

Lobby Activity



Please type in the chat:

- Your name
- Location

And, respond to our poll:

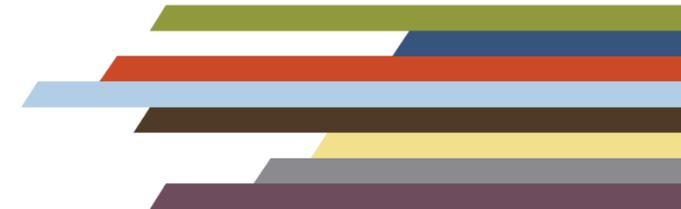
- How many years have you been in the prevention field?



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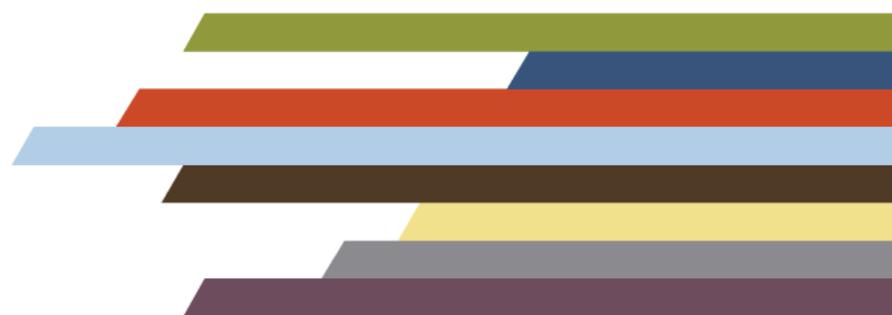
Where Do I Start?

Professional Development for New Prevention Practitioners

Sandra Del Sesto, MEd, ACPS, Consultant

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Education Development Center

January 31, 2024



Technical Information

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D., served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration. The opinions expressed herein are the view of the presenters from the Northeast & Caribbean PTTC and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Presented in 2023.

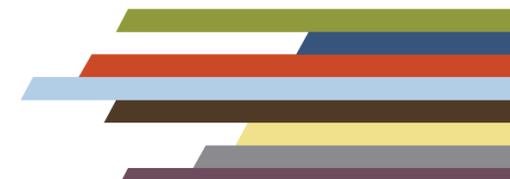
This webinar is being recorded. Following the event, we will share the recording with participants and post on our website.



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Evaluation

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<https://ttc-gpra.org/P?s=646161>

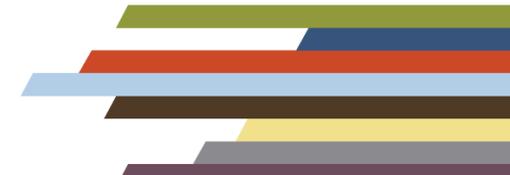
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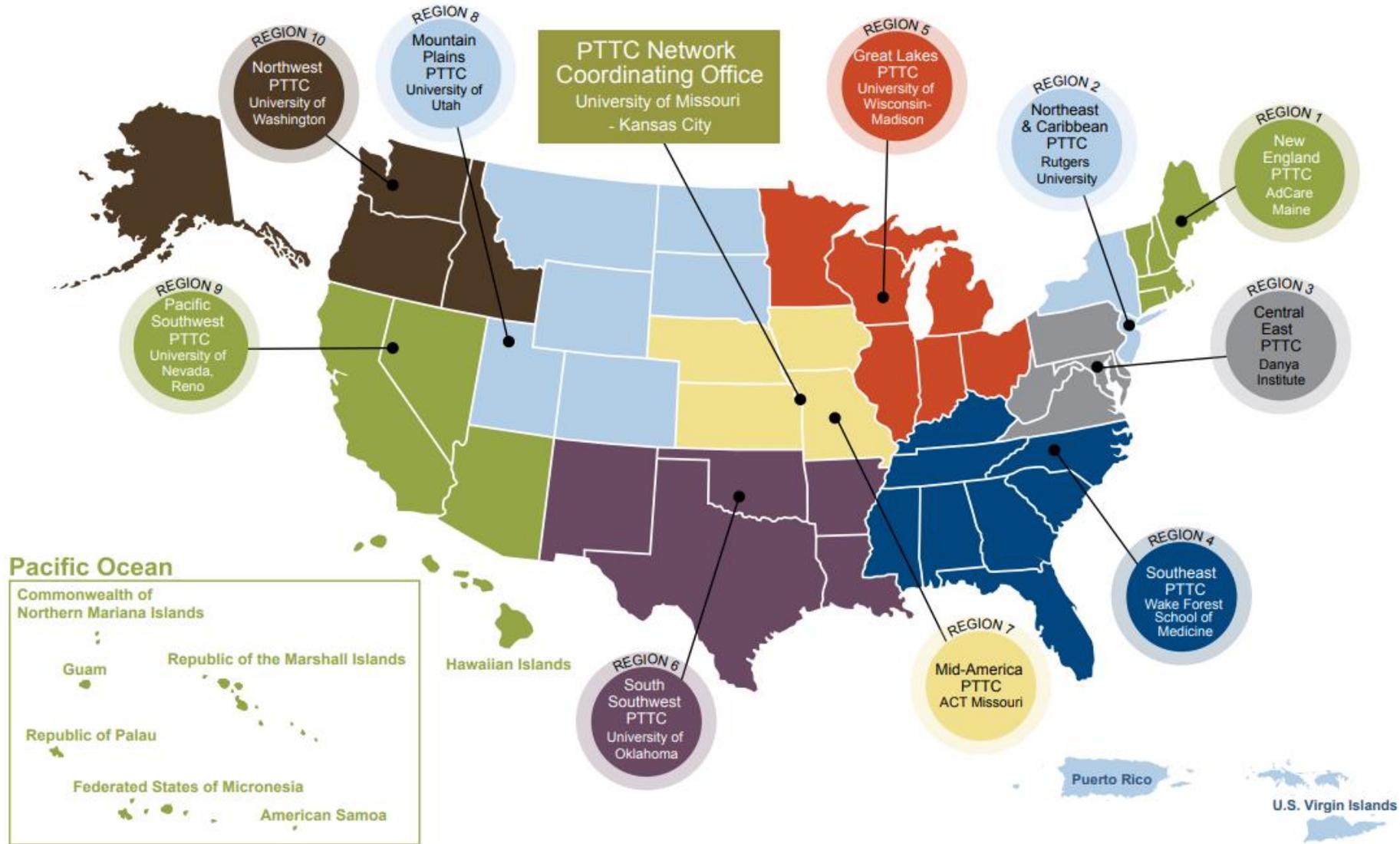


