in the professional field in order to build a foundation of theoretical and/or experiential knowledge.*

*This is an entry-level trainee class. Employees in this class will progress within the appropriate professional series pursuant to regulations regarding automatic advancement.*

*Perform related duties as assigned.*

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**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENT:**

- \* Some series that may utilize the Health/Human Services Professional Trainee class strictly require at least a bachelor’s degree to qualify. For those series, only applicants who possess a bachelor’s or higher degree may be considered qualified for this class.*

**INFORMATIONAL NOTE:**

- \* Applicants who possess a bachelor’s degree in a discipline directly related to the field in which the applicant is to be trained will not be required to take the written examination for Health/Human Services Professional Trainee.*

**EDUCATION AND EXPERIENCE:** *A bachelor’s degree from an accredited college or university in social work, early childhood development, psychology, public health, special education, nursing, or other discipline directly related to the field in which the applicant is to be trained; OR two years of journey level technical or paraprofessional experience in the field in which the applicant is to be trained (NOTE: some jobs strictly require a bachelor’s degree). (See Special Requirement and Informational Note)*

***MINIMUM QUALIFICATIONS (cont'd)***

***ENTRY LEVEL KNOWLEDGE, SKILLS, AND ABILITIES (required at time of application):***

***Working knowledge of: problem solving techniques; research techniques; basic mathematics. Ability to: write grammatically correct correspondence; read and understand technical information related to the profession; communicate verbally to express ideas and explain problems/solutions/findings; analyze problems and develop logical solutions; interact effectively with clients and/or staff from a variety of backgrounds.***

***FULL PERFORMANCE KNOWLEDGE, SKILLS, AND ABILITIES (typically acquired on the job):***

***(These are identical to the Entry Level Knowledge, Skills, and Abilities required for the professional class series.)***

***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.***

**10.247**

***ESTABLISHED: 8/10/07UC***



STATE OF NEVADA – DEPARTMENT OF PERSONNEL

CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
<b>UNINSURED EMPLOYER CLAIMS COORDINATOR</b>	<b>34</b>	<b>B</b>	<b>11.367</b>

*Under general supervision, the Uninsured Employer Claims Coordinator spends the preponderance of time coordinating workers' compensation claims assigned to the Uninsured Employer Account (UEA); monitors all claims sent to the Third Party Administrator (TPA) contracted with the State; coordinates all funding requests related to these claims and oversees the management of the claims by the TPA. This class is distinguished from the Compliance/Audit Investigator series by the responsibility for management of uninsured employer claims and account funds on a statewide basis.*

*Review TPA documentation for justification of payment on claims; authorize reimbursement of expenses from the uninsured employer fund account and forward to accounting unit for payment; provide technical direction and training to TPA staff and assist with difficult claims issues such as special payments and vocational rehabilitation lump sum buy-outs; develop procedures for the TPA to ensure compliance with State regulations.*

*Approve and monitor requests for nurse case management, special investigation requirements and activities such as surveillance.*

*Coordinate with internal accounting unit and Attorney General's Office to provide information on current claim status, expenditures paid, reserve amounts, balance of accounts, subrogation liens, and collections.*

*Answer workers' compensation related inquiries from claimants, employers, attorneys, medical providers and TPA; resolve disagreements regarding billing notices and amounts disbursed from account or other disagreements.*

*Prepare quarterly reports providing TPA contract performance evaluation; maintain records of new UEA claim assignments; track and maintain all current and previous UEA claims and maintain documentation related to workers' compensation.*

*Perform compliance audit investigations for insurers, self-insured employers or associations of self-insured employers; receive and review formal complaints and conduct benefit penalty investigations when appropriate.*

*Review and investigate Appeals and Hearing Officer decisions for statutory compliance.*

*Write formal audit and determination reports and provide testimony at hearings.*

*Perform related duties as assigned.*

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**MINIMUM QUALIFICATIONS**

**SPECIAL REQUIREMENT:**

- \* A valid driver's license is required at time of appointment and as a condition of continuing employment.



**MINIMUM QUALIFICATIONS (cont'd)**

**EDUCATION AND EXPERIENCE:** *Bachelor's degree in criminal justice, police science, psychology, business administration or related field and two years of auditing or investigations experience, one year of which was in a workers' compensation program, working in a professional capacity as a claims adjuster, claims administrator, or claims investigator; OR graduation from high school or equivalent education and four years of auditing or investigations experience, one year of which was in a workers' compensation program, working in a professional capacity as a claims adjuster, claims administrator or claims investigator; OR an equivalent combination of education and experience where 60 related college credits may be substituted for one year of the auditing or investigations experience; OR one year of workers' compensation program experience as a Compliance/Audit Investigator II in Nevada State service.*

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES (required at time of application):**

*Working knowledge of: workers' compensation laws and regulations; the nature of industrial injuries; investigative principles and practices; injured employee rights and how to protect them; business practices and procedures. General knowledge of: medical terminology and health care services. Ability to: analyze and apply statutes and regulations; conduct effective interviews in person or by phone to obtain factual information; make sound decisions and prepare findings of fact regarding determinations; read and interpret contracts and legal documents; mediate and negotiate resolution between contending parties; operate a personal computer including word processing, spreadsheet, database management and associated business applications.*

