This guide was developed to assist peer supervisors in providing CRPA candidates with a comprehensive 500-hour role experience specific to the Peer Recovery (PR) domains and receive 25 hours of supervision specific to the PR domains. Peer supervisors are encouraged to review and use this guide to better support the development of the knowledge, skills, and abilities (see pages 4-6) considered essential to competent performance in the peer recovery advocate role, as determined by InUnity Alliance-New York Certification Board (IUA-NYCB).

The following guide follows the current competency domains covered during initial certification training (Advocacy, Mentoring and Education, Recovery/Wellness Support, and Ethics). It is recommended that supervisors use this guide to help candidates maximize their learning during the role experience period.

In this document, the term "CRPA candidate" identifies the "peer" offering services, and "individual" identifies the service recipient. "Peer" and "individual" are the terms used by the International Certification & Reciprocity Consortium (IC&RC), originators of the role and its competencies. It's the language used in the IC&RC Peer Recovery exam.

Domain 1: Advocacy

During the 500-hour role experience, CRPA candidates should gain practical experience of *advocacy* using:

1. Strengths based and person-centered language when working with individuals

2. Shared decision-making techniques to develop self-advocacy skills within individuals

3. Professional advocacy to help individuals connect with recovery resources including, *but not limited to*:

    i. Treatment
    ii. Housing
    iii. Benefits
    iv. Healthcare
    v. Recovery Community supports

4. Professional meetings and other forums for advocacy on behalf of individuals

5. Policies and the patient bill of rights to protect individual interests regarding treatment and recovery resources

Domain 2: Mentoring and Education

During the 500-hour role experience CRPA candidates should gain practical experience of *mentoring and education* using:

1. Professional relationships with individuals that respect personal boundaries and help with conflict resolution and problem-solving skills.
2. Effective client-centered communication skills such as asking open-ended questions, affirmations, reflections and summaries

3. Effective and appropriate self-disclosure as a means of building trust and educating through shared experiences
4. Empowerment strategies that strengthen the individual's ability to build self-efficacy
5. Role model a recovery lifestyle that includes selfcare and other wellness practices
6. Resource connections to support the individual beyond treatment services

Domain 3: Recovery/Wellness Support

During the 500-hour role experience CRPA candidates should gain practical experience of *recovery/wellness support* using:

1. The multiple pathways model to support individuals in establishing and, where appropriate, implementing recovery goals
2. Education to enhance the individual's knowledge of the recovery process and potential challenges inherent to it
3. A strengths-based approach that acknowledges the individual's innate strength and attributes that can be applied to the recovery process
4. Universal trauma informed approaches when working with individuals in individual and group settings
5. Collaborative practices to identify an individual's basic needs and recovery-oriented support systems

Domain 4: Ethical Responsibility

During the 500-hour role experience CRPA candidates should gain practical experience of *ethical responsibility* using:

1. The IUA-NYCB Code of Ethical Conduct to ensure the welfare of the individuals they serve - available for download at the IUA-NYCB homepage (https://www.asapnys.org/ny- certification-board/)
2. Agency policies related to confidentiality and patient protection, including appropriate relationships and professional boundaries, to maintain the safety of the individuals they serve
3. Culturally competent approaches to professional practice
4. Non-judgmental, person-centered practice not influenced by the candidate's own biases and attitudes toward recovery
5. Supervisory feedback, and feedback from the individual, to improve professional practice

Select Activities Recommended for Peer Supervision Specific to the Peer Recovery Domains

1. Work collaboratively to develop a supervision contract outlining each party's responsibilities

2. Collaboratively establish developmentally appropriate goals that guide the 500-hour role experience specific to the Peer Recovery domains for both parties

3. Develop documentation related to supervisory discussions

4. Utilize skills-building techniques during individual and/or group supervision. These techniques may include:

   a. Role/Re-Play [*]

      i. Of peer interactions with service users

      ii. Of advocacy with other professionals

      iii. Of scenarios that entail ethical judgement

   b. Peer/supervisor observation and feedback

   c. Case discussion

   d. Discussion of ethical standards related to peer practice and how they protect services users and professionals [**]

   e. In-service training

   f. Continuing education provided by external parties

   g. Chart reviews with the peer as part of supervision to allow for real time feedback and guidance

   [*]   Re-play reenactment of previous situations for feedback and guidance on future interactions
   [**] Please see IUA-NYCB Code of Ethical Conduct, https://www.asapnys.org/ny-certification-board/

The IC&RC Peer Recovery certification in NYS

Certified Recovery Peer Advocate: Role Knowledge | Skills | Abilities

The International Certification & Reciprocity Consortium's Peer Recovery (PR) Job Task 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.

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 the 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 the 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

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

- 18+ years

- Live or work at least 51% of the time within NY State (at the time of application & testing)

- High School Diploma (or equivalent or higher)

- 46 hours of NYCB-approved role training in the Peer Recovery (PR) domains (see below for details) and 4 hours of Medication Supported Recovery training.

- Complete 500 hours of supervised volunteer or paid work experience specific to the PR domains.

- Receive 25 hours of mentoring/supervision specific to the PR domains. Supervision must be provided by an organization's documented and qualified supervisory staff per job description.

- Receive a passing score on the IC&RC Peer Recovery (PR) Exam.

Find IUA-NYCB approved foundational training at http://www.asapnys.org/ny-certification-board/nycb-approved-training/