

DOMAIN 1: PLANNING AND EVALUATION

Domain 1: Planning and Evaluation	
Task 1: Determine the level of community readiness for change.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Stages of community readiness 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Assessing and building community resources and readiness <input type="checkbox"/> Identifying and engaging key stakeholders 	
Task 2: Identify appropriate methods to gather relevant data for prevention planning	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data 	
Task 3: Identify existing resources available to address the community needs.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Financial, human, and organizational resources 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Assessing and building community resources and readiness <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Capacity building <input type="checkbox"/> Community engagement 	
Task 4: Identify gaps in resources based on the assessment of community conditions.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Logic models as a planning and evaluation tool <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Financial, human, and organizational resources 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Assessing and building community resources and readiness <input type="checkbox"/> Collecting, organizing, and interpreting data 	
Task 5: Identify the target audience.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Continuum of care <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Community characteristics 	

NBHA CB Prevention Specialist Domains Self-Assessment

<p>Skill In:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Cultural responsiveness 	
<p>Task 6: Identify factors that place persons in the target audience at greater risk for the identified problem.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuum of care <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> community characteristics 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis <input type="checkbox"/> Cultural responsiveness 	
<p>Task 7: Identify factors that provide protection or resilience for the target audience.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuum of care <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Community characteristics 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis <input type="checkbox"/> Cultural responsiveness 	
<p>Task 8: Determine priorities based on comprehensive community Assessment.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies to build community capacity <input type="checkbox"/> Logic models as a planning and evaluation tool <input type="checkbox"/> Theory of Change concepts <input type="checkbox"/> Problem prioritization strategies 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 9: Develop a prevention plan based on research and theory that addresses community needs and desired outcomes.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Logic models as a planning and evaluation tool <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Evidence-based prevention interventions in behavioral health <input type="checkbox"/> Components of effective prevention program planning <input type="checkbox"/> Community characteristics 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing effective, outcome focused prevention programming <input type="checkbox"/> Interpreting and applying prevention program evaluation activities <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 10: Select prevention strategies, programs, and best practices to</p>	<i>Notes</i>

NBHA CB Prevention Specialist Domains Self-Assessment

meet the identified needs of the community.	
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Strategies to build community capacity <input type="checkbox"/> Problem prioritization strategies <input type="checkbox"/> Evidence-based prevention interventions in behavioral health <input type="checkbox"/> Components of effective prevention program planning <input type="checkbox"/> Community characteristics 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing effective, outcome focused prevention programming <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Cultural responsiveness 	
Task 11: Implement a strategic planning process that results in the development and implementation of a quality strategic plan.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment, capacity building, planning, implementation, and evaluation methods <input type="checkbox"/> Sustainability strategies <input type="checkbox"/> Cultural diversity 	
<p>Skill In:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting activities consistent with strategic prevention planning models <input type="checkbox"/> Implementing effective, outcome focused prevention programming <input type="checkbox"/> Cultural responsiveness 	
Task 12: Identify appropriate prevention program evaluation strategies.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Components of effective prevention program planning <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing effective, outcome focused prevention programming <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Interpreting and applying prevention program evaluation findings 	
Task 13: Administer surveys/pre/posttests at work plan activities.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data 	
Task 14: Conduct evaluation activities to document program fidelity.	<i>Notes</i>