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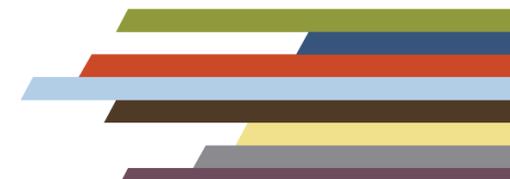




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Presenters



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Clare Neary

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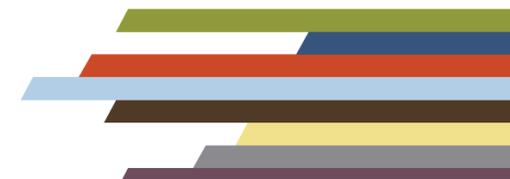
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T/TA Specialist
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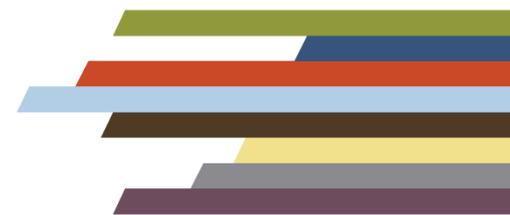
The use of affirming language inspires hope.

LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.



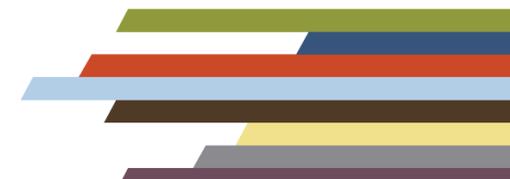
Learning Objectives

- Define key foundational competencies important for early prevention practitioners to develop
- List sources (e.g., organizations, websites) providing professional development opportunities for prevention professionals
- Describe the process for developing a personal approach to professional development



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Our Agenda

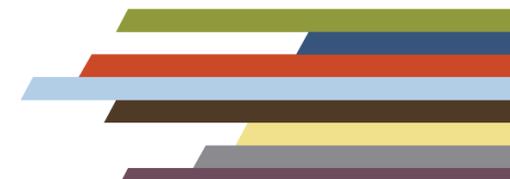
- What do we mean by “early career” prevention professionals?
- Important early career prevention competencies
 - “Hard” vs. “soft” skills
 - Self-advocacy skills
- Resources to support professional development
- Your professional development plan
- Questions, evaluation and wrap up



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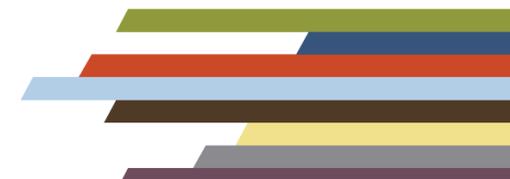


Professional Development and the New Prevention Practitioner



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What area of prevention are you currently working in?



What Is Professional Development?

Professional development (PD) is an intentionally designed, systematic process used to strengthen the knowledge, skills, and attitudes of a particular workforce.

Professional development should:

- Increase active learner engagement
- Provide optimal conditions for the transfer of learning and implementation of the knowledge and skills in the work setting.

