

California Mental Health Services Authority

Crosswalk

Peer Services in Crisis Care Training

Training provider instructions for submitting training curriculum:

- 1. Please provide evidence, in the form of a facilitator manual, presentation and/or links to content/video, of your agency's training curriculum. Your curriculum must comprehensively cover the five areas of competency below. Training must be 40-hours of experiential learning specific to the Peer Services in Crisis Care. Please include the specific curriculum that will be used in each competency section below. You may access the full-length Peer Services in Crisis care landscape analysis [here](#).*
- 2. Please upload a single (combined) PDF of your agency's full curriculum as described above during your initial application process. The PDF file will be used to review the content of your curriculum.*
- 3. Training providers may begin training once approval by CalMHSA has been received. Please note that the full curriculum must be submitted along with payment of the training provider application fee of \$300 to complete the initial review process. CalMHSA will keep the training provider informed should additional information be needed.*

Peer Services for Crisis Care Specialization training for Certified Medi-Cal Peer Support Specialists in California

The applicant shall use the following template to submit training curriculum content to meet the training requirement. To ensure accurate and timely reviews, please use the far-right column (below) to provide the page number(s) on the submitted curriculum pdf and/or clear description of where the training information related to the core competency can be located by CaIMHSA.

Core Competencies- Peer Services for Crisis Care Specialization for Certified Medi-Cal Peer Support Specialists					
Prevention Of Crisis Training					
1. Pathways to Crisis	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
Knowledge: <ul style="list-style-type: none"> Understanding the impact of various lived experiences, such as abuse, trauma, crisis, homelessness, mental health, substance use, racism, and unemployment. Skills: <ul style="list-style-type: none"> Applying personal experiences to inform empathy and understanding in interactions with individuals who have had similar experiences. Utilizing personal experiences to inform effective coping strategies and interventions. 		<ul style="list-style-type: none"> Telling your story to support other's recovery Motivational Coaching practices and techniques Connecting to local resources Non-violent communication practices Recovery practices 	3	<i>Example: Module 1: Chapter 1-3 covers how to tell share your story of recovery (Specify PDF pages 1- 10)</i>	Actual No. of Hours

<ul style="list-style-type: none"> • Providing support and resources to individuals experiencing similar lived experiences. <p>Abilities:</p> <ul style="list-style-type: none"> • Using personal experiences to inform advocacy efforts and to challenge systems and structures that perpetuate harmful experiences. • Serving as a positive role model for individuals experiencing similar lived experiences by sharing personal stories of growth and resilience. • Understanding the potential triggers and effects of various lived experiences and incorporating that understanding into care plans and interventions. 	<ul style="list-style-type: none"> • Rapport building • Crisis & safety management plans & guidelines • Value of choice and self-determination • Connections map for natural supports • Role modeling techniques 			
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Prevention Of Crisis Training					
<p>2. Prevention, De-Escalation, and Crisis Resolution</p>	<p>Knowledge, skills, and ability for competency</p>	<p>Possible Trainings (All of these trainings should be from the Crisis Care perspective)</p>	<p>Training Hours Recommended</p>	<p>Provider's Training Content</p>	<p>Training Hours</p>

<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand early intervention strategies to prevent crisis and the need for intensive services. • Understand de-escalation techniques, suicide prevention concepts and techniques, local resources, treatment, services, and support preferences. • Understand laws related to involuntary holds. 	<ul style="list-style-type: none"> • Understand community resources. • Legal rights and patient rights • Mandate reporting • Role modeling principles and techniques • Trauma-Informed Care • Motivational coaching techniques 			
<p>Skills:</p> <ul style="list-style-type: none"> • Identify indicators of re-experiencing symptoms and take action to address distress or a crisis. • Assist individuals to develop self-management plans, relapse prevention and crisis prevention strategies. • Utilize de-escalation techniques, suicide prevention concepts and techniques, and compassionate curiosity in engaging with peers. • Participate in care coordination with other members of the support team. 	<ul style="list-style-type: none"> • Recovery-oriented care • Building collaborative partnerships • Common mental health and substance use disorders • Cycle of Escalation and De-Escalation techniques 	4		
<p>Abilities:</p> <ul style="list-style-type: none"> • Meet people where they are. • Provide reassurance to peers in distress. • Recognize signs of distress and threats to safety among peers and in their environments. 				

