Chemical Dependency Professionals Board

PREVENTION SPECIFIC EDUCATION CONTENT AREAS

The following subject matter represents content areas appropriate for prevention education. Please utilize this form while completing the Prevention Specific Education Grid for initial application with the OCDP Board for prevention credentials. See note at bottom for those renewing with the OCDP Board, and more information on this process can be found online at https://ocdp.ohio.gov/

Educational sponsors or providers should also utilize this document while determining content areas for courses/workshops/trainings before submitting them to the Board for approval. It is important to note that the OCDP Board will **only accept Continuing Education Units (CEUS) hours from trainings that are approved by the CDP Board**, or have approval from another Ohio behavioral licensing board, such as Ohio Counselor, Social Work, Marriage and Family Therapy (CSWMFT) Board and must demonstrate that the educational content is for those working in the prevention field.

OCDP also accepts certificates of training for prevention certification with awarded continuing education credits that have been approved by certain national **associations focused on the field of prevention as defined by this Board and fit into the required content areas for application**. (APA, ASWB, NAADAC, NASW, NBCC, PTTC etc.) or national prevention conferences such as CADCA and National Prevention Network with continuing education hours. For more information on the approval process, please visit our website.

Some educational courses may cover content that can be split into several content areas. Distribution of course hours cannot exceed the number of hours awarded by the education provider. For applicants pursuing an OCPS, you will need to obtain at least one hundred and twenty (120) hours of prevention related education of which fifty percent shall have been obtained within the last five years and twenty-four (24) of these hours shall be Substance Use Prevention specific.

Regarding Substance Use Prevention specific education

- To meet this requirement, the content of the learning must lead to outcomes that correlate specifically to substance use prevention. For example: training on prevention education curriculums that have proven outcomes as it relates to substance use prevention, or training on evidence-based practices as it relates to substance use prevention outcomes.

- Also considered meeting this requirement would be education courses on tobacco, alcohol and other drugs, only if the course learning relates back to knowledge needed for preventionists, not for clinical knowledge needed for counseling/treatment.

Education in counseling theory, models, strategies and/or techniques for the purpose of <u>accessing</u>, <u>diagnosing</u> or <u>treating</u> behavioral health disorders, including substance use disorders, **will <u>NOT</u>** be accepted as prevention education.

Click to Jump to a Section:

P1 - Planning & Evaluation

This content area focuses on determining the level of community readiness for change, identifying appropriate methods to gather data for prevention planning, and evaluating prevention work.

Education content may include learning and skill development of:	
Logic model development and utilization for strategic planning	*Assessment of community readiness, capacity and prevention programs*
Collecting, organizing, and interpreting different types of data (quantitative /qualitative, surveys, key informant interviews, focus groups, environmental scans, etc.)	
Components of effective, outcome-focused prevention program development	*Prevention program evaluation instruments/models/strategies and their validity, reliability, and cultural relevancy*
Sustainability strategies	*Process/Outcome evaluation*
Evaluating prevention program fidelity	*Linking data to research and prevention strategies*

P2 - Prevention Education & Service Delivery

This content area focuses on the application of what you have learned about prevention through service delivery to individuals in target populations. In other words, it is the "how we deliver" and implement prevention education and evidence- based practices.

Education content may include learning and skill development of:	
Training by approved provider/sponsor on evidence- based or evidence informed prevention education strategies, best practices or curriculum i.e. PAX training, Life Skills, Incredible Years, Q P.R. (Question, Persuade, Refer), Stacked Deck, etc.	
Train the Trainer (TOT) for prevention programs	*Early Childhood development (exemption working with a child with a MH diagnosis)*
Learning styles, instructional strategies, presentation methods	*Group facilitation or enhancing other skills for delivering prevention programming*
Delivering prevention programs to fidelity and appropriate adaptation as it relates to setting, population, culture, etc.	*Adult Allies Training*

P3 - Communication

This content area includes learning the skills and utilizing strategies and methods to disseminate messages and information within the context of prevention. Think of this category as "how we communicate" prevention information and knowledge.

Education content may include learning and skill development of:

Appropriate approaches to reaching target audiences	*Developing media/ public awareness campaigns/social norming campaigns*
Developing media/ public awareness campaigns/social norming campaigns	*Utilization of social media platforms and other technology applications*
Social norming campaigns	*How to deliver prevention presentations and trainings*
Engaging the media and media literacy	*Best practices in media-based prevention messaging*
Information Dissemination strategies	*Effective facilitation and public speaking*

P4 - Community Organization

This content area focuses on mobilizing community members and organizations towards community change. In the context of this section, the word community is defined by and encompasses different sectors which can include youth, parents, business, media, school, youth-serving organizations, law enforcement, religious or fraternal organizations, state or local agencies, and other local organizations. It is about the process of learning a community and its norms to build community ownership and effectively collaborating with stakeholders when planning, implementing and evaluating prevention activities.