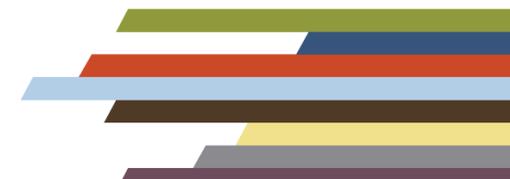
Center for Disease Control and Prevention



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PD Considerations for the Prevention Workforce

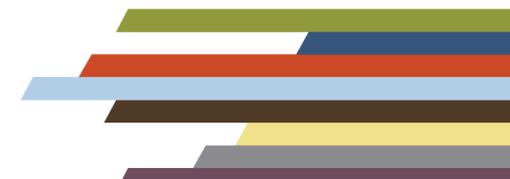
- Prevention is informed by the fields of **behavioral health, public health and education**
- There are a **limited number of college and universities programs** focused specifically on substance misuse prevention
- People entering the field come from **a variety of educational backgrounds**
- Prevention requires **both knowledge and soft** skills such as facilitation, planning and consensus building
- As the **current workforce ages into retirement**, we need people to maintain the skills and knowledge in the field



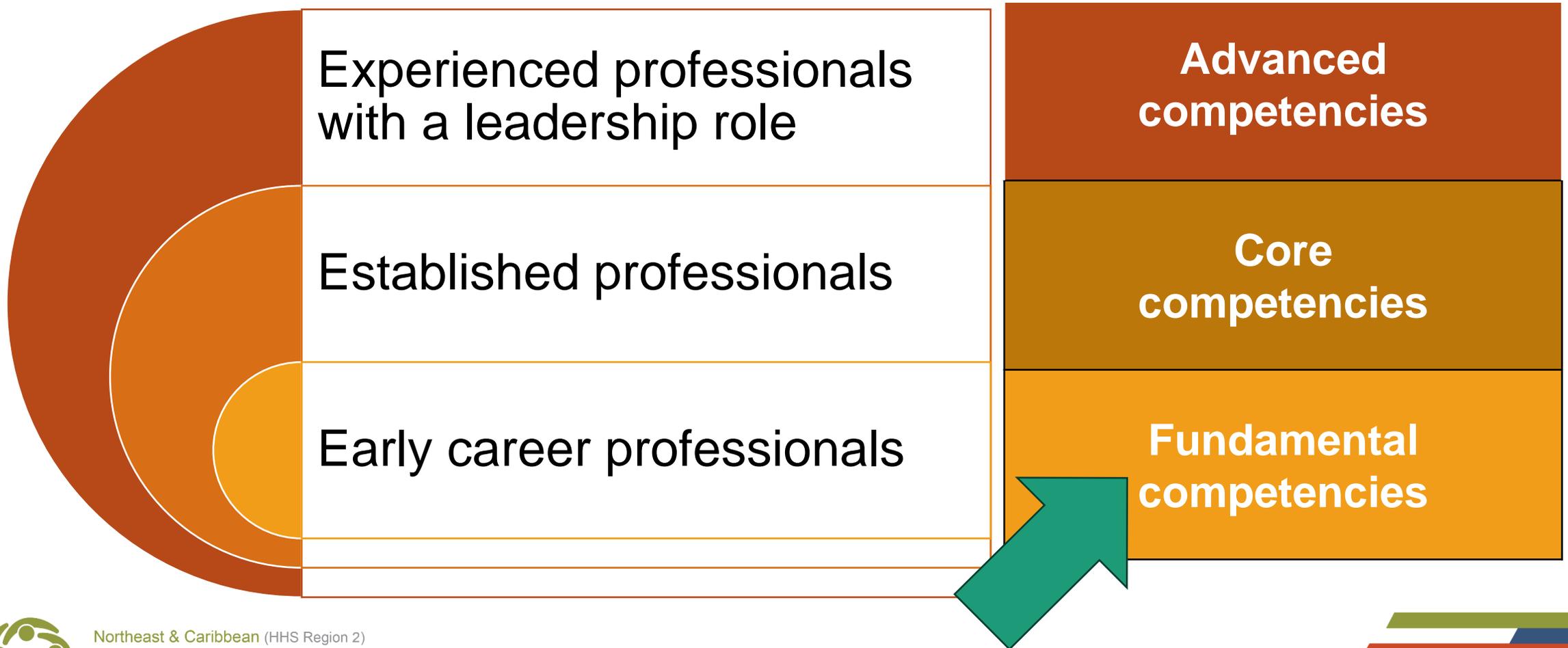
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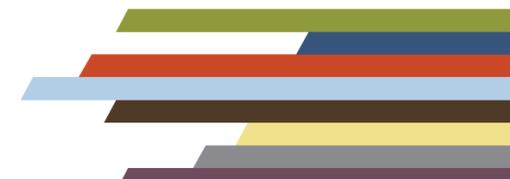


