



BJA's Comprehensive

Opioid Abuse
Program

Support Mechanisms for Peer Practitioners

Welcome and Introductions

Welcome

- Timothy Jeffries, Senior Policy Advisor, BJA
- Elizabeth Burden, Technical Assistance Director, Altarum
- Erin Etwaroo, LCPC, Analyst, Altarum
- Tom Hill, M.S.W.
- Ruth Riddick, CARC-RCP
- Linda Sarage, M.Ed., M.A.

Guest Presenter – Linda Sarage



- Linda Sarage has been in recovery for over 35 years and is a passionate advocate for the peer recovery movement. Linda is former Director of the RECOVER Project, a peer recovery support center in Greenfield, MA. She has supported recovery coaching statewide with the Bureau of Substance Addiction Services (BSAS) and is a lead trainer for the Recovery Coach Academy and Ethical Considerations for Recovery Coaches. She provides technical assistance to recovery community organizations locally and nationally. Linda is the Director of the Addiction Recovery Coach Certificate program at Westfield State University.

Guest Presenter – Ruth Riddick

- Ruth Riddick is a certified addiction recovery coach (CARC) with a coaching, training, and mentoring practice at Sobriety Together. She serves as a community outreach worker at the New York Association of Alcoholism and Substance Abuse Providers (ASAP), a curriculum developer and trainer at ASAP's Peer Workforce Initiative (PWI), and a peer ethics advisor to ASAP's New York Certification Board (NYCB). Ruth has also served as a recovery subject-matter expert at the International Certification & Reciprocity Consortium (IC&RC) and the Opioid Response Network (ORN STR-TA).



Guest Presenter – Tom Hill

- Tom is the Senior Advisor for Addiction and Recovery at the National Council for Behavioral Health. He is a person in long-term recovery from addiction and has professional experience spanning from grassroots community and federal systems organizing. Tom has worked to enhance lives and promote recovery through improved addiction treatment (including with medication), peer and other recovery support services, and harm reduction.



Self-Care and Work-Life Balance

Importance of Self-Care

Self-care—nested in healthy work environment, supportive colleagues

Self-care—fundamental to work of peer practitioners

Peer practitioners' role on front lines of changing landscape

- Connecting to recovery communities
- Connecting to resources
- Identifying and overcoming obstacles
 - Opioid epidemic—overdoses, fatalities
 - Treatment system lagging behind demand
 - Economic realities—limited housing, transportation, parent support



Self-Care – A Closer Look

- **Burnout**—Often structural, management style, unclear job description
- **Compassion fatigue**—Passion, competency, demand
- **Persistent stress**—Many factors, culture, perception, lifestyle
- **Self-care**—Process of replenishing self to avoid depletion and exhaustion

Self-care is not:

- A buzzword
- A list of 100 ways to feel good

Self-care is:

- Individualized
- A way of life
- Attitude, optimism, perspective

Self-Care and the Stress of Everyday Life

H.A.L.T.

Hungry Angry Lonely Tired

Pillars of Well-Being

- *Nutrition
- *Exercise
- *Connection
- *Sleep
- *Creative Play
- *Meditation



Self-Care Reflection for Work-Life Balance

Seven Dimensions of Wellness

- Physical wellness
- Environmental wellness
- Spiritual wellness
- Emotional/psychological wellness
- Intellectual wellness
- Occupational wellness
- Social wellness

Recovery Coach Academy

CONNECTICUT COMMUNITY FOR ADDICTION RECOVERY

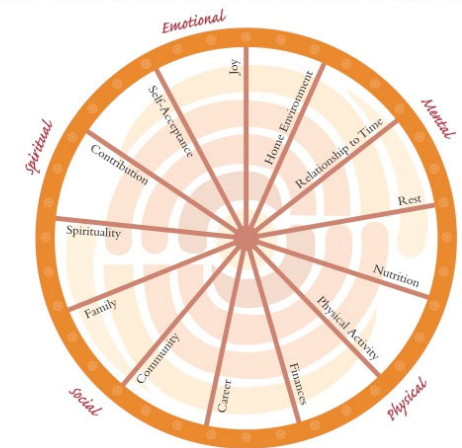
Seven Dimensions of Wellness
Please rate using the following scale
Always (5), Very Frequently (4), Frequently (3), Occasionally (2), Almost Never (1), Never (0)

