

**California Mental Health Services Authority (CalMHSA)
Peer Training Curriculum Core Competencies- Justice Involved
Area of Specialization for Certified Medi-Cal Peer Support Specialist**

Medi-Cal Peer Support Specialists who demonstrate understanding can:

Use a range of recovery-focused interventions to help individuals who are involved in the criminal justice system engage in services and focus on recovery while supporting individuals through system navigation and meeting of mandates. The Peer Specialists use one's own lived experience and recovery with justice involvement and mental health and/or substance use conditions to engage individuals in least restrictive services, including reintegration into the community.

The performance expectations above were developed using the elements in the CalMHSA Landscape Analysis Report for Peer work for persons involved in the criminal justice system.

The specialized training for Peer work with Justice involved individuals builds on the knowledge, skills, and abilities of certified Medi-Cal Peer Support Specialists. The training in this area of specialization is not endorsed as a stand-alone training. The training is endorsed for individuals with Medi-Cal Peer Support Specialist Certification. The 17 core competencies for Medi-Cal Peer Support Specialist certification are shown below.

1) The concepts of hope, recovery, and wellness; 2) The role of advocacy; 3) The role of consumers and family members; 4) Psychiatric rehabilitation skills and service delivery, and addiction recovery principles, including defined practices; 5) Cultural and structural competence trainings; 6) Trauma-informed care; 7) Group facilitation skills; 8) Self-awareness and self-care; 9) Co-occurring disorders of mental health and substance use; 10) Conflict resolution; 11) Professional boundaries and ethics; 12) Preparation for employment opportunities; 13) Safety and crisis planning; 14) Navigation of, and referral to, other services; 15) Documentation skills and standards; 16) Confidentiality; and 17) Digital literacy.

The California Mental Health Services Authority has undergone a thorough landscape analysis of existing Peer certification programs across the United States to compare core curriculums, training standards, required skills, and best practices. This landscape analysis will focus on the core skills and practices of peer support for persons who are in crisis care. The training content must cover all core competency areas noted below for this area of specialization.

1: Application of Lived Experience	2: Role of Advocacy	3: The role of consumers and family members
4: Cultural Responsiveness	5: Trauma-Informed Support	6: Self-Awareness and Self-Care
7: Engagement Skills and Interventions	8: Co-occurring Disorders: MH and SUD	9: Professional boundaries and ethics
10: Community Reintegration Support	11: Safety and Crisis Planning	12: Recidivism Risk Factors

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<p>1: Application of Lived Experience</p> <ul style="list-style-type: none"> * Knowledge of barriers to re-entry * Knowledge of non-violent communication * Share personal lived experience to support others' recovery * Act as credible role model to transition to pro-social behaviors, perspectives and expression 	<p>2: Role of Advocacy</p> <ul style="list-style-type: none"> * Understand how to access advocacy and protection resources * Knowledge of diversion programs * Knowledge of resources to employment opportunities * Model appropriate advocacy within the service delivery systems * Person centered, Strength based Peer-to-peer relationship * Trauma informed skill building and future planning 	<p>3: The role of consumers and family members</p> <ul style="list-style-type: none"> * Use strengths-based approaches when interacting with individuals * Support individuals in strengthening life skills * Foster individual choice and self-determination * Recognize and use person-centered language * Utilize a wellness-focused approach to recovery * Understand the Stages of Change, and Recovery Action Planning * Knowledge of natural support and activation for support * Offer empathy and validation through active listening
<p>4: Cultural Responsiveness</p> <ul style="list-style-type: none"> * Knowledge of the influence of culture on individuals * Understand interplay of culture in engagement and care * Knowledge of stigma and biases around justice involved people * Recognize, and respect the cultural practices of peers * Understand the concept of “seeking out common ground” * Knowledge of historical structural racism and its health impacts * Advocate for multiple pathways to recovery/wellness * Know strategies and be able to work with various subpopulations 	<p>5: Trauma-Informed Support</p> <ul style="list-style-type: none"> * Knowledge of the historical impact of the criminal justice system * Awareness of trauma from individuals' criminal justice experiences * Knowledge of ACE model to offer trauma-informed peer services * Recognize signs of distress and teach coping skills * Knowledge of impact of stigma, loss of relationships and isolation 	<p>6: Self-Awareness and Self-Care</p> <ul style="list-style-type: none"> * Understand burnout and management of compassion fatigue * Understand own triggers and activate plan * Knowledge of support systems, personal and professional * Knowledge of appropriate use of lived experience * Understand healthy boundaries and when to seek support * Understand best practices for fostering recovery through sharing own lived experience

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<p>7: Engagement Skills and Interventions</p> <ul style="list-style-type: none"> * Know and utilize techniques that support engagement * Understand the Cycle of Escalation and De-escalation * understand trauma-informed approaches to care * Knowledge of non-violent communication * knowledge of best proactive for incorporating natural supports * Knowledge of build/strengthen self-awareness * Help individuals identify beliefs and values * Building/strengthening of interpersonal skills * Appropriate linkage to community resources * Understand patient's rights 	<p>8: Co-occurring Disorders: MH and SUD</p> <ul style="list-style-type: none"> * Understand signs of drug overdose & seek emergency services * Understand promotion of hope, resilience, and empowerment * Know the difference between prevention, treatment, and recovery * Understand recovery capital principles * Understand use of lived experiences to offer support * Recognize the importance of a holistic (approach to recovery/wellness 	<p>9. Professional boundaries and ethics</p> <ul style="list-style-type: none"> * Contrast between a criminal justice and a non-criminal justice consent * Adhere to Code of Ethics for certified Medi-Cal Peer Support Specialists * Understand legal requirements as a Mandate Reported of abuse and neglect * Adhere to professional obligations/responsibilities * Use supervision to assure individual is appropriately served * Establish a peer relationship than a hierarchical relationship
<p>10: Community Reintegration Support</p> <ul style="list-style-type: none"> * Provide care coordination services within the behavioral health delivery systems and across other service * Knowledge of contrast between local, county, state, and tribal criminal justice systems * Provide support throughout the justice-related process * Have awareness of challenges faced by individuals with justice involvement, including navigation of referrals * Improve civic engagement to support self-advocacy * Evaluate the effectiveness of interventions at various intercept points 	<p>11: Safety and Crisis Planning</p> <ul style="list-style-type: none"> * Knowledge of Evidence-Based Corrections * Use communication, conflict resolution, and problem-solving skills * Recognize and respond to various risks, crisis, and emergencies * Recognize signs of distress and threats to safety * Assist individuals to develop and activate self-management plans * Practice risk assessment, suicide prevention, and safety planning 	<p>12: Rescivism Risk Factors</p> <ul style="list-style-type: none"> * Knowledge of the Sequential Intercept Model * Understand criminogenic needs relate to recidivism * Understand effect of environmental factors on relapse * Discuss risks and protective factors that influence behavior * Teach skills that impact criminogenic needs * Share and role model own changes in own criminogenic thinking and behaviors * Understand how trauma can correlate with substance use and criminal behavior