

Peer Ethics

and Boundaries

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Welcome and Introductions

Who's in the Virtual Room?

Please share via chat:

- Your name and title
- Your court / jurisdiction
- Check-in:
 - How *are* you?
 - What is different about your work now?



Session 2 Overview

- Quick Review: Key Concepts from Session 1
- Peer Ethical Framework
- Court's Role in Working with Providers to Support Ethical Peer Practice
- Scenarios: Ethical and Boundary Considerations

Learning Objectives

- Describe the core ethical philosophy and values that is embedded in the certification process for CPRAs.
- Describe three key factors for developing an ethical framework for a peer program.
- Discuss common ethical and boundary issues that CRPAs face.
- Identify the specific roles that court administrators play in supporting ethical peer practice.

Key Concepts in Peer Support

A Quick Review

Peer Practitioner Role – Specialty Courts

Supporting people involved with criminal justice system as mentor, guide, and/or resource connector while they are engaged with the court, and beyond.

- Supports personalized recovery planning
 - Assists and supports participants in setting goals related to adherence to court requirements
 - Proposes strategies to help participants accomplish recovery goals
- Links to resources, services, and supports
 - Addresses barriers to housing, employment
 - Assists to identify, select, and use resources and services
- Provides information about skills related to health, wellness, and recovery
- Helps participants to manage crises
- Advocates for individuals while supporting compliance
- Supports collaboration and teamwork

Peer Practitioners—Key Competencies

- Listening, facilitating, guiding, encouraging
- Leveling power differentials
- Helping others to gain hope, explore recovery, and achieve life goals
- Reinforcing voice and choice
- Building on strengths (**recovery capital**) to develop solid recovery foundation
- Development of person-owned recovery plans
- Applying trauma-informed and culturally appropriate strategies
- Role modeling successful recovery

Comprehensive Peer Supports

Type	Description	Supports	Tech-assisted Peer Support Examples
Emotional	Demonstrate empathy, caring, or concern to bolster the person's self-esteem and confidence	Offering peer recovery coaching and varied peer-led support groups in an accessible, welcoming environment	Telephone recovery support Video recovery check-ins "Zoom" support groups
Informational	Share knowledge and information and/or provide life or vocational skills training	Scheduling a complete calendar of training sessions—such as parenting classes, job readiness training, health education classes, and wellness sessions—based on participants' identified needs	One-time webinars Learning communities Self-directed learning modules
Instrumental	Provide concrete assistance to help others accomplish tasks, such as connecting individuals to housing, employment support, and social services	Offering one-on-one or small-group assistance in locating providers, completing paperwork, making appointments, and negotiating barriers to accessing needed resources and services	Tech on loan Paperwork clinic Online resource board
Interpersonal (Affiliational)	Facilitate contacts with other people to promote learning of social and recreational skills, create community, and acquire a sense of belonging	Providing space for sober social gatherings (e.g., sober Super Bowl party) and assisting participants in setting up social outings and sober sports leagues	Community coffee breaks Live-streamed group activities (e.g., meditation, yoga, CrossFit) Game play session

Peer Ethical Framework

Defining Peer Practitioners

- Profession
- Competence
- Qualifications
- Ethics

Foundation



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Peer Practitioners are Professionals

➤ Peer Recovery Profession:

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

➤ Purpose:

Building Recovery Capital through

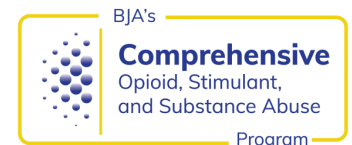
- Coaching & Purposeful Conversation
- Sharing experience

➤ Role Certifications in NYS:

- Certified Recovery Peer Advocate (CRPA)(Medicaid)
- Certified Addiction Recovery Coach (CARC)



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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-nv.org/upcoming-trainings/>

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Comprehensive
Opioid, Stimulant,
and Substance Abuse

Program

Peer Practitioner Qualifications



CERTIFIED RECOVERY PEER ADVOCATE-Provisional

- 18+ years of age
- High School Diploma, GED or equivalent, or higher
- 30 hrs approved training (e.g. CCAR-Recovery Coach Academy) *plus* 16 hrs peer ethics *plus* affirmation of NYCB Code of Ethical Conduct
- currently working or volunteering as a supervised peer advocate or seeking a job in OASAS licensed agencies/Medicaid-billable
- must upgrade to CRPA as soon as work experience completed
- valid for 24 months only; non-renewable

CERTIFIED RECOVERY PEER ADVOCATE

above personal details and training standards, PLUS:

