
Certified Prevention Professional

ROLE DELINEATION STUDY

Final Report

September, 2007

Florida Certification Board

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Introduction

The Center for Prevention Workforce Development (CPWD) contracted with the Florida Certification Board to conduct a Role Delineation Study (RDS) for the job classification of Certified Prevention Professional. FCB follows national standards when conducting RDS' to ensure that any resulting credentialing instruments are directly linked to the knowledge required to perform competently on the job. This report documents the first stage of the RDS process: the identification of the Scope of Service for a Certified Prevention Professional.

The development of a credentialing program designed to measure an individual's competence in a particular area is a long and complex process. The RDS is the first step of the credential development process and is the most commonly applied and accepted validation strategy used in designing credentialing programs. The purpose of the RDS is to formally identify the domains of knowledge and specific tasks needed to be a competent Certified Prevention Professional.

Compliance with Standards

Two widely accepted standards for the development of credentialing programs and certifying agencies are the *Standards for Accreditation of Certifying Agencies* (National Commission for Certifying Agencies, 2002) and the *Standards for Educational and Psychological Tests* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999).

For the purpose of this report, the Standards for Accreditation of Certifying Agencies will be referred to as the NCCA Standards and the Standards for Educational and Psychological Tests will be referred to as the Joint Standards.

The NCCA Standards specifically state that a RDS "must be conducted to clearly delineate performance domains and tasks, associated knowledge and/or skills, and sets of content/item specifications to be used as the basis for developing each type of assessment instruments." In addition, "a report must be published linking the job/practice analysis to specifications for the assessment instruments." The Joint Standards similarly state "the test specifications should be documented, along with their rationale, and the process by which they were developed." The Joint Standards also state that in credentialing tests, role delineation studies "usually provide the basis for defining the test specifications."

The Florida Certification Board used the above standards to help guide the process used for the RDS and in the development of all reports that will serve as documentation for content validity for any resulting Certified Prevention Professional credentialing program.

The Role Delineation Study Process

As mentioned earlier, the RDS is the first step in developing a valid and reliable credentialing program. The RDS is a formal process conducted with selected subject matter experts (SMEs) and consists of two phases. Phase 1 consists of a workshop with SMEs in which the tasks, skills, and knowledge for competent performance are determined. Phase 2 revolves around the validation of the tasks identified by the SMEs in Phase 1. The validation effort includes a survey distributed to a larger group of SMEs and job incumbents. Survey respondents are asked to review the list of tasks and rate each task in terms of its importance to competent job performance and the frequency that each task is performed.

The following steps were conducted as part of Phase 1 of the RDS:

1. The CPWD convened a panel of Subject Matter Experts (SMEs) in the field of prevention to determine the profession's scope of practice. The Florida Certification Board led these SMEs through the role delineation process. During the workshop, the SME panel defined the major performance domains and the associated tasks necessary for competent performance. Knowledge, skills and abilities (KSAs) associated with each task were then identified.
2. The FCB conducted an editorial and psychometric review of the listing of domains, tasks, and knowledge, and prepared a validation survey, which was distributed to a sample of professionals specializing in substance abuse treatment and those individuals who are knowledgeable of the profession and job role, to validate the work of the SMEs.

This report documents the process and results of the **Certified Prevention Professional Role Delineation Study**.

The Role Delineation Study Workshop

The RDS workshop was held March 7-8, 2007, in Orlando, Florida. Amy Peloquin, the Director of Certification with FCB, conducted the workshop. The following section describes the workshop, including the list of participants, the agenda, and the methods used during the workshop.

A. List of Participants

Table 1 identifies the panel members who served as SMEs in the workshop. Panel members were recruited by the CPWD. Panel members are listed in alphabetical order by surname.

Table 1: Subject Matter Experts Participating in Role Delineation Study Workshop

Panel Member

Gail Dixon: Center for Prevention Workforce Development
Kay Doughty: OperationPar
Jackie Griffin Doherty: OperationPar
Debbie Roberts: Juvenile Justice Foundation
Terry Roberts: Center for Drug Free Living
Mary Sutherland: Florida State University
Fran Van de Loo: Center for Drug Free Living

B. Agenda

The following agenda was used during the workshop:

March 7, 2007

Welcome and Introductions
Overview of the Role Delineation Study Process
Define the Target Audience
Review Existing, Related Competencies
Instruction on Identifying Performance Domains, Task Statements, and Knowledge/Skill Statements
Establish Performance Domains
Write/Review Task Statements
Review Progress/Prepare for Day 2
Adjourn

November 9, 2007

Welcome/Introduction to Day 2
Validate Domains and Tasks
Write Knowledge/Skill Statements
Write/Review Knowledge/Skill Statements
Wrap-up and Discussion of Next Steps
Adjourn

C. Defining the Performance Domains

After multiple brainstorming and discussion sessions, the panel members determined the major responsibilities or duties that define the Prevention Professional's job role. After generating an exhaustive list of possible major responsibilities, the panelists identified the following six domains of practice, which are:

- Domain 1: Planning and Evaluation
- Domain 2: Education and Skill Development
- Domain 3: Community Organization
- Domain 4: Public Policy and Environmental Change
- Domain 5: Professional Growth and Responsibility
- Domain 6: Leadership

D. Determining the Task Statements

Once the domains were finalized, the facilitator led the panel members through another series of facilitated brainstorming sessions in which the tasks necessary for competent performance were identified for each domain. Once all the tasks were delineated, the panel members reviewed the listing to ensure that the tasks:

1. Provided full coverage of the job responsibilities,
2. Were independent of each other, and
3. Were appropriately categorized within each domain.

E. Determining the Knowledge, Skill and Abilities (KSAs)

The final step in the RDS workshop was to determine the knowledge and/or skill base that the individual must possess in order to perform specified job tasks. KSAs are grouped within a domain: this means that a specified KSA that is necessary to perform task one, three, and seven will not be restated three times. Rather, the KSA is expected to be applied when carrying out all relevant tasks.

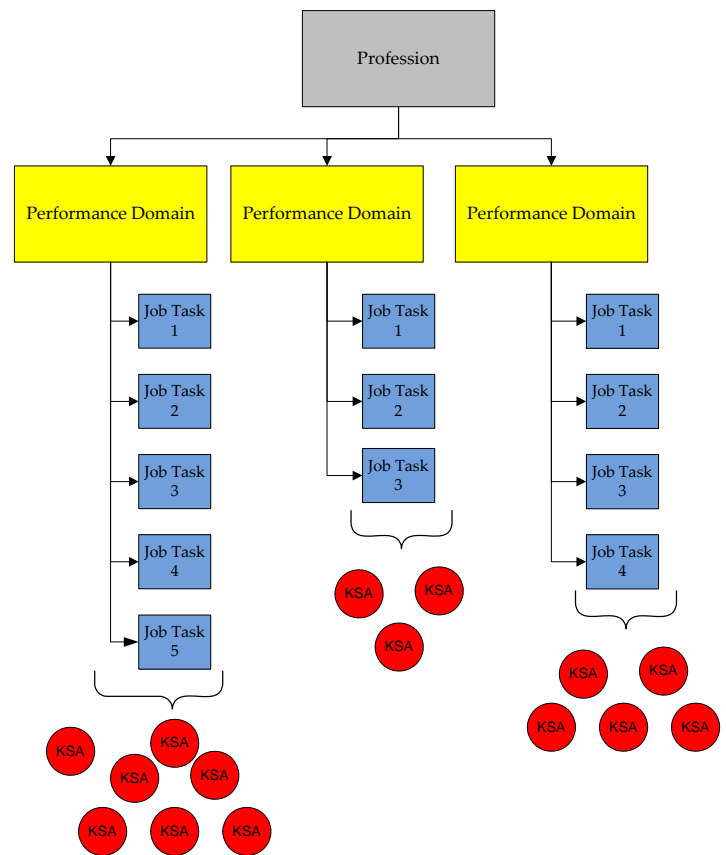
The facilitator led a large group review of the tasks within a domain, and then recorded the KSAs identified by panel members. Unanimous agreement was gained before completing one domain and moving on to another.

F. The Relationship between Domains, Job Tasks, and KSAs

Figure G-1 illustrates the relationship between performance domains, job tasks, and KSAs. A performance domain is a major duty that defines a job role. Each performance domain is further analyzed to identify the specific job tasks that the professional is responsible for performing. Finally, the competencies necessary to perform the job tasks to a specified level of competency are established in the form of knowledge, skill, and ability statements. Combined, these three components objectively describe what the Certified Prevention Professional must know and be able to do in order to perform their job in a competent manner.

In a role delineation study, the knowledge, skill and ability statements are written at the lowest cognitive level required to competently perform the job task. Also, it can be assumed that when a higher order cognitive level is indicated, the Certified Prevention Professional also possesses the lower level cognitive abilities that provide the foundation necessary to perform at the level indicated.

The next section identifies, by performance domain, the job tasks and associated knowledge, skill, and ability statements necessary for competent performance as a Certified Prevention Professional.



