

Core Competencies for Peers Working in the Criminal Justice System

DRAFT Report

Executive Summary

The Substance Abuse and Mental Health Services Administration (SAMHSA) GAINS Center for Behavioral Health and Justice Transformation has contracted with the Florida Certification Board (FCB) to conduct a Role Delineation Study (RDS) to identify the core competencies necessary for Peer Specialists providing peer support to persons diagnosed with mental and/or substance use disorders who are involved with the criminal justice system.

Peer support is a recognized, evidence based practice for the treatment of mental health and substance use challenges that seeks to increase:

- Recovery and wellness of both the Peer Specialist and the individual receiving services, who build relationships and develop additional recovery capital as a natural outcome of providing/receiving peer support services.
- An individual's ownership and achievement of their goals when the Peer Specialist encourages and supports the individual receiving services to actively participate in self-directed care.
- The individual's engagement and self-determination of their selected and agreed upon array of supports to achieve and maintain recovery and wellness.

SAMHSA's GAINS Center recognizes there is a significant number of people who face additional challenges to achieving and maintaining recovery from mental and substance use disorders that are unique and directly related to the individual's involvement in the criminal justice system. As such, the GAINS Center is identifying the core competencies necessary for Peer Specialists providing peer support to people diagnosed with mental and/or substance use disorders who are involved with the criminal justice system.

A Role Delineation Study (RDS) is a psychometrically sound method that results in a legally defensible set of core competencies, including job tasks, knowledge, skills and abilities necessary to provide competent peer support services regardless of employer or geographic location. Typically, an RDS is conducted as the first step in the development of a legally defensible certification program. However, the RDS report provides clearly articulated competencies that have been nationally validated and can be used as competency-based starting point for the development of curricula, examination instruments, position descriptions, and other resources. The GAINS Center chose to conduct a RDS in order to provide baseline guidance to the development of peer support programs within criminal justice settings. The GAINS Center has not determined if a formal certification program will be developed in the future; however, the structure exists should it become a natural outgrowth of this effort.

The Florida Certification Board has extensive experience in conducting RDS in general, as well as specific experience in establishing peer support specialist competencies at the state and national level. The FCB follows a standard, nationally recognized RDS to establish a clear definition of "what" people are expected to perform and link the resulting competencies to a weighted examination instrument, allowing for pass or fail decisions to correlate to competent practice. This step is so critical that the American National Standards Institute (ANSI), the National Commission for Certifying Agencies (NCCA),

and the American Educational Research Association/American Psychological Association/National Council on Measurement in Education (AERA/APA/NCME) all promote standards for the RDS process.

This report is a living document that will be updated throughout the RDS process to clearly document the methodology used by the Florida Certification Board to establish the core competencies and examination blueprint for Peer Specialists working in a criminal justice setting.

Contents

Executive Summary.....	1
RDS Process Overview	2
Target Audience Characteristics	3
Core Competencies & Performance Domains	4
Additions to Existing Domain: Advocacy.....	6
Additions to Existing Domain: Mentoring and Shared Learning	7
Additions to Existing Domain: Recovery and Wellness Support	8
Additions to Existing Domain: Professional and Ethical Responsibilities.....	9
New Domain: Foundations of Criminal Justice Systems.....	110
New Domain: Trauma Informed Care in Criminal Justice Settings	121
New Domain: Integration, Reintegration and Re-entry... Error! Bookmark not defined.	12
Attachment: Guiding Principles, Values, Practice Guidelines and Competencies	13
SAMHSA Core Competencies for Peer Workers in Behavioral Health Services.....	13
iNAPS National Ethical and Practice Guidelines.....	177
IC&RC Peer Recovery Competencies	188

RDS Process Overview

The RDS is a three-phase process that results in a set of core competencies/job task statements grouped into performance domains and a legally defensible certification examination blueprint. The FCB follows national standards when conducting an RDS. The FCB's RDS structure was established by Dr. Akihito Kamata, PhD, and was implemented by the FCB's Director of Certification, Amy Farrington.

