



CERTIFIED FAMILY RECOVERY SPECIALIST CONTENT OUTLINE

November 2017

EXECUTIVE SUMMARY

In November 2017, the Pennsylvania Certification Board (PCB) conducted a focus group to develop the Content Outline to define the roles of the Family Recovery Specialist. This Content Outline describes the important elements required for a competent Family Recovery Specialist. The results of the Content Outline provide the basis for making a valid claim of appropriate competency inferences.

PROCESS

The foundation of a valid, reliable and legally defensible professional certification program is the result of a well-constructed Content Outline. PCB appointed a committee of Subject Matter Experts (SMEs) to provide content expertise. The group was comprised of Family Recovery Specialists who represented a diversity of practice, experience, geographic regions and education. The following is the identified committee of SMEs that participated in the Content Outline:

SUBJECT MATTER EXPERTS
Patti Baranowski
Stephanie Hastings
Nancy Marcus Newman
Kim Rubenstein
John Sienkiewicz
Bill Stauffer
Heidi Thomas

Note: Further demographic information of the SMEs is not provided in this report due to the confidential and private nature of these materials. The information is on file at PCB.

The goal of the Content Outline focus group was to establish task element exclusion criteria to differentiate between the important and unimportant tasks involved in Family Recovery Specialist practice. The approved elements established the link between the tasks necessary to perform Family Recovery Specialist’s job and evaluation of competency.

SMEs evaluated which tasks should be included and developed a Content Outline. The focus of this was to identify tasks performed in current Family Recovery Specialist practice.

THE ROLE OF THE FAMILY RECOVERY SPECIALIST

Family recovery is a highly-individualized journey that provides a unique perspective regarding the recovery process. A CFRS understands the stigma associated with substance use disorder and its impact on the family. This recovery journey is a voluntarily maintained lifestyle that includes the pursuit of spiritual, emotional, mental and physical well-being that is often supported by others but is not contingent upon the recovery of our loved one(s).

The Certified Family Recovery Specialist (CFRS) credential is for adults who have been directly impacted by another person's substance use disorder. The CFRS shares their lived experience with other families to provide recovery support services.

CFRS's are trained to help families move into and through the recovery process. As a CFRS, an individual accepts and agrees that his/her experience will be known by their colleagues, persons served, and others with whom he/she may share that they have achieved this credential. Additionally, a CFRS will follow the Code of Ethical Conduct.

STANDARDS

EDUCATION: 60 hours of education including: 24 hours in Family Recovery and Wellness; 12 hours in Advocacy and Support; 6 hours in Professional Ethics; 6 hours in Confidentiality; and 12 hours specific to substance use disorder.

- Minimum High School Diploma/GED
- There is no time limit on when training was acquired for initial certification.

LETTERS OF REFERENCE/CHARACTER: Applicants must submit three (3) letters of reference/character. Letters may not be from family members. Letters should show the impact the applicant has made to the field. They should also include how the applicant practices self-care, how they have developed boundaries and how they work with other families. The letters of reference/character must be from each of the following areas:

- Personal (1)
- Professional/volunteer (1)
- Within recovery support services (1)

STATEMENT OF LIVED EXPERIENCE: Applicants must submit a written statement describing their experience navigating multiple systems; describing how their experience informs their work with other families, what resources they have accessed, and what family recovery means to them. Applicants should also describe how long they have considered themselves in recovery. Written statements must be a minimum of 1000 words.

RECERTIFICATION: 30 hours of relevant education including 6 hours in ethics and 3 hours in confidentiality every two years.

