

- a. Community Mental Health Aide
- b. Community Mental Health Assistant
- c. Community Mental Health Associate
- d. Community Mental Health Technician

For each step upward on the ladder there are increased responsibilities, additional in-service training, increased salary and decreased supervision of the subprofessional by professional staff.

3. TRAINING

The most important goals of New Careers training for entry level positions are:

- a. To prepare the trainee in the shortest possible time to successfully and responsibly undertake the duties and roles of the entry-level position;
- b. To ensure that the trainee, in his on-the-job training is quickly given the responsibility of performing relevant and meaningful tasks, and
- c. To provide the trainee with a number of basic skills and attitudes that can be put into practice in the job as soon as possible. This provides him opportunity for identification with a role and for the reception of feedback on skills and performance. It allows the individual as well as others to see his competence, and is the base on which further skills can be built. This, training for role rather than simply learning a set of skills is an important and successful approach.

In order to get maximum returns from the training program, several principles should be followed. First there should be training in generic issues as well as specific entry-job training, basic training in a particular human service area, and remedial training. These training elements should be provided within the context of a small group. Secondly, there should be basic generic training in a particular area of human services such as health or mental health. There should also be specialty skill training for the specific entry position. Lastly, a supervised on-the-job work training experience is essential for each trainee.

4. EDUCATIONAL LINKAGES

The first step in career oriented training for disadvantaged and under-educated people must be directed toward enabling them to acquire high school equivalency diplomas. Some accrediting agencies, for example, the District of Columbia Board of Education and the New York State Board of Regents, have provided guidelines for high school and college accreditation of work experiences and on-the-job training.

For advancement beyond the high school level, to the associate of arts or bachelor's degree, linkages must be established between the community educational institution and the human service agency, in which the school would provide accreditation for on-the-job training and field placement, as well as assistance to the agency in job and career development.

5. TRAINING OF TRAINERS

For many of the professionals, this will be the first experience in training or supervising disadvantaged people. They will have many unspoken doubts about the ability of trainees to be of any help to other people and about their own ability to teach or supervise the trainees. Therefore, careful training and preparation of trainers and orientation of employing agency staff is a necessary component of the New Careers training model. Without this there is loss of motivation, confusion, conflict between trainees and professionals, and loss of effectiveness.

Dr. FISHMAN. We have been particularly gratified with the results, contrary to the usual expectations that these people would have only difficulties, and that the "vulnerable could not help the vulnerable."

Mr. ROGERS. We would be happy to have material on that.

Dr. FISHMAN. I will be happy to supply it.

(The following information was received by the committee:)