Physical Wellness							
1.	I exercise for 30 minutes or more most days of the week.	5	4	3	2	1	0
2.	My exercise program includes activities that build my heart, muscles and flexibility	5	4	3	2	1	0
3.	I select lean cuts of meat, poultry or fish	5	4	3	2	1	0
4.	I eat a variety of foods from all the food groups	5	4	3	2	1	0
5.	I eat breakfast	5	4	3	2	1	0
6.	I get an adequate amount of sleep (7-8 hours per night)	5	4	3	2	1	0
7.	I examine my breasts or testes once a month	5	4	3	2	1	0
8.	I participate in recommended periodic health screenings (blood pressure, etc.)	5	4	3	2	1	0
9.	I seek medical advice when needed	5	4	3	2	1	0
10.	I drink less than 5 alcoholic drinks at a sitting	5	4	3	2	1	0
11.	I avoid driving while under the influence of alcohol	5	4	3	2	1	0
12.	I avoid using tobacco products	5	4	3	2	1	0
Environmental Wellness							
1.	I minimize my exposure to second hand tobacco smoke	5	4	3	2	1	0
2.	I keep my vehicle maintained to ensure safety	5	4	3	2	1	0
3.	When I see a safety hazard, I take steps to correct the problem	5	4	3	2	1	0
4.	I choose an environment that is free of excessive noise whenever possible	5	4	3	2	1	0
5.	I make efforts to reduce, reuse, and recycle	5	4	3	2	1	0
6.	I try to create an environment that minimizes my stress	5	4	3	2	1	0
Spiritual Wellness							
1.	I make time for relaxation in my day	5	4	3	2	1	0
2.	I make time in my day for prayer, meditation or personal time	5	4	3	2	1	0
3.	My values guide my actions and decisions	5	4	3	2	1	0
4.	I am accepting of the views of others	5	4	3	2	1	0
Emotional/Psychological Wellness							
1.	I am able to sleep soundly throughout the night and wake feeling refreshed	5	4	3	2	1	0
2.	I am able to make decisions with a minimum of stress and worry	5	4	3	2	1	0
3.	I am able to set priorities	5	4	3	2	1	0
4.	I maintain a balance between school, work and personal life	5	4	3	2	1	0
Intellectual Wellness							
1.	It is easy for me to apply knowledge from one situation to another	5	4	3	2	1	0
2.	I enjoy the amount and variety I read	5	4	3	2	1	0
3.	I find life intellectually challenging and stimulating	5	4	3	2	1	0
4.	I obtain health information from reputable sources	5	4	3	2	1	0
5.	I spend money commensurate with my income, values, and goals	5	4	3	2	1	0
6.	I pay my bills in full each month (including my credit card)	5	4	3	2	1	0
Occupational Wellness							
1.	I am able to plan a manageable workload	5	4	3	2	1	0
2.	My career is consistent with my values and goals	5	4	3	2	1	0
3.	I earn enough money to meet my needs to provide stability for me and/or my family	5	4	3	2	1	0
4.	My work benefits individuals and/or society	5	4	3	2	1	0
Social Wellness							
1.	I plan time to be with my family and friends	5	4	3	2	1	0
2.	I enjoy my time with others	5	4	3	2	1	0
3.	I am satisfied with the groups/organizations that I am part of	5	4	3	2	1	0
4.	My relationships with others are positive and rewarding	5	4	3	2	1	0
5.	I explore diversity by interacting with people of other cultures, background, and beliefs	5	4	3	2	1	0

Connecticut Community for Addiction Recovery | Copyright 2013

Radical Self-Care Compass

Discover which areas of your life need attention & how to navigate towards greater wellbeing!



Which areas are asking for YOUR attention?

