



## Focus Group Job Analysis Report

---

### Scope:

A report of the Focus Group Job Analysis process, and development of examination content and test specifications for certification/licensing body assessment instruments.

### Policy Reference:

NCCA Standards for the Accreditation of Certifying Programs: 2016

Standard 13: Panel Composition

Standard 14: Job Analysis

Standard 15: Examination Specifications

ANSI ISO/IEC 17024: 2012 Standards: Conformity assessment — General requirements for bodies operating certification of persons

Standard 6.2: Personnel involved in the certification activities

Standard 8: Certification schemes

*Standards for Educational and Psychological Testing*. AERA, APA, NCME, 2014.

Standard 4.2: Standards for Test Specifications

Standards 7.4 and 7.5: Content of Test Documents: Test Development

Standard 11: Workplace Testing and Credentialing



**International Certification & Reciprocity Consortium**

# Criminal Justice Addictions Professional Credentialing Program

## Focus Group Job Analysis Report

April 5, 2017

Performed for:

The International Certification & Reciprocity Consortium  
Clinical Supervisor Committee  
298 South Progress Avenue  
Harrisburg, PA 17109

Prepared by:

Rachael Jin Bee Tan, Ph.D., Psychometrician  
Kate Windom, Director of Accreditation and Program Services  
Schroeder Measurement Technologies, Inc.  
25400 U.S. Highway 19 North, Suite 285  
Clearwater, Florida 33763

Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>3</b>
<i>Study Overview: The Content Validation Model</i> .....	3
<i>Purpose of the Job Analysis Study</i> .....	3
<b>Focus Group Workshop Methodology</b> .....	<b>5</b>
Preliminary Task List Assembly.....	5
1. Pre-workshop Research .....	5
Webinar Workshop Activities.....	5
1. Pre-workshop Activities.....	5
2. Introductions and SME Training .....	5
3. The Conduct of a Focus Group Job Analysis .....	5
4. Committee Security Requirements .....	5
5. Entry Level, Minimal Competency.....	6
6. Demographic Representation.....	7
7. Task Listing Review and Task Exclusion Consideration .....	8
8. Content Outline Task Organization .....	8
TABLE 1. <i>CCJP Content Domain Update</i> .....	9
9. Study Adequacy .....	10
10. Importance and Frequency and Content Area Weighting.....	10
11. Examination Specifications .....	10
12. Review of the Content Outline in Terms of Candidate Eligibility Requirements ....	11
13. Review of the Content Outline in Terms of Recertification Requirements.....	11
<b>Conclusion</b> .....	<b>12</b>
<b>Appendix A: Advisory Committee Subject Matter Experts</b> .....	<b>13</b>
TABLE A-1. <i>Job Analysis Advisory Committee Members</i> .....	14
<b>Appendix B: Advisory Committee Agenda, Introduction, and Training</b> .....	<b>15</b>
<b>Appendix C: Focus Group Beginning Content Outline</b> .....	<b>25</b>
<b>Appendix D: Content Area Weighting Exercise</b> .....	<b>32</b>
TABLE D-1. <i>SME Content Area Weighting Exercise Results</i> .....	33
<b>Appendix E: Final Content Outline with Weighting</b> .....	<b>34</b>

## Executive Summary

In the winter of 2017, the International Certification and Reciprocity Consortium (IC&RC) Criminal Justice Addictions Professional Board (the Board) undertook a focus group Job Analysis study of the role of the Criminal Justice Addictions Professional (CCJP) relating to practice in the United States. The results of this focus group study provides support of the relevance, validity, and legal defensibility of the CCJP credentialing program by establishing a correlation between what competent CCJPs do on the job, and successful examination performance. In support of these efforts, the Board contracted with Schroeder Measurement Technologies, Inc. (SMT), to develop and conduct a focus group Job Analysis research study.

The study was conducted beginning in January 1, 2017, with the performance of a literature search and review of the standards, protocols, rules, and laws governing practice. The Board provided an SMT psychometric specialist (Kate Windom) with a comprehensive list of the documents to conduct this literature search. The Board provided contact information for five practitioners working in the field who agreed to be interviewed. The Board assembled a Job Analysis Advisory Committee (the Committee) comprised of representatives from the Board and other subject matter experts (SMEs). Committee members were all CCJPs in good standing representing the diversity of practice, experience, geographic location, education, ethnic backgrounds, and high-level professional expertise. The job analysis outline was developed based upon:

- The current examination content outline;
- A comprehensive literature search including:
  - Board policy statements, procedures, and rules
  - Best practice standards
  - Texts and periodicals

The literature search findings were used to develop an exhaustive list of the skills required of competent practice. This list was presented to the Advisory Committee for review and approval at a three-day workshop held at SMT headquarters March 1–3, 2017.

The primary goal of this meeting was to revise the CCJP content outline to align with the new eligibility standards for the program: In the past, CCJP candidates were not required to earn the Alcohol and Drug Counselor (ADC) or Advanced Alcohol and Drug Counselor (AADC) credentials as a prerequisite to taking the CCJP examination, because the tasks covered under these two examinations were included in the CCJP examination. In an effort to best assess the core ADC/AADC skills, the CCJP Board has changed the requirements to include the earning of the AADC or ADC as a prerequisite to sitting for the CCJP examination. Therefore, following best practice, any skills testing basic counseling skills (e.g., those not specific to criminal justice counseling) were marked for elimination from the content outline. Once the criminal justice-specific skills were identified, the Committee was tasked with establishing task/knowledge element exclusion criteria to differentiate between the critical and non-critical tasks. Of the original 80 knowledge elements, 33 elements were eliminated from the outline based upon relevance to practice, frequency, importance, or subject (e.g., tested core alcohol and drug

counseling knowledge elements). During the workshop, the Committee agreed to additional editing resulting in the final approved working content outline. The final approved content outline contained 47 tasks.

The Committee reviewed the outline and recommended that an examination comprised of 60 four-option multiple choice items, with 50 items scored and 10 pretest items that are not scored, would adequately cover the topics on the CCJP examination content outline. The examination will continue to be closed-book, and will be administered in a 90-minute window.

Once the outline was finalized, the content area weightings for the four main content areas were established. The Advisory Committee discussed the scoring and reporting procedures, recommending the continued use of a scaled score reporting model, allowing for the reporting of a consistent minimum scaled passing score. The Committee recommended providing performance feedback to failing candidates with score notification below the passing point, and qualitative information concerning main content area performance in the form of a strength and weakness report. The Committee recommended adopting a policy of reporting only a pass status (with no scaled score or performance feedback) to candidates passing the examination, with the understanding that some member boards must provide performance feedback for passing candidates as part of statute. The content outline was reviewed again by the Board, staff, and Committee for syntax, practicality, and readability. The final outline for the examination is found in Appendix E.

