

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

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<ul style="list-style-type: none"> <li>g) Evaluate the individual’s satisfaction with their progress toward recovery/wellness goals</li> <li>h) Maintain documentation and collect data as required</li> <li>i) Adhere to responsibilities and limits of the role</li> <li>j) Apply fundamentals of cultural competency/humility</li> <li>k) Recognize and adhere to the rules of confidentiality</li> <li>l) Recognize and maintain professional and personal boundaries</li> <li>m) Recognize and address personal and institutional biases and behaviors</li> <li>n) Maintain current, accurate knowledge of trends and issues related to wellness and recovery</li> <li>o) Recognize various crisis and emergency situations</li> <li>p) Use organizational/departmental chain of command to address or resolve issues</li> <li>q) Practice non-judgmental behavior</li> <li>r) Understand the values and principles of peer support, recovery, and resiliency</li> <li>s) Promote Diversity, Equity, Inclusion, and Accessibility (DEIA)</li> <li>t) Address anti-racism, discrimination, privilege, implicit bias, and structural barriers</li> <li>u) Understanding and identifying mental health, substance use, and co-occurring conditions</li> </ul>		
<b>DOMAIN 3: MENTORING AND EDUCATION</b>		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>MENTORING AND EDUCATION</b>:</p> <ul style="list-style-type: none"> <li>a) Serve as a role model for an individual</li> <li>b) Recognize the importance of self-care</li> <li>c) Establish and maintain a peer relationship rather than a hierarchical relationship</li> <li>d) Educate through shared experiences</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>e) Support the development of healthy behavior that is based on choice</li> <li>f) Describe the skills needed to self-advocate</li> <li>g) Assist the individual in identifying and establishing positive relationships</li> <li>h) History of recovery movements in mental health, substance use, and families</li> <li>i) Computer and digital health literacy (e.g., computer skills, virtual peer support)</li> <li>j) Strong communication, language, and group skills (e.g., peer-to-peer engagement, storytelling)</li> </ul>		
<b>DOMAIN 4: RECOVERY/WELLNESS SUPPORT</b>		
<p>To be considered proficient, an individual will exhibit knowledge and skills in the following competency areas specific to <b>RECOVERY/WELLNESS SUPPORT</b>:</p> <ul style="list-style-type: none"> <li>a) Assist the individual with setting goals</li> <li>b) Recognize that there are multiple pathways to recovery/wellness</li> <li>c) Contribute to the individual’s recovery/wellness team(s)</li> <li>d) Assist the individual to identify and build on their strengths and resiliencies</li> <li>e) Apply effective coaching techniques such as Motivational Interviewing</li> <li>f) Recognize the stages of change</li> <li>g) Recognize the stages of recovery/wellness</li> <li>h) Recognize signs of distress</li> <li>i) Develop tools for effective outreach and continued support</li> <li>j) Assist the individual in identifying support systems</li> <li>k) Practice a strengths-based approach to recovery/wellness</li> <li>l) Assist the individual in identifying basic needs</li> <li>m) Develop recovery and resiliency resources and tools (e.g., recovery planning)</li> <li>n) Apply basic supportive group facilitation techniques</li> <li>o) Recognize and understand the impact of trauma</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>

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