

RESOURCES FOR THE CLIENT AND FAMILY LEADERSHIP COMMITTEE (CFLC)

PEER SUPPORT SPECIALIST CERTIFICATION IMPLEMENTATION GUIDE

This guide is intended to support California counties with their implementation of peer support specialist certification, per SB 803, 2020.

SB 803 is enacted at the end of a long history of peer involvement and advocacy for a certification process. Peers and peer services have been a long standing tradition in mental health services, however have not been acknowledged or codified as they are now.

The passage of the Mental Health Services Act (MHSA) in 2004 added impetus to the peer movement by requiring counties to develop mental health services with input from peers and family members along with the members of the public that traditionally had been included in development of Medi-Cal programs. The MHSA furthered defined community engagement, made it a requirement, provided funding for it and a process to follow. Additionally, the MHSA set aside funds for “identification of shortages in personnel to provide services . . . and the additional assistance needed from the education and training programs. . .” (MHSA 5847(b)(3)). It was envisioned that by preparing both the current work force and consumers of mental health services, the identified shortages in county workforces would be addressed and funds were distributed to provide for this.

This concept was first developed through the statewide Working Well Together collaborative between peer-led, county and state agencies, (See their Final report in Section ____), and ultimately made a part of the legislation with the passage of SB 803.

Along the road to development of peer support specialists other partners were engaged, among them SAMSHA, the OSHPD, the California Behavioral Health Planning Council and the MHSOAC and the DHCS.

The guide includes helpful resources for peer support specialist certification, peer support specialist education, peer support specialist supervision, peer support specialist job descriptions, as well as provides some links to the history of the peer support specialist movement in California. There are 9 sections to this guide,

organized by various resources, resource purpose statements and links to resources. This guide is not an exhaustive compilation of resources, but one that has been utilized, recommended and/or vetted by the Mental Health Services Oversight and Accountability Commission's (MHSOAC) Client and Family Leadership Committee (CFLC).

Resources provided in this document are not in any ascending, descending or chronological order, but are included to allow the reader to obtain information at any point along the continuum of either peer advocacy or peer certification.

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1 MHSOAC Client and Family Leadership Committee Resources 5-7

The Client and Family Leadership Committee utilizes a number of documents contained in this section for both its operational vision and in the commission of its responsibilities. Resources or links to documents in this section will provide the reader background information on community driven practices for peer development, guidance as to implementation of peer related services, guidance and national sources for best practices for peer related services.

2 Mental Health Founding Principles and Common Language Resources . . . 8-10

Documents included in this section are considered foundational in the peer/consumer movement. They include regulatory information regarding the MHSA, as well as the Workforce Education and Training Component of the MHSA. The Working Well Together Information Brief and Recommendations from the 2013 Summit, as well as the early (and pre-MHSA) work of Sally Zinman, longtime leader and advocate for the peer movement are also included in this section.

3 Peer Support Unique Roles Resources 11-12

Documents and links in this section can be used for the development of job descriptions for peers, provide guidance for the development of policy, practices, standards of practice and technical assistance for peer support specialists.

4 Benefits of Peer and Family Support Resources 13-

This is not a very cohesive section, many of the items could be moved to other sections. May need more review.

5 Competencies Resources

Documents and links included in the next three sections (5, 6, and 7) help the reader to determine a “how to”, step by step process for establishing competencies for peer support positions. Various resources provide listing

of competencies areas traditionally assigned to the peer support position, examples of tasks technology, knowledge and skills associated with the peer support position. Identifies licensure requirements and performance evaluation samples. Some historical background on how models are developed (non-mental health settings).

- 6 Job Description Resources
- 7 Peer Specialist Job Descriptions Templates
- 8 Workplace Supports—Training for
Providers with Lived Experience Resources
- 9 Other Relevant Training or Resources; Public Domain (Free) Training Materials
This section contains resources and links to materials related to training
peers,

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Section 1 - MHSOAC Client and Family Leadership Committee Suggested Resources

