



ASAP-NYCB Training Approval Program Course Inventory

This page to be completed by Trainer | Please submit as many pages as necessary
Training Approval Submissions will not be reviewed without this Course Inventory

Name of Trainer:			
ASAP-NYCB Trainer Registry #:			
Contact email:			
Contact tel:			
Course Title:			
Course Author (individual and/or publisher):			
Has the Course Inventory been pre-approved (y/n):			
Notes 1. Do not make any assumptions. Many training vendors have not submitted their Course Inventories. Please confirm status with your training vendor. Your submission will not be reviewed without this page. 2. With the exception of CCAR training products, the training vendor's approved Course Inventory MUST be submitted as an addendum. Contact your training vendor for a copy. Your submission will not be reviewed without this addendum. 3. When in doubt, simply undertake and submit your own content-competence crosswalk using the form below.			
Is this course for (check all that apply):			
CARC-CRPA initial <input type="checkbox"/>	CARC Elective <input type="checkbox"/>	Renewals <input type="checkbox"/>	
Number of Training Hours:			
Delivery Platform (in-person; online; mixed):			
Synchronous/Asynchronous:			
Only synchronous training is approved for initial certifications			
Please note: Course Inventory for standard training products may already be approved. Consult your training vendor before undertaking this inventory. If in doubt, complete and submit this Course Inventory. Your submission cannot be reviewed without a Course Inventory		Domains & Knowledge, Skills, Abilities: (see attached)	
Module <i>indicate time-duration per session</i>	Learning Objectives <i>general rule: one objective per training hour</i>	CRPA competencies <i>list corresponding Domain and Competencies line #s</i>	CARC competencies <i>list corresponding Domain and Competencies line #s</i>



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Writing Training Objectives A 3 Step Guide

Step 1	Starting the sentence
Step 2	Using action words
Step 3	Being concise and specific

When completing your course inventory, whether for initial training, electives, or recredentialing courses, ASAP-NYCB has established a standard of one objective per hour of training. The following guide is intended to help you write effective objectives that match your course content with the relevant certifications competencies (KSAs) of the course you are submitting for review.

Step 1: A typical course objective will start with a variation of the phrase: *“By the end of this class, students will be able to...”*

Example: A single objective would read:

“By the end of this class, students will be able to explain the concept of person-first language.”

Example: Several objectives would be listed as follows:

By the end of this class, students will be able to:

1. *Explain the concept of person-first language*
2. *Use person-first language in describing a hypothetical individual*

Step 2: Course objectives should include an action verb to describe what/how the student will be expected to perform, for example:

Words to Use					
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
Define	Classify	Apply	Analyze	Arrange	Assess
Identify	Compile	Calculate	Calculate	Assemble	Compare
Label	Conclude	Demonstrate	Categorize	Compose	Critique
List	Discuss	Develop	Classify	Construct	Decide
Match	Describe	Interpret	Criticize	Design	Determine
Name	Explain	Locate	Compare	Develop	Establish
Recall	Express	Operate	Contrast	Diagnose	Evaluate
Recognize	Give examples	Perform	Determine	Manage	Judge
Record	Identify	Practice	Differentiate	Organize	Justify
Relate	Interpret	Predict	Distinguish	Plan	Measure
Repeat	Recognize	Present	Examine	Propose	Rate
Select	Summarize	Report	Outline	Relate	Recommend
State	Translate	Use	Test	Summarize	Select

Words that do not provide an objective means of measurement/monitoring attainment should be avoided, for example:

Words to Avoid			
Appreciate	Believe	Improve	Learn
Approach	Grasp the significance of	Increase	Thinks critically
Become	Grow	Know	Understand

(adapted from – Writing Clear Objectives Boston University)



Step 3: Objectives should be concise and specifically relate to the KSAs for CRPA and/or CARC. A simple trick to help with this is to take the target objective and modify it using the above guidance.