- 500 hrs work experience at time of application (hours completed while CRPA-Provisional qualify); incl. 25 hours of supervision
- IC&RC exam passing grade (exam scheduled once CRPA approved)
- valid for 3 years only from date of issue; renewable
- continuing recovery-specific education credits required for renewal



\$100 application fee for CRPA-Provisional and/or CRPA

\$50 upgrade from CRPA-Provisional to CRPA

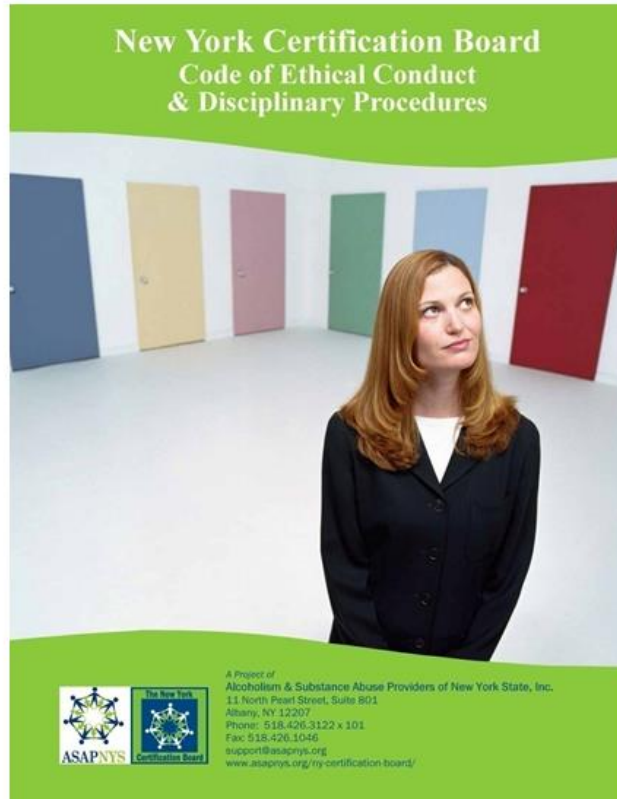
\$80 exam fee, due at time of CRPA or upgrade application

Scholarship support may be available – see/apply: <http://www.asapnys.org/ny-certification-board/>



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Peer Practitioner Professional Ethics



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Code of Ethical Conduct	Sample Challenges
Unlawful Conduct	
Sexual Misconduct	2.1 <i>A certified professional shall, under no circumstances, engage in sexual activities or sexual contact with clients, whether such contact is consensual or forced.</i>
Fraud Related Misconduct	
Exploitation of Clients	4.5 <i>A certified professional shall neither ask for nor accept favors/free services/gifts of substantial monetary value or gifts that impair the integrity or efficacy of the therapeutic relationship.</i>
Professional Standards	5.4 <i>A certified professional shall not engage in conduct that does not meet generally accepted standards of practice.</i>
Safety & Welfare	
Record Keeping	
Assisting Unqualified Practice	
Discipline in Other Jurisdictions	
Cooperation with the Board	
Modification of the Code	
rriddick@asapnys.org June 2020	

Peer Practitioner Ethical Considerations



Ethical Decision Making
per William White

1. Impacted Parties
2. Core Recovery Values
3. External Authorities



Supporting Peer Practitioners

Manager

- . Helps team understand performance goals and behaviors
- . Schedules work hours and shifts
- . Identifies and resolves workplace problems
- . Assists in hiring/firing

Mentor

- . Ensures that staff is properly trained for specific roles
- . Provides feedback on performance
- . Assists in resolving emergencies and other crises
- . Proposes continuing professional development options



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CONNECTING TO RECOVERY ORIENTED SERVICES The Role of the Certified Recovery Peer Advocate

1. Recovery

- Defining recovery:** "A process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential." (*SAMHSA*, 2011)
- Exploring the elements of recovery:** Peer recovery focuses on supporting the change process (*Prochaska & Di Clemente*) from an individual's vision of how his/her recovery life might be through building recovery capital around daily living needs to building a sustainable life in recovery throughout the five stages of recovery from 0-11+ years (*O'Connell & Valentine*)