NBHA CB Prevention Specialist Domains Self-Assessment

<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 15: Collect evaluation documentation for process and outcome measures.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 16: Evaluate activities and identify opportunities to improve outcomes.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guidelines for program adaptation <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Information gathering and data analysis techniques 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Interpreting and applying prevention program evaluation findings 	
<p>Task 17: Utilize evaluation to enhance sustainability of prevention activities.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies needed to build community capacity <input type="checkbox"/> Evidence-based prevention interventions in behavioral health <input type="checkbox"/> Sustainability strategies <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpreting and applying prevention program evaluation findings <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 18: Provide applicable workgroups with prevention information and other support to meet prevention outcomes.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Strategies to build community capacity <input type="checkbox"/> Logic models as planning and evaluation tools <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducting strategic planning activities <input type="checkbox"/> Collecting, organizing, and interpreting data 	
<p>Task 19: Incorporate cultural responsiveness into all planning and evaluation activities.</p>	<i>Notes</i>
<p>Knowledge of:</p>	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Guidelines for program adaptation <input type="checkbox"/> Components of effective prevention program planning <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Validity and reliability of evaluation instruments/models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting culturally relevant evaluation instruments/models <input type="checkbox"/> Interpreting and applying prevention program evaluation findings 	
<p>Task 20: Prepare and maintain reports, records, and documents pertaining to funding sources.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Best practices in documentation 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Interpreting and applying prevention program evaluation findings 	

NBHA CB Prevention Specialist Domains Self-Assessment

Domain 2: Prevention Education and Service Delivery	
Task 1: Coordinate prevention activities.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Training and group facilitation techniques <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Prevention program best practices and models <input type="checkbox"/> Target audience <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Appropriate evaluation instruments and delivery <input type="checkbox"/> Culturally appropriate materials for the target audience 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Working within existing organizational and community structures <input type="checkbox"/> Working with diverse populations <input type="checkbox"/> Following a work plan 	
Task 2: Implement prevention education and skill development activities appropriate for the target audience.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Prevention program best practices <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Guidelines for program adaptation <input type="checkbox"/> Training and group facilitation techniques <input type="checkbox"/> Culturally appropriate materials for the target audience 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Obtaining copyright permission prior to implementing copyrighted materials/content <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Working with diverse populations 	
Task 3: Provide prevention education and skill development programs that contain accurate, relevant, and timely content.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Training evaluation models, instruments, and processes <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Prevention program best practices <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Guidelines for program adaptation <input type="checkbox"/> Training and group facilitation techniques <input type="checkbox"/> Current behavioral health trends and research 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Synthesizing prevention theories and models <input type="checkbox"/> Interpreting evaluation data and revising programming as necessary <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Obtaining copyright permission prior to implementing copyrighted materials/content <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Working with diverse populations <input type="checkbox"/> Working within the context of the organizational culture 	
<p>Task 4: Maintain program fidelity when implementing evidence-based practices.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles and guidelines of fidelity and adaptation <input type="checkbox"/> Prevention intervention protocols 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifying and implementing instructional materials <input type="checkbox"/> Maintaining core components when modifying evidence-based programs 	
<p>Task 5: Serve as a resource to community members and organizations regarding prevention strategies and best practices.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policies, procedures, and legal/programmatic limitations that guide the practice of related professions <input type="checkbox"/> Current evidence-based strategies and best practices <input type="checkbox"/> Prevention resources for instructional programming <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Assessment, capacity building, planning, implementation, and evaluation methods 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implementing evidence-based practices <input type="checkbox"/> Networking and outreach to community stakeholders <input type="checkbox"/> Providing technical assistance <input type="checkbox"/> Effective written and interpersonal communication 	

