



South Southwest (HHS Region 6)

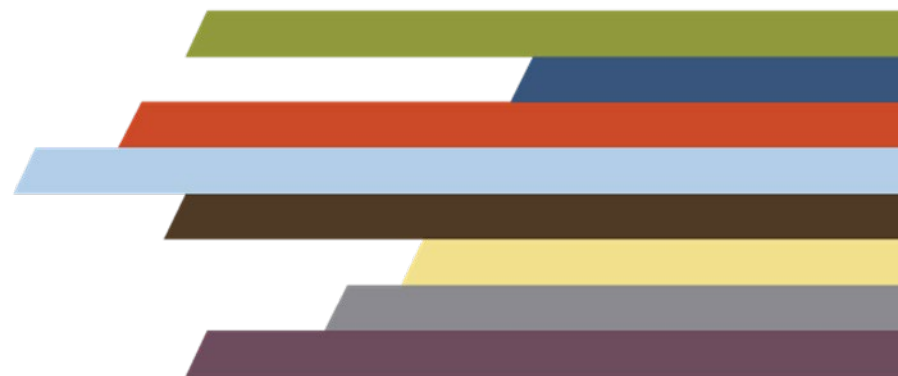
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Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Advanced Prevention Workforce Assessment

December 13, 2019
IC&RC Board Meeting



This work is supported by awards
6UR1TI080205-02M002, SM081726 and
1H79SP081006-01 from the Department of
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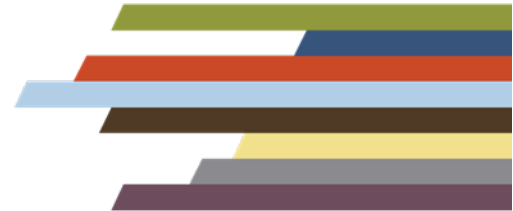


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Facilitators



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Evaluator



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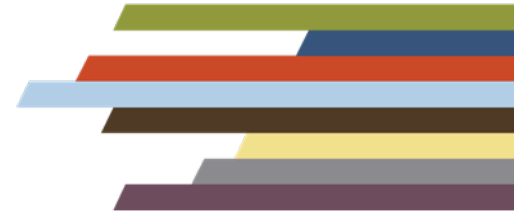


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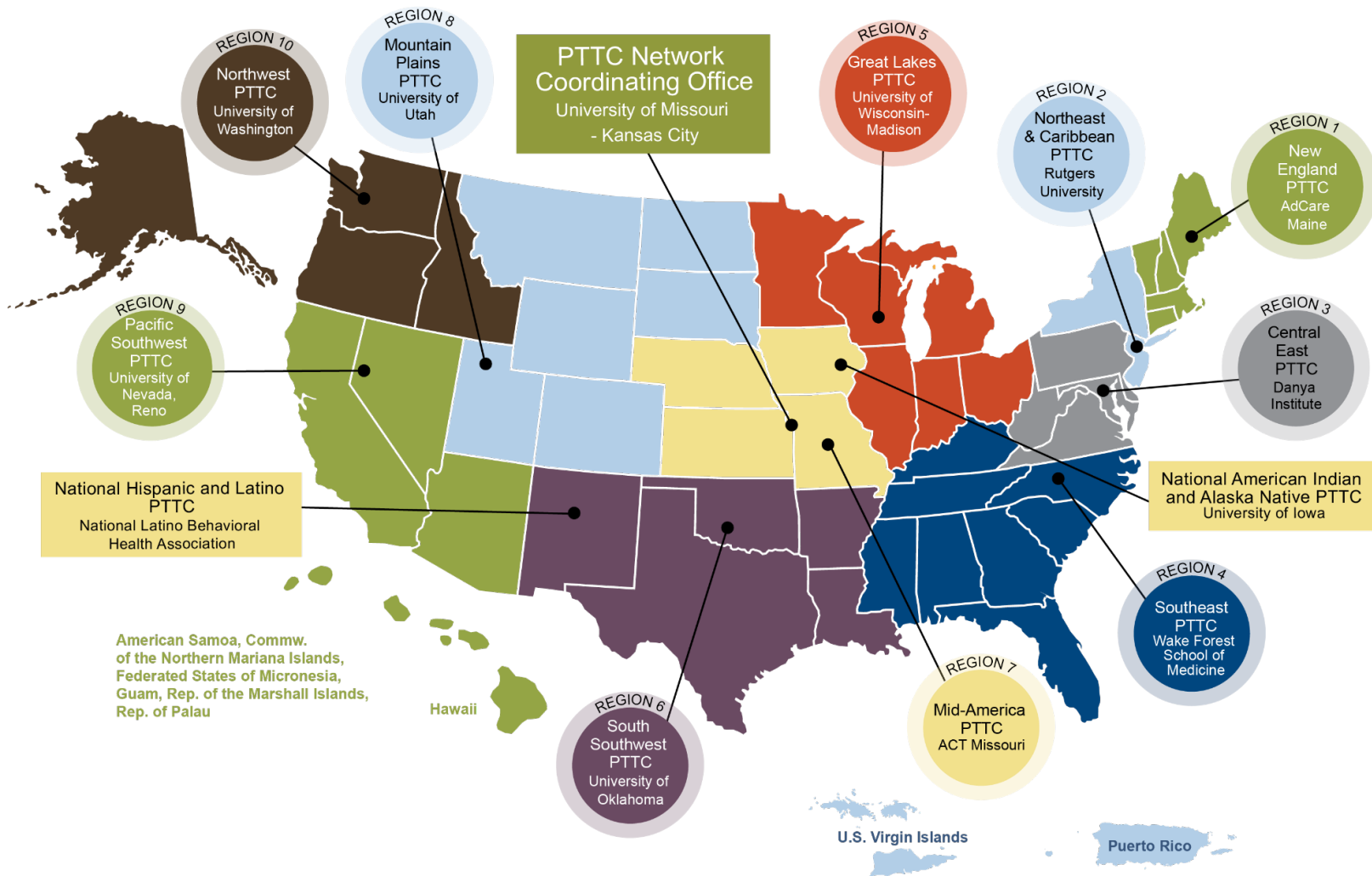