Stages of Prevention Workforce Development



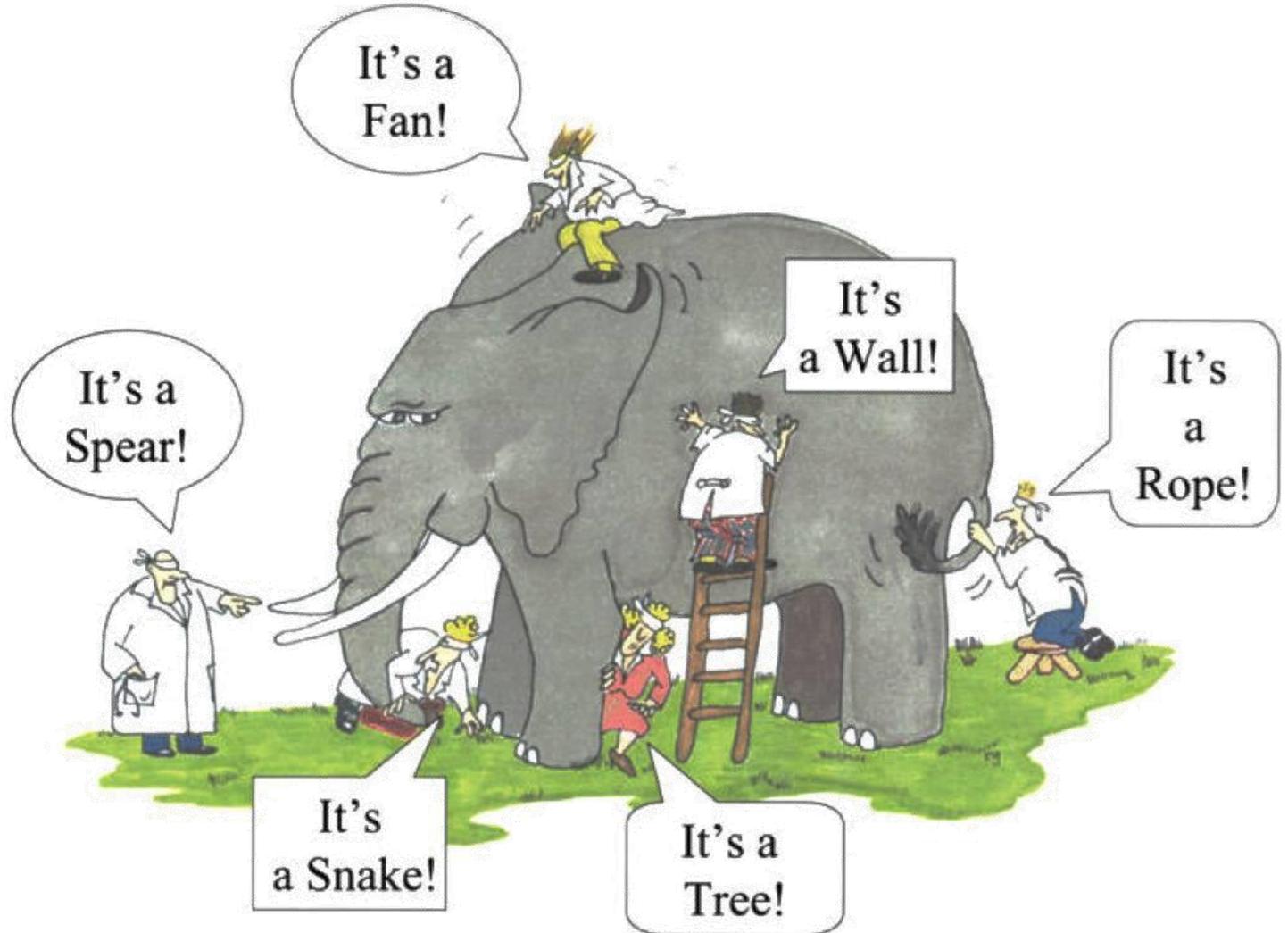
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Substance Misuse Prevention: What We Need to Know

The complex nature of substance misuse requires the workforce to master **both** knowledge and skills specific to a particular job and general knowledge concerning prevention science



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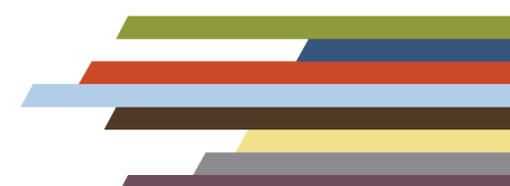
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Developing the Skills You Need



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What has been (or was) most helpful to you in building your prevention capacity during your first years in the field?



“Hard” Skills versus “Soft” Skills



Hard skills for substance misuse prevention involve the specific, measurable abilities and knowledge required for the field, such as planning, data analysis and program evaluation.



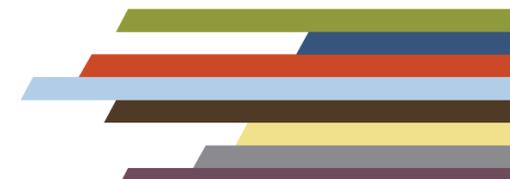
Soft skills for substance misuse prevention encompass interpersonal and communication abilities and effective collaboration strategies with diverse individuals and communities.



