Criminal Justice Supported Recovery Professional

2023 Role Delineation Study Report

Issued on December 21, 2023

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Introduction

In February 2023, the Alcoholism and Substance Abuse Providers-New York Certification Board (ASAP-NYCB) announced a new Criminal Justice Supported Recovery (CJSR) certification program for peer recovery professionals who serve individuals with a history of involvement in the criminal legal system. This new specialty certification program is designed to address the growing demand for peer recovery professionals who not only have the core skills of advocacy, mentoring, and coaching, but who also understand the unique culture, language, and challenges experienced by individuals navigating the criminal legal system.

To help ensure the new certification program reflects current practice and promotes high standards for public protection, the ASAP-NYCB undertook a role delineation study (RDS). An RDS, also referred to as a job analysis study, is the foundation of any content valid and legally defensible certification program. An RDS is a research-based analysis of individual opinions from a statistically significant group of professionals working in a role. It describes and defines a professional role, including differentiating it from other roles that may have similar or overlapping responsibilities. Most importantly, an RDS provides evidence to support the claim that an individual holding a role certification has the knowledge, skills, and abilities (KSAs) necessary to practice competently, safely, and effectively in that role, which are critical for public protection. The work product resulting from an RDS looks like a detailed job description, outlining the knowledge and performance expectations of professionals practicing in the role.

To develop this body of knowledge (BOK), the ASAP-NYCB recruited peer recovery professionals who have experience interacting with the criminal legal system to serve as subject matter experts (SMEs). An SME Panel provides critical insight into the role and guides decision-making during an RDS. The CJSR Panel members were purposefully selected by the ASAP-NYCB to represent the diversity of practice in terms of years of experience, practice setting, and cultural background. Having an advisory SME Panel that represents key professional characteristics is critical for the validity of the RDS process.

The CJSR RDS required seven[1] virtual meetings (Panel Meetings 1-7). Appendix A lists the fourteen SMEs who served on the Panel[2], along with their location of practice, years of experience, and practice setting. The RDS was conducted under the guidance of a psychometric consultant and the ASAP-NYCB Certifications Development Team, and in accordance with certification testing industry standards established by the National Commission for Certifying Agencies (NCCA), an independent accrediting body for professional certification programs. The 2021 NCCA Standards state that "The certification program must have a study that defines and analyzes descriptions of job-related elements linked to the purpose of the credential," and further that "a job analysis must lead to clearly delineated job-related elements (e.g., domains; tasks; competencies; and knowledge, skills, and abilities) that characterize proficient performance" and must be conducted "in accordance with sound psychometric practice."[3] This report describes in detail the methods, results, and outcomes of the CJSR RDS, demonstrating study validity and adherence to best practices. Appendix B contains the final BOK task listing developed during

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[1] There were seven meetings of the entire SME Panel; additional virtual meetings were held with SME subgroups.
[2] Well-respected in the field and cherished by the recovery community, Dennis Morgan died suddenly during the course of preparing this Role Delineation Study. ASAP extends our condolences to his loved ones and our gratitude for his tremendous service.
[3] National Commission for Certifying Agencies (2021). *Standards for the Accreditation of Certification Programs.* Washington, D.C.: Institute for Credentialing Excellence.

the RDS, which will serve as the content for a role-based, competency-based training program for CJSR professionals seeking certification.

Preliminary Research

Prior to involvement of the SME Panel, the ASAP-NYCB Certifications Development Team conducted preliminary research to better understand the role and responsibilities of CJSR Professionals, resulting in an initial listing of the domains and competencies for the role. This listing was compiled from information gathered during a review of (a) competency-based documents from other organizations and (b) job descriptions from relevant job titles. The listing provided a framework for the RDS BOK and defined four competency domains for the CJSR professional: Criminal Justice System & Processes; Advocacy within the Justice System; Recovery Principles for Justice-Involved Populations; and Legal, Ethical, and Professional Responsibilities. The listing was discussed with the psychometric consultant and refined in preparation for SME review.

Panel Meeting 1

The first meeting of the SME Panel was held virtually on March 20, 2023. The focus of Panel Meeting 1 was to provide an orientation to the CJSR certification program and the RDS process. After project leadership and SME introductions, the Certifications Development Team described the rationale for the CJSR certification program and the benefits certification will provide to employers, persons/families involved in the criminal justice system, those receiving treatment/recovery services in the community, and the public. The CJSR will be a specialty certification program for individuals who hold a foundational certification as a peer (i.e., CRPA, CARC, CPS, or Certified Peer Worker in Harm Reduction, HIV, Hepatitis-C). By acquiring CJSR certification, a peer will have demonstrated competency to work with criminal justice-involved individuals in a wide range of settings: Drug courts, veterans courts, prisons, jails, community corrections, re-entry, community-based treatment and recovery programs, and housing and other human services agencies. The project goals were then outlined: (1) Completion of an RDS; (2) Developing formal certification standards; (3) Defining the content of a role-based, competency-based training program; and (4) Developing a CJSR-specific Code of Ethical Conduct.

The psychometric consultant then described the RDS process, explaining the purpose, goals, and relationship to public protection. Emphasis was placed on the importance of conducting an RDS for the development of a role-relevant and legally defensible certification program, and to guide ASAP-NYCB in setting certification standards. The NCCA *Standards for the Accreditation of Certification Programs* were referenced when explaining the design and conduct of the RDS (Standard 13: Panel Composition and Standard 14: Job Analysis). The consultant provided an overview of each project milestone and explained that the first step ("Preliminary Research & Interviews") had already been completed by the Certifications Development Team to serve as a starting point for the "Individual Work" to take place after the meeting. She continued to describe the remaining milestones and the role of the SME Panel during each step. See Figure 1.

One point of emphasis was that while the individual opinions of the SME Panel would be instrumental in creating the BOK for the CJSR professional, in adherence with the NCCA *Standards* and psychometric best practices, the opinions of others practicing in the role must also be considered. Therefore, the BOK drafted by the SME Panel would be converted into an online survey for peer recovery professionals who serve individuals with a history of involvement in the criminal legal system. The goal would be to gather hundreds of stakeholder opinions on the importance and relevance of the KSAs to competent, safe, and effective practice.
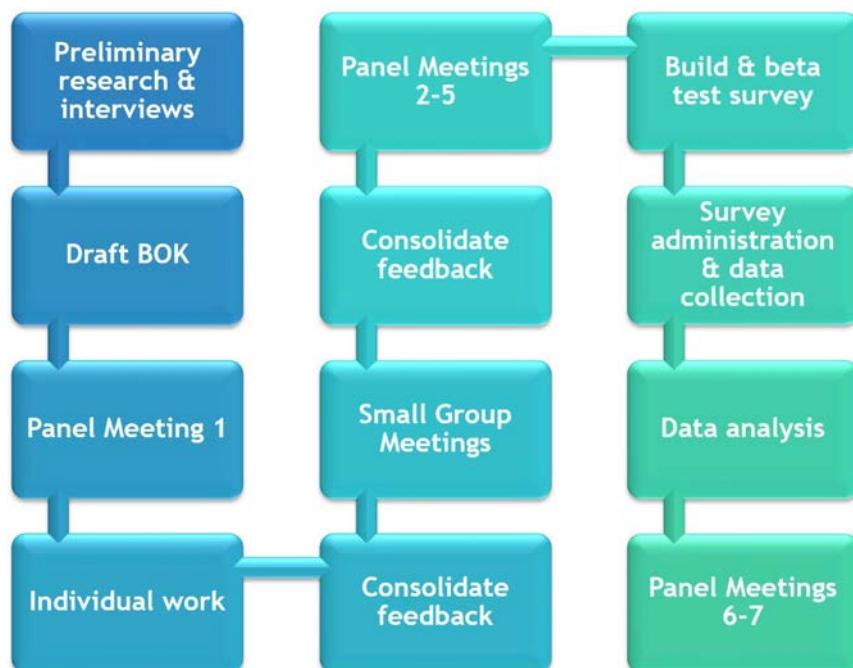
Figure 1. Milestones in the CJSR RDS process.

The Certifications Development Team also introduced the concept of *minimal competence* as the measure of eligibility for CJSR certification. Although it sounds like an unfavorable term, minimal competence does not refer to a low level of competence, but instead a high level of professionalism, knowledge, and skills that distinguishes a competent practitioner from one who is not. Conversations about minimal competence and eligibility requirements are critical to ensure that Panel members share a common definition of the target candidate before creating the BOK. The SMEs were asked to keep in mind that while it's natural to want to set the bar high and expect superior role performance, they are designing a certification program for entry level CJSRs.

The SMEs then identified which of the four domain-specific workgroups they would like to join (Criminal Justice System & Processes; Advocacy within the Justice System; Recovery Principles for Justice-Involved Populations; or Legal, Ethical, and Professional Responsibilities). The meeting concluded with a summary of next steps and associated timeframes.