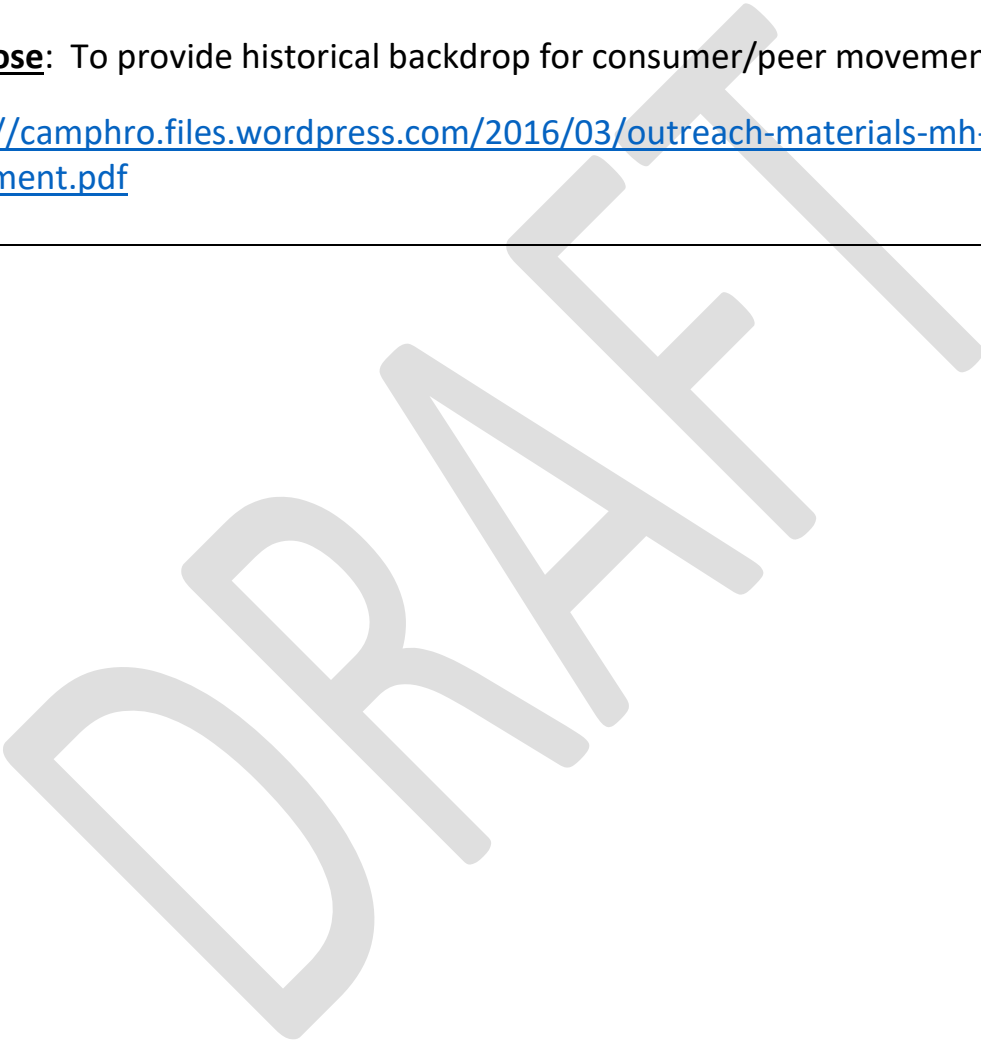
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DHCS, Behavioral Health Information Notice No: 21-041. Purpose: To provide the standards for implementing the Medi-Cal Peer Support Specialist Certification Program. https://www.dhcs.ca.gov/Documents/CSD_BH/BHIN-21-041.pdf	
Disability Rights California, People First Language in Mental Health. Purpose: To provide guidance on using People First Language when working in mental health. https://emmresourcecenter.org/system/files/2017-10/People-First-Fact-Sheet-English.pdf	
Guide to Best Practices in Supervising Mental Health Peer Services. Purpose: This is a technical assistance resource center. The resources on this list provide education on peer support practices, best practices in supervision, and recovery-oriented services. https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/guidelines-peer-supervision-3-resources-cp4.pdf	
Lived Experience Research Network, Sharing Experience Learned Firsthand (Self) Project. Purpose: To provide guidance and information on the risks and benefits of self-disclosure of lived experience, the effects on collegial relationships, and the of service delivery. https://livedexperienceresearchnetwork.wordpress.com/sharing-experience-learned-firsthand-self/	

<p>Webinar on SB 803, December 2020.</p> <p>Purpose: To provide information on Peer Specialist Certification Updates. This is a recording, other information about this and past webinar recordings on website.</p> <p>https://www.wiseup.work/webinars</p>	
<p>National Association of Peer Supporters, National Practice Guidelines for Peer Specialists and Supervisors.</p> <p>Purpose: To provide information and guidance on training and guiding peer workers on respecting and protecting the rights of people with mental disabilities worldwide.</p> <p>https://www.peersupportworks.org/wp-content/uploads/2021/07/National-Practice-Guidelines-for-Peer-Specialists-and-Supervisors-1.pdf</p>	
<p>National Practice Guidelines for Peer Support Specialists and Supervisors. Psychiatric Services, Dana Fogelson, et. al., 13 Jul 2021.</p> <p>Purpose: Provides partial inventory of resources, articles, textbooks on guidelines for peer support/specialists</p> <p>https://psychiatryonline.org/guidelines</p>	
<p>Career Development Ladder.</p> <p>Purpose: To provide information on the Peer Career Development Ladder.</p> <p>https://www.strategydriven.com/2017/10/06/career-development-climb-ladder-8-steps/</p>	
<p>World Health Organization (WHO), Quality Rights, WHO Quality Rights Module.</p>	