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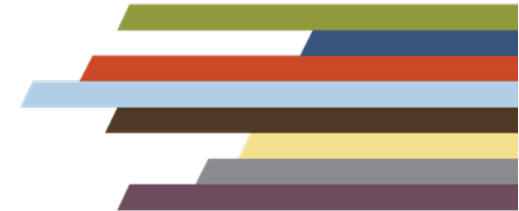


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Overview



IC&RC competency-based assessment tool



Advanced Prevention Workforce needs, resources, and gaps



Dissemination and Promotion

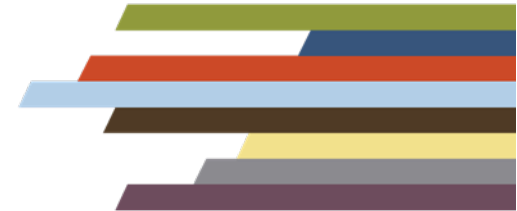


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Gaps in Existing Prevention Workforce Assessment Resources:

- Contain a very large number of items that broadly cover both knowledge and skills
- Assess both basic and advanced skills
- Assessment prompts not behaviorally based
- Rating scale levels are not operationalized
- Assessments are self administered

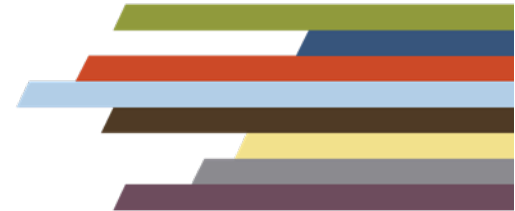


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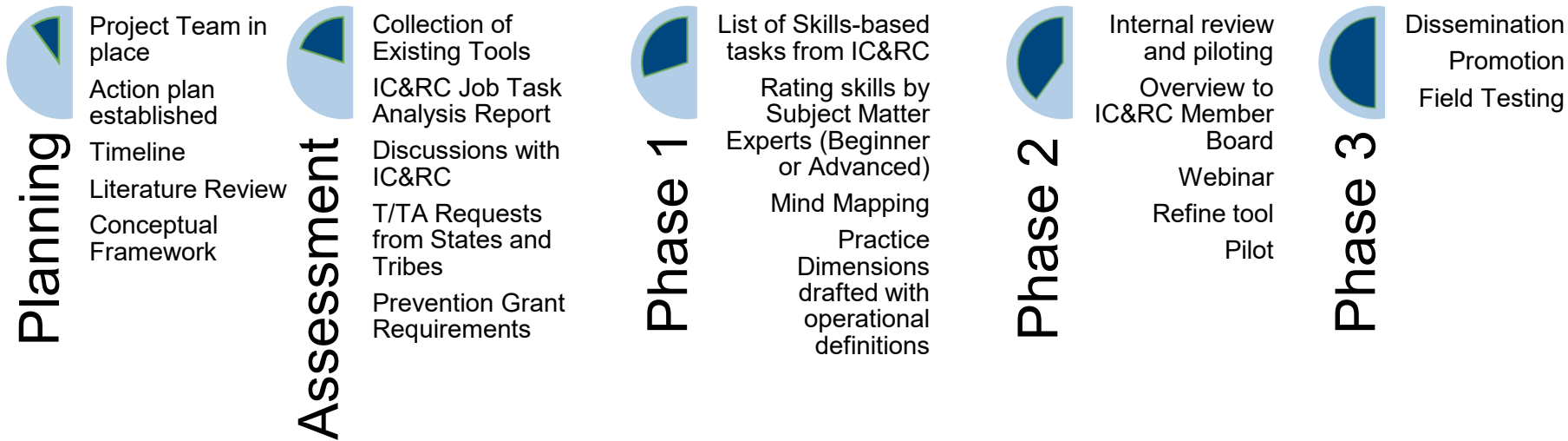
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Process



