

## Nevada Certification Board (NCB) Peer Recovery Support Specialist Supervisor (PRSS-S) 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 SUPERVISOR (PRSS-S)

TAKEN FROM: [SUBSTANCE USE DISORDER PEER SUPERVISION COMPETENCIES](#)

#### COMPETENCY ONE: UNDERSTANDS PEER ROLE

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

- a) Supervisor has recovery experience as an individual who identifies as a person being in recovery from a substance use disorder

1.

2.

A.

B.

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>b) Supervisor has occupational experience as a peer, and/or other substance use disorder behavioral healthcare experience</li> <li>c) Supervisor has completed the core substance use disorder peer training</li> </ul>   |  |  |
| <b>COMPETENCY TWO: RECOVERY ORIENTATION</b>  |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>RECOVERY ORIENTATION</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor understands the importance of instilling hope, often facilitated through appropriate self-disclosure, and mutuality. Supervisor defines appropriate self-disclosure</li> <li>b) Supervisor uses person-first language while simultaneously acknowledging the value of the substance use disorder recovery identity (“addict” and “alcoholic”) for those who choose their own terms of self-identification</li> <li>c) Supervisor promotes self-determination avoiding the culture of diagnosis and labeling</li> <li>d) Supervisor supports concepts of self-efficacy and empowerment</li> <li>e) Supervisor honors client choice, many pathways to recovery, self-direction, and person-centered recovery planning</li> <li>f) Supervisor supports fostering independence versus dependence, including employment assistance and overcoming barriers to independent living</li> <li>g) Supervisor recognizes recovery capital/assets, natural supports, inclusion of family, friends and allies, and a strengths-based approach to supporting recovery</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>h) Supervisor recognizes the imperative of addressing discrimination, oppression, and stigma, and its transformative power in recovery</li> <li>i) Supervisor acknowledges the importance of client advocacy and that peer staff are “in” but not “of” the system</li> <li>j) Supervisor supports informed consent and client choice regarding the use of behavioral health medications. Supervisor assists peer staff in maintaining neutrality regarding prescribed behavioral health medications and the importance of operating within scope of practice</li> <li>k) Supervisor understands that recovery support services are non-linear services, occurring pre-treatment, during treatment, and post-treatment. For some, Peer Delivered Services could also be an alternative to professional treatment, particularly those with low to moderate problem severity and moderate to high recovery capital</li> <li>l) Supervisor recognizes that individuals receiving peer services are active agents of change in their lives and not passive recipients of services</li> </ul> |  |  |
| <b>COMPETENCY THREE: MODELS PRINCIPLES OF RECOVERY</b>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>MODELING PRINCIPLES OF RECOVERY</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor models key principles of recovery in their personal work</li> <li>b) Supervisor promotes principles of recovery within the Peer Delivered Services program and peer supervision</li> <li>c) Supervisor promotes these principles within the greater organization, through education and orientation to Peer Delivered Services</li> </ul>   | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> | <ol style="list-style-type: none"> <li>A.</li> <li>B.</li> </ol> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>d) Supervisor promotes and monitors occupational self-care and peer wellness</li> <li>e) Supervisor maintains their own program of recovery and health maintenance, including a personal/professional system of support</li> </ul>   |  |  |
| <b>COMPETENCY FOUR: SUPPORTS MEANINGFUL ROLES</b>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>SUPPORTING MEANINGFUL ROLES:</b></p> <ul style="list-style-type: none"> <li>a) Supervisor designs meaningful work for peers, avoiding sole, excessive or primary work assignments as “treatment aids,” “gofers,” “staff assistants,” or occupational assignments that create role ambiguity, such as “junior counselors,” “junior case managers,” “U.A. technicians,” or “junior probation officers” tracking traditional behavioral health care treatment compliance</li> <li>b) Supervisor recognizes the unique and specialized body of knowledge, skills and competencies involved in outreach, advocacy, and engagement in the communities where clients live</li> <li>c) Supervisor values the synergistic importance of lived-experience combined with effective empathetic support, instilling hope through self-disclosure, and motivational enhancement interventions</li> <li>d) Supervisor acknowledges peer roles based on a peer’s lived-experience. Supervisor avoids role ambiguity by avoiding the administrative convenience of viewing all peers as “generalists.” Supervisor supports peer specialization based on lived-experience (addiction peers, forensic peers, mental health peers, or family peers.)</li> <li>e) Supervisor recognizes the value of peers as “lived-experience system navigators,” utilizing their knowledge and experience with varied systems</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|  |                     |                     |
|--|---------------------|---------------------|
| <p>(criminal justice, child welfare, vocational rehabilitation, TANF, SNAP, WIC, or others.)</p> <p>f) Supervisor recognizes and supports the value of peers as a bridge between traditional behavioral health institutions and the natural supports of friends, families, allies, and the greater recovery community</p> <p>g) Supervisor defines peer outputs and expected outcomes. Supervisor generates data on outputs and outcomes, providing feedback regarding Peer Delivered Services and individual peer effectiveness</p>   |                     |                     |
| <b>COMPETENCY FIVE: RECOGNIZES THE IMPORTANCE OF ADDRESSING TRAUMA, SOCIAL INEQUITY &amp; HEALTH CARE DISPARITY</b>  |                     |                     |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>RECOGNIZING THE IMPORTANCE OF ADDRESSING TRAUMA, SOCIAL INEQUITY &amp; HEALTH CARE DISPARITY</b>:</p> <p>a) Supervisor recognizes the consequences of trauma on individuals, families and communities, including, but not limited to: physical health, psychological health and well-being, occupational performance, and parenting. Supervisor recognizes the consequences of institutional and societal trauma and its impacts on social determinants of health</p> <p>b) Supervisor understands models of trauma-informed care and best practices for varied populations. Supervisor assist peers in developing skills to express empathic understanding and validate traumatic experiences, oppression, institutional, and judicial bias experienced by vulnerable populations that have been historically stigmatized and marginalized</p> | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>c) Supervisor recognizes the traumatic challenges faced by vulnerable populations (poverty, ethnic/cultural minorities, sexual minorities, disabilities, homelessness, military experience, or other vulnerabilities)</li> <li>d) Supervisor is aware of specific health care disparity data of vulnerable populations in the local community and local systems of care. Supervisor promotes health equity in multiple ways, including overcoming barriers to diversity within organizations and eliminating health disparities among behavioral health populations</li> <li>e) Supervisor is cognizant of their own biases and the institutional biases within organizations in which they work.</li> <li>f) Supervisor promotes trauma awareness among peer staff, peer-delivered services programming, and the greater behavioral health system in which they work</li> <li>g) Supervisor addresses discrimination, stigma, and shame experienced by vulnerable populations, creating and promoting a culture of safety within the agency and peer-delivered services environment</li> </ul> |  |  |
| <b>COMPETENCY SIX: ONGOING TRAINING</b>  |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>ONGOING TRAINING</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor has the capacity to provide education and ongoing coaching on a variety of topics, and understands basic principles of adult learning strategies.</li> <li>b) Supervisor designs and implements ongoing education in staff meeting formats, agency in-services, and individual instruction/coaching as indicated</li> </ul>  | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> | <ol style="list-style-type: none"> <li>A.</li> <li>B.</li> </ol> |