The GAINS Center hosted a Peer Support in Criminal Justice Settings: RDS Workshop on May 9 – 10, 2017 in Albany, New York. During this meeting, the draft Scope of Service was detailed, including:

1. Target Audience Characteristics
2. Performance Domains and Descriptions
3. Core Competencies, including job tasks and knowledge-skill-ability (KSA) statements

Target Audience Characteristics

GAINS Center representatives and members of the SME panel that participated in the RDS workshop reviewed existing state and national peer support training programs and competency models to establish a baseline. The team agreed that this project should start with the assumption that the Peer Specialist has training and experience related to nationally recognized core competencies, ethical and practice guidelines for peer support specialists. Instead of re-articulating these assumptions, the team focused on the additional competencies and knowledge-skill-abilities necessary to provide peer support to individuals who are seeking to achieve recovery and live a wellness oriented lifestyle in a manner that seeks to address the individual's mental health and/or substance use and criminal justice system involvement challenges.

The team also referenced the Sequential Intercept Model (SIM) as a means to identify the different intercepts within the criminal justice system where peer support can assist individuals in achieving and maintaining recovery and wellness in whatever community they reside. The team clarified the importance of a broad understanding of the term "community" to mean the community the individual came from before incarceration; the different communities "inside and across" criminal justice institutions; and the community the individual returns to after release from incarceration.

The workgroup further identified the primary experience that defines "peerness" between the Peer Specialist and the individual receiving peer services as the **shared lived experience of having interacted with the criminal justice system at any intercept.** Although not all individuals with criminal justice involvement also experience a mental health or substance use challenge, the co-occurrence of a mental health and/or substance use challenge and criminal justice involvement is commonly encountered; therefore, the Peer Specialist holding the criminal justice endorsement is expected to have a knowledge base of peer support for mental health and substance use conditions.

By nature of self-identifying as a peer-supporter, individuals are self-disclosing lived experience with the criminal justice system and any mental health or substance use challenges. However, the SME panel strongly agree that, at this time, it is critical to not set specific parameters related to the level of criminal justice involvement, a particular diagnosis or "clean" time. The goal is to be as inclusive as possible when identifying people who can provide competent, effective peer support within a criminal justice setting while staying true to the intrinsic nature of peer support principles, practices and guidelines.

It is understood that it is very difficult to make an exact match between a Peer Specialist and an individual receiving peer support services. However, it is expected that the Peer Specialist and the individual receiving services will focus on their shared lived experiences unless the differences between the two people outweigh the benefits of what they have in common. As such, employers should consider other factors beyond criminal justice involvement when matching Peer Specialists with individual's receiving peer support, such as shared military history, veteran status, ethnicity, race, gender, age and other characteristics.

Individual's for whom this training and endorsement is being developed have:

- ✓ Achieved and maintain recovery and a wellness lifestyle that addresses their mental health and/or substance use and criminal justice system related challenges.
- ✓ Completed core peer specialist training in topics including foundations of peer support; advocacy; mentoring/shared learning; recovery/wellness support; trauma-informed care; and professional/ethical issues in peer support.

- ✓ Demonstrated a commitment to peer support services as a means to achieve and maintain recovery and wellness mental health, substance use, and criminal justice system related challenges.
- ✓ Direct experience providing peer support to people with a history of involvement with the criminal justice system.

The performance domains and core competencies/job task statements were drafted with this set of target audience characteristics in mind.

Core Competencies & Performance Domains

Core competencies refer to the job tasks that an individual must be able to perform on the job. As this project begins with the assumption that the Peer Specialist is already trained and/or credentialed at the entry-level and needs the additional competencies necessary to (1) apply peer support competencies within the criminal justice system and (2) the additional knowledge-skills-abilities (KSAs) to provide peer support to people involved in the criminal justice system.

Core competencies are grouped into Performance Domains, which are categories of similar job tasks/knowledge-skill-abilities. While competencies are grouped into discrete performance domains, it is understood that competencies overlap and inform competencies in other domains. Competencies are grouped under the performance domain in which they are most frequently used/performed/directly aligned. Although core competencies describe job tasks and KSAs, they are not presented in sequential order. Peer Specialists are expected to be able to perform all job tasks as necessary and appropriate.