DOMAIN 3: COMMUNICATION

Domain 3: Communication	
Task 1: Promote programs, services, and activities, and maintain good public relations.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policies, procedures, regulations, and ethical codes that guide interactions with the media and public <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods <input type="checkbox"/> Cultural diversity and social justice <input type="checkbox"/> Media literacy and advocacy <input type="checkbox"/> Effective communication methods <input type="checkbox"/> Behavioral health promotion <input type="checkbox"/> Current behavioral health trends <input type="checkbox"/> Media outlets 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing, modifying, and implementing culturally appropriate materials <input type="checkbox"/> Developing and implementing media strategies <input type="checkbox"/> Identifying target audience <input type="checkbox"/> Advocacy and public health promotion <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Utilizing media outlets <input type="checkbox"/> Evaluating effectiveness of media campaign 	
Task 2: Participate in public awareness campaigns and projects relating to health promotion across continuum of care.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public health models <input type="checkbox"/> Information gathering and data analysis techniques <input type="checkbox"/> Logic models as planning and evaluation tools <input type="checkbox"/> Continuum of care <input type="checkbox"/> Community engagement <input type="checkbox"/> Behavioral health promotion <input type="checkbox"/> Shared risk and protective factors between physical health, substance use, and other behavioral health disorders <input type="checkbox"/> Prevention interventions to reduce the factors between physical health disorders such as depression, substance use, and conduct disorders <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Local, state, and national behavioral health systems and their strategic goals <input type="checkbox"/> Policies, procedures, regulations, and ethical codes that guide interactions with the media and public <input type="checkbox"/> Media and advocacy resources <input type="checkbox"/> Copyright laws and reference procedures 	

NBHA CB Prevention Specialist Domains Self-Assessment

<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying target populations <input type="checkbox"/> Identifying change agents <input type="checkbox"/> Collaboration <input type="checkbox"/> Networking <input type="checkbox"/> Advocacy and public health promotion <input type="checkbox"/> Integrating behavioral and physical health <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Cultural responsiveness <input type="checkbox"/> Conducting evaluation methods 	
<p>Task 3: Identify marketing techniques for prevention programs.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective marketing strategies <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Target audience <input type="checkbox"/> Media literacy and advocacy <input type="checkbox"/> Communication models <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Current trends in media marketing 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating focus groups <input type="checkbox"/> Engaging the media <input type="checkbox"/> Building sustainable relationships and alliances <input type="checkbox"/> Creative processes <input type="checkbox"/> Involving target audience in all stages of the marketing campaign <input type="checkbox"/> Planning a media campaign 	
<p>Task 4: Apply principles of effective listening.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of ethics <input type="checkbox"/> Rules/laws related to mandated reporting <input type="checkbox"/> Target audience <input type="checkbox"/> Interviewing techniques 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Active listening 	
<p>Task 5: Apply principles of public speaking.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audience characteristics <input type="checkbox"/> Culturally appropriate materials for the target audience <input type="checkbox"/> Subject matter <input type="checkbox"/> Desired outcomes 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Researching topic materials <input type="checkbox"/> Organizing presentation logically <input type="checkbox"/> Story telling <input type="checkbox"/> Leading discussion <input type="checkbox"/> Handling unexpected issues <input type="checkbox"/> Seeking and utilizing feedback <input type="checkbox"/> Identifying appropriate visual aids <input type="checkbox"/> Utilizing technological resources in presentation delivery <input type="checkbox"/> Building rapport 	
<p>Task 6: Employ effective facilitation skills.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audience characteristics <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods <input type="checkbox"/> Subject matter <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Communication models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modeling appropriate behaviors and communication skills <input type="checkbox"/> Ensuring outcome-based decisions <input type="checkbox"/> Creating comfortable environments <input type="checkbox"/> Encouraging participation <input type="checkbox"/> Preventing and managing conflict <input type="checkbox"/> Listening and observation <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Ensuring quality decisions <input type="checkbox"/> Time management 	
<p>Task 7: Communicate effectively with various audiences.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Training and group facilitation techniques <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods <input type="checkbox"/> Subject matter <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Federal and local confidentiality laws <input type="checkbox"/> Audience characteristics <input type="checkbox"/> Communication models 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Working within existing community structures and norms <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Synthesizing prevention theory and models <input type="checkbox"/> Active listening <input type="checkbox"/> Seeking and utilizing feedback 	