|   |                     |                     |
|---|---------------------|---------------------|
| <p>c) Supervisor provides ongoing education/training/coaching regarding: documentation standards and data entry systems, motivational enhancement techniques/micro-skills, outreach, engagement, rapport- building, peer competencies (SAMHSA, IC&amp;RC, etc.), regulations, legal compliance, ethics, professional boundaries, cultural awareness, self-care, and community resources</p> <p>d) Supervisor supports peer staff in obtaining ongoing training to advance their personal efficacy and competencies in delivering peer support services through participation in classes, conferences, webinars, and other forms of education and training</p>   |                     |                     |
| <b>COMPETENCY SEVEN: PROFESSIONAL SYSTEM NAVIGATION</b>   |                     |                     |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>PROFESSIONAL SYSTEM NAVIGATION</b>:</p> <p>a) Supervisor assists peer staff in understanding the etiquette, procedures, and legal obligations for cooperative working relationships with Child Welfare. Supervisor orients peer staff to their role within the child welfare system: family court, case workers, protective services, foster care, ASFA timelines, termination of parental rights, alternate plans, limitations to confidentiality, and completing appropriate documentation for child welfare agencies</p> <p>b) Supervisor assists peer staff in understanding the etiquette, procedures, and legal obligations for cooperative working relationships with Courts, Probation, and Parole. Supervisor will orient peer staff to their role and participation within courtroom proceedings, the Department of Corrections, forensic peer services, court</p> | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |

|   |  |  |
|---|--|--|
| <p>expectations, common violations, limitations of confidentiality and completing appropriate documentation required by to probation/parole and the courts</p> <p>c) Supervisor assists peer staff in understanding the etiquette and procedures for cooperative working relationships with various entitlement programs. Supervisor orients peer staff to self-sufficiency services (employment services, Vocational Rehabilitation, Medicaid enrollment, TANF, SNAP, WIC, Assurance Wireless, etc.) and regulatory compliance issues involved in working with these services</p> <p>d) Supervisor assists peer staff in understanding the etiquette, procedures, and legal obligations for cooperative working relationships with addiction treatment. Supervisor orients peer staff regarding the nature of addiction treatment services, expectations, legal compliance, treatment completion status, abstinence requirements/court orders, DUI, DMV completion certificates, addiction treatment client rights, urine drug testing, other drug screening, and consequences of non-attendance/substance use</p> <p>e) Supervisor assists peer staff in understanding the etiquette, procedures and legal obligations for cooperative working relationships with traditional mental health institutions. Supervisor orients peer staff to the nature of traditional mental health services, involuntary commitment, social security disability, payee services/representative payees, mental health client rights, the use of psychiatric medications, and abusable medications (anxiolytics, ADHD medications), and client choice regarding medications</p> <p>f) Supervisor assists peer staff in understanding the etiquette, procedures, and legal obligations for cooperative working relationships with Medication Assisted Treatment services. Supervisor orients</p> |  |  |
|---|--|--|