Education content may include learning and skill development of:

Strategies for capacity-building, stakeholder/organizational/volunteer engagement and collaboration	
Recruitment, networking and building/leveraging relationships to achieve goals	*Coordinating community coalitions: development and sustainability*
Facilitating community planning processes to include community readiness, action planning, and logic models	*Organizing and facilitating effective meetings and planning processes*

P5 - Public Policy & Environmental Change

This content area centers around learning how to establish/change policies or standards to reduce the incidence and prevalence of behavioral health problems across a population. Skills focus on public policy development through advocacy work and promoting environmental change.

Education content may include learning and skill development of:

Political processes	*Evidence-based prevention policies*
Environmental change strategies and how to implement them	*Environmental Scans*
Advocacy	*Laws and policies pertaining to substance use, responsible gambling, etc.*

P6 - Professional Growth & Responsibility

This content area is specific to understanding the foundations of prevention and current prevention science. More generalized personnel development will not be considered. This content area is the "what and why" of prevention.

Education content may include learning and skill development of:

Prevention science on substance use disorders, behavioral health disorders, and physical health & safety	*Historical progression of prevention research, theory, models, and strategies*
Application of current prevention theory and research to inform best practice, i.e. developmental perspective/ stages, trauma- informed care, adverse childhood experiences, resiliency factors, bullying prevention	
Current prevention related models, i.e. social-emotional learning, youth-led prevention strategies, collective impact, 40 Developmental Assets, etc.	*Socio-ecological systems theories/models (Public Health Model, Continuum of Care, etc.)*
Current issues and research of mental, emotional and behavioral health disorders	*Effective vs Ineffective prevention service delivery strategies*
Evidence Based vs Evidence Informed practices	

PE - Ethics for Prevention *(formerly P7)*

Only education that focuses on ethics as it relates to prevention or Prevention Practitioners and is approved by the board will be considered. It is important to distinguish ethics pertaining to prevention as outlined in Ohio Administrative Code 4758-8-03 from that of other fields. Hours in this content area are required for both prevention applicants (6 hrs.) and for certificate holders renewing their certification (3 hrs.)

Education content may include learning and skill development of:

Recipient rights and informed consent	*Professional Standards*
Unlawful or fraud related conduct	*Discipline in other jurisdictions*
Impairment	*Cooperation with the Board*
Ethical decision making	*Advocacy guidelines*
Federal and local confidentiality laws	*Copyright laws, fidelity to program implementation*
Scope of Practice for Prevention Certified professionals	*Regulations and practice regarding ethical fundraising*
Mandatory reporting including to licensing boards	*Ethical obligations for community and society including self-care consistent with prevention messages*
Conflicts of interest for the Prevention Practitioner	

CS - Cultural Humility in Prevention (*formerly P8*)

Cultural Humility can be covered on its own or as part of any of the content areas above. Education/trainings must be within the context of prevention services and does not include courses with a clinical aspect/emphasis. Areas of culture can include but are not limited to race, ethnicity, age, gender, religion, socio-economic, education, geographical locations, sexual orientation, disability, etc.

Education content may include learning and skill development of:	
Elements of Culture, Norms, values, beliefs, symbols, practices	*Understanding differences and cultural context of target community or individuals*
Assessing Organizational Diversity	*Implicit Bias*
Intersectionality	*Cultural awareness, sensitivity, and responsiveness*
Social Determinants of Health	

PR1 - Prevention Field Related (Only can use PR1 for Renewals)

The content area is only used for Renewals and should only be used by those conducting education programs if the information is related to the field of prevention but does not fit into any of the Content Areas above. Any certificates marked as PR1 can NOT be used for education requirements for those applying for prevention certification; unless the applicant can produce the agenda and goals/objectives of the training, instructor bio, why they believe the PR1 CEU could be applied to a specific Prevention Content area, and the Board makes an exception.

Education content may include learning and skill development of:

PREVENTION RENEWALS

Please see OCDP website or OAC 4758-13 for Renewal Requirements.

For OCPS or OCPC, Six (6) hours must be in P6 content area which includes current research, historical perspectives, theoretical approaches, and current program models. Three (3) hours must be in prevention related Ethics, and the remaining hours must be prevention related; a total of 40 renewal hours. All content areas above can also be used in the PR1 area for RENEWALS.

For OCPSA, Three (3) hours in Content Area P6, and 1.5 hours in Prevention related Ethics and the remaining hours must be prevention related; a total of 20 renewal hours.

Educational providers are to list the number of hours and the content area of the material their course/workshop/training covers on certificates. As an applicant, you should keep agendas and descriptions to verify material was presented in the appropriate content area if you believe content could be applied in another content area than listed on the certificate.

If using college education: One semester hour = 15 clock hours or One quarter hour = 10 clock hours.

Ohio Administrative Code 4758-5 License and Certification requirements
Ohio Administrative Code 4758-13 Continuing Education and License Renewal