ASAP-NYCB Trainer Registry & Training Approval Program
TRAINING DEVELOPMENT & SUBMISSION GUIDELINES
Specialty Certifications | February 2024

Specialty certifications are offered to suitably qualified individuals with preexisting recognized foundational certification, professional credentials or relevant role experience as described in the certification standards. Specialty certifications are not offered to entry level candidates.

Approved role training for specialty certification typically comprises 20 training hours (net of any assigned offline activities such as "homework"). Training will be developed/approved to deliver instruction and practice in the identified role competencies of the certification. These role competencies are categorized by content Domains and associated action item (knowledge, skills, abilities). Role competencies identified through formal Role Delineation Studies are posted to the ASAP-New York Certification Board website.

Training courses totaling fewer than the total required hours may be approved when shown, via Course Inventory, to be relevant to the required content. Trainers approved to offer coursework that does not fully meet the total training requirement are expected to complete their training for a certification application.

Where role competence is tested via a formal exam, training graduates are expected to be sufficiently proficient in the KSAs to achieve a minimum passing grade. As of current date, the Peer Supervision Professional (PSP) certification for professionals supervising peers includes an exam.

Members of the ASAP-NYCB Trainer Registry are invited to submit training programs in support of specialty certifications as follows:

1. Review the Domains and Competencies of the specialty certification ("Which Certification" on the ASAP-NYCB homepage at https://www.asapnys.org/ny-certification-board/.
2. Open a training approval submission form at https://tinyurl.com/asap-nycb-approval-sub.
3. Prepare a Course Inventory per the sample and worksheet accessible at
4. Make a PDF of your Course Inventory for upload to your training approval submission form.
5. When complete, submit the training approval submission form for review.
6. Submissions received before COB on the 15th are reviewed within that calendar month. Submissions received on or after the 16th roll over into the following month.
7. ASAP-NYCB may enter into follow-up correspondence with you to confirm any aspect of your submission.

Trainers may submit role training courses for approval in one or other of the following formats:

➢ A single training course offering 100% of the role competencies (KSAs) in a complete training comprising total training hours required;

or

➢ A selection of training courses which, when bundled, offer 100% of the role competencies (KSAs). ASAP-NYCB will offer technical assistance to ensure that the bundle completes the required training. Trainers will be expected to schedule the bundle to allow for timely completion – e.g. per 46-hours foundational role training which is delivered as two consecutively scheduled standalone courses.
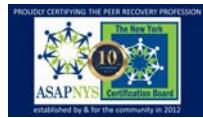
Criminal Justice Supported Recovery (CJSR) Domains, Competencies & Training Content

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

REQUIRED FOR ALL TRAINING APPROVAL SUBMISSIONS | MUST BE ACCOMPANIED BY AUTHOR'S PERMISSION TO DELIVER

Name of Training:	Communications Skills for CJSR
Training Author:	A.N. Other
Contact Email:	another@gmail.com
Inventory Date:	January 22, 2024

Training Module Title or #	Training Time (hrs)	Training Objectives | minimum 1 objective per training hour By the end of this module participants will be able to:	Domain #	Competence #
1	1 hr	By the end of this module, participants will be able to: 1. Describe the role each part of the justice system plays and how the network of justice and governmental entities relate to, engage with, and impact individuals in the justice system. 2. Explain the role of advocacy within the history of treatment alternatives to justice system involvement and criminal justice reform have contributed to peer integration and access to treatment and recovery supports.	1	1
2	0.5 hr	By the end of this module participants will be able to: 1. Promote and provide opportunities for individuals to fully express any concerns about fair and equitable access to services via non-judgmental, trauma informed, culturally appropriate, and gender-neutral practices. 2. Supports collaborative relationships with providers who embrace culturally competent, trauma informed, and harm reduction-oriented care.	3	7
3	1.5 hr	By the end of this module participants will be able to: 1. Encourage self-efficacy within the framework of justice system requirements and conditions of release. 2. Support and advocate for the individual's pathway of recovery while reminding individuals of justice system requirements and conditions of release. 3. Use reflections, inventories, and summaries to highlight positive or useful behaviors moving forward.	2	3
4	0.5	By the end of this module, participants will be able to: 1. Demonstrate a basic understanding of terminology used in different justice settings and apply it within the context of a supportive coaching relationship that may be incorporated into an individual's recovery plan through the lens of their personal/lived experience.	1	6
[etc]				