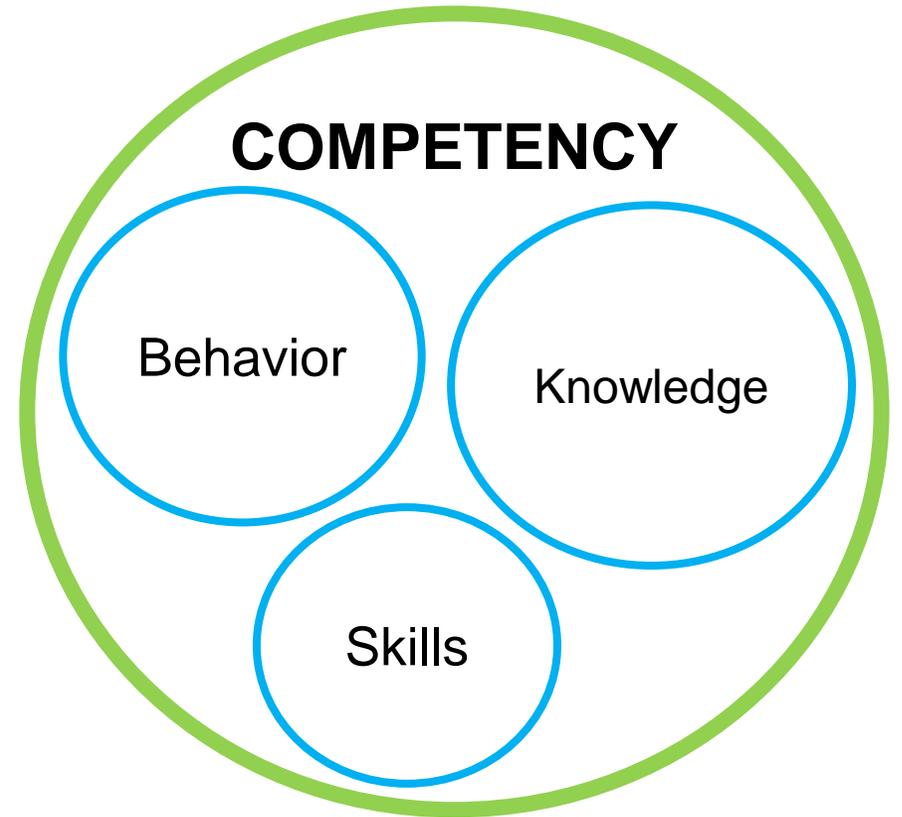
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What do you consider to be the most important skill or competency that you bring to your prevention practice?



IC&RC Prevention Certification... the “Hard Skills” Roadmap

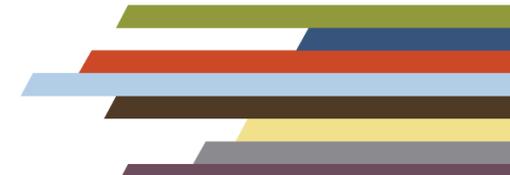
- International Certification and Reciprocity Consortium Mission: To promote public protection by offering internationally recognized credentials and examinations for prevention, addiction treatment, and recovery professionals.
- Prevention Certification Requirements from the [IC&RC Candidate Guide](#):
 - **Experience:** 2000 hrs. of prevention work experience specific to the PS domains.
 - **Education:** 120 hrs. specific to the domains. 24 hrs. must be ATOD specific. 6 hrs. must be specific to prevention ethics.
 - **Supervision:** 120 hrs. specific to the domains with a minimum of 10 hrs. in each domain.
 - **Examination:** Must pass the IC&RC International Prevention Specialist Examination.
 - **Code of Ethics:** Must sign a Prevention-specific Code of Ethics statement.



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Hard Prevention Skills/Competencies

Domain 1. Planning and Evaluation

- Basic prevention science
- Prevention within the public health approach and behavioral health continuum of care
- Data-informed decision making
- SPF steps and guiding principles
- Equitable prevention practice
- Sustainability
- Cultural humility and proficiency



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Hard Prevention Skills/Competencies

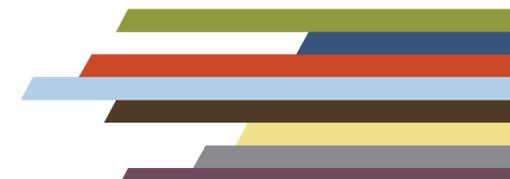
1. *Planning and Evaluation* 25%
2. **Prevention Education and Service Delivery** 15%
3. **Communication** 15%
4. **Community Organization** 15%
5. **Public Policy and Environmental Change** 11%
6. **Professional Growth and Responsibility** 19%



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Ways to Develop Hard Prevention Skills/Competencies

- Trainings
- Conferences
- Listservs
- Online websites
- Learning communities
- Fellowships
- Apprenticeships
- Finding a coach



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Soft Prevention Skills/Competencies

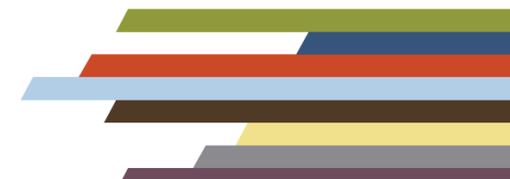
- Building relationships
- Networking
- Collaborating with diverse community partners
- Leading and working in teams
- Facilitating group processes
- Public speaking
- Community engagement
- Managing group dynamics (e.g., conflict resolution, etc.)
- Cultural competency/proficiency
- Leading a data-informed planning process