Performance Domains, Job Tasks, and KSAs

Domain 1: Planning and Evaluation

Job Tasks that should be performed by the Certified Prevention Professional in the Planning and Evaluation domain are:

- 1.1 Use needs assessment strategies to gather relevant data for prevention planning.
- 1.2 Identify gaps and prioritize needs based on the assessment of relevant conditions.
- 1.3 Select prevention strategies, program, and best practices to meet identified needs.
- 1.4 Develop a prevention plan based on research and theory that addresses needs and desired outcomes.
- 1.5 Identify resources to sustain prevention activities.
- 1.6 Identify appropriate basic prevention program evaluation strategies.
- 1.7 Conduct basic evaluation activities to document program implementation and service effectiveness.
- 1.8 Use evaluation findings to determine whether and how to adapt prevention strategies.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Planning and Evaluation domain are:

- 1.a. Understand relationship of indicators to specific variables.
- 1.b. Know the methodology for prioritizing needs.
- 1.c. Understand criteria for matching interventions to need.
- 1.d. Know the logic model process.
- 1.e. Know indicators of community norms.
- 1.f. Be able to use the appropriate process measures.
- 1.g. Understand the threshold for making changes.

Domain 2: Education and Skill Development

Job Tasks that should be performed by the Certified Prevention Professional in the Education and Skill Development domain are:

- 2.1 Develop prevention education and skill development activities based on target audience analysis.
- 2.2 Connect prevention theory and practice to implement effective prevention education and skill development activities.
- 2.3 Maintain program fidelity when implementing evidence-based programs.
- 2.4 Assure that education and skill activities are appropriate to the culture of the population being served.
- 2.5 Use effective and proven prevention strategies to meet the needs of the target audience.
- 2.6 Ensure all prevention education and skill development programs provide accurate, relevant, timely and appropriate content information.
- 2.7 Identify, adapt, or develop instructor and participant materials for use when implementing prevention activities.
- 2.8 Provide professionals in related fields with accurate, relevant, timely, and appropriate prevention information.
- 2.9 Provide technical assistance to community members and organizations regarding prevention strategies and best practices.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Education and Skill Development domain are:

- 2.a. Know and understand cultural and linguistic adaptations.
- 2.b. Perform critical thinking.
- 2.c. Know and understand fidelity measures.
- 2.d. Be able to measure or verify cultural appropriateness.
- 2.e. Understand the differences between model programs and individual strategies.
- 2.f. Be able to match content to target population and strategy
- 2.g. Understand the connection between related fields.

Domain 3: Community Organization

Job Tasks that should be performed by the Certified Prevention Professional in the Community Organization domain are:

- 3.1 Identify appropriate mechanisms to document the community's demographic characteristics and core values.
- 3.2 Identify key community leaders to ensure diverse representation in prevention activities.
- 3.3 Build community ownership of prevention strategies by collaborating with key community leaders/members when planning, implementing, and evaluating prevention activities.
- 3.4 Provide technical assistance to community members/leaders in implementing prevention programs, policies, and practices.
- 3.5 Develop capacity within the community by recruiting, training, and mentoring prevention-focused volunteers.
- 3.6 Assist in creating and sustaining community-based coalitions.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Community Organization domain are:

- 3.a. Know the methods for determining community values.
- 3.b. Be able to match leaders to community populations.
- 3.c. Possess the strategies and methods for community collaboration.
- 3.d. Know the levels of collaboration.
- 3.e. Know the steps in program implementation
- 3.f. Know strategies for recruiting volunteers.
- 3.g. Know the criteria for effective coalitions.

Domain 4: Public Policy and Environmental Change

Job Tasks that should be performed by the Certified Prevention Professional in the Public Policy and Environmental Change domain are:

- 4.1 Examine the community's public policies and norms to determine environmental change needs.
- 4.2 Make data-driven recommendations to policy makers/stakeholders that will positively influence the community's public policies and norms.
- 4.3 Provide technical assistance, training, and consultation that promote environmental change.
- 4.4 Participate in public policy development and enforcement initiatives to affect environmental change.
- 4.5 Use effective social marketing to change community norms.
- 4.6 Utilize proven effective environmental strategies to influence community change.
- 4.7 Advocate for appropriate public policy and environmental change to achieve prevention outcomes.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Public Policy and Environmental Change domain are:

- 4.a. Know and understand indicators of community norms and be able to measure them.
- 4.b. Know the components of a prevention-positive environment.
- 4.c. Know, understand and follow principles of data-driven decision-making.
- 4.d. Know and utilize methods of enforcing policies and strategies for policy development.

Domain 5: Professional Growth and Responsibility

Job Tasks that should be performed by the Certified Prevention Professional in the Professional Growth and Responsibility domain are:

- 5.1 Maintain personal knowledge, skills, and abilities related to current prevention theory and practice.
- 5.2 Network with others to develop professional relationships.
- 5.3 Adhere to all legal, professional, and ethical standards.
- 5.4 Build skills necessary for effectively working within the cultural context of the community.
- 5.5 Demonstrate self-care consistent with prevention messages.
- 5.6 Maintain prevention records that support funding and accreditation requirements.
- 5.7 Utilize technology as appropriate to support prevention services.
- 5.8 Demonstrate respect for individual difference (including learning styles and culture) when communicating with persons receiving services, their families and member of the community.
- 5.9 Use both personal power and professional authority fairly and purposefully avoid the abuse of power.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Professional Growth and Responsibility domain are:

- 5.a. Be able to identify best practices.
- 5.b. Know, understand, and follow local and federal regulations.
- 5.c. Understand and perform the components of cultural competence.
- 5.d. Understand and perform the components of self-care.
- 5.e. Know the elements and principles of effective documentation.
- 5.f. Be able to use the appropriate assessment and intervention methods specific to culture and gender.
- 5.g. Know and understand the elements of power and authority.

Domain 6: Leadership

Job Tasks that should be performed by the Certified Prevention Professional in the Leadership domain are:

- 6.1 Use a person-centered leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.
- 6.2 Be a role model by taking full responsibility for one's decisions, supervisory practices, and personal wellness.
- 6.3 Understand, monitor, and ensure compliance with local, state, and federal regulations, requirements of funders and accrediting body standards for the delivery of prevention services.
- 6.4 Provide honest, positive, and constructive feedback.
- 6.5 Understand the various contexts (e.g., organizational, political, societal, cultural) in which prevention is conducted.
- 6.6 Select, adapt, implement, and evaluate appropriate problem solving, decision making, and conflict resolution techniques.
- 6.7 Understand and consistently apply agency policies, procedures, organizational structure, and communication protocols.
- 6.8 Effectively apply technology within agency and regulatory limits for communications, program monitoring, report writing, problem solving, record keeping, and other activities.

Knowledge, Skills and Abilities that the Certified Prevention Professional should possess in order to perform the tasks identified in the Public Policy and Environmental Change domain are:

- 6.a Know and understand the elements of leadership and person-centered leadership.
- 6.b Know sources of regulatory authority and compliance issues.
- 6.c Understand and use motivational approaches, fundamentals of coaching, and reflective listening techniques.
- 6.d Understand and utilize methods of conflict resolution.
- 6.e Understand the appropriate uses and limitations of technology.

The Role Delineation Study Validation Survey

While the panel members of the RDS Workshop are considered subject matter experts, they represent only a small group of practitioners and their expert status may result in a perception of the profession that is different from many practitioners. It is for this reason that an RDS validation survey is developed and sent to a larger sample of practitioners. The survey was open to panel members prior to opening it to the target audience in order to gather data from the two groups. The responses from the survey respondents are then compared to the panelists' responses as a way to validate the panel's analysis of the profession.

A. Developing the Survey

Using the final performance domains and task statements identified through the RDS workshop, the FCB prepared a web-based survey that enabled respondents to evaluate and provide feedback on the SME identified domains and task statements.

The survey provided respondents with an explanation of its purposes, as well as clear instructions for its completion. Along with each domain and task listing, definitions of the rating scales were provided on each page. Based on the list of 48 tasks for the 6 domains, the survey asked the respondent to rate the importance, criticality, and the frequency of each task. A 5-point Likert-type scale was used, where a higher value indicated more importance and higher frequency. In addition, the survey asked demographic information of the respondents, such as gender, age, and level of education. A copy of the Validation Survey Instrument can be found in Appendix A.

The demographic data was used to verify that the survey data was representative of the practice settings, experience level, and education level of the population of incumbent Prevention Professionals. All survey data was captured in a common database, which was then analyzed by the FCB's psychometrician, Dr. Akihito Kamata.

B. The Survey Sample

To contact incumbent Prevention Professionals, the FCB developed a survey participation request letter, which was then disseminated to all panel members for distribution to incumbent professionals.

The request for participation letter provided a statement of purpose, a brief overview of the survey, the internet link to the survey itself, and the timeframe for completion. If the respondent did not have ready access to the internet, respondents were encouraged to contact the FCB for a hard copy of the survey if necessary. In total, 91 people responded to the survey. The demographic characteristics of the sample are summarized in Tables C-1 through C-9. In some cases, not all respondents answered every question, so the total number for respondents for each demographic question may not equal the total number of surveys analyzed. In addition, for some questions, respondents had the opportunity to select more than one option, so the total value would be larger than the total number of surveys returned.