NBHA CB Prevention Specialist Domains Self-Assessment

Task 8: Demonstrate interpersonal communication competency.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"><li data-bbox="240 275 646 302">□ Basic communication theories<li data-bbox="240 310 967 373">□ Learning styles, instructional strategies, and presentation methods	
Skill in: <ul style="list-style-type: none"><li data-bbox="240 415 894 443">□ Effective written and interpersonal communication<li data-bbox="240 451 873 478">□ Networking and outreach to community partners<li data-bbox="240 487 618 514">□ Facilitating group processes<li data-bbox="240 522 711 550">□ Cultural competence and sensitivity<li data-bbox="240 558 467 585">□ Active listening	

DOMAIN 4: COMMUNITY ORGANIZATION

Domain 4: Community Organization	
Task 1: Identify the community demographics and norms.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Information gathering techniques and data analysis techniques <input type="checkbox"/> Basic terms in epidemiology 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and interpreting data <input type="checkbox"/> Effective written and interpersonal communication 	
Task 2: Identify a diverse group of stakeholders to include in prevention programming activities.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Strategies for engaging community members <input type="checkbox"/> Community characteristics <input type="checkbox"/> Community sector representatives 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Implementing capacity-building strategies among diverse groups <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Identifying current and emerging community leaders 	
Task 3: Build community ownership of prevention programs by collaborating with stakeholders when planning, implementing, and evaluating prevention activities.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Capacity -building strategies <input type="checkbox"/> Engagement strategies <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Role of community ownership 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Identifying current and emerging community leaders <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Providing community training <input type="checkbox"/> Working with existing organizational and community structures <input type="checkbox"/> Fostering shared leadership 	
Task 4: Offer guidance to stakeholders and community members in mobilizing for community change.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Training and group facilitation techniques 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Level of community readiness <input type="checkbox"/> Assessment, capacity building, planning, implementation, and evaluation methods <input type="checkbox"/> Intercommunity organizational structures and patterns of communication <input type="checkbox"/> Strategies for moving leaders to higher levels of readiness <input type="checkbox"/> Advocacy strategies 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transferring ownership of prevention programs to the community <input type="checkbox"/> Increasing level of involvement of local and state organizations and cultural groups <input type="checkbox"/> Training, mentoring, and organizing community groups, volunteers, and other stakeholders <input type="checkbox"/> Effective written and interpersonal communication 	
<p>Task 5: Participate in creating and sustaining community-based coalitions.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Identifying current and emerging community leaders <input type="checkbox"/> Intercommunity organizational structures and patterns of communication <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Strategies for engaging community members <input type="checkbox"/> Assessment, capacity building, planning, implementation, and evaluation methods 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Training, mentoring, and organizing community groups and volunteers <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Cultural responsiveness <input type="checkbox"/> Conducting strategic planning activities 	
<p>Task 6: Develop or assist in developing content and materials for meetings and other related activities.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prevention principles <input type="checkbox"/> Evidence-based practices <input type="checkbox"/> Risk and Protective Factor Theory and other theories relevant to prevention <input type="checkbox"/> Prevention program evaluation instruments/models <input type="checkbox"/> Logic models as a planning tool <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Resources for education, training, and professional development related to prevention <input type="checkbox"/> Culturally appropriate materials for the target audience 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Developing, modifying, and implementing materials for the target 	
<p>Task 7: Develop strategic alliances with other service providers within the community.</p>	<i>Notes</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Intercommunity organizational structures and patterns of communication <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Financial, human, and organizational resources 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiation <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Networking and outreach to community partners <input type="checkbox"/> Building sustainable relationships and alliances <input type="checkbox"/> Demonstrating cultural competence and sensitivity 	
<p>Task 8: Develop collaborative agreements with other service providers within the community.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intercommunity organizational structures and patterns of communication <input type="checkbox"/> Policies, procedures, and legal/programmatic limitations that guide the practice of related professions <input type="checkbox"/> Key leaders of other services providers <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Elements of formal agreements 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working within existing community structures and norms <input type="checkbox"/> Building sustainable relationships and alliances <input type="checkbox"/> Effective written and interpersonal communication 	
<p>Task 9: Participate in behavioral health planning and activities.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local, state, and national behavioral health systems and their strategic goals <input type="checkbox"/> Community planning <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Continuum of care <input type="checkbox"/> Shared risk and protective factors between physical health, substance use, and other behavioral health disorders <input type="checkbox"/> Prevention interventions to reduce the incidence of behavioral health disorders such as depression, substance 	