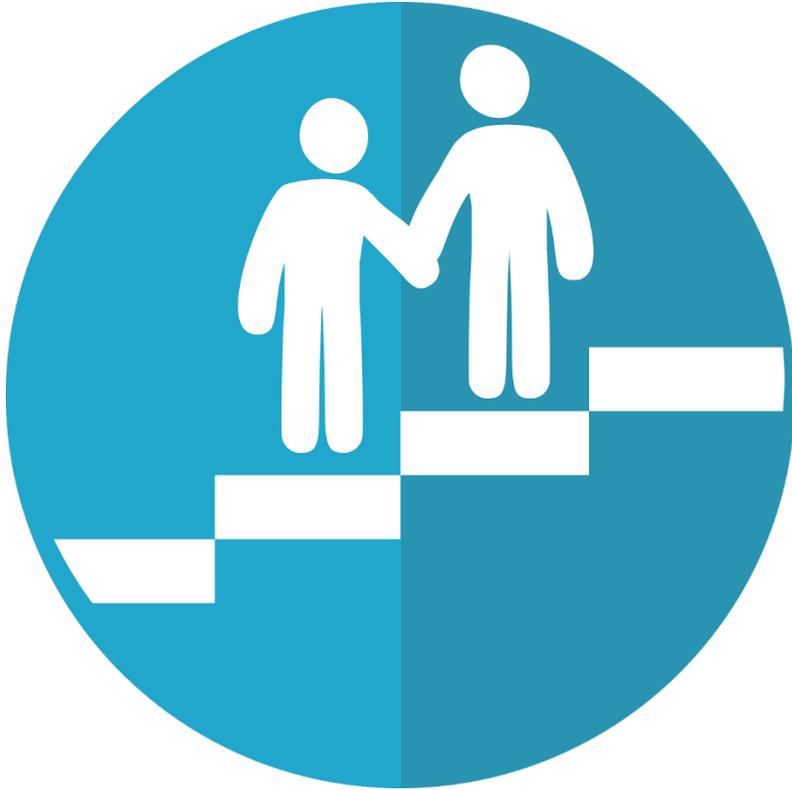
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Ways to Develop Soft Prevention Skills/Competencies



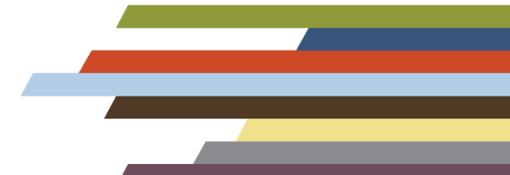
- Find a mentor
- Develop a peer support network
- Observe more seasoned practitioners
- Co-train/facilitate with more experienced practitioners



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Self-Advocacy Skills for the New Prevention Practitioner

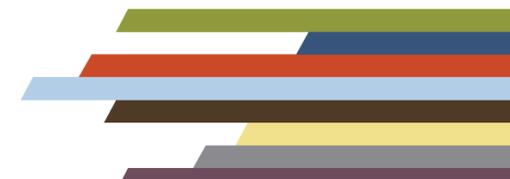
Prevention professionals should build their self-advocacy skills to ensure access to:

- Ongoing professional development, networking and collaboration opportunities
- Appropriate and regular supervision and mentorship
- Needed resources for program implementation
- Healthy work-life boundaries
- Recognition and career advancement