<p>Purpose: To translate international human rights standards into practice by influencing policy and the knowledge and skills to implement person-centered and recovery-based approaches.</p> <p>https://who.int/publications/i/item/9789241516815</p>	
<p>WHO, Guidance on Community Mental Health Services.</p> <p>Purpose: To provide information on promoting person-centered and rights-based approaches for guidance on community mental health services.</p> <p>https://www.who.int/publications/i/item/9789240025707</p>	
<p>Mental Health Services Act (MHSA) (Updated 2020)</p> <p>Purpose: To provide information on the statutory requirements of the MHSA and to situate the rationale for peers in community mental health programs.</p> <p>https://mhsoac.ca.gov/sites/default/files/MHSA%20Jan2020_0.pdf</p>	
<p>Section 2 - Mental Health Founding Principles and Common Language Resources</p>	
<p>Documents included in this section are considered foundational in the peer/consumer movement. They include</p>	
<p>California Codes Regulations, Title 9, Chapter 14, §§3200</p>	

<p>Purpose: To provide information on the regulatory requirements of the MHSA and to situate the rationale for peers in community mental health programs.</p> <p>https://ia902300.us.archive.org/17/items/gov.ca.ccr.09/ca.ccr.09.pdf</p>	
<p>California Department of Mental Health (DMH) Vision Statement and Guiding Principles for DMH Implementation of the Mental Health Services Act</p> <p>Purpose: Vision statement and guiding principle of the Mental Health Services Act to include community participation and to explain new way of providing mental health services in the community. See Enclosure 1, page 7 of DMH Letter 05-05.</p> <p>https://www.dhcs.ca.gov/formsandpubs/MHArchiveLtrs/MH-Ltrs05-05CSS.pdf</p>	
<p>Work Force Education and Training (WET) Regulations</p> <p>Purpose: To provide information regarding the requirements for various programs under the WET component. Currently, California's Office of Statewide Health Planning and Development (OSHDP) is managing elements of this component and as such has included PEER training in its 5 year plan.</p> <p>https://www.dhcs.ca.gov/services/MH/Pages/MHSA-Components.aspx</p>	
<p>Peer Support Specialist Certification Informational Brief, Working Well Together, 2014</p> <p>Purpose: This is issue brief developed in the early stages of consideration of peer certification. It explains rationale for peer certification and provides definitions.</p> <p>https://camphro.files.wordpress.com/2021/01/camhpro-brief-peer-support-certification.docx.pdf</p>	
<p>Sally Zinman, Sue Bud, Howie the Harp, Reaching Across: Mental Health Clients Helping Each Other, 1987</p>	

<p>Purpose: Early (1987) and pre-MHSA information about the peer movement and rationale for use of peers in providing services.</p> <p>https://books.google.com/books/about/Reaching_across.html?id=dnFHAAAAMAAJ</p>	
<p>SAMHSA’s Working Definition of Recovery</p> <p>Purpose: To provide (illustrate) and define various aspects of recovery</p> <p>https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf</p>	
<p>“Final Report: Recommendations from the Statewide Summit on Certification of Peer Providers”, Appendix 3: 2013; Report prepared for CAMHPRO-PEERS under WWT</p> <p>Purpose: To provide Working Well Together (WWT) Consumer, Youth, Family Member and Parent Key Definitions</p> <p>https://work.cibhs.org/sites/main/files/file-attachments/peercertification_recommendations_final_report_oshpd_approved_december_2013.pdf?1445012883</p>	
<p>WWT Overcoming Stigma and Discrimination In The Behavioral Health Workplace (e-Learning):</p> <p>Purpose:</p> <p>http://www.cibhs.org/post/overcoming-stigma-and-discrimination-behavioral-health-workplace</p>	
<p>Youth and Family Consensus Statement on Resiliency and Children’s’ Mental Health, 2010</p> <p>Resiliency and Leadership Ohio and Ohio Department of Mental Health</p>	

<p>Purpose: To define various terms in the consumer/peer movement</p> <p>http://resiliencyohio.org/assets/resiliency_consensus_statement_2010.pdf</p>	
<p>Zinman, Sally, The History of the Mental Health Consumer/Survivor Movement.</p> <p>Purpose: To provide historical backdrop for consumer/peer movement</p> <p>https://camphro.files.wordpress.com/2016/03/outreach-materials-mh-movement.pdf</p>	
	
<p>Section 3 – Peer Support Unique Roles Resources</p>	
<p>Office of Personnel Management (OPM) The Importance of KSA’s (Knowledge, Skills and Abilities) in the Federal Application Process</p>	

<p>Purpose: Guidance for the federal personnel application process. Includes various competencies and expectations for programs</p> <p>https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/</p> <p>See also: http://www.cdc.gov/hrmo/ksahowto.htm</p>	
<p>Department of Health and Human Services</p> <p>Purpose: Center for Medicaid Services, clarifying guidance on peer support services, policy, and peer to peer services for families and for person who are Medicaid eligible.</p> <p>https://www.hhs.gov/guidance/document/clarifying-guidance-peer-support-services-policy</p>	
<p>Nation Association of Peer Supporters. National Ethical Guidelines and Practice</p> <p>Purpose: National Practice Guidelines for Peer Supporters. Standards for Peer Supporters</p> <p>https://na4ps.files.wordpress.com/2012/09/nationalguidelines1.pdf</p>	
<p>Jacobson, Nora, Trojanowski, Lucy and Dewa. What do peer support workers do? A job description.</p> <p>Purpose: article on job description for peer support workers, including background information.</p> <p>http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3483205/</p>	

