

NEW MEXICO PREVENTION WORKFORCE DEVELOPMENT PROFESSIONAL DEVELOPMENT PLAN

This Professional Development Plan is a tool designed to look at specific prevention competencies areas and systematically:

1. Assess current abilities and knowledge/skill expertise;
2. Identify existing gaps; and
3. Pursue a process for competency development.

The domains and competencies listed below are aligned with those established by the International Certification and Reciprocity Consortium (IC&RC) for substance abuse certification and include additional areas identified by a committee of NM prevention professionals. This plan or instrument can be completed by supervisors for their prevention staff or by individuals as a self-development plan. It is recommended that the competencies be review after the first few months of employment or working in the prevention field and annually thereafter.

Use the scale below to rate your abilities and knowledge/skill expertise for each of the competencies as they relate to prevention activities and services. Use the following definitions to help reflect on and identify current level of expertise:

- 1 no experience or knowledge/skill expertise in this competency area
- 2 minimal amount of experience or knowledge/skill expertise in this competency area. Can work effectively in simple situations, with support and coaching from others.
- 3 moderate amount of experience or knowledge/skill expertise in this competency area. Can work effectively in slightly complex situations with minimal amount of support.
- 4 a significant amount of experience or knowledge/skill expertise in this competency area. Can function effectively and independently in a broad range of complex situations.
- 5 broad and deep experience or knowledge/skill expertise in this competency area. You are a model of mastery with regards to the knowledge of the subject matter and skill needed for competency.

Action Steps

What Prevention Training courses will build skills and knowledge in the particular competency area? Consider including other resources and development opportunities (education/training, certification, people, experiences and projects, reading materials).

Comments

What is a reasonable date for achieving a significant step in or completion of competency process?

Describe how improvement has been demonstrated within the competency area.

What percentage of work time is spent in the following domains? Total should equal 100%.

_____ Domain I: Planning and Evaluation

_____ Domain IV: Community Organization

_____ Domain II: Prevention Education and Service Delivery

_____ Domain V: Public Policy and Environmental

Change

_____ Domain III: Communication

_____ Domain VI: Professional Growth and Responsibility

DOMAIN I: PLANNING AND EVALUATION

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
	1	2	3	4	5		
A. <u>General</u> <ul style="list-style-type: none"> Incorporate cultural responsiveness into all planning and evaluation activities. Prepare and maintain reports, records, and documents pertaining to funding sources 							
B. <u>Assess community needs by collecting the most current local data through systematic assessment methods in order to provide relevant data for the planning process.</u> <ul style="list-style-type: none"> Determine the level of community readiness for change. Identify appropriate methods to gather relevant data for prevention planning. Identify existing resources available to address the community needs. Identify gaps in resources based on the assessment of community conditions. Identify the target audience. Identify factors that place persons in the target audience at greater risk for the identified problem. Identify factors that provide protection or resilience for the target audience. 	1	2	3	4	5		
C. <u>Develop a prevention plan by facilitating a planning process that considers the findings of the needs assessment in order to prioritize needs and guide program selection.</u>	1	2	3	4	5		

<ul style="list-style-type: none"> • Determine priorities based on comprehensive community assessment. • Develop a prevention plan based on research and theory that addresses community needs and desired outcomes. • Select prevention strategies, programs, and best practices to meet the identified needs of the community. • Implement a strategic planning process that results in the development and implementation of a quality strategic plan 							
<p>D. <u>Evaluate your prevention efforts</u></p> <ul style="list-style-type: none"> • Identify appropriate prevention program evaluation strategies. • Administer surveys/pre/posttests at work plan activities. • Conduct evaluation activities to document program fidelity. • Collect evaluation documentation for process and outcome measures. • Evaluate activities and identify opportunities to improve outcomes. • Utilize evaluation to enhance sustainability of prevention activities. • Provide applicable workgroups with prevention information and other support to meet prevention outcomes. 	1	2	3	4	5		

DOMAIN II: PREVENTION EDUCATION AND SERVICE DELIVERY

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
<p>A. <u>General Implementation</u></p> <ul style="list-style-type: none"> • Coordinate prevention activities. • Maintain program fidelity when implementing evidence-based practices. • Serve as a resource to community members and organizations regarding prevention strategies and best practices. 	1	2	3	4	5		
<p>B. <u>Implementation of Direct Services Strategies</u></p> <ul style="list-style-type: none"> • Implement prevention education and skill development activities appropriate for the target audience. • Provide prevention education and skill development programs that contain accurate, relevant, and timely content. 	1	2	3	4	5		

DOMAIN III: COMMUNICATION

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
<ul style="list-style-type: none"> • Promote programs, services, activities, and maintain good public relations. • Participate 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. • Demonstrate interpersonal communication competency. 	1	2	3	4	5		

DOMAIN IV: COMMUNITY ORGANIZATION

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
<ul style="list-style-type: none"> • Identify the 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. • Participate in behavioral health planning and activities. 	1	2	3	4	5		

DOMAIN V: PUBLIC POLICY AND ENVIRONMENTAL CHANGE

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
<ul style="list-style-type: none"> • 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. 	1	2	3	4	5		

DOMAIN VI: PROFESSIONAL GROWTH AND RESPONSIBILITY, Continued

COMPETENCIES	None<->Lots					ACTION STEPS / TARGET DATE	COMMENTS
<ul style="list-style-type: none"> • Demonstrate 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. 	1	2	3	4	5		

Employee Signature

Date

Supervisor Signature

Date