MHACBO

Mental Health & Addiction Certification Board of Oregon

333 SE 223rd Ave, Suite 106 · Gresham, Oregon 97030
(503) 231-8164 · mhacbo@mhacbo.org · www.mhacbo.org

CPS Application

CERTIFIED PREVENTION SPECIALIST

APPLICANT NAME

PERSONAL EMAIL

PHONE

Your application at a glance

EDUCATION	WORK EXPERIENCE	EXPERIENTIAL LEARNING
150 hours	**2,000 hours**	**120 hours**
Prevention-specific education	Documented prevention experience	Supervised learning & evaluation

Complete the application in order

01 **Experience verification**
Page 2: complete one record for each agency or verifying individual.

02 **Supervised learning & evaluation**
Pages 3-5: supervisor records hours, rates competencies, and signs.

03 **Education record**
Pages 6-7: list training and attach certificates / transcripts.

04 **Ethics agreement**
Pages 8-9: read the code, then sign and date the agreement.

Background check: A national criminal history check is required. Follow current MHACBO / Certemy directions for fingerprints and submission. Exam: After approval, follow your registration email to schedule the IC&RC Prevention Specialist exam. Request testing accommodations through MHACBO before scheduling.

CPS requirements & exam study guide

Review draft: confirm the general-prevention education allocation on page 6 before publishing.

PRINT SAVE AS

Documented prevention experience

APPLICANT NAME

POSITION TITLE

EMPLOYER / AGENCY / ORGANIZATION

EXPERIENCE FROM

EXPERIENCE TO

SUPERVISOR / ADMINISTRATOR / APPROVED VERIFYING INDIVIDUAL

Document at least 2,000 prevention experience hours across all submitted records. Estimate actual hours in each domain. One full-time year is approximately 2,000 hours. Use a separate copy for each agency / organization as needed.

	PREVENTION DOMAIN	HOURS ACCRUED
01	Planning & Evaluation	
02	Education & Skill Development	
03	Community Organization	
04	Public & Organizational Policy	
05	Professional Growth & Responsibility	

Minimum 2,000 hours across all records

TOTAL EXPERIENCE 0.00

APPLICANT SIGNATURE

DATE

VERIFYING INDIVIDUAL SIGNATURE

DATE

APPLICANT NAME

SUPERVISOR / APPROVED VERIFYING INDIVIDUAL

TITLE

CREDENTIALS

SUPERVISION FROM

SUPERVISION TO

Complete at least 120 hours of supervised experiential learning, including at least 10 hours in each domain. This is the learning and evaluation record; it does not replace the 2,000-hour experience record on page 2.

PREVENTION DOMAIN	MINIMUM	HOURS
Planning & Evaluation	10	
Education & Skill Development	10	
Community Organization	10	
Public & Organizational Policy	10	
Professional Growth & Responsibility	10	

Minimum 120 hours; minimum 10 in each domain

TOTAL LEARNING HOURS 0.00

Evaluate and discuss the competencies

Complete every rating on pages 4-5 and discuss the evaluation outcomes with the applicant. A qualified Prevention Supervisor or CPS Consulting Supervisor / Mentor completes the evaluation. Sign the verification on page 5 after reviewing the hours and ratings.

Rating key: 1 = needs improvement or has not performed; 2 = satisfactory performance; 3 = exceeds general competence.

Supervisor competency evaluation

APPLICANT NAME

Rate each competency: 1 = needs improvement / not performed; 2 = satisfactory; 3 = exceeds general competence.

01	PLANNING & EVALUATION	RATING
01	Assessing community needs.	
02	Developing a prevention plan.	
03	Selecting strategies to meet the needs of target populations.	
04	Applying sound prevention theory and practice.	
05	Identifying funding sources.	
06	Reviewing evaluation options.	
07	Conducting evaluation activities.	
08	Documenting project activities and outcomes.	
09	Refining the prevention program.	

02	EDUCATION & SKILL DEVELOPMENT	RATING
01	Tailoring education and skill development.	
02	Connecting prevention theory and practice using current research and program models.	
03	Maintaining fidelity when replicating research-based prevention programs.	
04	Developing culturally competent education and training.	
05	Conducting education and skill development activities.	
06	Educating consumers by providing accurate and appropriate information.	
07	Disseminating appropriate information through prevention materials.	
08	Providing prevention information to professionals.	

Supervisor competency evaluation

APPLICANT NAME

03	COMMUNITY ORGANIZATION	RATING
01	Defining the community through demographics and core values.	
02	Identifying key community members.	
03	Identifying and engaging community leaders.	
04	Identifying needs and resources.	
05	Developing a prevention plan through collaboration with members of the community.	
06	Supporting the community through technical assistance.	
07	Developing the capacity of the community.	

04	PUBLIC & ORGANIZATIONAL POLICY	RATING
01	Identifying policy makers.	
02	Planning public policy initiatives.	
03	Gaining support of decision makers.	
04	Establishing a relationship with the media / being a credible resource.	
05	Promoting advocacy for prevention.	

05	PROFESSIONAL GROWTH & RESPONSIBILITY	RATING
01	Attaining knowledge of current prevention theory and practice.	
02	Networking with colleagues / others in the field.	
03	Adhering to legal and professional standards.	
04	Recognizing community norms to ensure sensitivity to unique needs.	
05	Developing cultural competence.	

I completed this evaluation and discussed the results with the applicant.

SUPERVISOR SIGNATURE

DATE

Prevention education summary

APPLICANT NAME

Record at least 150 clock hours of prevention-specific education on page 7. Use accredited or approved courses and attach certificates or transcripts. Where a certificate is unavailable, supply a letter verifying attendance. Refer to your transcript or school for college-to-clock-hour conversion.