To establish a common baseline, team members discussed existing competency models and reviewed the following documents:

- Substance Abuse and Mental Health Services Administration (SAMHSA) Core Competencies for Peer Workers in Behavioral Health Services
- Peer Recovery (PR) Core Competencies, established by the International Certification and Reciprocity Consortium (IC&RC)
- The Sequential Intercept Model, by Policy Research Associates
- Mental Health America National Certified Peer Specialist Core Competencies

The workgroup members agreed that the nationally accepted ethical values and practice guidelines for peer support services must be included and/or embedded in this scope of service. The proposed criminal justice endorsement competencies were developed under the following assumptions:

1. Criminal justice endorsement competencies build upon existing core peer support specialist competencies of Advocacy; Mentoring/Shared Learning; Recovery and Wellness Support; and Ethical/Professional Responsibility.
2. Training programs will be updated to reflect the unique application of core peer support specialist competencies in the criminal justice system.
3. Additional training must be developed to provide for the competencies identified in the new performance domains of Foundations of Criminal Justice Systems; Trauma-Informed Care in Criminal Justice Settings; and Integration, Reintegration and Reentry.

The Subject Matter Expert panel identified a total of 48 additional core competencies/job tasks, allocated across seven (7) performance domains. Performance domains 1-4 are existing domains where additional core competencies were added that are specific to criminal justice settings. Performance domains 5-7 are new domains that were identified, and the core competencies identified under those domains are also specific to criminal justice settings.

Performance Domains
<ol style="list-style-type: none">1. Advocacy*2. Mentoring/Shared Learning*3. Recovery and Wellness Support*4. Professional and Ethical Responsibilities*5. <u>Foundations of Criminal Justice Systems</u>6. <u>Trauma-informed Care in Criminal Justice</u>7. <u>Integration, Reintegration and Re-entry</u>
<p>*<u>These are existing performance domains that reflect nationally accepted core competencies for peer support in mental health and substance use treatment settings</u> (specifically, the International Certification and Reciprocity Consortium (IC&RC) Peer Recovery (PR) competencies). Multiple peer support training programs and competency models exist. The most important thing is that the content reflects the nationally stated guidelines, principles and competencies for peer support as published by the Substance Abuse and Mental Health Services Administration (SAMHSA), the International Association of Peer Supporters (iNAPS) and the IC&RC. Specifically, people must be able to:</p> <ol style="list-style-type: none">1. Explain the terms “peer support”, “peer” and “recovery” as established by the Substance Use and Mental Health Services Association (SAMHSA).2. Explain the SAMHSA guiding principles and core values of peer support.3. Describe the iNAPS practice guidelines of peer support.4. Describe IC&RC core principles and guidelines of peer support.

Additions to Existing Domain: Advocacy

The tasks in this domain are related to the Peer Specialist's responsibility to demonstrate the appropriate use of advocacy skills and to empower the individual receiving peer support services to develop self-advocacy skills and tools.

Additional competencies identified under this performance domain that are specific to criminal justice settings:

1. Understand how to access advocacy and protection resources, such as the Inspector General, Ombudsman, Disability Rights, and other resources in order to assist people to maintain their rights while incarcerated or in the community. This does not refer to providing legal advice, which is outside of the Peer Specialist's role.
2. Understand the unique barriers faced by people involved in the criminal justice system in order to effectively advocate and navigate systems.
3. Understand service gaps and opportunities for advocacy within each intercept of the Sequential Intercept Model (SIM).
4. Identify challenges and solutions when interacting with authority figures in the criminal justice system, such as probation, parole, court officers, corrections, police, etc.

Additions to Existing Domain: Mentoring and Shared Learning

The tasks in this domain are related to the Peer Specialist's responsibility to demonstrate that there is hope, and that recovery and wellness are possible, through sharing of lived experience. The Peer Specialist may assist and empower the individual to find ways to identify what they need and want to achieve and to use modeling skills to help the individual receiving peer support services to develop the skills necessary to achieve their full potential.

Additional competencies identified under this performance domain that are specific to criminal justice settings:

1. Understand and identify examples of criminal thinking patterns and behaviors.
2. Demonstrate and relay proactive/prosocial problem solving methods to reframe thinking and behavioral processes.
3. Assist the individual to identify transferable skill sets and recast abilities in positive ways.
4. Demonstrate how to use conflict resolution, crisis intervention and de-escalation techniques.

Additions to Existing Domain: Recovery and Wellness Support

The tasks in this domain are related to the Peer Specialist's responsibility to integrate recovery and wellness supports in a criminal justice setting.

