

Organization Information

Program Area

Confirm the program area that your proposal addresses.

Problem Gambling-Workforce Development

Project Title

Problem Gambling Counselor Training Initiative

Describe your project in one or two sentences.

The purpose of this project is to develop a clinical training initiative for problem gambling counselors through the Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education at the University of Nevada, Las Vegas.

Request Amount

Enter the total amount of funds requested in this proposal for SFY16 (no decimals, round numbers only).

46,309

Organization Name

Board Of Regents Nevada System Of Higher Education, University of Nevada, Las Vegas

Legal Name

Board Of Regents Nevada System Of Higher Education, University of Nevada, Las Vegas

Also Known As

The Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education

Address

4505 South Maryland Parkway

City

Las Vegas

State

Nevada

Postal Code

89154-3033

Phone

702-895-1532

Extension

Fax

E-mail Address

the.practice@unlv.edu

WWW Address

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Tax ID

886000024

Organization Type

(e.g., state agency, university, private non-profit organization)

University/College/School District

Organization Primary Contact

First Name

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Title

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Project Primary Contact

First Name

Oscar

Last Name

Sida

Title

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Executive Summary (Required)

Provide a descriptive overview of the proposed project.

The aim of the proposed project is to develop training for problem gambling counseling in an integrated mental health clinical training facility. The Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE) is a community mental health training clinic at the University of Nevada, Las Vegas (UNLV). Its mission is to provide sliding scale, low-cost, quality mental health assessment and therapy services to UNLV and greater Las Vegas community. Within the PRACTICE, clinical graduate students receive high quality, one-to-one supervision from faculty experts across a range of disciplines. The PRACTICE is requesting funding for a graduate assistantship (GA) and limited faculty support to build a training component for students in the delivery of problem gambling treatment services. The GA position will provide the PRACTICE with the initial manpower to leverage existing resources in developing the training initiative. The student will benefit from being fully integrated in a technologically advanced training site, with interdisciplinary clinical faculty who provide supervision and broad expertise in the mental health domain. The individual who subsumes this position will be responsible for incorporating problem gambling treatment within the mandate of the PRACTICE; educating student clinicians about problem gambling treatment; providing outreach education to the broader UNLV community, and developing and delivering problem gambling course material to undergraduate students. The GA will provide treatment to problem gambling clients on a sliding scale and work collaboratively with the co-ordinator of the Human Services program to gain knowledge and expertise in providing quality undergraduate education in the problem gambling area. In kind contributions from UNLV include administrative costs, office and supplies, and access to the newest training technology in mental and behavioral healthcare. In response to the need for an educated and clinically competent workforce for disordered gambling, this project aims to create an ongoing training component through the PRACTICE at UNLV, where student clinicians will learn to treat problem gambling and associated co-occurring disorders.

Project Description (Up to 60 Points)

Briefly describe your workforce development program. List what problem gambling workforce development elements are included (e.g., state conference; webinar series coordination; workforce development survey and plan; ad-hoc meeting support; trainings that target populations of

interests such as legal community, gaming industry, medical providers, etc.). Details for each workforce development element must include the following.

> Title or name of workforce development program element.

> Rationale for including the workforce development element (statement of need).

> Description of service(s).

> Intended audience; geographical area served, audience characteristics, and target attendance.

> Description of evaluation methods for each program element.

Rationale

Nevada's mental and behavioral workforce is sorely underdeveloped. Nevada is not producing a sufficient number of mental health care workers to come close to meeting the demand of the population, with 1.7 licensed professional counselors for every 100,000 people (Guinn Center for Policy Priorities, 2014). In the most recent national survey of problem gambling services, the number of gamblers needing treatment far exceeded the number who received treatment, with a mere 0.18% of those in need receiving state funded problem gambling treatment services (Problem Gambling Solutions, 2014).

There is a demand for standardized, high quality training and certification programs for mental health and addiction professionals. This need spans the professional development trajectory and includes base level undergraduate training, graduate specialization, and clinical training. The proposed project includes two primary components to address this area of need. The first element is clinical training to prepare problem gambling counselors to enter the workforce, and the second element is training in the development and delivery of undergraduate education in the problem gambling area.

