

# **SOUTH CAROLINA PREVENTION WORKFORCE DEVELOPMENT PLAN**



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*Dedicated to the Memory of a True Champion  
of Prevention and Workforce Development*



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**1942 – 2008**

## **EXECUTIVE SUMMARY**

Prevention workforce development is essential to improving – and maintaining – competent and well-prepared professionals and support personnel to conduct the important work of preventing problem behaviors among youth. One of the greatest barriers to an effective workforce is turnover. Turnover is also costly – an average of \$20,282 each time a prevention specialist leaves to find another job. According to a 2005 survey of South Carolina’s prevention workforce, workers are becoming frustrated at the lack of salary and professional-advancement opportunities. In addition, the field of prevention is becoming more complex as research begins to inform practice.

This workforce development plan – the product of approximately three years of work – was created under the auspices of the joint Prevention Subcommittee of the South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS) and Behavioral Health Services Association of South Carolina Inc. (BHSA). The components and overall report have been reviewed with local prevention staff on a multitude of occasions. No other state has a more comprehensive look at prevention workforce development.

This report features a number of recommendations for local agencies, the state prevention system, and regional networks. Adoption and implementation of these recommendations promise a more supportive work environment for prevention professionals that should lead to increased job satisfaction, increased productivity and effectiveness, reduced turnover, and considerable savings in local replacement costs.

### **Recommendations for Local Agencies (LAs)**

- LA #1: Equate base salary and increases between prevention specialists and counselors.
- LA #2: Implement a system of automatic bonuses, pay raises, or some other significant incentive for achieving Certified Prevention Professional (CPP) and Certified Senior Prevention Professional (CSPP) status.
- LA #3: Implement a three-tiered prevention employment classification system to create opportunities for advancement in prevention.
- LA #4: Ensure all non-certified prevention professionals have coaching from an experienced prevention professional.
- LA #5: Conduct periodic self-assessment of prevention staff to guide professional development.
- LA #6: Institute a system of prevention privileging.
- LA #7: Arrange administrative support for the prevention department equivalent to that of other areas of the agency, including creative use of existing support staff such as front-desk personnel and interns.
- LA #8: Research all available study aides to assist prevention specialists in passing the South Carolina Association for Prevention Professionals and Advocates (SCAPPA) certification exam.

- LA #9: Update recruitment and hiring processes to include updated roles of prevention professionals and state models.
- LA #10: Put protocol in place to ensure the smoothest possible transition for a new staff person replacing someone who has departed.

### **Recommendations for Regional Networks (RNs)**

- RN #1: Collaborate on providing experienced prevention coaching across agencies when needed.
- RN #2: Unite in using professional-development tool for standardization, training planning, and cost-effectiveness of analysis.
- RN #3: Examine possible efficiencies of administrative support across agencies.
- RN #4: Share successes in recruiting, updating job descriptions, interview questions, etc.
- RN #5: Consider participating in offering trainings based on a state training plan.

### **Recommendations for the State Prevention System (SPS)**

- SPS #1: Coordinate state training offerings to ensure that basic, advanced, and elective courses are available.
- SPS #2: Establish an annual prevention conference.
- SPS #3: Create a committee comprised of members of the SCAPPA Board, the SCAPPA Certification Board, and the DAODAS/BHSA Prevention Subcommittee to examine what steps geared to the needs of the experienced professional should be added to the state's workforce development efforts.

## INTRODUCTION

Prevention workforce development is essential to recruiting, retaining, and improving the skills of competent and well-prepared professionals and support personnel who conduct the important work of preventing problem behaviors among youth. One of the greatest barriers to an effective workforce is turnover. Turnover is also costly. As will be discussed in this plan, it costs an average of \$20,282 each time a prevention specialist leaves to find another job. According to a 2005 survey of the South Carolina prevention workforce, workers are becoming frustrated at the lack of salary and professional-advancement opportunities. In addition, the field of prevention is becoming more complex as research begins to inform practice.

And yet, in the face of increasing complexity and relatively low pay and few advancement opportunities, the prevention workforce continues to produce impressive impacts on South Carolina's youth, families, and communities.

The DAODAS 2007 Prevention Outcomes Annual Report revealed that, among the 6,266 participants with matched pre- and post-tests:

- There were statistically significant positive changes in five risk-factor measures: perceived risk, favorable attitudes, decision-making, perceived peer norms, and perceived parental attitudes ( $p < .05$ ).
- There were statistically significant reductions in the number of users of alcohol (32.1%), marijuana (34.2%), and cigarettes (23.7%).
- In a true test of "preventive impact," between 94% and 97% of participants who were non-users at pre-test remained non-users at post-test for each substance. Approximately 78% of marijuana users at pre-test, around 74% of alcohol users, and about 70% of cigarette users were using less by post-test.
- The FFY 2008 Youth Access to Tobacco Study (Synar) showed that 12.4% of retailers provided tobacco products to youth under 18. That is down from a 63.2% violation rate in 1994.

These results are possible only because the South Carolina prevention workforce is qualified, competent, and dedicated. Tens of thousands of dollars are invested each year in training opportunities for the workforce. Even more is invested in planning efforts at the county and state levels to ensure that the correct prevention strategies are being implemented.

Yet these results are jeopardized each time a prevention specialist departs. Why do prevention specialists and workers leave the field? There are several reasons identified by these professionals. Low salaries are frequently cited as a reason for seeking other career opportunities. Other common responses are lack of advancement, frustration over the lack of respect and support that prevention might receive within an agency, and frustration with the lack of recognition given the prevention certification process.

South Carolina's workforce development initiative is designed to (1) help providers prevent unwanted turnover in prevention positions and (2) ensure that adequate structures and support are in place to help prevention professionals be best equipped to implement quality programs and

strategies. The joint Prevention Subcommittee of the South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS) and Behavioral Health Services Association of South Carolina Inc. (BHSA) have developed this plan to support and enhance the capacity of South Carolinians to continue the practice of effective substance abuse prevention.

Work on this plan dates back several years. During South Carolina's systems review with the Center for Substance Abuse Prevention (CSAP) in 2005, it was determined that workforce development was a primary issue to be addressed. CSAP provided a consultant who worked with members of DAODAS, the South Carolina Association of Prevention Professionals and Advocates (SCAPPA), and local prevention staff on the first draft of a plan, which was completed in 2006. That initial draft focused primarily on increasing the availability and quality of prevention training and other steps to ensure that prevention professionals statewide would be better prepared to make it through the certification process. Some recommendations based on that initial draft have already been implemented, such as: offering the national Substance Abuse Prevention Specialist Training (SAPST) as a cornerstone of annual training offerings, clarifying other trainings that are needed regularly, and developing an annual state prevention conference (i.e., Drugs of Abuse Conference).

However, many among the prevention leadership felt that the first plan addressed only some of the issues related to workforce development and turnover. With the help of a second consultant provided by CSAP, this second, more comprehensive plan was developed, largely through the work of the DAODAS/BHSA Prevention Subcommittee.

The DAODAS/BHSA Prevention Subcommittee is composed of three representatives of DAODAS, two local prevention professionals from each region, and directors of two county alcohol and drug abuse authorities. A representative of SCAPPA also participated in the development of this plan. The subcommittee meets monthly to discuss the concerns of local staff and to serve as a "think tank" and sounding board for decisions and potential changes made by the state. Communication between the subcommittee and local prevention staff occurs primarily during regular regional meetings. The current members of the subcommittee are:

- Vernon Kennedy Sr. (Co-Chair, Fairfield Behavioral Health Services)
- Michelle Nienhius (Co-Chair, DAODAS)
- Jane Alleva (Keystone Substance Abuse Services [York County])
- Pam Ashwood (Trinity Behavioral Care [Dillon, Marion and Marlboro counties])
- Wade Bishop (Beaufort County Alcohol and Drug Abuse Department)
- Steven Burritt (Pacific Institute for Research and Evaluation)
- Kandie Goodwin (Dawn Center [Bamberg, Calhoun and Orangeburg counties])
- Tina Griggs (Alpha Center [Chesterfield, Kershaw and Lee counties])
- Clyde Nance (Circle Park Behavioral Health Services [Florence County])
- Brenda Powell (DAODAS)
- Amanda Prince (Union County Commission on Alcohol and Drug Abuse)
- Curtis Reece (The Phoenix Center [Greenville County], SCAPPA)
- Mary Lynn Tollison (Spartanburg Alcohol and Drug Abuse Commission)

Several former subcommittee members made significant contributions to the development of this plan. They are: Alphia Dunbar (Aiken Center for Alcohol and Other Drug Services), Debee Early (LRADAC, The Behavioral Health Center of the Midlands [Lexington and Richland counties]), Allen Easler (Cornerstone [Abbeville, Edgefield, Greenwood and McCormick counties]), Laurie Fallaw (Cornerstone), Caroline Grant (Clarendon Behavioral Health Services), Lou Anne Johnson (The Phoenix Center), Cheryl Long (Axis I Center of Barnwell), Charlie Stinson (Charleston Center), Angie Thurman (Alpha Center [Chesterfield, Kershaw and Lee counties]), Dick Vallandingham (Beaufort County Alcohol and Drug Abuse Department), and William Walker (Georgetown County Alcohol and Drug Abuse Commission).

The members of the Prevention Training Subcommittee are: Kirsten Abderhalden (Anderson/Oconee Behavioral Health Services), Susan Fulmer (S.C. Department of Health and Environmental Control), Donna Herchek (Counseling Services of Lancaster), Clyde Nance (Circle Park Behavioral Health Services), Glenn Peagler, (Sumter County Commission on Alcohol and Drug Abuse), Elizabeth Peters (SCAPPA), Brenda Powell (DAODAS), Pam Rush (Axis I Center of Barnwell), and Mike Strauss (Colleton County Commission on Alcohol and Drug Abuse).

It is worth noting that no state currently has a prevention workforce-development plan as detailed and comprehensive as this one. It should not only benefit our state system, but also become a model for other states to emulate.



## THE PREVENTION WORKFORCE IN SOUTH CAROLINA

The substance abuse prevention infrastructure in South Carolina has been strained by budget cuts. Concurrently, federal standards have evolved toward greater accountability and standards of practice.

The South Carolina prevention system relies on county-level providers to deliver effective and accountable services, but faces unacceptably high turnover rates and lacks a fully effective system for training the workforce to meet the unique professional demands of the prevention discipline.

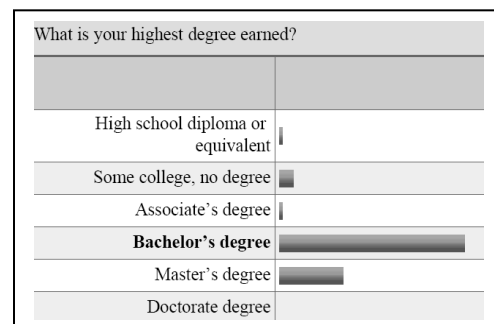
South Carolina has a highly advanced prevention system with established standards and practices that places the state among the few that recognize the distinct and challenging nature of modern substance abuse prevention practice. This is due in part to certification requirements for State-funded prevention providers that are at least equally rigorous as those of substance abuse treatment providers. The parity of such professional standards marks the advancement of prevention as a technically demanding human service profession.

To get a better picture of the prevention workforce, The South Carolina Prevention Workforce Survey was administered online between March and April of 2006. The survey was completed by 71 participants from almost every county in the state. The survey results provide a snapshot of the workforce across a broad array of factors.

**Age of workforce.** South Carolina prevention providers are relatively experienced and well educated. They are predominantly female (76%), and the majority (65%) are under age 40. The most prevalent age group is 22 to 30 years old.

**Ethnic composition.** The ethnic composition of prevention providers in South Carolina is predominantly Caucasian (70.4%), along with African American (26.8%), and mixed ethnicity (2.8%). This distribution is strikingly similar to the state's population.

**Education.** Most prevention providers in South Carolina are well educated, with 68% holding a bachelor's degree and 24% having earned a master's degree. While the specific type of academic discipline studied was not included in this study, it is very likely that many of South Carolina's prevention providers have a strong background and formal training in social sciences.