1. Place a dot on the line in each area to indicate your level of satisfaction. Place a dot at the center of the circle to indicate complete dissatisfaction, on the periphery to indicate complete satisfaction, or somewhere in-between.
2. Connect the dots to see your Core Brilliance Compass (see example).
3. Identify what's working, what questions this brings up, and what steps you want to take towards greater self-care. Determine where to invest your time and energy to navigate towards greater joy and satisfaction.



To apply for a free discovery session and learn more about radical self-care...
Visit CallingsandCourage.com.



BJA's Comprehensive
Opioid Abuse
Program

Self-Care: Awareness and Observation, Rituals and Routines

SMART Goals

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic – **R**elevant
- **T**ime bound

Guidelines for Achieving Goals

1. Write it down
2. Get clear on your WHY
3. Itty bitty steps
4. Plan for obstacles
5. Hold yourself accountable

"Self-care is not selfish. You cannot serve from an empty vessel" – Eleanor Brown

Almost everything will work again if you unplug it for a few minutes, including YOU" – Annie Lamott

Supportive Supervision of Peer Leaders

Supportive Supervision and Peer Practitioners

- Roles
- Expectations
- Opportunities and challenges
- Resources

Introducing Peer Practitioners

➤ Peer Recovery Profession:

- Education | *practice-specific*
- Ethics | *profession-specific*
- Board certification | *role-specific*

➤ Role Purpose:

Building Recovery Capital through

- Coaching Skills & Purposeful Conversation
- Strategic Personal Sharing

➤ Role Certifications in NYS:

- Certified Recovery Peer Advocate (CRPA)
This is the IC&RC peer recovery credential ((Medicaid billing))
- Certified Addiction Recovery Coach (CARC)
- Certified Peer Specialists (mental health system only)



© Ruth Riddick 2020 | riddick@asapnys.org



BJA's Comprehensive

Opioid Abuse

Program

Who are Peer Practitioners?

- **Experience** coming from a personal history of, or exposure to: (i) substance use disorder; (ii) the process of change; and (iii) a sustainable life in recovery

STORY

- **Expertise** requiring application of that knowledge to the skill of helping others establish, and live in, their own definition and pathway of recovery across a lifetime

SKILL



© Thomasina Borkman 1976 & Ruth Riddick 2018 | riddick@asapnys.org



Peer Practitioner Role Competencies



The IC&RC Peer Recovery (PR) certification in NYS CERTIFIED RECOVERY PEER ADVOCATE : ROLE KNOWLEDGE | SKILLS | ABILITIES

The International Certification & Reciprocity Consortium's 2013 Peer Recovery (PR) Job Analysis identified four performance domains with the following associated tasks as forming the basis of its peer recovery certification. The IC&RC Peer Recovery Certification is known as Certified Recovery Peer Advocate (CRPA) in New York State where it is exclusively offered by the non-profit New York Certification Board (NYCB) at the New York Association of Addiction Services & Professionals (ASAP). Candidates for this professional certification are required to demonstrate these competencies to NYCB per standards determined by the Board and posted to its website, <http://www.asapnys.org/ny-certification-board/nycb-certifications/>.

Domain 1: Advocacy

1. Relate to the individual [client] 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.



The IC&RC Peer Recovery (PR) certification in NYS CERTIFIED RECOVERY PEER ADVOCATE : ROLE KNOWLEDGE | SKILLS | ABILITIES

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.
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>

Requirements for CRPA certification in NYS:



- 18+ years
- High School Diploma (or equivalent)
- 30 hours NYCB approved training incorporating advocacy (hours), Mentoring & Education (hours), and Recovery Wellness Support (hours)
- 16 hours NYCB approved training in Peer Ethical Responsibility
- IC&RC Peer Recovery Exam passing grade



Training Opportunities in NYS:

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

© Ruth Riddick 2020 | riddick@asapnys.org



BJA's Comprehensive

Opioid Abuse
Program

Peer Practitioners | Skills Overview

Peer Practitioners are motivators & cheerleaders, allies & confidants, truth-tellers, role models & mentors, problem solvers, resource brokers, advocates, community organizers, lifestyle consultants, friends & companions – *all at the same time!*