KSA #s are from the CRPA and CRPA Role Inventories.

Example 1: Single KSA	
#1. Relate to the individual as an advocate.	By the end of this class, students will be able to describe their role as an advocate working on behalf of a recoveree. (CRPA 1)
Example 2: Multiple KSAs	
# 21. Support the development of effective communication skills. # 22. Support the development of conflict resolution skills. # 23. Support the development of problem-solving skills.	By the end of this class, students will be able to demonstrate effective communication skills including those related to conflict resolution and problem solving. (CRPA 21,22,23)
Example 3: Cross Curricular KSAs	
# 53. Use organizational/departmental chain of command to address or resolve issues. # 24. Seek ongoing regularly scheduled consultation & coaching from a recovery coach supervisor	By the end of this class, students will be able to describe the importance of having and using a communication and support structure for their work within agencies and the wider community. (CRPA 53, CARC 24)
<i>Author's note: I like to add the relevant KSAs in parentheses at the end of each objective</i>	



Course Inventory | Sample

		Domains & Knowledge, Skills & Abilities <i>list corresponding Domain and Competencies line #s</i>	
Module	Learning Objectives	CRPA competencies <i>54 of 54 required</i>	CARC competencies <i>27 of 27 required</i>
1 (4 hrs)	Communicating as a Peer Professional By the end of this module students will be able to: <ol style="list-style-type: none"> 1. recognize that there are multiple pathways to recovery/wellness and understand what this means to them as peer professionals 2. understand what it means to practice using a strengths-based approach to recovery/wellness 3. recognize and use person-centered language 4. be able to practice effective communication skills including recovery oriented, strengths based, and person-centered philosophies 	Recovery/Wellness Support (2hrs) 27 36 Advocacy (2hrs) 6 7	Recovery from Addiction (3 hrs) 1 2 3 Recovery Coaching (1hr) 7
2 (2 hrs)	Peer as a professional role model By the end of this module students will <ol style="list-style-type: none"> 1. understand what it is to serve as a role model for an individual 2. understand and recognize the importance of self-care when working as a peer professional 3. be able to relate to the individual as an professional 	Mentoring and education (1hr) 12 13 Advocacy (1hr) 1	Ethical Responsibility (1hr) 25 Recovery Coaching (1hr) 8
3 (6 hrs)	The Peer Role By the end of this module students will be able to: <ol style="list-style-type: none"> 1. establish and maintain a peer relationship rather than a hierarchical relationship 2. understand the importance of adhering to responsibilities and limits of the role 3. recognize and maintain professional and personal boundaries 4. understand what it takes to establish a respectful, trusting relationship with the individual 5. demonstrate consistency by supporting individuals during ordinary and extraordinary times 6. use organizational/departmental chain of command to address and resolve issues 	Mentoring and Education (2hrs) 14 19 20 Ethical Responsibility (4hrs) 46 49 53	Recovery Coaching (1hr) 7 8 Recovery from Addiction (1hr) 6 Ethical Responsibility (4hrs) 20 21
etc	etc	etc	etc



Certified Addiction Recovery Coach (CARC)
ROLE KNOWLEDGE | SKILLS | ABILITIES

A Recovery Coach is anyone committed to promoting recovery from addiction by assisting *recoverees* to remove barriers to recovery, generating individualized recovery options, and connecting *recoverees* with recovery support services designed to build recovery capital.

Glossary

- **Recoveree:** anyone interested in, seeking or maintaining sustained recovery from a substance use/addictive disorder; may be referred to as a “client” or an “individual”
- **Recovery Coach:** anyone interested in or committed to recovery coaching
- **Certified Addiction Recovery Coach:** anyone who has completed the certification process and is actively certified as a Certified Addiction Recovery Coach (CARC)
- **Recovery Partnerships:** any proactive and supportive relationship designed to promote recovery
- **Recovery Coach Supervisor:** an experienced recovery coach who is trained to provide mentorship, consultation, assistance and coaching for recovery coaches

The Certified Addiction Recovery Coach certification was originally developed by the Connecticut Certification Board per the 2012 Role Delineation and Job Task Analysis which identified four performance domains with the following associated tasks as forming the basis of this certification.