Prevention Of Crisis Training

3. Engagement and Resource Connection / Navigation	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> • Basic understanding of mental health and substance use challenges • Knowledge of community resources and services to support recovery • Understanding of patient's rights <p>Skills:</p> <ul style="list-style-type: none"> • Build rapport and trust through sharing lived experience • Use a trauma-informed approach when interacting with individuals • Help individuals assess their own needs and provide them with referrals • Assist individuals to link to and navigate community resources • Model effective coping strategies and interpersonal skills • Develop tools for effective outreach and continued support • Consider multiple barriers and challenges when helping an individual • Support engagement in mental health and substance use treatment services <p>Abilities:</p> <ul style="list-style-type: none"> • Approach every interaction from a strengths-based perspective • Support connection to natural supports 		<ul style="list-style-type: none"> • Care Coordination principles • Advocacy principles • Confidentiality laws and professional expectations (HIPAA and 42 C.F.R. Part 2) • Motivational coaching technique • Building rapport techniques • Telling your story • Escalation and de-escalation techniques • Trauma-informed principles 	4		

<ul style="list-style-type: none"> • Provide warm hand-offs to referred agencies and explain the necessity for the referrals • Assist individuals in identifying support systems consistent with individual needs • Use a strengths-based approach to encourage use of skills, strategies, and strengths that are already working or may work for an individual • Advocate for an individual’s rights, especially Patient’s Rights. 					
Prevention Of Crisis Training					
4. Person-Centered Trauma-Informed	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider’s Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the effects of trauma on individuals and their overall wellness • Knowledge of core principles of trauma-informed practices <p>Skills:</p> <ul style="list-style-type: none"> • Ability to recognize signs of distress and personal risk indicators to support individuals • Non-judgmental attitude towards individual responses to trauma and crisis 		<ul style="list-style-type: none"> • Adverse Childhood Experiences • Different levels of stress • Understanding Trauma (Racialized trauma, Intergenerational, Immigration, etc.) • Impact of trauma, compassion fatigue, burnout and grief • Shame and blame 	5		

<ul style="list-style-type: none"> Know and apply strategies to build resilience and perseverance Report suspicions of abuse or neglect to appropriate authorities <p>Abilities:</p> <ul style="list-style-type: none"> Ability to meet individuals where they are and support their choices regarding services received Utilize trauma-informed practices before, during, and after a crisis Support individuals in avoiding crisis and managing the effects of trauma 	<ul style="list-style-type: none"> Holistic approach to wellness 				
Prevention Of Crisis Training					
5. Co-occurring Disorders: Mental Health and Substance Use Disorders	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> Have a basic understanding of the Disease Model of Addiction, treatment approaches such as Medication Assisted Treatment (MAT), and the difference between prevention, treatment, and recovery. Understand the prevalence of trauma in the lived experience of people with co-occurring disorders. Understand Harm Reduction. 	<ul style="list-style-type: none"> Understanding of most common co-occurring disorders and conditions Co-occurring mental health substance use conditions Stages of Changes Disease model of addiction 	<p>3</p>			

<p>Skills:</p> <ul style="list-style-type: none"> • Create healing relationships based on respect, compassion, open and honest communication, active listening, and cultural humility. • Foster individual choice and self-determination. • Use active listening and empathic listening skills. • Provide culturally relevant education on the role of cultural identity, ethnic background, age, and gender in creating resiliency and improving prevention, treatment, and recovery. • Help individuals identify beliefs and values that work against their recoveries. • Use questions to help individuals identify and move through their fears and get in touch with the life they want. <p>Abilities:</p> <ul style="list-style-type: none"> • Promote hope, the potential for change, and personal empowerment. • Approach every interaction from a strengths-based perspective and be non-judgmental. • Meet people where they are and support them in their goals. • Provide peer support services even if individuals are not engaged in treatment. • Respect the individual's confidentiality. 	<ul style="list-style-type: none"> • Impact of behavioral health conditions on family and/or support networks • Harm Reduction Models • Recovery Action Planning • Relapse prevention • Medication assisted treatment • Community resources • Recovery Capital principles • Navigation of behavioral health systems of care 			
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<ul style="list-style-type: none"> • Have the ability to navigate the substance use system, public and private, so individuals can receive the services they want. • Understand the Stages of Change, Recovery Capital, and Recovery Action Planning to support individuals in their recoveries. • Embrace all pathways to recovery. • Provide education regarding warning signs, symptoms, and progression of substance use disorders. 					
Active Crisis Support					
6. Conflict Resolution	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
Knowledge: <ul style="list-style-type: none"> • Understanding of local resources, treatment, services and support preferences of individuals served. • Knowledge of laws related to involuntary psychiatric holds. • Knowledge of signs of human trafficking and abuse and how to connect individuals to appropriate resources. • Understanding of risk assessment, suicide prevention, and safety planning. 		<ul style="list-style-type: none"> • Crisis & safety management guidelines • Safety planning and supporting self-determination • Conflict resolution techniques • Problem solving skills • Knowledge and linkages to community resources 	5		