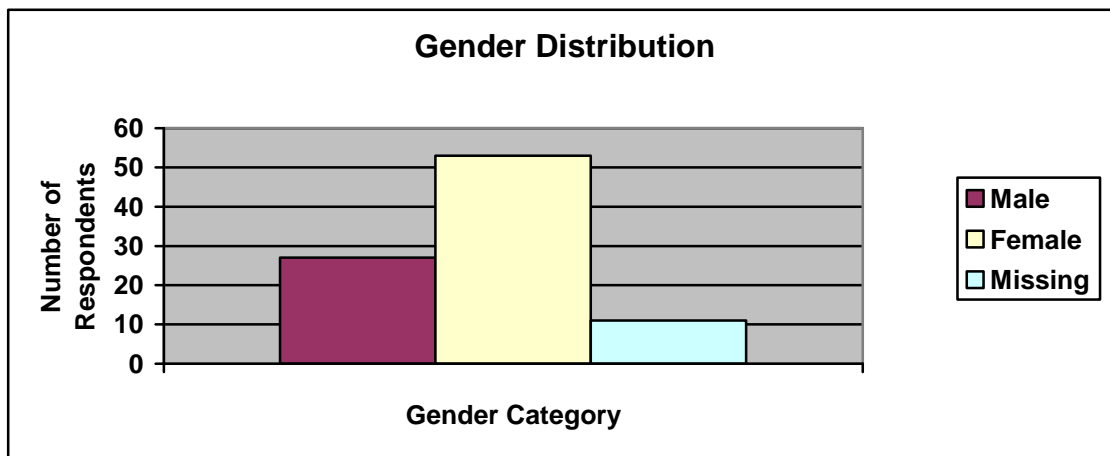
C. Analysis of Demographic Data

Nine (9) demographic questions were asked in the survey. This section provides a summary of the demographic results and confirms that the survey sample represents practitioners from a variety of practicing settings with varying levels of education, experience, and background. All percentages were calculated on actual responses to each question, but missing responses have also been documented. Note that some of the percents will not add to 100% due to rounding.

Gender:

Of those responding to the survey, 33.8% (n=27) of the respondents were male and 66.3% (n=53) of the respondents were female. Eleven respondents did not indicate gender. Table C-1 summarizes the gender variable.

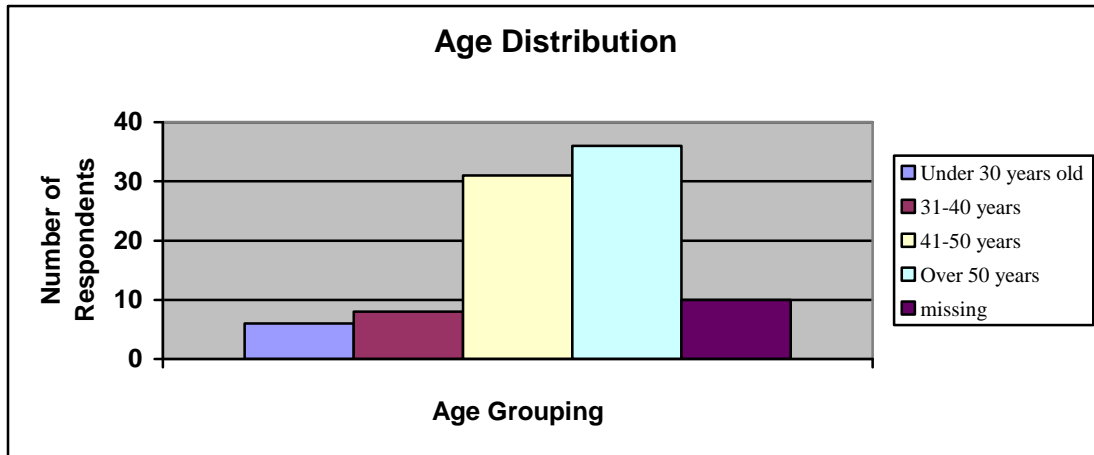
Table C-1: Summary of the Gender Demographic Responses



Age:

All levels of age were represented in the survey. The majority of the respondents (44.4%) were over the age of 50 years. Slightly more than 38% of the respondents (15.3%) were between the ages of 41 and 50. The remaining respondents were equally distributed between respondents under the age of 30 years and respondents between the ages of 31-40. The age variable is summarized below in Table C-2.

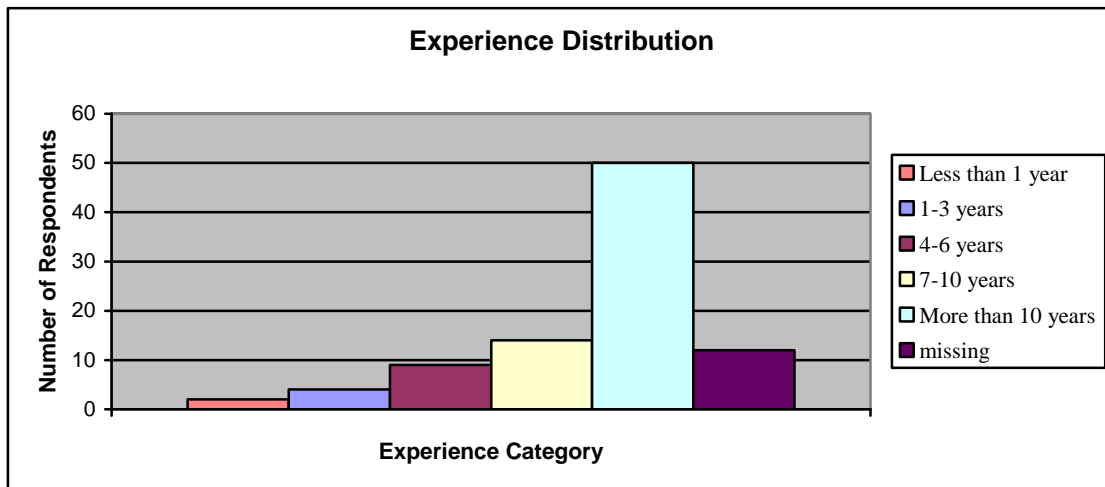
Table C-2: Summary of the Age Demographic Responses



Years of Experience

The majority of respondents (63.3%) indicated that they had more than 10 years of practice as prevention professionals. 17.7% of the respondents indicated they had between 7 and 10 years of experience, followed by 11.4% of the respondents who indicated they had between 4 and 6 years of experience. Slightly more than 5% of the respondents indicated they had between 1 and 3 years of experience. 2.5% of respondents indicated they had less than one year of experience. The distribution of number of years of practice is illustrated in Table C-3.

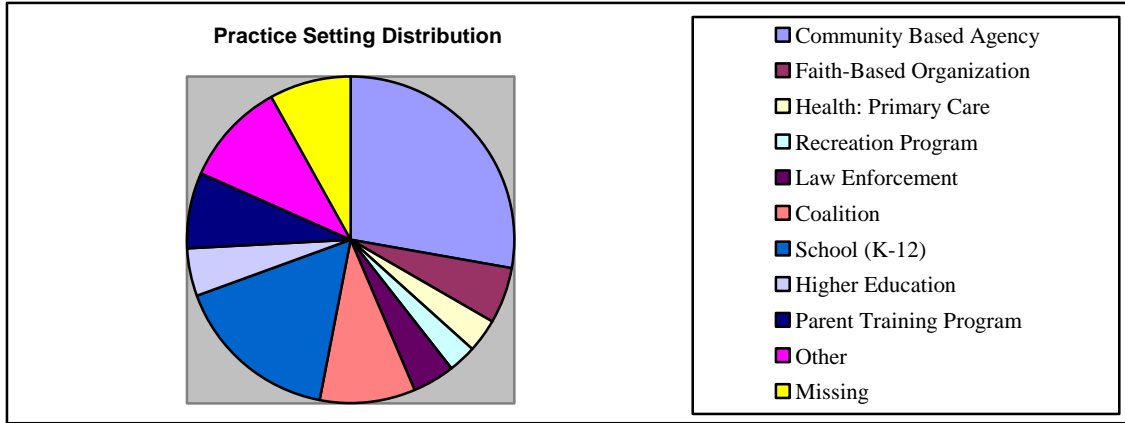
Table C-3: Summary of Years of Experience Demographic Responses



Practice Area:

A variety of practice settings were represented by the survey respondents as shown below in Table C-4.

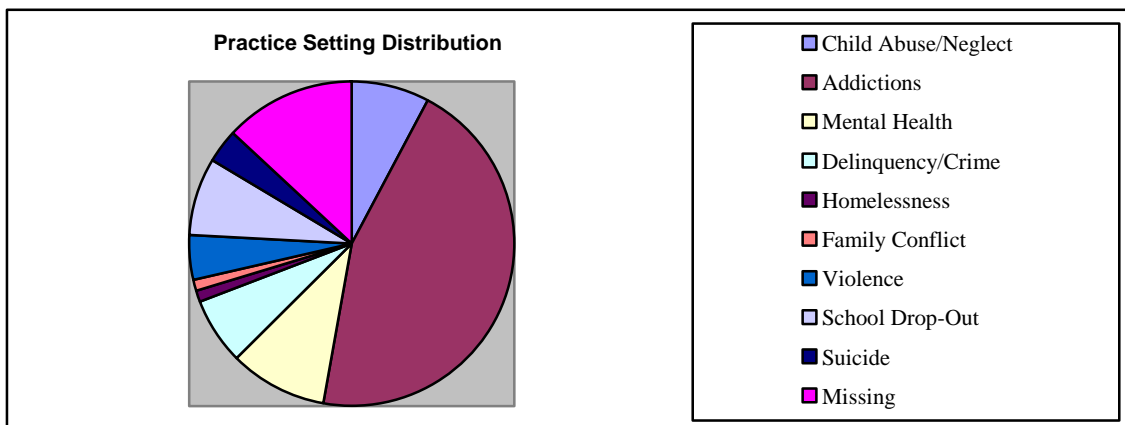
Table C-4: Summary of the Practice Area Demographic Responses



Job Function:

In addition to working in a variety of practice settings, individuals responding to the survey work in various job functions, as indicated in Table C-5 below. More than half (51.9%) of the respondents indicated that they currently serve in an addiction-focused role. Although respondents may work in multiple job functions, respondents were asked to select their *primary* job function.

