



CONNECTING TO RECOVERY ORIENTED SERVICES

The Role of the Certified Recovery Peer Advocate

1. Recovery

- a) **Defining recovery:** “A process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.” (SAMHSA, 2011)
- b) **Exploring the elements of recovery:** Peer recovery focuses on supporting the change process (Prochaska & Di Clemente) from an individual’s vision of how his/her recovery life might be through building recovery capital around daily living needs to building a sustainable life in recovery throughout the five stages of recovery from 0-11+ years (O’Connell & Valentine)

2. Peer Recovery

- a) **Recognizing the value:** Peer recovery engagement is understood to offer significant value, including the following documented outcomes (National Council for Behavioral Health, 2018):
 - ♥ Reduced remission rates
 - ♥ Rapid turnaround following remission
 - ♥ Decreased hospitalizations
 - ♥ Reduced hospital stay
 - ♥ Decreased homelessness
 - ♥ Increased recovery capital
 - ♥ Community & civic engagement
 - ♥ Achieving recovery milestones/goals
 - ♥ Identifying unrealized potential
- b) **Identifying role purpose:** The purpose of the peer recovery engagement is to establish a non-clinical relationship whereby these professionals:
 - ♥ **Share** a personal message of recovery across a lifetime (vision)
 - ♥ **Support** individuals developing their own sustainable lives in recovery (capital)
- c) **Understanding peer recovery as a profession:** Peer recovery shares three core characteristics of a profession: practice-specific **Education**; profession-specific **Ethics**; role-specific **Certification**.
Peer recovery professionals: (i) complete approved competence-building training in the role knowledge/skills/abilities, posted at <http://www.asapnys.org/ny-certification-board/> and confirmed by exam; (ii) attest to the NYCB Code of Ethical Conduct & Disciplinary Procedures, available at the ASAP-NYCB website; (iii) fulfill the requirements of their certification per this website - Certified Addiction Recovery Coach (CARC); Certified Recovery Peer Advocate (CRPA)

3. Certified Recovery Peer Advocate (CRPA)

- a) **Defining the CRPA Role:** The peer recovery professional bridges the gap between clinical prevention-treatment providers and relevant multi-dimensional resources in the community. This connection is achieved through purposeful conversations using role modeling, motivating, problem solving, resourcing, etc. (White). The CRPA offers this service in Medicaid-reimbursable settings.
- b) **Examining practitioner qualifications:** Peer recovery professionals leverage the unique authority of personal **Experience** and the **Expertise** derived from it (Borkman, 1976): i.e., direct experience of (i) substance use disorder, self or others; (ii) the process of change; and (iii) a sustainable life in recovery (Riddick, 2017) is leveraged via expert communication skills (Valentine et al, 2008).
- c) **Recognizing certification:** An independent Board (ASAP-NYCB) offers the following value:
 - ♥ **Promotes** the profession by describing the knowledge, skills and abilities required to perform the professional role competently; establishing the necessary minimum experiential and educational standards for role competence; recognizing professionals who meet these standards; and publishing these role competencies and certification standards widely; and
 - ♥ **Protects** the public by providing transparency in role description, certification standards, and oversight procedures ensuring ethical practice through the mandatory Code of Professional Conduct; by delivering accountability through the accompanying Disciplinary Procedures for ethical offenses.



CRPA: The IC&RC Peer Recovery (PR) certification in NYS ROLE KNOWLEDGE | SKILLS | ABILITIES

In developing its Peer Recovery certification, the IC&RC 2013 Peer Recovery Job Analysis identified four performance domains with the following associated tasks:

(Please note: "Clients" are referred to as "individuals" throughout)

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: 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.



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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>

Educational Requirements for CRPA certification in NYS:



46 hours of NYCB approved training specific to these domains:

- Advocacy: 10 hours
- Mentoring/Education: 10 hours
- Recovery/Wellness Support: 10 hours
- Ethical Responsibility: 16 hours

see:

<http://www.asapnys.org/ny-certification-board/nycb-certifications/>

Training Opportunities in NYS:

see: <https://for-ny.org/upcoming-trainings/>



Ten-Step Certification Development Process

- 1) **Convene Subject Matter Experts (SMEs):** SMEs are recognized experts in the community who bring a deep knowledge of the value, purpose, duties and processes of the role under review
- 2) **Develop a Job Task Analysis (JTA):** In facilitated discussion, SMEs deliberate these issues with a view to identifying the unique scope and limits of the role
- 3) **Identify Knowledge/Skills/Abilities (KSAs):** From this JTA profile, the SME panel inventories specific characteristics and competencies required by the role. These identified KSAs are considered to be the essential attributes an individual must have in order to safely and competently perform the functions associated with his/her role. This inventory forms the basis of the work/lived experience, specialized training content and competency-based exams deemed appropriate to the role.
- 4) **Set Certification Standards:** The certifying board (NYCB) examines the JTA and KSAs to determine standards for identifying role-qualified candidates for professional certification. These standards constitute the minimum requirements for candidates to demonstrate that they are prepared to perform competently in the role. When these standards have been adopted, the Board publishes them in the interest of transparency:
 - a) **Personal:** What are the personal qualifications required for the role; for example, is there a defined “lived experience” profile attached to the role?
 - b) **Educational:** Are there any educational prerequisites? What specialized training is required? Is there an exam attached?
 - c) **Experiential:** Does the role require direct experience in the field before competence can be assessed?
 - d) **Examination:** Will candidates be required to demonstrate competency through a formal, psychometrically-sound testing process?
 - e) **Ethical:** What are the specific ethical requirements of the role? What disciplinary procedures will be followed in cases of complaint?
- 5) **Approve Role Training:** A certifying board such as NYCB has primary responsibility for safeguarding the integrity of its certifications. Accordingly, board review specialized training program to confirm that they deliver content appropriate to the role knowledge/skills/abilities inventory. Additionally, board may require trainers to be approved as competent to deliver this content.
- 6) **Create Certification Application Forms:** The certifying board is responsible for each stage of the certification process from setting certification standards through publishing a searchable database of its certificants. The certification Application Form will elicit relevant information from candidates in a format allowing for Board consideration. Processing fees will also be assessed.
- 7) **Review Candidates:** The certifying board, meeting in quorum, determines whether candidates have satisfactorily demonstrated that they meet the Board’s standards,
- 8) **Issue Certifications:** The Board arranges for the awarding of certifications to successful candidates.
- 9) **Determine Continuing Education Requirements:** As guardian of role integrity, the Board determines appropriate content and volume of continuing education required for certificants to demonstrate continued competence and adherence to the code of ethical conduct in the face of a continuously evolving field.
- 10) **Manage Renewals:** The certifying board posts these standards and manages the certification renewal process.