<p>MN Department of Human Services, Children’s Justice Initiative Alcohol and Other Drugs Project.</p> <p>Purpose: Crosswalk/chart for various positions, responsibilities, communications and next steps.</p> <p>https://ncsacw.samhsa.gov/files/MN_CommunicationStructure.pdf</p>	
<p>National Federation of Families for Children’s Mental Health.</p> <p>Purpose: Various links to services and supports as well as advocacy technical assistance, policies and support resources</p> <p>https://www.ffcmh.org/</p>	
<p>PATHWAYS FOR THE FUTURE, INC. dba DisAbility Partners Asheville Office</p> <p>Purpose: Peer Specialist Job Description</p> <p>http://www.disabilitypartners.org/images/IndependentLivingSpecialistJobDescription.pdf</p>	
<p>Section 4 – Benefits of Peer and Family Support Resources</p>	
<p>Pillars of Peer Support Services Summit Six: Peer Specialist Supervision The Carter Center Atlanta, GA October, 2014</p>	

<p>Purpose: Manual regarding Peer Specialist Supervision - PDF Free Download.</p> <p>https://docplayer.net/13754900-Peer-specialist-supervision.html</p>	
<p>Davidson, L., Bellamy, C., Guy, K., & Miller, R. (2012). Peer support among persons with severe mental illnesses: a review of evidence and experience. <i>World Psychiatry</i>, 11(2), 123–128.</p> <p>Purpose: Abstract of article and other related resources and studies</p> <p>https://pubmed.ncbi.nlm.nih.gov/22654945/</p>	
<p>C. Gagne, J. Olivet, L. Davis. Equipping Behavioral Health Systems and Authorities to Promote Peer Specialist/Peer Recovery Coaching Services: Expert Panel Meeting Report. Jun 01, 2018</p> <p>Purpose:</p> <p>https://www.sciencedirect.com/science/article/pii/S0749379718316374</p>	
<p>National Association of State Mental Health Program Directors (NASMHPD). <i>Enhancing the Peer Provider Workforce: Recruitment, Supervision and Retention</i> (2014)</p> <p>Purpose: intended to increase the successful capacity of the peer provider workforce within behavioral health systems and authorities through recruitment and hiring, and supervision and retention efforts in the Medicaid system.</p> <p>https://www.nasmhpd.org/content/enhancing-peer-provider-workforce-recruitment-supervision-and-retention</p>	
<p>National Federation of Families for Children’s Mental Health Policy Paper. (2012).</p>	

Effectiveness of Family Organizations in Maintaining Children’s Mental Health and Wellness.

Purpose: Guidance on how to tap the resource of parent-to-parent peer support to augment staffing shortages

<https://facesandvoicesofrecovery.org/wp-content/uploads/2019/06/Effectiveness-of-Family-Organizations-in-Maintaining-Childrens-Mental-Health-and-Wellness.pdf>

New Zealand National Association of Mental Health Services Consumer Advisors (NAMHSCA), 2014.
Competencies for the mental health and addiction service user, consumer and peer workforce.

Purpose: provides a set of competencies for this workforce that can also inform training curricula, job descriptions, performance management systems, self-assessment processes, service specifications, auditing and more.

<https://www.tepou.co.nz/uploads/files/resources/peer-support-competencies-2014.pdf>

U.S. Centers for Medicare and Medicaid Services (CMS). (2007).
Letter to State Medicaid Directors. CMS, SMDL #07-011. Center for Medicaid and State Operations – CMS.
Centers for Medicare & Medicaid Services 7500 Security Boulevard, Mail Stop S2-26-12 Baltimore, Maryland 21244-1850 Center for Medicaid and State Operations SMDL #07-011

Purpose:

<https://www.cms.gov/>

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Section 5 – Source on Competencies Access

<p>The National Association of Mental Health Services Consumer Advisors (NAMHSCA), New Zealand (2014) Competencies for the mental health and addiction service user, consumer and peer workforce</p> <p>Purpose: provides a set of competencies for this workforce that can also inform training curricula, job descriptions, performance management systems, self-assessment processes, service specifications, auditing and more.</p> <p>https://www.tepou.co.nz/uploads/files/resources/peer-support-competencies-2014.pdf</p>	
<p>Competency Models: A Review of the Literature and The Role of the Employment and Training Administration (ETA) Pilots and Demonstration Team Division of Research and Evaluation Office of Policy Development and Research, Employment and Training Administration, U. S. Department of Labor; (2008) Michelle R. Ennis</p> <p>Purpose: Literature review of significance, history and importance of establishing competencies for job positions,</p> <p>http://www.careeronestop.org/competencymodel/info_documents/OPDRLiteratureReview.pdf</p>	
<p>California Community College Economic and Workforce Development Program Health Initiative, Butte College. DACUM competency profile for Behavioral Health Peer Specialist 2007</p> <p>Purpose: Graphic of duties tasks associated with position as well as information about KSA's, worker characteristics and future trends for consideration</p> <p>https://ca-hwi.org/public/uploads/pdfs/Behavioral Health Peer Specialist.pdf</p>	
<p>Final Report: Recommendations from the Statewide Summit on Certification of Peer Providers, 2013; Report prepared for CAMHPRO-PEERS under Working Well Together (WWT), Lucinda Dei Rossi, MPA, CPRP and Debra Brasher, MS, CPRP</p>	