2. Peer Recovery

- Recognizing the value:** Peer recovery engagement is understood to offer significant value, including the following documented outcomes (*National Council for Behavioral Health*, 2018):
 - Reduced remission rates
 - Rapid turnaround following remission
 - Decreased hospitalizations
 - Reduced hospital stay
 - Decreased homelessness
 - Increased recovery capital
 - Community & civic engagement
 - Achieving recovery milestones/goals
 - Identifying unrealized potential
- Identifying role purpose:** The purpose of the peer recovery engagement is to establish a non-clinical relationship whereby these professionals:
 - Share a personal message of recovery across a lifetime (vision)
 - Support individuals developing their own sustainable lives in recovery (capital)
- Understanding peer recovery as a profession:** Peer recovery shares three core characteristics of a profession: practice-specific **Education**; profession-specific **Ethics**; role-specific **Certification**. Peer recovery professionals: (i) complete approved competence-building training in the role knowledge/skills/abilities, posted at <http://www.asapnys.org/ny-certification-board/> and confirmed by exam; (ii) attest to the NYCB Code of Ethical Conduct & Disciplinary Procedures, available at the ASAP-NYCB website; (iii) fulfill the requirements of their certification per this website - Certified Addiction Recovery Coach (CARC); Certified Recovery Peer Advocate (CRPA)

3. Certified Recovery Peer Advocate (CRPA)

- Defining the CRPA Role:** The peer recovery professional bridges the gap between clinical prevention-treatment providers and relevant multi-dimensional resources in the community. This connection is achieved through purposeful conversations using role modeling, motivating, problem solving, resourcing, etc. (*White*). The CRPA offers this service in Medicaid-reimbursable settings.
- Examining practitioner qualifications:** Peer recovery professionals leverage the unique authority of personal **Experience** and the **Expertise** derived from it (*Borkman*, 1976): i.e., direct experience of (i) substance use disorder, self or others; (ii) the process of change; and (iii) a sustainable life in recovery (*Riddick*, 2017) is leveraged via expert communication skills (*Valentine et al*, 2008).
- Recognizing certification:** An independent Board (ASAP-NYCB) offers the following value:
 - Promotes** the profession by describing the knowledge, skills and abilities required to perform the professional role competently; establishing the necessary minimum experiential and educational standards for role competence; recognizing professionals who meet these standards; and publishing these role competencies and certification standards widely; and
 - Protects** the public by providing transparency in role description, certification standards, and oversight procedures ensuring ethical practice through the mandatory Code of Professional Conduct; by delivering accountability through the accompanying Disciplinary Procedures for ethical offenses.

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<http://www.asapnys.org/ny-certification-board/certified-recovery-peer-advocate-crpa/>

For further information

Peer Practitioners | Summary

- **Professionals**

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

- **Transparent Practice:**

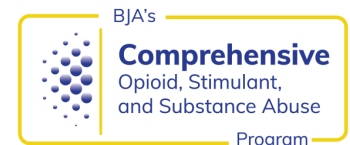
- Trans-systems competencies codified in standard knowledge, skills, abilities inventory

- **Accountable Practice:**

- Governed by professional ethics and answerable to the certifying Board



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Court's Role in Supporting Ethical Peer Practice