Clinical Training

The Partnership for Research, Assessment, Counseling, Therapy and Innovative Clinical Education (the PRACTICE) is a not for profit community mental health training clinic at the University of Nevada, Las Vegas (UNLV). Its mission is to provide low-cost, quality mental health assessment and therapy services to UNLV and greater Las Vegas community; to provide teaching, supervision, and clinical training experiences for UNLV graduate students; and to support mental health research. Within the PRACTICE, graduate students provide mental health services

to clients on a sliding scale and receive high quality, one-to-one supervision from faculty experts. Included in the services offered by the PRACTICE are individual and group counseling/psychotherapy, help for anyone struggling with anxiety, fear, worry, trauma, depression, sadness, anger, life stress, grief, parenting, relationships, as well as any other emotional or social concerns. Also included in the clinical training component is a telemental program, where students gain the unique experience of providing mental health services to rural Nevada communities.

The aim of the proposed project is to expand the mandate of clinic to include training for students in problem gambling counseling. To the best of our knowledge there are no facilities in Nevada where students can obtain interdisciplinary, integrated, on site, supervised training in problem gambling counseling. The PRACTICE is requesting funding to support a graduate assistantship (GA) to provide integrated problem gambling services and clinical training within the clinic. The incumbent who subsumes this position will treat problem gambling clients on a sliding scale under the supervision of a Certified Problem Gambling Counselor. One of the primary responsibilities of the GA position will be to develop a training component to educate other students in the clinic about problem gambling counseling, with the express intent of directly influencing a broader array of clinicians to specialize in problem gambling treatment. The overall aim of the project is to create an ongoing training component within the clinic, where students learn to treat problem gambling and associated co-occurring disorders.

The number of Nevadans with mental health, substance abuse, and co-occurring disorders combined with an underdeveloped workforce represents a major challenge for the state's service delivery systems. The PRACTICE's 3-pronged service, training, and research mission is perfectly suited to help solve this community challenge. The PRACTICE offers an interdisciplinary training facility where doctoral and masters students from psychology, social work, neuropsychology, and counselor education are available for clients. It is hoped that the PRACTICE at UNLV can establish itself as the pre-eminent training program in attracting students to develop proficiencies in problem gambling counseling for years to come.

Undergraduate education program development

A complimentary adjunct to the clinical component will include training in undergraduate program development. The Human Services Program in the Department of Educational and Clinical Studies currently offers a minor in problem gambling. In the fall of 2015, these courses will be integrated as part of a broader addiction minor to align with the classification of Gambling Disorders with the Substance-Related and Addictive Disorders in the DSM 5. The GA will be required to work with the co-ordinator of the Human Services Program to gain knowledge and experience in developing course content in gambling disorders. Under the supervision of the co-ordinator (who is also a Certified Problem Gambling Counselor), the student will learn how to develop and deliver course content. The

intent of the program development component is to enhance the current workforce in didactic training, where the student will acquire the necessary skills to teach undergraduate courses in the gambling domain at a post-secondary level.

Evaluation Methods

The primary evaluative components for this graduate assistantship will be outcome ratings for clinical and teaching performance. The Session Rating Scale (SRS) and Outcome Rating Scale (ORS) are performance metrics for behavioral health organizations that measure client satisfaction and progress. The PRACTICE mandate includes an evaluative component for clinical service with integration of these metrics. We will be able to provide quantitative data for demonstrated effectiveness of the training, based on direct client feedback.

Based on departmental requirements, performance will also be measured by ratings of teaching effectiveness for the program development and delivery component of the undergraduate Human Services Minor. Additional descriptive metrics of effectiveness will include number of UNLV students impacted through problem gambling outreach activities, number of clients in the PRACTICE provided with problem gambling information resources, number of student clinicians receiving training in problem gambling treatment, number of problem gambling clients served, and number of hours dedicated to workforce development activities.

References

Guinn Center for Policy Priorities (2014). Retrieved from: http://guinncenter.org/wp-content/uploads/2014/10/Guinn-Center-Policy-Brief_Mental-Health-Workforce-Final.pdf

Problem Gambling Solutions (2014). 2013 National Survey of Problem Gambling Services. Retrieved from <http://www.ncpgambling.org/wp-content/uploads/2014/08/2013NationalSurveyofProblemGamblingServices-FINAL.pdf>

Funding Request (Up to 20 Points)

State the annual funding requested for SFY16 and SFY17. Funding requests for SFY16 should equal the total amount on the Excel Spreadsheet SFY16 Budget.)
\$46,309

List other grants/funds received through the State of Nevada, Department of Health and Human Services. List the granting agency (e.g., Grants Management Unit, Substance Abuse Prevention and Treatment Agency, Medicaid, etc.) and the amount to be awarded in SFY16. (If funding for SFY16 is unknown, list the amount received in SFY15.)

