

CERTIFIED RECOVERY SPECIALIST: CONTENT OUTLINE

FINAL | AUGUST 2019

RECOVERY PLANNING AND COLLABORATION

1. Support individuals by fostering hope, resiliency, confidence, motivation and self-esteem.
2. Knowledge of recovery pathways (stages of change, harm reduction, abstinence, moderation management, faith-based, 12-step, medically managed models, etc.).
3. Understand recovery capital.
4. Understand personal strengths and challenges of providing recovery support services.
5. Understand strengths and needs related to recovery and assist the individual to prioritize them.
6. Understand the role of resistance in substance use disorders and recovery processes.
7. Collaborate in the development and enhancement of the recovery plan with the individual.
8. Identify resources and systems to achieve and advance the recovery plan goals.
9. Understand reoccurrence of use.
10. Understand the effects of culture on the individual's beliefs and choices related to recovery.
11. Understand the use of self-disclosure.
12. Knowledge of support and recovery groups in the local community.
13. Knowledge of facilitating recovery support groups.
14. Collaborating in the development of recovery support systems and social support skills.
15. Knowledge of the effects of trauma on the individual.
16. Knowledge of an individual's personal rights and responsibilities.

SUBSTANCE USE KNOWLEDGE

1. Knowledge of the types of substances of use and other addictions.
2. Recognize signs, symptoms and methods of substance use.
3. Identify signs and symptoms of intoxication, tolerance, withdrawal and overdose.
4. Knowledge of and the ability to recognize behaviors related to substance use and other addictions.
5. Recognize common co-occurring disorders.
6. Knowledge of models of addiction (disease, genetic, biopsychosocial, etc.).
7. Knowledge of how substance use effects the brain.
8. Knowledge of the history of addictions, substance use disorders and recovery.

ADVOCACY

1. Understand and challenge stigma and discrimination.
2. Foster community and social inclusion.
3. Participate in and/or support recovery-oriented activities and events.
4. Empower individuals to use their own voice.
5. Model recovery-oriented behavior.
6. Educate the individual, family, and community about substance use disorders and recovery pathways.

7. Educate the individual, family, and community about recovery support services.
8. Promote confidence and independence in individuals, families, and communities.
9. Knowledge of challenges and discriminatory practices related to the recovery process(es).
10. Assist the individual, family, and community to understand and navigate systems (healthcare, justice involved, organizational, etc.).

ETHICAL RESPONSIBILITY AND PROFESSIONALISM

1. Conduct self in an ethical manner by adhering to codes of ethics and standards of practice.
2. Understand the limits of one's own education, training, experience, lived experience and scope of practice and when to refer individuals to other professionals.
3. Maintain confidentiality regarding information received during the facilitation of recovery support services.
4. Adhere to confidentiality and privacy rights in accordance with employer and legal reporting requirements.
5. Continue personal growth through active participation in the recovery process.
6. Identify one's strengths and challenges to enhance personal recovery and wellness.
7. Engage in continuing professional development relative to recovery support services.
8. Understand the scope and boundaries of the role of the recovery specialist within an organization.
9. Maintain boundaries that balance professional and personal relationships.
10. Understand the difference between personal recovery and professional role.
11. Show openness and respect for recovery pathways.
12. Understand personal and cultural biases and challenges.
13. Understand issues related to accessibility, discrimination, abuse, neglect, and criminal activity that may be reportable or mandatory under law and regulation.
14. Address ethical issues as they relate to legal and social challenges facing individuals and communities.
15. Adhere to requirements set by state or federal governments, and/or employing organization.
16. Advocate for supervision, training, continuing education, networking, and other resources for professional development and lifelong learning for self and colleagues.
17. Engage in supervision to maintain the integrity of recovery support services provided.
18. Understand the importance of documentation.

SAFETY AND SELF-CARE

1. Identify risks and safety in various settings.
2. Understand limitations and boundaries around safety.
3. Manage commitment to one's own organization's mission while advocating for the safety of self and others.
4. Learn strategies to de-escalate potential conflict.
5. Identify emergency or crisis situations and facilitate access to appropriate resources.
6. Communicate effectively during escalation and de-escalation of potential crisis situations in relationship to organization policy.
7. Knowledge of crisis management plans.

8. Understand internal and external factors that affect time management.
9. Identify and practice ways to cope with personal and community stressors.
10. Understand challenges and boundaries as they relate to self-care.
11. Promote one's own health and well-being.
12. Advocate for safety training, policy and protocols.
13. Understand and communicate the importance of self-advocacy.

COMMUNICATION, INTERPERSONAL AND PROFESSIONAL SKILLS

1. Engage the individual and establish rapport.
2. Knowledge of Motivational Interviewing (practice active, reflective listening and remain solution-oriented in all interactions; recognize and respond to non-verbal behavior; use open-ended questions to solicit information and engage the individual).
3. Ability to communicate with individuals in a non-judgmental and professional manner.
4. Explain terms and concepts in ways that individuals, community members, and professional colleagues can understand.
5. Address conflicts that may arise in a professional and safe manner.
6. Utilize affirming statements to provide positive reinforcement.
7. Ensure all communication access for all populations, including providing reasonable accommodations required under state or federal law.
8. Facilitate discussions in group settings with individuals, their families, communities, providers and partners.
9. Communicate professionally, clearly and concisely using person-centered language (written, verbal, etc.).

CULTURAL COMPETENCY

1. Knowledge and understanding of the connection between one's own culture and its impact on work with diverse individuals, communities, and colleagues.
2. Use cultural background and life experience while maintaining objectivity and professional behavior.
3. Recognize, respect, and understand different aspects of culture, language and identity and how these can influence the thinking, beliefs, and behavior of others.
4. Understand that organizational culture can influence the way services are delivered and the way individuals experience services.
5. Interact sensitively and non-judgmentally with individuals from diverse cultures.
6. Understand one's own cultural bias(es) and practice cultural humility.
7. Identify when individuals need language assistance, translation, and/or interpretation, and know how to obtain these services.
8. Advocate for and promote the use of culturally and linguistically appropriate services and resources.
9. Bridge the gap between providers and partners when working with individuals from diverse cultures.
10. Identify different aspects of community and culture and how these can influence an individual's health beliefs and behavior.
11. Use language and behavior that is responsive to the diversity of cultures encountered.

SUBJECT MATTER EXPERTS

First	Last	City	County	Employer
Donald	Altemus	Coatesville	Chester	Mental Health Partnerships
Edward	Cortazar	Hanover	Luzerne	Children Service Center
Emily	Fitzgerald	Watsontown	Northumberland	Gaudenzia
Sean	Fogler	Philadelphia	Philadelphia	Pennsylvania Harm Reduction Coalition
Colin	James	Camp Hill	Cumberland	The RASE Project
Andrea	Johnson-Hatton	Lancaster	Lancaster	County of Lancaster
Brian	Kammerer	Reading	Berks	The Council on Chemical Abuse
Joseph	Kerley	Washington	Washington	Washington Drug and Alcohol Commission
Mischelle	Moyer	Camp Hill	Cumberland	Just for Today Recovery and Veteran's Support Services
Paige	Roth	Emmaus	Lehigh	Lehigh Valley Health Network
Kristianna	Rubin	Philadelphia	Philadelphia	Project HOME
Edwin	Salgado	Reading	Berks	YMCA/TASC
Katrin	Schall	Youngstown	Westmoreland	Southwestern Pennsylvania Human Services, Inc.
Frederick	Shue	Warrington	Bucks	Council of SE PA/PRO-ACT
Scott	Theurer	Elizabethtown	Lancaster	TW Ponessa & Associates