

California Mental Health Services Authority

# Curriculum Crosswalk

## Peer Services for Justice-Involved Training

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**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 for Justice-involved. Please include the specific curriculum that will be used in each competency section below. You may access the full-length Peers Services for Justice Involved 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 CaIMHSA has been received. Please note, the full curriculum must be submitted along with payment of the training provider application fee of \$300 to complete the initial review process. CaIMHSA will keep the training provider informed should additional information be needed.*

**Peer Services for Justice-Involved Specialization training for certified Medi-Cal Peer Support Specialists in California**

The applicant shall use the following template to submit training curriculum content to meets 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 Justice Involved Specialization**

1. Application of Lived Experience	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hour(s)
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Knowledge of non-violent communication</li> <li>Understand and apply mental health and substance use recovery concepts from a reentry perspective</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Have lived experience in all or most of the continuum of the criminal justice systems, including arrests, detention, arraignment, court proceedings, sentencing, diversion, incarceration, probation, and/or parole</li> <li>Build rapport and trust through sharing lived experience</li> </ul>	<ul style="list-style-type: none"> <li>Telling your story to support other's recovery</li> <li>Motivational Coaching practices and techniques</li> <li>Connecting to local resources</li> <li>Non-violent communication practices</li> <li>Recovery practices</li> <li>Rapport building</li> </ul>	<p>3</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> <li><i>Module 1: Chapter 1-3 covers how to tell share your story of recovery (please provide PDF page numbes)</i></li> </ul>	<p><i>Actual No. of Hours</i></p>

<ul style="list-style-type: none"> <li>• Act as credible role models to individuals transitioning from criminal activity to pro-social behaviors, perspective, and expression</li> <li>• Share personal lived experiences following reentry and model the ways to advance recovery through coaching</li> <li>• Embody the potential for recovery for people who confront the dual stigmas associated with serious mental illnesses and criminal justice system involvement</li> <li>• Maintain freedom and model hope for a future free of incarceration</li> <li>• Inspire hope and the possibility of positive change through appropriate self-disclosure of their own histories, by consistently modeling recovery behaviors, and being a continual role model in recovery from addiction and crime.</li> </ul> <p>Ability:</p> <ul style="list-style-type: none"> <li>• Be able to communicate own lived experience in a way that is meaningful and non-judgmental</li> </ul>				
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| <ul style="list-style-type: none"><li>• Have the ability to promote hope, the potential for change, and personal empowerment</li><li>• Help individuals evaluate their choices more effectively and provide guidance about appropriate interpersonal skills and ways of coping, ultimately increasing self-efficacy</li><li>• Be able to identify and address barriers to success that prevent rehabilitation</li></ul> |  |  |  |  |
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2. Role of Advocacy	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hour(s)
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Knowledge of linkage to legal aid resources</li> <li>• Knowledge of resources to employment opportunities for individuals re-entering the community</li> <li>• Knowledge of diversion programs, including advocacy and access to services</li> <li>• Educate others in the criminal justice system about mental health and substance use recovery</li> <li>• Knowledge of resources to address co-occurring issues/conditions, including mental health, substance use disorder treatment, and physical health care</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Communicate with individuals their rights and responsibilities</li> <li>• Act as advocates at the individual and systems levels</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding community resources</li> <li>• Legal rights and patient rights</li> <li>• Role modeling principles and techniques</li> <li>• Understanding the criminal justice systems</li> <li>• Building collaborative partnerships</li> <li>• Basic advocacy training</li> <li>• Addressing stigma</li> <li>• Interpersonal skills techniques</li> <li>• Recovery principles</li> </ul>	3		