Criminal Justice Supported Recovery (CJSR) Domains, Competencies & Training Content

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

#	Domain 1 (4.5 training hours) Criminal Justice System & Processes	Domain 2 (5 training hours) Advocacy within the Justice System	Domain 3 (5.5 training hours) Recovery Principles for Justice-Involved Populations	Domain 4 (5 training hours) Legal, Ethical, and Professional Responsibilities
1	Understands the historical basis of the justice system, the unique barriers faced by people in justice systems, and their impacts on persons with substance use challenges.	Applies knowledge and skills to effectively address the unique barriers faced by peers in the justice system, through resources navigation and systems-level advocacy.	Supports personalized recovery planning focused on setting goals for improving health and wellness within the context of justice involvement and the justice system.	Performs in an ethical manner by adhering to established professional codes of ethical conduct and standards of practice to promote the best interests of persons served.
2	Applies knowledge of relevant laws, jurisdictional regulations, and criminal justice processes to the peer recovery process.	Assists individuals in navigating tasks and minimizing sanctions as they meet justice obligations.	Responds to the complexities of recovery for justice-involved persons, including recognizing stigma and other barriers to accessing and navigating harm reduction, treatment, and recovery and wellness supports.	Adheres to federal and state laws, state agency and jurisdictional regulations, and procedures designed to protect participant rights and the public.
3	Applies knowledge of justice systems, including correctional settings and potential sentencing options, to support individuals in recovery in navigating the justice system.	Recommends strategies for building and maintaining positive relationships with justice system representatives while maintaining a person-centered approach.	Helps individuals transition from environments and behaviors that are illegal in nature to embracing positive concepts and strategies for supporting recovery.	Addresses the additional challenges and considerations faced when establishing boundaries in justice settings.
4	Applies knowledge of the culture of incarceration and related learned behaviors to address their impact on an individual's ability to successfully integrate into the community.		Addresses the increased trauma experienced by justice-involved individuals to support personal recovery.	Acknowledges the obligation to report to justice system representatives when ensuring that information disclosed is limited to what is required legally, contractually, or occupationally.
5	Applies recognized frameworks, models, methods, and tools to identify resources, gaps, barriers, and diversion opportunities for justice-involved persons.		Supports engagement in harm reduction, substance use treatment, and recovery support services during and after criminal justice involvement.	Manages personal biases, feelings, concerns, and other issues with the justice process that may interfere with fair and equitable interactions with persons served or with colleagues.
6	Translates common terminology used in the justice system into understandable language when working with peers.		Addresses issues of stigma, discrimination, and exploitation that individuals encounter because of justice system involvement and their impact on recovery and wellness.	Provides quality and professional peer services and ensures continuing competence by engaging in professional development and keeping abreast of new developments in the peer profession.
7			Promotes fair and equitable access to services, regardless of race, culture, religion, gender, sexual orientation, or disability.	

Criminal Justice Supported Recovery (CJSR) Training Course Inventory

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

REQUIRED FOR ALL TRAINING APPROVAL SUBMISSIONS | MUST BE ACCOMPANIED BY AUTHOR'S PERMISSION TO DELIVER

Name of Training:	
Training Author:	
Contact Email:	
Inventory Date:	

Module	Training Time (hrs)	Training Objectives | 1 objective per training hour By the end of this module participants will be able to:	Domain #	Competence #

Peer Supervision Professional (PSP) Domains, Competencies & Training Content

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

Certification Candidates will be examined on their knowledge of, and skills and abilities in, the Role Competencies (KSAs)