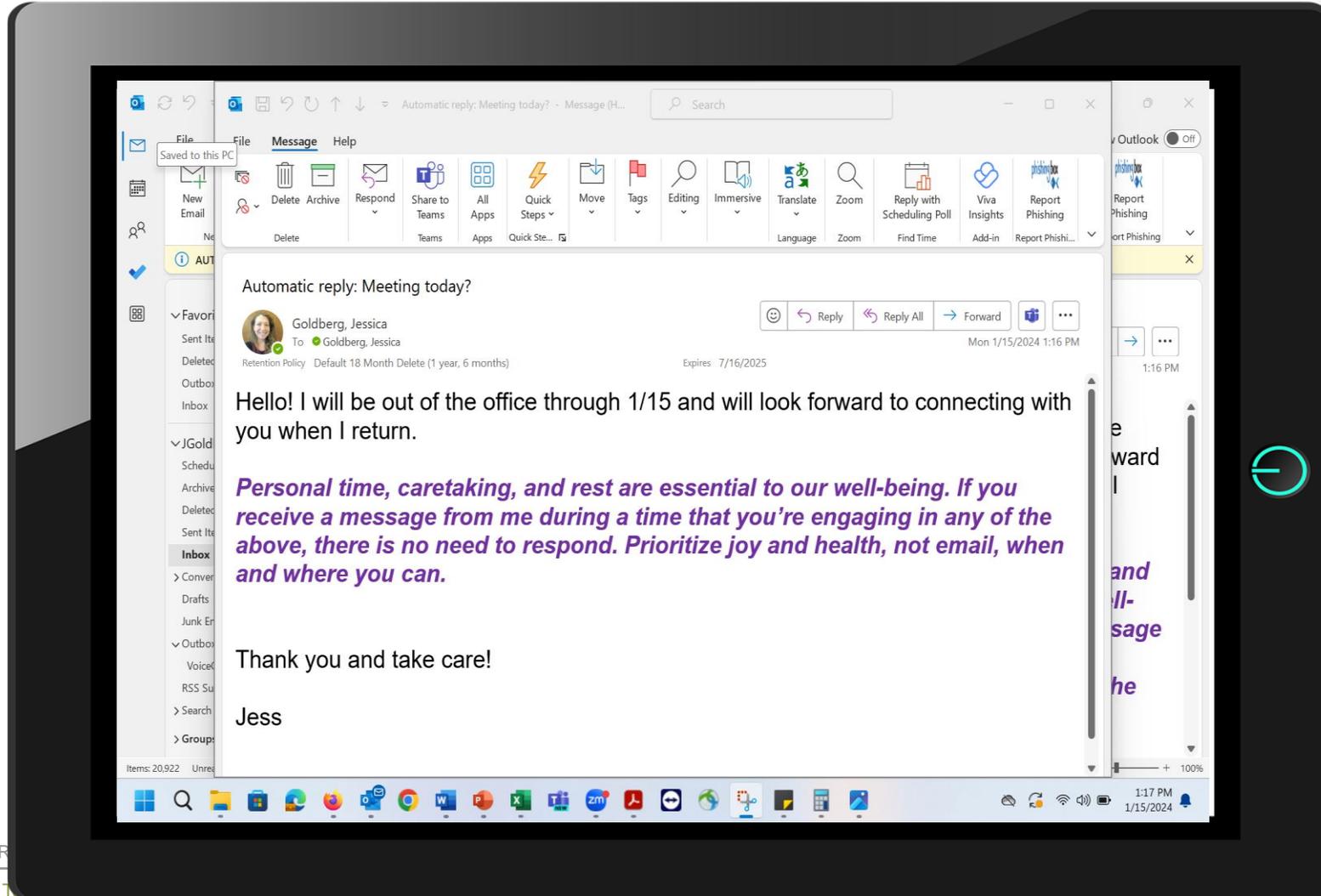


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Setting Healthy Boundaries



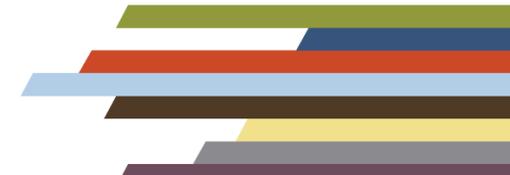
Advocating for Professional Advancement



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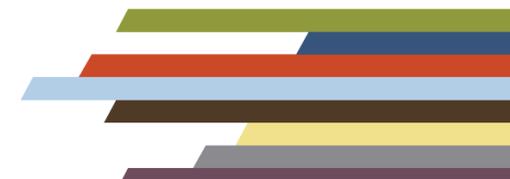
Planning Your Professional Development Journey



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How to Identify Your Professional Development Needs

1

Determine your current knowledge and skill level for your current position

2

Determine what knowledge and skills you need to grow

3

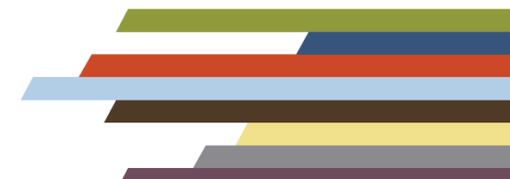
Determine the professional development method(s)



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Go-To- Resources: Identifying Competencies and Skills



Your job description



Other positions/job tracks at your organization



Your annual review



Your supervisors



Colleagues in the field



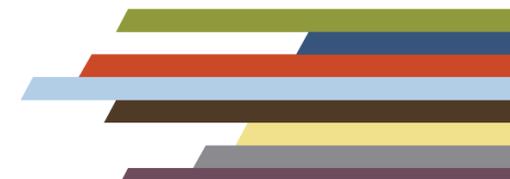
IC&RC competencies



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Using IC&RC Competencies

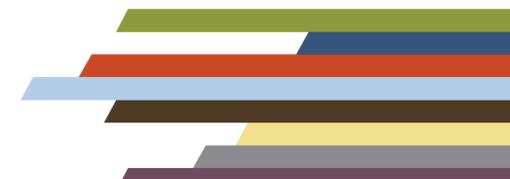
- Identify the competencies that are most relevant to your job (and the job you are aiming for!)
- Determine your current knowledge level (Early career, established, advanced)
- Select and prioritize the competencies you need to develop
- Identify the level of knowledge you would like to obtain
- Talk with your supervisor and colleagues about your goals
- Design your professional development plan and timeline
- Share and meet with your supervisor or coach/mentor regularly