Purpose: This three year effort has included thorough state-wide and national research and extensive stakeholder involvement and has yielded seventeen recommendations for the development of Peer Support as an integral service within the public mental health system.

http://archive.mhsoac.ca.gov/Meetings/PriorMeetings_2013/docs/Meetings/2013/CFLC_101613_Tab3_SummitRecommOnPeerCert.pdf

Hendry, P., Hill, T., Rosenthal, H.

Peer Services Toolkit: A Guide to Advancing and Implementing Peer-run Behavioral Health Services.

ACMHA: The College for Behavioral Health Leadership and Optum, 2014.

Purpose: Definitions, background, code of ethics, job descriptions provided by members and supporters of ACMHA: The College for Behavioral Health Leadership who shared a lived experience of recovery from mental health and substance use related conditions and formed the ACMHA Peer Leaders Interest Group (PLIG). Building on ACMHA’s mission, the PLIG has sought to provide the peer recovery community with a “premier forum for the development of leaders and the exchange of innovations that impact the health and wellness of communities and people with mental health and substance use conditions” (page 3).

https://www.mhanational.org/sites/default/files/Peer_Services_Toolkit_4-2015.pdf

Anne F. Marrelli, Janis Tondora, and Michael A. Hoge (2005)

“STRATEGIES FOR DEVELOPING COMPETENCY MODELS,”

Administration and Policy in Mental Health, Vol. 32, Nos. 5/6, May/July 2005 (2005)

Purpose: This article is designed to inform those efforts by presenting a step-by-step process for developing a competency model. An introductory overview of competencies, competency models, and the legal implications of competency development is followed by a description of the seven steps involved in creating a competency model for a specific function, role, or position.

<p>https://pubmed.ncbi.nlm.nih.gov/16082796</p>	
<p>Hoge M.A., Morris J.A., Laraia M., Pomerantz A., & Farley, T. (2014). Core Competencies for Integrated Behavioral Health and Primary Care. Washington, DC: SAMHSA - HRSA Center for Integrated Health Solutions.</p> <p>Purpose:</p> <p>https://www.thenationalcouncil.org/wp-content/uploads/2018/10/Integration_Compencies_Final.pdf?dof=375ateTbd56</p>	
<p>Long-term Care, Supports, and Services Competency Model</p> <p>Purpose: The model is designed as a resource supporting workforce development efforts to prepare the workers who make it possible for the aging population and those with disabilities to live their lives with independence and dignity.</p> <p>https://www.careeronestop.org/competencymodel/competency-models/long-term-care.aspx</p>	
<p>National Alliance of Direct Support Professionals: Core Competencies</p> <p>Purpose: a list of fifteen competency areas that have been approved by the NADSP Board of Directors in 2016. They provide the framework by which direct support professionals meet industry demand for quality by setting expectations for job performance and a basis for objective performance evaluation.</p> <p>https://nadsp.org/wp-content/uploads/2017/07/National-Direct-Support-Professional-Competency-Areas-Brochure-FINAL.pdf</p>	
<p>National Council for Public Procurement and Contracting (NCPPC) Identifying Position Domains in Public Sector Procurement: Towards the Establishment of Standardized Job Descriptions for the Profession</p>	

<p>Purpose: study of job analysis general data sets, (not related to peers specifically) as well as places where specific tasks can be demarcated and evaluated</p> <p>https://ncppc.files.wordpress.com/2017/08/ncppcjobdescriptionreport.pdf</p>	
<p>O*NET Online Summary Report for 21-1093.00 - Social and Human Service Assistants</p> <p>Purpose: tasks, technology and skills, work activities and type of training related to social and human service assistants</p> <p>http://www.onetonline.org/link/summary/21-1093.00</p>	
<p>O*NET Toolkit for Business http://www.onetcenter.org/toolkit.html</p> <p>Purpose: The O*NET Toolkit for Business provides a wealth of background information on the features of O*NET. It details O*NET's many uses for human resource professionals and employers</p> <p>http://www.onetcenter.org/toolkit.html</p>	
<p>O*NET® Questionnaires</p> <p>Purpose: Primarily about how to collect data using questionnaires</p> <p>http://www.onetcenter.org/questionnaires.html</p>	
<p>The Competency Model Clearinghouse (CMC) US Department of Labor</p> <p>Purpose: organizes the competencies needed to perform successfully in a particular work setting, such as a job, occupation, or industry. Competency models can be used as a resource for developing curriculum and selecting training materials, identifying licensure and certification requirements, writing</p>	