<ul style="list-style-type: none"> <li>• Model appropriate advocacy within the varying service delivery systems</li> <li>• Promote recovery principles including self-advocacy and empowerment strategies</li> <li>• Improve civic engagement to support self-advocacy</li> <li>• Assist individuals in advocating for the correction of inaccurate entries in their criminal records</li> <li>• Work with individuals to explain misleading charges or convictions to potential landlords or employers and model disclosure of justice history</li> <li>• Help navigate child welfare issues and/or support meeting mandate requirements</li> <li>• Support with navigation and resources of other human services systems (housing, social services, employment, etc.)</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>• Understand how to access advocacy and protection resources, such as the Inspector General, Ombudsman, Disability Rights, and other resources to assist people to maintain their</li> </ul>				
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<p>rights while incarcerated or in the community</p> <ul style="list-style-type: none"> <li>• Promote recovery principles including self-advocacy and empowerment strategies</li> <li>• Improve civic engagement to support self-advocacy and reduce social stigma related to justice involvement.</li> <li>• Advocate for recipients of behavioral healthcare when they are unable to advocate for themselves</li> <li>• Help navigate child welfare issues and/or support meeting mandate requirements</li> <li>• Support with navigation and resources of other human services systems (housing, social services, employment, etc.)</li> </ul>				
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3. The role of consumers and family members	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hour(s)
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding of culturally relevant, trauma-informed approaches to support individuals</li> <li>• Familiarity with Stages of Change, Recovery Capital, and Recovery Action Planning</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Supporting individuals in strengthening or acquiring life skills</li> <li>• Support learning of emotional regulation skills</li> <li>• Motivate individuals to meet required justice involved obligations</li> <li>• Support individuals in setting personal goals and making steps towards reaching them</li> <li>• Use of empathy and validation techniques (i.e., when offering suggestions and strategies for overcoming challenges)</li> </ul>	<ul style="list-style-type: none"> <li>• Common mental health and substance use disorders and care options</li> <li>• Stages of change</li> <li>• Recovery Capital principles</li> <li>• Recovery Action Planning</li> <li>• Motivational coaching</li> <li>• Addressing Stigma and Biases</li> </ul>	<p>3</p>		

<ul style="list-style-type: none"> <li>• Use of open-ended questions that connect a person to their inner wisdom and move through their fears</li> <li>• Skill in communicating from a place of compassion and non-judgmental behavior</li> </ul> <p>Ability:</p> <ul style="list-style-type: none"> <li>• Model strengths-based and person-centered language and approaches</li> <li>• Ability to foster healing relationships based on respect, compassion, and cultural humility</li> <li>• Support individuals in identifying and expressing emotions</li> <li>• Ability to use active listening and empathic skills to support individuals</li> <li>• Ability to support individuals in identifying core values and beliefs that will support them in their recoveries</li> <li>• Ability to address internal and external stigma surrounding incarceration, mental health, and substance abuse</li> </ul>				
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4. Engagement Skills and Interventions	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hours
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understand the Cycle of Escalation and De-escalation</li> <li>• Knowledge of skill-building techniques</li> <li>• Understand criminogenic needs and appropriate responses to behaviors.</li> <li>• Embrace true collaboration as an ongoing process, and competence appropriate to role and responsibilities.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Teach emotion regulation and self-control strategies.</li> <li>• Use positive behavior supports and concepts of contingency management.</li> <li>• Use techniques to increase skills that promote self-efficacy.</li> <li>• Value personal choice and goals</li> </ul> <p>Ability:</p>	<ul style="list-style-type: none"> <li>• Criminogenic behaviors and responses</li> <li>• Care Coordination principles</li> <li>• Helping families to communicate concerns.</li> <li>• Confidentiality laws and professional expectations (HIPAA and 42 C.F.R. Part 2)</li> <li>• Motivational Coaching</li> <li>• Mandated reporting</li> <li>• Telling your story</li> <li>• Work/life boundaries</li> <li>• Escalation and de-escalation techniques</li> </ul>	4		

<ul style="list-style-type: none"> <li>• Application of motivational coaching techniques</li> <li>• Encourage involvement with supportive networks that can address their criminogenic needs (i.e., AA/NA, Anger management groups, parenting groups)</li> <li>• Encourage appropriate disclosure of information.</li> <li>• Support collaboration and partnerships with other service providers</li> <li>• Support individuals with complying with mandated conditions, specifically addressing challenges that affect special populations like “290 status” registrants, those in batterer’s intervention programs, and those required to register as violent offenders.</li> </ul>				
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5. Cultural Responsiveness (Humility)	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hours
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Awareness of worker's personal values, biases, and beliefs, and their potential impact on interactions with others</li> <li>Knowledge of stigma and biases surrounding justice-involved individuals</li> <li>Understanding of cultural influences on individuals and groups, including those associated with justice involvement.</li> <li>Understanding of current and historical structural racism and its impact on disparities in various areas</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Sensitivity to how cultural identity can influence communication dynamics to support individuals in their recovery.</li> <li>Understanding of the connections between</li> </ul>	<ul style="list-style-type: none"> <li>Cultural awareness and humility principles and practices</li> <li>Cultural understandings of mental health</li> <li>Implicit &amp; explicit bias</li> <li>Systemic racism</li> <li>Challenges faced by special populations (LGBTQ+, youth, older adults, gender identity, immigrants, refugees, etc.)</li> </ul>	4		