Individual Work and Domain-Specific Workgroup Meetings

Following Panel Meeting 1, the ASAP-NYCB Certifications Development Team provided the SMEs with instructions on how to write task and KSA statements and asked them to each complete an *Individual Domain Workgroup Worksheet*. The SMEs received the draft competencies for their assigned domain and were asked to write three task statements that might serve as observable or measurable indicators of proficiency in the proposed competency. They were also asked to confirm that the competency belonged in the domain and whether it was worded adequately.

The SMEs were given ten days to return their completed worksheets to the Certifications Development Team, who compiled the individual lists into a single task listing for each domain. During April and May, the Certifications Development Team facilitated 2-3 virtual meetings with each Workgroup to review

and finalize each list ("Domain-Specific Workgroup Meetings" from Figure 1). Then the Certifications Development Team consolidated the work products into a comprehensive and exhaustive list comprised of 4 domains, 23 competencies, and 145 task statements:

- Criminal Justice System & Processes – 5 competencies/25 tasks
- Advocacy within the Justice System – 5 competencies/40 tasks
- Recovery Principles for Justice-Involved Populations – 7 competencies/52 tasks
- Legal, Ethical, and Professional Responsibilities – 6 competencies/28 tasks

Panel Meetings 2-5

During Panel Meetings 2-5, held in June and early July, the SMEs who were available convened via 2-hour virtual meetings to review and approve each task statement and the organization and structure of the BOK. To begin Panel Meeting 2, the Certifications Development Team provided a summary of the progress on the RDS, calling to attention the contributions of the four workgroups. The psychometric consultant then explained the goal of the meeting and asked the SMEs to pay particular attention to the following when reviewing the BOK:

- Are any tasks missing?
- Are any tasks duplicative?
- Should any tasks be removed? (e.g., not unique to the role, not widespread practice)
- Do any tasks need clarifying or rewording?

The SMEs spent the remainder of Panel Meeting 2 and all of Panel Meetings 3-5 reviewing and approving the task listing as one group (usually 4-5 SMEs were in attendance). In general, one domain's task listing was covered per meeting. The BOK was approved with 4 domains, 22 competencies, and 106 task statements:

- Criminal Justice System & Processes – 6 competencies/31 tasks
- Advocacy within the Justice System – 3 competencies/19 tasks
- Recovery Principles for Justice-Involved Populations – 7 competencies/35 tasks
- Legal, Ethical, and Professional Responsibilities – 6 competencies/21 tasks

At the end of Panel Meeting 5, the psychometric consultant gave an overview of the purpose of the validation survey, how it would be administered, and the important role of the SME Panel; the survey would validate the work of the Panel by soliciting feedback on a large-scale basis from individuals who work in the role of CJSR professionals or supervise others who do. There would be multiple steps in the process, including designing the survey, beta testing to ensure it performs as intended, and distributing it to persons who perform in the role. She also explained the important role of the SME Panel during this process, both to beta test the survey as well as helping to publicize and distribute the survey invitation to promote participation among the target population.

The Panel was advised that the survey would be beta-tested during the second half of July and the official launch of the validation survey would occur in August.

Survey Development

After Panel Meeting 5, the consultant converted the BOK into an online survey[4] comprising three sections, described below. On the survey landing page the respondents were assured that their responses would be completely confidential and only reported in the aggregate.

Demographic Questions

The Certifications Development Team and the psychometric consultant drafted the demographic questions. The longer a survey is, the more likely it is to be abandoned by respondents, resulting in incomplete data. For this reason, only those demographic questions that would provide useful information about the practice profile of a CJSR were included. See below for a list of the demographic questions asked at the beginning of the survey and the response options can be found in Appendix C. The questions preceded by a triangle were presented depending on the response to the previous question.

- *Do you practice in New York state?*
    - ► *In which region of New York state do you primarily practice?*
    - ► *If you do not practice in New York state, in which state do you practice?*
- *Which of the following locations best describes your primary work setting?*
- *Which of the following best describes your primary work setting?*
- *How many years of experience do you have **providing peer recovery services**?*
- *How many years of experience do you have **working with justice-involved individuals**?*
- *Which of the following best describes your current or most recent job role?*
- *What is your highest level of education?*
- *Which of the following certifications and licenses do you hold?*

Task Ratings

Selecting an appropriate rating scale and formulating the best rating prompt are critical for the success of a survey. The rating prompt must be focused and written clearly so there is no room for interpretation and all respondents understand it to mean the same thing. The rating scale must be in a logical order with distinct categories that make it easy for respondents to select a rating.

The purpose of the validation survey was to determine whether each task is performed in practice, and if so, how important that task is to competent practice. Asking respondents about performance frequency and importance separately would double the number of required ratings, which would certainly have a negative impact on the response rate. Therefore, a single rating prompt was used: *How important are these tasks for the safe and effective practice of a CJSR Professional?* Respondents were asked to consider each task and answer the prompt using the 6-point scale below.

> *Never Performed/NA*
> *Not Important*
> *Somewhat Important*
> *Important*
> *Very Important*
> *Critical*

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[4] Survey platform: Qualtrics Experience Management (XM)

If the respondent thought that the task was never performed in the role, they were instructed to select the "Never Performed/NA" option. Otherwise, they should select one of the five importance ratings.

Post-survey Questions

After completing the ratings section, respondents were asked about the following topics.

- **Survey adequacy**
  How well did the survey cover the important tasks and knowledge, skills, and abilities required for the ethical, effective, and safe practice of criminal justice supported recovery (CJSR) professionals? This question utilized a five-point Likert rating scale: *Not at all, Slightly, Moderately, Very, Extremely*.
- **Missing tasks**
  Did we miss any important tasks on the survey that are performed by CJSR professionals in their roles? If so, please describe. Respondents were provided with a comment box to suggest tasks they felt were overlooked in the survey.
- **Domain ranking**
  Respondents were asked to assign a percentage "weight" to each of the four domains to reflect the relative importance of each to ethical, effective, and safe practice as CJSR professional. The most important domain should receive the largest weight, and the least important domain should receive the smallest weight. Respondents were asked to keep in mind that their weights would be used to develop a training program, and that more emphasis will be placed on domains with larger weights. Percentages were required to total 100%, and the sum was calculated on-the-fly to assist respondents. To facilitate the weighting exercise, the domains and competencies were provided for reference.

The final survey page was optional and entered respondents into a drawing to win either a $100 Visa gift card or one free registration to the 2023 ASAP Annual Conference. Two winners were selected from the drawing, but all ASAP-NYCB certified peer recovery professionals received one hour of continuing education credit. The respondents were assured that their contact information would only be used to contact them if they won a prize, or to award their continuing education credit. Only the survey administrator (i.e., the psychometric consultant) would be able to connect their contact information with their survey responses.

Survey Administration & Data Collection

The survey was first reviewed by the Certifications Development Team, and then made available to the Panel members and the ASAP-NYCB Board members for beta testing during the second half of July. Beta testing involved completing the survey on a "trial basis" to ensure it functions properly (e.g., the links work and there are no navigation errors) and that it reflects the final task listing approved by the Panel. The beta testers were asked to email feedback to the Certifications Development Team, who then directed the psychometric consultant on survey updates. As their final responsibility during this phase of the project, all Panel members were encouraged to help disseminate the survey and promote participation.

The first invitations to complete the survey were emailed to ~4,500 potential respondents on August 15th. Reminders to complete the survey were emailed on August 22nd, September 1st, and September 7th. There were 440 responses to the survey; after removing the respondents who did not rate at least 25% of the tasks, there were 312 responses remaining for the analyses.

Data Analyses & Results

The psychometric consultant analyzed the following respondent data.

Demographic Questions

Frequency distributions were tabulated for the demographic questions. See Appendix C for a summary of the demographic results. The plurality of respondents practiced in the New York City metropolitan area (36.1%), with the second largest subgroup being respondents from western New York (10.4%). The plurality of respondents worked primarily in recovery community organizations (18.6%), followed by treatment agencies (14.7%), and community mental health programs (10.3%). There was a wide range of years of experience providing peer recovery services and working with justice-involved individuals, from less than a year to greater than 20 years. The majority of respondents reported that their current job role is providing peer-recovery services (54.5%).

KSA Ratings

The ratings were analyzed to determine for each task the (1) frequency of non-performance, (2) average importance rating, and (3) criticality index.

(1) The frequency of non-performance was calculated as the percentage of respondents who selected the *Never Performed/NA* rating to a question (including in the denominator only those respondents who provided a rating).

(2) Each of the other response options was assigned a numeric value to calculate the average importance rating:

> 1 = *Not Important*
> 2 = *Somewhat Important*
> 3 = *Important*
> 4 = *Very Important*
> 5 = *Critical*

If all respondents rated a task as *Not Important*, its average importance rating would be 1. In contrast, if all respondents rated a task as *Critical*, its average importance rating would be 5. Ordinal scales like this one are useful because the response options have a logical order. Just as 3 is greater than a 2, a rating of *Important* is greater/better than a rating of *Somewhat Important*. The higher the average rating, the more important the respondents think the task is.

