Peer Supervision Professional (PSP) Certification
Role Knowledge, Skills, Abilities

Domain 1: Recovery Orientation (30%)

Competence 1: Understands peer recovery and ethical practice in that professional role.
1. Demonstrates an understanding of, and differentiates between, the peer recovery and clinical roles.
2. Advocates on behalf of peers and the peer role among policymakers, team members and other stakeholders.
3. Integrates peers and the peer recovery role into all aspects of service provision.
4. Stays updated about emerging peer roles, recovery initiatives, peer certifications including standards and trainings, continuing education and professional development.
5. Oversees and supports peers in implementing their non-clinical, person-centered, individualized, strengths-based practice.
6. Exhibits a working knowledge of the Code of Ethical Conduct governing peer recovery professionals and supports peers in adhering to it.
7. Recognizes that peers provide many different types of support – emotional, informational, instrumental and affiliational.

Competence 2: Supports concepts of self-efficacy, self-determination and empowerment.
1. Supports the distinctive relationship between the peer recovery professional and the individual.
2. Provides strengths-based feedback and opportunity for skills-building through consistent and regularly provided supervision.
3. Provides workplace support for peers' own recovery, as relevant.
4. Identifies and encourages the peer's professional strengths.
5. Establishes bi-lateral relationships with peers.

Competence 3: Models Principles of Recovery within supervision and the wider workplace community.
1. Facilitates the development of skills to help peers better assist the individuals for whom they provide recovery services.
2. Supports and promotes self-care and wellness among all colleagues.
3. Models and implements appropriate boundaries and boundary-setting.
4. Supports multiple pathways of recovery.
5. Models peer communications skills such as leading purposeful conversations, practicing reflective listening, asking good questions, and skillfully managing personal triggers.
6. Stays updated on research showing the effectiveness of peer support services to an individual's recovery process.

Competence 4: Understands that recovery support services are non-linear and offered as appropriate at any time throughout the stages of recovery.
1. Demonstrates and applies knowledge of both the stages of change and the stages of recovery models.
2. Acknowledges that supervisors, as well as peers, serve as role models, mentors, coaches, and advocates.
3. Recognizes that peers may support individuals reentering the community from a variety of settings (e.g., hospitals, residential care, criminal justice-involvement).

Competence 5: Supports peers as resource brokers.
1. Works with peers to identify and promote engagement of the individual's recovery support system.
2. Advises peers of the broad range of resources available to families, family members and concerned others, and the need to expand community resource mapping.
3. Collaborates with the peer to identify additional services and providers.
4. Helps peers recognize when an individual may need additional support.
5. Responds, as needed, to peer reporting of individuals who are facing extra challenges.

Competence 6: Provides trauma informed supervision and promotes trauma-informed practice.
1. Promotes trauma awareness among peers and peer-delivered services and programming.
2. Identifies models of trauma-informed support practices for multiple/varied populations.
3. Assists peers in developing skills to express empathic understanding.
4. Helps peers to respond appropriately to past trauma when it arises and refocus on the individual's present situation.
5. Supports peers in developing situational awareness and de-escalation skills.

Domain 2: Supporting Professional Development (22%)

Competence 1: Provides role-specific education and training opportunities, including coaching/mentoring peers regarding competencies, skills development, and ethical practice.
1. Demonstrates familiarity with a range of training opportunities that meet the minimum standards for a variety of peer certifications.
2. Demonstrates awareness of the peer role competencies and promotes the core skills needed to fulfill the role such as active listening, motivational interviewing and self-management.
3. Assists in developing a plan to support the professional growth and continuing education of peers.
4. Evaluates the knowledge/skill development of peers based on identified peer competencies.
5. Assists peers, through regular coaching and feedback, to identify best practices and opportunities to improve their role knowledge and skills, and best work performance.
6. Provides appropriate recognition to peers for delivering effective and ethical service.

Competence 2: Identifies and supports opportunities for peers to obtain ongoing training to advance personal efficacy and competency in delivering peer recovery services.
1. Demonstrates awareness of the wide range of recovery-specific training and professional development opportunities and conveys those opportunities to peers.
2. Advocates for peers to regularly participate in professional conferences, agency in-service and external trainings, webinars and other professional opportunities to stay current with new developments in the field.
3. Demonstrates the capacity to provide job-related education and ongoing coaching through group and individual supervision, team meetings, and in-service trainings.

Competence 3: Assists peers in understanding professional etiquette, employer procedures, and working relationships.
1. Advocates for peer inclusion and integration into all relevant organizational teams and meetings, policy discussions, and in-service and other trainings.

2. Informs peers of employer policies relative to cooperative working relationships both internally and externally.
3. Articulates, models and educates on the importance of working cooperatively as a team and offers guidance as to how teams function within the organization and in external relationships.
4. Effectively frames workplace misunderstandings, disagreements or policy, legal and ethical breaches as teaching opportunities.

Competence 4: Facilitates finding and sharing community resources and assists in developing referral and community relationships.
1. Provides opportunities for peers to attend community awareness events, access resource guides and build relationships with community providers.
2. Models good community relationship-building by participating in recovery community organization activities, regular site visits and appropriate communication.
3. Articulates helpful strategies for making referrals and seeking/accessing community resources.