CONTENT OUTLINE

DOMAIN: FAMILY RECOVERY AND WELLNESS

1. Understand the science of substance use disorder as a disease.
2. Understand how a substance use disorder impacts the functioning of the family.
3. Understand the use of recovery services.
4. Understand and practice self-care.
5. Assist families to explore wellness strategies.
6. Understand the view of the family's physical, mental, social and spiritual strengths and needs.
7. Understand how substance use relates to mental, physical, and behavioral health.
8. Knowledge of rules and regulations related to substance use disorder and mental health.
9. Knowledge of conditions, treatments, services, and supports related to substance use disorder.
10. Knowledge of accessing services and resources related substance use, physical, and behavioral health.
11. Knowledge of accessing information about child welfare and the justice system.
12. Knowledge about the coordination of care across multiple systems.
13. Knowledge of recovery-oriented systems of care.
14. Knowledge about the impact of trauma within the recovery process.
15. Knowledge of trauma-informed care.
16. Assist the family to identify strengths and prioritize needs.
17. Demonstrate patience, persistence, and optimism in helping to establish and maintain the families' motivation.
18. Knowledge of the various pathways to recovery.
19. Knowledge of the significance of life stage, personal history, and culture on beliefs and choices related to recovery.
20. Collaborate with other professionals/Certified Recovery Specialists.
21. Knowledge of family systems theory.
22. Utilize motivational interviewing techniques.
23. Assist families in understanding that acceptance is part of the healing process.
24. Knowledge of facilitating family support groups.

DOMAIN: ADVOCACY AND SUPPORT

1. Knowledge of accessing information on the rights of the individual and the family.
2. Assist families in exploring their own choices and recognizing the positive and negative consequences.
3. Educate and assist the family in identifying and articulating their needs and goals.
4. Assist in navigating systems.
5. Assist families in asserting their rights and advocating effectively.

6. Assist families in recognizing the difference between an individual problem and a system problem or constraint.
7. Understand when to step back and allow the family to help themselves.
8. Recognize the impact of stigma and myths regarding substance use.
9. Assist families in recognizing their strengths and using them to effect change.
10. Practice strategies to prevent or overcome stigma.
11. Assist families in identifying and building family and community supports.
12. Educate the family and community about substance use disorder and the recovery process.
13. Participate in advocacy to support families.

DOMAIN: COMMUNICATION

1. Understand, support, and model the importance of the role of the family in a recovery-oriented system of care using a strengths-based approach.
2. Accept the family where they are without judgement.
3. Demonstrate compassion, empathy, respect, flexibility, and hope to families.
4. Understand the use of all verbal and non-verbal communication(s).
5. Knowledge of effective communication techniques.
6. Understand that behavior is a form of communication.
7. Communicate effectively with families of all cultures, religions, value systems, and lifestyles.
8. Demonstrate active listening.
9. Utilize information gathering and questioning techniques.
10. Foster cooperation between families, the individual, and the service systems involved in their lives.
11. Communicate clearly and concisely using person-centered language.

DOMAIN: CRISIS AND SAFETY PLANNING

1. Understand and support crisis and safety planning.
2. Provide support and advise families in crisis.
3. Knowledge of relapse prevention strategies for unhealthy behaviors in the family system.
4. Knowledge of suicide risk factors and prevention.
5. Assist in identifying high risk situations and appropriate responses.
6. Knowledge of crisis resources in the community and region.
7. Identify emergency or crisis situations and facilitate access to appropriate resources.
8. Understand limitations and boundaries around personal safety.
9. Knowledge of accessing professional intervention services.
10. Provide ongoing support to foster stabilization.

DOMAIN: ETHICAL RESPONSIBILITIES, CONFIDENTIALITY AND PROFESSIONAL SKILLS

1. Conduct self in an ethical manner by adhering to codes of ethics and standards of practice.
2. Maintain confidentiality regarding information received during the facilitation of family services.
3. Engage in continuing professional development relative to family services.
4. Use self-disclosure appropriately as a tool to provide support.
5. Maintain boundaries.
6. Treat all people with dignity and respect.
7. Understand personal and professional limitations.
8. Understand biases based on own knowledge, skill, or experience.
9. Understand when and to whom to report ethical and safety issues.
10. Understand the limitations of working with children and adolescents.

REFERENCES

Pennsylvania Certification Board Certified Recovery Specialist Job Analysis (2014)
Wisconsin Certified Parent Peer Specialist Core Competencies (2016)