**Years of experience.** Perhaps the most important consideration in creating a workforce development plan is the length of time the workforce has been active in their current field. Forty-five percent of South Carolina's prevention workforce has worked in substance abuse prevention for four years or less. Further analysis reveals an inverted bell curve, with the highest percentage of professionals either new/inexperienced or veterans with more than 10 years in the field. This has important implications for workforce development. First, it demonstrates that prevention professionals are not likely to stay in their

position for longer than three years. Those that do seem to have a substantial likelihood of remaining in the field “long term.”

Second, as the aging half

of the bell curve leaves the profession, there needs to be training and professional-development infrastructure to generate – and retain – qualified successors. Taken together, these data suggest a pattern that will constantly leave the state with a shortage of qualified professionals to serve the state prevention system unless proactive steps are taken.

		Response Percent
Less than 1 year		23.9%
1 – 4 years		21.1%
5 – 10 years		19.7%
More than 10 years		35.2%

## Job Satisfaction and Intentions to Stay

In the 2006 survey, prevention specialists were also asked about the factors in their current career with which they were either satisfied or dissatisfied. As can be seen in the following table, key positive areas were variety and flexibility of work; co-workers and colleagues; personal commitment; a strong match between the job and personal skills; working with youth and community leaders; and employment benefits (health insurance, vacation, etc.).

The negative areas, and therefore the likely aspects that cause people to leave the field, were salary and opportunities for career advancement.

32. How have the following factors affected your career satisfaction?

	Major Reason SATISFIED	Minor Reason SATISFIED	Major Reason DISSATISFIED	Minor Reason DISSATISFIED
Salary	6% (4)	30% (19)	41% (26)	23% (15)
Benefits (health, vacation, sick leave etc.)	48% (31)	40% (26)	2% (1)	11% (7)
Variety and flexibility of work	74% (49)	24% (16)	0% (0)	2% (1)
Other prevention colleagues in my agency	34% (22)	45% (29)	12% (8)	9% (6)
Other colleagues in the prevention field and related areas	29% (19)	61% (40)	5% (3)	6% (4)
Opportunities for career advancement in the prevention field	3% (2)	35% (23)	37% (24)	25% (16)
Opportunities for career advancement within my agency	6% (4)	39% (25)	33% (21)	22% (14)
Personal commitment to substance abuse prevention	52% (34)	44% (29)	2% (1)	3% (2)
Match between the profession and my skills	48% (32)	45% (30)	3% (2)	3% (2)
Match between the profession and my interests	50% (33)	45% (30)	2% (1)	3% (2)
Use of evidence-based programs	20% (13)	49% (32)	14% (9)	17% (11)
Use of process and outcome evaluation	19% (12)	50% (32)	11% (7)	20% (13)
Working with youth	70% (46)	26% (17)	3% (2)	2% (1)
Working with community leaders	58% (38)	35% (23)	2% (1)	6% (4)

In assessing retention, those surveyed were asked whether they intend to be working in the prevention field three years from now. Approximately half said “definitely,” while an equal number expressed ambivalence or uncertainty, with 6% reporting they definitely would not.

**By age group,** 46% of the youngest group said they would definitely stay for three years, compared to 100% of the age group ages 51 to 60.

**By gender,** 65% of males said they would definitely be in the field three years from now, compared to 49% of females.

**By ethnicity.** At 61%, Caucasians surveyed were significantly ( $p < .05$ ) more likely to say they would be in the field three years from now than their African-American counterparts (33%).

**By certification status,** 61% of certified respondents said they would definitely stay in the field for three years, compared to 45% of non-certified respondents. Only two certified professionals (6%) said they probably would not remain in the field, compared to 26% of non-certified individuals.

## THE COST OF TURNOVER

An estimate by the DAODAS/BHSA Prevention Subcommittee showed that the average cost of replacing a prevention professional is a surprising \$20,282. The primary costs come from other staff having to perform the departing professional's duties (a survey of the field revealed that prevention vacancies typically last eight to 12 weeks) and the total cost of sending a new staff person through all of the recommended and required trainings. Appendix A contains a detailed breakdown of these estimates. This cost alone should suggest serious consideration of the actions and policies recommended in this plan.

However, there are also less tangible costs that should be strongly considered when describing the negative aspects of losing a qualified prevention professional. Turnover leads to delays in service provision and interagency initiatives that can weaken relationships. Even without delays, there may be a decrease in quality when a new person takes over from one who was already "up to speed."

In addition, employees with longer tenures tend to have greater organizational loyalty and commitment, generate better customer satisfaction, more easily step in to assist with any number of tasks within the agency outside their typical job description, and have fewer conflicts. High turnover in any department can also hurt morale throughout the agency and harm the agency's public image.

## UNDERSTANDING TURNOVER

Much is said about turnover, but many statements taken as fact should be examined more closely. Below are some important questions about turnover:

- *Isn't turnover just a cost of doing business?* No. Most of the turnover occurring among prevention specialists is because of pay and professional-growth issues, and it is possible to address those issues and retain good, qualified prevention specialists.
- *Can't turnover be good? At least, can't it have positive consequences?* It can be detrimental to think of turnover as positive. Thirty-five percent of South Carolina's prevention workforce has been doing prevention work for more than 10 years. As that group of experienced prevention providers leaves the profession through retirement, training and professional development must occur to generate and retain successors.
- *Isn't turnover an industry-wide problem?* Certainly, but turnover among prevention specialists in South Carolina is higher than in other states.
- *Isn't turnover a human resources problem?* Turnover is not just about having hired the wrong people. There is a distinct set of knowledge and skills that prevention specialists must attain. Even if the best person is hired, it still takes time to get them to a point where they understand prevention science and how to do their jobs well.

## **LOCAL AGENCY RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT**

The DAODAS/BHSA Prevention Subcommittee has developed 10 recommendations for local agency leaders to increase retention of the prevention workforce, three for the state system, and five for the service regions. These recommendations were created with initial input and feedback after development from prevention providers in the state. They confirm that these recommendations and the accompanying tools reflect their concerns and would help if they were implemented.

### **Local Recommendation #1: Equate base salary and increases between prevention specialists and counselors.**

Salary is the most commonly identified negative for the prevention field and the most frequently mentioned reason that prevention specialists leave. This frustration is often increased when prevention professionals find themselves at the bottom of the salary scale within their own agencies.

Equating treatment and prevention salary would be a major step in recognizing the importance of prevention and the employees who also must possess a wide range of skills to do their jobs effectively. A 2008 DAODAS analysis of salaries by position titles showed that the average prevention specialist made approximately \$28,300 a year, compared to \$33,000 for counselors. Due to local variations in the cost of living and agency salary scales, it is not feasible to suggest a specific salary range for entry-level prevention specialists. However, management should work toward eliminating any disparity between departments.

Early in 2008, 11 of 18 responding county agencies indicated they had already implemented this recommendation.

### **Local Recommendation #2: Implement a system of automatic bonuses, pay raises, or some other significant incentive for achieving Certified Prevention Professional (CPP) and Certified Senior Prevention Professional (CSPP) status.**

In polling local prevention staff, it was found that many agencies offer some type of automatic pay increase for staying in a position for six months or a year, but there were few examples of any pre-determined escalations past that point.

Most prevention specialists are required to work toward SCAPPA certification due to DAODAS funding requirements. Certification is a difficult process requiring work experience, mentoring, extensive training hours, and passing a written international examination and oral interview. Many prevention specialists report, however, that achieving certification passes with little fanfare or internal recognition at their agencies.

This has particularly been true with CSPP status, as evidenced by the fact that there are numerous CPPs who have not pursued the CSPP designation, even though they meet most of the criteria, because there is no incentive to do so. A pre-determined bonus, pay raise, or other recognition (e.g., an annual opportunity to attend a national conference) would let prevention professionals know that their agencies recognize their efforts and the increased value they hold for the agency and community due to their advanced skill sets.

These certification incentives should not be seen as a replacement for six-month or one-year incentives, as every possible incentive opportunity is needed to retain staff during those initial employment periods.

Early in 2008, 11 of 17 responding county agencies indicated that they had already implemented this recommendation.

**Local Recommendation #3: Implement a three-tiered prevention employment-classification system to create opportunities for advancement in prevention.**

Prevention professionals are often frustrated by a lack of advancement. Few agencies have enough prevention employees to make the opportunity to supervise within the department realistic. Even when supervision does exist by one prevention professional over another, it is often not recognized or compensated in the manner that is common to managerial positions. There are also few examples of prevention staff advancing beyond the prevention department in their agencies, meaning that a prevention professional could quickly “max out” in terms of position advancement.

The DAODAS/BHSA Prevention Subcommittee has developed a proposed three-tiered prevention employment classification system with general job descriptions (Appendix B). The model would work as follows:

*Prevention Specialist I* would be an entry-level staff person who is in the process of earning certification.

*Prevention Specialist II* would be a CPP or a non-certified prevention specialist who comes in with a comparable level of education and experience (e.g., a staff person with a master’s degree and some human services experience).

*Prevention Specialist III* would equate to a CSPP or a non-certified employee with substantial education and experience (10 or more years in comparable human services positions).

Such a tiered system would create the ability for most prevention professionals to see a “next step” in their career paths, even while staying within the prevention arena. This system would create a vertical ladder for prevention workers at agencies that provide this incentive for at least their first five years, a point at which many prevention specialists have invested enough in the field to stay much longer.

Early in 2008, five of 18 responding county agencies indicated they had already implemented this recommendation.

**Local Recommendation #4: Ensure that all non-certified prevention professionals have coaching from an experienced prevention professional.**

Too often, new prevention professionals, particularly in agencies where there is only one true prevention staff position, are hired only to find that there is no one to provide guidance or content-specific coaching because their supervisors do not have a prevention background. Not only does this compromise the quality of local services, it is likely to create a feeling of isolation that is certain to harm an agency’s chances of retaining an individual with desire and talent.

Recently, some local agencies have experimented with contracting for prevention coaching from another agency – with very promising results. Each agency without a qualified in-house

prevention supervisor should be able to identify a willing, certified prevention coach from a nearby agency, although contractual details will have to be negotiated on a case-by-case basis.

**Local Recommendation #5: Conduct periodic self-assessment of prevention staff to guide professional development.**

For any professional, particularly a newer one, it is important to examine the skills and competencies that are strongest and weakest, so that appropriate training can be acquired to lessen any deficiencies. The DAODAS/BHSA Prevention Subcommittee and the S.C. Substance Abuse Training Consortium's Prevention Training Subcommittee have developed a Prevention Professional Development Plan to be used for this purpose (Appendix C). This comprehensive online tool will help individuals rate themselves across the same prevention core areas used by SCAPPA. Ideally, a prevention professional would review his/her self-rating with an experienced professional (see Local Recommendation #4) to verify the results and help move toward creation of a professional development plan.

Fortunately, the Prevention Training Subcommittee has developed a model training plan (Appendix D). This "South Carolina Prevention Training Menu" is divided into three tracks: Basic, Advanced, and Elective. In most cases, prevention professionals should be able to find trainings on this menu that match their development needs.

**Local Recommendation #6: Institute a system of prevention privileging.**

Increasingly, prevention requires a more diverse and challenging set of skills. Therefore, even with high-quality recruitment for open positions, it is unlikely that a new staff person can begin to perform all functions from "day one." Borrowing from the treatment field, privileging is the process by which an agency/organization determines – based on uniformly applied criteria – that individuals are qualified and eligible to provide prevention services. Prevention privileging will be accomplished through use of the following multi-level system:

- (1) Prevention Specialists may be privileged to provide services under supervision.
- (2) Prevention Specialists may be privileged to provide the service independently once they have achieved certification as a Prevention Professional by SCAPPA.
- (3) Prevention Specialists may be privileged to provide supervision to other prevention specialists once they have achieved certification as Prevention Professionals by SCAPPA and have been assigned supervisory duties.

This process should relieve the prevention professional by acknowledging that he/she is not expected to be an expert in all things immediately upon being hired, as well as give the supervisor direction on which areas of guidance require focus.

The DAODAS/BHSA Prevention Subcommittee has created a sample privileging form for county alcohol and drug abuse authorities (Appendix E).