Competence 5: Recognizes that personal self-care is vital to providing effective peer services.
1. Encourages and models personal self-care and wellness, and offers referrals to Employment Assistance Programs and other resources, as appropriate.
2. Promotes best practices in organizational wellness and recognizes the importance of providing opportunities for team members to practice self-care.

Domain 3: Assuring Quality Supervision (30%)

Competence 1: Provides role clarity for peers and helps resolve situations where there is role ambiguity.
1. Communicates the job tasks, duties and responsibilities of the peer role as delineated in the job/position description and reviews them together with peers under their supervision.
2. Addresses any ambiguity between the current job/position description and the organization's expectations of peers.
3. Maintains an "open door" policy to address issues of role clarity and manage challenging situations as they arise.

Competence 2: Exercises strength-based, person-centered approach to supervision.
1. Supports strength-based, person-centered supervision, allowing for open dialogue and growth of the peer.
2. Shares reflections on peer performance for mutual review, identifying strengths and opportunities for improvement while providing guidance and feedback.
3. Engages in regular ongoing supervision meetings to review workload, successes and challenges.
4. Encourages peers to regularly self-assess professional goals and skills.
5. Models effective communication through open-ended questions and reflections.

Competence 3: Promotes an environment of mutuality and trust among peers and other team members.
1. Supports opportunities for expressing concerns about personal wellness as it relates to the

ability to provide services.

2. Communicates in an open and respectful manner, allowing for honest dialog without concern for repercussions.
3. Implements appropriate measures to address any non-desirable behaviors and actions by peers.
4. Meets regularly with peers, asking for suggestions on how to better support them and help them reach their self-identified goals.
5. Promotes an inclusive and non-hierarchical work environment.
6. Supports team building and co-worker support activities to promote trust and mutuality.

Competence 4: Demonstrates commitment to ethical standards and addressing boundary challenges with peers.
1. Models ethical behavior and practice and supports the integrity of the supervisory relationship by maintaining appropriate role boundaries.
2. Differentiates between clinical and non-clinical boundaries and models this understanding in supervisory practice.
3. Assists peers and other team members in distinguishing between clinical and non-clinical standards and boundaries.
4. Assists peers in identifying and processing ethical and boundary challenges by discussing alternative approaches.
5. Communicates organizational guidelines for ethical conduct, where available.
6. Advocates for employment policies to effectively address ethical dilemmas and boundary concerns.

Competence 5: Understands emotional and physical safety issues that may arise in peer recovery work.
1. Works with peers to understand possible emotional and physical dangers present in peer work.
2. Creates an atmosphere where peers can openly discuss their feelings regarding safety and trauma encountered while working in the community.
3. Seeks out and informs peers of safety training opportunities.
4. Advocates for comprehensive policies and, where possible, helps develop procedures regarding peer work to specifically address physical safety concerns.
5. Works with peers on completing incident reports and processing these experiences.

Domain 4: Managing Administrative Duties (18%)

Competence 1: Advocates for and encourages the implementation of peer support services within the organization and the healthcare system.
1. Fosters and maintains an inclusive atmosphere within the organization and the healthcare system where peers are supported, respected and valued.
2. Educates team members and colleagues in the healthcare system about peer support roles, responsibilities, ethical guidelines and practices.
3. Advocates for equitable compensation and the peer professional's ability to earn a livable wage.

4. Encourages an equal partnership with all team members and colleagues both internal and external.
5. Maintains a consistent and equal balance between fulfilling administrative and supervisory responsibilities.
6. Champions the full range of recovery services available within the organization and the healthcare system.
7. Promotes the concept of a recovery-friendly workplace that challenges stigma and encourages a sense of support for employees in recovery and those impacted by substance use and substance use disorders.

Competence 2: Facilitates the hiring and onboarding process.
1. Adheres to employer's policies and procedures for hiring and onboarding.
2. Consults with peers, where permissible, in the formulation of job descriptions and development of role-appropriate interview questions for prospective peer hires.
3. Makes informed recommendations on new hires based on the candidate's resume, characteristics, and traits with input from current employees, where possible.
4. Encourages existing peers to share their professional experience, when appropriate and permissible, with new hires.
5. Communicates employer policies and regulations regarding standards in the workplace.

Competence 3: Develops a basic understanding of labor and employment law and its protections.
1. Advises where to find information on the labor practices of the agency and refers employees there.
2. Recognizes the purpose of the Equal Employment Opportunity Commission (EEOC) and the types of discrimination it is intended to counteract.
3. Adheres to provisions of the Americans with Disabilities Act (ADA) that relate to employer obligations to treat individuals with disabilities in a non-discriminatory and legally-permitted manner.
4. Supports the creation and implementation of policies regarding accommodations for those with special needs.
5. Encourages development of, and adherence to, policies regarding individuals who enroll in, and benefit from, Medication Supported Recovery, including legal safeguards for confidentiality.

Competence 4: Informs peers of their employee and administrative responsibilities, and orients them to organizational policies and procedures.
1. Orients peers under their supervision to their employee responsibilities consistent with agency policies and procedures in managing their day-to-day work.
2. Verifies that peers adhere to agency policies regarding time, attendance, and other necessary documentation/record-keeping responsibilities.
3. Verifies that peers are trained and adhere to organizational policies and regulatory requirements relative to their practice (e.g., policies regarding confidentiality, mandatory reporting, accommodations for persons with special needs).