

CPP/CPS EDUCATION/TRAINING PROTOCOLS

Section I – Knowledge of Alcoholism and Substance Abuse at all Age Levels and Among People of Diverse Backgrounds and Cultures (CPP – 85 clock hours) (CPS – 50 clock hours) – A minimum of four hours in this section MUST be related to tobacco use and nicotine dependence and a minimum of 15 hours must be specific to cultural competence.

Section I includes course work that provides knowledge of abused substances and addiction; broad overview of the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addiction; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment (e.g., physical, psychological, social, cognitive/mental, and pharmacological); and the mutual aid aspects of AOD use, abuse, addiction and treatment. Examples include:

A. Basic Knowledge: Physical and Pharmacological Effects -- Course work that provides knowledge of AOD (including nicotine) use and abuse; how the brain and other body parts react to AOD ingestion; AOD pharmacology and interaction of AOD with other medications; the nature of addiction; the natural history of alcoholism and other drug dependence; genetic components; the Disease (Medical) Model of addiction; the recovery process from AOD dependence; the Bio-Psycho-Social Model of addiction; and particular substances of abuse (e.g., alcohol, amphetamine and related substances, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioid, phencyclidine and related substances, sedatives, hypnotics or anxiolytics, etc.).

B. Diversity of Intervention and Treatment Approaches -- Course work that provides knowledge of specific therapy models; non-traditional treatment methods; and the theory and practice of recognized (having some basis in literature, research, common or licensed/regulated practice) intervention and treatment approaches; and OASAS-licensed and/or funded modalities and therapy models that address AOD-related problems and diagnoses. Examples include:

acute care alcoholism program	hospital detoxification	inpatient rehabilitation
alcoholism outpatient clinic programs		medically supervised outpatient
drug free day service		methadone maintenance
drug free residential		methadone to abstinence
drug free outpatient		outpatient alcoholism rehabilitation
halfway house		prevention/school/community
innovative prevention/intervention programs		primary care program/alcohol crisis center
tobacco use and nicotine dependence		cultural competence

C. Knowledge of 12 Step and Mutual Aid Groups -- Course work that provides knowledge of the 12 Steps (e.g., describes the history, theory/philosophy, principles and practices); mutual aid groups (e.g., Alcoholics Anonymous, Al-Anon, Narcotics Anonymous, etc.); and spiritual aspects of sobriety and recovery.

D. Cultural Diversity -- Course work that provides knowledge of the similarities and differences between two or more population groups, including recommended approaches in both prevention and treatment for those groups. (e.g., foundations in cultural competence; cross-cultural communication; dealing with bias, racism, stereotyping and prejudice; ethnicity studies).

E. Special Populations -- Course work that provides knowledge of the specific AOD prevention/treatment needs of particular populations. "Special population" is defined by race; minority/protected status; ethnicity; gender; religion; legal status; age; and/or other status (e.g., co-existing psychiatric disorders/MICA, elderly, adolescents, racial minorities, women, veterans, trauma survivors, criminal justice-involved, DWI offenders, sexual orientation, disabilities, eating disorders, compulsive gamblers, domestic violence, etc.).

Education and Training Compliance Protocols (cont'd)

Section II – Prevention Specific and Related to the Performance Domains (Areas of Professional Expertise) (CPP – 60 Clock Hours) (CPS – 48 Clock Hours)

Section II includes course work that corresponds to the six performance domains as identified in the 2013 International Certification and Reciprocity Consortium (ICRC) Prevention Specialist Job Task Analysis (JTA):