**Local Recommendation #7: Arrange administrative support for the prevention department equivalent to that of other areas of the agency, including creative use of existing support staff such as front-desk personnel and interns.**

While there seems to be an increase in the number of agencies receiving some or exclusive administrative support for prevention, there is still a high number of prevention departments in

which prevention professionals do all of their own support work. Time spent performing data entry, copying, mass mailings, and errands is time away from programming, environmental strategies, and partnership development.

Prevention workers report an average of two to three hours a week of KIT Prevention data entry alone, often not including periods during which they must enter stacks of pre- and post-test data. Agency leadership should consider reducing this burden on prevention staff and examine their parity in support staff for prevention versus treatment. It should be noted that some prevention staff are very enthusiastic about handing over KIT Prevention data entry and other support duties to administrative staff, while some are hesitant to relinquish KIT Prevention responsibilities, as they worry about a loss in accuracy or a lack of efficiency if they must still write down what needs to be entered.

**Local Recommendation #8: Research all available study aides to assist prevention specialists in passing the SCAPPA certification exam.**

The SCAPPA Certification Commission has often stated that there is no “silver bullet” resource for passing the certification exam. However, there are tools available that have been used by some prevention specialists and that appear promising. One recommendation is for prevention specialists to obtain a copy of the book *Substance Abuse Prevention: The Intersection of Science and Practice* by Julie A. Hogan, Kristen Reed Gabrielsten, Nora Luna and Denise Grothaus. Another helpful resource is the “Candidate Guide” to the International Certification Examination for Alcohol, Tobacco and Other Drug Abuse, which can be downloaded from the IC&RC web site ([www.icrcaoda.org/PDFs/2007 Prevention Candidate Guide.pdf](http://www.icrcaoda.org/PDFs/2007%20Prevention%20Candidate%20Guide.pdf)). This document contains sample test questions, a list of study references, and other information on the written examination. In addition, an outside provider now offers a work-study service that gives individual guidance to prevention specialists preparing for the test. Thus far, all of those who have participated in the work study and taken the test have passed. Agency directors should speak with their specialists to see if they want additional tools and to determine which might be the best options for them. By networking with peers, prevention specialists will also be among the first to hear of new resources that might prove interesting.

**Local Recommendation #9: Update recruitment and hiring processes to include updated roles of prevention professionals and state models.**

The field of prevention has changed dramatically enough that it is worth assessing whether the processes for hiring local prevention professionals have been adequately updated. For example, is the job description truly representative of the current duties? Do the interview questions reflect that updated job description? Do we need to adapt our recruitment strategy now that the desired skill set may have changed? Is the interview process adequately rigorous to ensure that we hire a person of suitable quality?

The DAODAS/BHSA Prevention Subcommittee has developed some tools that can assist. Appendix F contains sample interview questions and interviewing practices. The three-tiered prevention specialist classification in Appendix B can be used as a starting point for updating the job description.



**Local Recommendation #10: Put protocols in place to ensure the smoothest possible transition for a new staff person replacing someone who has departed.**

Due to the high demands placed on a prevention staff person, the initial months after being hired can be very stressful. In many instances, particularly in prevention departments with one or two staff members, new employees arrive to find inadequate documentation of past activities and guidance. An experience such as this can certainly color a new staff person's perception of the job and the field. Some agencies have put specific protocols in place that are designed to ensure smooth transition and guidance for staff who begin work on an already existing project(s).

Example: In many STAR-SI (NIATx ) sites, employee-specific manuals are provided, which include an overview of the tasks the employee must perform, relevant content overviews, applicable policies for projects and the agency, and a list of contacts and resources (see Appendix G). Such a tool gives a new staff person an immediate orientation to what is required of them and how to get started.

**Other Ideas for Increasing Retention of Prevention Workers**

Aside from the specific recommendations listed above, other suggestions were made that would increase employee satisfaction in this difficult work. Given the high cost of turnover discussed earlier in this document, agency management should consider as many of these suggestions as possible.

- Opportunities for national trainings and conferences
- Flex and comp time options
- Productivity-enhancing technology (e.g., laptops, Blackberries)
- Increased accrual rates for vacation time
- Recognition (e.g., certificates/awards for performance/outcomes, community awards/recognitions to honor prevention staff)

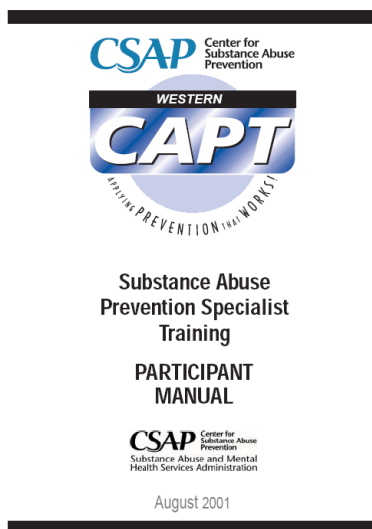
## STATE PREVENTION SYSTEM RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT

While turnover is primarily a local issue, there are steps that the state system can take to strengthen the workforce, which should allow for improved retention.

### **State Recommendation #1: Coordinate state training offerings to ensure that basic, advanced, and elective courses are available.**

As discussed earlier, the Prevention Training Subcommittee has developed a Prevention Training Menu (Appendix D). The S.C. Substance Abuse Training Consortium should use this training plan to ensure that key trainings are available at regular intervals and to engage all potential partners in offering trainings that help fulfill the plan.

At the heart of the Basic track is the Substance Abuse Prevention Specialist Training (SAPST), an intensive unified five-day course that is available at very low cost. Developed by CSAP's National Centers for the Application of Prevention Technology (CAPT) System, this training has demonstrated effectiveness in preparing prevention specialists to not only practice effective prevention, but also to develop an understanding of key concepts of prevention science *and how they interrelate*. It has proven valuable both as an orientation to substance abuse prevention and as a booster for veteran professionals in need of updating their knowledge and skills.



DAODAS has already committed to the SAPST. Initially, it was offered quarterly, but early indications are that offering the training only twice a year will meet the demand. Four in-state individuals have already been trained as trainers and are conducting the South Carolina trainings with support from DAODAS.

### **State Recommendation #2: Maintain an annual prevention conference.**

Most states offer an annual prevention conference, with the Single State Authority taking a lead in planning the event. These conferences typically prove efficient in combining the efforts of various state agencies that might already be hosting conferences that cover prevention topics. Bringing these events together encourages collaboration and creates a diverse and efficient

training opportunity for prevention stakeholders. In recent years, the South Carolina Drugs of Abuse Conference, with DAODAS as a primary leader, has evolved into the type of conference that reaches this goal. Efforts should be made to ensure the sustainability of the conference.

**State Recommendation #3: Create a committee composed of members of the SCAPPA Board of Director, the SCAPPA Certification Board, DAODAS, and the BHSA Prevention Subcommittee to examine how the state’s workforce development efforts can better meet the needs of experienced professionals.**

Results from the South Carolina Prevention Workforce Survey revealed that most prevention professionals have been in the field for less than three years, but there is also a considerable number who have been in the field for more than 10 years. The length of service between those two points is least common, suggesting that if prevention professionals stay past the three- to 10-year mark, they are likely to be in the field a long time. Our current situation dictates that we direct the majority of workforce development plans to new employees; however, it is worth additional effort to evaluate the likely different steps needed to maintain long-term commitment.

## **REGIONAL NETWORK RECOMMENDATIONS FOR WORKFORCE DEVELOPMENT**

In recent years, prevention staff have been building regional networks into a useful system for generating input on state policies and initiatives, raising issues for the DAODAS/BHSA committee structure to address, and improving communication that can ultimately lead to needed exchanges of knowledge and resources. The regions believe they can play an important role in implementation of this plan, as specified in the recommendations below.

### **Regional Recommendation #1: Collaborate on providing experienced prevention coaching across agencies when needed.**

As described in Local Recommendation #4, all newer prevention staff should have some degree of oversight from an experienced prevention coach, even if that coach comes from another agency. The regional network would be an excellent forum for identifying candidates who can offer supervision.

### **Regional Recommendation #2: Unite in using a professional development tool for standardization, training planning, and cost-effectiveness of analysis.**

As described in Local Recommendation #5, a new online tool now exists that allows prevention professionals to rate their areas of knowledge and skills so that they can prioritize their professional development needs. If only a few local agencies take advantage of this tool, the benefits are limited to an individual's being able to see what his/her greatest needs are. However, if an entire region were to adopt the tool as part of its local policies, the state and regions would be able to analyze the greatest skill/knowledge deficiencies and ensure that adequate trainings were offered.

### **Regional Recommendation #3: Examine possible efficiencies of administrative support across agencies.**

Local Recommendation #7 describes the need for greater availability of administrative support for prevention staff. One possible option to investigate within regions is the sharing of administrative support across agencies and needed functions, such as KIT Prevention data entry.

### **Regional Recommendation #4: Share successes in recruiting, updating job descriptions, interview questions, etc.**

Local Recommendation #9, updating job descriptions and hiring processes, could be greatly aided by the sharing of processes and documents in a regional setting. That is, in fact, one of the ideal purposes of regional meetings.

### **Regional Recommendation #5: Consider offering trainings based on the Prevention Training Menu.**

One of the best aspects of the Prevention Training Menu thus far is the diversity of partners that have already begun offering the specified trainings. As has already been shown in Region I, the regional prevention networks can be valuable and effective training providers for prevention staff within – and outside – their regions. If regions increasingly participate in offering trainings,

there will be a substantial number of partners involved in ensuring the full offering of the Prevention Training Menu.

## APPENDIX A: ESTIMATED AVERAGE TANGIBLE TURNOVER COSTS OF PREVENTION STAFF

Domain	Task	Estimated Dollar Cost	Staff Responsible	Narrative	Notes/Formulas
Recruitment/Hiring	Advertising position	\$300	HR, Admin	Approximate cost for two-week ad in newspaper	From current rates
Recruitment/Hiring	Interview costs	\$1,829	HR, Admin, Management	Costs related to screening applicants, preparing three interviewers with the needed paperwork, time spent interviewing, reference checks, communication. Per survey, 65% of agencies conduct second interviews of applicants.	3 interviewers, 15 hours total each= 45 hours @\$25 per hour, HR person time per hiring=10 hours @\$20 per hour, plus fringe
Recruitment/Hiring	Staff coverage	\$10,612	Prevention Manager	Approximated time from last employee leaving to employee starting at 8-12 weeks	Based on Prevention Survey submitted at Prevention Quarterly Meeting
Recruitment/Hiring	Physical / SLED check	\$150	HR	Work clearance physical, background check – mandatory	Physical listed at \$125; SLED check costs \$25
Recruitment/Hiring	Agency overhead	\$1,061	NA	Associated costs of the agency while the position is vacant but all costs are still incurred	Figured at allocation of total overhead cost versus salary, 10% cost, so \$1,061
Recruitment Subtotal		<b>\$13,952</b>			
Orientation/Training	Admin orientation	\$150	HR	One full day of orientation, cost of staff for one day	Approximate daily rate
Orientation/Training	SCAPPA fees	\$300	Prevention	90% of agencies pay the SCAPPA-related costs.	Application fee, annual dues, written and oral examination fees
Orientation/Training	DAODAS requirements	\$4,500	Prevention	PREP (\$35 - 1 day); GTO (\$25 - 1 day); NOT/ATS (Free - 1 day); All Stars (\$300 - 3 days); SAPST (\$125 - 5 days); KIT (\$25 - 1 day); Needs and Resources (\$25 - 1 day); Prev. Quarterly Meeting (Free - 1 day); Environmental Strategies (\$25 - 1 day); Prev. Institute (\$400 - 5 days). Total of 20 days at \$150 per day= \$3,000 and \$1,000 in registration fees plus per diem and travel costs of \$500.	To achieve certification, it takes 150 clock hours, 100 more than recertification. Average of 20 extra days out of office based on 5 hours per training.
Orientation/Training	Manager supervision	\$1,380	Prevention	Increased level of supervision needed for HR policies and procedures, new-hire orientation and 6-month evaluation, CARF- and DHEC-related trainings, approximately 20 hours at \$25 per hour = 38% fringe = \$1,380	High amount of orientation time is needed for someone new to the state substance abuse system.
Orientation Subtotal		<b>\$6,330</b>			

<b>Tangible Cost Total</b>	<b>\$20,282</b>
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7/07 DAODAS/BHSA Prevention Subcommittee

## **APPENDIX B: THREE-TIERED PREVENTION EMPLOYMENT CLASSIFICATION OVERVIEW**

The BHSA Prevention Subcommittee has been working on a proposal that would create a standardized three-tiered prevention professional job classification system along with suggestions for proper implementation of this system and model job descriptions. This proposal is intended to be part of the larger workforce development effort that DAODAS is implementing. This effort has multiple purposes:

- To create a system that increases the opportunity for advancement or promotion within prevention; and
- To create model job descriptions that will assist agencies in recognizing the comprehensive skill set needed when hiring prevention professionals and assist them in developing or updating their local prevention job descriptions.