Not applicable

List any other sources of income or financial support, or any collaborative projects your organization is engaged in, that will cost share with the proposed project. Describe the level of cost share, if any, or other value-added considerations that would be useful in determining the DHHS project expense to level of effort and potential impact.

For this project, UNLV will provide in kind contributions in the form of unrecovered indirect facilities and administration costs (\$15,088), which includes infrastructure, office space, computer hardware, supplies, phone and administrative costs associated with education and training.

The PRACTICE facility provides access to the newest training technology in mental and behavioral healthcare. A Certified Problem Gambling Counselor will provide low cost supervision and the student will be provided with additional clinical faculty expertise across a range of disciplines. The training initiative will occur in a fully integrated mental health training facility that boasts 19 treatment rooms and the newest training technology. Electronic medical records and the administrative system are networked to computer workstations in every treatment room. Digital video and recording capability for live supervision and later session review is stored on a separate, secure server and advanced computer software is used for video tagging, labeling and coding. The organization is fully HIPAA compliant and provides student training in professional ethical and legal standards of practice.

Applicant Organization, Project Staff (Up to 20 Points)

How many years has your organization provided this type of service?

The PRACTICE training clinic has been providing mental and behavioral health services to the Las Vegas community since 2009. To date the clinic has served over 900 community clients and counting, ranging from ages 2 to 82, and provided 11,000 hours of services. These clients have received quality low cost mental health care by student clinicians under the supervision of expert faculty.

The Human Services Program began in 2003 and to date, 358 students have conferred with a Bachelor of Science in Human Services. The Human Services Program prepares students to enter the workforce in counseling positions in mental health and addictions, or to pursue graduate degrees in the helping professions.

Briefly describe the experience and roles of staff proposed to work on this project. Oscar Sida holds a position as a full-time instructor at UNLV and is co-ordinator of the Human Services Program. He is the director of the Student Organization of Addiction Professionals, a National Certified Counselor, State of Nevada Licensed Clinical Alcohol and Drug Abuse Counselor, Clinical Professional Counselor and a Certified Problem Gambling Counselor Intern (exam scheduled for April 2015). Mr Sida specializes in the treatment of process addictions and has worked extensively with clients suffering from disordered gambling.

Professor Sida's role will include direct oversight and supervision of all activities carried out by the graduate assistantship. He will provide supervision of clinical practice, train the student in the development and delivery of undergraduate course material, oversee outreach activities, and assist the GA in developing a training protocol for student clinicians.

Michelle Paul is the Director of the PRACTICE and Associate Director of Clinical Training in the Psychology Department. As an active member of the Nevada Psychological Association, she has served as the Public Education Coordinator, Legislative Committee Chair, Southern Region President, Executive Board President, and President of the Nevada Psychological Association Training Consortium. She works diligently to oversee and develop diverse clinical training opportunities for students at UNLV and was honored for "Outstanding Advocate for Psychology" in 2004, 2008, and 2011.

Dr. Paul will be responsible for the integration of the clinical training component within the PRACTICE. As the Clinical Director, she will ensure problem gambling is included within the mandate of clinical services and training.

Outputs and Outcomes (Required)

List project outcomes.

The primary outcome is to develop a multidisciplinary training ground for developing high caliber problem gambling counselors and to assist student clinicians in establishing an integrated skill set in treating a range of co-occurring disorders.

A secondary outcome is to generate interest from other student clinicians in treating problem gambling clients. Mental health clinicians in training do not readily gain exposure to problem gambling clientele and this program will provide students with the opportunity to learn about appropriate treatment modalities and subsequently increase the overall workforce in treating gambling disorders. The requested stipend will also be used to develop and deliver problem gambling course material to undergraduate students and to bring problem gambling awareness to the greater UNLV community. This program will serve to increase interest and responsiveness to problem gambling at UNLV through education and outreach activities (specific output described below).

List project outputs for each project element (activities, number of contacts, etc.).

The following list outlines the output for the proposed project:

- Provide treatment to problem gambling clients with an average course of service spanning 10 weeks.
- Provide training to graduate students (psychology, social work, neuropsychology, and counselor education) in the clinical treatment of problem gambling.
- In collaboration with the group treatment post-doctoral fellow at the PRACTICE,

develop and deliver a problem gambling treatment group.