|  |                     |                     |
|--|---------------------|---------------------|
| <p>peer staff to the nature of Medication Assisted Treatment, Methadone, Suboxone, Vivitrol, addiction treatment client rights, anticipated effects from changes in medication dosage, ADA protections, and outcome research supporting the use of MAT</p> <p>g) Supervisor assists peer staff in understanding the etiquette, procedures and legal obligations for cooperative working relationships with primary care providers. Supervisor orients peer staff regarding the nature of primary care services, scope of practice regarding medicine and medical advice, pretreatment peer support, and HIPAA</p> <p>h) Supervisor audits peer staff documentation to allied health care and governmental agencies and coach peers with writing skills and documentation practices appropriate to circumstances and congruent with client rights and protections</p> |                     |                     |
| <p><b>COMPETENCY EIGHT: APPLICABLE LAWS &amp; REGULATIONS</b></p>  |                     |                     |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>APPLICABLE LAWS &amp; REGULATIONS</b>:</p> <p>a) Supervisor advises peer staff regarding the applicability of confidentiality regulations HIPAA and Code of Federal Regulation 42, Part II in their cases. Supervisor is available to discuss disclosures, releases of information, items to be discussed, responding to subpoenas, and permissible disclosures within the exceptions to confidentiality (medical emergency, QSOA, crime on premises or against Peer Delivered Services program personnel, duty to warn, child/elder abuse, research, audit, court order, medical emergency) and restrictions and notice of prohibitions on re-disclosure</p>   | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>b) Supervisor advises peer staff regarding the applicability of Mandatory Reporting Guidelines and their obligations to report suspected child abuse</li> <li>c) Supervisor advises peer staff regarding the applicability of the Americans with Disabilities Act, reasonable accommodations, and those participating in Medication Assisted Treatment as a protected class under the ADA</li> <li>d) Supervisor advises peer staff regarding the applicability of the Civil Rights Act of 1964 and the principles of non-discrimination</li> <li>e) Supervisor advises peer staff regarding the applicability of Medicaid Fraud reporting, investigations, and legal consequences</li> <li>f) Supervisor advises peer staff regarding the applicability of the Fair Housing Act and protections for those participating in addiction and recovery services and those participating in Medication Assisted Treatment</li> <li>g) Supervisor monitors relevant service obligations specific to the contracts/conditions provided by funders including reporting criteria and schedules, service restrictions, special requirements, and respecting their legal and regulatory obligations</li> <li>h) Supervisor supports, advises, and develops policies regarding accommodations for those with other special needs, language barriers, literacy challenges, and other impediments</li> </ul> |  |  |
| <b>COMPETENCY NINE: COMMUNITY RESOURCES</b>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>COMMUNITY RESOURCES</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor assists peer staff in maintaining access to community resource directories and facilitates</li> </ul>  | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|  |  |  |
|--|--|--|
| <p>the sharing of community resource information within the team</p> <ul style="list-style-type: none"> <li>b) Supervisor assists peer staff in developing referral relationships with varied community resources, including indigenous recovery support resources that are not part of the traditional health and human services system</li> <li>c) Supervisor provides means for the development and ongoing maintenance of a resource library/directory and/or access to community resource information (e.g., computer access, notebooks/binders, and directories.)</li> <li>d) Supervisor models methods for seeking and understanding community resources and models the appropriate use of community resources. For example, supervisor discourages peers from using inpatient addiction or psychiatric treatment as a “housing” program for individuals who are experiencing homelessness. Moreover, supervisor discourages the fraudulent acquisition of resources, encouraging peers to model “practicing an honest program” with their clients</li> </ul> |  |  |
| <b>COMPETENCY TEN: ROLE CLARITY</b>  |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>ROLE CLARITY</b> :</p> <ul style="list-style-type: none"> <li>a) Supervisor clearly defines a concrete description of job tasks, duties, obligations, and competencies</li> <li>b) Supervisor reviews the job description with peers to ensure that they understand their role, tasks, duties, and responsibilities</li> <li>c) Supervisor uses the job description to assign occupational duties to peer staff and to perform annual evaluations</li> </ul>  | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>d) Supervisor ensures that the job description accurately reflects then expected outputs and outcomes of peer staff</li> <li>e) Supervisor utilizes supervision time to identify, discuss, and process situations where there is role ambiguity or role confusion</li> </ul>   |  |  |
| <b>COMPETENCY ELEVEN: STRENGTH-BASED PERSON-CENTERED SUPERVISION</b>  |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>STRENGTH-BASED PERSON-CENTERED SUPERVISION:</b></p> <ul style="list-style-type: none"> <li>a) Supervisor demonstrates skills in both giving and receiving feedback</li> <li>b) Supervisor consistently gives recognition and praise for competency development and individual peer staff successes</li> <li>c) Supervisor creates a safe atmosphere for peers giving and receiving feedback, through established rules of participation and mutuality, creating person-centered relationships versus the “expert” and “intern” hierarchal model common in traditional behavioral health settings</li> <li>d) Supervisor assists peers in identifying their strengths and processes with them how to utilize their strengths in working with clients and excelling in their professional development. Supervisor develops action plan to resolve issues, through a strength-based model of capitalizing on assets and coaching peers regarding areas of needed improvement</li> <li>e) Supervisor facilitates self-reflection through encouraging objective self- assessment and non-judgmental feedback regarding skills and competencies. Supervisor creates group supervision rules for giving and receiving feedback</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|  |  |  |
|--|--|--|
| <p>from peers to create a safe atmosphere for professional development and growth</p>  |  |  |
| <p><b>COMPETENCY TWELVE: IDENTIFY &amp; EVALUATE PEER COMPETENCIES</b></p>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>IDENTIFYING &amp; EVALUATING PEER COMPETENCIES</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor develops performance evaluation based on job description with occupational strengths and improvement areas</li> <li>b) Supervisor elicits feedback from peers regarding their performance and performance improvement planning</li> <li>c) Supervisor will identify underlying competencies based on the peer’s job description and will clearly define those competencies</li> </ul>  | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |
| <p><b>COMPETENCY THIRTEEN: CONFIDENTIALITY</b></p>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>CONFIDENTIALITY</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor avoids discussing the contents of any supervision relationship they have with other staff. Supervisor shows discretion when discussing the contents of any supervisory relationship they have with other staff by discussing supervision content only as it applies to the health, safety, and welfare of clients</li> <li>b) Supervisor assists peers in developing a professional self-care plan to minimize “burnout,” vicarious traumatization, compassion fatigue, and substance use triggers. Supervisor monitors and supports “occupational self-care” versus the “personal recovery” of peers. Supervisor avoids</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|   |  |  |
|---|--|--|
| <p>taking the role of therapist, diagnostician, or sponsor for peer staff.</p>  |  |  |
| <p><b>COMPETENCY FOURTEEN: ETHICS &amp; BOUNDARIES</b></p>  |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>ETHICS &amp; BOUNDARIES:</b></p> <ul style="list-style-type: none"> <li>a) Supervisor obtains training and consultation, if needed, that assists in their understanding of the complexities of ethics and boundaries within the peer profession and wider recovery culture</li> <li>b) Supervisor develops written peer policies regarding ethics and boundaries to minimize the risk of ethical and boundary violations</li> <li>c) Supervisor articulates the difference between “ethics” and “boundaries.” While most ethical violations are typically self-serving, most occupational boundary violations are usually well-intentioned transgressions. Supervisor assists peers in understanding both ethical conduct and appropriate occupational boundaries</li> <li>d) Supervisor utilizes case scenarios, examples, and role plays in group supervision to help peers better understand ethics and boundaries, and to rehearse various occupational scenarios before they occur. Supervisor gives examples of common ethical and boundary violations with specific examples of impacts upon clients, including, but not limited to: breach of confidentiality and potential harms to clients, favoritism and its impact upon the client and other clients, sexual/romantic exploitation of clients, and other transgressions</li> <li>e) Supervisor self-monitors and reflects on their relationship with peer staff to assess for boundary issues and when concerns arise will seek consultation from other peer supervisors while</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