Additional competencies identified under this performance domain that are specific to criminal justice settings:

1. Understand the relationship between charges/conviction, criminal justice settings, and barriers to access available recovery and wellness supports.
2. Understand common types of recovery and wellness supports available within each intercept of the SIM.
3. Understand common types of community resources and natural supports.
4. Understand the cultural norms associated with involvement with the justice system that may impact successful integration while maintaining recovery and wellness.
5. Assist the individual to navigate available recovery and wellness supports and other services.
6. Promote innovation to overcome barriers to accessing and using recovery and wellness supports.
7. Identify support services while staying culturally attuned to individual and his or her specific needs within Criminal Justice Systems, including trauma-informed responses.
8. Understand LGBTQIA issues that are unique within Criminal Justice settings and how they can impact recovery and wellness.

Additions to Existing Domain: Professional and Ethical Responsibilities

The tasks in this domain are related to the Peer Specialist's responsibility to understand the additional ethical challenges faced by peers working in criminal justice settings.

Additional competencies identified under this performance domain that are specific to criminal justice settings:

1. Understand potential role conflicts faced by peers working in criminal justice settings.
2. Understand the difference between "legal" and "ethical" issues and behaviors.
3. Understand the difference between a criminal justice consent to release information and a non-criminal justice consent to release information.
4. Understand additional challenges and considerations when setting boundaries in criminal justice settings.
5. Understand the additional potential legal consequences of failing to maintain the confidentiality of an individual who is involved in the criminal justice system.
6. Demonstrate self-advocacy as necessary to assure self-care within work environments.

New Domain: Foundations of Criminal Justice Systems

The tasks in this domain are related to the knowledge the Peer Specialist needs in order to understand their role in a range of criminal justice settings, while maintaining the values and expectations of peer support. While the Peer Specialist is not expected to have experienced all aspects of the criminal justice system, the Peer Specialist will benefit from having specific knowledge about the overall criminal justice system.

Competencies

1. Understand the historical basis of the criminal justice system and its impact on persons with mental health and/or substance use challenges.
2. Understand and explain the system/structure of local, county, state, federal, military and tribal criminal justice systems.
3. Understand the Sequential Intercept Model (SIM) as the typical process of how an individual may move through the criminal justice system.
4. Understand the different intercepts within the Sequential Intercept Model (SIM) in order to identify resources, gaps/barriers, and diversion opportunities to prevent further penetration into the system.
5. Explain the role of peer services in behavioral health environments versus criminal justice environments and how to stay true to the intrinsic nature of peer support in criminal justice settings.
6. Understand internal/external stigma and its effects on individual within the criminal justice system.
7. Understand areas that interfere with self-perception and positive engagement within the Criminal Justice System.
8. Understand and be able to discuss the potential impact/consequences of decisions and/or actions (i.e., legal, behavioral, recovery, etc.)
9. Understand common terminology used in the criminal justice system and demonstrate the ability to translate terms into understandable language.
10. Understand the different types of violence, the public health approach to violence prevention, and how to use mediation, conflict resolution or alternative dispute resolution strategies when providing Peer Specialist services.

New Domain: Trauma Informed Care in Criminal Justice Settings

The tasks in this domain are related to the foundational principles and values of trauma informed care and the translation of these skills in the criminal justice setting. Trauma is so central to the experience of criminal justice involvement that Peer Specialists should have a solid understanding of the additional adverse impact of the inherit trauma of criminal justice involvement and the ability to integrated trauma-informed approaches into their delivery of peer support services.

Competencies

1. Understand the prevalence of trauma, especially for people with mental health or substance use challenges who are also involved in criminal justice.
2. Understand the internal and external stressors that lead to trauma.
3. Understand and explain the impact of trauma on an individual.
4. Understand and explain how the criminal justice system can traumatize/re-traumatize persons (system-induced trauma).
5. Understand and explain the principles of trauma informed care.
6. Understand how to recognize and translate the purpose/meaning of behaviors through a trauma-informed lens.
7. Understand and demonstrate strategies to ensure the use of a trauma-informed approach to peer support services.
8. Understand the prevalence and explain the impact of secondary trauma to children, family members and significant others as a result of the individual's involvement with the criminal justice system.