<p>Skills:</p> <ul style="list-style-type: none"> • Awareness of indicators that an individual may be re-experiencing symptoms of his or her condition(s). • Ability to do safety and risk assessment. • Ability to recognize signs of distress, threats to safety, and indicators of re-experiencing symptoms of a condition. • Utilization of de-escalation techniques and suicide prevention concepts and techniques. • Effective communication, conflict resolution, and problem-solving skills. • Personal ability to deal with conflict and difficult interpersonal relations. <p>Abilities:</p> <ul style="list-style-type: none"> • Ability to provide support both one-on-one and as part of a team. • Ability to take action to address distress or crisis using knowledge of local resources, treatment, services, and support preferences of individuals served. • Ability to identify indicators and provide early intervention strategies to avert crisis and/or the need for intensive services. • Ability to assist individuals to develop and activate self-management plans, advanced directives, relapse prevention strategies, and crisis prevention strategies. • Ability to utilize compassionate curiosity and practice non-judgmental behavior. • Ability to recognize when to escalate situations to a supervisor. 	<ul style="list-style-type: none"> • Connections map for natural supports 			
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Active Crisis Support					
7. Person-Centered Trauma-Informed	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understanding the relationship between crisis and trauma. • The prevalence and impact of trauma, including PTSD, ACE's, and its effects on physical, behavioral, and emotional wellness. • Core principles of trauma-informed practices and their application in peer services. • Strategies to mitigate trauma during a crisis. <p>Skills:</p> <ul style="list-style-type: none"> • Pairing individuals in crisis with culturally appropriate and trauma-informed peer supporters. • Recognizing signs of distress and responding to personal risk indicators. • Assisting individuals in identifying basic needs and supporting their choice in decision-making and services received. • Being available for post-crisis support. 		<ul style="list-style-type: none"> • Adverse Childhood Experiences • Recognizing early warning signs and signs of distress • Different levels of stress • Understanding Trauma (Racialized trauma, Intergenerational, Immigration, etc.) • Impact of trauma in relation to crisis event • Shame and blame • Holistic approach to wellness • Value of choice and self-determination • Recovery models of care 	3		

<p>Abilities:</p> <ul style="list-style-type: none"> Knowing strategies to build resilience and perseverance and sharing them when appropriate. Meeting people where they are and being non-judgmental about their responses to crisis and trauma. Utilizing effective communication and conflict resolution skills. 					
Active Crisis Support					
8. Co-occurring Disorders: Mental Health and Substance Use Disorders	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> Basic knowledge of emergency measures such as Naloxone in case of overdose. Understanding of treatment approaches such as Medication Assisted Treatment (MAT) and Medication Assisted Recovery (MAR) to support individuals in their recoveries. Understanding of Harm Reduction to support individuals in their recoveries. Basic knowledge of the substance use system, public and private, to help individuals navigate services. 	<ul style="list-style-type: none"> Understanding of most common co-occurring disorders and conditions Co-occurring mental health substance use conditions Stages of Changes Disease model of addiction Impact of behavioral health conditions on 	3			

<p>Skills:</p> <ul style="list-style-type: none"> • Understanding of the importance of person-centered language. • Use active listening and empathic listening skills. • Ability to communicate lived experience in a way that is supportive. • Use questions to help individuals identify and move through their fears and get in touch with the life they want. • Plan continuing care, relapse prevention, and discharge planning with individuals and those they wish included. 	<p>family and/or support networks</p> <ul style="list-style-type: none"> • Harm Reduction Models • Recovery Action Planning • Relapse prevention principles • Medication assisted treatment • Community resources • Recovery Capital principles • Navigation of behavioral health systems of care 			
<p>Abilities:</p> <ul style="list-style-type: none"> • Immediately call 911 in an overdose emergency. • Provide peer support services even if individuals are not engaged in treatment. • Meet people where they are. • Be non-judgmental. • Approach every interaction from a strengths-based perspective. • Recognize and use person-centered language. • Promote hope, the potential for change, and personal empowerment. • Create healing relationships based on respect, compassion, open and honest communication, active listening, and cultural humility. • Help individuals identify beliefs and values they hold that work against their recoveries. 				

