

Nevada Certification Board (NCB) Certified Prevention Specialist Competency Crosswalk

Column Two: For each of the competencies below,

1. Please indicate where the competency is addressed in your training curriculum.
2. Please provide a brief summary of the material.

- Please share where to reference these items in your curriculum (modules, lectures, activities, etc.).
- For written material, please include the section/chapter, page(s) reference, and number of hours.

For example,

1. Advocacy

a. Relate to the individual as an advocate.

- Chapter 6, Pg. 45-48, 50. 0.5 hours. Trainees review person-centered approaches to peer support and define the differences between little 'a' advocacy and big 'A' advocacy, i.e., advocacy on the individual level vs. systemic advocacy.

Column Three: Please document:

- A. Time allotted for each competency
- B. Time allotted for each component (a, b, c, ...)

In International Certification & Reciprocity Consortium (IC&RC) Prevention Specialist Domains

Updated 10/2022

DOMAINS

1. Planning and Evaluation
2. Prevention Education and Service Delivery
3. Communication
4. Community Organization

- 5. Public Policy and Environmental Change
- 6. Professional Growth and Responsibility

DOMAIN 1. PLANNING AND EVALUATION

To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to **PLANNING AND EVALUATION**:

A. Conduct a community-level needs assessment

- 1. Community characteristics
- 2. Problem identification
- 3. Community readiness assessment
- 4. Community resources and resource gaps
- 5. Basic terms in epidemiology

B. Determine priorities based on comprehensive community assessment

- 1. Focus population
- 2. Problem prioritization strategies
- 3. Shared risk and protective factors among physical health, substance use/misuse/misuse, and other behavioral health disorders

C. Conduct information gathering and data review/interpretation

- 1. Information gathering techniques
- 2. Data literacy

D. Utilize prevention theory

- 1. Health disparities
- 2. Social determinants of health and mental health
- 3. Continuum of care
- 4. Risk and Protective Factors Theory
- 5. Public health approach
- 6. Theory of Change
- 7. Human developmental theories

E. Develop a comprehensive prevention plan

- 1. Logic models as a planning and evaluation tool

1.

2.

A.

B.

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<ul style="list-style-type: none"> 2. Evidence-based prevention interventions 3. Work plans 4. Sustainability strategies <p>F. Identify prevention program evaluation strategies</p> <ul style="list-style-type: none"> 1. Evaluation instruments/models 2. Validity and reliability of evaluation instruments/models 3. Interpretation and application <p>G. Conduct evaluation activities and identify opportunities to improve outcomes</p> <ul style="list-style-type: none"> 1. Program fidelity assessment 2. Adaptation evaluation 3. Process and outcomes <p>H. Utilize strategies to enhance sustainability of prevention program outcomes</p> <ul style="list-style-type: none"> 1. Community capacity building 2. Grant research and writing 3. Data reporting 4. Community ownership 5. Resource assessment and development 		
DOMAIN 2. PREVENTION EDUCATION AND SERVICE DELIVERY		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to PREVENTION EDUCATION AND SERVICE DELIVERY:</p> <p>A. Coordinate prevention activities</p> <ul style="list-style-type: none"> 1. Group processes 2. Training techniques 3. Interagency dynamics/power relationships/reciprocity 4. Sustainable relationships and alliances 5. Engagement strategies 6. Existing community structures and norms 7. Involvement of diverse populations 	<ul style="list-style-type: none"> 1. 2. 	<ul style="list-style-type: none"> A. B.

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<p>8. Equitable access</p> <p>B. Implement prevention education and skill development activities</p> <ol style="list-style-type: none"> 1. Learning styles, instructional strategies, and presentation methods 2. Curriculum training <p>C. Utilize strategies for maintaining program fidelity</p> <ol style="list-style-type: none"> 1. Principles of and guidelines for fidelity and adaptation 2. Instructional materials modification 3. Core component maintenance 		
<p>DOMAIN 3. COMMUNICATION</p>		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to COMMUNICATION:</p> <p>A. Demonstrate methods for promoting the science of prevention</p> <ol style="list-style-type: none"> 1. Interactions and strategies with the media and public 2. Media literacy, media advocacy, and social marketing <p>B. Utilize marketing techniques for prevention programs</p> <ol style="list-style-type: none"> 1. Effective marketing strategies and impact 2. Communication models <p>C. Apply principles of effective listening</p> <ol style="list-style-type: none"> 1. Active listening 2. Interviewing techniques <p>D. Apply principles of public speaking</p> <ol style="list-style-type: none"> 1. Logical presentation, organization, and key points 2. Storytelling, use of examples, and building rapport 3. Strategies to promote discussion 4. Visual aids and other presentation resources 	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> A. B.

