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?
Where Do I Start?
Professional Development for New Prevention Practitioners

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Technical Information

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

Please take a few minutes to complete a brief evaluation:

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

Your feedback is appreciated!
Presenters

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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
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
Professional Development and the New Prevention Practitioner
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
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
Who Is an ‘Early Career’ Professional?

An early career substance misuse professional is an individual in the initial stages of their career dedicated to preventing substance misuse issues, typically possessing foundational knowledge and skills. They may:

- Engage in entry-level roles related to substance misuse prevention.
- Demonstrate a commitment to learning and developing expertise in the field.
- Collaborate with experienced professionals to gain practical insights and contribute to efforts aimed at reducing substance misuse.
Stages of Prevention Workforce Development

- Experienced professionals with a leadership role
- Established professionals
- Early career professionals

- Advanced competencies
- Core competencies
- Fundamental competencies
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.
Developing the Skills You Need
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.
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.
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
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%
Ways to Develop Hard
Prevention Skills/Competencies

• Trainings
• Conferences
• Listservs
• Online websites
• Learning communities
• Fellowships
• Apprenticeships
• Finding a coach
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
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
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
Setting Healthy Boundaries

Hello! I will be out of the office through 1/15 and will look forward to connecting with you when I return.

Personal time, caretaking, and rest are essential to our well-being. If you receive a message from me during a time that you’re engaging in any of the above, there is no need to respond. Prioritize joy and health, not email, when and where you can.

Thank you and take care!

Jess
Advocating for Professional Advancement
Planning Your Professional Development Journey
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)
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
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
Resources to Support PD

Free Online Learning & Low-Cost Continuing Education for Health and Behavioral Health Professionals
What is one action that you plan to take as a result of this session?
Evaluation

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Your feedback is appreciated!
Thank You!

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

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