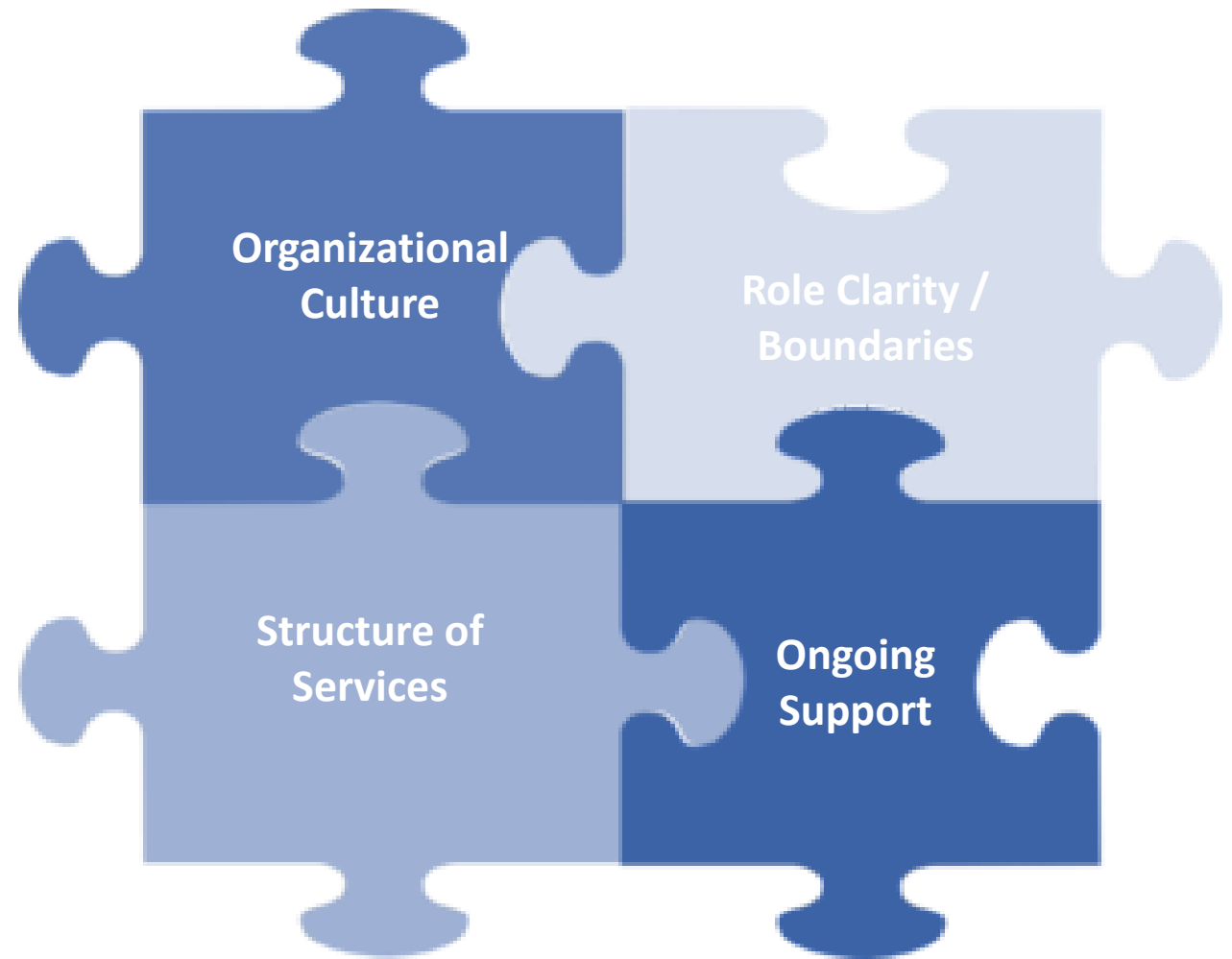
Four Factors to Consider

Ethical Framework

Ethical **guidelines** provide a framework for **decision making** for conduct

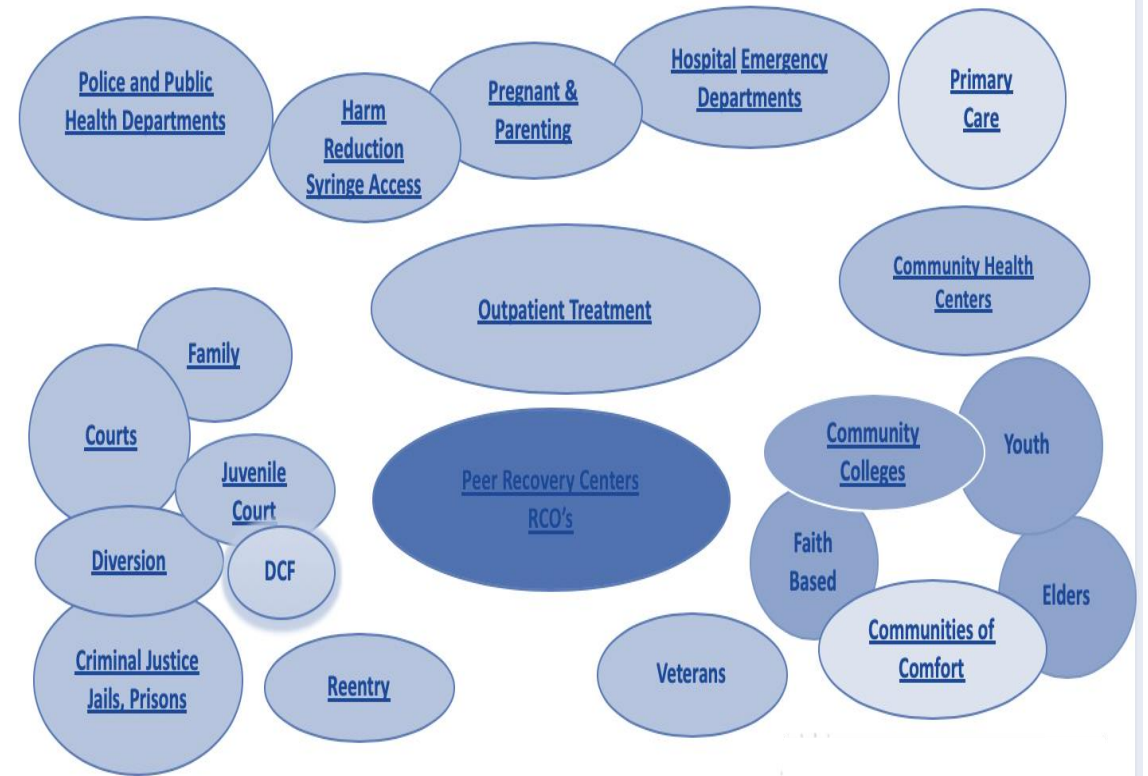
- Prevents conflicts
- Resolve conflicts
 - Protect the individual being supported
 - Protect the peer practitioner
 - Protect the organization
 - Protect the peer practitioner field