|  |                     |                     |
|--|---------------------|---------------------|
| <p>respecting the confidentiality of the supervisory relationship.</p> <p>f) Supervisor introduces a “model” or “policy” of ethical decision making that typically includes consultation with peers and supervisors regarding a course of action</p> <p>g) Supervisor clarifies responsibility of peer staff as opposed to the responsibilities of clients, assisting peer staff in their understanding that motivation for change arises from the interaction between two equal individuals engaged in recovery-oriented support and activities</p> <p>h) Supervisor acknowledges their responsibility to initiate corrective action when faced with unethical conduct. Supervisor acknowledges and accepts their responsibility to report unethical conduct to the appropriate credentialing board to protect the health, safety, and wellbeing of the clients</p> <p>i) Supervisor orients peer staff on the differences between peer support role responsibilities and other service and support roles, e.g., addiction 16 counselors, psychologists, social workers, nurses, physicians, and recovery mutual aid sponsors. Supervisor assists peers in understanding the ethical obligations of other professionals</p> <p>j) Supervisor orients peer staff to the boundary between private behavior (including social media like Facebook) and service responsibilities via the potential effects of private behavior on their clients, their reputation as a peer specialist, their organization, and the community</p> |                     |                     |
| <p><b>COMPETENCY FIFTEEN: QUALITY SUPERVISION</b></p>  |                     |                     |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>QUALITY SUPERVISION</b>:</p>  | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>a) Supervisor maintains integrity and quality of the supervisory relationship by primarily focusing on skills, competencies, best-practices, ethics, and boundaries versus primarily focusing on administrative compliance and documentation. Supervisor has the capacity to articulate concrete objective feedback regarding skills, competencies, use of best-practices, ethical decision-making, and boundaries</li> <li>b) Supervisor demonstrates capacity to implement person-centered strength- based supervisory relationship. Supervisor experiences equality and mutuality with peer staff and builds upon individual strengths</li> <li>c) Supervisor is open to feedback from peers regarding their supervision skills and practices</li> <li>d) Supervisor demonstrates respect for the importance of supervision and the peer’s work-time by arranging for regular, uninterrupted supervision meetings and spending supervision time focused on topics most relevant to supporting the peer in their job and professional development</li> <li>e) Supervisor conducts periodic in vivo supervision, monitoring the practices and skills of peer staff while working with clients</li> <li>f) Supervisor accepts their responsibilities to assist and/or intervene with peer staff that present impairments to their occupational duties, ethical misconduct, or other conduct inconsistent with best practices and recovery oriented systems of care. To maintain objectivity, the supervisor evaluates “occupation fitness” versus other measures of recovery. Supervisor initiates corrective action plans, coaching, and other strategies to remediate the inconsistent conduct. Supervisor documents the remediation/coaching plan with concrete goals and objectives. Supervisor documents progress or lack thereof towards remediation</li> </ul> |  |  |
|--|--|--|