<p>job descriptions, recruiting and hiring workers, and evaluating employee performance</p> <p>http://www.careeronestop.org/CompetencyModel/userguide_competency.aspx</p>	
<p>Michael A. Hoge, Janis Tondora, and Anne F. Marrelli THE FUNDAMENTALS OF WORKFORCE COMPETENCY: IMPLICATIONS FOR BEHAVIORAL HEALTH; Administration and Policy in Mental Health, Vol. 32, Nos. 5/6, May/July 2005</p> <p>Purpose: This article outlines the forces that drive the current focus on competency of the healthcare workforce. Relevant history, principles, definitions, and models that have evolved through research and application in business and industry are reviewed. From this analysis, recommendations are offered to guide future work on competencies in behavioral health.</p> <p>https://www.researchgate.net/publication/7676888 <u>The fundamentals of workforce competency Implications for behavioral health</u></p>	
<p>Donna M. Wigand, LCSW and Dr. Susan A. Taylor, Ph.D, MSW The Greater Bay Area Mental Health and Education Workforce Collaborative and the CiMH, “MENTAL HEALTH COMPETENCIES PROJECT” Report (2014) (See link for slide presentation)</p> <p>Purpose: The Greater Bay Area Mental Health & Education Workforce Collaborative (the Collaborative), is a regional partnership of mental health providers, educators, advocacy and consumer groups, and other stakeholders who are engaged in a collaborative process to improve the mental health workforce in the Bay Area and throughout the state. Considering its long history of accomplishment, the Collaborative determined that a systematic externally conducted program evaluation would serve to highlight and assess the Collaborative’s accomplishments and impact, as well as serve as a guide for future program planning and development.</p> <p>https://healthforce.ucsf.edu/publications/greater-bay-area-mental-health-and-education-workforce-collaborative-evaluation</p>	

<p>The O*NET® Content Model</p> <p>Purpose: embodies a view that reflects the character of occupations (via job-oriented descriptors) and people (via worker-oriented descriptors). The Content Model also allows occupational information to be applied across jobs, sectors, or industries (cross-occupational descriptors) and within occupations (occupational-specific descriptors). These descriptors are organized into six major domains, which enable the user to focus on areas of information that specify the key attributes and characteristics of workers and occupations.</p> <p>http://www.onetcenter.org/content.html</p>	
<p>The Occupational Information Network (O*NET) US Department of Labor/Employment and Training Administration</p> <p>Purpose: Overarching resource/information</p> <p>http://www.onetcenter.org/</p>	
<p>The Provider’s Handbook on Developing & Implementing Peer Roles, Lyn Legere Consulting (2014)</p> <p>Purpose: This manual strives to: • Provide you with best practices in peer support; • Offer tips based on the experiences of other programs that have been studied; and • Provide a “Nuts and Bolts” toolbox for you and your organization</p> <p>http://www.psresources.info/images/stories/A_Providers_Handbook_on_Developing_Implementing_Peer_Roles.pdf</p>	
<p>Utah’s FAMILY RESOURCE FACILITATOR PROJECT</p> <p>Purpose: The purpose of the WFI-4 Evaluation is to outline a procedure that the Family Resource Facilitators will follow in order to show high fidelity to the wraparound model that we have chosen to use from the National Wraparound Initiative.</p>	

[https://dsamh.utah.gov/pdf/frf_project/2015%20Revisions/FRF%20Forms/UFC-025%20Protocol%20\(English\).pdf](https://dsamh.utah.gov/pdf/frf_project/2015%20Revisions/FRF%20Forms/UFC-025%20Protocol%20(English).pdf)

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Section 6 – Job Description Resources

<p>O*NET (Career Info Net).</p> <p>Purpose: Provides a step-by-step template for completing a job description.</p> <p>http://www.careerinfo.net/jobwriter/default.aspx.</p>	
<p>Guidelines for Writing Job Descriptions in the Aurora University Format.</p> <p>Purpose: Aurora University offers their format as an example of a job description (commonly called a JD) that describes the purpose, duties, responsibilities, tasks, and relationships of a particular job.</p> <p>https://www.indeed.com/hire/how-to-write-a-job-description?utm_term=%20job%20descriptions&utm_campaign=job%20description_general_bmm_en_US_0&utm_medium=cpc&msclkid=bcc44f285f9219380e112d3ee8917a6d&utm_source=bing&utm_content=job%20descriptions</p>	
<p>Ontario's Community Literacy Agencies</p> <p>Purpose: Each position in an organization, whether paid or volunteer, should have a written job description that clearly states the responsibilities and key expectations. Ontario's Community Literacy Agencies offer another sample of developing a sound job description.</p> <p>https://www.thebalancesmb.com/how-to-write-job-description-volunteers-will-love-2502599</p>	
<p>Section 7 – Peer Specialist Job Description Template</p>	