(3) The criticality index of each task was calculated as the product of its average importance rating and the proportion of respondents that provided an importance rating. For example, if a task was performed by 100% of respondents and it had an average importance rating of 5 (*Critical*), its criticality rating would be 5 (i.e., 100% x 5 = 5). However, if a task was performed by 50% of respondents and its average importance rating was 5, its criticality rating would be 2.5. Even though they have the same average importance rating, the large difference in their criticality indices clearly demonstrates that they are not equivalent in terms of practice.

Appendix D lists the tasks in survey order along with the total number of responses, performance frequency data, average importance and criticality ratings, and "top box" percentages. The top box percentage reflects the percentage of respondents selecting the two highest importance ratings (*Very*

Important and *Critical*) out of the number who provided an importance rating. This is another way of looking at the importance ratings and can be interpreted in the same way (r=0.94). The five lowest ratings according to each metric are highlighted in yellow. Each task has an alphanumeric code created by combining the Domain, Competency, and Task number. For example, D1C1_1 refers to:

- Domain 1: Criminal Justice System & Processes
- Competency 1: Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges.
- Task 1: Explains how the existing network of justice and governmental entities relate to, engage with, and impact individuals in the justice system.

The Domains and Competencies are listed at the end of Appendix D.

Tables 1-3 show the lowest-rated tasks according to performance frequency, importance, and criticality. In total, seven tasks were flagged by these metrics; some tasks were flagged for low ratings in multiple metrics.

The task ratings data clearly indicated agreement by survey respondents on the importance and relevance of all tasks. The least performed task was still performed by 95.8% of respondents and the lowest average importance rating was 3.92 (4 = *Very Important*).

Table 1: Least Performed Tasks

Task	Performed %	Average Importance Rating (1-5)	Criticality Rating (0-5)	Top Box %
Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.	95.8%	3.95	3.79	71.4%
Explains the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.	96.4%	3.94	3.80	70.1%
Draws from own or family member's experience to help others understand how learned behaviors in the justice system might impact community integration upon release.	96.4%	4.03	3.89	74.5%
Explains justice/legal terminology and language used in different justice settings.	96.5%	3.92	3.78	70.0%
Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.	96.8%	3.98	3.85	68.9%

Table 2: Least Important Tasks

Task	Performed %	Average Importance Rating (1-5)	Criticality Rating (0-5)	Top Box %
Explains justice/legal terminology and language used in different justice settings.	96.5%	3.92	3.78	70.0%
Explains the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.	96.4%	3.94	3.80	70.1%
Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.	95.8%	3.95	3.79	71.4%
Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.	96.8%	3.98	3.85	68.9%
Explains basic processes relative to legal status (e.g., pre-trial, parole, probation), legal category, sentencing guidelines, and the evolving reform landscape.	97.1%	4.01	3.89	71.5%

Table 3: Least Critical Tasks

Task	Performed %	Average Importance Rating (1-5)	Criticality Rating (0-5)	Top Box %
Explains justice/legal terminology and language used in different justice settings.	96.5%	3.92	3.78	70.0%
Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.	95.8%	3.95	3.79	71.4%
Explains the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.	96.4%	3.94	3.80	70.1%
Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.	96.8%	3.98	3.85	68.9%
Draws from own or family member's experience to help others understand how learned behaviors in the justice system might impact community integration upon release.	96.4%	4.03	3.89	74.5%

Subgroup Analyses

The following subgroup analyses were performed to check for differences in how the tasks were rated by respondents from different demographic groups, which could lead to a subgroup having undue influence on the results of the survey. All differences were small and close to the same 1-5 scale anchor, and therefore not important.

Practice region of NY

The respondents who indicated they practiced in New York state were divided into two groups according to whether they practiced in Upstate or Downstate New York. Downstate New York included New York City and Long Island (Group 1: n=131, 45.5%), and Upstate New York included all other regions (Group 2: n=157, 54.5%). The largest mean difference between groups was 0.24 (Group 1=4.24 and Group 2=4.48).

Work setting

Collectively the respondents indicated working in eleven different primary work settings, but there were the only three groups with over 30 respondents: Recovery community organization (Group 1: n=58,

18.6%), treatment agency (Group 2: n=46, 14.7%), and community mental health program (Group 3: n=32, 10.3%). The largest mean difference was 0.58 between Group 1 (3.95) and Group 3 (4.54); however, the average rating for Group 2 was 4.24 for this task, which is about halfway between the ratings of Group 1 and 3.

Years of experience
Respondents were divided into two groups based on years of experience providing peer recovery services (Group 1: ≤5 years, Group 2: 6+ years). The largest mean difference was 0.23 (Group 1=4.12 and group 2=4.35). Respondents were also divided into two groups based on years of experience working with justice-involved individuals (Group 1: ≤5 years, Group 2: 6+ years). The largest mean difference was 0.28 (Group 1=4.21 and Group 2=4.48).

Analysis of Post-survey Questions
Almost 95% of respondents indicated that the survey *Very* or *Extremely* well covered the important tasks and KSAs required for ethical, effective, and safe practice as of CJSR Professionals. This supports a high degree of confidence that the depth and breadth of the survey content was reflective of the diversity of practice. See Table 4.

Table 4: Survey Adequacy Ratings

Adequacy	N	%
Not at all	1	0.4
Slightly	2	0.8
Moderately	12	4.6
Very	115	44.1
Extremely	131	50.2
Total	**261**	**100%**

Missing Tasks and KSAs
Respondent suggestions for overlooked tasks and KSAs were forwarded to the Certifications Development Team for thematic analysis. Below are two new task statements that were written to cover the themes. These statements were presented to the SME Panel for consideration at Panel Meeting 6.
- Values self-care of the peer professional who strives to maintain a balance between the demands of the system, rigid court-imposed rules, and the needs of the justice-involved individuals with whom they work.
- Describes the unique challenges that women in the criminal justice system face and how the peer professional can best support them.

Domain Weightings
Domain weights were calculated three ways. See Table 5.

The first calculation was based on the number of tasks in each domain (Task Weight). Rationale: The more tasks that are covered in a domain, the more emphasis it should receive during training. These

weightings would focus less attention during training on Domains 2 & 4 and more attention on Domains 1 & 3.

The second calculation was based on the average criticality of the tasks within the domain (Criticality Weight). As can be seen in Table 5, basing the weights on relative criticality of the tasks would result in similar weights to the Task Weights.

The third calculation was based on the average domain weights assigned by the respondents (Respondent Weight). Rationale: This recognizes the expertise of the respondents in advising on the relative importance to practice of the tasks within each domain. The average respondent-assigned percentages for the four domains were very similar and ranged from 23-26%.

Table 5: Domain Weights

Domain	# Tasks	Task Weight	Criticality Weight	Respondent Weight
Criminal Justice System & Processes	31	29.2%	28.7%	23.1%
Advocacy within the Justice System	19	17.9%	18%	25.9%
Recovery Principles for Justice-Involved Populations	35	33%	33.3%	26.1%
Legal, Ethical, and Professional Responsibilities	21	19.8%	20%	24.9%
Total	**106**	**100%**	**100%**	**100%**

Panel Meeting 6

The final SME Panel meeting was held virtually on October 5th. The Certifications Development Team kicked-off the meeting with a summary of CJSR project accomplishments and the meeting goals, with the primary goal being to finalize the BOK.

Discussion of Survey Results

The psychometric consultant presented the results of the validation survey, first covering the demographic characteristics of the respondents (Appendix C). The lowest-rated tasks in terms of frequency of practice, importance, and criticality were reviewed, to determine whether any of the ratings were too low to justify inclusion in the final task listing. The subgroup analysis results were also presented. Based on the review of the results, the SMEs did not deem any tasks or KSAs as having low enough ratings to exclude them from the BOK. However, the group revised three of the flagged task statements to better describe entry-level practice.

Finalizing the Task Listing

The Certifications Development Team then presented the two task statements written to cover the themes identified from respondent suggestions for overlooked tasks and KSAs. It was agreed that modified versions of the proposed task statements should be added to the BOK.[5]

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[5] After the meeting the Certifications Development Team and psychometric consultant refined the wording of the two new tasks; the Panel approved the wording of the two new task statements via email after the meeting.

Domain Weighting Exercise

The psychometric consultant then reviewed the three domain weight calculations derived from the survey data. Considering all the data, the SMEs voted on domain weights and approved a final weight distribution based on the Respondent Weights: Criminal Justice System & Processes (23%), Advocacy within the Justice System (26%), Recovery Principles for Justice-Involved Persons (26%), and Legal, Ethical, and Professional Responsibilities (25%).