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES (typically acquired on the job):**

*Detailed knowledge of: administration of statewide uninsured employer workers' compensation claims fund. Ability to: interpret and apply pertinent sections of NRS and NAC in selecting appropriate course of action and developing recommendations; monitor and evaluate TPA contract compliance.*

*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.*

11.367

**ESTABLISHED:** 8/10/07UC



CLASS SPECIFICATION

<u>TITLE</u>	<u>GRADE</u>	<u>EEO-4</u>	<u>CODE</u>
INSURANCE EXAMINER II	39	B	11.407
INSURANCE EXAMINER I	37	B	11.409

SERIES CONCEPT

*Insurance Examiners perform professional work in verification and analysis of the financial condition/solvency and market conduct examination of providers of insurance and related products in the State.*

~~[Insurance Examiners] Review [requests] applications for the licensure and registration of [from unauthorized] domestic, foreign and alien insurers, captive insurers, surplus lines insurers, and risk retention groups to ensure [for] compliance with statutory requirements and the insurer’s ability to meet statutory requirements [and market practices;].~~

*Review and examine the accounting and financial records of insurers to ensure solvency; conduct a comprehensive review and analysis of company information to determine its continued solvency and compliance with applicable statutes.*

*Respond to inquiries from insurance companies, attorneys or interested parties regarding applicable statutes, State requirements and instructions, fees, specific procedures and statistical data; research, analyze and provide recommendations to approve or deny requests for major changes such as mergers, acquisitions, name changes, or payment of notes to the Insurance Commissioner, Chief Examiner and Legal Counsel.*

~~Review and maintain reports and annual filings from insurers; analyze questionable situations or problems through correspondence and verbal communications with insurers, risk managers or other persons who may be responsible and publish a listing of eligible surplus lines insurers for distribution, [to] and compose timely orders for voluntary or involuntary removal of insurers from eligibility; analyze and reconcile annual statements and premium tax remittances and resolve discrepancies and/or violations [broker licensees; maintain a listing of lines open for export to surplus lines insurers, in accordance with NRS 685A.060; review affidavits and reports of coverage submitted by licensees in connection with or resulting from audits; review filings which contain questionable data, and if violations are discerned, initiate appropriate correspondence or field examinations to substantiate the matter; analyze annual statements and premium tax remittances, which do not compare with computer data, and discern].~~

~~Compare premiums as reported by brokers with premiums as reported by insurers; design and revise forms for filing; compose notices and bulletins to licensees [- examine discrepancies that involve a multi-state risk, to include policies of admitted insurers to determine appropriate premium tax payments; participate in meetings of the surplus lines advisory committee; design and revise forms for filing, composition of notices and bulletins to licensees; and conduct workshops to train licensees in procedures that are required by statutory or regulatory standards].~~

*Conduct financial and market conduct examinations of insurers including the field audits of agents, managing general agents, [and] broker licensees, and third party administrators by order of the Commissioner and under established procedures in conjunction with the statutory examination of insurers.*

*Evaluate the market practices of the insurer or other licensees including sales, advertising, underwriting, rate applications, cancellation/non-renewals, certificates of authority or licensing, consumer complaints, claims practices, premium tax and countersignature requirements.*

*Review market conduct and financial condition examination reports and prepare examination summaries and orders for presentation to the Insurance Commissioner; provide testimony for hearings and court proceedings.*

*Conduct financial analysis of domestic insurance companies in compliance with the National Association of Insurance Commissioners (NAIC) and accreditation standards.*

Review Insurance Division records on licensing, consumer complaints, prior examination or audit reports and *prepare a formal report for distribution to the Insurance Commissioner, Chief Examiner and Legal Counsel* [~~if applicable, surplus lines; conduct financial reviews of trust accounts for adequacy and maintenance of trust monies, examining and verifying and comparing aged accounts receivable and accounts payable, questioning overdue payables and returned premiums, identifying premiums advanced to insurers and fiduciary funds used in advances, inspecting balances of bank accounts and deposits, checking trust disbursements, conducting a random sampling of all underwriting files to confirm that transactions are in accordance with NRS, examining past and pending claims for compliance with NAC 686.600–686.680, reviewing policies which were produced by nonresident agents or brokers to confirm compliance with NRS 680A.300, 683A, NAC 680A.410 and premium tax statutes; examine surplus lines files to ascertain compliance with NRS 685 A and B and, prepare a formal report for distribution to the Insurance Commissioner, Chief Examiner and Legal Counsel. Conduct examinations, administrators and agent/broker licensees under the procedures adapted from the "N.A.I.C. Model Market Examination Handbook"; examine insurers in conjunction with triennial examination of insurers, or for the purpose of discerning market practices of the insurer or other licensees; review the files of the Insurance Division, and, if an insurer is involved, confer with company officials to determine the person to be designated as the insurer's coordinator. Depending on the classification of the licensee under examination, conduct market examinations consisting of sales and advertising, underwriting and rate application, cancellation/non renewals, certificate of authority or licensing, consumer complaints, claims practices, and premium tax countersignature].~~