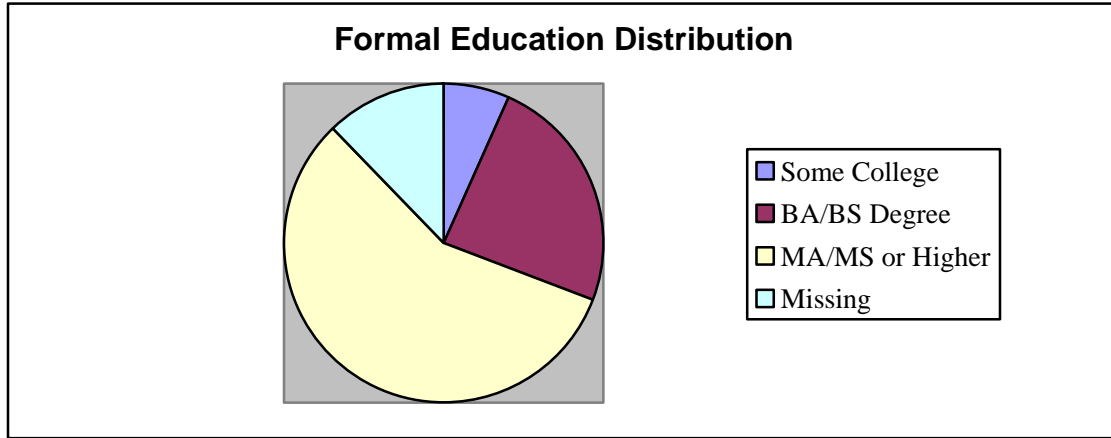
Table C-5: Summary of the Job Function Demographic Responses



Formal Education

Respondents were asked to identify their highest level of formal education. 65% of respondents hold a Master's degree or higher. 27.5% of respondents hold a Bachelor's degree. No respondents have completed less than some college education. The distribution is illustrated in table C-6.

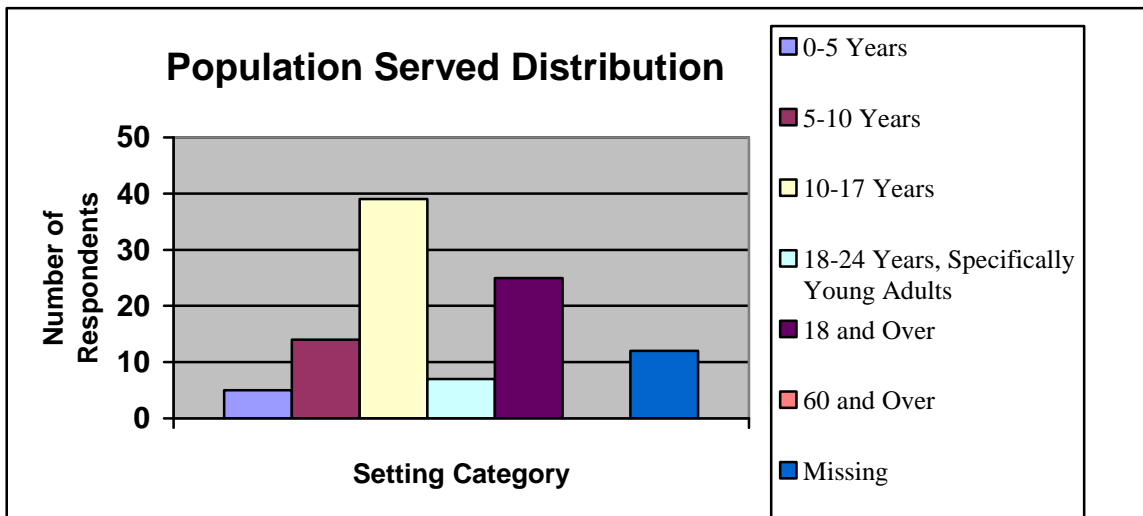
Table C-6: Summary of the Highest Level of Education Demographic Responses



Population Served

Respondents were asked to identify the population areas they served. The majority of respondents (49.4%) indicated that they served youth populations between the ages of 10 to 17 years of age. Table C-7 provides the summary of the population to be served.

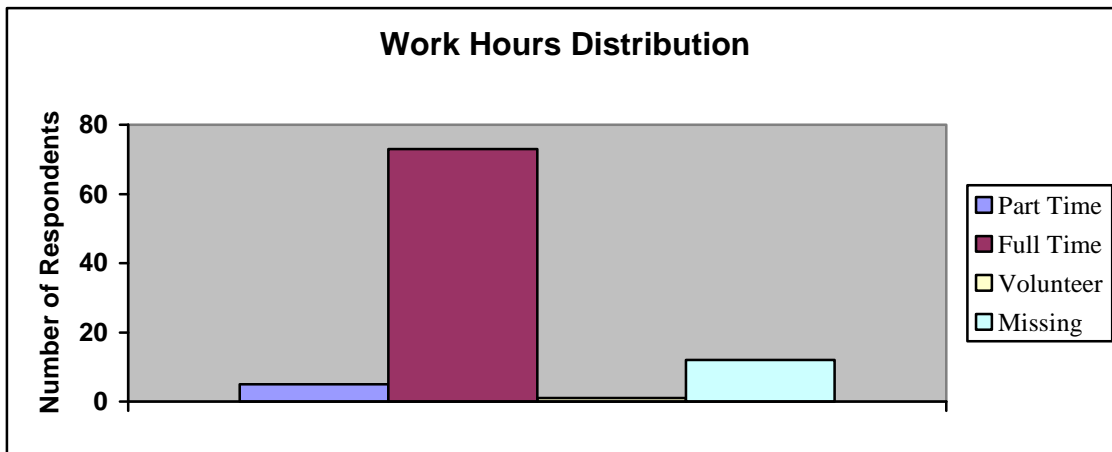
Table C-7: Summary of the Population Served Demographic Responses



Work Hours

The majority of respondents (92.4%) indicated that they worked full time. Only 5 respondents worked part time and 1 respondent indicated they were a volunteer. Table C-8 shows the distribution of work hours.

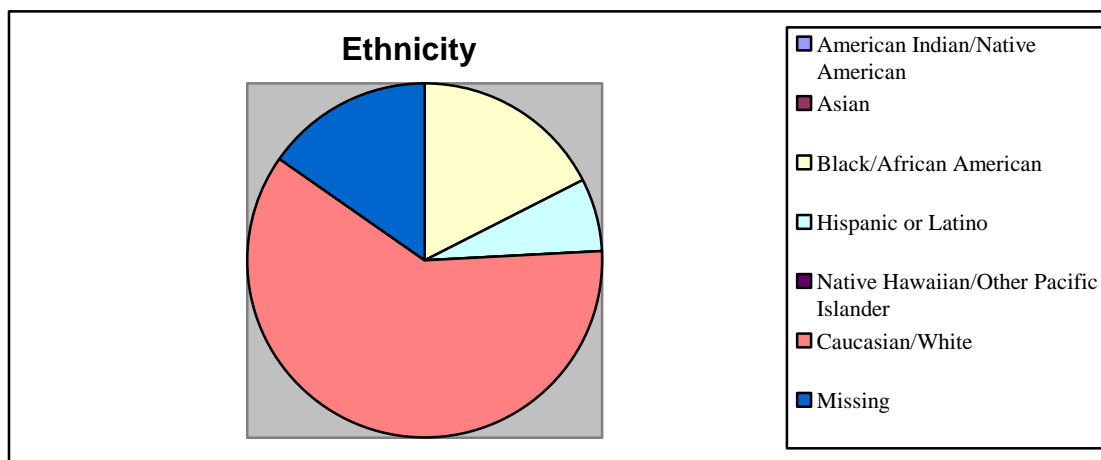
Table C-8: Summary of the Work Hours Distribution



Ethnicity

The final survey demographic question asked information regarding the ethnicity of the respondents. As shown in Table C-9, a range of ethnicities was represented.

Table C-9: Summary of the Ethnicity Responses



Determining the Domain Percentages

The responses from the survey were analyzed and compared to the responses of the panel members. In particular, the domains are compared to ensure that the coverage on the examination at the domain level is not significantly different between panel members and the survey respondents. If the responses for the domain ratings are similar between the two groups, then one can assume that the work produced by the panel members is a valid assessment of the profession.

The survey respondents and the panel members were asked to evaluate the six domains in terms of importance and frequency, using the same five-point scale. Survey respondents and panel members were also asked to estimate the percentage of time a Prevention Professional spends performing duties in these domains.

A. Importance Ratings

Respondents were asked to use the five-point scale (see table A-1, below) to respond to the following question, “How important is the domain, relative to the other domains, to the job performance of a Prevention Professional?”

Table A-1: Importance Rating Scale

Rating	Description
1	Not Important
2	Somewhat Important
3	Important
4	Very Important
5	Extremely Important

As shown in Table A-2, all six of the domains were evaluated as being important by survey respondents, as the lowest rating was 3.55.