<p>behavioral health conditions, trauma, health disparities, and social inequity to support individuals in their recovery.</p> <ul style="list-style-type: none"> <li>• Use of dignity and respect with all individuals, regardless of personal characteristics or conditions</li> <li>• Knowledge of strategies for working with adults and youth with justice involvement to support their recovery.</li> </ul> <p>Ability:</p> <ul style="list-style-type: none"> <li>• Appreciation, recognition, and respect for personal values, cultural, spiritual beliefs, and practices of peers and their families</li> <li>• Understanding of how to support individuals in their recovery, including the use of person-centered language and advocating for multiple pathways to recovery/wellness</li> <li>• Application of interventions for various subpopulations, including those with physical and developmental challenges, chronic or persistent health conditions,</li> </ul>				
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<p>and those experiencing homelessness</p> <ul style="list-style-type: none"> <li>• Ability to link individuals to resources and services specific to their intersectional identities</li> </ul>				
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6. Trauma Informed Care	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hours
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understand the impact of environmental trauma and conditioning.</li> <li>• Understand the historical and contemporary trauma, marginalization, and oppression populations, including cultural and ethnic minorities, and LGBTQ individuals experience.</li> <li>• Understand the prevalence of trauma and its impact on physical, behavioral, and emotional wellness</li> </ul>		<ul style="list-style-type: none"> <li>• Adverse Childhood Experiences</li> <li>• Different levels of stress</li> <li>• Understanding Trauma (Racialized trauma, Intergenerational, Immigration, etc.)</li> <li>• Impact of trauma, compassion fatigue, burnout and grief</li> <li>• Shame and blame</li> <li>• Holistic approach to wellness</li> </ul>	4		

<ul style="list-style-type: none"> <li>• Be familiar with the ACE (Adverse Childhood Events) model</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Have awareness of trauma arising from individuals' criminal justice experiences, including but not limited to: police induced trauma, disparate sentencing, incarceration, threats, intimidation, and stigmatizing labels within incarceration and criminal justice.</li> <li>• Application of trauma informed principles</li> <li>• Identification risk indicators and protective factors</li> </ul> <p>Ability:</p> <ul style="list-style-type: none"> <li>• Recognize signs of distress and risk indicators that may affect the individual's welfare and safety and respond appropriately.</li> <li>• Support the development of healthy behavior that is based on choice.</li> <li>• Teach coping skills of emotional regulation, mindfulness, stress</li> </ul>				
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<p>reduction, anxiety management, distress tolerance, and relaxation techniques.</p> <ul style="list-style-type: none"> <li>• Activation of protective factors to support wellness.</li> <li>• Be non-judgmental.</li> </ul>				
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<b>7. Self-Awareness and Self-Care</b>	<b>Knowledge, skills, and abilities for competency</b>	<b>Possible Trainings (Trainings should be from the Criminal Justice perspective)</b>	<b>Training Hours Recommended</b>	<b>Training Provider's Content</b>	<b>Training Hours</b>
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understand the importance of self-care</li> <li>• Understand burnout and its effects.</li> <li>• Understand the dynamics of power, conflict, and integrity in the workplace</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Activate self-care skills and teach coping practices</li> <li>• Use social skills and healthy social networks to support wellness.</li> </ul>		<ul style="list-style-type: none"> <li>• Self-awareness and self-care for the Peer Worker</li> <li>• Self-awareness and self-care techniques for the person in care</li> <li>• Recognize signs of stress and burnout and respond</li> </ul>	<p>2</p>		

<ul style="list-style-type: none"> <li>• Model self-care and self-awareness</li> <li>• Respond to setbacks as opportunities for learning and growth.</li> <li>• Conduct oneself in a manner that fosters personal recovery.</li> <li>• Awareness and identification of triggers</li> </ul> <p>Ability:</p> <ul style="list-style-type: none"> <li>• Recognize signs of stress and burnout and respond appropriately.</li> <li>• Use tools and techniques to manage personal stressors and triggers</li> <li>• Foster personal resilience and maintain wellness</li> </ul>				
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8. Co-Occurring Disorders: Mental Health and Substance Use Disorders	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hour(s)
Knowledge:		<ul style="list-style-type: none"> <li>• Understanding of most common co-occurring disorders and conditions</li> </ul>	3		