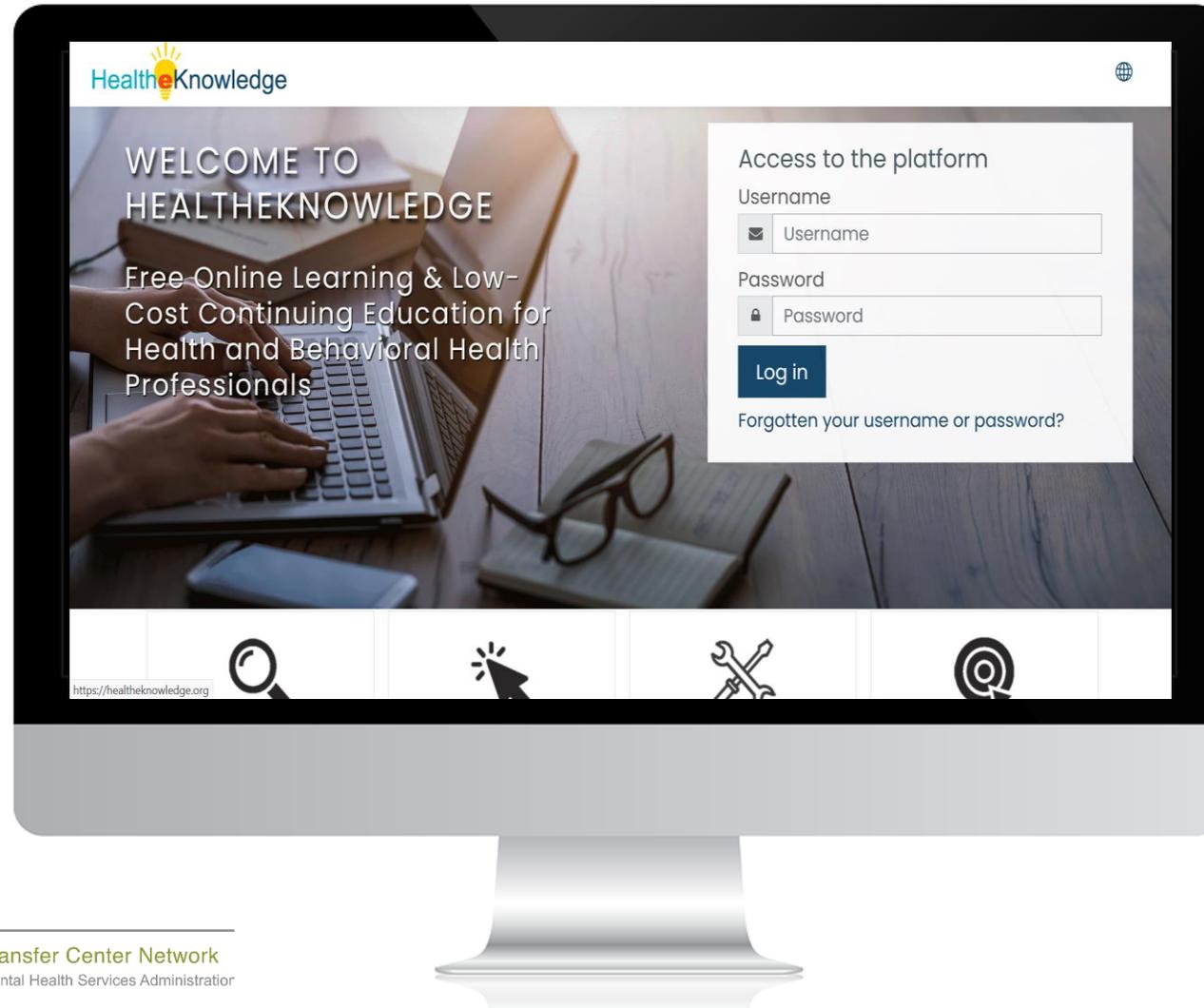
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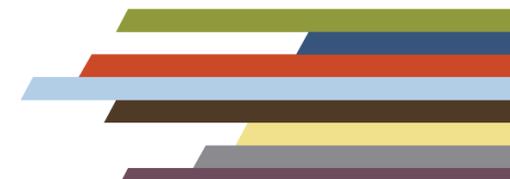
Resources to Support PD



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What is one action that you plan to take as a result of this session?



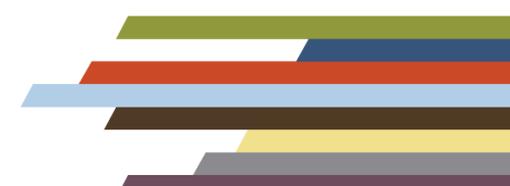
Questions?



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Evaluation

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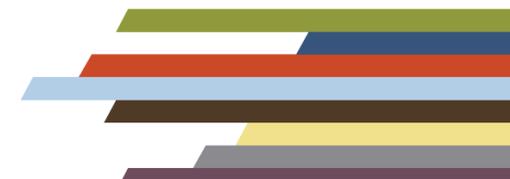
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Thank You!

If you have questions or comments, don't hesitate to contact:

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References

1. Professional Development. The Center for Disease Control. June 2022, Prevention https://www.cdc.gov/healthyyouth/professional_development/index.htm#:~:text=Print,attitudes%20of%20a%20particular%20workforce
2. Shabani Karem. Applications of Vygotsky's Sociocultural Approach for Teachers' Professional Development: Taylor Francis Online. November 14th, 2016. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1252177>
3. IC&RC Prevention Specialist (PS) Certification <https://internationalcredentialing.org/creds/ps;InternationalCredentialing.org>



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