Communications Skills

- setting boundaries & expectations
- listening actively & asking good questions
- sharing our story & recovery capital
- managing our own stuff/the conversation

Content Frameworks:

- Bridging the Gap
- Stages of Change
- Stages of Recovery
- Multiple Pathways

Context

- Culture | Power | Privilege
- Ethical Considerations



© Ruth Riddick 2020 | riddick@asapnys.org



Peer Practitioners | Supervision



Peer Recovery Professionals who are:

1. CRPA: Work in agencies or centers are encouraged to ask for appropriate supervision from a qualified recovery coach supervisor, who will regularly consult with us about recoveree concerns and issues, assess our competencies, support ethical decision-making, help prevent burnout, and support our ongoing development.
2. CARC: Work individually are encouraged to schedule regular mentoring sessions with someone who has more experience, to join qualified supervision groups, or to form peer-mentoring groups with other peers.



© Recovery Coaches International 2009 & Ruth Riddick 2016 | rriddick@asapnys.org



Peer Practitioners | Supportive Supervision

Supportive Supervision: A Partnership for Success

Supervisor:

- ✓ Understanding the peer practitioner role
- ✓ Setting realistic expectations and performance goals
- ✓ Elevating status of peer recovery as a valued resource on the continuum of care
- ✓ Promoting the peer as a team member, not a career or employment threat
- ✓ Providing appropriate & informed supervision

Peer practitioner:

- ✓ Putting personal recovery first
- ✓ Seeking a thorough orientation at hire
- ✓ Agreeing realistic expectations & performance goals
- ✓ Engaging in continuing education
- ✓ Receiving a fair and livable wage
- ✓ Identifying further career goals and a career path

- adapted from National Council for Behavioral Health, 2018



© Ruth Riddick 2020 | riddick@asapnys.org



Peer Practitioners | Supportive Supervision

Supportive Supervision: The Dual Role	
Manager	Mentor
<ul style="list-style-type: none">➤ Helps individuals and team understand performance goals➤ Helps individuals and team understand behavioral expectations, workplace culture and policies➤ Identifies and resolves workplace problems, including conflicts and emergencies➤ Supports and promotes skills-building for individuals and the team➤ Assists with HR, hiring/firing	<ul style="list-style-type: none">➤ Ensures that staff is properly trained for specific roles➤ Asks for peer's own assessment of personal and professional strengths, concerns, issues➤ Offers options for strengths-building➤ Provides supportive feedback on job and role performance➤ Assists in resolving critical performance issues➤ Proposes continuing education and career opportunities



© Ruth Riddick 2020 | riddick@asapnys.org



Peer Practitioners | Supportive Supervision

Supportive Supervision: The Transparent Relationship

As the supervisor, I will:	As the peer practitioner, I will
<ul style="list-style-type: none">❖ Keep my word❖ Give credit where it's due❖ Ask for input before I make a decision❖ Be approachable and willing to help❖ Embrace appropriate risk❖ Be impartial❖ Stay patient❖ Act ethically❖ Support my team❖ Be consistent	<ul style="list-style-type: none">❖ Ask for quality supervision❖ Agree our mutual understanding of my role❖ Practice non-defensiveness❖ Share my challenges and frustrations❖ Alert you to personal issues impacting my performance❖ Follow suggestions for performance improvement❖ Ask for clarification on any aspect of my job, role or performance, as needed

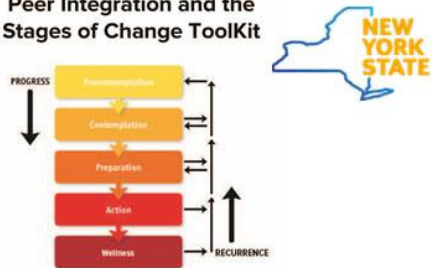


© Ruth Riddick 2020 | riddick@asapnys.org



Supervision Resources

Peer Integration and the Stages of Change Toolkit



contact: Lureen McNeil | Lureen.McNeil@oasas.ny.gov

CORE COMPETENCIES FOR PEER WORKERS IN BEHAVIORAL HEALTH SERVICES

<https://www.samhsa.gov/brss-tacs/recovery-support-tools/peers>

Peer Supervision within the Recovery Oriented Services of Care/Behavioral Health Field