## Introduction

The following report provides a comprehensive overview and documentation of the focus group Job Analysis Research Study performed on the role of the Criminal Justice Addictions Professional (CCJP). The study was facilitated by psychometric staff from Schroeder Measurement Technologies, Inc. (SMT). The purpose of the study was to provide psychometric support of the content and format of the IC&RC CCJP Examination, used for credentialing and licensing across the U.S.

### ***Study Overview: The Content Validation Model***

The foundation of a valid, reliable, and legally defensible professional licensing program is the performance of a well-constructed Job Analysis study. The Job Analysis establishes the link between test scores and competency, supporting the inference that the scores achieved on the registration examination are content-valid, and therefore pass and fail decisions correlate to competent performance. When evidence of validity based on examination content is presented for a specific professional role, it is critical to consider the relative frequency, importance, and criticality of the elements. The *Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association and the National Council on Measurement in Education) 2014*, state:

#### Standard 11.3

When test content is a primary source of validity evidence in support of the interpretation for the use of a test for employment decisions or credentialing, a close link between test content and the job or professional/occupational requirements should be demonstrated.

#### Standard 11.13

The content domain to be covered by a credentialing test should be defined clearly and justified in terms of importance of the content for the credential-worthy performance in an occupation or profession. A rationale and evidence should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in that occupation and are consistent with the purpose for which the credentialing program was instituted.

### ***Purpose of the Job Analysis Study***

To support the Board goal of maintaining a credentialing examination program that meets or exceeds international psychometric standards, a Job Analysis focus group study was launched in January 2016. This report reflects data compiled from the performance of this research study. The Board enlisted the services of Schroeder Measurement Technologies, Inc. (SMT), a full-service testing company, to facilitate the conduct of the focus group study, describing the competent practice as a CCJP, practicing in a variety of settings across the U.S. Psychometric standards suggest that Job Analysis research, conducted in support of the development of content for certification, may be performed in a variety of ways. Professions with small numbers of practitioners find it practical to conduct focus-group reviews of the professional role (e.g., CCJPs). Professions with a large population of well-identified practitioners benefit from the range and focus provided by a large-scale survey model, but this was both cost-prohibitive and impractical for the CCJP program.

It is well recognized that as professions change over time, the exhaustive nature of the listing becomes critical: only by describing *all* of the tasks that relate to the practice do we establish confidence that the study adequately addresses the required content. In support of this task, psychometric staff and content area specialists must work together to create a profile of today's professional. In support of this goal the Committee recruited IC&RC SMEs to serve as a Job Analysis Advisory Committee (Appendix A, Table A-1), made up of representatives from the Board, IC&RC staff, as well as other SMEs. These experts made up a diverse group representing the various pathways to the profession, education, experience backgrounds, practice settings, and geographical location reflective of practice. The Committee members were asked to complete affidavits of nondisclosure, and to provide demographic information. The affidavits and demographic information are on file, but are not included in this report in deference to the sensitive nature of the data.

## Focus Group Workshop Methodology

### Preliminary Task List Assembly

#### *1. Pre-workshop Research*

In support of the development of the task listing prior to the workshop, SMT psychometric staff solicited help from the Advisory Committee in assembling a comprehensive list of documents related to practice. The Committee also provided the names of practitioners who agreed to be interviewed by SMT staff, providing real-time information on how the role is practiced today. With this help, SMT psychometric staff performed a comprehensive review of these documents in order to create a comprehensive content outline describing the knowledge, skills and abilities (knowledge elements), rules, and laws that credential holders are responsible for when practicing competently. Research performed by an outside party (e.g., not a practicing CCJP ) often allows for outside-the-box thinking in terms of exhaustive task inclusion. The goal of the focus group workshop model is to encourage open consideration of any and all tasks, with the goal of producing a well-honed, focused content outline.

### Webinar Workshop Activities

#### *1. Pre-workshop Activities*

Prior to the workshop, each Committee participant was asked to sign an Affidavit of Non-disclosure and to complete a demographic questionnaire, supporting the Board's efforts to assemble a demographically diverse group of SMEs representing the full scope of geographic location, practice setting, age, experience, gender, and ethnicity as represented in the profession. These documents are available in the case of a challenge, but are not included in this report based on the sensitive information they contain.

#### *2. Introductions and SME Training*

The SMEs were guided through extensive training concerning the role of the Job Analysis in the certification and licensing program cycle. Using webinar technology, the Committee was provided with an overview of the licensing program, and the tasks that make up the full cycle of research, development, application, examination, and psychometric review related to the credential. The Committee was provided with an overview on exactly how, why, and where the conduct of a focus group Job Analysis fits into this cycle, and how a properly executed and applied Job Analysis supports program content-validity and legal defensibility. Please see Appendix B for a copy of this introduction and the summary of the training the Advisory Committee members received.

#### *3. The Conduct of a Focus Group Job Analysis*

Next the Committee was instructed in the Advisory Committee's role in the conduct of the focus group Job Analysis. Instruction was followed by a question and answer session, ensuring the Committee members were well-versed and comfortable with the tasks to be undertaken.

#### *4. Committee Security Requirements*

To preserve the security of the program, the Advisory Committee members were provided with a security briefing, describing the need to keep secure all discussion, paperwork, and electronic transmissions concerning the focus group Job Analysis workshop. SMEs were asked to avoid



creating secure documents, either through writing or electronic production, and were made aware that while open discussion was encouraged, communication outside of the webinar should be limited to exchanges with the Board or SMT psychometric staff. SMEs were reminded that while the results of the Job Analysis workshop would be shared with stakeholders—supporting the Board goal of transparency—in an effort to afford all SMEs an open voice in the process, they were to refrain from discussing the internal conversations that were necessarily part of the workshop. As described, each SME completed an Affidavit of Nondisclosure agreeing to abide by all security requirements.