Panel Meeting 7 and RDS Results Approval

During the final Panel meeting on November 1st led by the Certifications Development Team, the SMEs discussed what minimum eligibility requirements should be considered for CJSR certification. Input was sought on three criteria: minimum education, role experience, and role-specific training. After lengthy discussion and consideration of different perspectives, the Panel agreed on the following recommendations for certification standards:

- **Pre-requisite**: Recognized peer certification in good standing: CRPA, CARC, Certified Peer Specialist (MH), Certified Peer Workers (HIV, Harm Reduction, Hep C), Family Peer Advocate, Youth Peer Advocate or other recognized national/state peer certifications;
- **Minimum Education**: High School diploma or GED;
- **Required Role Experience**: No role experience required;
- **Role-Specific Training**: Completion of a 20-hour approved training program: vetted as aligned with the NYCB adopted CJSR BOK, proportionately weighted with the domain weight distribution;
- **Ethics**: Attestation to the *Framework for CJSR Ethical Principles*[6] (see Appendix E).

A report of the RDS process, the final task listing, proposed certification standards, and *Framework for CJSR Ethical Principles* were presented to the ASAP-NYCB Board on November 15, 2023. Via electronic vote the Board adopted the BOK, the minimum eligibility requirements, and the *Framework for CJSR Ethical Principles*.

In conclusion, the CJSR RDS study was designed and conducted in accordance with NCCA *Standards* and best psychometric practices, which provides strong evidence-based support for the validity and legal defensibility of the CJSR certification program.

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[6] The Framework for CJSR Ethical Principles was developed by a 5-member workgroup of volunteer SMEs who met two times in October 2023.

Appendix A. Subject Matter Experts

Name	Practice Region	Work Setting	Years of Experience
Diana Aguglia	Northern NY	Community-based organization	11+
Elizabeth Burden	Washington, D.C.	National/state advocacy organization	0
Ambi Daniel	Central NY	Drug court or other problem-solving court	11+
Ben Deeb	Northern NY	Correctional setting	3-5
Steve Hanson	Western NY	Correctional setting	11+
Kristy Holland	Western NY	Drug court or other problem-solving court	3-5
Victoria Metz	Hudson Valley	Correctional setting	5-10
Dennis Morgan	Hudson Valley	Community-based harm reduction program	1-3
Dennis Reilly	New York City metro	Drug court or other problem-solving court	11+
Shawn Rogers	New York City metro	Drug court or other problem-solving court	
Helen "Skip" Skipper	New York City metro	National/State advocacy organization	11+
Seep Varma	Hudson Valley	Correctional setting	11+
Erin Wiggins	Central NY	Community-based SUD program	<1

Notes. Blank cells indicate missing information. The Years of Experience reflects time spent working with justice-involved individuals.

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Doug Rosenberry, ASAP Certifications Development

Appendix B. Final Task List

Domain 1: Criminal Justice System & Processes

Competence 1: Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges.

1. Explains how the existing network of justice and governmental entities relate to, engage with, and impact individuals in the justice system.
2. Describes the role each part of the justice system plays and its relevance to advocacy and potential outcomes for the justice-involved individual.
3. Explains how the history of treatment alternatives to justice system involvement and criminal justice reform have contributed to peer integration and access to treatment and recovery supports.
4. Examines how the presence of systemic bias and other potential barriers impact the successful and ongoing recovery of the justice-involved individual.
5. Recognizes that restrictions on autonomy and choice that typically exist in justice settings still offer opportunities for individuals to make positive choices and progress in their recovery journey.
6. Values how an individual's ongoing recovery and access to social support and services all play a significant role in promoting community safety.

Competence 2: Applies knowledge of relevant laws, jurisdictional regulations, and criminal justice processes to the peer recovery process.

1. Recognizes the structure of family, civil, and criminal legal and court systems and their relevance to the justice-involved person.
2. Demonstrates a basic understanding of basic processes relative to legal status (e.g., pre-trial, parole, probation), legal category, sentencing guidelines, and the evolving reform landscape.
3. Demonstrates a basic understanding of the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.
4. Identifies helpful community resources that may be available to support a warm hand-off and facilitate successful community integration and/or re-entry.
5. Assists individuals in making appropriate choices, taking into consideration their legal status and progress in recovery.

Competence 3: Applies knowledge of justice systems, including correctional settings and potential sentencing options, to support individuals in recovery in navigating the justice system.

1. Identifies best strategies of engagement for the justice-involved individual based on their current stage of change.
2. Emphasizes the importance of supporting individuals in recovery based on point of contact in the justice system.
3. Applies personal/lived experience strategically to form trust bonds and allow the individual to feel safe.
4. Formulates navigational strategies based on a firm understanding of arrest, charging, and sentencing options, and alternatives to support individuals in recovery.

5. Adapts language and communication skills to different audiences (e.g., justice representatives, justice-involved individuals, community members) to help them understand alternative arrest, charging, and sentencing options to support individuals in recovery.

Competence 4: Applies knowledge of the culture of incarceration and related learned behaviors to address their impact on an individual's ability to successfully integrate into the community.

1. Differentiates between the culture of incarceration and life in the community.
2. Recognizes that multiple practical barriers arise from the individual's justice system status, including a history of incarceration.
3. Draws from own or family member's experience to help others understand how learned behaviors in the justice system might impact community integration upon release.
4. Refers to comprehensive local resources (e.g., rehabilitation, habilitation, reintegration, re-entry) for building recovery capital.
5. Assists in community reintegration and re-entry transitioning and tasks of daily living.
6. Helps individuals to understand that many coping skills acquired while incarcerated may serve as useful social skills when transitioning into the community.

Competence 5: Applies recognized frameworks, models, methods, and tools to identify resources, gaps, barriers, and diversion opportunities for justice-involved persons.

1. Recognizes the value of diversion from the criminal justice system at various points (intercepts) as a method for addressing an individual's legal status and circumstances, and any identified mental health or substance use challenges.
2. Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.
3. Applies recognized recovery frameworks and models to help determine appropriate resources for each stage of change.
4. Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.
5. Advocates for changes in systems or procedures that may help to remove barriers or gaps that hinder progress in community integration, re-entry, and sustained recovery.

Competence 6: Translates common terminology used in the justice system into understandable language when working with peers.

1. Demonstrates a basic understanding of terminology used in different justice settings.
2. Explains justice system expectations in the language and context of a supportive coaching relationship that may be incorporated into an individual's recovery plan.
3. Applies personal/lived experience to help translate legal terminology into language or examples the individual can easily understand.
4. Identifies and recommends resources that inform individuals about their options based on current justice system status, situation, and opportunities.

Domain 2: Advocacy within the Justice System

Competence 1: Applies knowledge and skills to effectively address the unique barriers faced by peers in the justice system, through resources navigation and systems-level advocacy.

1. Recognizes that individuals may encounter specific barriers at different stages in the justice system process.
2. Applies personal/lived experience to identify barriers faced by people at different stages in the justice system.
3. Exhibits willingness to learn about the unique challenges that different/special populations experience in the justice system and how the peer professional can best support them.
4. Identifies an individual's strengths in facing immediate barriers including medical status, cognitive limitations, communication abilities, and language skills.
5. Applies motivational interviewing skills to identify immediate barriers confronting an individual.
6. Maintains connections to a wide range of resources and contacts within and beyond the justice system.
7. Supports the continuum of care for the individual (e.g., clinical, supervision, recovery support services) with interagency or community partners.

Competence 2: Assists individuals in navigating tasks and minimizing sanctions as they meet justice obligations.

1. Advocates on behalf of individuals to decision-makers, suggesting solution-based strategies to minimize negative consequences.
2. Supports the individual in following through with justice system requirements, including confirming necessary documentation.
3. Educates individuals on the impact of non-compliance with court and/or supervision decisions and expectations.
4. Suggests strategies for personal decision-making and behavior change to prevent sanctions or promote a positive outcome.
5. Raises awareness of consequences of potential violations or non-compliance.
6. Helps individuals to assume responsibility and be accountable for their behavior.
7. Helps individuals in satisfying justice system requirements and conditions of release.

Competence 3: Recommends strategies for building and maintaining positive relationships with justice system representatives while maintaining a person-centered approach.

1. Encourages self-efficacy within the framework of justice system requirements and conditions of release.
2. Supports and advocates for the individual's pathway of recovery while reminding individuals of justice system requirements and conditions of release.
3. Uses reflections, inventories, and summaries to highlight positive or useful behaviors moving forward.
4. Assists with obtaining personal documentation (e.g., license, birth certificate, social security card) to qualify for entitlements and promote access to community-based services.
5. Refers, when appropriate, to anti-recidivism (e.g., criminal-thinking cognitive behavioral interventions) and community re-entry programming.

6. Refers to criminal and civil legal assistance for information and guidance in expunging criminal records and addressing problems with housing, family, employment, public assistance, and related matters for formerly incarcerated individuals.