Table A-2: Importance Ratings – Survey Respondents

Performance Domains	Survey Importance Ratings
Planning and Evaluation	4.20
Education and Skill Development	4.07
Community Organization	3.69
Public Policy and Environmental Change	3.55
Professional Growth and Responsibility	4.38
Leadership	4.22

B. Frequency Ratings

Respondents were asked to use the five-point scale (see table B-1, below) to respond to the following question, “How much time, on average, does a Prevention Professional spend performing duties in these domains, relative to the other domains?”

Table B-1: Frequency Rating Scale

Rating	Description
1	Never
2	Rarely
3	Infrequently
4	Frequently
5	Repetitively

As shown in Table B-2, all five domains were evaluated as being performed an average or fair amount of time, with the lowest rating at 2.91.

Table B-2: Frequency Ratings – Survey Respondent

Performance Domains	Survey Frequency Ratings
Planning and Evaluation	3.60
Education and Skill Development	3.55
Community Organization	3.08
Public Policy and Environmental Change	2.91
Professional Growth and Responsibility	3.44
Leadership	3.86

C. Summary of Findings Regarding Domains

As shown in the tables in the preceding pages, the perception of the profession by the survey respondents is consistent with the perception of the panelists. Both groups found all six domains “important” to “extremely important.” While there were some differences in the frequency and estimated percentages, the differences were not by significant values. In fact, the minor differences between the panelists and survey respondents in terms of the frequency and estimated percentage of time spent in the domains may be attributed to the small number of panel members per the workshop design. The small number of panel members needed to conduct the RDS Workshop (Phase 1) is one reason why a validation survey (Phase 2) is sent to a larger audience.

In accordance with standard practice, the test blueprint is computed based on the survey responses rather than the panelists’ ratings. However, in the final acceptance of the test blueprint, the data from the workshop panelists may also be considered.

The Test Blueprint

The final phase of the Role Delineation Study was to develop the test blueprint. The test blueprint provides the exact number of items from each domain and task that should appear on the examination. Exam items should be developed to assess the knowledge and skills in each domain and task according to the determined percentages.

Appendix B contains a summary test blueprint, which identifies the number of items that should be on the exam for each domain and task. Appendix C contains a detailed test blueprint, which adds to the Summary Test Blueprint by including the knowledge and skill statements associated with each performance domain. The detailed test blueprint is typically helpful to item writers as examination items are developed and to curriculum developers designing competency-based instruction. In addition, the detailed blueprint provides the candidates with considerably more information regarding the scope of knowledge the examination will be measuring.

A. Testing Format

A variety of testing formats exist for appropriately assessing a candidate's knowledge. Typically, multiple-choice examinations are used to measure knowledge, while performance-based examinations are used to assess skills and actual job performance. Each testing format has its advantages and its disadvantages. Ultimately, it is the decision of the certifying agency as to which examination format they prefer to use.

The Florida Certification Board recommends that the Prevention Professional certification examination be in multiple-choice format. This format can be scored objectively, allows for the most thorough content coverage, and is the least expensive to administer. In addition, the FCB evaluated the tasks and associated knowledge statements outlined in the role delineation and concluded that the use of a written, multiple-choice examination format is appropriate to assess candidate performance for the Prevention Professional.

The FCB recommends that the examination instrument includes 150 items. The examination blueprint has been calculated for 150 items.

B. Overview of Statistical Analysis

All statistical work was conducted by the FCB's psychometrician, Dr. Akihito Kamata. When developing the test blueprint for the Prevention Professional examination, the first consideration was given to the mean percentage assigned to each domain. The mean value was used to:

1. identify any task statements that should be eliminated from the test blueprint, and
2. determine the percentage of the examination that should be allocated for the domain.

First, the mean rating was calculated for “Importance” and “Frequency” by task. Tasks with a mean rating of less than 2.5 are flagged as “not important” or “not frequently performed.” As expected, none of the tasks identified by the panelists in the Role Delineation Study Workshop would be eliminated as these panelists have delineated these tasks as critical for competent performance of a Prevention Professional. The survey data analysis indicated that all tasks are important and are frequently performed, as the lowest survey mean rating was 3.07. Therefore, all tasks identified by the panelists were used in the development of the test blueprint.

To calculate the percentage allocated per domain, the weight of each task was determined in the following way.

- ☑ First, the average ratings for “Importance” and “Frequency” were calculated for each task.
- ☑ Next, the mean of the two ratings was calculated, establishing the Mean Combined Rating.
- ☑ Then, the mean combined rating for each of the 48 tasks was summed to establish the Total Rating Score, which is 182.00 in this case.
- ☑ Finally, the weight for each task (exam proportion) was computed by dividing the Mean Combined Rating by the Total Rating Score.

The weight of each task was determined in the following way. First, the average ratings for the Importance and the Frequency were obtained for each task. Then, the mean of the two ratings were computed (mean combined rating). Finally, the weight for each task was computed by dividing the mean combined rating by the total rating score.

Second, the number of items for each domain was determined by multiplying the number of test items (150 items) by the domain proportion and rounding to the nearest integer. As a result, the numbers of items for the 6 domains were derived as 26, 28, 17, 18, 31, and 30.

These values were compared to average estimates of how much they spend doing the job tasks in each of the 6 domains from the survey. They were 25.26%, 20.88%, 13.14%, 9.81%, 14.83%, and 16.08% for the 6 domains. The rank orders of the 6 domains are not consistent between the allocated items and how much they spend doing the job tasks. However, it was decided not to adjust the derived number of items for each domain, because the number of tasks within each domain should be examined before such adjustment is made.

Third, the number of items for each task was determined within each domain. For example, for Domain 1, it was determined that 26 items are allocated for this domain. Since there are 8 tasks for this domain, 4 items should be allocated for 2 tasks with highest exam proportions, while 3 items should be allocated for the remaining 6 tasks. Consequently, tasks 1.3, and 1.5 were chosen to assign 4 items. On the other hand, for Domain 4, 18 items were allocated. Since there are 7 tasks for this domain, 3 items should be allocated to 4 tasks and 2 items should be allocated to 3 tasks. Tasks 4.1, 4.3, and 4.4 had the lowest three exam proportions, so these three items were chosen to allocate 2 items, rather than 3 items. The same procedures were used for the remaining 4 Domains.

C. Reliability of Task Ratings

Since the mean task ratings for importance and frequency are directly used to determine the number of exam items, it is important that the data be reliable. The reliability of the task ratings can be described as the consistency of the score/ratings that are obtained on the observed scales.

One of the most common methods used to determine the reliability of a measurement instrument is the Cronbach Coefficient Alpha (Cronbach, 1951). This statistic measures the internal consistency of responses made within a survey. A widely used rule is that the reliability coefficient should be at least .70 (Nunnally, 1978). However, it is noted that this is just a rule and there have been many studies published in the social science literature with coefficient alpha reliabilities under .70.

The coefficient reliability of each scale (importance and frequency) was calculated across all tasks. The results (see Table C-1, below) support the use of the survey respondents’ ratings to determine exam proportions of each task.

Table C-1: Reliability Estimates of the Task Ratings

Variable	Reliability Estimate
Importance	.961
Frequency	.961

With reliability estimate values greater than .80, we can assume that the respondents responded to the survey in a consistent manner with thoughtful consideration to each rating provided and that the questions relating to those tasks were appropriately interpreted by respondents.

D. Summary Statistics for the Domains and Tasks

To determine the proportion of the examination to be allocated to each domain, the mean percentage values per the survey respondents was computed. Table D-1 provides a listing of the calculated percentage (adjusted/rounded to yield 100%). The importance and frequency mean ratings for the tasks, and the calculated exam proportions, are provided in table D-2.

Table D-1: Percent of Exam Items per Domain

Domain	Percent of Exam Item
Planning and Evaluation	17.1%
Education and Skill Development	18.9%
Community Organization	11.2%
Public Policy and Environmental Change	12.4%
Professional Growth and Responsibility	20.4%
Leadership	20.0%

Table D-2a: Summary of Ratings with Calculated Exam Proportions by Domain

Domain	Importance Rating	Frequency Rating	Exam Proportion
Planning and Evaluation	4.20	3.60	17.1%
Education and Skill Development	4.07	3.55	18.9%
Community Organization	3.69	3.08	11.2%
Public Policy and Environmental Change	3.55	2.91	12.4%
Professional Growth and Responsibility	4.38	3.44	20.4%
Leadership	4.22	3.86	20.0%

Table D-2b: Summary of Ratings with Calculated Exam Proportions by Domain and Task

Domain/Task	Importance Rating	Frequency Rating	Exam Proportion
Domain 1: Planning and Evaluation			
Task 1.1	4.29	3.62	2.17%
Task 1.2	4.20	3.47	2.11%
Task 1.3	4.37	3.80	2.24%
Task 1.4	4.20	3.84	4.02%
Task 1.5	4.26	3.81	2.22%
Task 1.6	4.02	3.48	2.06%
Task 1.7	4.13	3.53	2.10%
Task 1.8	4.10	3.28	2.03%
Domain 2: Education and Skill Development			
Task 2.1	3.90	3.50	2.036%
Task 2.2	3.91	3.46	2.02%
Task 2.3	4.00	3.58	2.08%
Task 2.4	4.26	3.49	2.13%
Task 2.5	4.20	3.69	2.17%
Task 2.6	4.33	3.65	2.19%
Task 2.7	4.02	3.54	2.08%
Task 2.8	4.30	3.84	2.24%
Task 2.9	3.72	3.24	1.91%
Domain 3: Community Organization			
Task 3.1	3.60	2.84	1.77%
Task 3.2	3.59	2.95	1.80%
Task 3.3	3.97	3.30	2.00%
Task 3.4	3.67	3.09	1.86%
Task 3.5	3.63	2.96	1.81%
Task 3.6	3.69	3.32	1.93%