The three-tiered system has the following levels: Prevention Specialist I, Prevention Specialist II, and Prevention Specialist III (the highest of the three). On the following pages, a model job description (in terms of likely tasks/responsibilities) is presented for each along with some recommendations for qualification levels. Agencies would classify their employees at their own discretion under the general guidance presented with each level description.

## **PREVENTION SPECIALIST I**

### **Model Job Duties/Responsibilities**

- Enter and analyze data
- Write management plans and other accountability reports
- Develop and implement all six CSAP strategies (if the agency offers all six)
- Work with and manage coalitions
- Plan
- Partner with law enforcement, DHEC, education, treatment, etc.
- Coordinate and integrate multiple services
- Conduct needs assessments
- Conduct evaluations
- Mentor newer staff
- Acquire resources
- Participate in CARF
- Work with media
- Advocate for prevention

### **Qualifications/Other Details**

- Appropriate entry-level classification for new prevention professionals with bachelor's degrees
- B.S. degree. Experience preferred. Degree in appropriate content area preferred.
- Should be seeking CPP status in accordance with DAODAS guidelines
- Needs prevention trainings as outlined in the S.C. Prevention Workforce Development Plan



## **PREVENTION SPECIALIST II**

### **Model Job Duties/Responsibilities**

- Enter and analyze data
- Write management plans and other accountability reports
- Develop and implement all six CSAP strategies (if the agency offers all six)
- Work with and manage coalitions
- Plan
- Partner with law enforcement, DHEC, education, treatment, etc.
- Coordinate and integrate multiple services
- Conduct needs assessments
- Conduct evaluations
- Mentor newer staff
- Acquire resources
- Oversee budgets
- Participate in CARF
- Work with media
- Advocate for prevention

### **Qualifications/Other Details**

- Appropriate classification for a Prevention Specialist I who has achieved CPP status or when a new employee is hired with a master's degree or considerable social service experience
- If hiring from outside the field, a master's degree is preferred with content specialty and experience.
- Should be seeking CPP status in accordance with DAODAS guidelines if hired from outside the field, or seeking CSPP status if already a CPP
- Needs prevention trainings as outlined in the S.C. Prevention Workforce Development Plan

## **PREVENTION SPECIALIST III**

### **Model Job Duties/Responsibilities**

- Supervise prevention staff
- Enter and analyze data and use as basis for Continuous Quality Improvement
- Write and manage grants
- Guide strategic and service planning processes
- Take leadership role in social service community
- Write management plans and other accountability reports
- Mentor newer staff
- Provide training and technical assistance for the community and field in general
- Oversee budgets
- Participate in CARF
- Lead coalitions and be a leader in collaborative efforts
- Maintain expertise in prevention content areas
- Use logic models effectively
- Partner with law enforcement, DHEC, education, treatment, etc.
- Coordinate and integrate multiple services
- Conduct needs assessments
- Oversee evaluation processes
- Acquire resources
- Work with media
- Advocate for prevention

### **Qualifications/Other Details**

- Appropriate classification for a Prevention Specialist II who has achieved CSPP status
- Should demonstrate proficiency in those tasks that overlap with Prevention Specialist II

## **APPENDIX C: PROFESSIONAL DEVELOPMENT PLAN SELF ASSESSMENT**

The DAODAS/BHSA Prevention Training Subcommittee has developed two resources to enhance the individual's professional development and the agency's capacity to identify and allocate resources for training – the Professional Development Plan and the Training Menu. This process began with a national search for training resources and self-assessment tools. The search yielded material from several states, including California, Illinois, New Mexico, Washington, and West Virginia.

The **Professional Development Plan** consists of 89 questions that reflect the language of the International Certification & Reciprocity Consortium. The questions are divided into five domains:

- Domain I: Planning and Evaluation
- Domain II: Education and Skill Development
- Domain III: Community Organization
- Domain IV: Public Policy and Environmental Change
- Domain V: Professional Growth and Responsibility

The survey also includes questions on Program Management and Supervision in addition to the five domains.

The questions on the Professional Development Plan are divided into three sections:

- 1) Knowledge
- 2) Skills
- 3) Demographics

### **Benefits of Utilizing the Professional Development Plan (PDP)**

- Can be a strategic plan of action for the individual and agency
- Promotes individual responsibility and ownership of professional development
- Can be utilized not only by the individual and agency, but by the region and state for training purposes
- Identifies training gaps (PDP results will identify new trainings that need to be created.)
- Identifies specific knowledge and skills that the trainer needs to incorporate into existing trainings
- Can be completed in increments (e.g., If you devoted approximately 15 minutes per week over four weeks, you could complete the plan in a month.)
- A customized individual third-party report available by request

### **Recommendations for Use of the PDP Self Assessment**

- Initial completion of the self assessment should be accomplished within six months of hire.
- The self assessment should be repeated on an annual basis prior to the employee's performance evaluation.

# Copy of Professional Development Plan Self Assessment

## 1. Introduction

Do you ever have days when you feel like you are spinning in circles? Or, do you ever wish you could get training or instruction so you could perform a particular job task more effectively?

This self assessment asks you to identify where you currently think you stand in terms of knowledge and skills associated with a variety of prevention-related job tasks. You can use the results of this survey to identify the kind of training and professional development you need and should seek. You can also use the survey results to talk with your supervisor about what it takes to do your job well.

There are three sections to the survey: knowledge, skills, and demographics. There are a total of 88 questions, but you don't have to complete the entire survey at one time. You can fill out a portion of the survey and then save it so you can finish it at a later date. However, there should be no two people using the same computer to complete the self assessment. The computer will remember your answers and redirect you to your last completed page.

A couple of notes before you start.

First, it is necessary to answer all the questions. You will be unable to complete the survey unless you respond to each of the questions. SurveyMonkey will automatically take you back to any uncompleted questions once you reach the end of the survey.

Second, you must keep your private identifier code for your records in order to request a 3rd party report from Sharon Fowler. When you complete the self assessment, please send an e-mail to Sharon Fowler at [sfowler@pire.org](mailto:sfowler@pire.org) requesting a copy of your printed results and 3rd party report. Upon receiving your documents you will then use the printed survey document as part of your personal professional development plan.

Thank you for responding to the self assessment. We hope it provides you with insight and direction for your professional development in prevention.

# Copy of Professional Development Plan Self Assessment

## 2. Establish a Personal Identifier Code

1. The first step in taking this survey is to establish a private identifier code for yourself. You will need the private identifier code to print off the results of your survey for use as your personal professional development plan.

Once you are done entering the information on the line below, please print this page and keep it near you as you complete the survey. Write the answers to the following questions in the white box below next to the words Private Identifier Code.

Today's date in the following format - Number of month, day of month, four-digit year. (For example, February 17, 2008 would be "02172008")

First letter of the city you were born in (For example, Philadelphia would be "P")

First letter of the state or country you were born in (For example, Maryland would be "M")

First letter of your favorite non-work activity (For example, "Reading" would be "R")

Last letter of the first name of a favorite friend, relative, or pet (For example, Sherry would be "Y")

Number of month from date of birth (For example, June would be "06")

**MAKE SURE YOU HAVE WRITTEN DOWN OR HAVE A COPY OF YOUR PRIVATE IDENTIFIER CODE FOR FUTURE ACCESS TO YOUR TRAINING REPORT!!**

Private Identifier  
Code

## 3. Prevention Knowledge Questions (Sections A-B)

### Section A – Knowledge Of Planning and Evaluation

A1.A - Assessing community needs by collecting the most current local data requires knowledge about the following list of items.

community resources;  
current prevention research and theory;  
data sources;  
evaluation systems and methods;  
needs assessment models and procedures;  
state and federal confidentiality laws; and,  
systematic data collection.

Which of the responses below best describes how important knowledge of these items is in your current job?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each of the item
- ☐ Lots of knowledge about each item

A1.B - In your current job, how important is knowledge about assessing community needs by collecting the most current local data?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

A2.A - Developing a prevention plan by facilitating a planning process that considers the needs assessment findings requires knowledge of the following items.

community organization process, community resources;  
conceptual frameworks of continuum of ATOD services;  
cultural characteristics of communication;  
current prevention research and theory;  
knowledge of data analysis methods; and,  
planning processes.

Which of the responses below best describes how important knowledge of these items is in your current job?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

A2.B - In your current job, how important is knowledge about developing a prevention plan by facilitating a planning process that considers the needs assessment findings?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job



## Copy of Professional Development Plan Self Assessment

A3.A - Selecting strategies by reviewing professional literature for effective programs and practices requires knowledge of the following items.

cultural characteristics of communities;  
current ATOD prevention theory and practice;  
current research-based prevention programs and practices;  
evaluation methods and procedures; and,  
word processing and database software.

Which of the responses below best describes how important knowledge of these items is in your current job?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

A3.B - In your current job, how important is knowledge about selecting strategies by reviewing professional literature for effective programs and practices?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

A4.A - Identifying financial sources through networking, workshops, and research to sustain prevention projects requires knowledge of the following items:

information management systems (e.g., word processing, database software, spreadsheets);  
local, state, and federal funding resources; and,  
research procedures.

Which of the responses below best describes how important knowledge of these items is in your current job?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

A4.B - In your current job, how important is knowledge about identifying financial sources through networking, workshops, and research to sustain prevention projects?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

A5.A - Reviewing evaluation options through consultation and research requires knowledge of the following items:

evaluation instruments;  
prevention evaluation designs;  
prevention research and theory;  
process and outcome evaluation theories and techniques and sampling techniques; and,  
selecting culturally sensitive instruments.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

A5.B - In your current job, how important is knowledge about reviewing evaluation options through consultation and research?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

A6.A - Conducting evaluation activities of the prevention program using the selected measurement tools requires knowledge of the following items:

information management systems (e.g., word processing, database software, and spreadsheets)  
steps of conducting and evaluation; and,  
systematic data collection methods.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

A6.B - In your current job, how important is knowledge about conducting evaluation activities of the prevention program using the selected measurement tools?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Section B – Knowledge Of Education and Skill Development

## Copy of Professional Development Plan Self Assessment

B1.A - Tailoring education and skill development activities to the intended audience requires knowledge of the following items:

differences between special populations and cultures;  
human growth and development; and,  
interview techniques.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

B1.B - In your current job, how important is knowledge about tailoring education and skill development activities to the intended audience?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

B2.A - Maintaining fidelity when replicating research-based prevention programs requires knowledge of the following items:

adaptive processes;  
professional and personal courtesy;  
program effectiveness criteria;  
research-based prevention programs; and,  
when to adapt.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

## Copy of Professional Development Plan Self Assessment

B2.B - In your current job, how important is knowledge about maintaining fidelity when replicating research-based prevention programs?

☐ This knowledge is not important at all in my current job

☐ This knowledge is somewhat important in my current job

☐ This knowledge is very important in my current job

B3.A - Delivering culturally competent education and training requires knowledge of the following items:

appropriate cultural and populations;

materials and curricula;

appropriate resources that can be utilized by the intended audience;

attitudes and values;

culture of intended audience or community;

impact of culture on behavior;

impact of social services policies on culture groups;

power relationships within the community, agency, or institutions and their impact on the intended audience; and,

role of language, speech, and communication styles in culturally distinct communities.