#### *5. Entry Level, Minimal Competency*

In order to assess the meaningfulness of the task listing, and its inclusiveness of the tasks describing competent practice, the psychometric staff then went on to lead the Committee in the development of a conceptualization of the entry level, minimally competent CCJP. To accomplish this task the Committee reviewed the current IC&RC minimum eligibility requirements for licensure candidates, including the education and experience requirements. While each state member board may set their own eligibility requirements, they must be at least as stringent as the IC&RC minimum requirements, as outlined below:

#### ***5.06: International Standards for Criminal Justice Addictions Professionals (CCJP)***

*Print Date: 02.2017*

##### ***Experience:***

*The amount of experience required is contingent upon the level of education (see below) and must be specific to the domains. All experience must be gained within the last ten years. Supervised work experience is defined as providing direct service to individuals involved in the criminal justice system (e.g., law enforcement, judicial, corrections, probation/parole, etc.).*

*6,000 hours experience with High School Diploma/GED*

*5,000 hours experience with AA/AS degree or*

*4,000 hours experience with BA/BS*

*2,000 hours experience with MA/MS*

*1,000 hours experience with doctorate*

##### ***Education:***

*The amount of education required is contingent upon the level of education (see below). Education must relate to both adults and juveniles.*

*Six hours must be in criminal justice addictions professional ethics.*

*270 hours of education with High School Diploma/GED*

*200 hours of education with AA/AS degree or Non-reciprocal ADC*

*150 hours of education with BA/BS or reciprocal ADC*

*100 hours of education with MA/MS or reciprocal CS*

*80 hours of education with doctorate or reciprocal AADC or other Advanced Credential (NBCC, CRCC, NASW, MAC)*

***Supervision:***

*The amount of supervision required is contingent upon the level of education (see below). A minimum of ten hours in each domain is required. Supervised hours must be face-to-face.*

*200 hours supervision with High School Diploma/GED*

*150 hours supervision with AA/AS degree or Non-reciprocal ADC*

*100 hours supervision with BA/BS or reciprocal ADC*

*60 hours supervision with MA/MS or reciprocal CS*

*No hours of supervision with doctorate or reciprocal AADC or other Advanced Credential (NBCC, CRCC, NASW, MAC)*

***Examination:***

*Certification Boards must require all applicants to pass the ADC and then CCJP Examination.*

***Code of Ethics:***

*The applicant must sign a criminal justice specific code of ethics statement of affirmation that the applicant has read and will abide by the code of ethics.*

This exercise allowed the Committee to discuss the various pathways to the profession, the variety of education and experience options, and the meaningfulness of education and training that make up the candidate eligibility requirements for the typical competent CCJP. In light of this discussion, the Committee agreed that the typical CCJP was a female with a Master's Degree, working full-time in Criminal Justice Outpatient Alcohol and Drug Counseling.

The Committee also agreed that the change to the eligibility requirements to include the ADC or AADC as a prerequisite to sitting for the CCJP examination should promulgate a careful scrutiny of the content outline to eliminate any general counseling skills-related knowledge elements, as CCJP candidates will have demonstrated competency in those elements through earning the ADC or AADC credential before sitting for the CCJP examination. The change in requirements translates into a stronger CCJP program: The entire focus of the ADC/AADC examinations is alcohol and drug counseling, and those examinations do a very good job testing those concepts. Now that the CCJP examination will focus only on criminal justice-related tasks, the content outline can be honed and perfected with a laser focus on the critical tasks that differentiate the CCJP role from counselors who do not work in the criminal justice field.

***6. Demographic Representation***

The Committee was then asked to consider the makeup of the Committee in terms of demographic representation. Using a Job Analysis research survey model, the results of a demographic questionnaire would be compared to the demographic diversity of the respondent group. Using the focus group model, the SMEs were asked to consider whether they felt that the group represented the various demographic points (e.g., experience, gender, professional practice setting, age, ethnicity, geographic location). The SMEs confirmed that the demographic makeup of the Committee was representative of their understanding of the demographics of the profession.

### *7. Task Listing Review and Task Exclusion Consideration*

In order to assess the meaningfulness of the exhaustive listing of knowledge elements, the Committee was next asked to review the assembled listing, element-by-element. Significant discussion was held concerning the role of the Criminal Justice Counselor (the diversity among practice settings, changes to Drug Court best practice, standard of practice, laws, and rules), and the new ADC or AADC credential requirement for CCJP eligibility. Based on this discussion, the Committee agreed that the focus on the examination would not be the assessment of core counseling skills—which are best tested on the ADC examination—instead that the examination content should focus on the knowledge, skills, and abilities relating to CCJP practice.

Each task/knowledge element was weighted against the following criteria:

- Is the knowledge element important to competent practice?
- Is the knowledge element performed frequently by a reasonable portion of Criminal Justice Counselors?
- Would the candidates meeting the minimum education and experience be expected to competently perform the knowledge element?
- Would the entry level practitioner have an opportunity to learn how to perform this knowledge element through the process of education and experience required of eligible candidates?

All knowledge elements meeting the criteria above were included in the outline, having met requirements for importance, frequency, entry level difficulty, minimal competency difficulty, and ability to learn. In other words, all included knowledge elements met the Committee requirement that the content outline include only critical knowledge elements that relate directly to the practice of entry level, minimally-competent practitioners who meet the CCJP minimum eligibility requirements.

At the beginning of the process the content outline contained 80 tasks (Appendix C). The Board tasked the Advisory Committee to carefully review the content outline to ensure that all tasks could be assessed using a fair and valid multiple-choice question, and that content duplication be eliminated. Through the review, a significant number of tasks were eliminated because they were best tested on the ADC examination, others were eliminated because they did not test knowledge elements that were regularly used in practice, or were duplicated within the content outline. The identification of all three categories of tasks is crucial: it is unfair to test candidates twice on the same subject (e.g., on both the ADC and the CCJP exam), or on arcane facts. Likewise, inclusion of duplicate content within a content outline leads to multiple examination items testing identical or very similar content. This situation (called “double jeopardy”) is considered unfair because it affords the knowledgeable candidate double credit and doubly penalizes the candidate who does not know the tasks/knowledge.

### *8. Content Outline Task Organization*

The resulting list of knowledge elements was evaluated for reasonableness and logical organization within the outline. Due to the winnowing out of a large number of elements, the main content areas were revised as outlined in Table 1.

**TABLE 1. CCJP Content Domain Update**

<b>Beginning Workshop Main Content Domains</b>	<b>SME Action</b>	<b>Final CCJP Content Domains</b>
I. Dynamics of Addiction and Criminal Behavior	No change	I. Dynamics of Addiction and Criminal Behavior
II. The Criminal Justice System and Processes	No change	II. The Criminal Justice System and Processes
III. Clinical Evaluation, Screening, Assessment, and Treatment Planning	Removed tasks related to clinical evaluation. Revised title.	III. Screening, Assessment, and Treatment Planning
IV. Case Management, Monitoring, and Participant Supervision	Revised tasks and title to reflect justice-involved client focus versus general counseling skills.	IV. Case Management and Counseling
V. Counseling and Integrated Care	Tasks moved to new Domain IV. Domain eliminated.	None
VI. Documentation	Tasks moved to new Content Area III. c. Domain eliminated.	None

After generation and approval of the task listing, the tasks were reviewed again to ensure representativeness of the laws, rules, acts, and opinions and that the outline was logically designed. The final outline as defined after the workshop is presented in Appendix E. The final approved outline contains 47 tasks.