<ul style="list-style-type: none"> <li>• Understand the vulnerability of individuals with a history of mental illness or substance use who've been recently released from corrections.</li> <li>• Knowledge of available substance use disorder services, including Medication Assisted Treatment (MAT) services (i.e., counseling and medications for treatment of alcohol, opioid, and opioid overdose).</li> <li>• Have a basic understanding of the Disease Model of Addiction and the difference between prevention, treatment, and recovery.</li> <li>• Understand harm reduction models and recovery action planning to support recovery.</li> <li>• Understand "recovery capital" principles (internal and external resources).</li> <li>• Provide education regarding warning signs, symptoms, and progression of substance use disorders.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Foster individual choice and self-determination</li> </ul>	<ul style="list-style-type: none"> <li>• Co-occurring mental health substance use conditions</li> <li>• Stages of Changes</li> <li>• Disease model of addiction</li> <li>• Impact of behavioral health conditions on family and/or support networks</li> <li>• Harm Reduction Models</li> <li>• Recovery Action Planning</li> <li>• Relapse prevention</li> <li>• Medication assisted treatment</li> <li>• Community resources</li> <li>• Recovery Capital principles</li> <li>• Navigation of behavioral health systems of care</li> </ul>			
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<ul style="list-style-type: none"> <li>• Provide peer support services even if individuals are not actively engaged in treatment.</li> <li>• Demonstrate consistent support to individuals during times of wellness as well as during challenging times.</li> <li>• Use questions to help individuals get in touch with the life they want and help identify steps to creating them.</li> <li>• Assist individuals in recognizing the effect of substance abuse on life challenges and consequences of continued use</li> <li>• Be familiar with relapse prevention strategies to support the prevention of recidivism.</li> <li>• Provide education on how substance use challenges affect self, family, and community</li> <li>• Be able to help individuals navigate treatment services and recovery supports</li> <li>• Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness to</li> </ul>				
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<p>support individuals in their recovery.</p> <ul style="list-style-type: none"> <li>• Partner with other service providers</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>• Understand the Stages of Change to support with identifying and obtaining goals.</li> <li>• Support peers to be part of recovery groups and communities to stay active and around others in recovery</li> </ul>				
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9. Professional Boundaries and Ethics	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hour(s)
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Code of Ethics for certified Medi-Cal Peer Support Specialists</li> <li>• Legal requirements as a Mandate Reporter of abuse and neglect</li> </ul>		<ul style="list-style-type: none"> <li>• Work/life boundaries</li> <li>• Code of ethics for Medi-Cal Peer Support Specialists</li> <li>• Overview of legal and ethical responsibilities, including confidentiality laws and mandate reporting</li> <li>• Use of supervision</li> </ul>	3		

<ul style="list-style-type: none"> <li>Confidentiality laws, including Health Information Portability and Accountability Act (HIPAA) and 42 C.F.R. Part 2</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Use supervision to assure individual is appropriately served</li> <li>Appropriately utilize supervision, consultation, and to address or resolve issues.</li> <li>Appropriate use of supervision for own support</li> <li>Establish and maintain appropriate interpersonal limits and boundaries.</li> <li>Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.</li> <li>Communicate personal issues or concerns with supervisors</li> <li>Uphold Code of Ethics</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>Respect and maintain professional and personal boundaries (i.e., avoid dual relationships)</li> </ul>				
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<ul style="list-style-type: none"> <li>• Establish and maintain a peer relationship rather than a hierarchical relationship.</li> <li>• Demonstrate respect and non-judgmental attitudes toward individuals in all contacts with community professionals and agencies</li> <li>• Recognize situations outside the competencies of a certified Medi-Cal Peer Support Specialist</li> <li>• Recognize and address personal and institutional biases and behaviors.</li> <li>• Maintain high standards of personal conduct that foster recovery</li> </ul>				
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10. Safety and Crisis Planning	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hours
	Knowledge: <ul style="list-style-type: none"> <li>• Recognize and respond to various risks, crisis, and emergency situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Crisis &amp; safety management guidelines</li> <li>• Safety planning and supporting self-determination.</li> <li>• Cycle of violence</li> </ul>	4		