Domain 3: Recovery Principles for Justice-Involved Populations

Competence 1: Supports personalized recovery planning focused on setting goals for improving health and wellness within the context of justice involvement and the justice system.

1. Tailors engagement style based on an individual's needs, environmental challenges, barriers, and likely outcomes.
2. Applies effective coaching and communication techniques to support the planning process.
3. Facilitates self-assessment of medical, dental, mental health, emotional, economic, and social needs.
4. Assists peers in setting goals to manage the specific circumstances of the justice system that are not recovery supportive.
5. Helps align an individual's personal goals with goals for completing their justice system mandates.
6. Advocates for the individualized nature of the recovery process as an essential element of recovery planning.
7. Demonstrates a strengths-based approach to recovery and wellness.
8. Supports use of positive, pro-social, and realistic decision-making strategies.
9. Educates justice-system colleagues regarding the individualized nature of the recovery process as an essential element of recovery planning.
10. Advocates for the inclusion of recovery planning that is aligned with recovery principles and values.

Competence 2: Responds to the complexities of recovery for justice-involved persons, including recognizing stigma and other barriers to accessing and navigating harm reduction, treatment, and recovery and wellness supports.

1. Recognizes that stigma related to justice system involvement and substance use is a barrier to seeking services within and outside of a correctional facility, and in other justice settings.
2. Addresses concerns associated with justice system involvement at different points in the process (i.e., intercepts) and validates those concerns, when possible, through shared lived experiences.
3. Researches and identifies resources that embrace culturally competent, trauma-informed, and harm-reduction oriented services.
4. Helps individuals reflect upon personal strengths that can help build recovery capital, using own or family member's experience of having been justice-involved.
5. Affirms that justice mandated treatment may sometimes present a barrier to individuals who may be challenged by traditional treatment methods.

Competence 3: Helps individuals transition from environments and behaviors that are illegal in nature to embracing positive concepts and strategies for supporting recovery.

1. Assists individuals in developing action plans that fulfill the justice system's expectations for discontinuing illegal behavior.

2. Collaborates with individuals in identifying the personal experiences, strengths, characteristics, and skills needed to embrace recovery and a life free of criminal behavior.
3. Supports self-efficacy in the development of healthy, pro-social behavior based on personal goals and autonomy.
4. Engages individuals in collaborative and supportive relationships.
5. Exhibits empathy and understanding of individuals' experiences and feelings.

Competence 4: Addresses the increased trauma experienced by justice-involved individuals in order to support personal recovery.

1. Emphasizes that each individual's story is unique and their trauma is real.
2. Discusses how stigma associated with the intersection of substance use and incarceration may cause specific challenges and further trauma for individuals.
3. Minimizes re-traumatization inherent in the criminal justice system by offering safety, transparency, voice, and choice within the peer relationship.
4. Responds to signs of distress and threats to safety by employing trauma-informed approaches in the peer relationship.

Competence 5: Supports engagement in harm reduction, substance use treatment, and recovery support services during and after criminal justice involvement.

1. Considers the uniqueness and strength of each person's individual path to recovery by sharing and discussing available treatment and recovery options.
2. Coaches individuals on accessing treatment, recovery supports, and social services, and how to navigate systems of care and services.
3. Maintains communication with the individual and offers any post-engagement follow-up or referral, as appropriate.

Competence 6: Addresses issues of stigma, discrimination, and exploitation that individuals encounter as a result of justice system involvement and their impact on recovery and wellness.

1. Advocates for peer support and treatment interventions in the entire continuum of justice system involvement and educates the system, society, and communities regarding the cost/benefits of these interventions.
2. Advocates within justice systems to promote non-stigmatizing language, person-centered recovery support services, and multiple pathways to recovery and wellness.
3. Encourages individuals to overcome or manage self-shame and imposed shame by utilizing personal lived experience.
4. Conveys how stigma, discrimination, and exploitation can negatively impact readiness to address substance use issues.
5. Identifies possible resources for information about anti-discrimination laws (e.g., ADA, HIPAA, Olmstead) and encourages individuals to explore their options and self-advocate in support of their personal rights.

Competence 7: Promotes fair and equitable access to services, regardless of race, culture, religion, gender, sexual orientation, or disability.

1. Provides opportunities for individuals to fully express any concerns about fair and equitable access to services.
2. Supports collaborative relationships with providers who embrace culturally competent, trauma informed, and harm reduction oriented care.
3. Promotes non-judgmental, trauma informed, culturally appropriate, and gender-neutral practices.

Domain 4: Legal, Ethical, and Professional Responsibilities

Competence 1: Performs in an ethical manner by adhering to established professional codes of ethical conduct and standards of practice to promote the best interests of persons served.

1. Seeks orientation to workplace ethics and adheres to relevant and pertinent standards and codes of ethical conduct that apply to recovery peer services in justice settings and with justice-involved individuals.
2. Conveys to individuals served, employers, supervisors, co-workers, and colleagues any limitations or constraints on job expectations that may conflict with established codes of ethical conduct.
3. Seeks appropriate supervisory guidance or assistance to resolve questions of potential ethical dilemmas or challenges that are encountered in performance of the role.

Competence 2: Adheres to federal and state laws, state agency and jurisdictional regulations, and procedures designed to protect participant rights and the public.

1. Explains to individuals that their rights are protected under federal and state law, and refers them to legal counsel for guidance on those protections.
2. Recognizes that communications and interactions are guided by federal and state confidentiality laws and regulations (e.g., 42 CFR Part 2, HIPAA), and adheres to confidentiality guidelines pertaining to the work setting in which peer services are provided.
3. Affirms with individuals that there are differences between a criminal justice consent to release information and a non-criminal justice consent to release information, and refers them to counsel for any legal questions that may arise.
4. Recognizes when established federal and state requirements to report incidents come into play and takes the necessary steps to comply.

Competence 3: Addresses the additional challenges and considerations faced when establishing boundaries in justice settings.

1. Outlines from a coaching perspective the pros and cons of accepting alternative/diversion opportunities within the justice system.
2. Distinguishes when it's appropriate to coach a justice-involved individual and when consultation with the legal team/professionals is warranted.
3. Conveys to individuals and partners in the justice system the difference between official communications and the peer's role in coaching, mentoring, and planning.

4. Discusses with individuals and incorporates into the peer working agreement any justice-specific boundary issues and concerns that may apply to the peer relationship.
5. Explains how treatment guidelines and decisions made in substance use treatment agencies do not always align with those originating from justice settings, particularly as they relate to alternatives to incarceration, toxicology, and expectations around recovery and abstinence.

Competence 4: Acknowledges the obligation to report to justice system representatives when ensuring that information disclosed is limited to what is required legally, contractually, or occupationally.

1. Explains the peer's obligation to report to a supervisor or higher authority based on legal, contractual, or occupational requirements.
2. Incorporates into the peer's written agreement all legal, contractual, or occupational requirements to report.
3. Articulates the risks and benefits of working with peer professionals in case conferences, on the court team, and on steering committees, and expectations that certain information is shared with justice system representatives.

Competence 5: Manages personal biases, feelings, concerns, and other issues with the justice process that may interfere with fair and equitable interactions with persons served or with colleagues.

1. Addresses any personal bias that might interfere with fair or equitable interactions with persons served or the justice process they experience.
2. Discloses relevant personal/lived experiences with individuals served without revealing a personal bias.
3. Avoids disclosing any prior negative experiences that may interfere with the individual's decision-making or undermine the peer relationship.
8. Embraces self-care to promote personal well-being and help manage the challenge of balancing justice system requirements with the needs of justice-involved individuals.

Competence 6: Provides quality and professional peer services and ensures continuing competence by engaging in professional development and keeping abreast of new developments in the peer profession.

1. Identifies and enrolls in professional development opportunities that advance personal efficacy and competency in delivering peer recovery services.
2. Engages supervisors in discussions to create and refine a professional development plan that identifies personalized goals and role-specific training to improve the peer's knowledge, skills, and work performance.
3. Examines studies and reports and accesses training programs to keep abreast of new developments in the peer profession and proven strategies to better serve persons with justice system involved histories.

Appendix C. Respondent Demographics

Do you practice in New York state?

Response	N	%
Yes	303	97.1%
No	9	2.9%
Total	**312**	**100.0%**

In which region of New York state do you primarily practice?

Region	N	%
Capital District	21	7.3%
Central New York	18	6.3%
Finger Lakes	19	6.6%
Hudson Valley	19	6.6%
Long Island	27	9.4%
Mohawk Valley	9	3.1%
New York City	104	36.1%
North Country	14	4.9%
Southern Tier	27	9.4%
Western New York	30	10.4%
Subtotal	**288**	**100.0%**
I am not currently practicing.	15	
Total	**303**	

Which of the following best describes your primary work setting?