Which of the responses below best describes your level of knowledge about the items in this list?

☐ No knowledge about any of the items

☐ Some knowledge about some of the items

☐ Some knowledge about each item

☐ Lots of knowledge about each item

B3.B - In your current job, how important is knowledge about delivering culturally competent education and training?

☐ This knowledge is not important at all in my current job

☐ This knowledge is somewhat important in my current job

☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

B4.A - Employing appropriate training techniques to address the educational needs of the intended audience requires knowledge of the following items:

conflict resolution;  
developing and implementing written, electronic, and/or oral communications;  
group dynamics;  
group facilitation;  
human growth, development, and behavior;  
leadership styles;  
learning styles;  
presentation methods; and,  
special populations, cultures, and local norms and attitudes.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

B4.B - In your current job, how important is knowledge about employing appropriate training techniques to address the educational needs of the intended audience?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

# Copy of Professional Development Plan Self Assessment

## 4. Prevention Knowledge Questions (Sections B-E)

B5.A - Providing accurate, relevant, and appropriate information about ATOD abuse and related problems requires knowledge of the following items:

aftercare/recovery issues;  
ATOD health-related issues (HIV/AIDS, pregnancy, STDs);  
ATOD risk and protective factors;  
disease concept of addiction;  
drug resistance and healthy lifestyle components (stress management, parenting, anger management, decision-making);  
effects of ATOD use/abuse on the human body and in society;  
learning styles;  
research regarding the causes of ATOD use/abuse/dependency;  
similarities/differences in ATOD use among various cultures; and,  
the continuum of care for alcoholism and other drug dependencies.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

B5.B - In your current job, how important is knowledge about providing accurate, relevant, and appropriate information about ATOD abuse and related problems?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Section C – Knowledge Of Community Organization



## Copy of Professional Development Plan Self Assessment

C1.A - Identifying community demographic characteristics and core values requires knowledge of the following items:

community demographics;  
community institutions;  
cultural norms;  
formal and informal power systems;  
information gathering techniques; and,  
sources for community statistics and information.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

C1.B - In your current job, how important is knowledge about identifying community demographic characteristics and core values?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

C2.A - Collecting relevant information in order to provide sound and culturally appropriate planning requires knowledge of the following items:

assessment and data collection techniques for measuring coalition effectiveness;  
changes in norms, policies and availability  
cultural norms;  
effective environmental strategies;  
existing ATOD and other prevention resources;  
needs assessment techniques;  
prevention history, theory and best current practice;  
prioritization techniques; and,  
risk and protective factor theory.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

C2.B - In your current job, how important is knowledge about collecting relevant information in order to provide sound and culturally appropriate planning?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

C3.A - Developing the capacity of the community through ongoing mentoring and training requires knowledge of the following items:

assessment of program impact through process and outcome evaluation;  
collaboration and networking;  
community readiness;  
evaluation process in relation to program goals and community needs;  
mentoring techniques;  
program implementation, review and revision;  
recognition of emerging community leadership; and,  
training techniques.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

C3.B - In your current job, how important is knowledge about developing the capacity of the community through ongoing mentoring and training?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Section D – Knowledge Of Public Policy and Environmental Change

## Copy of Professional Development Plan Self Assessment

D1.A - Gaining support of decision makers in order to influence policy development requires knowledge of the following items:

decision-making processes;  
environmental change strategies, effective prevention practice;  
formal and informal decision makers;  
policy development; and,  
political context and implementation.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

D1.B - In your current job, how important is knowledge about gaining support of decision makers in order to influence policy development ?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

D2.A - Conducting prevention awareness campaigns to strengthen public awareness requires knowledge of the following items:

components of an effective awareness campaign;  
cultural characteristics of the community;  
current ATOD policies/norms;  
environmental change strategies; and,  
local issues.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

D2.B - In your current job, how important is knowledge about conducting prevention awareness campaigns to strengthen public awareness ?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Section E – Knowledge Of Professional Growth and Responsibility

## Copy of Professional Development Plan Self Assessment

E1.A - Participating in appropriate educational opportunities and reviewing current literature requires knowledge of the following items:

at-risk behavior in adolescent females/males, and violence prevention;  
basic pharmacology and physiology of addiction;  
conceptual frameworks and theories for prevention;  
educational and community resources;  
prevention language and terminology;  
prevention strategies and programs (parenting, community, peer, individual);  
research publications and where to find them;  
research-based information about ATOD, disease concept of chemical dependency, HIV/AIDS, STDs, suicide prevention and risk factors, Fetal Alcohol Syndrome/Fetal Alcohol and Drug effects;  
research-based risk and resiliency factors; and,  
sexuality and human development.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

E1.B - In your current job, how important is knowledge about participating in appropriate educational opportunities and reviewing current literature?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

E2.A - Networking with colleagues, other professionals, individuals, and community organizations requires knowledge of the following items:

group dynamics;  
personal and professional courtesy;  
political process (formal and informal); and,  
professional organizations and associations.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

E2.B - In your current job, how important is knowledge about networking with colleagues, other professionals, individuals, and community organizations?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

E3.A - Practicing ethical behavior by adhering to legal and professional standards requires knowledge of the following items:

Health Insurance Portability and Accountability Act (HIPPA) Privacy Rule;  
pertinent rules and regulations;  
recipient rights; state and federal program codes of conduct; and,  
state and federal confidentiality laws.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

## Copy of Professional Development Plan Self Assessment

E3.B - In your current job, how important is knowledge about practicing ethical behavior by adhering to legal and professional standards?

☐ This knowledge is not important at all in my current job

☐ This knowledge is somewhat important in my current job

☐ This knowledge is very important in my current job



# Copy of Professional Development Plan Self Assessment

## 5. Prevention Knowledge Questions (Sections B-E)

E4.A - Developing and utilizing a comprehensive professional development plan requires knowledge of the following items:

credentials required/recommended of professional field  
functions and benefits of a professional development plan;  
local and national training and professional development opportunities;  
methods for determining relevant professional competencies;  
model professional development plans; and,  
steps involved in developing and making use of a professional development plan.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

E4.B - In your current job, how important is knowledge about developing and utilizing a comprehensive professional development plan?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Section F – Knowledge Of Program Management and Supervision

## Copy of Professional Development Plan Self Assessment

F1.A - Utilizing technical expertise for specific tools, procedures and strategies requires knowledge of the following items:

action and professional development planning;  
computer applications;  
credentialing and related supervision requirements and procedures;  
goal setting and strategic planning;  
performance motivation, measurement and appraisal;  
relevant laws, standards and compliance measures;  
resource (labor, materials, overhead) costs;  
staff assessment and development systems related to prevention standards and competencies; standard operating procedures and reporting requirements; and,  
tracking and coordinating budget and funding.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

F1.B - In your current job, how important is knowledge about utilizing technical expertise for specific tools, procedures and strategies?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## Copy of Professional Development Plan Self Assessment

F2.A - Project management and staff supervision requires knowledge of the following items:

coaching and mentoring techniques;  
leadership and supervisory models;  
meeting management;  
team building;  
organizational development and change management;  
staff and program accountability measures; and,  
time management.

Which of the responses below best describes your level of knowledge about the items in this list?

- ☐ No knowledge about any of the items
- ☐ Some knowledge about some of the items
- ☐ Some knowledge about each item
- ☐ Lots of knowledge about each item

F2.B - In your current job, how important is knowledge about project management and staff supervision?

- ☐ This knowledge is not important at all in my current job
- ☐ This knowledge is somewhat important in my current job
- ☐ This knowledge is very important in my current job

## 6. Prevention Skills Questions (Sections G-I)

### Section G – Skills in Planning and Evaluation

G1.A - Assessing community needs by collecting the most current local data requires the ability to perform the following skills:

analyzing data;  
developing and implementing written, electronic and/or oral communications;  
formulating goal statements and measurable outcomes;  
group facilitation; and,  
prioritizing needs.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

G1.B - In your current job, how important is the ability to develop a knowledge about assessing community needs by collecting the most current local data?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

G2.A - Selecting strategies by reviewing professional literature for effective programs and practices requires the ability to perform each of the skills in the following list:

accessing and analyzing ATOD prevention literature;  
conduct literature searches; and,  
using word processing and database software.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

G2.B - In your current job, how important is the ability to select strategies by reviewing professional literature for effective programs and practices?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

G3.A - Identifying financial sources through networking, workshops, and research to sustain prevention projects is a requires the ability to perform each of the skills in the following list:

identifying potential funding sources; and,  
using word processing and database software.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

## Copy of Professional Development Plan Self Assessment

G3.B - In your current job, how important is the ability to identify financial sources through networking, workshops, and research?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

G4.A - Reviewing evaluation options through consultation and research requires the ability to perform each of the skills in the following list:

assessing and reviewing evaluation design; and,  
developing and implementing written, electronic and/or oral communications.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

G4.B - In your current job, how important is the ability to identify review evaluation options through consultation and research?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

G5.A - Refining the prevention program by reviewing and incorporating evaluation findings requires the ability to perform each of the skills in the following list:

applying the evaluation findings to the improvement of the program;  
developing and implementing written, electronic and/or oral communications;  
interpreting data; and,  
report writing.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

G5.B - In your current job, how important is the ability to refine the prevention program by reviewing and incorporating evaluation findings ?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Section H – Skills in Education and Skills Development

## Copy of Professional Development Plan Self Assessment

H1.A - Tailoring education and skill development activities to the intended audience requires the ability to perform each of the skills in the following list. Which of the responses below best describes how important these skills are in your current job?

assessing the training needs of the recipients;  
gathering relevant information regarding the audience and service delivery environment; and,  
interviewing potential training participants.

Which of the responses below best describes your level of skill with the items in the list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

H1.B - In your current job, how important is the ability to tailor education and skill development activities to the intended audience?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job



## Copy of Professional Development Plan Self Assessment

H2.A - Preparing effective education and skill development activities requires the ability to perform each of the following skills:

applying environmental strategies to the particular needs and within the context of the resources of the community; and, examining, synthesizing the implications of adapting the concepts and content of the prevention history, theory, current research, and program models.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

H2.B - In your current job, how important is the ability to prepare effective education and skill development activities?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

H3.A - Delivering culturally competent education and training requires the ability to perform each of the skills in the following list:

adapting materials to increase their appropriateness;  
communicating accurate information to culture groups and their community;  
creating material appropriate for intended audience;  
discussing racial and cultural differences and issues;  
identifying materials appropriate for the intended audience;  
learning the cultures of intended audiences;  
responding to cultural-based cues;  
assessing the sensitivity of an individual participant to cultural differences;  
using interviewing techniques reflective of the professionals understanding of the role of language in the intended audiences' culture; and,  
utilizing the concepts of empowerment within the intended audience or community.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

H3.B - In your current job, how important is the ability to deliver culturally competent education and training ?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

H4.A - Employing appropriate training techniques to address the educational needs of the intended audience requires the ability to perform each of the skills in the following list:

creating and modifying activities;  
designing a training event, including agenda flow, activity selection, training methods and use of audio visual aids;  
eliciting feedback to ensure understanding of information provided;  
establishing and maintaining rapport and leadership with groups;  
identifying and addressing disruptive behavior patterns within groups;  
modeling communication skills; giving clear instructions;  
observing group and individual behavior;  
presenting to audiences of various sizes & demographics; and,  
using and designing audiovisual aids facilitating group discussions and activities.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

H4.B - In your current job, how important is the ability to employ appropriate training techniques to address the educational needs of the intended audience?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Section I – Skills in Community Organization

## Copy of Professional Development Plan Self Assessment

I 1.A - Engaging community leaders by including them in the planning process requires the ability to perform each of the skills in the following list:

coaching and motivating;  
collaboration;  
conflict resolution;  
consensus building;  
engagement;  
facilitation;  
fostering community ownership; and,  
organizing.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

I 1.B - In your current job, how important is the ability to engage community leaders by including them in the planning process?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