NBHA CB Prevention Specialist Domains Self-Assessment

<p>use, and conduct disorders</p> <ul style="list-style-type: none"><input type="checkbox"/> Behavioral health promotion	
<p>Skill in:</p> <ul style="list-style-type: none"><input type="checkbox"/> Collaboration<input type="checkbox"/> Integrating behavioral health and physical health<input type="checkbox"/> Networking<input type="checkbox"/> Advocacy and public health promotion<input type="checkbox"/> Training, mentoring, and organizing community groups and volunteers<input type="checkbox"/> Facilitating group processes<input type="checkbox"/> Effective written and interpersonal communication<input type="checkbox"/> Cultural responsiveness	

DOMAIN 5: PUBLIC POLICY AND ENVIRONMENTAL CHANGE

Domain 5: Public Policy and Environmental Change	
Task 1: Provide resources, training, and consultation to promote environmental change	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Political processes <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Evidence-based prevention policies <input type="checkbox"/> Community characteristics <input type="checkbox"/> Theory of change <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Learning styles, instructional strategies, and presentation methods <input type="checkbox"/> Socioecological systems theories <input type="checkbox"/> Public health model 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitating groups <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Communicating prevention policies to decision makers <input type="checkbox"/> Working within local political systems <input type="checkbox"/> Implementing environmental change strategies <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Public speaking <input type="checkbox"/> Training, mentoring, and organizing community groups and volunteers <input type="checkbox"/> Providing technical assistance 	
Task 2: Participate in enforcement initiatives to affect environmental change.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Political processes <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Community norms and other characteristics <input type="checkbox"/> Theory of change <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Law enforcement and regulatory agencies <input type="checkbox"/> Socioecological systems theories <input type="checkbox"/> Interagency dynamics and/or power relationships 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and analyzing data 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Developing and implementing social marketing strategies <input type="checkbox"/> Working with political, judicial, and law enforcement systems <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Public speaking 	
<p>Task 3: Participate in public policy development to affect environmental change.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Political processes <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Community norms and other characteristics <input type="checkbox"/> Theory of change <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Socioecological systems theories <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Community characteristics <input type="checkbox"/> Public health model <input type="checkbox"/> Current behavioral health trends and research 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Developing and implementing social marketing strategies <input type="checkbox"/> Working with political, judicial, and law enforcement systems <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Public speaking <input type="checkbox"/> Technical assistance <input type="checkbox"/> Resource sharing <input type="checkbox"/> Networking and outreach to policy makers 	
<p>Task 4: Use media strategies to support policy change efforts in the community</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Political processes <input type="checkbox"/> Media advocacy and outlets <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Socioecological systems theories <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Community norms and other characteristics <input type="checkbox"/> Current behavioral health trends and research 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Developing and implementing social marketing strategies <input type="checkbox"/> Working within local political systems <input type="checkbox"/> Implementing environmental change strategies 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Public speaking <input type="checkbox"/> Engaging the media <input type="checkbox"/> Cultural competence and sensitivity 	
<p>Task 5: Collaborate with various community groups to develop and strengthen effective policies supporting prevention.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group processes <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Evidence-based prevention policies <input type="checkbox"/> Training, mentoring, and organizing community groups and volunteers <input type="checkbox"/> Community characteristics <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Cultural competence and sensitivity <input type="checkbox"/> Interagency dynamics and/or power relationships 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitating groups <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Implementing environmental change strategies <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Cultural competence and sensitivity <input type="checkbox"/> Networking and outreach to community stakeholders 	
<p>Task 6: Advocate to bring about policy and/or environmental change.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Political processes <input type="checkbox"/> Information gathering techniques and data sources <input type="checkbox"/> Evidence-based environmental strategies <input type="checkbox"/> Theory of change <input type="checkbox"/> Community norms and other characteristics <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Media outlets and resources <input type="checkbox"/> The difference between lobbying and advocacy 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitating groups <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Developing and implementing social marketing strategies <input type="checkbox"/> Communicating prevention policies to decision makers <input type="checkbox"/> Working within local political systems <input type="checkbox"/> Implementing environmental change strategies <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Public speaking 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"><input type="checkbox"/> Identifying and engaging change agents and policy makers<input type="checkbox"/> Negotiating<input type="checkbox"/> Networking and outreach to community stakeholders	
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DOMAIN 6: PROFESSIONAL GROWTH AND RESPONSIBILITY