Work Setting	N	%
Community corrections (e.g., probation, parole)	5	1.6%
Community mental health program	32	10.3%
Court system	10	3.2%
Inpatient/outpatient hospital	28	9.0%
Prison/jail	10	3.2%
Private coaching practice	10	3.2%
Recovery community organization	58	18.6%
Re-entry program	17	5.4%
Training organization, school	10	3.2%
Treatment agency	46	14.7%
Treatment court	10	3.2%
Other	76	24.4%
Total	**312**	**100%**

Which of the following locations best describes your primary work setting?

Location	N	%
Rural (less than 10,000 people), sparsely populated areas further outside the city	46	15.1%
Suburban, less densely populated areas, typically bordering the city	73	23.9%
Urban (greater than 100,000 people), highly dense population within city limits	186	61.0%
Total	**305**	**100.0%**

*How many years of experience do you have **working with justice-involved individuals**?*

*How many years of experience do you have **providing peer recovery services**?*

Range of Years	Working with Justice-Involved Individuals		Providing Peer Recovery Services	
	N	%	N	%
Less than 1 year	61	19.6%	48	15.4%
1-5 years	143	45.8%	171	54.8%
6-10 years	46	14.7%	59	18.9%
11-15 years	20	6.4%	17	5.4%
16-20 years	13	4.2%	4	1.3%
Greater than 20 years	29	9.3%	13	4.2%
Total	**312**	**100.0%**	**312**	**100.0%**

Which of the following best describes your current or most recent job role?

Job Role	N	%
Provider of peer-recovery services	170	54.5%
Supervisor of one or more people who provide peer-recovery services	58	18.6%
Law enforcement	0	0.0%
Community corrections	2	0.6%
Court	2	0.6%
Advocate	30	9.6%
Trainer/education in peer recovery practice	13	4.2%
Other	37	11.9%
Total	**312**	**100.0%**

What is your highest level of education?

Education	N	%
High school diploma or GED	50	16.2%
Some college	163	52.9%
Bachelor's	57	18.5%
Master's	34	11.0%
Doctorate (e.g., PhD, JD)	4	1.3%
Total	**308**	**100.0%**

Which of the following certifications and licenses do you hold? Select all that apply.

License or Certification	N	%
I hold no licenses or certifications.	15	4.8%
CRPA (ASAP-NYCB Certified Recovery Peer Advocate)	242	76.8%
Certified Peer Worker (Harm reduction, HIV, Hep C)	8	2.5%
CARC (ASAP-NYCB Certified Addiction Recovery Coach)	70	22.2%
RCP-Recovery Coach Professional	13	4.1%
Certified Peer Specialist (Mental health system)	73	23.2%
CASAC-Credentialed Alcoholism & Substance Abuse Counselor	52	16.5%
LCSW-Licensed Clinical Social Worker	4	1.3%
LMSW-Licensed Master Social Worker	5	1.6%
Other	56	17.8%

Note. Percentages based on 315 respondents, and do not sum to 100%.