CARC is offered exclusively in New York State by the non-profit New York Certification Board (NYCB) at ASAP. Candidates for this professional certification are required to demonstrate these competencies to NYCB per standards determined by the Board and posted to the website, <http://www.asapnys.org/ny-certification-board/nycb-certifications/>.

Domain 1: Recovery from Addiction

1. Promote recovery by utilizing compassionate, empowering, hopeful and optimistic strategies
2. Utilize strategies to build recovery capital and reduce risk associated with addiction
3. Understand and respect multiple pathways of recovery and embrace a recovery orientation
4. Recognize individualized needs and assist recoverees connect with diverse recovery modalities, recovery support and treatment services
5. Understand and recognize the full continuum of substance use disorders/addictive disorders
6. Knowledge of Recovery-Oriented Systems of Care (ROSC) and the role of a recovery coach

Domain 2: Recovery Coaching

7. Utilize stage-specific change strategies and coaching techniques that enhance motivation, establish rapport, build trust and facilitate change
8. Develop with the recoveree a comprehensive understanding of the recovery coaching relationship including the shared expectations, goals, limitations and requirements
9. Recognize a recoveree’s need for individualized support options and determine their readiness for change
10. Develop recovery plans based upon the recoveree’s preferences, goals and strengths and include family members and significant others involved in the recovery process
11. Navigate care systems including recovery supports, behavioral health treatment providers, medical providers, state agencies, entitlements, criminal justice, child welfare and other systems as needed



Certified Addiction Recovery Coach (CARC)
ROLE KNOWLEDGE | SKILLS | ABILITIES

12. Develop recovery partnerships with recovery support and other service providers
13. Recognize a potential crisis situation and respond appropriately

Domain 3: Recovery Education

14. Provide education to each recoveree about the process of recovery as it relates to their goals, choices, preferences and readiness for change
15. Provide information to the community about recovery from addiction to reduce stigma, end discrimination and encourage recovery partnerships
16. Provide information about the benefits of healthy behaviors by offering information and basic education to support positive change, health and wellness
17. Share positive and helpful information about recovery and encourage others to do the same
18. Maintain current knowledge of recovery support services, resources and systems of care
19. Provide information that encourages prevention of addiction and related behaviors, mental health promotion, and wellness

Domain 4: Ethical Responsibility

20. Adhere to the NYCB Code of Ethical Conduct and Disciplinary Procedures
21. Recognize and maintain appropriate boundaries and ensure dual relationships do not negatively impact the recovery coaching relationship
22. Share information about a recoveree only when they are present for and authorize disclosure OR obtain written consent that complies with federal and state law
23. Maintain knowledge of all federal & state regulations regarding to mandatory reporting, confidentiality, record keeping and consent procedures
24. Seek ongoing regularly scheduled consultation & coaching from a recovery coach supervisor
25. Recognize the importance of self-care and personal wellness
26. When working with a recoveree avoid any activities outside the scope of the CARC role including counseling services, 12-step sponsorship or “working” the 12 steps, medical advice or “playing doctor”, and spiritual advisor
27. Avoid conflicts of interests, exchange of goods and services, potential exploitation and financial arrangements not in the best interest of the recoveree

Standards for demonstrating Recovery Coach Role Competence in NYS

Certification application instructions and registration at <http://www.asapnys.org/ny-certification-board/>



60 hours of NYCB approved role training specific to these performance domains:

• Recovery from Addiction:	16 hours	• Standard initial peer recovery training (46 hours);
• Recovery Coaching:	20 hours	plus
• Recovery Education:	5 hours	• MAT (4 hours);
• Ethical Responsibility:	15 hours	plus
• Medication Assisted Treatment:	4 hours	• Candidate selection from CARC Electives (10 hours)
• CARC competence-based exam (as available)		