# Copy of Professional Development Plan Self Assessment

## 7. Prevention Skill Questions (Sections I-L)

I 2.A - Developing a prevention plan in accordance with appropriate prevention theory requires the ability to perform each of the skills in the following list:

applying prevention theory to practice;  
collaborating and coordinating;  
conflict resolution;  
consensus building;  
cultural competence;  
designing and implementing strategic plans;  
identifying and building on community assets; and,  
organizing and prioritizing information.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

I 2.B - In your current job, how important is the ability to develop a prevention plan in accordance with appropriate prevention theory ?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

I 3.A - Developing the capacity of the community through ongoing mentoring and training requires the ability to perform each of the skills in the following list:

collaborating and networking;  
evaluating program process, outcomes and impact;  
identifying emerging community leaders;  
implementing, reviewing and revising programs;  
mentoring and training; and,  
transferring or transitioning programs to community ownership.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

I 3.B - In your current job, how important is the ability to develop the capacity of the community through ongoing mentoring and training?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Section J – Skills in Public Policy and Environmental Change

## Copy of Professional Development Plan Self Assessment

J1.A - Identifying policy makers using formal and informal processes in order to influence prevention policies and cultural and social norms requires the ability to perform each of the skills in the following list:

advocacy;  
cultural competence;  
developing and implementing written, electronic and/or oral communications;  
interviewing; and,  
organization of information.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

J1.B - In your current job, how important is the ability to identify policy makers using formal and informal processes?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

J2.A - Establishing relationships with media requires the ability to perform each of the skills in the following list:

developing and implementing written, electronic and/or oral communications (i.e. PSAs, press and news releases);  
developing relationships with appropriate media personnel; and,  
identifying and accessing existing media.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

J2.B - In your current job, how important is the ability to establish relationships with media?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

J3.A - Conducting prevention awareness campaigns to strengthen public awareness requires the ability to perform each of the skills in the following list:

accessing the media;  
conducting awareness campaigns;  
developing an awareness campaign; and,  
involving the media.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item



## Copy of Professional Development Plan Self Assessment

J3.B - In your current job, how important is the ability to conduct prevention awareness campaigns to strengthen public awareness?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Section K – Skills in Professional Growth and Responsibility

K1.A - Participating in appropriate educational opportunities and reviewing current literature requires the ability to perform each of the skills in the following list:

computer literacy;  
identifying credible research;  
reading and writing effectively;  
reviewing research; and,  
selecting appropriate educational opportunities.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

K1.B - In your current job, how important is the ability to participate in appropriate educational opportunities and reviewing current literature?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

K2.A - Networking with colleagues, other professionals, individuals, and community organizations requires the ability to perform each of the skills in the following list:

conflict resolution and mediation;  
cooperation;  
diplomacy;  
group facilitation;  
group techniques;  
listening techniques;  
social behavior; and,  
using empathy.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

K2.B - In your current job, how important is the ability to network with colleagues, other professionals, individuals, and community organizations?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

K3.A - Practicing ethical behavior by adhering to legal and professional standards requires the ability to perform each of the skills in the following list:

conducting oneself ethically;  
interpretation process; and,  
reading and comprehension.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

K3.B - In your current job, how important is the ability to practice ethical behavior by adhering to legal and professional standards ?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Section L – Skills in Program Management and Supervision

## Copy of Professional Development Plan Self Assessment

L1.A - Utilizing technical expertise for specific tools, procedures and strategies requires the ability to perform each of the skills in the following list:

computer applications;  
data analysis;  
information and resource access;  
planning and goal setting; and,  
recordkeeping.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

L1.B - In your current job, how important is the ability to utilize technical expertise for specific tools, procedures and strategies?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

## Copy of Professional Development Plan Self Assessment

L2.A - Project management and staff supervision requires the ability to perform each of the skills in the following list:

developing, modifying and applying standards & policies;  
group facilitation;  
identifying needs and accessing expertise;  
motivating and guiding others;  
negotiation;  
organizational and process analysis;  
problem solving/decision making;  
resource management;  
selecting and adapting appropriate models and strategies;  
staff supervision; and,  
written and oral communication.

Which of the responses below best describes your level of skill with the items in this list?

- ☐ No skill with any of the items
- ☐ Some skill with some of the items
- ☐ Some skill with each item
- ☐ Lots of skill with each item

L2.B - In your current job, how important is the ability to manage projects and supervise staff?

- ☐ This ability is not important at all in my current job
- ☐ This ability is somewhat important in my current job
- ☐ This ability is very important in my current job

# Copy of Professional Development Plan Self Assessment

## 8. Prevention Workers Questions (Section M)

M-1. Which region do you work in?

- ☐ Region One
- ☐ Region Two
- ☐ Region Three
- ☐ Region Four

M-2. How many years of formal education have you completed?

- ☐ Less than 10 years
- ☐ 10-12 years
- ☐ 13-16 years
- ☐ 17-20 years
- ☐ More than 20 years

M-3. In an average 40-hour work week, how many hours do you spend doing prevention work?

- ☐ Less than 10
- ☐ 11-20
- ☐ 21-30
- ☐ 31-40

M-4. How long have you been employed in prevention?

- ☐ Less than 6 months
- ☐ Less than 3 years, but more than 6 months
- ☐ Less than 5 years, but more than 3 years
- ☐ Less than 10 years, but more than 5 years
- ☐ 10 years or more

## Copy of Professional Development Plan Self Assessment

Reminder: If you would like to request a copy of your self assessment and tailored training report please follow the below step.

\*\* Send an e-mail to Sharon Fowler at [sfowler@pire.org](mailto:sfowler@pire.org) along with your private identifier code requesting your copy of your self assessment and your individual training report. Expect to receive your copy of the PDP self assessment and report within 2-3 weeks.

\*\*Upon receipt of your individual report you are encouraged to utilize the Training Menu for more detailed information regarding specific training topics.

For questions please contact: Brenda Powell at 803.896.1272

## APPENDIX D: TRAINING MENU

The DAODAS/BHSA Prevention Training Subcommittee created this **Training Menu**, which consists of four sections:

- Track I – Basic Courses
- Track II – Advanced Courses
- Track III – Electives
- Trainer Contact List

The menu provides the following information for each course: course title, course priority, course description, an identified instructor, the domain in reference to SCAPPA, how often it is offered, and the fee for the course.

### **The Priority Column Categorizes Trainings Into Three Functions and Time Frames:**

D –DAODAS Recommended (DAODAS recommends completing this training within the first year of hire.)

F – Functional Knowledge and Skills (To be completed within two years of hire)

C – Certification Requirement (Needed before taking SCAPPA Certification Exam)

This tool and the Professional Development Plan complement one another. Once the PDP is completed, a self-analysis or an externally generated analysis can be completed. The prevention professional and supervisor should engage in a conversation about the specific steps that will be taken to ensure professional development occurs. The analysis would highlight the areas in which the employee wants to improve, and then match the specific knowledge or skill with a specific training.

It is important to note that the Training Menu does not take into account other measures to improve an individual's skills and knowledge. Other areas to consider would be mentoring, peer-reviewed journals, web sites of other organizations (e.g., Center for Substance Abuse Prevention), and online trainings.



## TRACK I – Basic Skills

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ <input type="checkbox"/>
<b>Basic Computer Skills</b>	<b>F</b>	Participants will learn how to use PowerPoint and Publisher for presentations and publications in the prevention field.	Kirsten Abderhalden / Kevin Grindstaff / Peters, Long & Associates	II		
<b>Basic Cultural Competence</b>	<b>F</b>	A pre-course self-study module will be part of this workshop requirement. An overview of cultural competence will be introduced. Participants will learn the role of culture in public health, complete a self-assessment, and demonstrate hands-on application of cultural competence.	DHEC / Kwain Bryant	Various Domains		
<b>Basic Facilitation Skills</b> <b>*Skill Based</b>	<b>F</b>	This workshop provides a basic introduction to techniques and tips for facilitation, which are useful for trainings, discussion groups, and other formats. It is an introductory workshop, exploring some of the knowledge and skills a facilitator needs to be effective in leading groups. It focuses in particular on presenting the roles of effective facilitation, communication, leadership skills, project planning, and management.	Glenn Peagler / Wade Bishop / Peters, Long & Associates	II & III		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ □
<b>Classroom Management</b>	<b>F</b>	This training deals with methods and practices that educators use to control classroom space, student behavior, and learning. Classroom management is dependent upon several components: working with anger, resistance, conflict, and stress. It also includes disciplinary interventions, rules, procedures, teacher-student relationships, motivation, discipline, and respect. These areas and more are discussed and reviewed during this workshop.	Dr. Ron Miles	II, III & V		
<b>Coalition Building</b>	<b>F</b>	This workshop answers the following questions: What is a coalition? Why form a coalition? How do you organize a coalition? Who should be in a coalition? When should I create a coalition? Other topics include structuring a coalition, developing your plan, and operating a coalition and making it thrive.	Peters, Long & Associates / Debee Early / CADCA	III		
<b>Environmental Strategies in Partnership With Law Enforcement</b>	<b>F</b>	The Office of Juvenile Justice and Delinquency Prevention (OJJDP) provides national leadership, coordination, and resources to those working to prevent and respond to juvenile delinquency and victimization. A major component of these efforts is the provision of training and technical assistance resources that address the needs of juvenile justice practitioners and support state and local efforts to build capacity and expand the use of evidence-based practices.	OJJDP / PIRE / DAODAS	IV Biannually		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ □
<b>Essentials of HIV/AIDS for AOD Professionals</b> (Recommended for agencies receiving HIV funding)	<b>D</b>	<p>This one-day workshop is designed for those professionals who have some understanding of addiction and the disease process and provide services to clients with AOD issues, including their family members.</p> <p>Topics to be covered and specific skills to be applied include: 1) Why AOD clients are at higher risk for HIV infection and more rapid onset of AIDS; 2) Assessment of HIV infection risk in AOD clients; 3) Incorporating an HIV risk-reduction message into AOD treatment; and 4) the dysfunctional roles of survival for family members of HIV-positive individuals.</p>	DHEC / Ed Johnson / Harry Prim	V		
<b>Family Dynamics of Addiction</b>	<b>F</b>	<p>The dynamics of a family experiencing chemical dependency problems can be very much like those of “other families” in some respects and very different in others. This course examines and identifies the roles played by various addicted and non-addicted family members. Through an experiential exercise, roles of the family are identified, explained, and examined. Prevention professionals will explore how to recognize “red flags,” and when and how to refer a participant.</p>	Wade Bishop / Peters, Long, & Associates / James Wilson	II		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ <input type="checkbox"/>
<b>Getting To Outcomes</b> (RECURRING TRAINING – SCAPPA APPROVED)	<b>D</b>	Originally commissioned and designed by the University of South Carolina with support from the federal Center for Substance Abuse Prevention, this training is designed to provide specific skills and user-friendly tools to help participants measure the effectiveness of their prevention efforts by leading them through an empowerment-evaluation mode. This model incorporates the basic elements of program planning, implementation, evaluation, and sustainability.	Dr. Pam Imm	I, III & IV	\$25.00	
<b>KIT Prevention</b>	<b>F</b>	KIT (Knowledge-based Information Technology) Solutions, LLC, creates intelligent systems for the health and human services industry that monitor and measure impact and performance outcomes and provide knowledge for improved decision-making. A KIT service enables policymakers, government agencies, private foundations, researchers, and field practitioners to implement “best practices” and evidence-based programs, demonstrate impacts, and continuously improve outcomes.	DAODAS	N/A as requested		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ <input type="checkbox"/>
<b>Media Awareness</b> <b>*Skill Based</b>	<b>F</b>	To develop public support for effective prevention policy, prevention professionals must establish working relationships with the media by serving as a credible resource. This is accomplished by developing and implementing written, electronic, and/or oral communications (e.g., broadcast PSAs, news releases), as well as knowing the appropriate forms of media communication/presentation.	Jane Alleva / Allen Easler / Curtis Wilson	IV		
<b>New Trends in Teen Alcohol Use</b>	<b>F</b>	PEEL it! Spark it! Spyke it! This interactive workshop will explore new trends in underage alcohol use. Current information on teen alcohol use will be presented, along with a review of emerging products. Participants will analyze a variety of products and examine advertisers' role in marketing alcoholic beverages to youth.	Kristy Ackerman	II & IV		
<b>Pharmacology (Drug ID)</b>	<b>F</b>	Effects of ATOD use/abuse on the human body; basic pharmacology	Billy Heckle / Charlie Stinson	II Annually		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ □
<b>Palmetto Retail Education Program (PREP)</b> (RECURRING TRAINING – SCAPPA APPROVED)	<b>D</b>	This training-of-trainers session is intended for individuals who wish to become PREP instructors. The curriculum covers the necessary topics to provide merchants with the tools they need to participate in responsible business practices, such as knowing the alcohol and tobacco laws, the consequences of violating those laws, limiting underage access to alcohol and tobacco products, identifying and refusing underage purchase attempts, checking identification and recognizing fake IDs, handling difficult sales situations, and reducing the liability of employees and businesses. In addition, the training will include information on the South Carolina Meth Watch initiative to educate merchants about the precursor products and signs of methamphetamine production.	DAODAS / Melissa Watson / Dawn Hancock	IV Biannually	\$25.00	
<b>Presentation Skills</b>	<b>F</b>	Class will address how to win over a variety of audiences by using different presentation techniques. Participants will learn the how to present fact sheets, grants, etc. This basic-skills workshop will identify the “Three Ps of Effective Public Speaking”: (1) presenter’s <b>preparation</b> ; (2) <b>points</b> of emphasis; and (3) igniting <b>passion</b> on the topic. Participants will actively engage in speaking exercises.	Genice Summers	II		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ □
<b>Prevention Ethics</b> (RECURRING TRAINING – SCAPPA APPROVED)	<b>C</b>	In each profession, ethics plays a key part. “Prevention Ethics” is a required course for anyone obtaining prevention certification. This course also qualifies as the requirement for an ethics course in other disciplines. During this course, participants will understand “ethics” from a historical perspective, be able to define “prevention” and “ethics,” as well as list the six principles of ethics for prevention practitioners. Participants will utilize an ethical decision-making model for dealing with ethical dilemmas. The training accommodates a diverse audience including treatment and administrative professionals.	Peters, Long & Associates	V Quarterly	\$75.00	
<b>Prevention Institute</b>	<b>F</b>	There are many areas of knowledge and skills pertinent to prevention professionals. This intensive three-day experiential learning event focuses on several key knowledge and skill elements of the prevention profession. Some of the areas included are: group facilitation skills; communication skills (active listening, reflection, and summarizing); anger/conflict resolution; coalition building/social capital; ATOD issues (disease concept, effects of ATOD use/abuse in society, family dynamics); media advocacy, media literacy, and social marketing; and community mapping.	Peters, Long & Associates	I, II, III, IV & V Annually		

Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ □
<b>Prevention Certification Work Study Training</b>  (RECURRING TRAINING – SCAPPA APPROVED)	<b>F</b>	This work study includes an overview of prevention information designed to help persons prepare for the IC&RC written exam. This training is designed to enhance your knowledge on many of the major areas of information from the domains established as needed in the knowledge and skill areas for prevention professionals. The study includes a 50-question written exam, a study guide, as well as information needed for the oral exam. While the course cannot guarantee success in passing the exam, it does provide needed resources and information to assist you in your preparation efforts. <b>Note:</b> This course should be taken by prevention professionals at least six months “after hire” and definitely before taking the written exam.	Peters, Long & Associates	I, II, III, IV & V  As requested individually or as a group	\$150.00 plus mileage, \$25 manual, \$25 test	
<b>Substance Abuse Prevention Specialist Training (SAPST)</b>  (RECURRING TRAINING – SCAPPA APPROVED)	<b>D</b>	This intensive core course will provide basic orientation to the knowledge and skills needed by prevention professionals, including a historical overview of prevention; prevention program planning and research; the cultural context of prevention; research on risk and protective factors; ATOD information; prevention strategies; management planning and evaluation; and prevention resources.	DAODAS	I, II, III, IV & V  Biannually	\$125.00	



Course / Topic	Priority	Course Description	Identified Instructors	Domain Area / Offered	Fees	✓ <input type="checkbox"/>
<b>The ABCs of Hepatitis</b> (Recommended for agencies receiving HIV funding)	<b>D</b>	<p>This half-day training will provide participants with a knowledge base about Hepatitis A, B, and C. The course addresses the risk of transmission and provides an understanding of the primary areas of concern for counseling clients with hepatitis or co-infected with hepatitis and HIV.</p> <p>Topics covered in the discussion are:</p> <ul style="list-style-type: none"> <li>• Transmission</li> <li>• Signs and symptoms</li> <li>• Epidemiology</li> <li>• Treatment issues</li> <li>• The relationship between HIV and Hepatitis A, B</li> </ul>	DHEC	V		

## TRACK II – Advanced Skills

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Administrative Nightmares &amp; the Dysfunctional Office</b>	<b>F</b>	Through an open-space experiential exercise, various scenarios of a dysfunctional prevention office are explored. Issues, problems, situations, and resolutions are identified and discussed using ethical and management practices as well as stress-management techniques for situations identified.	Peters, Long & Associates	V		
<b>Advanced Computer Skills</b>	<b>F</b>	Advanced techniques and uses for Excel and Access for data collection and office management	Kevin Grindstaff / Kirsten Abderhalden / Peters, Long & Associates	V		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Budget and Strategic Planning</b>	<b>F</b>	<p>Strategic planning determines where an organization is going, how it is going to get there, and how it will know if it got there or not. Workshop participants learn basic fundamentals of strategic planning, including pre-planning and implementation. The benefits of strategic planning and an understanding of what strategic planning is – and what it is not – are discussed to ensure that an appropriate “blue plan” is developed for the organization. At the conclusion of the workshop, participants will:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of being ready to plan</li> <li>2. Be aware of stakeholders that need to be involved and techniques to solicit stakeholder input regarding the strategic direction of the organization</li> <li>3. Be able to define and increase their understanding of vision, values and mission statements</li> <li>4. Be able to establish strategic goals and objectives</li> <li>5. Better understand how to monitor, modify and update the strategic plan</li> </ol>	Colleen Bozard	I		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Change Management</b>	<b>F</b>	This training is based on the book <i>Who Moved My Cheese</i> by Spencer Johnson, M.D., an internationally respected author whose best selling books ( <i>One Minute Manager</i> ) have helped millions of people discover simple truths that they can use to have healthier, more productive lives. There is a saying – “The only thing constant is change.” This training demonstrates how to deal with change and make it work for you!	Peters, Long & Associates	V		
<b>Family Dynamics II</b>	<b>F</b>	The focus is on exploring the roles within the dysfunctional families; the three basic rules and the “three Cs”; spoken vs. unspoken rules within families; exploring age of introduction to alcohol and “how”; and using several art activities to explore family dynamics (The Family Dinner Table). This training can also incorporate FAS/FAE information.	Wade Bishop	II		
<b>Grant Writing</b>	<b>F</b>	Seeking presentation details and how to write and administer grants? The training will focus on the proper development of goals, objectives, activities, and other key components of an application. Also, interactive exercises will teach partnership-building and collaboration skills.	Virginia Funk-Curry / Brooke B. Prince	I		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Leadership Skills</b>	<b>F</b>	The “Discovering the Leader Within” training will assist professionals who want to sharpen their leadership skills. Participants will be able to identify the skills and attributes associated with an effective and positive leader. Participants will learn skills and develop their own abilities to communicate vision, display self-confidence, earn respect and trust, make good decisions, and inspire others around them.	Genice Summers	V		
<b>Legislative and Media Advocacy</b>	<b>F</b>	This workshop will provide an introduction to the landscape of legislative advocacy. Participants will learn how to shape and aim messages for maximum impact; influence public and elected officials’ opinions; and develop strategies for achieving advocacy goals.	Renee Martin	IV		
<b>Marketing/Media</b>	<b>F</b>	To develop public support for effective prevention policy, prevention professionals must establish working relationships with the media by serving as a credible resource. This is accomplished by developing and implementing written, electronic, and/or oral communications (e.g., broadcast PSAs, news releases), as well as knowing the appropriate forms of media communication and presentation.	Jane Allewa / Allen Easler	IV Quarterly		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Mentoring – Pros and Cons</b>	<b>F</b>	Looking for that guiding hand? Want to <i>be</i> that guiding hand? This workshop will explore mentoring for prevention from the mentor and mentee viewpoints. Learn the benefits of mentoring...the steps for SCAPPA certification...the rewards of being mentored...and what mentees should study in preparing for their job and the certification process. Hands-on activities will include practice in completing a mentor log and methods used for mentoring.	SCAPPA / Wade Bishop / Debee Early	III Quarterly		
<b>Pharmacology II</b>	<b>F</b>	Workshop includes research-based ATOD information and disease concepts of alcoholism and other drug dependencies. Topics include drug history, past and present laws, legal issues, medical issues, side effects, effects on pertinent organs/organ systems (with a focus on the brain and heart), sexual issues, neurotransmitters, withdrawal, overdose, and acute/chronic effects.	Billy Heckle	II & V		
<b>Prevention Research &amp; Evaluation 201</b>	<b>F</b>	Is it time to refocus and retool your prevention evaluation strategies? In this workshop, participants reexamine why we evaluate our efforts the way we do, why we take participant-protection measures (consent, confidentiality, proper data storage, etc.), and how we can interpret data results to make decisions that will improve what we do.	Steven Burritt	I		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>Prevention 500: The Senior Prevention Professional</b>	<b>F</b>	If you are an experienced substance abuse professional and are seeking new ideas – or need to examine more closely your current approaches to prevention –this is the course for you. Topics include environmental strategies and policy development; risk reduction vs. asset development; zero tolerance; evaluating what you do as a prevention department; youth-led prevention; social norms; and utilization of the State Epidemiological Outcomes Workgroup (SEOW) in charting the pathway of the future. This course will assure participants of an interactive environment.	Mary Lynn Tollison & Phillip Hudson	I & IV		
<b>Supervision Techniques</b>	<b>F</b>	Supervision: Think you want to manage people? Looking for some new tools? This workshop will explore creative ways of overseeing employees and the work they do. Creative interviewing tools and ideas will be shared.	Debee Early	III		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/ Offered	Fees	✓ <input type="checkbox"/>
<b>The Games People Play (Team Building)</b>	<b>F</b>	This workshop will provide the opportunity for participants to practice and understand issues that affect group development, to examine their own leadership styles, and to receive feedback on their personal facilitation and processing skills. Participants will gain an understanding of how various activities can assist group members in learning to trust, cooperate, take risks, and grow in a caring environment. This workshop will use a combination of practical experience and educational exercises to provide a concrete, hands-on learning experience.	Glenn Peagler	III		