Our principles and how we put them into practice



Factor 1: Organizational Culture(s)

- Congruent with peer practice
- Recovery values embedded
- Philosophy and values aligned
- Mindful of language, bias and stigma related to addiction and recovery
- Organization- or program-specific code of ethics/ conduct
 - Aligned with CRPA Code of Ethics
 - Inclusive of program recovery principles and values



Factor 2: Role Clarity

- Provider agency and court
- Multidisciplinary team
- CRPA
- Court participant



Factor 3: Structure of Peer Services

- Duration
- Setting
- Timing
- In-person vs. virtual supports
- Policies and procedure for addressing ethical issues and concerns
 - Proactive – during supervision, CRPA peer group meeting
 - External CRPA supports (e.g., learning collaboratives)
 - In-real time processing of issues as they arise

Factor 4: Ongoing Support

- Supportive supervision
 - 1:1 Weekly and as needed
 - Modeling of ethical behavior and decision-making
 - Connection with support resources
- Administrative supervision
 - Routine documentation of issues
 - Mechanisms to identify and rectify environmental stressors (e.g., role overload, role conflict) that can contribute to issues
- Educative supervision
 - Routine opportunities for discussing ethical issues
 - Group ethics dialogues
 - Peer Practitioner Learning Community

Scenarios

Ethical and Boundary Issues

Quick Poll: Ok/Sometimes/Not

In your view which of the following is

Always okay



Sometimes okay/ sometimes not



Never okay



for a peer practitioner to do?

Quick Poll: Ok/Sometimes/Not

Give a gift?

Accept a gift?

Use drug culture slang?

Give a high-five?

Give a hug?

Attend a recovery support meeting?

Attend a personal event (e.g., birthday party, graduation)

Talk to court staff about progress?

Talk to family members?

Talk to probation officer about progress?



Critical Incidents Process

- Approach to ethical decision making by applying key questions
- Applied using scenarios
 - Increase ethical decision-making knowledge and skills
 - Develop program-specific principles to guide work in the future
- Facilitated discussion:
 - Identify the ethical/legal issues inherent within the incident
 - Identify how to respond to the incident as presented
 - Recommend a principle or standard
- Process can also be used to examine ethical dilemmas as they occur

Key Questions

- What are the possible harms/ vulnerabilities?
- What recovery value(s) or ethical principle(s) are at play?
- Whose interests, if any, are in conflict?
- What would be an appropriate action for the CRPA to take?
- What would be an appropriate action for the court administrator to take?

Scenario: Coffee Shop

Christine, a relatively new CRPA, meets Brandi, a court participant at a coffee shop to review progress on her recovery plan. Brandi admits that she hasn't eaten all day and asks to borrow money so that she can have dinner. She insists that she will pay Christine back when she gets paid next week.

- What are the possible harms/vulnerabilities?
- What recovery value(s) or ethical principle(s) are at play?
- Whose interests, if any, are in conflict?
- What would be an appropriate action for the CRPA to take?
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Scenario:

- Twyla is CRPA assigned to the Anytown Opioid Court. In her role, she attends the court staffings to offer the peer perspective on issues that arise. In this week's staffing, one of her colleagues mentioned that one of her coachees seemed to be struggling with program compliance and asked Twyla if she knew whether the participant was taking her medications appropriately or has returned active use.
- What are the possible harms/vulnerabilities?
- What recovery value(s) or ethical principle(s) are at play?
- Whose interests, if any, are in conflict?
- What would be an appropriate action for the CRPA to take?
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Scenario:

Harold has been working with Sam for 30-days and has developed a good rapport. He regularly picks Sam up to take him to court sessions and other appointments, and uses the drive time to do recovery check-ins. Today, Harold picked up Sam, dropped him off at court—and then learned that Sam was to be arrested on site.

- What are the possible harms/vulnerabilities?
- What recovery value(s) or ethical principle(s) are at play?
- Whose interests, if any, are in conflict?
- What would be an appropriate action for the CRPA to take?
- What would be an appropriate action for the court administrator to take?

Final Thoughts

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