### *9. Study Adequacy*

To determine the completeness of the final content outline, the SMEs were asked to consider the following question:

*Do you feel this study covered the tasks performed by competent practice of the CCJP, in terms of the standards, rules, laws, and ethics governing practice, **completely, adequately** or **inadequately**?*

The Committee was unanimous in its opinion that the content outline completely reflected the standards, rules, laws, and ethics that govern the role of the competent CCJP.

### *10. Importance and Frequency and Content Area Weighting*

Once the outline was assembled and reviewed for logic and relationships among knowledge elements, the SMEs were tasked with considering the importance and frequency of the knowledge elements comprising the four main content areas and the sub-content areas within the main domains. The point of this exercise was to establish a relationship between the relative importance of the main content areas and the importance weighting of the examination, where weighting translates into numbers of questions on the examination. Each SME was asked their opinion of what percentage of the examination should be allotted to each of the four main content areas. This data is represented in Appendix D, and reflects significant discussion and the consensus of the Committee to adopt the final content area weightings. Appendix E reflects the final content outline and weighting of the approved outline.

### *11. Examination Specifications*

To conclude the review of content outline, the Committee was asked to consider the general characteristics and purpose of the CCJP program, which is designed to measure the competence of the CCJP in terms of best practice according to standards, rules and laws defining practice. The Committee members agreed that the content outline of the examination supports this purpose.

Based upon continued discussion and instruction, the Committee recommended adoption of a computer administration of a linear 60 four-option multiple-choice, non-speeded examination. The examination will contain 50 scored items and 10 pretest items. The content of the 50 scored items on the examination will perfectly meet the examination content outline as adopted in this report: the pretest item content will be disbursed among the examination content domains as required. Pretest items will be placed on the examination for the collection of statistics and will not affect candidate scores.

The Committee agreed that the inclusion of 10 pretest questions per examination was appropriate, with the caveat that candidates be provided with adequate time to answer the questions, and be given information concerning the fact that pretest questions will be embedded and disbursed within the examination at undisclosed positions, and will not count against the examination score. The Committee recommended including the practice of allowing candidates to comment on specific test questions, as well as offering the opportunity for candidates to provide feedback on the general testing experience. The Committee recommended that a testing period of 90 minutes be adopted, with speededness testing to be performed to ensure candidates are receiving adequate time to complete the examination.

The Committee recommended the continued use of a scaled score reporting model, allowing for the reporting of a consistent minimum scaled passing score. The Committee recommended providing performance feedback to failing candidates with score notification below the passing point, and qualitative information concerning main content area performance in the form of a strength and weakness report. The Committee also recommended adopting a policy of reporting only a pass status (with no scaled score or performance feedback) to successful candidates, with the understanding that some member boards must provide numeric scores and performance feedback for passing candidates as part of statute. These recommendations will be provided to the IC&RC Board for consideration.

*12. Review of the Content Outline in Terms of Candidate Eligibility Requirements*

It is important that eligibility requirements be a fair representation of the level of education, experience, and training that would allow a well-prepared, competent candidate the opportunity to pass the examination. While the CCJP examination requirements are established by each respective member board, each board's requirements must be at least as rigorous as the minimum requirements established by the IC&RC, as outlined on page 6 of this report. To research this question, an exercise was undertaken to ensure that the eligibility requirements were neither too lax (giving candidates the false impression that they would have an opportunity to pass if that was unlikely based on the eligibility thresholds), nor too difficult for competent candidates to achieve (acting as a barrier to practice).

The SMEs were asked to review the candidate eligibility requirements in terms of the 10% most important tasks, reviewing each task in terms of the following question: *Is a CCJP candidate who satisfies the eligibility requirements likely to have the ability to learn the knowledge element being assessed?* The SMEs agreed that candidates meeting the minimum eligibility requirements would have had an opportunity to learn the 10% most critical knowledge elements as a representative sample of the examination blueprint, and therefore did not recommend making any changes to the IC&RC CCJP minimum eligibility requirements at this time.

*13. Review of the Content Outline in Terms of Recertification Requirements*

Similarly, the CCJP recertification requirements are established by each respective member board; however, each board's requirements must be at least as rigorous as the minimum requirements established by the IC&RC. In a similar exercise, the SMEs were asked to consider if the IC&RC minimum recertification requirements, which stand at 40 hours of Continuing Education to be earned every 24 months, were adequate to ensure that CCJPs could demonstrate continued competence in the profession.

The SMEs considered any new tasks included on the blueprint, and were in agreement that credential holders completing the recertification requirements would have demonstrated competence in any new or emerging technologies, and/or knowledge and application of any regulatory changes. There was no recommendation from the SMEs to change the minimum IC&RC CCJP recertification requirements based upon the results of the job analysis study.

## Conclusion

The final approved task listing was translated into the CCJP Examination content outline and specifications, which will serve as the blueprint used to develop the Examination. This information will be published and made available to educators, candidates, regulators and the general public, establishing the openness and transparency of the program. Adoption of this content outline with the recommended main content area weightings thereby established the link between job performance, the critical knowledge elements and tasks, and successful examination performance.

## **Appendix A: Advisory Committee Subject Matter Experts**



**TABLE A-1. Job Analysis Advisory Committee Members**

<b>Committee Member</b>	<b>Practice Location</b>
Jacquelin Maxwell, CCJP	Richmond, VA
Pam Carey, CCJP	Huntsville, TX
Larry Dickson, CCJP	Saegertown, PA
Pete Nielsen, CCJP	Sacramento, CA
Shannon McCable, CCJP	Durham, NC
Amy Iseler, CCJP	East Lansing, MI
Donald Davis, CCJP	Rosenburg, TX
Stacey Langendoerfer, CCJP	Jefferson City, MO
Lisa Soderlund, CCJP	Bristol, RI
Alan Woodrow, CCJP	Salem, VA
Jenny McIver, CCJP	Douglas, GA
John Watts, CCJP	East Haven, CT
Patricia Bates, CCJP	Troy, MI
Hernando Escandon, CCJP	Parkersburg, WV
Kettisha Hodges, CCJP	Canton, MO

## **Appendix B: Advisory Committee Agenda, Introduction, and Training**



February 12, 2017

International Certification & Reciprocity Consortium  
Rachel Witmer, Assistant Director  
298 S. Progress Avenue  
Harrisburg, PA 17109

Dear Rachel and Criminal Justice Addictions Professional Job Analysis Panel, Subject Matter Experts:

Please accept my thanks and appreciation in advance for your willingness to serve as a Subject Matter Expert on this most important project of performing a focus group Job Analysis of the role of the Criminal Justice Addictions Professional (CCJP), updating the content area assignments of the questions in the question bank, and writing, reviewing and approving new examination questions. We are meeting on March 1–3, 2017 at SMT headquarters in Clearwater, Florida, to perform this work.

