



Ohio

Chemical Dependency
Professionals Board

PREVENTION SPECIFIC EDUCATION CONTENT AREAS

The following subject matter represents content areas appropriate for prevention education. Please utilize when filling out 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.

Educational Sponsors or Providers should utilize this document in determining content areas for courses/workshops/trainings for OCDP Board approved Prevention CEU hours.

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.

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

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:

- Strategic Planning i.e. Strategic Prevention Framework (SPF) process
- Data collection i.e. key informant interviewing, running focus groups, stakeholder survey development and implementation
- Assessment of Community Readiness or Prevention Programs
- Strategies to build community capacity
- Logic model development as a planning and evaluation tool
- Collecting, organizing, and interpreting data
- Components of effective prevention program planning
- Effective, outcome-focused prevention programming development
- Prevention program evaluation instruments/models/strategies
- Validity, reliability, and cultural relevancy of evaluation instruments/models
- Evaluation activities to document program fidelity
- Sustainability strategies
- Types of data collection (Quantitative /Qualitative, surveys, key informant interviews, focus groups, environmental scans)
- Process/Outcome evaluation

P2 - Prevention Education & Service Delivery

Learning about and/or how to implement prevention education and evidence- based practices would be in this content area. The content area focuses on the application on what you have learned about prevention.

Education content may include learning and skill development of:

- Training in Evidence- based Prevention Education Strategies, Best practices and Curricula ie. PAX training, Life Skills, Incredible Years, Q P.R. (Question, Persuade, Refer), Stacked Deck
- Train the Trainer (TOT) for prevention programs
- Early Childhood development (exemption working with a child with a MH diagnosis)
- Training and group facilitation techniques for prevention application
- Enhancing skills for delivering prevention programming
- Learning styles, instructional strategies, presentation methods
- Current issues and research of mental, emotional and behavioral health , including the process of addiction, and its effect on the body, developmental processes, and family systems (i.e. marijuana, vaping, anxiety, depression, gambling, grief and loss, eating disorders, human trafficking, fetal alcohol syndrome, suicide, mental health wellness such as mindfulness, etc.)

P3 – Communication

This content area includes the messaging and methods used to promote prevention and health promotion in behavioral health.

Education content may include learning and skill development of:

- Appropriate approaches to reaching target audiences
- Developing media/ public awareness campaigns
- How to properly use social media platforms/marketing
- Social norming campaigns
- Writing and Communication skills
- General Public Speaking skills
- Engaging the Media
- Media Literacy
- Information Dissemination practices
- Motivational Interviewing in a prevention context

P4 - Community Organization

This content area focuses on mobilizing community members for community change. It is about learning to identify the community and its norms and build community ownership. Learning the skills of collaborating with stakeholders in a community when planning , implementing and evaluating prevention activities.

Education content may include learning and skill development of:

- Community Coalitions : Development, sustainability

- Facilitating a Logic Model with Community Stakeholders
- Engaging Stakeholders and Volunteers
- Elements to holding Town Hall meetings
- Strategies for capacity-building, engagement and collaboration
- Networking and outreach strategies within communities and groups
- Organizing effective meetings/committees

P5 - Public Policy & Environmental Change

This content area is learning how to establish/change policies or standards to reduce the incidence and prevalence of behavioral health problems in 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
- Environmental Scans
- Enhancing Community bonding or school engagement
- Server Training
- Socio-ecological systems theories
- Public health model, Continuum of Care
- Advocacy and lobbying (and their differences)
- Health disparities that impact diverse communities, i.e. Bridges out of Poverty training
- Responsible Adult alcohol guidelines

P6 - Professional Growth & Responsibility

It is the responsibility of every Prevention Practitioner to understand the foundations of prevention and remain current in prevention science. This content area is the “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 program models; ie. Stages of Change, Community Readiness Model, 40 Developmental Assets,
- Youth-led prevention strategies
- Adult Allies training
- Linking data to research and prevention strategies

PE (formerly P7)- Ethics for Prevention

Only education that focuses on ethics as it relates to prevention or Prevention Practitioners will be considered. Ethics can also be covered within any of the content areas above.

Education content may include learning and skill development of:

- Professional code(s) of conduct/ethics related to the prevention profession
- Recipient rights and informed consent
- 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

CC (formerly P8) - Cultural Competence in Prevention

Cultural competence can be covered on its own or as part of any of the content areas above. A certain number of hours of education is required for prevention applicants or those renewing their certification.

Education content may include learning and skill development of:

- Elements of Culture, Norms, values, beliefs, symbols, practices
- Understanding Culture as it refers to race, ethnicity, age, gender, religion, income level, education, geographical locations, sexual orientation, disability, etc
- Understanding cultural context of target community or individuals
- Assessing Organizational Diversity
- Implicit Bias
- Intersectionality

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.

PREVENTION ADMINISTRATIVE/SUPERVISORY EDUCATION **CLASSIFICATIONS**

for those obtaining the independent practitioner certification of
Ohio Certified Prevention Consultant

The content areas in this classification focus on education appropriate for prevention professionals in an administrative/supervisory role. Ninety hours of administrative or supervisory education; 45 hours in PS1 and 45 hours in PS2. The list is not exclusive and can be obtained by continuing education credits or college courses.

PS1 - Human Resource Management (at least 3 semester credit hours OR 45 continuing education hours)

• Interpersonal Relations	• Coaching/Consulting
• Organizational Change & Development	• Quality/Process Improvement
• Employee Development	• Professional Writing
• Leadership Development	• Public Relations
• Conflict Management	• Supervision
• Recruitment & Retention	• Labor Relations
• Emotional Intelligence	• Training & Development
• Performance Management	• Contract Negotiation

PS2 - Fiscal Management (at least 3 semester credit hours OR 45 continuing education hours)

• Statistics	• Risk Management
• Finance	• Business Plan Development
• Accounting	• Navigating Sole Proprietorship
• Grant Writing	• Contract Negotiation
• Budgeting	• Asset Management
• Financial Accounting Computer Programs	• Financial Reporting & Compliance

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