New Domain: Integration, Reintegration and Re-entry

The tasks in this domain are related to the Peer Specialist's responsibility to assist and empower the individual to successfully integrate, reintegrate or reenter a community, where community is defined by the individual's situation and circumstances.

Competencies

1. Understand the potential legal barriers individuals face when integrating, reintegrating or reentry to a community and provide strategies for overcoming.
2. Understand environmental or situational barriers to maintaining recovery and wellness, such as housing, employment, connection with natural supports, family reunification, etc.
3. Understand the common stressors when arrested and/or incarcerated parent(s) reunite with their children and significant others.
4. Provide assistance in acquiring supports and services to individuals who are transitioning from institutional settings back into communities.
5. Provide assistance in acquiring supports and services to individuals who are transitioning to and from housing units and institutions and maintaining recovery support connections.
6. Understand the rights that are taken away and the rights that can be restored upon completion of criminal sanctions.
7. Assist individuals to apply for their Restoration of Rights.
8. Understand the culture of incarceration and how learned behaviors can impact an individual's ability to reintegrate.

Attachment:

Guiding Principles, Values, Practice Guidelines and Competencies

The workgroup members agreed that the nationally accepted ethical values and practice guidelines for peer support services must be included and/or embedded in criminal justice endorsement, which are:

SAMHSA Core Competencies for Peer Workers in Behavioral Health Services

Foundational Principles and Values

1. **Recovery-Oriented:** Peer workers hold out hope to those they serve, partnering with them to envision and achieve a meaningful and purposeful life. Peer workers help those they serve identify and build on strengths and empower them to choose for themselves, recognizing that there are multiple pathways to recovery.
2. **Person-Centered:** Peer recovery support services are always directed by the person participating in services. Peer recovery support is personalized to align with the specific hopes, goals, and preferences of the individual served and to respond to specific needs the individuals has identified to the peer worker.
3. **Voluntary:** Peer workers are partners or consultants to those they serve. They do not dictate the types of services provided or the elements of recovery plans that will guide their work with peers. Participation in peer recovery support services is always contingent on peer choice.
4. **Relationship-Focused:** The relationship between the peer worker and the peer is the foundation on which peer recovery support services and support are provided. The relationship between the peer worker and peer is respectful, trusting, empathetic, collaborative, and mutual.
5. **Trauma-Informed:** Peer recovery support utilizes a strengths-based framework that emphasizes physical, psychological, and emotional safety and creates opportunities for survivors to rebuild a sense of control and empowerment.

Category I: Engages peers in collaborative and caring relationships

This category of competencies emphasized peer workers' ability to initiate and develop on-going relationships with people who have behavioral health condition and/or family members. These competencies include interpersonal skills, knowledge about recovery from behavioral health conditions and attitudes consistent with a recovery orientation.

1. Initiates contact with peers
2. Listens to peers with careful attention to the content and emotion being communicated
3. Reaches out to engage peers across the whole continuum of the recovery process
4. Demonstrates genuine acceptance and respect

5. Demonstrates understanding of peers' experiences and feelings

Category II: Provides support

The competencies in this category are critical for the peer worker to be able to provide the mutual support people living with behavioral health conditions may want.

1. Validates peers' experiences and feelings
2. Encourages the exploration and pursuit of community roles
3. Conveys hope to peers about their own recovery
4. Celebrates peers' efforts and accomplishments
5. Provides concrete assistance to help peers accomplish tasks and goals

Category III: Shares lived experiences of recovery

These competencies are unique to peer support, as most roles in behavioral health services do not emphasize or even prohibit the sharing of lived experiences. Peer workers need to be skillful in telling their recovery stories and using their lived experiences as a way of inspiring and supporting a person living with behavioral health conditions. Family peer support worker likewise share their personal experiences of self-care and supporting a family-member who is living with behavioral health conditions.

1. Relates their own recovery stories, and with permission, the recovery stories of others' to inspire hope
2. Discusses ongoing personal efforts to enhance health, wellness, and recovery
3. Recognizes when to share experiences and when to listen
4. Describes personal recovery practices and helps peers discover recovery practices that work for them

Category IV: Personalizes peer support

These competencies help peer workers to tailor or individualize the support services provided to and with a peer. By personalizing peer support, the peer worker operationalizes the notion that there are multiple pathways to recovery.