You are no doubt acquainted with the rich history of the IC&RC and the CCJP program and the commitment that the organization has made to the promotion of this credential: I am writing to outline how your service will support the efforts to ensure that the program continues to meet best practice and international standards for certification and licensing programs.

The first goal of our time together will be to perform a focus group (that's the Panel!) Job Analysis to produce researched-based evidence that the CCJP Credentialing program is *job-related, reliable, legally defensible* and *valid*. Demonstrating these characteristics involves performance of tasks across the CCJP program, but the foundation is based upon the quality and comprehensive nature of the analysis of the role of the Criminal Justice Addictions Professional as it is being practiced today. Please see the attached document entitled *Developing a Certification and Licensure Examination* for more information on how the Job Analysis fits into the Certification program cycle of tasks and responsibilities.

To conduct the focus group Job Analysis we will perform the following tasks:

*Discuss and establish a profile of the entry-level, minimally-competent CCJP.* We will consider current CCJP eligibility standards, typical education and experience expectations for entry-level Criminal Justice Addictions Professionals, and the scope of skills professionals demonstrate and how those skills may be obtained. With this and all matters we will address, your opinion and experience are critical. Please feel free to bring or reference materials that might relate to this discussion in terms of your experience as a CCJP, or roles you may have held supervising, teaching or mentoring other CCJPs.

*Compile an exhaustive task listing of the knowledge, skills, and abilities (KSAs) required of the CCJP working in the role today.* We will be working from the current content outline of the CCJP examinations – the same document that is available to candidates and educators. Our job will be to insure that all critical tasks that CCJP’s perform are included on this listing, with focus on the way the role has changed over the past five to six years, not only in terms of regulatory and International Certification & Reciprocity Consortium standards-based changes, but changes in technology and required cognitive skills. Your opinion and insights identifying the KSAs that may be over-or-under represented, as well as those that may have been omitted, or should be deleted will be paramount to our success.

*Review the content outline to ensure that we have captured a comprehensive set of KSAs describing practice, without duplication of tasks.* We will end our first day with a working content outline, updated to reflect today’s practice. This will include content area domain weighting (identifying which content areas are more important than others), and test specifications, (e.g., test length, timing, testing modes, etc.).

With the content outline updated, the second and third days of our workshop will be spent reviewing the existing question (item) bank to ensure that all items are still appropriate for use, and fit into the new content outline. If time permits (and we assume it will) we will be writing, reviewing and approving new items to address new content, and refresh the bank. I have included an item writing guide that will help direct our activities.

The CCJP program represents an extraordinary investment of time, talent and money, and all matters that you will be asked to participate in are to be considered confidential. Likewise, any materials you may use or see during your service are considered secure and should be kept as such. You will be asked to complete a demographic survey and to indicate your willingness to abide by an Affidavit of Nondisclosure: This information is completely secure, and is collected only to document that the IC&RC has done its best to recruit experts who represent the diversity of practice across the profession. Only summary data about the expert panel will be retained in case of a challenge to the process. Please click on the following link to complete the demographic and non-disclosure survey: When prompted choose the IC&RC as the program.

**I promise it will take less than 5 minutes to complete!**

<http://www.smttest.com/JobAnalysis/forms/survey.aspx?surid=61>

You have been asked to participate in this process due to your expertise as a CCJP and your representativeness of the diversity of practice. We are counting on your willingness to share your understanding of this role in a creative and open forum. Please be thinking of the role of the CCJP: How is it changing, what are the critical skills performed, and how can we best measure them? Consider the minimally competent candidate who just meets the eligibility requirements to sit for the CCJP examination. What KSAs would you expect this candidate to demonstrate in order to practice competently and effectively?

You may review the current CCJP content outline by clicking on the link to the IC&RC CCJP Candidate Handbook here:

<http://www.internationalcredentialing.org/examprep>

*(Select CCJP, and scroll for “Exam Content.”)*

I am looking forward to working with you. Please feel free to contact me with any questions or concerns, as I am,

Yours truly,

Kate Windom  
Director of Accreditation and Program Services  
[kwindom@smttest.com](mailto:kwindom@smttest.com)

/Sent via e-mail

/Enclosure: 1. Agenda (below)  
/Attachments: 1. Certification and Licensure Documentation (PDF)  
2. Item Writing Guide (PDF)

# Agenda

## Criminal Justice Addictions Professional Job Analysis, Bank Review and Item Writing and Review Workshop

Wednesday March 1–Friday, March 3, 2017  
Clearwater, Florida

### **Wednesday, March 1, 2017**

8:30 – 9:00 a.m. Breakfast, Welcome – Introductions: Overview of the Goals of the Workshop

- Training: The Certification Cycle
- The Focus Group Job Analysis

9:00 – Lunch (Lunch served at SMT – Breaks as needed) – 5:00 p.m.

Development and discussion of:

- Profile of the Minimally Competent Practitioner;
- Role of the CCJP; and,
- Knowledges, Skills and Abilities required of the Minimally Competent CCJP;

Once Complete – continue to address the following tasks:

- Discussion of task listing organization and content
- Finalization of the Content Outline
- Establishment of the Content Area Domain Weightings
- Establishment of the Test Specifications
- Review of minimum Eligibility Requirements and Recertification Requirements in light of the update to the CCJP Content Outline

### **Thursday, March 2, 2017**

8:30 a.m. – 5:00 p.m. (Lunch in meeting – Breaks as needed)

- Training in item writing, review and approval procedures.
- Break into two groups to review the items in the current CCJP Item Bank to ensure:
  - Items fit the new content outline;
  - Items are accurate and can be referenced; and,
  - Items reflect of current rules, regulations and on-the-job practice.

### **Friday, March 3, 2017**

8:30 a.m. – 5:00 p.m. (Lunch in meeting – Breaks as needed)

- Continue reviewing items in the current CCJP item bank.
- Begin item writing, review and approval.



## Developing the IC&RC Examinations

A look at the big picture

CERTIFIED CRIMINAL JUSTICE ADDICTIONS PROFESSIONAL (CCJAP)  
MARCH 1-2, 2017

Schroeder Measurement Technologies, Inc.

## What is the Goal of a Licensing/Credentialing Examination?

- ❖ To identify individuals who exhibit a predetermined level of competency; to determine who is worthy of receiving a credential and who is not.
- ❖ To evaluate a candidate's proficiency level against a standard that differentiates competence from incompetence.
- ❖ Licensure/Certification Examinations, when properly developed, identify and classify candidates into one of two levels of proficiency resulting in a pass or fail decision.



Schroeder Measurement Technologies, Inc.

## What a Licensing/Credentialing Examination does NOT do

- ❖ The exams do not evaluate how candidates perform relative to other candidates, but rather how a candidate performs relative to a passing standard.
- ❖ The exam scores do not provide score information that can reliably be used to identify performance above the standard, and should not be used for hiring/promotion decisions.



