

Nevada Certification Board (NCB) Peer Recovery Support Specialist (PRSS) Training Requirements

Column Two: For each of the competencies below,

1. Please indicate where the competency is addressed in your training curriculum.
2. Please provide a brief summary of the material.

- Please share where to reference these items in your curriculum (modules, lectures, activities, etc.).
- For written material, please include the section/chapter, page(s) reference, and number of hours.

For example,

1. Advocacy

a. Relate to the individual as an advocate.

- Chapter 6, Pg. 45-48, 50. 0.5 hours. Trainees review person-centered approaches to peer support and define the differences between little 'a' advocacy and big 'A' advocacy, i.e., advocacy on the individual level vs. systemic advocacy.

Column Three: Please document:

- A. Time allotted for each competency
- B. Time allotted for each component (a, b, c, ...)

PEER RECOVERY SUPPORT SPECIALIST (PRSS)

ADAPTED FROM: [PEER RECOVERY \(PR\) IC&RC DOMAINS](#) & [SAMHSA'S NATIONAL MODEL STANDARDS FOR PEER SUPPORT CERTIFICATION](#)

DOMAIN 1: ADVOCACY

To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to **ADVOCACY**:

- a) Relate to the individual as an advocate
- b) Advocate within systems to promote person-centered recovery/wellness support services
- c) Describe the individual's rights and responsibilities

- 1.
- 2.

- A.
- B.

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<ul style="list-style-type: none"> d) Apply the principles of individual choice and self-determination e) Explain importance of self-advocacy as a component of recovery/wellness f) Recognize and use person-centered language g) Practice effective communication skills h) Differentiate between the types and levels of advocacy i) Collaborate with individuals to identify, link, and coordinate choices with resources j) Advocate for multiple pathways to recovery/wellness k) Encouraging self-determination, choice and shared decision-making l) Identify legal systems and resources m) Reducing prejudice/discrimination (e.g., stigma) n) Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness 		
DOMAIN 2: ETHICAL RESPONSIBILITY		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to ETHICAL RESPONSIBILITY:</p> <ul style="list-style-type: none"> a) Recognize risk indicators that may affect the individual's welfare and safety b) Understand the role, scope, and purpose of the peer (mental health, substance use, integrated, or family) c) Understand the values and principles of peer support, recovery, and resiliency d) Respond to personal risk indicators to assure welfare and safety e) Communicate to support network personal issues that impact ability to perform job duties f) Report suspicions of abuse or neglect to appropriate authority 	<ul style="list-style-type: none"> 1. 2. 	<ul style="list-style-type: none"> A. B.

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<ul style="list-style-type: none"> g) Evaluate the individual’s satisfaction with their progress toward recovery/wellness goals h) Maintain documentation and collect data as required i) Adhere to responsibilities and limits of the role j) Apply fundamentals of cultural competency/humility k) Recognize and adhere to the rules of confidentiality l) Recognize and maintain professional and personal boundaries m) Recognize and address personal and institutional biases and behaviors n) Maintain current, accurate knowledge of trends and issues related to wellness and recovery o) Recognize various crisis and emergency situations p) Use organizational/departmental chain of command to address or resolve issues q) Practice non-judgmental behavior r) Understand the values and principles of peer support, recovery, and resiliency s) Promote Diversity, Equity, Inclusion, and Accessibility (DEIA) t) Address anti-racism, discrimination, privilege, implicit bias, and structural barriers u) Understanding and identifying mental health, substance use, and co-occurring conditions 		
DOMAIN 3: MENTORING AND EDUCATION		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to MENTORING AND EDUCATION:</p> <ul style="list-style-type: none"> a) Serve as a role model for an individual b) Recognize the importance of self-care c) Establish and maintain a peer relationship rather than a hierarchical relationship d) Educate through shared experiences 	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> A. B.

<ul style="list-style-type: none"> e) Support the development of healthy behavior that is based on choice f) Describe the skills needed to self-advocate g) Assist the individual in identifying and establishing positive relationships h) History of recovery movements in mental health, substance use, and families i) Computer and digital health literacy (e.g., computer skills, virtual peer support) j) Strong communication, language, and group skills (e.g., peer-to-peer engagement, storytelling) 		
DOMAIN 4: RECOVERY/WELLNESS SUPPORT		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to RECOVERY/WELLNESS SUPPORT:</p> <ul style="list-style-type: none"> a) Assist the individual with setting goals b) Recognize that there are multiple pathways to recovery/wellness c) Contribute to the individual’s recovery/wellness team(s) d) Assist the individual to identify and build on their strengths and resiliencies e) Apply effective coaching techniques such as Motivational Interviewing f) Recognize the stages of change g) Recognize the stages of recovery/wellness h) Recognize signs of distress i) Develop tools for effective outreach and continued support j) Assist the individual in identifying support systems k) Practice a strengths-based approach to recovery/wellness l) Assist the individual in identifying basic needs m) Develop recovery and resiliency resources and tools (e.g., recovery planning) n) Apply basic supportive group facilitation techniques o) Recognize and understand the impact of trauma 	<ul style="list-style-type: none"> 1. 2. 	<ul style="list-style-type: none"> A. B.

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<ul style="list-style-type: none"> p) Identify self-help/mutual support groups q) Identify community resources (e.g., social, prevention, education, employment) r) Being aware of harm reduction practices (including suicide and overdose prevention) s) Being aware of trauma-responsive approaches and crisis response t) Practicing and educating on self-care and wellness (including SAMHSA's 8 dimensions and SMART goals) 		
<p>Total number of training hours (a minimum of forty-six hours is required):</p>		