Domain 6: professional growth and responsibility	
Task 1: Demonstrate knowledge of current prevention theory and practice.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment, capacity building, planning, implementation, and evaluation methods <input type="checkbox"/> Components of effective prevention program planning <input type="checkbox"/> Continuum of care <input type="checkbox"/> Cultural diversity <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Current evidence-based prevention interventions in behavioral health <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Group processes <input type="checkbox"/> Guidelines for program fidelity and adaptation <input type="checkbox"/> Personal biases, beliefs, limitations, and cultural assumptions <input type="checkbox"/> Professional associations and organizations related to behavioral health <input type="checkbox"/> Professional codes of conduct/ethics related to the prevention profession <input type="checkbox"/> Public health model <input type="checkbox"/> Risk and Protective Factor Theory and other theories related to prevention <input type="checkbox"/> Shared risk and protective factors between physical health, substance use, and other behavioral health disorders <input type="checkbox"/> Sustainability strategies <input type="checkbox"/> The process of addiction, its effect on the brain, developmental processes and family systems <input type="checkbox"/> Theory of change 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying current prevention theory and evidence-based practice to prevention work <input type="checkbox"/> Conducting comprehensive strategic planning activities <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Following a work plan <input type="checkbox"/> Maintaining fidelity when adapting evidence-based programs <input type="checkbox"/> Working collaboratively within the public health system 	
Task 2: Adhere to all legal, professional, and ethical principles.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of ethics 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Professional codes of conduct/ethics related to the prevention profession <input type="checkbox"/> Advocacy guidelines <input type="checkbox"/> Basic budget requirements set by funders <input type="checkbox"/> Federal and local confidentiality laws <input type="checkbox"/> Laws related to the reporting of abuse and neglect <input type="checkbox"/> Personal biases, beliefs, limitations, and cultural assumptions <input type="checkbox"/> Policies, procedures, and legal/programmatic limitations that guide the practice of related professions <input type="checkbox"/> Recipient rights and informed consent <input type="checkbox"/> Copyright laws and reference procedures 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying current prevention theory and evidence-based practice to prevention work <input type="checkbox"/> Applying federal and local mandates regarding confidentiality and reporting of suspected abuse and neglect of service recipients <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Demonstrating ethical decision-making in prevention work <input type="checkbox"/> Demonstrating personal use of strategies for healthy living <input type="checkbox"/> Obtaining informed consent of participants <input type="checkbox"/> Continuing professional development through education, self-evaluation, supervision, and consultation to maintain competence and enhance professional effectiveness <input type="checkbox"/> Implementing strategies to ensure the safety of program participants 	