Appendix D. Tasks in Survey Order

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D1C1_1	Explains how the existing network of justice and governmental entities relate to, engage with, and impact individuals in the justice system.	8	97.4%	4.12	4.01	78.1%
D1C1_2	Describes the role each part of the justice system plays and its relevance to advocacy and potential outcomes for the justice-involved individual.	5	98.4%	4.09	4.02	77.4%
D1C1_3	Explains how the history of treatment alternatives to justice system involvement and criminal justice reform have contributed to peer integration and access to treatment and recovery supports.	5	98.4%	4.09	4.02	77.3%
D1C1_4	Examines how the presence of systemic bias and other potential barriers impact the successful and ongoing recovery of the justice-involved individual.	6	98.1%	4.19	4.11	76.6%
D1C1_5	Recognizes that restrictions on autonomy and choice that typically exist in justice settings still offer opportunities for individuals to make positive choices and progress in their recovery journey.	7	97.7%	4.16	4.06	79.0%
D1C1_6	Values how an individual's ongoing recovery and access to social support and services all play a significant role in promoting community safety.	3	99.0%	4.39	4.35	89.1%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D1C2_1	Recognizes the structure of family, civil, and criminal legal and court systems and their relevance to the justice-involved person.	6	98.1%	4.15	4.06	80.5%
D1C2_2	Explains basic processes relative to legal status (e.g., pre-trial, parole, probation), legal category, sentencing guidelines, and the evolving reform landscape.	9	97.1%	4.01	3.89	71.5%
D1C2_3	Explains the roles and functions of justice system colleagues (e.g., police, judges, probation officers), advocates, and service providers.	11	96.4%	3.94	3.80	70.1%
D1C2_4	Identifies helpful community resources that may be available to support a warm hand-off and facilitate successful community integration and/or re-entry.	4	98.7%	4.49	4.43	89.8%
D1C2_5	Assists individuals in making appropriate choices, taking into consideration their legal status and progress in recovery.	4	98.7%	4.40	4.35	87.1%
D1C3_1	Identifies best strategies of engagement for the justice-involved individual based on their current stage of change.	5	98.4%	4.14	4.07	77.0%
D1C3_2	Emphasizes the importance of supporting individuals in recovery based on point of contact in the justice system.	5	98.4%	4.17	4.11	80.0%
D1C3_3	Applies personal/lived experience strategically to form trust bonds and allow the individual to feel safe.	6	98.1%	4.30	4.22	84.2%
D1C3_4	Formulates navigational strategies based on a firm understanding of arrest, charging, and sentencing options, and alternatives to support individuals in recovery.	9	97.1%	4.03	3.91	74.2%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D1C3_5	Adapts language and communication skills to different audiences (e.g., justice representatives, justice-involved individuals, community members) to help them understand alternative arrest, charging, and sentencing options to support individuals in recovery.	8	97.4%	4.23	4.12	81.4%
D1C4_1	Differentiates between the culture of incarceration and life in the community.	7	97.7%	4.24	4.15	82.5%
D1C4_2	Recognizes that multiple practical barriers arise from the individual's justice system status, including a history of incarceration.	4	98.7%	4.16	4.11	79.7%
D1C4_3	Draws from own or family member's experience to help others understand how learned behaviors in the justice system might impact community integration upon release.	11	96.4%	4.03	3.89	74.5%
D1C4_4	Refers to comprehensive local resources (e.g., rehabilitation, habilitation, reintegration, re-entry) for building recovery capital.	4	98.7%	4.27	4.21	82.5%
D1C4_5	Assists in community reintegration and re-entry transitioning and tasks of daily living.	4	98.7%	4.34	4.29	86.4%
D1C4_6	Helps individuals to understand that many coping skills acquired while incarcerated may serve as useful social skills when transitioning into the community.	7	97.7%	4.21	4.11	81.6%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D1C5_1	Recognizes the value of diversion from the criminal justice system at various points (intercepts) as a method for addressing an individual's legal status and circumstances, and any identified mental health or substance use challenges.	8	97.4%	4.14	4.04	77.2%
D1C5_2	Applies recognized justice frameworks and models (e.g., Sequential Intercept Model) to help individuals identify their needs at different stages in the justice system.	13	95.8%	3.95	3.79	71.4%
D1C5_3	Applies recognized recovery frameworks and models to help determine appropriate resources for each stage of change.	8	97.4%	4.11	4.00	75.7%
D1C5_4	Advises on options and practical services available to support progress at different points/intercepts on the criminal justice spectrum and on an individual-by-individual basis.	10	96.8%	3.98	3.85	68.9%
D1C5_5	Advocates for changes in systems or procedures that may help to remove barriers or gaps that hinder progress in community integration, re-entry, and sustained recovery.	8	97.4%	4.34	4.23	83.7%
D1C6_1	Explains justice/legal terminology and language used in different justice settings.	11	96.5%	3.92	3.78	70.0%
D1C6_2	Explains justice system expectations in the language and context of a supportive coaching relationship that may be incorporated into an individual's recovery plan.	6	98.1%	4.12	4.04	78.8%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D1C6_3	Applies personal/lived experience to help translate legal terminology into language or examples the individual can easily understand.	8	97.4%	4.09	3.98	75.8%
D1C6_4	Identifies and recommends resources that inform individuals about their options based on current justice system status, situation, and opportunities.	4	98.7%	4.22	4.17	84.4%
D2C1_1	Recognizes that individuals may encounter specific barriers at different stages in the justice system process.	3	98.9%	4.13	4.09	75.9%
D2C1_2	Applies personal/lived experience to identify barriers faced by people at different stages in the justice system.	8	97.2%	4.03	3.92	73.3%
D2C1_3	Identifies an individual's strengths in facing immediate barriers including medical status, cognitive limitations, communication abilities, and language skills.	2	99.3%	4.30	4.27	84.8%
D2C1_4	Applies motivational interviewing skills to identify immediate barriers confronting an individual.	3	98.9%	4.28	4.23	83.9%
D2C1_5	Maintains connections to a wide range of resources and contacts within and beyond the justice system.	2	99.3%	4.34	4.31	86.5%
D2C1_6	Supports the continuum of care for the individual (e.g., clinical, supervision, recovery support services) with interagency or community partners.	1	99.6%	4.34	4.33	87.9%
D2C2_1	Advocates on behalf of individuals to decision-makers, suggesting solution-based strategies to minimize negative consequences.	2	99.3%	4.18	4.15	79.9%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D2C2_2	Supports the individual in following through with justice system requirements, including confirming necessary documentation.	3	99.0%	4.27	4.22	84.6%
D2C2_3	Educates individuals on the impact of non-compliance with court and/or supervision decisions and expectations.	5	98.2%	4.25	4.17	81.1%
D2C2_4	Suggests strategies for personal decision-making and behavior change to prevent sanctions or promote a positive outcome.	3	98.9%	4.21	4.17	84.0%
D2C2_5	Raises awareness of consequences of potential violations or non-compliance.	2	99.3%	4.20	4.17	80.8%
D2C2_6	Helps individuals to assume responsibility and be accountable for their behavior.	2	99.3%	4.24	4.21	82.5%
D2C2_7	Helps individuals in satisfying justice system requirements and conditions of release.	2	99.3%	4.22	4.19	80.5%
D2C3_1	Encourages self-efficacy within the framework of justice system requirements and conditions of release.	4	98.6%	4.17	4.11	80.6%
D2C3_2	Supports and advocates for the individual's pathway of recovery while reminding individuals of justice system requirements and conditions of release.	3	99.0%	4.24	4.19	82.5%
D2C3_3	Uses reflections, inventories, and summaries to highlight positive or useful behaviors moving forward.	4	98.6%	4.08	4.02	74.4%
D2C3_4	Assists with obtaining personal documentation (e.g., license, birth certificate, social security card) to qualify for entitlements and promote access to community-based services.	4	98.6%	4.19	4.13	77.4%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D2C3_5	Refers, when appropriate, to anti-recidivism (e.g., criminal-thinking cognitive behavioral interventions) and community re-entry programming.	7	97.6%	4.10	4.00	75.4%
D2C3_6	Refers to criminal and civil legal assistance for information and guidance in expunging criminal records and addressing problems with housing, family, employment, public assistance, and related matters for formerly incarcerated individuals.	7	97.6%	4.10	4.00	76.7%
D3C1_1	Tailors engagement style based on an individual's needs, environmental challenges, barriers, and likely outcomes.	3	98.9%	4.24	4.19	83.0%
D3C1_2	Applies effective coaching and communication techniques to support the planning process.	0	100.0%	4.24	4.24	84.2%
D3C1_3	Facilitates self-assessment of medical, dental, mental health, emotional, economic, and social needs.	6	97.8%	4.02	3.93	73.2%
D3C1_4	Assists peers in setting goals to manage the specific circumstances of the justice system that are not recovery supportive.	7	97.4%	4.08	3.98	77.4%
D3C1_5	Helps align an individual's personal goals with goals for completing their justice system mandates.	2	99.3%	4.20	4.17	81.1%
D3C1_6	Advocates for the individualized nature of the recovery process as an essential element of recovery planning.	0	100.0%	4.14	4.14	78.4%
D3C1_7	Demonstrates a strengths-based approach to recovery and wellness.	1	99.6%	4.28	4.26	84.1%
D3C1_8	Supports use of positive, pro-social, and realistic decision-making strategies.	2	99.3%	4.22	4.19	82.5%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D3C1_9	Educates justice-system colleagues regarding the individualized nature of the recovery process as an essential element of recovery planning.	5	98.1%	4.14	4.06	77.4%
D3C1_10	Advocates for the inclusion of recovery planning that is aligned with recovery principles and values.	2	99.3%	4.20	4.16	79.7%
D3C2_1	Recognizes that stigma related to justice system involvement and substance use is a barrier to seeking services within and outside of a correctional facility, and in other justice settings.	3	98.9%	4.27	4.22	85.3%
D3C2_2	Addresses concerns associated with justice system involvement at different points in the process (i.e., intercepts) and validates those concerns, when possible, through shared lived experiences.	7	97.4%	4.03	3.93	71.9%
D3C2_3	Researches and identifies resources that embrace culturally competent, trauma-informed, and harm-reduction oriented services.	2	99.3%	4.21	4.18	82.0%
D3C2_4	Helps individuals reflect upon personal strengths that can help build recovery capital, using own or family member's experience of having been justice-involved.	2	99.3%	4.17	4.14	78.4%
D3C2_5	Affirms that justice mandated treatment may sometimes present a barrier to individuals who may be challenged by traditional treatment methods.	4	98.5%	4.02	3.96	71.9%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D3C3_1	Assists individuals in developing action plans that fulfill the justice system's expectations for discontinuing illegal behavior.	3	98.9%	4.14	4.10	77.2%
D3C3_2	Collaborates with individuals in identifying the personal experiences, strengths, characteristics, and skills needed to embrace recovery and a life free of criminal behavior.	2	99.3%	4.29	4.26	83.8%
D3C3_3	Supports self-efficacy in the development of healthy, pro-social behavior based on personal goals and autonomy.	1	99.6%	4.28	4.27	82.8%
D3C3_4	Engages individuals in collaborative and supportive relationships.	1	99.6%	4.21	4.19	80.6%
D3C3_5	Exhibits empathy and understanding of individuals' experiences and feelings.	0	100.0%	4.31	4.31	83.2%
D3C4_1	Emphasizes that each individual's story is unique and their trauma is real.	1	99.6%	4.44	4.43	86.9%
D3C4_2	Discusses how stigma associated with the intersection of substance use and incarceration may cause specific challenges and further trauma for individuals.	3	98.9%	4.19	4.15	80.2%
D3C4_3	Minimizes re-traumatization inherent in the criminal justice system by offering safety, transparency, voice, and choice within the peer relationship.	4	98.5%	4.34	4.28	83.3%
D3C4_4	Responds to signs of distress and threats to safety by employing trauma-informed approaches in the peer relationship.	2	99.3%	4.34	4.31	84.3%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D3C5_1	Considers the uniqueness and strength of each person's individual path to recovery by sharing and discussing available treatment and recovery options.	1	99.6%	4.26	4.25	82.8%
D3C5_2	Coaches individuals on accessing treatment, recovery supports, and social services, and how to navigate systems of care and services.	1	99.6%	4.29	4.27	84.6%
D3C5_3	Maintains communication with the individual and offers any post-engagement follow-up or referral, as appropriate.	1	99.6%	4.30	4.28	84.6%
D3C6_1	Advocates for peer support and treatment interventions in the entire continuum of justice system involvement and educates the system, society, and communities regarding the cost/benefits of these interventions.	3	98.9%	4.14	4.09	76.5%
D3C6_2	Advocates within justice systems to promote non-stigmatizing language, person-centered recovery support services, and multiple pathways to recovery and wellness.	4	98.5%	4.17	4.11	81.0%
D3C6_3	Encourages individuals to overcome or manage self-shame and imposed shame by utilizing personal lived experience.	2	99.3%	4.20	4.16	81.2%
D3C6_4	Conveys how stigma, discrimination, and exploitation can negatively impact readiness to address substance use issues.	4	98.5%	4.14	4.08	75.6%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D3C6_5	Identifies possible resources for information about anti-discrimination laws (e.g., ADA, HIPAA, Olmstead) and encourages individuals to explore their options and self-advocate in support of their personal rights.	5	98.2%	4.16	4.08	77.4%
D3C7_1	Provides opportunities for individuals to fully express any concerns about fair and equitable access to services.	3	98.9%	4.19	4.14	79.6%
D3C7_2	Supports collaborative relationships with providers who embrace culturally competent, trauma informed, and harm reduction oriented care.	2	99.3%	4.25	4.22	82.1%
D3C7_3	Promotes non-judgmental, trauma informed, culturally appropriate, and gender-neutral practices.	2	99.3%	4.40	4.37	85.3%
D4C1_1	Seeks orientation to workplace ethics and adheres to relevant and pertinent standards and codes of ethical conduct that apply to recovery peer services in justice settings and with justice- involved individuals.	1	99.6%	4.28	4.26	79.6%
D4C1_2	Conveys to individuals served, employers, supervisors, co-workers, and colleagues any limitations or constraints on job expectations that may conflict with established codes of ethical conduct.	2	99.2%	4.23	4.20	79.1%
D4C1_3	Seeks appropriate supervisory guidance or assistance to resolve questions of potential ethical dilemmas or challenges that are encountered in performance of the role.	0	100.0%	4.36	4.36	87.6%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D4C2_1	Explains to individuals that their rights are protected under federal and state law, and refers them to legal counsel for guidance on those protections.	7	97.3%	4.21	4.09	80.1%
D4C2_2	Recognizes that communications and interactions are guided by federal and state confidentiality laws and regulations (e.g., 42 CFR Part 2, HIPAA), and adheres to confidentiality guidelines pertaining to the work setting in which peer services are provided.	2	99.2%	4.32	4.29	84.0%
D4C2_3	Affirms with individuals that there are differences between a criminal justice consent to release information and a non-criminal justice consent to release information, and refers them to counsel for any legal questions that may arise.	4	98.4%	4.18	4.12	78.0%
D4C2_4	Recognizes when established federal and state requirements to report incidents come into play and takes the necessary steps to comply.	4	98.4%	4.30	4.23	81.7%
D4C3_1	Outlines from a coaching perspective the pros and cons of accepting alternative/diversion opportunities within the justice system.	6	97.7%	4.07	3.98	76.6%
D4C3_2	Distinguishes when it's appropriate to coach a justice-involved individual and when consultation with the legal team/professionals is warranted.	4	98.5%	4.29	4.23	84.4%
D4C3_3	Conveys to individuals and partners in the justice system the difference between official communications and the peer's role in coaching, mentoring, and planning.	2	99.2%	4.18	4.15	80.1%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D4C3_4	Discusses with individuals and incorporates into the peer working agreement any justice-specific boundary issues and concerns that may apply to the peer relationship.	1	99.6%	4.18	4.16	80.5%
D4C3_5	Explains how treatment guidelines and decisions made in substance use treatment agencies do not always align with those originating from justice settings, particularly as they relate to alternatives to incarceration, toxicology, and expectations around recovery and abstinence.	5	98.1%	4.16	4.08	79.5%
D4C4_1	Explains the peer's obligation to report to a supervisor or higher authority based on legal, contractual, or occupational requirements.	2	99.2%	4.37	4.33	84.9%
D4C4_2	Incorporates into the peer's written agreement all legal, contractual, or occupational requirements to report.	6	97.7%	4.26	4.16	79.8%
D4C4_3	Articulates the risks and benefits of working with peer professionals in case conferences, on the court team, and on steering committees, and expectations that certain information is shared with justice system representatives.	6	97.7%	4.19	4.09	78.7%
D4C5_1	Addresses any personal bias that might interfere with fair or equitable interactions with persons served or the justice process they experience.	3	98.8%	4.30	4.25	80.9%
D4C5_2	Discloses relevant personal/lived experiences with individuals served without revealing a personal bias.	4	98.5%	4.13	4.07	78.1%

