



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

The International Certification & Reciprocity Consortium's 2013 Peer Recovery (PR) Role Delineation & Job Analysis identified four performance domains with the following associated tasks (requiring specified knowledge, skills and abilities) as forming the basis of its peer recovery certification. The New York **Certified Recovery Peer Advocate (CRPA)** was developed as adjacent to the IC&RC Peer Recovery Certification and adopts its competencies and competence-based exam. There is no reciprocity between the NY CRPA and the IC&RC Peer Recovery certification. CRPA is exclusively offered by the non-profit New York Certification Board (NYCB), a member of the national Institute for Credentialing Excellence (ICE).

Candidates for this professional certification are required to demonstrate these competencies to NYCB per standards determined by the Board and posted to its website, <https://www.asapnys.org/ny-certification-board/#new-applicants>:

### **Domain 1: Advocacy**

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

### **Domain 2: Mentoring and Education**

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

### Domain 3: Recovery/Wellness Support

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

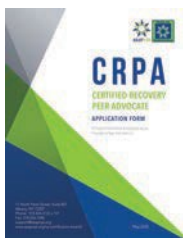
### Domain 4: Ethical Responsibility

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

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

### Standards for demonstrating Peer Recovery Role Competence in NYS

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



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

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