Domain 4: Public Policy and Environmental Change			
Task 4.1	3.40	2.73	1.68%
Task 4.2	3.67	2.85	1.79%
Task 4.3	3.49	2.98	1.78%
Task 4.4	3.42	2.80	1.71%
Task 4.5	3.62	2.94	1.80%
Task 4.6	3.58	3.00	1.81%
Task 4.7	3.70	3.08	1.86%
Domain 5: Professional Growth and Responsibility			
Task 5.1	4.58	3.89	2.33%
Task 5.2	4.07	3.80	2.16%
Task 5.3	4.82	4.23	2.49%
Task 5.4	4.36	3.80	2.24%
Task 5.5	4.16	3.82	2.19%
Task 5.6	4.49	3.98	2.33%
Task 5.7	3.97	3.56	2.07%
Task 5.8	4.58	4.00	2.36%
Task 5.9	4.41	3.90	2.28%
Domain 6: Leadership			
Task 6.1	3.94	3.73	2.11%
Task 6.2	4.11	3.80	2.17%
Task 6.3	4.43	4.00	2.32%
Task 6.4	4.48	4.05	2.34%
Task 6.5	4.39	3.93	2.29%
Task 6.6	4.12	3.71	2.15%
Task 6.7	4.22	3.89	2.23%
Task 6.8	4.22	3.90	2.23%
Task 6.9	4.06	3.76	2.15%

Conclusion

The Prevention Professional Role Delineation Study was conducted in keeping with the professional credential development standards established by the NCCA and the Joint Standards. Upon completion of the Role Delineation Study Final Report, the test blueprint is final and should not be changed until an updated Role Delineation Study is completed. In particular, the domains, tasks, and assigned percentages cannot be modified. The associated knowledge and skill statements can be modified, if necessary. However, this modification can in no way change the percentage values for the domains and tasks.

The lifespan of the Role Delineation Study and test blueprint is five years. After five years, it is recommended that another Role Delineation Study is conducted to update the domains and tasks and to assess any changes to the importance and frequency ratings. If significant changes occur, such as a significant shift in the professional body of knowledge due to advances in evidence based practice, there may be a need to consider updating the Role Delineation Study sooner than the year 2012.

Appendix A: Validation Survey Instrument

Note: The Survey was conducted on-line. This document duplicates the survey content and format. .

Introduction

The Florida Certification Board (FCB) is conducting a role delineation study (RDS) for the job classification of Certified Prevention Professional. The purpose of an RDS is to identify the core performance domains of practice and the specific job tasks which are performed by prevention professionals.

The FCB follows national standards when conducting RDS' to ensure that resulting certification standards and examination instruments reflect the knowledge and skills necessary to perform competently on the job. Part of this process involves asking current practitioners to validate the core performance domains and job tasks of compulsive gambling counselors.

You have been asked to respond to this survey because of your background and experience related to helping individuals with addictive behaviors, which may include compulsive gambling. Please select the "next" button for an overview of the survey structure and directions for completing the survey.

Survey Overview

This survey is divided into five sections.

- Section 1 asks you to rate "how important" each core job task is to the overall job performance of a compulsive gambling counselor.
- Section 2 asks you to rate "how critical" each core job task is. Criticality refers to the degree that the inability to perform the job task competently would be seen as causing harm to the client, the public, etc.
- Section 3 asks you to rate "how frequently" the counselor performs job tasks within each domain.
- Section 4 allows you to provide us with feedback regarding the performance domains and job tasks. In this section you are able to recommend performance domains and/or job tasks that you believe are missing from the survey. To view a full copy of the performance domains and job tasks, please visit the FCB website at <http://www.flcertificationboard.org/>.
- Section 5 asks you to provide your demographic information. This information is confidential and is not linked to your survey. The purpose of collecting demographic information is to ensure that we have survey data from a representative sample of practitioners.

Survey Direction

1. You may exit and re-enter this survey at any time as long as you use the same computer. If you cannot complete the survey in one sitting, you may want to print a hard copy of the survey, complete the survey, and enter your ratings at one time.
2. Please carefully review the definitions of each rating scale before starting. The definitions are provided at the start of each section. To print a hard copy of the definitions, please visit the FCB website.
3. The survey data will not be submitted until you complete the entire survey and select the "Done" button.
4. Please select the "next" button to begin the survey. Thank you for your participation!

Section 1: Importance

This section is divided into five performance domains. Under each domain is a list of job tasks performed by the prevention professional within that domain. For each job task, please indicate how important each job task is to the performance of a prevention professional. Select the number of the description that best describes how frequently the job task is performed.

1=Not Important. Performance of the task is not essential to job performance.

2=Somewhat Important. Performance of the task is minimally essential to job performance.

3=Important. Performance of the task is moderately essential to job performance.

4=Very Important. Performance of the task is clearly essential to job performance.

5=Extremely Important. Performance of the task is absolutely essential to job performance.

Domain 1: Planning and Evaluation

1.1 Use needs assessment strategies to gather relevant data for prevention planning.

1 2 3 4 5

1.2 Identify gaps and prioritize needs based on the assessment of relevant needs.

1 2 3 4 5

1.3 Select prevention strategies, programs, and best practices to meet identified needs.

1 2 3 4 5

1.4 Develop a prevention plan, based on research and theory, that addresses needs and desired outcomes.

1 2 3 4 5

1.5 Identify resources to sustain prevention activities.

1 2 3 4 5

1.6 Identify appropriate basic prevention program evaluation strategies.

1 2 3 4 5

1.7 Conduct basic evaluation activities to document program implementation and service effectiveness.

1 2 3 4 5

1.8 Use evaluation findings to determine whether and how to adapt prevention strategies.

1 2 3 4 5

Domain 2: Education and Skill Development

2.1 Develop prevention education and skill development activities based on a target audience analysis.

1 2 3 4 5

2.2 Connect prevention theory and practice to implement effective prevention education and skill development.

1 2 3 4 5

2.3 Maintain program fidelity when implementing evidence-based programs.

1 2 3 4 5

2.4 Assure that education and skill development activities are appropriate to the culture of the population being served.

1 2 3 4 5

2.5 Use effective and proven strategies to meet the needs of the target audience.

1 2 3 4 5

2.6 Ensure all prevention education and skill development programs provide accurate, relevant, timely, and appropriate content information.

1 2 3 4 5

2.7 Identify, adapt, or develop instructor and participant materials for use when implementing prevention professionals in related fields with activities.

1 2 3 4 5

2.8 Provide accurate, relevant, timely, and appropriate prevention information.

1 2 3 4 5

2.9 Provide technical assistance to community members and organizations prevention strategies and best practices.

1 2 3 4 5

Domain 3: Community Organization

3.1 Identify appropriate mechanisms to document the community's demographic characteristics and core values.

1 2 3 4 5

3.2 Identify key community leaders to ensure diverse representation in prevention activities.

1 2 3 4 5

3.3 Build community ownership of prevention strategies by collaborating with key community leaders/members when planning, implementing, and evaluating prevention activities.

1 2 3 4 5

3.4 Provide technical assistance to community members/leaders in implementing prevention programs, policies, and practices.

1 2 3 4 5

3.5 Develop capacity within the community by recruiting, training, and mentoring prevention-focused volunteers

1 2 3 4 5

3.6 Assist in creating and sustaining community-based coalitions.

1 2 3 4 5

Domain 4: Public Policy and Environmental Change

4.1 Examine the community's public policies and norms to determine environmental change needs.

1 2 3 4 5

4.2 Make data-driven recommendations to policy makers/stakeholders that will positively influence the community's public policies and norms.

1 2 3 4 5

4.3 Provide technical assistance, training, and consultation that promote environmental change.

1 2 3 4 5

4.4 Participate in public policy development and enforcement initiatives to affect environmental change.

1 2 3 4 5

4.5 Use effective social marketing to change community norms.

1 2 3 4 5

4.6 Utilize proven effective environmental strategies to influence community change.

1 2 3 4 5

4.7 Advocate for appropriate public policy and environmental change to achieve prevention outcomes.

1 2 3 4 5

Domain 5: Professional Growth and Responsibility

5.1 Maintain personal knowledge, skills, and abilities related to current prevention theory and practice.

1 2 3 4 5

5.2 Network with others to develop professional relationships.

1 2 3 4 5

5.3 Adhere to all legal, professional, and ethical standards.

1 2 3 4 5

5.4 Build skills necessary for effectively working within the cultural context of the community.

1 2 3 4 5

5.5 Demonstrate self-care consistent with prevention messages.

1 2 3 4 5

5.6 Maintain prevention records that support funding and accreditation requirements.

1 2 3 4 5

5.7 Utilize technology as appropriate to support prevention services.

1 2 3 4 5

5.8 Demonstrate respect for individual difference (including learning styles and culture) when communicating with persons receiving services, their families and members of the community.

1 2 3 4 5

5.9 Use both personal power and professional authority fairly and purposefully avoid the abuse of power.

1 2 3 4 5

Domain 6: Leadership

6.1 Use a person-centered leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.

1 2 3 4 5

6.2 Be a role model by taking full responsibility for one's decisions, supervisory practices, and personal wellness.

1 2 3 4 5

6.3 Understand, monitor, and ensure compliance with local, state, and federal regulation, requirements of funders and accrediting body standards for the delivery of prevention services.