Code	Task	Never Performed #	Performed %	Average Importance Rating 1-5	Criticality Rating 0-5	Top Box %
D4C5_3	Avoids disclosing any prior negative experiences that may interfere with the individual's decision-making or undermine the peer relationship.	7	97.3%	4.21	4.09	79.4%
D4C6_1	Identifies and enrolls in professional development opportunities that advance personal efficacy and competency in delivering peer recovery services.	1	99.6%	4.25	4.23	79.5%
D4C6_2	Engages supervisors in discussions to create and refine a professional development plan that identifies personalized goals and role-specific training to improve the peer's knowledge, skills, and work performance.	1	99.6%	4.25	4.24	83.3%
D4C6_3	Examines studies and reports and accesses training programs to keep abreast of new developments in the peer profession and proven strategies to better serve persons with justice system involved histories.	2	99.2%	4.19	4.16	79.3%

Note. The alphanumeric codes were created by combining the Domain and Competency as shown below. For example, D1C1_1 refers to Domain 1: Criminal Justice System & Processes; Competency 1: Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges; Task 1: Explains how the existing network of justice and governmental entities relate to, engage with, and impact individuals in the justice system. Only the task statements appear in the table.

Domain 1: Criminal Justice System & Processes
1.1: Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges.
1.2: Applies knowledge of relevant laws, jurisdictional regulations, and criminal justice processes to the peer recovery process.
1.3: Applies knowledge of justice systems, including correctional settings and potential sentencing options, to support individuals in recovery in navigating the justice system.

1.4: Applies knowledge of the culture of incarceration and related learned behaviors to address their impact on an individual's ability to successfully integrate into the community.
1.5: Applies recognized frameworks, models, methods, and tools to identify resources, gaps, barriers, and diversion opportunities for justice-involved persons.
1.6: Translates common terminology used in the justice system into understandable language when working with peers.

Domain 2: Advocacy within the Justice System
2.1: Applies knowledge and skills to effectively address the unique barriers faced by peers in the justice system, through resources navigation and systems-level advocacy.
2.2: Assists individuals in navigating tasks and minimizing sanctions as they meet justice obligations.
2.3: Recommends strategies for building and maintaining positive relationships with justice system representatives while maintaining a person-centered approach.

Domain 3: Recovery Principles for Justice-Involved Populations
3.1: Supports personalized recovery planning focused on setting goals for improving health and wellness within the context of justice involvement and the justice system.
3.2: Responds to the complexities of recovery for justice-involved persons, including recognizing stigma and other barriers to accessing and navigating harm reduction, treatment, and recovery and wellness supports.
3.3: Helps individuals transition from environments and behaviors that are illegal in nature to embracing positive concepts and strategies for supporting recovery.
3.4: Addresses the increased trauma experienced by justice-involved individuals in order to support personal recovery.
3.5: Supports engagement in harm reduction, substance use treatment, and recovery support services during and after criminal justice involvement.
3.6: Addresses issues of stigma, discrimination, and exploitation that individuals encounter as a result of justice system involvement and their impact on recovery and wellness.
3.7: Promotes fair and equitable access to services, regardless of race, culture, religion, gender, sexual orientation, or disability.

Domain 4: Legal, Ethical, and Professional Responsibilities
4.1: Performs in an ethical manner by adhering to established professional codes of ethical conduct and standards of practice to promote the best interests of persons served.
4.2: Adheres to federal and state laws, state agency and jurisdictional regulations, and procedures designed to protect participant rights and the public.
4.3: Addresses the additional challenges and considerations faced when establishing boundaries in justice settings.

4.4: Acknowledges the obligation to report to justice system representatives when ensuring that information disclosed is limited to what is required legally, contractually, or occupationally.

4.5: Manages personal biases, feelings, concerns, and other issues with the justice process that may interfere with fair and equitable interactions with persons served or with colleagues.

4.6: Provides quality and professional peer services and ensures continuing competence by engaging in professional development and keeping abreast of new developments in the peer profession.

Appendix E. Framework for CJSR Ethical Principles

Framework for CJSR Ethical Principles

Responsibility to Persons Served
- Obligation to support and protect the interests, safety and sustained recovery of individuals served, regardless of status in the justice system.

Responsibility to the Organization
- Obligation to adhere to legal, regulatory and institutional policies and procedures that govern the provision of peer services in the justice system.
- Acceptance of responsibility to identify and resolve with supervisor(s) potential conflicts in the professional, organizational and institutional expectations of the peer role.

Boundaries & Dual Relationships
- Acknowledgement of responsibility to identify circumstances that might present a boundary concern or a dual relationship with an individual served.
- Recognition that boundary challenges and dual relationships are sometimes unavoidable but may be managed through proper self-disclosure, supervisory support and agreement on the terms and limits of the peer relationship.
- Obligation to discontinue the peer relationship when a boundary concern or dual relationship places the health or wellness of either the peer or the individual at risk.

Confidentiality & Sharing of Information
- Respects the rights, dignity, privacy, and confidentiality of individuals engaged in services, regardless of status in the justice system.
- Respects the right to privacy of those supported and does not solicit private information from those supported unless required by law or institutional policy.
- Respects confidential information shared by colleagues in the course of their professional relationships and interactions unless such information relates to an unethical or illegal activity.
- Complies with all applicable federal and state confidentiality laws and guidelines.
- Informs individuals engaging in services, and other interested parties, the nature of confidentiality and limitations of the right to confidentiality.

Cultural Responsiveness and Humility

- Respects cultural identities and preferences of those engaged in services and their families and respects the right of others to hold opinions, beliefs, and values different from their own.
- Committed to non-discrimination on the basis of gender, race, ethnicity, sexual orientation or gender identity, age, religion, national origin, marital status, political belief, status in the justice system, or mental or physical differences.

Fitness for Duty
- Embraces self-care to promote balance between the demands of the justice system, court-imposed rules, and the needs of the justice-involved individuals with whom the peer professional works.
- Acknowledges and manages personal biases, concerns and related issues with the justice system that may interfere with fair and equitable interactions with persons served or with colleagues.
- Commitment to disclose and/or request a leave from the peer role when undergoing any personal crisis, physical or mental health issue, which interferes with the ability to effectively and safely perform their duties as a peer.

Competence & Expertise
- Remains current regarding new developments in recovery, resiliency and wellness theories, methods, and approaches of serving justice-involved individuals and those with whom justice-involved individuals may interface.
- Accepts responsibility for continuing education and professional development as part of their commitment to provide quality peer services for justice-involved individuals.

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