1. Understands his/her own personal values and culture and how these may contribute to biases, judgments and beliefs
2. Appreciates and respects the cultural and spiritual beliefs and practices of peers and their families
3. Recognizes and responds to the complexities and uniqueness of each peer's process of recovery
4. Tailors services and support to meet the preferences and unique needs of peers and their families

Category V: Supports recovery planning

These competencies enable peer workers to support other peers to take charge of their lives. Recovery often leads people to want to make changes in their lives. Recovery planning assists people to set and accomplish goals related to home, work, community and health.

1. Assists and supports peers to set goals and to dream of future possibilities
2. Proposes strategies to help a peer accomplish tasks or goals

3. Supports peers to use decision-making strategies when choosing services and supports
4. Helps peers to function as a member of their treatment/recovery support team
5. Researches and identifies credible information and options from various resources

Category VI: Links to resources, services, and supports

These competencies assist peer workers to help other peers acquire the resources, services, and supports they need to enhance their recovery. Peer workers apply these competencies to assist other peers to link to resources or services both within behavioral health settings and in the community. It is critical that peer workers have knowledge of resources within their communities as well as on-line resources.

1. Develops and maintains up-to-date information about community resources and services
2. Assists peers to investigate, select, and use needed and desired resources and services
3. Helps peers to find and use health services and supports
4. Accompanies peers to community activities and appointments when requested
5. Participates in community activities with peers when requested

Category VII: Provides information about skills related to health, wellness, and recovery

These competencies describe how peer workers coach, model or provide information about skills that enhance recovery. These competencies recognize that peer workers have knowledge, skills and experiences to offer others in recovery and that the recovery process often involves learning and growth.

1. Educates peers about health, wellness, recovery and recovery supports
2. Participates with peers in discovery or co-learning to enhance recovery experiences
3. Coaches peers about how to access treatment and services and navigate systems of care
4. Coaches peers in desired skills and strategies
5. Educates family members and other supportive individuals about recovery and recovery supports
6. Uses approaches that match the preferences and needs of peers

Category VIII: Helps peers to manage crises

These competencies assist peer workers to identify potential risks and to use procedures that reduce risks to peers and others. Peer workers may have to manage situations, in which there is intense distress and work to ensure the safety and well-being of themselves and other peers.

1. Recognizes signs of distress and threats to safety among peers and in their environments
2. Provides reassurance to peers in distress
3. Strives to create safe spaces when meeting with peers
4. Takes action to address distress or a crisis by using knowledge of local resources, treatment, services and support preferences of peers
5. Assists peers in developing advance directives and other crisis prevention tools

Category IX: Values communication

These competencies provide guidance on how peer workers interact verbally and in writing with colleagues and others. These competencies suggest language and processes used to communicate and reflect the value of respect.

1. Uses respectful, person-centered, recovery-oriented language in written and verbal interactions with
2. peers, family members, community members, and others
3. Uses active listening skills
4. Clarifies their understanding of information when in doubt of the meaning
5. Conveys their point of view when working with colleagues
6. Documents information as required by program policies and procedures
7. Follows laws and rules concerning confidentiality and respects others' rights for privacy

Category X: Supports collaboration and teamwork

These competencies provide direction on how peer workers can develop and maintain effective relationships with colleagues and others to enhance the peer support provided. These competencies involve not only interpersonal skills but also organizational skills.

1. Works together with other colleagues to enhance the provision of services and supports
2. Assertively engages providers from mental health services, addiction services, and physical medicine to meet the needs of peers
3. Coordinates efforts with health care providers to enhance the health and wellness of peers
4. Coordinates efforts with peers' family members and other natural supports
5. Partners with community members and organizations to strengthen opportunities for peers
6. Strives to resolve conflicts in relationships with peers and others in their support network

Category XI: Promotes leadership and advocacy

These competencies describe actions that peer workers use to provide leadership within behavioral health programs to advance a recovery-oriented mission of the services. They also guide peer workers on how to advocate for the legal and human rights of other peers.