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<p>E. Employ effective facilitation skills</p> <ol style="list-style-type: none"> 1. Audience characteristics 2. Meeting agenda and action items 3. Professional behaviors and communication skills 4. Safe/inclusive spaces and conflict management 5. Time management <p>F. Demonstrate interpersonal communication competency</p> <ol style="list-style-type: none"> 1. Written and interpersonal communication skills 2. Networking and community outreach 		
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DOMAIN 4. COMMUNITY ORGANIZATION

<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to COMMUNITY ORGANIZATION:</p> <p>A. Identify community demographics and norms</p> <p>B. Utilize strategies to recruit and engage a diverse group of stakeholders</p> <ol style="list-style-type: none"> 1. Community sector representation and perspectives 2. Current and emerging community leaders/influencers <p>C. Utilize strategies to build community ownership and provide technical assistance</p> <ol style="list-style-type: none"> 1. Community engagement strategies 2. Capacity-building strategies 3. Roles in community ownership 4. Shared leadership 5. Patterns of group and organizational communication 6. Strategies for empowering community members 7. Advocacy strategies 8. Training and mentoring community members 9. Coalition development and sustainability 10. Strategic planning activities 	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> A. B.
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<p>11. Education resources for community members</p> <p>D. Utilize negotiation and collaboration strategies to build and sustain alliances with other service providers</p> <ol style="list-style-type: none"> 1. Formal agreements 2. Referrals <p>E. Integrate prevention strategies into physical and behavioral health planning and activities</p> <ol style="list-style-type: none"> 1. Global behavioral health systems and their strategic goals 2. Prevention participation in related health initiatives 3. Behavioral health epidemiology 4. Spectrum of behavioral health services 		
DOMAIN 5. PUBLIC POLICY AND ENVIRONMENTAL CHANGE		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to PUBLIC POLICY AND ENVIRONMENTAL CHANGE:</p> <p>A. Utilize strategies and resources to promote environmental change</p> <ol style="list-style-type: none"> 1. Evidence-based environmental strategies and policies 2. Education of decision makers <p>B. Demonstrate advocacy skills in public health promotion and prevention</p> <ol style="list-style-type: none"> 1. Political processes 2. Difference between lobbying and advocacy 3. Public policy development and advocacy for healthy and safe communities 4. Change agents and policy makers 5. Negotiations 6. Social justice 	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> A. B.

DOMAIN 6. PROFESSIONAL GROWTH AND RESPONSIBILITY		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to PROFESSIONAL GROWTH AND RESPONSIBILITY:</p> <p>A. Utilize strategies and resources to promote environmental change</p> <ol style="list-style-type: none"> 1. Evidence-based environmental strategies and policies 2. Education of decision makers <p>B. Demonstrate advocacy skills in public health promotion and prevention</p> <ol style="list-style-type: none"> 1. Political processes 2. Difference between lobbying and advocacy 3. Public policy development and advocacy for healthy and safe communities 4. Change agents and policy makers 5. Negotiations 6. Social justice <p style="color: #4F81BD; margin-top: 20px;">Domain 6: Professional Growth and Responsibility</p> <p>A. Demonstrate adherence to legal, professional, and ethical principles</p> <ol style="list-style-type: none"> 1. Prevention Code of Ethics 2. Ethical use of funds 3. Conflicts of interest 4. Confidentiality 5. Mandated abuse and neglect reporting 6. Recipient rights and informed consent 7. Copyright laws and reference procedures 8. Strategies to ensure the safety of program participants 9. Prevention professional scope of practice 10. Ethical fundraising 11. Ethical use of social media and technology 	<p>1.</p> <p>2.</p>	<p>A.</p> <p>B.</p>

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<p>B. Incorporate cultural responsiveness and health equity into prevention processes</p> <ol style="list-style-type: none"> 1. Culturally responsive organizational structures 2. Focus population inclusion <p>C. Demonstrate healthy behaviors and self-care</p> <ol style="list-style-type: none"> 1. Community resources that support health and well-being 2. Healthy living strategies and wellness promotion 3. Conflict resolution and stress management strategies 4. Seeking and utilizing support from peers 5. Recognition of personal limitations <p>D. Recognize importance of participation in professional associations</p> <ol style="list-style-type: none"> 1. Professional associations and organizations related to behavioral health 2. Networking and relationship building <p>E. Demonstrate knowledge of the science of substance use/misuse disorders</p> <ol style="list-style-type: none"> 1. Biases, beliefs, and cultural assumptions related to substance use/misuse 2. Signs, symptoms, and progressive stages of substance use/misuse disorders 3. Family dynamics 4. Effects of drugs on the brain and the body 5. Prevention within a recovery-oriented system of care 6. Co-occurring disorders 7. Brief intervention and referral 8. Harm reduction <p>F. Demonstrate knowledge of mental, emotional, and behavioral health issues</p> <ol style="list-style-type: none"> 1. Effects of mental, emotional, and behavioral health on the family 2. Biases, beliefs, and cultural assumptions related to mental health 3. Signs and symptoms of behavioral health conditions/disorders 4. Trauma-informed lens <p>G. Prepare and maintain reports, records, and documents</p> <ol style="list-style-type: none"> 1. Fiscal responsibility 		
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2. Grant compliance 3. Best practices in documentation		
<p>Total number of training hours:</p> <p>A minimum of 120 hours in the IC&RC prevention specialist domains are required that include:</p> <ul style="list-style-type: none">• 26 hours of SAPST training• 5 hours of pre-SAPST training• 24 hours of alcohol tobacco and other drugs training (ATOD)• 6 hours of moderated prevention ethics provided by an approved NCB training organization (The Prevention Technology Transfer Center (PTTC), CADCA, Prevention Training Services) or a trainer who has been trained to provide prevention ethics by one of the following entities:<ul style="list-style-type: none">- The Prevention Technology Transfer Center (PTTC)- CADCA- Prevention Training Services		