- Develop one section of a problem gambling course in collaboration with the coordinator of the Human Services Program in Counselor Education.
- Deliver outreach initiatives to vested campus groups such as the Student Organization of Addiction professionals, UNLV Department of Wellness Promotion, and student health services.
- Actively train with a Certified Problem Gambling Counselor to develop proficiencies in practicing and promoting evidence-based treatment modalities for problem gambling.
- Attend and promote the PRACTICE training initiative at the Nevada Council on Problem Gambling state conference and the National Conference on Problem Gambling.

Additional Information (Optional)

Provide any additional information important to the consideration of this application. This would be the appropriate place to discuss the successes of your current program, and/or the challenges that have been identified through qualitative or quantitative needs assessment.

The PRACTICE opened its doors in August 2012 and by itself represents a major accomplishment, bringing together the efforts and resources of several mental and behavioral health training units on campus under one umbrella organization. As a partnership between the College of Liberal Arts and the College of Education, the PRACTICE is a unique, technologically sophisticated training clinic for students who will eventually join the mental and behavioral health workforce. The program employs a full-time Director, Assistant Director, and administrative assistant as well as five graduate assistants. The Departments of Psychology; Educational Psychology and Higher Education; and Educational and Clinical Studies collaborate to train M.S. clinical mental health counseling students, school psychology Ed.S. students, and clinical psychology Ph.D. students. The program also partners with the UNLV Center for Autism Spectrum Disorders, the UNLV Child School Refusal and Anxiety Disorders Clinic, and a Fetal Alcohol Syndrome Clinic.

The UNLV programs represented within the PRACTICE boast high achievements. The doctoral program in clinical psychology is accredited by the American Psychological Association and recently named a "hidden gem" of excellence in doctoral training, ranking 6th of 233 doctoral training programs for ability to match doctoral students to residencies. The school psychology program is the only one in Nevada accredited by the National Association of School Psychologists, and is expanding to develop an APA-accredited Ph.D. program in school psychology. The Master of Science (M.S.) in Clinical Mental Health Counseling prepares professional counselors to work in community agencies, educational settings, as well as private practice. The reputable Council for Accreditation of Counseling & Related Educational Programs accredits this program.

Training along the professional trajectory is represented at The PRACTICE. Undergraduate students generally shadow, learn administrative workings of a mental health clinic, and participate in outreach activities. For example, two

undergraduate students recently developed a workshop for high school students on reducing the stigma of mental illness. Master's and doctoral level students provide practicum and internship-level clinical services under faculty supervision; and post-doctoral fellows have the added responsibility of conducting clinical supervision.

In sum, The PRACTICE brings excellence to the University's mental and behavioral health training community through collaboration and partnership. The PRACTICE was recognized by the President of UNLV in his 2014 state of the university address for its community impact and by the Provost's office at the annual Academic Achievement Gal for being a model of collaboration.

Management Checklist (Required)

Confirm that the organization already follows each of the practices listed below, or will implement these practices by the start of the SFY16 grant year. Note that items will be verified during program or fiscal monitoring visits, which may include a random sampling of transactions.

ANSWER "YES" OR "NO."

YES

The organization has written personnel policies covering at a minimum: job descriptions, leave policies, recruitment and selection, evaluation, travel, salary ranges, fringe benefits, grievance procedures, disciplinary procedures, termination procedures, conflict of interest, sexual harassment, substance abuse, lobbying, confidentiality, and equal employment policies.

The organization has an accounting manual covering all of the following: separation of duties, accounts payable, accounts receivable, internal control, purchasing, check signing policies, payroll, cash receipts, procurements, property management, time sheets, travel, conflict of interest, nepotism.

Procedures are in place to minimize elapsed time between receipt and expenditure of funds and for determining allowability and allocability of costs.

Accounting records are supported by source documents.

Records are adequate to identify the source and use of funds.

The organization has a process for reconciling project expenses with revenues.

Fiscal and program records are retained for at least 3 years after the end

of the grant period.

Attachments

Title	File Name
Letter and Schedule of Findings for OMB-133 Audit or Financial Statement/Status Report if OMB-133 not required	NSHE A-133 Single Audit Report 2014.pdf
Board of Directors List (if applicable)	2015 Board of Regents List.pdf
Budget Template (Appendix E)	Budget Template Final.xls