1. Uses knowledge of relevant rights and laws (ADA, HIPAA, Olmstead, etc.) to ensure that peer's rights are
2. respected
3. Advocates for the needs and desires of peers in treatment team meetings, community services, living
4. situations, and with family
5. Uses knowledge of legal resources and advocacy organization to build an advocacy plan
6. Participates in efforts to eliminate prejudice and discrimination of people who have behavioral
7. health conditions and their families
8. Educates colleagues about the process of recovery and the use of recovery support services
9. Actively participates in efforts to improve the organization
10. Maintains a positive reputation in peer/professional communities

Category XII: Promotes growth and development

These competencies describe how peer workers become more reflective and competent in their practice. The competencies recommend specific actions that may serve to increase peer workers' success and satisfaction in their current roles and contribute to career advancement.

1. Recognizes the limits of their knowledge and seeks assistance from others when needed
2. Uses supervision (mentoring, reflection) effectively by monitoring self and relationships, preparing for
3. meetings and engaging in problem-solving strategies with the supervisor (mentor, peer)
4. Reflects and examines own personal motivations, judgments, and feelings that may be activated by
5. the peer work, recognizing signs of distress, and knowing when to seek support
6. Seeks opportunities to increase knowledge and skills of peer support

iNAPS National Ethical and Practice Guidelines

Ethical Guidelines

1. Peer support is voluntary.
2. Peer Specialists are hopeful.
3. Peer Specialists are open-minded.
4. Peer Specialists are empathetic.
5. Peer Specialists are respectful.
6. Peer Specialists facilitate change.
7. Peer Specialists are honest and direct.
8. Peer support is mutual and reciprocal.
9. Peer support is equally shared power.
10. Peer support is strengths-focused.
11. Peer support is transparent.

Practice Guidelines

1. Support choice.
2. Share hope.
3. Withhold judgment about others.
4. Listen with emotional sensitivity.
5. Be curious and embrace diversity.
6. Educate and advocate.
7. Address difficult issues with caring and compassion.
8. Encourage peers to give and receive.
9. Embody equality.
10. See what's strong, not what's wrong.
11. Set clear expectations and use plain language.
12. Focus on the person, not the problem.

IC&RC Peer Recovery Competencies

Domain 1: Advocacy

1. Relate to the individual 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: Ethical Responsibility

1. Recognize risk indicators that may affect the individual's welfare and safety.
2. Respond to personal risk indicators to assure welfare and safety.
3. Communicate to support network personal issues that impact ability to perform job duties.
4. Report suspicions of abuse or neglect to appropriate authority.
5. Evaluate the individual's satisfaction with their progress toward recovery/wellness goals.
6. Maintain documentation and collect data as required.
7. Adhere to responsibilities and limits of the role.
8. Apply fundamentals of cultural competency.
9. Recognize and adhere to the rules of confidentiality.
10. Recognize and maintain professional and personal boundaries.
11. Recognize and address personal and institutional biases and behaviors.
12. Maintain current, accurate knowledge of trends and issues related to wellness and recovery.
13. Recognize various crisis and emergency situations.
14. Use organizational/departmental chain of command to address or resolve issues.
15. Practice non-judgmental behavior.

Domain 3: Mentoring and Education

1. Serve as a role model for an individual.
2. Recognize the importance of self-care.
3. Establish and maintain a peer relationship rather than a hierarchical relationship.
4. Educate through shared experiences.
5. Support the development of healthy behavior that is based on choice.
6. Describe the skills needed to self-advocate.
7. Assist the individual in identifying and establishing positive relationships.
8. Establish a respectful, trusting relationship with the individual.
9. Demonstrate consistency by supporting individuals during ordinary and extraordinary times.
10. Support the development of effective communication skills.
11. Support the development of conflict resolution skills.
12. Support the development of problem-solving skills.
13. Apply principles of empowerment.
14. Provide resource linkage to community supports and professional services.

Domain 4: Recovery/Wellness Support

1. Assist the individual with setting goals.
2. Recognize that there are multiple pathways to recovery/wellness.
3. Contribute to the individual's recovery/wellness team(s).
4. Assist the individual to identify and build on their strengths and resiliencies.
5. Apply effective coaching techniques such as Motivational Interviewing.
6. Recognize the stages of change.
7. Recognize the stages of recovery/wellness.
8. Recognize signs of distress.
9. Develop tools for effective outreach and continued support.
10. Assist the individual in identifying support systems.
11. Practice a strengths-based approach to recovery/wellness.
12. Assist the individual in identifying basic needs.
13. Apply basic supportive group facilitation techniques.
14. Recognize and understand the impact of trauma.