| <b>COMPETENCY SIXTEEN: ACCESSIBILITY</b>   |                     |                     |
|--|---------------------|---------------------|
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>ACCESSIBILITY</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor maintains regularly scheduled group and individual supervision sessions</li> <li>b) Supervisor is consistently available through phone, email, text messaging, and within the facility</li> <li>c) Supervisors engages with peer staff and resists the culture of the traditional behavioral health care system of “absentee supervision” where attending meetings, state/county meetings, administrative meetings, and administrative compliance is the primary function of the supervisor</li> </ul>  | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |
| <b>COMPETENCY SEVENTEEN: OCCUPATIONAL EQUITY &amp; STAFF DEVELOPMENT</b>   |                     |                     |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>OCCUPATIONAL EQUITY &amp; STAFF DEVELOPMENT</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisors identifies training needs based on the level of development of the peer employee</li> <li>b) Supervisors stay up-to-date on new evolving peer practices that improve the quality of services being delivered</li> <li>c) Agency and community-wide meeting attendance becomes a “shared responsibility” of all staff, not just the supervisor. Peer workers are afforded the opportunity to participate in meetings within the greater behavioral healthcare system</li> <li>d) Supervisors maintain written “professional development plans” with peer staff, and assists peers with understanding their desired career ladder, including, but not limited to: advanced peer</li> </ul> | <p>1.</p> <p>2.</p> | <p>A.</p> <p>B.</p> |

|   |              |              |
|---|--------------|--------------|
| certification, enhanced education, college education plans, and other credentialing opportunities 18 (addiction counselor certification, community health worker certification, among others)   |              |              |
| <b>COMPETENCY EIGHTEEN: STAFF SAFETY</b>  |              |              |
| To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>STAFF SAFETY</b> : <ul style="list-style-type: none"> <li>a) Supervisor elicits input from peers regarding occupational safety in communities where clients reside. Supervisor and peers jointly define safety risk, and recognize stigma and misconceptions regarding safety as it applies to race, ethnicity, infectious disease, and mental health challenges</li> <li>b) Supervisor recognizes the inherent dangers, emotional triggers, and drug use triggers involved in outreach work and have safety and support plans to address emotional distress</li> <li>c) Supervisor develops safety plans for peers based on the population that they are providing services to and the service delivery settings. Safety plans may include peers in tandem or other protocols in potentially high- risk situations that are common with outreach into communities where clients live and where they provide peer support</li> <li>d) Supervisors will educate peers on typical high-risk situations and how to address those situations</li> </ul> | 1.<br><br>2. | A.<br><br>B. |
| <b>COMPETENCY NINETEEN: PEER DELIVERED SERVICES ADVOCACY</b>  |              |              |
| To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>PEER DELIVERED SERVICES ADVOCACY</b> :  | 1.<br><br>2. | A.<br><br>B. |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>a) Supervisor is familiar with expected outcomes of Peer Delivered Services, and uses data to promote services</li> <li>b) Supervisor insures that peers are collecting the necessary data regarding service outputs and outcomes</li> <li>c) Supervisor has the capacity to use data to advocate for peer services within the organization and the greater behavioral health system</li> <li>d) Supervisor uses data collection to inform the agency regarding appropriate peer caseloads, cultural disparities, and necessary and required staff trainings</li> </ul>   |  |  |
| <b>COMPETENCY TWENTY: EMPLOYMENT PRACTICES</b>   |  |  |
| <p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>EMPLOYMENT PRACTICES</b>:</p> <ul style="list-style-type: none"> <li>a) Supervisor consults with peer staff to formulate a desired job description for potential new hires</li> <li>b) Supervisor includes peer staff on the hiring panel to interview potential candidates, and educates those peer staff on the hiring panel about questions legally prohibited from asking job applicants</li> <li>c) Supervisor understands the application of ADA standards in the workplace and employer obligations to provide reasonable accommodations</li> <li>d) Supervisor understands generally accepted human resource employment practices and applicable laws, including, but not limited to: compensation and benefits, grievances, employee rights, whistleblower policies, 20 mandatory trainings such as Medicaid Fraud Waste Abuse, Civil Rights, infectious disease control, CPR, and other policies</li> </ul> | <ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul> | <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> </ul> |

NCB Competency Crosswalk for Foundational Training Approvals – PRSS-S

|   |  |  |
|---|--|--|
| e) Supervisor is knowledgeable about laws pertaining to interviewing job applicants including prohibitions relating to the Title VII of the Civil Rights Act of 1964 and other federal and state laws that deem it illegal to discriminate against applicants on the basis of race, color, sex, religion, national origin, citizenship, disability, age, sexual orientation, and marital status |  |  |
| <b>Total number of training hours (a minimum of six hours is required):</b>   |  |  |