Active Crisis Support					
9. Crisis and Special Populations	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> Strategies for working with various subpopulations Resources and services specific to intersectional identities Legal and possible liability issues while working with Transitional Aged Youth Sign of human trafficking and abuse The use of Mobile Crisis teams instead of law enforcement The ability to work with community partners, including law enforcement <p>Skills:</p> <ul style="list-style-type: none"> Providing culturally appropriate/safe field-based services Providing peer support when crisis occurs during incarceration and post-release from detention Linking individuals to resources and services specific to their intersectional identities <p>Abilities:</p> <ul style="list-style-type: none"> Recognizing the signs of human trafficking and abuse and knowing how to help Working with various subpopulations 		<ul style="list-style-type: none"> Impact of crisis event on family and natural supports Cultural awareness and humility principles and practices Cultural understandings of mental health Implicit & explicit bias Systemic racism Challenges faced by special populations, including LGBTQ+, youth, older adults, gender identity, immigrants, refugees, etc. 	3		

<ul style="list-style-type: none"> Working with community partners, including law enforcement. 					
Post Crisis/Recovery Core Competencies					
10. Crisis Planning and Support	Knowledge, skills, and ability for competency	Possible Trainings (All of these trainings should be from the Crisis Care perspective)	Training Hours Recommended	Provider's Training Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> Knowledge of post-crisis interventions. Understand the overall life implications resulting from a psychiatric involuntary hold. Know and be able to link individuals to resources and services specific to their intersectional identities. <p>Skills:</p> <ul style="list-style-type: none"> Plan continuing care, relapse prevention, and discharge planning with individuals and those they wish included (e.g., natural supports, providers). Know how to support individuals facing long/short-term homelessness after a crisis event. Know strategies to build resilience and perseverance and be able to share them when appropriate. Provide support in meeting legal sanctions such as Mental Health Court requirements. 		<ul style="list-style-type: none"> Crisis & safety management guidelines Safety planning and supporting self-determination Suicide awareness/prevention Conflict resolution techniques Problem solving skills Knowledge and linkages to community resources Connections map for natural supports 	<p>5</p>		

<p>Abilities:</p> <ul style="list-style-type: none"> • Be available for post-crisis support. • Promote hope, the potential for change, and personal empowerment. • Be non-judgmental about individual responses to crisis and trauma. • Meet people where they are, understand that they may not be ready to accept services or talk to you about their trauma. • Support individual choice with decision-making and services received. • Be alert to signs that a new crisis experience is starting. 					
<p>Post Crisis/Recovery Core Competencies</p>					
<p>11. Self-Awareness and Self-Care</p>	<p>Knowledge, skills, and ability for competency</p>	<p>Possible Trainings (All of these trainings should be from the Crisis Care perspective)</p>	<p>Training Hours Recommended</p>	<p>Provider's Training Content</p>	<p>Training Hours</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand burnout and use self-awareness to manage compassion fatigue, vicarious trauma, and secondary traumatic stress. • Know the importance of ongoing support for overcoming stress. 	<ul style="list-style-type: none"> • Self-awareness and self-care for the Peer Worker • Self-awareness and self-care techniques for the person in care 	<p>2</p>			

<p>Skills:</p> <ul style="list-style-type: none"> • Know resources to promote personal resilience. • Develop a working knowledge of the concepts of “activation” and “self-management” of whole health goals. • Develop self-care skills and coping practices for helping professionals. • Strengthen social skills and healthy social networks including peer and natural support systems. • Learn to respond appropriately to personal stressors, triggers, and indicators. • Use tools & techniques for entering “triggering” environments. • Practice a strengths-based approach to recovery / wellness. • Respond to any setbacks on their recovery journey as an opportunity for learning additional techniques or strategies to achieve and maintain their whole health goals. <p>Abilities:</p> <ul style="list-style-type: none"> • Conduct themselves in a manner that fosters recovery and promotes hope for individuals who are on their own recovery journey. 	<ul style="list-style-type: none"> • Recognize signs of stress and burnout and respond 			
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