<ul style="list-style-type: none"> <li>• Identify indicators that the individual may be re-experiencing symptoms of his or her condition(s) and provide early intervention strategies to avert crisis and/or the need for intensive services (escalation cycle)</li> <li>• Recognize risk indicators that may affect the individual's welfare and safety.</li> <li>• Understand and practice risk assessment, suicide prevention, and safety planning.</li> <li>• Take action to address distress and/or crisis using knowledge of local resources, treatment, and resources to support a person's recovery.</li> <li>• Assist individuals to develop and activate self-management plans, advanced directives, relapse prevention strategies, and crisis prevention strategies</li> <li>• Report any suspicions of neglect or abuse.</li> <li>• Recognize signs of distress and threats to safety among individuals and in their environments</li> </ul>	<ul style="list-style-type: none"> <li>• Suicide awareness and prevention</li> <li>• Conflict resolution techniques</li> <li>• Problem solving skills</li> <li>• Knowledge and linkages to community resources</li> <li>• Connections map for natural supports</li> </ul>			
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<ul style="list-style-type: none"> <li>• Understand and utilize the concept of ‘seeking out common ground’</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Use effective communication, conflict resolution, and problem-solving skills.</li> <li>• Understand and utilize de-escalation techniques and provide reassurance to peers in distress.</li> <li>• Respond to personal risk indicators to assure welfare and safety.</li> <li>• Be able to personally deal with conflict and difficult interpersonal relations.</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>• Practice non-judgmental behavior</li> <li>• Demonstrate consistency by supporting individuals during ordinary and extraordinary times</li> </ul>				
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11. Community Reintegration Support	Knowledge, skills, and abilities for competency	Possible Trainings (Trainings should be from the Criminal Justice perspective)	Training Hours Recommended	Training Provider's Content	Training Hours
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Basic understanding of mental health and substance use challenges and the behavioral health system.</li> <li>• Understanding of criminal justice systems and service delivery systems</li> <li>• Knowledge of client rights for diverse service sectors</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Provide care coordination services within the behavioral health delivery systems and across other service delivery sectors</li> <li>• Evaluate the effectiveness of interventions at various intercept points along the continuum of justice involvement.</li> <li>• Model effective coping strategies and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Legal rights and patient rights</li> <li>• Navigation of criminal justice systems across the continuum</li> <li>• Navigation of behavioral health service for all ages</li> <li>• Navigation of child welfare systems</li> <li>• Employment and vocational community resources (i.e., housing, registration, meeting justice involvement mandates)</li> <li>• Navigation of community resources based on consumer's needs</li> </ul>	3		

<ul style="list-style-type: none"> <li>• Support and coach individuals with finding and maintaining employment.</li> <li>• Remain an advocate when interacting with other service providers.</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>• Provide warm hand-offs to referred agencies and explain the necessity for the referrals so individuals understand and follow through.</li> <li>• Accompany individuals to community activities and appointments when requested.</li> <li>• Identify positive supports and pro-social associates</li> <li>• Consider multiple barriers and challenges when helping an individual prepare for employment and education, including job search, navigating application process, interviewing, and attire.</li> <li>• Help individuals learn about changes in technology and trends that have occurred while incarcerated.</li> </ul>				
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<ul style="list-style-type: none"> <li>Understand and practice risk assessment, suicide prevention, and safety planning</li> </ul>				
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<b>12. Recidivism and Risk Factors</b>	<b>Knowledge, skills, and abilities for competency</b>	<b>Possible Trainings (Trainings should be from the Criminal Justice perspective)</b>	<b>Training Hours Recommended</b>	<b>Training Provider's Content</b>	<b>Training Hours</b>
	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding of criminogenic needs as they relate to recidivism, including the eight most significant criminogenic needs</li> <li>Understanding of how trauma, environmental factors, and mental illnesses can correlate with substance use and criminal behavior</li> <li>Understanding of risks and protective factors that influence a person's behavior</li> </ul> <p>Skills:</p>	<ul style="list-style-type: none"> <li>Criminogenic behaviors and recidivism</li> <li>Impact of trauma</li> <li>Risk assessment and protective factors</li> <li>Impact of incarceration on behavioral health needs</li> </ul>	<p>4</p>		

<ul style="list-style-type: none"> <li>• Teach skills that impact criminogenic needs</li> <li>• Share and role model changes in own criminogenic thinking and behaviors</li> </ul> <p>Abilities:</p> <ul style="list-style-type: none"> <li>• Discuss risks and protective factors that influence a person's behavior.</li> </ul>				
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