Schroeder Measurement Technologies, Inc.

## What a Licensing/Credentialing Examination does NOT do (cont.)

- ❖ Examinations are not teaching tools.
- ❖ Examinations are not policy-setting tools.
- ❖ Examinations are not designed to assess attributes that are subjective, or judgment-based: These skills and abilities are affected by market forces and can not be fairly assessed.
- ❖ Examinations are not designed to assess business acumen.



Schroeder Measurement Technologies, Inc.

## Licensing/Credentialing Examination Program

- ❖ Job Analysis/Role Delineation/Test Content
- ❖ Item Writing
- ❖ Item Review
- ❖ Form Construction and Review
- ❖ Standard Setting
- ❖ Statistical Analysis, Scoring, Equating & Scaling



Schroeder Measurement Technologies, Inc.

## Test Development Cycle



Schroeder Measurement Technologies, Inc.

### Job Analysis – The Foundation

- ❖ The critical link between competent practice on-the-job, and the examination content
- ❖ Subject Matter Expert's Role:
  - ❖ Exhaustive list of Knowledge, Skills, Abilities (KSAs)
  - ❖ Focus Group methodology
  - ❖ Opinions of professionals



© Inhouse Assessment Technologies, Inc.

### Job Analysis – The Results

- ❖ Examination Content Outline (Specifications)
- ❖ Content Area Weighting
- ❖ Examination Attributes (length, timing)
- ❖ Research-based documentation that the examination content reflects competent practice



© Inhouse Assessment Technologies, Inc.

### Job Analysis – The Ongoing Cycle

- ❖ Continual Analysis and Review
- ❖ Adjustments to the content outline to reflect shifts in practice focus, rules and regulation changes, changes in technology.
- ❖ Subsequent changes to the examination reflecting the role as it is practiced.



© Inhouse Assessment Technologies, Inc.

### Item Writing, Review, and Approval

- ❖ The expertise of SMEs
- ❖ The advice of psychometric experts
- ❖ Item format, language, and fairness
- ❖ Bias, reference, and key review
- ❖ Pretesting



© Inhouse Assessment Technologies, Inc.

### Form Construction and Review

- ❖ SMT assessment developer assembles draft test form based on test specifications and psychometric parameters
- ❖ SMEs review draft form for content balance, clueing, and duplicative topics
- ❖ Approved form advances through SMT internal quality control protocols



© Inhouse Assessment Technologies, Inc.

### Standard Setting

- ❖ Establishing minimal competency
- ❖ Would a minimally-competent entry level practitioner perform this task correctly?
- ❖ Establishes a reliable/valid passing standard
- ❖ Not arbitrary – if all are competent, all will pass.



© Inhouse Assessment Technologies, Inc.



### Examination Psychometric Review

---

- ❖ Item Analysis (how is the item performing)
- ❖ Examination Analysis (how is the test performing)
- ❖ Pass percentage trending



Schroeder Measurement Technologies, Inc.

### Item Analysis – Psychometric Review

---

#### Statistical Review of...

- ❖ Reliability
- ❖ Score stability
- ❖ Variance
- ❖ Ensure that the examination is fair, valid, and legally-defensible



Schroeder Measurement Technologies, Inc.

### Some Final Thoughts...

---

- ❖ Process is guided by testing industry standards
- ❖ Goal is to develop an examination that is valid, reliable, and defensible
- ❖ SMEs participate in each phase and activity
- ❖ Process is rigorous, continuous, time consuming, and expensive
- ❖ IC&RC is committed to thoughtful change as the profession evolves



Schroeder Measurement Technologies, Inc.

### Questions & Answers

---

The IC&RC and SMT *thank you* for your time, attention, and participation.



Schroeder Measurement Technologies, Inc.

## Defining the Role: The Job Analysis Focus Group Study

Defining the role of the CCJP

March 1-3, 2017

### What is a Job Analysis?

- A research-based analysis of a given professional role;
- Based on the opinions of a representative group of professionals either actively working in the role, or directly supervising those who are.

### Why is the Board conducting a Job Analysis?

- Delineate the rules and regulations that define CCJP practice.
- Provide stakeholders with a clear outline of the knowledge and skill set required by the CCJP in terms of the best practice, standards, rules, and regulations related to practice

### What is the Outcome of the Study?

- Identification of the knowledge elements (knowledge, skills and abilities) related to professional practice, to reflect:
  - Competence;
  - Effectiveness;
  - Protection of the public.

### Security, Really?

- Not strictly "secure" data and discussions...just confidential and open.
- Open process and transparency in results.

### Job Analysis: Subject Matter Expert Committee Role collaborates to:

- Identify what competent CCJPs do on-the-job;
- Create a *general* profile of the CCJP inclusive of professional diversity (background, training, education, geographic location, practice settings, experience, etc.);
- Establish a matrix of the fundamental education, experience and training.

## Creating the Task Listing

- Developing an exhaustive list of tasks that describe the role while balancing/considering:
  - Vernacular, organization, simplicity
  - Number of tasks (length)
  - Keeping within the CCJP Scope of practice
  - Transportability of skills
  - Influence of changes in regulations and technology

## Considering Task Importance and Frequency of Performance

- Consider how often the average CCJP would perform this task.
- Consider how important this task is to competent practice.

## End of Content Outline Review Questions:

- Additional Information:
  - Adequacy of the content outline
  - Tasks not covered?

## Job Analysis Results

- JA Committee will:
  1. Make task exclusion criteria decisions: (Which tasks are unimportant/not performed?);
  2. Assemble final task list; ensure tasks are assessable;
  3. Develop Test Specifications (length, timing, study aids, etc.)
  4. Establish Exam distribution and within exams, content domain importance.
  5. Review Eligibility and Recertification Requirements

## **Appendix C: Focus Group Beginning Content Outline**

# Certified Criminal Justice Professional (CCJP) Working Content Outline

Print Date: 02.24.2017

Task Count

## **I Dynamics of Addiction and Criminal Behavior**

### **A. Apply knowledge of human growth and development in order to understand addiction and criminal behavior.**

#### **Knowledge and Skills in:**

- 1 1 Accepted theories of human growth and development (e.g., Piaget, Maslow, Satir, Bettelheim)
- 1 2 Applying theories of growth and development to the treatment process

### **B. Apply knowledge of theories of criminal behavior, including sociological, psychological, biological, and biochemical theories in order to provide addiction treatment services.**

#### **Knowledge and Skills in:**

- 1 1 Accepted theories of criminality (e.g., Samenow, Benthan, Timmons, environmental)
- 1 2 Applying theories of criminality in supervised and independent interactions with participants