- A. Planning and Evaluation** -- Course work that provides knowledge of determining the level of community readiness for change; identifying appropriate methods to gather relevant data for prevention planning; identifying existing resources available to address the community needs; identifying gaps in resources based on the assessment of community conditions; identifying the target audience; identifying factors that place persons in the target audience at greater risk for the identified problem; identifying factors that provide protection or resilience for the target audience; determining priorities based on comprehensive community assessment; developing a prevention plan based on research and theory that addresses community needs and desired outcomes; selecting prevention strategies, programs and best practices to meet the identified needs of the community; implementing a strategic planning process that results in the development and implementation of a quality strategic plan; identifying appropriate prevention program evaluation strategies; administering surveys/pre/posttests at work plan activities; conducting evaluation activities to document program fidelity; collecting evaluation documentation for process and outcome measures; evaluating activities and identifying opportunities to improve outcomes; utilizing evaluation to enhance sustainability of prevention activities; providing applicable workgroups with prevention information and other support to meet prevention outcomes; incorporating cultural responsiveness into all planning and evaluation activities; and preparing and maintaining reports, records, and documents pertaining to funding sources.
- B. Prevention Education and Service Delivery** -- Course work that provides knowledge of coordinating prevention activities; implementing prevention education and skill development activities appropriate for the target audience; providing prevention education and skill development programs that contain accurate, relevant and timely content; maintaining program fidelity when implementing evidence-based practices; serving as a resource to community members and organizations regarding prevention strategies and best practices.
- C. Communication** - - Course work that provides knowledge to promote programs, services, activities and maintenance of good public relations; participation in public awareness campaigns and projects relating to health promotion across the continuum of care; identify marketing techniques for prevention programs; apply principles of effective listening; apply principles of public speaking; employ effective facilitation skills; communicate effectively with various audiences; and demonstrate interpersonal communication competency.
- D. Community Organization** -- Course work that provides knowledge to identify community demographics and norms; identify a diverse group of stakeholders to include in prevention programming activities; build community ownership of prevention programs by collaborating with stakeholders when planning, implementing and evaluating prevention activities; offer guidance to stakeholders and community members in mobilizing for community change; participate in creating and sustaining community-based coalitions; develop or assist in developing content and materials for meetings and other related activities; develop strategic alliances with other service providers within the community; develop collaborative agreements with other service providers within the community; and participate in behavioral health planning and activities.
- E. Public Policy and Environmental Change** -- Course work that provides knowledge to provide resources, trainings and consultations that promote environmental change; participate in enforcement initiatives to affect environmental change; participate in public policy development to affect environmental change; use media strategies to support policy change efforts in the community; collaborate with

various community groups to develop and strengthen effective policy; advocate to bring about policy and/or environmental change.

- F. Professional Growth and Responsibility** -- Course work that provides knowledge to demonstrate the knowledge of current prevention theory and practice; adhere to all legal, professional and ethical principles; demonstrate cultural responsiveness as a prevention professional; demonstrate self-care consistent with prevention messages; recognize importance of participation in professional associations locally, statewide and nationally; demonstrate responsible and ethical use of public and private funds; advocate for health promotion across the life span; advocate for healthy and safe communities; demonstrate knowledge of current issues of addiction; demonstrate knowledge of current issues of mental, emotional and behavioral health.

Section II also includes course work that provides knowledge of OASAS' Risk and Protection-Focused Prevention Framework; OASAS' Results-Focused Prevention Work Plan and its components (i.e., target population and characteristics, performance targets, service approach and verification of achievement); environmental prevention; the Principles of Effectiveness; Safe and Drug Free Schools and Communities Act and programs; science-based programs; the multi-systems model; and classification of preventive interventions:

- Universal -- interventions that are desirable for the general population (e.g., newsletters, media campaigns, celebrations, brochures/pamphlets, etc.);
- Selective -- interventions directed at a subgroup of the population distinguished by age, gender, occupation or other obvious characteristics whose risk for alcohol and substance abuse and problem gambling is above average (e.g., Children of Alcoholics/Children of Substance Abusers programs, junior high transition programs, first-year college student interventions, etc.); and
- Indicated -- interventions targeted to individuals who exhibit the highest level of risk (e.g., prevention counseling, drinking driver programs, Employee Assistance Program interventions, etc.).