<p>Task 3: Demonstrate cultural responsiveness as a prevention professional.</p>	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative and adaptive uses of community resources <input type="checkbox"/> Cultural characteristics that influence attitudes, behaviors, and perceptions that relate to substance use and mental health <input type="checkbox"/> Culturally appropriate materials for the target audience <input type="checkbox"/> Personal biases, beliefs, limitations, and cultural assumptions <input type="checkbox"/> Professional codes of conduct/ethics related to the prevention profession <input type="checkbox"/> Health disparities that impact diverse communities <input type="checkbox"/> Importance of diverse representation in planning 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active listening <input type="checkbox"/> Modeling cultural competence and sensitivity <input type="checkbox"/> Developing, modifying, and implementing culturally appropriate materials <input type="checkbox"/> Effective written and interpersonal communication and facilitation skills <input type="checkbox"/> Encouraging multiple perspectives <input type="checkbox"/> Networking and relationship building <input type="checkbox"/> Working with diverse populations 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Working within existing organizational and community structures 	
Task 4: Demonstrate self-care consistent with prevention messages.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organization and community resources that support health and well-being <input type="checkbox"/> Healthy living strategies <input type="checkbox"/> Personal biases, beliefs, limitations, and cultural assumptions <input type="checkbox"/> Professional codes of conduct/ethics related to the prevention profession <input type="checkbox"/> Resources for education, training, and professional development related to prevention <input type="checkbox"/> Conflict resolution strategies 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating personal use of strategies for healthy living <input type="checkbox"/> Modeling appropriate behaviors and communication skills <input type="checkbox"/> Preventing and managing conflict <input type="checkbox"/> Seeking and utilizing feedback from peers <input type="checkbox"/> Recognizing personal limitations and seeking assistance when needed 	
Task 5: Recognize importance of participation in professional associations locally, statewide, and nationally.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy strategies <input type="checkbox"/> Current behavioral health systems of care <input type="checkbox"/> Elements of formal agreements <input type="checkbox"/> Financial, human, and organizational resources <input type="checkbox"/> Organizational dynamics and characteristics <input type="checkbox"/> Interagency dynamics and/or power relationships <input type="checkbox"/> Local, state, and national stakeholders <input type="checkbox"/> Local, state, and national behavioral health systems and their strategic goals <input type="checkbox"/> Policies, procedures, and legal/programmatic processes that guide the practice of related professions <input type="checkbox"/> Professional associations and organizations related to behavioral health <input type="checkbox"/> Working within the context of the organizational culture <input type="checkbox"/> Intercommunity organizational structures and patterns of communication 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Public health advocacy <input type="checkbox"/> Training, mentoring, and organizing community groups and volunteers <input type="checkbox"/> Working collaboratively within the public health system <input type="checkbox"/> Working within local political systems <input type="checkbox"/> Effective written and interpersonal communication and facilitation 	