*Propose and draft legislation, regulations, bulletins and opinions for consideration to the Insurance Commissioner, Chief Examiner and Legal Counsel; provide testimony at regulatory hearings.*

*Pursuant to statute, when assigned to the surplus lines program, provide analysis and recommendations for the exclusion of insurers, or the inclusion of eligible insurers for published listing and distribution; process and maintain the listing of lines open for export to surplus lines insurers; receive, review and reconcile quarterly and annual statements.*

~~[Review and maintain reports and annual receipts from insurers who have obtained coverage with the provisions of NRS 680B.040; examine difficulties or problems through correspondence and verbal communications with the insurers or the risk managers; conduct surveys of availability of insurance by developing forms and correspondence to a particular segment of the public; categorize responses to determine trends, and submit a report of results to the Commissioner.]~~

Perform related duties as assigned.

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### CLASS CONCEPTS

**Insurance Examiner II:** Under general direction, incumbents supervise and direct assigned program areas related to the monitoring and control of solvency, licensing, taxation and business activities of insurance *providers* in Nevada; supervise subordinate examiners including organizing workflow, delegating responsibility, conducting training, evaluating performance and administering discipline; make recommendations to the Chief Examiner for licensing of new insurers; and [~~supervise and~~] *oversee, control and conduct supervisory review* of the examination of insurers for both financial and market activity. This is the supervisory level in the series.

**Insurance Examiner I:** Under direction of the Insurance Examiner II, incumbents perform the ~~[full range of]~~ duties described in the series concept at the journey level. Incumbents may serve as a leadworker for Compliance/Audit Investigators including assigning work and monitoring *regulatory* enforcement activities.

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**MINIMUM QUALIFICATIONS**

**SPECIAL [NOTES AND] REQUIREMENT:**

- \* Some positions require certification as a Certified Financial Examiner (CFE), Accredited Financial Examiner (AFE), or Certified Public Accountant (CPA), *or other professional designations applicable to the position* and will be designated by the hiring authority at the time of recruitment or list certification.

**INSURANCE EXAMINER II**

**EDUCATION AND EXPERIENCE:** Bachelor’s degree from an accredited college or university with major course work in accounting, business administration, finance or related field, and five years of professional accounting, auditing, or insurance industry experience, two years of which must have been in insurance regulation/compliance; **OR** two years of experience as an Insurance Examiner I in Nevada State service; **OR** an equivalent combination of education and experience. (*See Special [Notes and] Requirement*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES:** (required at time of application):  
**Detailed knowledge of:** principles of statutory accounting; generally accepted accounting principles; reinsurance contract principles; auditing standards and procedures; corporate structure; general business law including agency, contract and securities law; insurance coverage, terms and industry practices; federal law under which risk retention and purchasing groups operate. **Ability to:** interpret legal requirements and apply to financial records, tax procedures and insurance operations; conduct special investigations and studies; write objective, clear and concise reports; establish and maintain cooperative working relationships; *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, rules and regulations under which agent/brokers and insurance companies operate; supervisory and management techniques. **Ability to:** operate a personal computer and associated software; supervise assigned staff including organizing work flow, delegating responsibility, conducting training, evaluating performance and administering discipline; respond to inquiries regarding the operations of the agency and compliance with State and federal laws.

**INSURANCE EXAMINER I**

**EDUCATION AND EXPERIENCE:** Bachelor’s degree from an accredited college or university with major course work in accounting, business administration, finance or related field, and three years of professional experience in accounting or auditing, two years of which must have been in the insurance industry; **OR** an equivalent combination of education and experience. (*See Special [Notes and] Requirement*)

**ENTRY LEVEL KNOWLEDGE, SKILLS AND ABILITIES:** (required at time of application):  
**Working knowledge of:** general accounting and auditing principles and practices; insurance coverages, terms and industry practices; federal insurance law and current insurance regulatory problems; the practical, legal and regulatory principles of the insurance business and related State laws ~~[thereto]~~. **Ability to:** independently conduct field audits and examinations of insurance companies, agents and/or brokers; establish and maintain cooperative relationships with those contacted in the work; communicate effectively, orally and in writing; interpret legal requirements and apply them to financial records, tax procedures and insurance operations; work independently; and set priorities which accurately reflect the relative importance of job responsibilities.

**INSURANCE EXAMINER II**

**39**

**B**

**11.407**

**INSURANCE EXAMINER I**

**37**

**B**

**11.409**

Page 4 of 4

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES: (typically acquired on the job):

**Working knowledge of:** the principles of statutory accounting for insurance; and State statutes, rules, regulations under which insurance companies and agents/brokers operate. **Ability to:** conduct special investigations and studies; develop objective reporting; operate a personal computer and associated software; provide training and work direction to assigned staff.

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 series.

11.407

11.409

ESTABLISHED:

7/1/95P

7/1/85R

9/16/94PC

REVISED:

7/22/85PC

REVISED:

7/1/95P

9/16/94PC

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11/8/04UC

11/8/04UC

REVISED:

8/10/07UC

8/10/07UC