Such course work may also be claimed to satisfy CPP requirements in Section IV (Prevention Principles and Practices and the Services Continuum).

Education and Training Compliance Protocols (cont'd)

Section III -- Professional Development and Ethical Responsibilities (CPP -- 45 clock hours, including a minimum of 15 clock hours specific to Ethics for Prevention Professionals and a minimum of two hours in Child Abuse and Maltreatment: Mandated Reporter Training. (CPS -- 22 clock hours, of which 10 hours must be specific to Ethics for Prevention Professionals and a minimum of two hours in Child Abuse and Maltreatment: Mandated Reporter Training

Section III includes course work that provides knowledge of professional and ethical responsibilities for AOD prevention practitioners. To satisfy both the CPP and CPS requirements in this Section, the minimum number of clock hours referenced above for each credential must be focused on Individual and Program Ethics, including the CPP/CPS Canon of Ethical Principles; confidentiality and legal issues (e.g., laws, regulations, confidentiality of client records, quality assurance, policy development, monitoring and development of agency service agreements); mandated reporting (e.g., sexual, physical and emotional abuse, child abuse and domestic violence, etc.); appropriate and inappropriate behaviors in the professional setting; prevention practitioner wellness; identifying standards of conduct for prevention practitioners; setting professional goals with the prevention ethics standards in mind; and utilizing a method of decision making for difficult ethical situations in prevention.

The remainder of the CPP clock hours in this Section may include course work that provides knowledge of professional development for prevention practitioners. Examples include:

- A. Leadership Skills** -- Course work that provides knowledge of management; supervision; working with Boards of Directors and local/regional/state/federal governments; and networking and developing working relationships with community organizations, such as churches, foundations and public health/safety advocates, as well as the media.
- B. Computer Literacy/Resources** -- Course work that provides knowledge of the development of Web sites and pages; the use of graphics software/presentation packages; and utilization of the Internet for surveying community needs, providing education and information to the public and organizations (e.g., calendars and hotlines) and identifying potential funding sources, research and publications related to prevention.

Education and Training Compliance Protocols (Continued)

Section IV -- Prevention Principles and Practices and the Services Continuum (CPP Only -- 60 clock hours)

Section IV includes course work that provides knowledge to enhance skills and abilities to perform as an alcoholism and substance abuse or problem gambling prevention practitioner, as well as course work that familiarizes the individual with all aspects of the addiction services continuum. Examples include:

- A. Systems Approach to Prevention, Principles and Practices** -- Course work that provides knowledge of OASAS' Risk and Protection-Focused Prevention Framework; OASAS' Results-Focused Prevention Work plan and its components (i.e., target population and characteristics, performance targets, service approach and verification of achievement); environmental prevention; the Principles of Effectiveness; Safe and Drug Free Schools and Communities Act and programs; science-based programs; the multi-systems model; and classification of preventive interventions:
- Universal -- interventions that are desirable for the general population (e.g., newsletters, media campaigns, celebrations, brochures/pamphlets, etc.);
 - Selective -- interventions directed at a subgroup of the population distinguished by age, gender, occupation or other obvious characteristics whose risk for alcohol and substance abuse and/or problem gambling is above average (e.g., Children of Alcoholics/Children of Substance Abusers programs, junior high transition programs, first-year college student interventions, etc.); and
 - Indicated -- interventions targeted to individuals who exhibit the highest level of risk (e.g., prevention counseling, drinking driver programs, Employee Assistance Program interventions, etc.).
- B. Addiction Services Continuum** -- Course work that provides knowledge of individual counseling; group counseling; effects of alcoholism and substance abuse and/or problem gambling on family/counseling families and significant others; relapse prevention; vocational education counseling; communicable diseases: HIV/AIDS, STDs, TB, hepatitis; human growth and development; assessment and evaluation; case management and referral; treatment planning; client record keeping; and discharge planning.