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Rating Scale for Advanced Practice

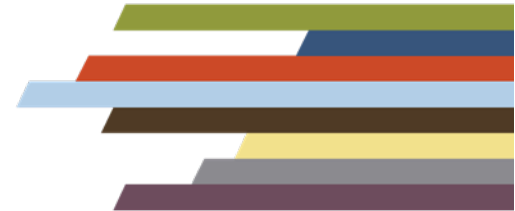


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Sample Dimension

8 Dimensions
with
Description

Dimension 1: Prevention Theory and Practice

Description

There are several theories and models that support the practice of health promotion and substance use or misuse prevention. Theories and models are used in program planning to understand and explain health behavior and to guide the identification, development, and implementation of interventions. When identifying a theory or model to guide health promotion or prevention programs, it is important to consider a range of factors, such as the specific health problem being addressed, the population(s) being served, and the contexts within which the program is being implemented. Health promotion and substance use or misuse prevention programs typically draw from one or more theories or models. Some examples of substance use or misuse prevention theories and models include: socioecological model, risk and protective factor theory, health belief model, stages of change model, social cognitive theory, and theory of reasoned action/planned behavior.

Advanced
Skills for
Development

Advanced Skills to Develop Prevention Theory and Practice:

- 1.1 Apply current prevention theory and evidence-based practice to prevention work.
- 1.2 Integrate behavioral health and physical health concepts into prevention work.
- 1.3 Synthesize prevention theories and models.

Operational
Definition for
Ratings

1.1 Prompt: How have you recently used prevention theories and principles of evidence based practice to support your prevention work?		Supervisor Rating	Self-Rating
Awareness	Describes the most generally accepted and scientifically supported theories or models of prevention practice	1	1
Initial Application	Selects and implements prevention interventions that have a theory of change grounded in generally accepted prevention theory.	2	2
Competent Practice	Adapts prevention interventions to fit community needs while maintaining core theoretical basis for intervention effectiveness. Shares adaptations with other professionals.	3	3
Mastery	Assesses and prioritizes prevention theories to be used within a prevention system and/or teaches or monitors appropriate application of prevention theories to implementation and adaptation of prevention interventions	4	4

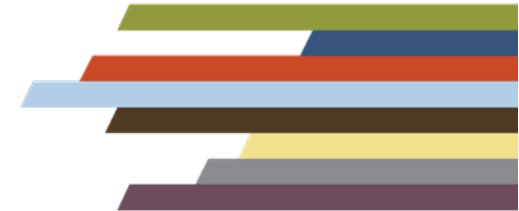


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Let's hear from you!

- Benefits to the prevention field?
- Advanced prevention certification?
- Promotion to membership?

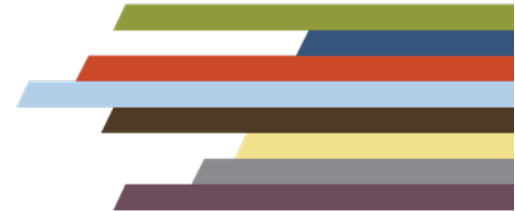


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Take Action!



Join our mailing list!



Watch the website for future events!



Download the toolkit from the website!



Use the toolkit and give us feedback!



Share and promote the toolkit!



Ask us! Request TA from the PTTC

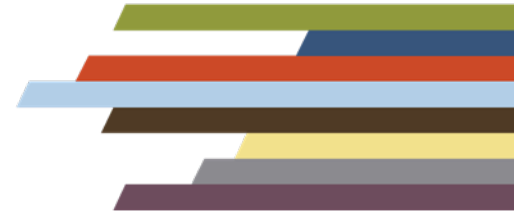


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PTTC Website: pttcnetwork.org



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Contact Us

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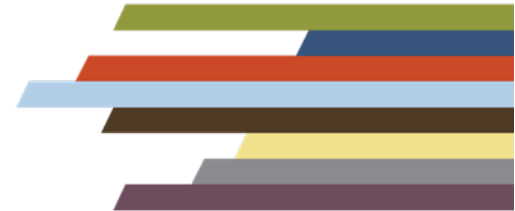


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Evaluation



<https://ttc-gpra.org/P?s=331147>



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