REQUIRED FOR ALL TRAINING APPROVAL SUBMISSIONS | MUST BE ACCOMPANIED BY AUTHOR'S PERMISSION TO DELIVER

Name of Training:	Effective Supervision of Peer Recovery Professionals		
Training Author:	A.N. Other		
Contact Email:	another@gmail.com		
Inventory Date:	January 4, 2024		

Training Module Title or #	Training Time (hrs)	Training Objectives | minimum 1 objective per training hour By the end of this module participants will be able to:	Domain #	Competence #
1	1.5	By the end of this module participants will be able to: 1. Demonstrate an understanding of, and the differences between, the peer recovery and clinical roles. 2. Recognize that peers provide many different types of support – emotional, informational, instrumental, and affiliational. 3. Advocate for, and integrate, peers and the peer recovery role into all aspects of service provision.	1	1
2	1	By the end of this module participants will be able to: 1. Recognize and adhere to relevant workplace legislation, (e.g., the Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities Act (ADA) and the types of discrimination they are intended to counteract. 2. Encourage development of, and adherence to, policies regarding individuals who enroll in, and benefit from, Medication Supported Recovery, including legal safeguards for confidentiality.	4	3
3	1.25	By the end of this module participants will be able to: 1. Work with peers to understand possible emotional and physical dangers present in peer work. 2. Create an atmosphere where peers can openly discuss their feelings regarding safety and trauma encountered while working in the community.	3	5
4	0.5	By the end of this module participants will be able to: 1. Demonstrate awareness of, and promote/advocate for, peer participation in a wide range of recovery-specific training and professional development opportunities to maintain peers' knowledge of new developments in the field. 2. Demonstrates the capacity to provide job-related education and ongoing coaching through group and individual supervision, team meetings, and in-service trainings.	2	2
[etc]				

Peer Supervision Professional (PSP) Domains, Competencies & Training Content

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

Certification Candidates will be examined on their knowledge of, and skills and abilities in, these Competencies (KSAs)

#	Domain 1 (6 training hours) Recovery Orientation	Domain 2 (4.5 training hours) Supporting Professional Development	Domain 3 (6 training hours) Assuring Quality Supervision	Domain 4 (3.5 training hours) Managing Administrative Duties
1	Understands peer recovery and ethical practice in that professional role.	Provides role-specific education and training opportunities, including coaching/mentoring peers regarding competencies, skills development, and ethical practice.	Provides role clarity for peers and helps resolve situations where there is role ambiguity.	Advocates for and encourages the implementation of peer support services within the organization and the healthcare system.
2	Supports concepts of self-efficacy, self-determination, and empowerment.	Identifies and supports opportunities for peers to obtain ongoing training to advance personal efficacy and competency in delivering peer recovery services.	Exercises strength-based, person-centered approach to supervision.	Facilitates the hiring and onboarding process.
3	Models Principles of Recovery within supervision and the wider workplace community.	Assists peers in understanding professional etiquette, employer procedures, and working relationships.	Promotes an environment of mutuality and trust among peers and other team members.	Develops a basic understanding of labor and employment law and its protections.
4	Understands that recovery support services are non-linear and offered as appropriate at any time throughout the stages of recovery.	Facilitates finding and sharing community resources and assists in developing referral and community relationships.	Demonstrates commitment to ethical standards and addressing boundary challenges with peers.	Informs peers of their employee and administrative responsibilities and orients them to organizational policies and procedures.
5	Supports peers as resource brokers.	Recognizes that personal self-care is vital to providing effective peer services.	Understands emotional and physical safety issues that may arise in peer recovery work.	
6	Provides trauma informed supervision and promotes trauma-informed practice.			

Peer Supervision Professional (PSP) Domains, Competencies & Training Content

per Role Knowledge, Skills & Abilities per 2023 Role Delineation Study

Certification Candidates will be examined on their knowledge of, and skills and abilities in, the Role Competencies (KSAs)

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Name of Training:	
Training Author:	
Contact Email:	
Inventory Date:	

Training Module Title or #	Training Time (hrs)	Training Objectives | minimum 1 objective per training hour By the end of this module participants will be able to:	Domain #	Competence #