### **C. Understand the relationship between criminal thinking and the addictive process.**

#### **Knowledge and Skills in:**

- 1 1 Differentiate the dynamics of criminal thinking and the addictive process
- 1 2 Understand Cognitive distortions (thinking errors) as they relate to criminal thinking, addiction and substance abuse versus non-substance abuse criminality.
- 1 3 Apply basic research findings regarding physiological, psychological, and environmental aspects of criminal and addictive behavior
- 1 4 Apply the Stages of Change Model (Prochaska and DiClemente)

### **D. Understand the role of trauma in criminality and the addictive process.**

#### **Knowledge and Skills in:**

- 1 1 Understand the role of trauma in criminality and the addictive process

## II The Criminal Justice System and Processes

### A. Apply knowledge of relevant laws, jurisdictional regulations, and criminal justice processes.

#### Knowledge and Skills in:

- 1 1 Understand the basics of criminal law and jurisdictional standards
- 1 2 Apply knowledge of the adult and juvenile justice systems
- 1 3 Design treatment to incorporate an understanding of the judicial process
- 1 4 Apply and abide by confidentiality regulations and their exceptions
- 1 5 Adhere to regulatory standards
- 1 6 Apply tenants of the Prison Rate Elimination Act
- 1 7 Understand the American Correctional Standards

### B. Understand the function of the judge, prosecutor, defense counsel, probation, advocates, and guardian *ad litem* in the court system.

#### Knowledge and Skills in:

- 1 1 Understand the roles, powers, duties, responsibilities, and discretions of participants in courtroom proceedings
- 1 2 Practice courtroom etiquette
- 1 3 Provide accurate and concise testimony
- 1 4 Prepare and present court documents
- 1 5 Articulate treatment processes and goals to court and criminal justice personnel

### C. Understand the role of the Drug Court in the judicial and recovery process

#### Knowledge and Skills in:

- 1 1 Drug court standards and protocols
- 1 2 Understand and communicate the role of punitive responses to failure to comply with treatment plan

### D. Understand correctional settings and sentencing options.

#### Knowledge and Skills in:

- 1 1 Understand correctional settings (e.g., community, corrections, jail, prison)
- 1 2 Understanding of sentencing options (e.g., treatment, electronic monitoring, house arrest, incarceration, community-based corrections, and day reporting centers)
- 1 3 Make placement recommendations
- 1 4 Present placement recommendations to judicial system personnel (court report, testimony)
- 1 5 Explain court system mandates and options to participants and their families

**E. Apply criminal justice theories such as punishment, rehabilitation, restorative justice, and deterrence.**

**Knowledge and Skills in:**

- 1 1 Apply and integrate into treatment classical and positivist correctional theories
- 1 2 Apply and integrate into treatment re-entry initiatives
- 1 3 Recognize substance abuse treatment needs as an aspect of re-entry

**III Clinical Evaluation, Screening, Assessment and Treatment Planning**

**A. Construct an initial action plan with the court, participant, and others, based on court mandates, participant needs and preferences, and available resources.**

**Knowledge and Skills in:**

- 1 1 Understand the components and format of an initial action plan
- 1 2 Identify the participant's needs and preferences
- 1 3 Identify the available resources for treatment, admission and/or referral
- 1 4 Develop the action plan collaborating with the participant and others
- 1 5 Document the action plan
- 1 6 Contract with the participant follow the action plan

**B. Based on the initial action plan, initiate an admission or referral, and ensure follow-through.**

**Knowledge and Skills in:**

- 1 1 Admission and referral protocols
- 1 2 Identify resources for referral
- 1 3 Negotiate and advocate for participant receipt of treatment resources
- 1 4 Document the admission or referral
- 1 5 Facilitate participant follow-through

**C. Use an assessment process that is sensitive to participant criminal risk needs, age, gender, racial and ethnic culture, health and mental health status, and disabilities.**

**Knowledge and Skills in:**

- 1 1 Identification of participant life and risk factors to be assessed (e.g., family, community, criminality, health and wellness, developmental status)
- 1 2 Identify life and risk factors (e.g., age, criminality, developmental status, health) that may influence the validity and appropriateness of assessment instruments and interview protocols

- 1 3 Perform an integrated assessment and collect information from collateral sources that includes:
  - 1 a. alcohol and drug abuse history
  - 1 b. physical and mental health history
  - 1 c. addiction treatment history
  - 1 d. family history
  - 1 e. work/employment history
  - 1 f. criminal history and criminogenic needs
  - 1 g. psychological, emotional, spiritual, and worldview concerns
  - 1 h. current status of substance abuse/use
  - 1 i. education history
  - 1 j. life skills
  - 1 k. socioeconomic characteristics and lifestyle
  - 1 l. current legal status
  - 1 m. use of community resources
  - 1 n. treatment readiness
  - 1 o. cognitive and behavioral function
  - 1 p. patterns of anti-social behavior and thinking
- 1 4 Interpret assessment data, considering participant age, developmental level, treatment readiness, etc.
- 1 5 Identify barriers to treatment based on assessment data and information
- 1 6 Establish treatment priorities based on court mandates and interpretation of assessment data
- 1 7 Establish treatment goals based on court mandates and interpretation of assessment data
- D. Apply judicial and assessment information to inform and guide the treatment planning process**
- Knowledge and Skills in:**
  - 1 1 Understand the impact of the court and family systems on treatment decisions and outcomes
  - 1 2 Use assessment data and information to establish treatment priorities and goals



#### **IV Case management, Monitoring, and Participant Supervision**

##### **A. Monitor and report participant status and compliance to treatment plan**

###### **Knowledge and Skills in:**

- 1 1 Use of monitoring technologies (e.g., smart phones, remote counseling, remote court meetings)
- 1 2 Understand the role of parole, probation and house arrest in participant supervision
- 1 3 Provide written documentation and/or testimony measuring process
- 1 4 Collaborate with judicial and service team to adjust treatment as required

#### **V Counseling and Integrated Care**

##### **A. Apply assessment of criminogenic need to counseling mode and model**

###### **Knowledge and Skills in:**

- 1 1 Apply research concerning the risks associated with counseling high and low risk offenders together
- 1 2 Differentiate between criminal intent and addiction behaviors resulting in criminality
- 1 3 Be attentive to anti-social and manipulative behaviors in counseling
- 1 4 Recognized professional boundary violations

##### **B. Recognize the need to provide referrals for treatment for co-occurring conditions and situations beyond the CCJP Scope of Practice**

###### **Knowledge and Skills in:**

- 1 1 Recognize indications of physical and mental illness
- 1 2 Advocate for participant referral needs
- 1 3 Communicate with other professionals about the participant situation, while maintaining participant privacy

##### **C. Use of cognitive behavior therapy**

###### **Knowledge and Skills in:**

- 1 1 Use cognitive behavior therapy to facilitate behavior modification in support of sobriety