Training Opportunities in NYS

Find ASAS-NYCB approved foundational training (lists updated monthly) at <http://www.asapnys.org/ny-certification-board/nycb-approved-training/>



The IC&RC Peer Recovery certification in NYS CERTIFIED RECOVERY PEER ADVOCATE : ROLE KNOWLEDGE | SKILLS | ABILITIES

The International Certification & Reciprocity Consortium's 2013 Peer Recovery (PR) Role Delineation & Job Analysis identified four performance domains with the following associated tasks (requiring specified knowledge, skills and abilities) as forming the basis of its peer recovery certification. In NYS, the IC&RC Peer Recovery Certification is known as **Certified Recovery Peer Advocate (CRPA)** where it is exclusively offered by the non-profit New York Certification Board (NYCB) at ASAP. Candidates for this professional certification are required to demonstrate these competencies to NYCB per standards determined by the Board and posted to its website, <http://www.asapnys.org/ny-certification-board/nycb-certifications/>:

Domain 1: Advocacy

1. Relate to the individual [client] as an advocate.
2. Advocate within systems to promote person-centered recovery/wellness support services.
3. Describe the individual's rights and responsibilities.
4. Apply the principles of individual choice and self-determination.
5. Explain importance of self-advocacy as a component of recovery/wellness.
6. Recognize and use person-centered language.
7. Practice effective communication skills.
8. Differentiate between the types and levels of advocacy.
9. Collaborate with individual to identify, link, and coordinate choices with resources.
10. Advocate for multiple pathways to recovery/wellness.
11. Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness.

Domain 2: Mentoring and Education

12. Serve as a role model for an individual.
13. Recognize the importance of self-care.
14. Establish and maintain a peer relationship rather than a hierarchical relationship.
15. Educate through shared experiences.
16. Support the development of healthy behavior that is based on choice.
17. Describe the skills needed to self-advocate.
18. Assist the individual in identifying and establishing positive relationships.
19. Establish a respectful, trusting relationship with the individual.
20. Demonstrate consistency by supporting individuals during ordinary and extraordinary times.
21. Support the development of effective communication skills.
22. Support the development of conflict resolution skills.
23. Support the development of problem-solving skills.
24. Apply principles of empowerment.
25. Provide resource linkage to community supports and professional services.

Domain 3: Recovery/Wellness Support

26. Assist the individual with setting goals.
27. Recognize that there are multiple pathways to recovery/wellness.



The IC&RC Peer Recovery certification in NYS CERTIFIED RECOVERY PEER ADVOCATE : ROLE KNOWLEDGE | SKILLS | ABILITIES

28. Contribute to the individual's recovery/wellness team(s).
29. Assist the individual to identify and build on their strengths and resiliencies.
30. Apply effective coaching techniques such as Motivational Interviewing.
31. Recognize the stages of change.
32. Recognize the stages of recovery/wellness.
33. Recognize signs of distress.
34. Develop tools for effective outreach and continued support.
35. Assist the individual in identifying support systems.
36. Practice a strengths-based approach to recovery/wellness.
37. Assist the individual in identifying basic needs.
38. Apply basic supportive group facilitation techniques.
39. Recognize and understand the impact of trauma.