NBHA CB Prevention Specialist Domains Self-Assessment

<input type="checkbox"/> Networking and relationship building	
Task 6: Demonstrate responsible and ethical use of public and private funds.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy strategies <input type="checkbox"/> Basic budget requirements/guidelines set by funders and organizational policy <input type="checkbox"/> Regulations and practices regarding ethical fundraising <input type="checkbox"/> Professional codes of conduct/ethics related to the prevention profession <input type="checkbox"/> Elements of formal agreements <input type="checkbox"/> Conflicts of interest 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting, organizing, analyzing, and reporting funding data <input type="checkbox"/> Demonstrating ethical decision-making in prevention work <input type="checkbox"/> Following a work plan <input type="checkbox"/> Adhering to budget requirements/guidelines <input type="checkbox"/> Applying professional codes of conduct/ethics related to the prevention profession 	
Task 7: Advocate for health promotion and prevention across the life Span.	<i>Notes</i>
Knowledge of: <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy strategies <input type="checkbox"/> Behavioral health promotion <input type="checkbox"/> Health disparities that impact diverse communities <input type="checkbox"/> Current behavioral health systems of care, theory, and practice <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Effective communication methods <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Healthy living strategies <input type="checkbox"/> Collecting, organizing, analyzing, and reporting data and information <input type="checkbox"/> Media and advocacy resources <input type="checkbox"/> Political processes <input type="checkbox"/> Professional associations and organizations related to behavioral health <input type="checkbox"/> Resources for education, training, and professional development related to prevention 	
Skill in: <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Communicating health disparities that impact diverse communities <input type="checkbox"/> Demonstrating personal use of strategies for healthy living <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Engaging the media <input type="checkbox"/> Facilitating group processes 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Identifying target audience <input type="checkbox"/> Implementing environmental change strategies <input type="checkbox"/> Networking and relationship building <input type="checkbox"/> Identifying change agents 	
Task 8: Advocate for healthy and safe communities.	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy strategies <input type="checkbox"/> Behavioral health promotion <input type="checkbox"/> Health disparities that impact diverse communities <input type="checkbox"/> Current behavioral health systems of care, theory, and practice <input type="checkbox"/> Current behavioral health trends and research <input type="checkbox"/> Effective communication methods <input type="checkbox"/> Environmental change strategies <input type="checkbox"/> Healthy living strategies <input type="checkbox"/> Collecting, organizing, analyzing, and reporting data and information <input type="checkbox"/> Media and advocacy resources <input type="checkbox"/> Political processes <input type="checkbox"/> Professional associations and organizations related to behavioral health <input type="checkbox"/> Resources for education, training, and professional development related to prevention <input type="checkbox"/> Community based processes <input type="checkbox"/> Federal and local confidentiality laws 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy in public health promotion and prevention <input type="checkbox"/> Collecting, organizing, and analyzing data <input type="checkbox"/> Communicating health disparities that impact diverse communities <input type="checkbox"/> Demonstrating personal use of strategies for healthy living <input type="checkbox"/> Effective written and interpersonal communication <input type="checkbox"/> Engaging the media <input type="checkbox"/> Facilitating group processes <input type="checkbox"/> Identifying target audience <input type="checkbox"/> Implementing environmental change strategies <input type="checkbox"/> Networking and relationship building <input type="checkbox"/> Identifying change agents <input type="checkbox"/> Working with diverse populations 	
Task 9: Demonstrate knowledge of current issues of addiction	<i>Notes</i>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health disparities that impact diverse communities <input type="checkbox"/> Current behavioral health systems of care, theory, and practice <input type="checkbox"/> Biases, beliefs, and cultural assumptions related to addictions <input type="checkbox"/> Signs, symptoms, and progressive stages of addiction <input type="checkbox"/> Addicted family dynamics <input type="checkbox"/> Effects of drugs on the brain and the body <input type="checkbox"/> Health promotion and prevention within the continuum of care 	

NBHA CB Prevention Specialist Domains Self-Assessment

<ul style="list-style-type: none"> <input type="checkbox"/> Prevention within a Recovery Oriented System of Care (ROSC) <input type="checkbox"/> Co-occurring disorders 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying current prevention theory and evidence-based practice to prevention work <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Working collaboratively within the public health system <input type="checkbox"/> Identifying signs, symptoms, and progressive stages of addiction <input type="checkbox"/> Brief intervention and referral 	
<p>Task 10: Demonstrate knowledge of current issues of mental, emotional, and behavioral health.</p>	<p><i>Notes</i></p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The effects of mental, emotional, and behavioral health on the family <input type="checkbox"/> Co-occurring disorders <input type="checkbox"/> Biases, beliefs, and cultural assumptions related to addictions <input type="checkbox"/> Healthy living strategies and wellness promotion <input type="checkbox"/> Health disparities that impact diverse communities <input type="checkbox"/> Current behavioral health systems of care, theory, and practice <input type="checkbox"/> Evidence-based environmental strategies 	
<p>Skill in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying current prevention theory and evidence-based practice to prevention work <input type="checkbox"/> Working collaboratively within the public health system <input type="checkbox"/> Demonstrating cultural competence and sensitivity <input type="checkbox"/> Public health advocacy <input type="checkbox"/> Identifying signs and symptoms of mental, emotional, and behavioral health <input type="checkbox"/> Brief intervention and referral 	