1 2 3 4 5

6.4 Provide honest, positive, and constructive feedback.

1 2 3 4 5

6.5 Understand the various contexts (e.g., organizational, political, societal, cultural) in which prevention is conducted.

1 2 3 4 5

6.6 Select, adapt, implement, and evaluate appropriate problem solving, decision making, and conflict resolution techniques.

1 2 3 4 5

6.7 Understand and consistently apply agency policies, procedures, organizational structure, and communication protocols.

1 2 3 4 5

6.8 Effectively apply technology within agency and regulatory limits for communications, program monitoring, report writing, problem solving, record keeping, and other activities.

1 2 3 4 5

Section 2: Criticality

This section is divided into the same five performance domains and under each domain is the same set of job tasks that you evaluated in the last section. In this section, please indicate the degree of harm that may occur to the client, the public, etc. if the gambling addictions counselor does not perform the job task competently.

1=No Harm. Inability to perform task would have no adverse consequences.

2=Minimal Harm. Inability to perform task would lead to error with minimal adverse consequences.

3=Moderate Harm. Inability to performs task would lead to error with moderate adverse consequences.

4=Significant Harm. Inability to perform task would lead to error with major adverse consequences.

5=Extreme Harm. Inability to perform task would lead to error with severe consequences.

Domain 1: Planning and Evaluation

1.1 Use needs assessment strategies to gather relevant data for prevention planning.

1 2 3 4 5

1.2 Identify gaps and prioritize needs based on the assessment of relevant needs.

1 2 3 4 5

1.3 Select prevention strategies, programs, and best practices to meet identified needs.

1 2 3 4 5

1.4 Develop a prevention plan, based on research and theory, that addresses needs and desired outcomes.

1 2 3 4 5

1.5 Identify resources to sustain prevention activities.

1 2 3 4 5

1.6 Identify appropriate basic prevention program evaluation strategies.

1 2 3 4 5

1.7 Conduct basic evaluation activities to document program implementation and service effectiveness.

1 2 3 4 5

1.8 Use evaluation findings to determine whether and how to adapt prevention strategies.

1 2 3 4 5

Domain 2: Education and Skill Development

2.1 Develop prevention education and skill development activities based on a target audience analysis.

1 2 3 4 5

2.2 Connect prevention theory and practice to implement effective prevention education and skill development.

1 2 3 4 5

2.3 Maintain program fidelity when implementing evidence-based programs.

1 2 3 4 5

2.4 Assure that education and skill development activities are appropriate to the culture of the population being served.

1 2 3 4 5

2.5 Use effective and proven strategies to meet the needs of the target audience.

1 2 3 4 5

2.6 Ensure all prevention education and skill development programs provide accurate, relevant, timely, and appropriate content information.

1 2 3 4 5

2.7 Identify, adapt, or develop instructor and participant materials for use when implementing prevention professionals in related fields with activities.

1 2 3 4 5

2.8 Provide accurate, relevant, timely, and appropriate prevention information.

1 2 3 4 5

2.9 Provide technical assistance to community members and organizations prevention strategies and best practices.

1 2 3 4 5

Domain 3: Community Organization

3.1 Identify appropriate mechanisms to document the community's demographic characteristics and core values.

1 2 3 4 5

3.2 Identify key community leaders to ensure diverse representation in prevention activities.

1 2 3 4 5

3.3 Build community ownership of prevention strategies by collaborating with key community leaders/members when planning, implementing, and evaluating prevention activities.

1 2 3 4 5

3.4 Provide technical assistance to community members/leaders in implementing prevention programs, policies, and practices.

1 2 3 4 5

3.5 Develop capacity within the community by recruiting, training, and mentoring prevention-focused volunteers

1 2 3 4 5

3.6 Assist in creating and sustaining community-based coalitions.

1 2 3 4 5

Domain 4: Public Policy and Environmental Change

4.1 Examine the community's public policies and norms to determine environmental change needs.

1 2 3 4 5

4.2 Make data-driven recommendations to policy makers/stakeholders that will positively influence the community's public policies and norms.

1 2 3 4 5

4.3 Provide technical assistance, training, and consultation that promote environmental change.

1 2 3 4 5

4.4 Participate in public policy development and enforcement initiatives to affect environmental change.

1 2 3 4 5

4.5 Use effective social marketing to change community norms.

1 2 3 4 5

4.6 Utilize proven effective environmental strategies to influence community change.

1 2 3 4 5

4.7 Advocate for appropriate public policy and environmental change to achieve prevention outcomes.

1 2 3 4 5

Domain 5: Professional Growth and Responsibility

5.1 Maintain personal knowledge, skills, and abilities related to current prevention theory and practice.

1 2 3 4 5

5.2 Network with others to develop professional relationships.

1 2 3 4 5

5.3 Adhere to all legal, professional, and ethical standards.

1 2 3 4 5

5.4 Build skills necessary for effectively working within the cultural context of the community.

1 2 3 4 5

5.5 Demonstrate self-care consistent with prevention messages.

1 2 3 4 5

5.6 Maintain prevention records that support funding and accreditation requirements.

1 2 3 4 5

5.7 Utilize technology as appropriate to support prevention services.

1 2 3 4 5

5.8 Demonstrate respect for individual difference (including learning styles and culture) when communicating with persons receiving services, their families and members of the community.

1 2 3 4 5

5.9 Use both personal power and professional authority fairly and purposefully avoid the abuse of power.

1 2 3 4 5

Domain 6: Leadership

6.1 Use a person-centered leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.

1 2 3 4 5

6.2 Be a role model by taking full responsibility for one's decisions, supervisory practices, and personal wellness.

1 2 3 4 5

6.3 Understand, monitor, and ensure compliance with local, state, and federal regulation, requirements of funders and accrediting body standards for the delivery of prevention services.

1 2 3 4 5

6.4 Provide honest, positive, and constructive feedback.

1 2 3 4 5

6.5 Understand the various contexts (e.g., organizational, political, societal, cultural) in which prevention is conducted.

1 2 3 4 5

6.6 Select, adapt, implement, and evaluate appropriate problem solving, decision making, and conflict resolution techniques.

1 2 3 4 5

6.7 Understand and consistently apply agency policies, procedures, organizational structure, and communication protocols.

1 2 3 4 5

6.8 Effectively apply technology within agency and regulatory limits for communications, program monitoring, report writing, problem solving, record keeping, and other activities.

1 2 3 4 5

Section 5: Demographic Information

Please answer each of the following demographic questions. This data will be used to ensure that an appropriate sample of professionals' demographic backgrounds is represented in the survey data collection and validation study.

All demographic information is kept strictly confidential and no individual or agency will be identifiable in any report using the information collected through this survey.

1. Gender:

Male Female

2. Age:

Under 30 years old 31-40 years old 41-50 years old Over 50 years old

3. How many years of related professional experience do you have?

Less than 1 Year 1-3 Years 4-6 Years 7-10 Years More than 10 years

4. Which of the following best describes your current work setting? Check all that apply.
- Inpatient Outpatient Residential Intensive Outpatient
 Community Based Substance Abuse Treatment Program
 Community Based Mental Health Treatment Program
 Criminal Justice/Community Corrections Treatment Program Crisis Stabilization
 Private Practice
5. Which of the following best describes your current job function? Select only one.
- Counselor/Therapist Clinical Supervisor Psychiatrist/Psychologist
 Manager/Administrator Other
6. Which populations do you currently serve in your job? Select only one.
- Adult Youth Both
7. Which of the following best describes your work hours?
- Part-Time Full-Time Other
8. In which state do you work?
9. What is your highest level of education completed? Select only one.
- Some college BA/BS Degree MA/MS Degree Doctoral Degree
10. Please identify current licenses and/or certifications you hold. Check all that apply.
- State License FCB Certification National Gambling Certification
 Other
11. Which of the following best describes your ethnicity/race? Select one.
- American Indian/Native American Asian
 Black/African American Hispanic or Latino
 Native Hawaiian/Other Pacific Islander Caucasian/White

Appendix B: Summary Test Blueprint

Prevention Professional Summary Test Blueprint (Based on 150 multiple-choice items)

Domain / Task		Items per Task	Items per Domain
Domain 1: Planning and Evaluation			26
1.1	Use needs assessment strategies to gather relevant data for prevention planning.	3	
1.2	Identify gaps and prioritize needs based on the assessment of relevant conditions.	3	
1.3	Select prevention strategies, programs, and best practices to meet identified needs.	4	
1.4	Develop a prevention plan, based on research and theory, that addresses needs and desired outcomes.	3	
1.5	Identify resources to sustain prevention activities.	4	
1.6	Identify appropriate basic prevention program evaluation strategies.	3	
1.7	Conduct basic evaluation activities to document program implementation and service effectiveness.	3	
1.8	Use evaluation findings to determine whether and how to adapt prevention strategies.	3	
Domain 2: Education and Skill Development			28
2.1	Develop prevention education and skill development activities based on a target audience analysis.	3	
2.2	Connect prevention theory and practice to implement effective prevention education and skill development activities.	3	
2.3	Maintain program fidelity when implementing evidence-based programs.	3	
2.4	Assure that education and skill development activities are appropriate to the culture of the population being served.	3	
2.5	Use effective and proven strategies to meet the needs of the target audience.	3	
2.6	Ensure all prevention education and skill development programs provide accurate, relevant, timely, and appropriate content information.	3	
2.7	Identify, adapt, or develop instructor and participant materials for use when implementing prevention professionals in related fields with activities.	3	
2.8	Provide accurate, relevant, timely, and appropriate prevention information.	4	
2.9	Provide technical assistance to community members and organizations regarding prevention strategies and best practices.	3	