**VI Documentation**

**A. Report participant status and compliance to the appropriate authority by providing written documentation and/or testimony in order to measure progress and facilitate decision making.**

**Knowledge and Skills in:**

- 1 1 Measuring participant progress, compliance, and stage of recovery
- 1 2 Documenting and reporting on compliance, and stage of recovery

80	Tasks
----	-------

## Appendix D: Content Area Weighting Exercise

**TABLE D-1. SME Content Area Weighting Exercise Results**

Sum of Ratings															Final 2017	# of Tasks	
Jacquelin	Pam	Larry	Pete	Shannon	Amy	Donald	Stacey	Lisa	Jenny	John	Patricia	Hernando	Kettisha	SME Average			
10.0%	10.0%	15.0%	20.0%	10.0%	25.0%	15.0%	15.0%	15.0%	15.0%	10.0%	15.0%	15.0%	10.0%	14.3%	14.0%	7	I Dynamics of Addiction and Criminal Behavior
40.0%	45.0%	35.0%	35.0%	35.0%	30.0%	35.0%	35.0%	35.0%	35.0%	40.0%	35.0%	30.0%	40.0%	36.1%	36.0%	17	II The Criminal Justice System and Processes
10.0%	20.0%	20.0%	20.0%	25.0%	25.0%	20.0%	20.0%	20.0%	25.0%	30.0%	20.0%	25.0%	25.0%	21.8%	22.0%	10	III Screening, Assessment, and Treatment Planning
40.0%	25.0%	30.0%	25.0%	30.0%	20.0%	30.0%	30.0%	30.0%	25.0%	20.0%	30.0%	30.0%	25.0%	27.9%	28.0%	15	IV Case Management and Counseling
100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	49	

## **Appendix E: Final Content Outline with Weighting**

## Certified Criminal Justice Professional (CCJP) Final Content Outline

Print Date: 03.27.2017

- I Dynamics of Addiction and Criminal Behavior (14% of the exam, 7 questions on the exam)**
- A. Apply knowledge of theories of criminal behavior to provide substance use disorder treatment services.**  
**Knowledge and Skills in:**
- 1 Aspects of growth and development theories to criminal behavior
  - 2 Criminal justice theories such as punitive, rehabilitative, deterrent, and restorative justice
  - 3 Apply theories of criminality in interactions with justice-involved clients
- B. Understand the relationship between criminal thinking and the addictive process.**  
**Knowledge and Skills in:**
- 1 Differentiate the dynamics of criminal thinking and the addictive process
  - 2 Understand cognitive distortions as they relate to criminal thinking and the addictive process
- C. Understand the role of trauma in criminality and the addictive process.**  
**Knowledge and Skills in:**
- 1 Apply trauma-informed treatment based on theories of criminality and the addictive process
  - 2 Understand secondary trauma that can occur due to criminal justice involvement
- II The Criminal Justice System and Processes (36% of the Exam, 18 questions on the exam)**
- A. Apply knowledge of relevant laws, jurisdictional regulations, and criminal justice processes.**  
**Knowledge and Skills in:**
- 1 Understand the basics of criminal law and jurisdictional standards
  - 2 Apply knowledge of the adult and juvenile justice systems
  - 3 Design treatment to incorporate an understanding of the judicial process
  - 4 Apply and abide by confidentiality regulations and their exceptions
  - 5 Understand Prison Rape Elimination Act (PREA) Standards
  - 6 Understand American Correctional Association (ACA) Standards
- B. Understand the function of the judge, prosecutor, defense counsel, counselors, probation/parole officers, advocates, and guardian *ad litem* in the legal system.**  
**Knowledge and Skills in:**
- 1 Understand the roles, powers, duties, responsibilities, and discretions of participants in courtroom proceedings
  - 2 Articulate treatment processes and goals to court and criminal justice personnel
- C. Report justice-involved client status and compliance to the appropriate authority by providing written documentation and/or testimony in order to measure progress and facilitate decision making.**  
**Knowledge and Skills in:**
- 1 Measure justice-involved client progress, compliance, and stage of recovery
  - 2 Provide accurate and concise testimony
  - 3 Prepare and present legal documents
  - 4 Document and report on compliance, and stage of recovery

**D. Understand correctional settings and sentencing options.**

**Knowledge and Skills in:**

- 1 Understand correctional settings
- 2 Understand sentencing options (e.g., treatment, electronic monitoring, house arrest, incarceration, community-based corrections, and day reporting centers)
- 3 Understand Drug Court and other Specialty Court standards and protocols

**III Screening, Assessment, and Treatment Planning (22% of the exam, 11 questions on the exam)**

**A. Construct an initial action plan with the court, justice-involved client, and others, based on court mandates, client needs and preferences, and available resources.**

**Knowledge and Skills in:**

- 1 Understand the components and format of an initial action plan
- 2 Understand the role of the classification process
- 3 Identify the justice-involved client's needs and preferences
- 4 Identify the available resources for treatment, admission and/or referral
- 5 Develop the action plan collaborating with the justice-involved client and others
- 6 Understand and communicate the role of sanctions as responses to failure to comply
- 7 Explain court system mandates and options to justice-involved clients and their concerned others

**B. Assess the justice-involved client using a risk/needs/responsivity assessment.**

**Knowledge and Skills in:**

- 1 Identify justice-involved client risk factors
- 2 Identify barriers to treatment specific to the justice-involved client
- 3 Establish treatment goals based on court mandates and interpretation of assessment data

**IV Case Management and Counseling (28% of the exam, 14 questions on exam)**

**A. Monitor and report justice-involved client status and compliance to treatment plan.**

**Knowledge and Skills in:**

- 1 Use of electronic monitoring technologies
- 2 Use and interpretation of drug and alcohol testing
- 3 Respond to testing results
- 4 Understand the role of parole, probation, electronic monitoring in justice-involved client supervision
- 5 Collaborate with judicial and service team to adjust treatment as required
- 6 Understand and use re-entry initiatives

**B. Select counseling approaches based on criminogenic needs.**

**Knowledge and Skills in:**

- 1 Provide counseling using criminal justice evidence-based practices
- 2 Identify the primary motivation that is driving criminal behavior
- 3 Understand the need to match treatment to risk/needs/responsivity level

**C. Understand the ethical obligations and professional responsibilities specific to the justice-involved client.**

**Knowledge and Skills in:**

- 1 Recognize the need to provide referrals for treatment for co-occurring conditions and situations beyond the CCJP Scope of Practice
- 2 Recognize the increased liability associated with treatment
- 3 Recognize anti-social and manipulative behaviors
- 4 Recognized professional boundary violations
- 5 Recognize the relationship between security and confidentiality
- 6 Explain the limits of confidentiality