contact: Theresa Knorr | tknorr@for-ny.org

Coachervision

A Model for Recovery Coach Supervision

RECOVERY COACHING In the Emergency Department

CCAR January 2019 CART

Coaches Coaching Coaches

<https://addictionrecoverytraining.org/>



© Ruth Riddick 2020 | riddick@asapnys.org

Peer Practitioners | Summary

Peer Practitioners are Professionals

- Practice-specific education
- Profession-specific ethics
- Role-specific Board certification

Transparent Practice

- Trans-systems competencies codified in a national inventory of role knowledge, skills and abilities, and confirmed via a formal competency-based exam
- Partnered with Supportive Supervisors who offer a dual role as managers and mentors

Accountable Practice

- Governed by professional ethics and answerable to the profession's certifying Board

Integrated Professional Workforce

- Peer practitioners complete the Prevention-Treatment-Recovery care continuum
- Peer practitioners expect to be integrated into the workforce on the basis of their professional value, not their individual vulnerabilities (including threat of stigma)
- Successful integration hinges on agency and systems-wide health and wellness protocols applicable to the entire workforce



© Ruth Riddick 2020 | rriddick@asapnys.org



Promoting Wellness Throughout the Organization

Creating an Organizational Culture of Wellness

- Developing Awareness:
 - Workforce development in a crisis-infused environment
 - Understanding grief as a result of witnessing violence, death, and other chaotic events
 - Potential for (re)traumatization among all lines of staff
 - Traumatic events reinforced by structural trauma: homelessness, poverty, racism, adverse childhood experiences
 - Vehicles to identify, address, and defuse events that may cause activation
 - Elevating and prioritizing self-care as a coping mechanism
 - Self-care as a job requirement for entire workforce: staff at all levels

Creating an Organizational Culture of Wellness

- Employing Strategies:
 - Articulating self-care as personal and professional responsibility
 - Holding oneself and colleagues accountable
 - Creating systems that reinforce the two points above
 - Codifying self-care as an organizational value and principle
 - Developing philosophies that address the current situation versus the long haul
 - Employing vehicles that address self-care in and outside of the workplace

Creating an Organizational Culture of Wellness

- Employing Vehicles:
 - Supervision as support
 - Other systems/networks of support
 - Team opportunities for check-ins for emotional temperature
 - Frequent team celebrations
 - Recognizing work-life balance
 - Training and orientation: nutrition, good sleep, exercise, handling conflict, time management
 - Setting self-care norms and expectations: lunch breaks, vacations, sick days, time off
 - Task delegation and workflow

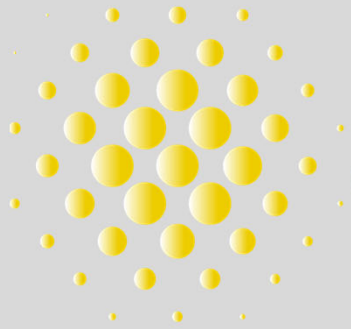
Creating an Organizational Culture of Wellness

- Creating a Cultural Shift:
 - Dedication to a recovery/wellness-oriented workplace
 - Communication from and between administration leadership
 - Updating policies and procedures
 - Implementation from human resources
 - Identifying champions
 - **Peer practitioners as change agents and cultural emissaries**

Contact Information

- Ruth Riddick, CARC-RCP
Community Outreach & Communications
ASAP of New York State
rriddick@asapnys.org
www.asapnys.org/ny-certification-board/
- Tom Hill, M.S.W.
Senior Advisor for Addiction and Recovery
National Council for Behavioral Health
tomh@TheNationalCouncil.org
www.TheNationalCouncil.org
- Linda Sarage, M.Ed., M.A.
Director, ARCC Program
Westfield State University
saragerecovery@gmail.com

Questions?



BJA's Comprehensive

Opioid Abuse

Program