Domain 3: Community Organization			17
3.1	Identify appropriate mechanism to document the community's demographic characteristics and core values.	2	
3.2	Identify key community leaders to ensure diverse representation in prevention activities.	3	
3.3	Build community ownership of prevention strategies by collaborating with key community leaders/members when planning, implementing and evaluating prevention activities.	3	
3.4	Provide technical assistance to community members/leaders in implementing prevention programs policies and procedures.	3	
3.5	Develop capacity within the community by recruiting, training, and mentoring prevention-focused volunteers.	3	
3.6	Assist in creating and sustaining community-based coalitions.	3	
Domain 4: Public Policy and Environmental Change			18
4.1	Examine the community's public policies and norms to determine environmental change needs.	2	
4.2	Make data-driven recommendations to policy makers/stakeholders that will positively influence the community's public policies and norms.	3	
4.3	Provide technical assistance, training, and consultation that promote environmental change.	2	
4.4	Participate in public policy development and enforcement initiatives to affect environmental change.	2	
4.5	Use effective social marketing to change community norms.	3	
4.6	Utilize proven effective environmental strategies to influence community change.	3	
4.7	Advocate for appropriate public policy and environmental change to achieve prevention outcomes.	3	
Domain 5: Professional Growth and Responsibility			31
5.1	Maintain personal knowledge, skills, and abilities related to current prevention theory and practice.	4	
5.2	Network with others to develop.	3	
5.3	Adhere to all legal, professional, and ethical standards.	4	
5.4	Implement policy and procedure specific to special populations, such as adolescents committed to juvenile justice programs.	3	
5.5	Build skills necessary for effectively working within the cultural context of the community.	3	
5.6	Maintain prevention records that support funding and accreditation requirements.	4	
5.7	Utilize technology as appropriate to support prevention services.	3	
5.8	Demonstrate respect for individual differences (including learning styles and culture) when communicating with persons receiving services, their families, and members of the community.	4	
5.9	Use both personal power and authority fairly and purposefully to avoid the abuse of power.	3	

Domain 6: Leadership			30
6.1	Build a shared vision with others and influence others to translate that vision into action.	3	
6.2	Use a person-centered leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.	3	
6.3	Be a role model by taking full responsibility for one's decisions, supervisory practices, and personal wellness.	4	
6.4	Understand, monitor, and ensure compliance with local, state and federal regulations, requirements of funders, and accrediting body standards for the delivery of prevention services.	4	
6.5	Provide honest, positive, and constructive feedback.	4	
6.6	Understand the various context (e.g., organizational, political, societal, cultural) in which prevention is conducted.	3	
6.7	Select, adapt, implement, and evaluate appropriate problem solving, decision making and conflict resolution techniques.	3	
6.8	Understand and consistently apply agency policies, procedures, organizational structure, and communication protocols.	3	
6.9	Effectively apply technology within agency and regulatory limits for communication, program monitoring, report writing, problem solving, record keeping and other activities.	3	

Appendix C: Detailed Test Blueprint

Prevention Professional Summary Test Blueprint (Based on 150 multiple-choice items)

Domain / Task		Items per Task	Items per Domain
Domain 1: Planning and Evaluation			26
1.1	Use needs assessment strategies to gather relevant data for prevention planning.	3	
1.2	Identify gaps and prioritize needs based on the assessment of relevant conditions.	3	
1.3	Select prevention strategies, programs, and best practices to meet identified needs.	4	
1.4	Develop a prevention plan, based on research and theory, that addresses needs and desired outcomes.	3	
1.5	Identify resources to sustain prevention activities.	4	
1.6	Identify appropriate basic prevention program evaluation strategies.	3	
1.7	Conduct basic evaluation activities to document program implementation and service effectiveness.	3	
1.8	Use evaluation findings to determine whether and how to adapt prevention strategies.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Planning and Evaluation</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The relationship of indicators to specific variables. • The methodology for prioritizing needs. • The logic model process. • Indicators of community norms. • The threshold for making changes. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Use the appropriate process measures. • Match interventions to needs. 			

Domain 2: Education and Skill Development			28
2.1	Develop prevention education and skill development activities based on a target audience analysis.	3	
2.2	Connect prevention theory and practice to implement effective prevention education and skill development activities.	3	
2.3	Maintain program fidelity when implementing evidence-based programs.	3	
2.4	Assure that education and skill development activities are appropriate to the culture of the population being served.	3	
2.5	Use effective and proven strategies to meet the needs of the target audience.	3	
2.6	Ensure all prevention education and skill development programs provide accurate, relevant, timely, and appropriate content information.	3	
2.7	Identify, adapt, or develop instructor and participant materials for use when implementing prevention professionals in related fields with activities.	3	
2.8	Provide accurate, relevant, timely, and appropriate prevention information.	4	
2.9	Provide technical assistance to community members and organizations regarding prevention strategies and best practices.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Education and Skill Development</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • Cultural and linguistic adaptations. • Fidelity measures. • The differences between model programs and individual strategies. • The connection between related fields. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Perform critical thinking • Measure or verify cultural appropriateness. • Match content to target population and strategy. 			

Domain 3: Community Organization			17
3.1	Identify appropriate mechanism to document the community's demographic characteristics and core values.	2	
3.2	Identify key community leaders to ensure diverse representation in prevention activities.	3	
3.3	Build community ownership of prevention strategies by collaborating with key community leaders/members when planning, implementing and evaluating prevention activities.	3	
3.4	Provide technical assistance to community members/leaders in implementing prevention programs policies and procedures.	3	
3.5	Develop capacity within the community by recruiting, training, and mentoring prevention-focused volunteers.	3	
3.6	Assist in creating and sustaining community-based coalitions.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Community Organization</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The methods for determining community values. • The strategies and methods for community collaboration. • The levels of collaboration. • The steps in program implementation • The strategies for recruiting volunteers. • The criteria for effective coalitions. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Match leaders to community populations. 			

Domain 4: Public Policy and Environmental Change			18
4.1	Examine the community's public policies and norms to determine environmental change needs.	2	
4.2	Make data-driven recommendations to policy makers/stakeholders that will positively influence the community's public policies and norms.	3	
4.3	Provide technical assistance, training, and consultation that promote environmental change.	2	
4.4	Participate in public policy development and enforcement initiatives to affect environmental change.	2	
4.5	Use effective social marketing to change community norms.	3	
4.6	Utilize proven effective environmental strategies to influence community change.	3	
4.7	Advocate for appropriate public policy and environmental change to achieve prevention outcomes.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Public Policy and Environmental Change</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • Indicators of community norms and be able to measure them. • The components of a prevention-positive environment. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Follow principles of data-driven decision-making. • Utilize methods of enforcing policies and strategies for policy development. 			

Domain 5: Professional Growth and Responsibility			31
5.1	Maintain personal knowledge, skills, and abilities related to current prevention theory and practice.	4	
5.2	Network with others to develop.	3	
5.3	Adhere to all legal, professional, and ethical standards.	4	
5.4	Implement policy and procedure specific to special populations, such as adolescents committed to juvenile justice programs.	3	
5.5	Build skills necessary for effectively working within the cultural context of the community.	3	
5.6	Maintain prevention records that support funding and accreditation requirements.	4	
5.7	Utilize technology as appropriate to support prevention services.	3	
5.8	Demonstrate respect for individual differences (including learning styles and culture) when communicating with persons receiving services, their families, and members of the community.	4	
5.9	Use both personal power and authority fairly and purposefully to avoid the abuse of power.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Professional Growth and Responsibility</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The components of cultural competence. • The elements and principles of effective documentation. • The elements of power and authority. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Identify best practices. • Follow local and federal regulations. • Use the appropriate assessment and intervention methods specific to culture and gender. • Perform the components of self-care. 			

Domain 6: Leadership			30
6.1	Build a shared vision with others and influence others to translate that vision into action.	3	
6.2	Use a person-centered leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.	3	
6.3	Be a role model by taking full responsibility for one's decisions, supervisory practices, and personal wellness.	4	
6.4	Understand, monitor, and ensure compliance with local, state and federal regulations, requirements of funders, and accrediting body standards for the delivery of prevention services.	4	
6.5	Provide honest, positive, and constructive feedback.	4	
6.6	Understand the various context (e.g., organizational, political, societal, cultural) in which prevention is conducted.	3	
6.7	Select, adapt, implement, and evaluate appropriate problem solving, decision making and conflict resolution techniques.	3	
6.8	Understand and consistently apply agency policies, procedures, organizational structure, and communication protocols.	3	
6.9	Effectively apply technology within agency and regulatory limits for communication, program monitoring, report writing, problem solving, record keeping and other activities.	3	
<p>Knowledge, Skills, and Abilities that the Prevention Professional should possess in order to perform the tasks identified in the <i>Leadership</i> domain:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • The elements of leadership and person-centered leadership. • The sources of regulatory authority and compliance issues. • The appropriate uses and limitations of technology. <p>Skills and Abilities to:</p> <ul style="list-style-type: none"> • Utilize motivational approaches, fundamentals of coaching, and reflective listening techniques. • Utilize methods of conflict resolution. 			