### TRACK III – Electives

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ <input type="checkbox"/>
<b>Adolescent Sexual Health</b>	<b>F</b>	This two-day interactive training is designed to build the capacity of participants to use effective strategies for teaching sexual risk-reduction education in a school setting. This training will also provide an overview of requirements and prohibitions for compliance with the Comprehensive Health Education Act.	Aaron Bryant	II		<input type="checkbox"/>
<b>Community Assessment</b>	<b>F</b>	This training will provide an overview of tools and procedures needed to collect baseline information on participants' local communities, the population that they are serving, and their most pressing social needs.	Pam Imm / DHEC	I & III		
<b>Cultural Competency</b>	<b>F</b>	In this training, participants will learn how culture can affect the multiple routes of HIV transmission; what facets of culture can influence dialogic communication within the delivery of, and response to, AIDS care and services; how culture can both impede as well as strengthen strategic communications; and what role is played by dynamic interactions within HIV education and risk-reduction interventions.	DHEC	II, III & V		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ <input type="checkbox"/>
<b>Exploring the Roles, Responsibilities, and Expectations of an Accountable Nonprofit Board</b>	<b>F</b>	Serving as a nonprofit board member is rewarding, yet challenging; significant, yet humbling; volunteering of your time, yet work is required. Appointment or election to a board may seem honorable, and indeed it is, but with the service comes rights, responsibilities, and roles. This training will expose the board member to scenarios, suggestions, questions, and processes that will challenge them to serve to the fullest of their capacity.	Charles Weathers / Colleen Bozard	V		<input type="checkbox"/>
<b>Gang Awareness</b>	<b>F</b>	This session will include information on signs, symbols, graffiti, tattoos, colors, structure, and current events with criminal street gangs in South Carolina. The correlation between narcotics and gang membership will also be discussed. The focus will be on current traditional gangs (Bloods, Crips, Folks, and Hispanic gangs). Also, discussion will occur on new methods for law enforcement, databases, and graffiti-removal programs.	Brandon Brown / Chuck Porter / Jimmy Richardson	II		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ □
<b>Introduction to Human Sexuality</b>	<b>F</b>	<p>Human sexuality is a broad topic that encompasses many aspects of a person's life. As such, it is a relevant topic for anyone working in the field of public health. This interactive workshop will explore human sexuality from biological, psychological, and societal perspectives in a comfortable, non-threatening and fun environment</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>• To increase participants' understanding of sexual anatomy and human sexual response</li> <li>• To increase participants' understanding of human sexuality in terms of sexual roles, gender identity, and sexual orientation</li> <li>• To explore the relationship between human sexuality and public health activities</li> </ul>	S.C. Campaign to Prevent Teen Pregnancy / Forrest Alton / DHEC	V		
<b>Legislation Process</b>	<b>F</b>	Participants will gain on overview of our state's political structure and legislative process. We'll use current and past legislation and retrace its steps, providing input about how politics and advocacy influence how laws and policies are made.	Steven Burritt / Lee Dutton	IV		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ <input type="checkbox"/>
<b>Overcoming Communication Barriers</b>	<b>F</b>	This training will provide an overview of basic communication constructs, common contributing barriers and pitfalls, related behaviors and styles, cultural factors, active listening, and culturally sensitive skill-building techniques. In addition, a five-step problem-solving model – which can be used as a guided process to develop skills for surpassing barriers and maintaining cultural competency when working with consumers – is addressed, along with the various activities conducted during this training.	DHEC / Harry Prim	II		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ <input type="checkbox"/>
Parenting	F	<p>“Positive Parenting” will provide a basic overview guiding parents toward positive interaction with their children. An emphasis will be on positive redirection, natural consequences, pro-social activities, and rewards systems for behavior management and positive development. Participants will learn the art of communicating with youth, which involves talking so kids will listen and listening so kids will talk. Participants will be able to identify when to take their own “time-out” so that communication can remain positive and productive for the development of a healthy youth. Participants will role play difficult situations and develop a behavior management plan. <b>Note:</b> Professionals may take this course as a tool to increase their understanding and knowledge on parenting as a means of supporting parents.</p>	Genice Summers	II & V		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ <input type="checkbox"/>
<b>Relationships, Sexuality and Recovery</b>	<b>F</b>	This course will help the professional provide improved services to clients dealing with relationship and sexual issues. The presenter will examine Patrick Carne's work on sexual addiction, Stephanie Covington's work on healthy relationships in recovery, intimacy, the pros and cons of self-help groups, family-of-origin issues, same-sex preference/orientation, relapse issues regarding sexuality and relationships, as well as gender issues. Also how certain drugs, such as cocaine, can fuel sexual acting-out behavior. The workshop will explore sexual development, homophobia, and the counselor's comfort level in helping clients work on these issues.	James Wilson	II		
<b>Strategic Approaches to Address the Culture of College Drinking</b>	<b>F</b>	Campus/community professionals will identify high-risk behaviors/risk factors and will learn to address these with effective environmental strategies.	Curtis Reece	I		

Course/Topic	Priority	Course Description	Identified Instructors	Domain Area/Offered	Fees	✓ □
<b>Teen Pregnancy</b>	<b>F</b>	Teen pregnancy is inexplicably linked to a host of other social issues. How, then, can providers incorporate messages and strategies to prevent teen pregnancy into their already existing programs? Research has documented common characteristics of teen pregnancy prevention programs that have been shown to be effective in reducing risky sexual behavior. However, the world young people live in is ever changing. If our programs don't acknowledge this and change too, then how can we expect to meet the needs of youth? This presentation will outline creative strategies for developing interventions that encompass the characteristics of effective teen pregnancy prevention programs, link teen pregnancy prevention messages to other social issues, and most importantly appeal to young people.	S.C. Campaign to Prevent Teen Pregnancy / Forrest Alton	II		
<b>The Best Practice of Being Creative</b>	<b>F</b>	This training will explore the tools, options, and skills that prevention professionals utilize in delivery of program curricula and other services. Special attention will focus on how to adapt the delivery of the program to meet the needs of a variety of audiences.	Peters, Long & Associates	II		

**APPENDIX E**  
**SUNNY COUNTY AGENCY**  
**Prevention Services Privileges Granted**

\_\_\_\_\_ may provide the following:

<b>Service (definitions on reverse page)</b>	<b>Under Supervision</b>	<b>Independently (has SCAPPA Certification)</b>	<b>May Provide Supervision (supervises staff)</b>
<b>Information Dissemination – Strategy 1</b> (conduct health fairs, make ATOD presentations, create ATOD-specific literature, etc.)			
<b>Education – Strategy 2</b> (provide evidence-based curriculum, general education activities, etc.)			
<b>Alternatives – Strategy 3</b> (conduct drug-free activities, design mentoring program, etc.)			
<b>Community-Based Process – Strategy 4</b> (participate in coalition meetings, organize and plan coalition or committee, etc.)			
<b>Environmental – Strategy 5</b> (collaborate on policy creation, participate in policy enforcement, etc.)			
<b>Problem I.D. and Referral – Strategy 6</b> (conduct ATOD screenings, etc.)			

*Please specify date privileging was granted.*

\_\_\_\_\_  
Immediate Supervisor's Signature      Date      Certified Prevention Supervisor      Review Date

\_\_\_\_\_  
Certified Prevention Supervisor      Date      Certified Prevention Supervisor      Review Date

\_\_\_\_\_  
Privileging Committee Chair      Date      Certified Prevention Supervisor      Review Date



## **Service Definitions:**

**Information dissemination.** This strategy provides awareness and knowledge of the nature and extent of substance use, abuse, and addiction and their effects on individuals, families, and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two. [Note: Information dissemination alone has not been shown to be effective at preventing substance abuse.]

**Education.** This strategy involves two-way communication and is distinguished from the information-dissemination strategy by the fact that interaction between the educator/facilitator and the participants is the basis of its activities. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, critical analysis (e.g., of media messages), and systematic judgment abilities.

**Alternatives.** This strategy provides for the participation of target populations in activities that exclude substance use. The assumption is that constructive and healthy activities offset the attraction to – or otherwise meet the needs usually filled by – alcohol and other drugs and would, therefore, minimize or obviate resort to the latter. [Note: Alternative activities alone have not been shown to be effective at preventing substance abuse.]

**Community-based process.** This strategy aims to enhance the ability of the community to more effectively provide prevention and treatment services for substance abuse disorders. Activities in this strategy include organizing, planning, enhancing efficiency and effectiveness of services implementation, interagency collaboration, coalition building, and networking.

**Environmental.** This strategy establishes or changes written and unwritten community standards, codes, and attitudes, thereby influencing incidence and prevalence of substance abuse in the general population. This strategy is divided into two subcategories to permit distinction between activities that center on legal and regulatory initiatives and those that relate to the service and action-oriented initiatives.

**Problem identification and referral.** This strategy aims at identification of those who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if a person is in need of treatment.

1) These definitions are taken from the Federal Register, Volume 58, Number 60, March 31, 1993.

## **APPENDIX F: RECOMMENDED INTERVIEW PRACTICES AND QUESTIONS**

Prevention staff from around the state were asked to share those interview practices and interview questions that they felt, from the experience of hiring or being hired, were effective in helping to accurately identify well-qualified candidates. These can serve as a model in revising existing practices.

### **Practices**

- Second Interview. During the first interview, consider assigning the candidate a curriculum session or a topic of their choice for him/her to come back and present during the second interview.
- Written assignment. Give the candidate three questions and ask him/her to return written responses to assess writing skills.

### **Interview Questions**

- What are some past job experiences you've had where you've had to juggle multiple tasks?
- What is your experience in public speaking?
- What kind of management style do you prefer?
- What does "being the face of the agency" mean to you?
- Define prevention. (*Helps weed out those who really want to be doing treatment*)
- How would you go about starting up a program in a new place?
- How will you be different in a year from working here?
- Tell me about your best supervisor.
- Give an example of when you really used teamwork to get something done.
- Give an example of a complex assignment you were in charge of where you had to oversee many different kinds of tasks.

**APPENDIX G:  
SAMPLE JOB DESCRIPTION AND TABLE OF CONTENTS  
FOR EMPLOYEE DESK MANUAL**

**Sunny County Behavioral Health Services**

**Job Title:** Prevention Specialist I

**Supervisor:** Director of Prevention Services

**Minimum Qualifications:** B.S. degree and 2 years experience in a human services field. Experience in working with youth is highly recommended.

**Job Purpose:** To reduce substance abuse among youth 11-18 years through the implementation of Project Northland's Slick Tracey Home Team, Amazing Alternatives, PowerLines and Class Action within sixth to ninth grades in Sunny County School Districts #2 and #4. To also coordinate prevention/awareness activities within the community for youth and adults.

**Job Tasks:**

To collaborate with Sunny County School Districts # 2 and #4 to implement Project Northland's Slick Tracey Home Team for 230 sixth-graders.	15%
To collaborate with Sunny County School Districts #2 and #4 to implement Project Northland's Amazing Alternatives for 220 seventh-graders.	15%
To collaborate with Sunny County School Districts #2 and #4 to implement Project Northland's PowerLines for 220 eighth-graders.	15%
To collaborate with Sunny County School Districts #2 and #4 to implement Project Northland's Class Action for 75 ninth-graders.	15%
To coordinate and present at least 20 prevention/awareness activities reaching approximately 500 people within the community for youth and adults in Sunny County.	20%
To record all daily activities' pre/post data in KIT database.	5%
To evaluate all prevention activities and services provided.	5%
To implement agency Health and Safety policies and procedures.	5%
To implement agency QIS policies and procedures.	5%

**Supervision Duties:** None

**Signatures:**

_____ - Employee	_____ Date
_____ - Supervisor	_____ Date

## **Sunny County Behavioral Health Services**

### **Table of Contents**

Job Description

Policy on Supervision of Prevention Services

DAODAS Governing Terms – Prevention Section

- Copy of Governing Terms
- Applicable Prevention Management Plans  
(Project Northland and Information Dissemination)
- Contract Deliverables
- Contract Contact List
- Implementation Schedule

School Class/Bell Schedule

Project Northland Curriculum List

- Slick Tracey Home Team
- Amazing Alternatives
- PowerLines
- Class Action

DAODAS Standard Survey

- Pre-Test
- Post-Test

KIT

- KIT Data Entry Manual
- KIT Input Instructions for FY09
- KIT Single-Service Data Collection Form
- KIT Services Recurring Services Data Collection Form
- DAODAS Recommended Prevention Service Code Guidelines

Prevention Policies and Procedures

- Canceling Scheduled Prevention Classes or Presentations
- Customer Satisfaction Forms
- Policy Statement on Providing Community Prevention Programs
- Policy Statement on Film Loan

Prevention Certification Information

Prevention Ethics

Director's Reports and Updates

Sunny County Personnel Manual

Sunny County Policies and Procedures

- Organizational Chart
- Holiday Schedule
- Employee Statement of Confidentiality
- *Etc.*

Health and Safety Procedures

- Critical Incident Policy and Procedures
- Incident Report
- Prevention and Management of Unsafe Behaviors
- First Aid and CPR Guidelines
- *Etc.*

## **APPENDIX H: GLOSSARY OF TERMS**

**Coaching** – A direct relationship between a prevention staff member and a more experienced prevention professional who provides ongoing evaluation of competency in prevention tasks, observes activities, reviews records and reports, and provides feedback on prevention tasks.

**Mentoring** – To serve as a trusted counselor or teacher, especially in occupational settings.

**Privileging** – To grant or authorize someone to provide a particular service on behalf of the agency.