<p>Magellan.</p> <p>Purpose: A fill in form for the development of a standard peer specialist job description</p> <p>https://alphacarecms.magellanhealth.com/training2/peersupport/magellanmodule1/graphics/job.pdf</p>	
<p>New Job Analysis Questionnaire</p> <p>Purpose: the purpose of this questionnaire is to help incumbents describe their jobs and the conditions under which they carry it out so it may be analyzed. The questionnaire is also used by Managers and Supervisors to describe a new job.</p> <p>http://www2.hamilton.ca/NR/rdonlyres/C5171500-BE85-4DD6-8DF0-70F962CFDCD5/0/ATU107JAQ.pdf</p>	
<p>Purdue. Developing Effective Job Descriptions for Small Businesses and Farms</p> <p>Purpose: This resource portrays a well-developed job description that identifies the position’s essential tasks and how combining these tasks with performance standards can provide criteria useful in reviewing an employee’s performance.</p> <p>http://www.extension.purdue.edu/extmedia/EC/EC-728.pdf</p>	
<p>Section 8 – Workplace Supports—Training for Providers with Lived Experience</p>	

<p>Canadian Peer Support Training Manual 2005 MHA BC Division Consumer Development Project</p> <p>Purpose: The Consumer Development Project (CDP) based in Kelowna, is funded by the Interior Health Authority. The CDP is currently contracted to complete projects and provide information that will support consumers and mental health communities in the Okanagan region</p> <p>http://schizophrenia.com/pdfs/psmanual.pdf</p>	
<p>Handbook For Individuals Working in Peer Roles; Sera Davidow of the Western Mass Recovery Learning Community (2014) Western Mass Peer Network, 2014</p> <p>Purpose: Whether you are working toward a job, just started or have been in a peer role for years, you will hopefully find ideas and information in this book that will support you to grow, move forward and feel ‘not alone’ in the work that you do.</p> <p>http://www.psresources.info/images/stories/peer_role_booklet_peer_side.pdf</p>	
<p>International Association of Peer Supporters (INAPS) Optum Sponsored webinars</p> <p>Purpose: This is a directory page which allows the reader to browse the Association’s education, community and other resources related to peer supports.</p> <p>http://inaops.org/ See also: www.peersupportworks.org,</p>	
<p>Magellan offers e-learning courses for continuing education clock hours/credits for the e-learning courses listed. Peer Support & Supervision for licensed-- all free</p> <p>Purpose: to provide access to Continuing Education</p>	

<p>https://sites.magellanhealth.com/media/1297598/continuing_education_policy_and_faqs.pdf</p>	
<p>North Carolina Peer Support Specialist</p> <p>Purpose: Example of other state’s peer support specialist training process and program</p> <p>https://pss.unc.edu/</p>	
<p>Ohio Peer Support Training, Ohio Advocates for Mental Health WE CARE Network, Inc, 2005.</p> <p>Purpose: Example of other state’s peer support specialist training process and program</p> <p>https://mha.ohio.gov/community-partners/peer-supporters</p>	
<p>Recovery To Practice: Next Steps: Participant Workbook, April, 2014</p> <p>Purpose: Continuing Education for Peer Support Providers (8 Modules)</p> <p>http://rtp4ps.org/participant-workbook/</p>	
<p>Utah Family Coalition-2015 Policy & Training Manual</p> <p>Purpose: Family Resource Facilitator (FRF). Other state’s peer support specialist training process and program and related job description</p> <p>https://www.dsamh.utah.gov/pdf/frf_project/2015%20Revisions/Policy%20and%20Training%20Manual%20Sections/Section%203.pdf</p>	
<p>Veteran’s Peer Specialist Training, New England MIRECC Peer Education Center</p>	

Purpose: Peer support specialist listing of other product and resources utilized/sponsored by Department of Veterans Affairs.

<http://www.mirecc.va.gov/visn1/education/peer.asp>

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Section 9 – Other Relevant Training or Resources

<p>Emotional CPR (eCPR) is a public health education program designed to teach people to assist others through an Emotional crisis by three simple steps: C = Connecting, P = emPowering, and R = Revitalizing.</p> <p>Purpose: Links to studies regarding the efficacy and study of emotional CPR; making sure that peers are able to perform without causing themselves or others harm</p> <p>https://www.emotional-cpr.org/</p>	
<p>Texas Institute for Excellence in Mental Health, School of Social Work, University of Texas at Austin. Peer Specialist Training and Certification Programs: A National Overview</p> <p>Kaufman, L., Brooks, W., Bellinger, J., Steinley-Bumgarner, M., & Stevens-Manser, S. 2014</p> <p>Purpose: A compilation and review of other state’s Peer Specialist programs</p> <p>https://sites.utexas.edu/mental-health-institute/files/2014/07/Peer-Specialist-Training-and-Certification-Programs-A-National-Overview-2014-Update.pdf</p>	
<p>Peer Support Resource Training List</p> <p>Purpose: Information and links in a grid form to assist with further development of peer support specialist, including conferences, nation-wide resources.</p> <ul style="list-style-type: none"> • <u>Training Sources</u> <i>(Sites that frequently offer training and/or conferences that are relevant to individuals in peer roles and those who support them)</i> • <u>Peer-run Technical Assistance Centers</u> <i>(Sites for centers that are charged with supporting nation-wide development of peer-to-peer roles)</i> • <u>Miscellaneous</u> <i>(Sites that offer interesting reading and/or videos and other resources for individuals working in peer roles and those who support them)</i> 	