Domain 4: Ethical Responsibility

40. Recognize risk indicators that may affect the individual's welfare and safety.
41. Respond to personal risk indicators to assure welfare and safety.
42. Communicate to support network personal issues that impact ability to perform job duties.
43. Report suspicions of abuse or neglect to appropriate authority.
44. Evaluate the individual's satisfaction with their progress toward recovery/wellness goals.
45. Maintain documentation and collect data as required.
46. Adhere to responsibilities and limits of the role.
47. Apply fundamentals of cultural competency.
48. Recognize and adhere to the rules of confidentiality.
49. Recognize and maintain professional and personal boundaries.
50. Recognize and address personal and institutional biases and behaviors.
51. Maintain current, accurate knowledge of trends and issues related to wellness and recovery.
52. Recognize various crisis and emergency situations.
53. Use organizational/departmental chain of command to address or resolve issues.
54. Practice non-judgmental behavior.

see: <https://internationalcredentialing.org/creds/pr>

Standards for demonstrating Peer Recovery Role Competence in NYS

Certification application instructions and registration at <http://www.asapnys.org/ny-certification-board/>



- 18+ years
- High School Diploma (or equivalent or higher)
- 30 hours NYCB approved role training incorporating Advocacy (10 hours), Mentoring & Education (10 hours), and Recovery Wellness Support (10 hours)
- 16 hours NYCB approved role training in Peer Ethical Responsibility
- Application to ASAP-New York Certification Board; Board approval
- IC&RC Peer Recovery Exam: passing grade in testing of ability in 54 itemized role competencies

Training Opportunities in NYS

Find ASAS-NYCB approved foundational training (lists updated monthly) at <http://www.asapnys.org/ny-certification-board/nycb-approved-training/>



Virtual Training Best Practices & Guidance to support

Online Delivery of Peer Recovery Training

March 31, 2020

Technology

- ✓ We suggest Zoom Pro account for affordability and ease of use (\$15/month: zoom.us)
- ✓ Explore Zoom tutorials: <https://support.zoom.us/hc/en-us/sections/201740096-Training>
- ✓ Require Participant registration before joining ([click here to learn how](#))
- ✓ Require all participants to use video and audio, preferably from laptop/computer, and communicate these requirements well in advance
- ✓ Familiarize yourself with Breakouts for small group work ([click here to learn how](#))
- ✓ Practice sharing slides, white board and using chat room
- ✓ Schedule your meeting to mute all participants upon entry ([overview of ZOOM meeting settings](#))
- ✓ Consider spaced training – half or ¾ days with days in between. Retention and engagement will improve.
- ✓ Establish a host and co-host. Co-host can manage tech assistance, chat room questions, muting participants
- ✓ Set up meeting with unique meeting ID, passcode requirement ([overview of ZOOM meeting settings](#))

Zoom Meeting Guidelines & Working Agreements

- ✓ Please mute your screen/phone and only unmute to share
- ✓ Please silence all cell phones
- ✓ Use the Chat space to share comments/questions; or feel free to unmute and share verbally, simply wave your hand. This training is meant to be highly interactive, so please create a space for yourselves that allows this!
- ✓ Goal – equal participation. Invite all to contribute to the discussions. Raise hand to be called on to share.
- ✓ Minimize storytelling; keep them short and relevant for group learning versus sharing
- ✓ Stretch ourselves to keep comments to a minimum and keep comments to 1-2 minutes

Getting Started & Working Agreements

- ✓ Invite participants to a pre-meeting to orient them to use of all tools including chat, raise hands, polls, break-outs, etc. and practice with them!
- ✓ Announce any norms that you wish to establish such as “check ins” (“Is there anything the group needs at this time?”) before or after each break; self-care practices, etc.; expected participation; language...
- ✓ Brainstorm additional Working Agreements (consider using whiteboard); post all norms to top of chat
- ✓ In Chat, have this message ready: Before we get started, using Chat Everyone, introduce yourself: Preferred name/pronoun; Organization (if applicable); why you are here; recovery status (if you care to share). If group isn’t too large, each person can state what they’ve written (including facilitator)
- ✓ Review Agenda, refer only occasionally to your slides (by using “share” capability); return to the group grid often
- ✓ For break-outs assign a facilitator and scribe

General

- ✓ Thank everyone for venturing into this new training experience!
- ✓ Check in frequently
- ✓ Have fun