	TOPIC / EDUCATION AREA	SOURCE REQUIREMENT	SUBMITTED
1	ATOD pharmacology / epidemiology	24 hours minimum	0.00
2	ATOD prevention curriculum / training of trainers	24 hours minimum	0.00
3	Substance Abuse Prevention Specialist Training (SAPST)	31 hours minimum	0.00
4	Community mobilization / coalition building / systems thinking / planning	20 hours minimum	0.00
5	General prevention topics	44-hour maximum*	0.00
6	Cultural competence / humility	8 hours minimum	0.00
7	Facilitation / presentation skills	6 hours minimum	0.00
8	Prevention ethics, including confidentiality	6 hours minimum	0.00

Minimum 150 hours overall

TOTAL EDUCATION 0.00

*Policy review: The source directions describe 44 general-prevention hours, but the source education table says 44 hours maximum. This draft carries forward the table's maximum for review. Confirm that rule before publishing; the other listed topic minimums total 119 hours.

For courses covering more than one topic, split the hours among separate rows and count each hour only once. The topic numbers in this summary match the selectors on page 7. Additional copies have separate totals and must be reviewed with the complete record.

Prevention education log

Use topic numbers 1-8 from page 6. Enter clock hours and include proof of completion. Use additional copies of this page if needed.

COURSE / TRAINING	MM / YYYY	PROVIDER	TOPIC	HOURS

Transfers to the summary on page 6

HOURS ON THIS LOG 0.00

Resource: NAAPA Ethical Standards · Ethical code retained from the supplied application

The Principles of Ethics are a model of standards of exemplary professional conduct. These principles of the Code of Ethical Conduct for Prevention Professionals express the professional's recognition of his/her responsibilities to the public, to service recipients, and to colleagues. They guide members in the performance of their professional responsibilities and express the basic tenets of ethical and professional conduct. The Principles call for commitment to honorable behavior, even at the sacrifice of personal advantage. These Principles should not be regarded as limitations or restrictions, but as goals for which Prevention Professionals should constantly strive. They are guided by core values and competencies that have emerged with the development of the field.

I. Non-Discrimination

A Prevention Professional shall not discriminate against service recipients or colleagues based on race, religion, national origin, sex, age, sexual orientation, economic condition, or physical or mental disability, including persons testing positive for AIDS-related virus. A Prevention Professional should broaden his/her understanding and acceptance of cultural and individual differences, and in so doing render services and provide information sensitive to those differences.

II. Competence

A Prevention Professional shall observe the professional's technical and ethical standards, strive continually to improve personal competence and quality of service delivery, and discharge professional responsibility to the best of his/her ability. Competence is derived from a synthesis of education and experience. It begins with the mastery of a body of knowledge and skill competencies. The maintenance of competence requires a commitment to learning and professional improvement that must continue throughout the professional's life.

A. Professionals should be diligent in discharging responsibilities. Diligence imposes the responsibility to render services carefully and promptly, to be thorough, and to observe applicable technical and ethical standards.

B. Due care requires a professional to plan and supervise adequately any professional activity for which he or she is responsible.

C. A Prevention Professional should recognize limitations and boundaries of competencies and not use techniques or offer services outside of his/her competencies. Each professional is responsible for assessing the adequacy of his or her own competence for the responsibility to be assumed.

D. When a Prevention Professional is aware of unethical conduct or practice on the part of an agency or prevention professional, he or she has an ethical responsibility to report the conduct or practices to appropriate authorities or to the public.

III. Integrity

To maintain and broaden public confidence, Prevention Professionals should perform all professional responsibilities with the highest sense of integrity. Integrity can accommodate the inadvertent error and the honest difference of opinion. It cannot accommodate deceit or subordination of principle.

A. Personal gain and advantage should not subordinate service and the public trust. All information should be presented fairly and accurately. Each professional should document and assign credit to all contributing sources used in published material or public statements.

B. Prevention Professionals should not misrepresent either directly or by implication professional qualifications or affiliations.

C. A Prevention Professional should not be associated directly or indirectly with any services or products in a way that is misleading or incorrect.

IV. Nature of Services

Above all, Prevention Professionals shall do no harm to service recipients. Practices shall be respectful and non-exploitative. Services should protect the recipient from harm and the Professional and the profession from censure.

A. Where there is evidence of child or other abuse, the Prevention Professional shall report the evidence to the appropriate agency and follow up to ensure that appropriate action has been taken.

B. Where there is evidence of impairment in a colleague or a service recipient, a Prevention Professional should be supportive of assistance or treatment.

C. A Prevention Professional should recognize the effect of impairment on professional performance and should be willing to seek appropriate treatment for himself/herself.

V. Confidentiality

Confidential information acquired during service delivery shall be safeguarded from disclosure, including - but not limited to - verbal disclosure, unsecured maintenance of records, or recording of an activity or presentation without appropriate releases.

VI. Ethical Obligations for Community and Society

According to their consciences, Prevention Professionals should be proactive on public policy, and legislative issues. The public welfare and the individual's right to services and personal wellness should guide the efforts of Prevention Professionals who must adopt a personal and professional stance that promotes the well-being of all humankind.

Agreement to ethical practice

I have read, understood and agree to adhere to the above stated principles.

APPLICANT SIGNATURE

DATE

Before you submit

- [ ] Experience records and signatures are complete.
- [ ] Supervised learning hours and all competency ratings are complete.
- [ ] Education log and supporting certificates / transcripts are attached.
- [ ] Ethics agreement is signed and dated.
- [ ] Background-check steps in Certemy are complete.

The MHACBO Ethics Commission reviews complaints and may investigate. The certified person is notified at their last known address and may respond to grievances or allegations. Contact MHACBO for complaint forms or information about appeals.