http://www.psresources.info/links#training	
<p>Supervisor Guide: Peer Support Whole Health and Wellness; Decatur, GA: Georgia Mental Health Consumer Network. Decatur, GA Tucker, S. J., Tiegreen, W., Toole, J., Banathy, J., Mulloy, D., & Swarbrick, M. (2013).</p> <p>Purpose: The purpose of supervision is discussed, along with the processes for setting up a relationship between the supervisor and the Peer Support Whole Health and Wellness Coach. Strategies for integrating the Coach into the team/agency culture and important supervision issues are highlighted. Quality improvement and program evaluation tools and processes are suggested to examine how well the Peer Support Whole Health and Wellness services promote healthy lifestyle goals and address personal and environmental obstacles to health care access.</p> <p>https://dbhdd.georgia.gov/sites/dbhdd.georgia.gov/files/related_files/site_page/Supervisor%20Guide%20to%20Peer%20Support%20Whole%20Health%20and%20Wellness%20%28c%29%202013.pdf</p>	
<p>Directory of Consumer-Driven Services</p> <p>Purpose: Clearing house of consumer driven services</p> <p>http://www.cdsdirectory.org/</p>	
<p>National Mental Health Consumer Self-help Clearinghouse</p> <p>Purpose: the first national technical assistance center founded and run by individuals diagnosed with mental health conditions. It was conceived in 1986 by founder Joseph Rogers in order to foster the movement for social justice of people with psychiatric diagnoses and to aid such individuals in their recovery.</p>	

<p>http://www.mhselfhelp.org</p>	
<p>Whole Health Action Management (WHAM), Peer Support Training In person 2 day (No longer on the website link) but organization information still available via this link.</p> <p>Purpose: We work to ensure mental health and substance use treatment organizations can meet the needs of their communities now and in the future. We advocate for federal and state funding, new and innovative care delivery and payment models, and a strong mental health and substance use treatment workforce. By improving access to lifesaving services, we can make mental wellbeing — including recovery from substance use challenges — a reality for everyone.</p> <p>https://www.thenationalcouncil.org/press-releases/2-day-in-person-trainings-in-whole-health-action-management/</p>	
<p>Whole Health Action Management PEER SUPPORT TRAINING Participant Guide, published by the SAMHSA-HRSA Center for Integrated Health Solutions, April 2012.</p> <p>Purpose: A 2-day Whole Health Action Management (WHAM) Peer Support Training provided by the SAMHSA-HRSA Center for Integrated Health Solutions (CIHS). The primary goal of this training and participant guide is to teach skills to better self-manage chronic physical health conditions, and mental illnesses and addictions —known as “behavioral health” — to achieve whole health.</p> <p>https://www.center4healthandsdc.org/uploads/7/1/1/4/71142589/wham_participant_guide.pdf</p>	
<p>SAMHSA Webpage with links to research and articles on Peer training, support, etc.</p> <p>Purpose: Pursuit of additional information regarding peers and peer support training guide</p>	

https://www.google.com/search?client=firefox-b-1-d&sxsrf=APq-WBuJrwmAvIJfr8ZA--sG3TleHGLjw:1648058831175&q=samhsa+https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tac/family-parent-caregiver-support-behavioral-health-2017.pdf&spell=1&sa=X&ved=2ahUKewiOzM3J6dz2AhWnEEQIHZTIC8cQBSgAegQIARAY

National Empowerment Center

Purpose: The ROSI consumer self-report survey and administrative profile are designed to assess the recovery orientation of community mental health systems for adults with serious and prolonged psychiatric disorders. The ROSI is developed from and grounded in the lived experiences of adults with serious and prolonged psychiatric disorders.

<https://power2u.org/rosi-recovery-systems-indicators/>

SAMHSA Working Definition of Recovery

Purpose: Ten guiding principles for recovery

<https://store.samhsa.gov/sites/default/files/d7/priv/pep12-recdef.pdf>

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). *Social Indicators Research*, 39, 247-266.

Purpose: New measures of well-being: Flourishing and positive and negative feelings. The Flourishing Scale is a brief 8-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism. The scale provides a single psychological well-being score.

[Flourishing Scale \(FS\) | Ed Diener](#)

SAMHSA:

Purpose: Resource guide to Federal programs, trainings, definitions, competencies for peer support specialists

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

See also

- [Peers | SAMHSA](#)
- [Core Competencies for Peer Workers | SAMHSA](#)
- [Peers | SAMHSA](#)

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