

PEER RECOVERY CERTIFICATION EXAM STUDY WORKBOOK



***Virginia Department of Behavioral Health and Developmental Services
Office of Recovery Services
March 2024***

***Mapped to the Third Edition 72-Hour PRS Training Manual
Published June 2023***

**This guide will be helpful for any student using any version of the training manual; however the crosswalks are mapped to specific pages in the Third Edition 72-Hour PRS Training Manual. Look at the back of the cover of your manual to find the published date. It will look like this:*

Third Edition published June 2023

Second Edition published March 2019

First Edition published January 2017

Illustrated by Bob Schamerhorn of Infinity Graphics • www.infinity-graphics.com
©2016 Virginia Department of Behavioral Health & Developmental Services, Office of Recovery Services.
All rights reserved. Unauthorized duplication prohibited.

The Peer Recovery Certification Exam Study Workbook was created in collaboration with the following:

Virginia Department of Behavioral Health and Developmental Services,

Office of Recovery Services

1220 Bank Street

Richmond, VA 23219

Mailing: PO Box 1797, Richmond, VA 23218)

Phone: (804) 786-3921

Voice TDD: (804) 371-8977

Fax: (804) 371-6638

DBHDS Office of Recovery Services Team Members:

Alethea Lambert, QPPMH, R-CPRS, CSAC-A, NCPRSS, QADF, Director

Mary J. McQuown, MA, CPRS, iFPRS, COAPS, Recovery Services Workforce Development Coordinator

Kim Boyd, MS, CSAC, CPRS, QMHP, Recovery-Oriented Services Coordinator

Mark Blackwell, Retired Director

Virginia Commonwealth University

College of Health Professions

Department Rehabilitation Counseling

900 E. Leigh Street

Richmond, VA 23219

VCU Team Members:

Amy Armstrong, PhD

Laurie Cathers, PhD, LMSW

Denise Hall, LPC, NCC, CRC

CONTENTS

BEGINNING THE JOURNEY	5
WELCOME	5
STEPS IN THE PROCESS	5
ABOUT THE TEST	6
PURPOSE OF THE WORKBOOK	8
STUDY STRATEGIES	10
MATERIALS	10
ENVIRONMENT	11
TIME MANAGEMENT	14
STUDYING FOR TESTS	17
THE JOURNEY MAP – DOMAINS AND MODULES	20
STARTING THE JOURNEY - OBJECTIVES	20
SUPPLEMENTAL READINGS	23
JOURNEY EXPLORATION: ADVOCACY	24
DOMAIN DESCRIPTION	24
IC&RC LEARNING OBJECTIVES	24
MAP TO VIRGINIA TRAINING MANUAL	25
SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES	25
EXERCISES	26
EXERCISE #1: IDENTIFYING YOUR KEY TERMS	26
EXERCISE #2: CREATING YOUR KEY CONCEPTS	27
EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE	28
EXERCISE #4: TEST YOUR KNOWLEDGE	29
JOURNEY EXPLORATION: ETHICAL RESPONSIBILITY	30
DOMAIN DESCRIPTION	30
IC&RC LEARNING OBJECTIVES	31
MAP TO VIRGINIA TRAINING MANUAL	32
SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES	32
EXERCISES	34
EXERCISE #1: IDENTIFYING YOUR KEY TERMS	34
EXERCISE #2: CREATING YOUR KEY CONCEPTS	35

EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE.....	36
EXERCISE #4: TEST YOUR KNOWLEDGE.....	37
JOURNEY EXPLORATION: MENTORING AND EDUCATION.....	39
DOMAIN DESCRIPTION.....	39
IC&RC LEARNING OBJECTIVES.....	40
MAP TO VIRGINIA TRAINING MANUAL.....	40
SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES	41
EXERCISES	42
EXERCISE #1: IDENTIFYING YOUR KEY TERMS.....	42
EXERCISE #2: CREATING YOUR KEY CONCEPTS.....	43
EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE.....	44
EXERCISE #4: TEST YOUR KNOWLEDGE.....	45
JOURNEY EXPLORATION: RECOVERY AND WELLNESS SUPPORT.....	47
DOMAIN DESCRIPTION.....	47
IC&RC LEARNING OBJECTIVES.....	47
MAP TO VIRGINIA TRAINING MANUAL.....	48
SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES	48
EXERCISES	50
EXERCISE #1: IDENTIFYING YOUR KEY TERMS.....	50
EXERCISE #2: CREATING YOUR KEY CONCEPTS.....	51
EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE.....	52
EXERCISE #4: TEST YOUR KNOWLEDGE.....	53
APPENDIX A: TIME MANAGEMENT FORM.....	55
APPENDIX B: ANSWERS TO TEST YOUR KNOWLEDGE QUESTIONS	56
REFERENCES.....	57

BEGINNING THE JOURNEY

WELCOME

Welcome to the next stop in your Virginia Peer Recovery Specialist Certification journey. At this time, you have completed the required Virginia DBHDS Peer Recovery Specialist Training (72 hours) and either completed or are in process of completing the required 500 internship hours.

Now it is time to take a moment and bring together what you learned in the training, your work experience and your own personal experience and bridge it to the domains you will be tested on in the National IC&RC Examination. This workbook is designed to help you connect to the domains and prepare you for the next step in your journey.

STEPS IN THE PROCESS

Before we discuss how to use this workbook, it is important to make sure you have met the requirements to sit for the certification exam. Please use the following checklist to review your materials before you register for the examination.

- ☐ Completed VA DBHDS 72-hour training.
- ☐ Completed 500 hours of internship.
- ☐ Download the Virginia Certification Board (VCB) CPRS Application available [here](#)).
- ☐ Complete and submit VCB CPRS Application:
 - Application page
 - Experience and supervision information.
 - Current volunteer/job description
 - Experience documentation form (see application manual)
 - Supervision documentation form (see application manual)
 - Education
 - Notarized acknowledgement and release
 - Letters of explanation: disciplinary actions or convicted felonies.
 - Payment
 - One full copy of the application.
- ☐ Candidate admission letter for testing site (for day of test); received when application is reviewed and accepted by Virginia Certification Board*.
- ☐ Government photo ID (for day of test).

***IMPORTANT NOTE: Once the Virginia Certification Board reviews your application, you will be sent a Board admissions letter. You will need this letter the day of the exam. Then it's test time!**

ABOUT THE TEST

The best information for the IC&RC examination can be found in the Candidate Guide for the IC&RC Peer Recovery Examination (link: [IC&RC Peer Recovery Examination](#)). The Candidate Guide covers the various aspects of the exam including applying for and scheduling the exam, scoring, cancellation, etc. It is important that you read through the IC&RC guide as you prepare for the exam. The more you learn about the test, the better you can prepare and the more you can focus on the content. Table 1: General testing details combine information from the IC&RC and the Virginia Certification Board to give an overall picture of the exam. Please be sure to follow all instructions in both documents so your testing experience is a successful one!

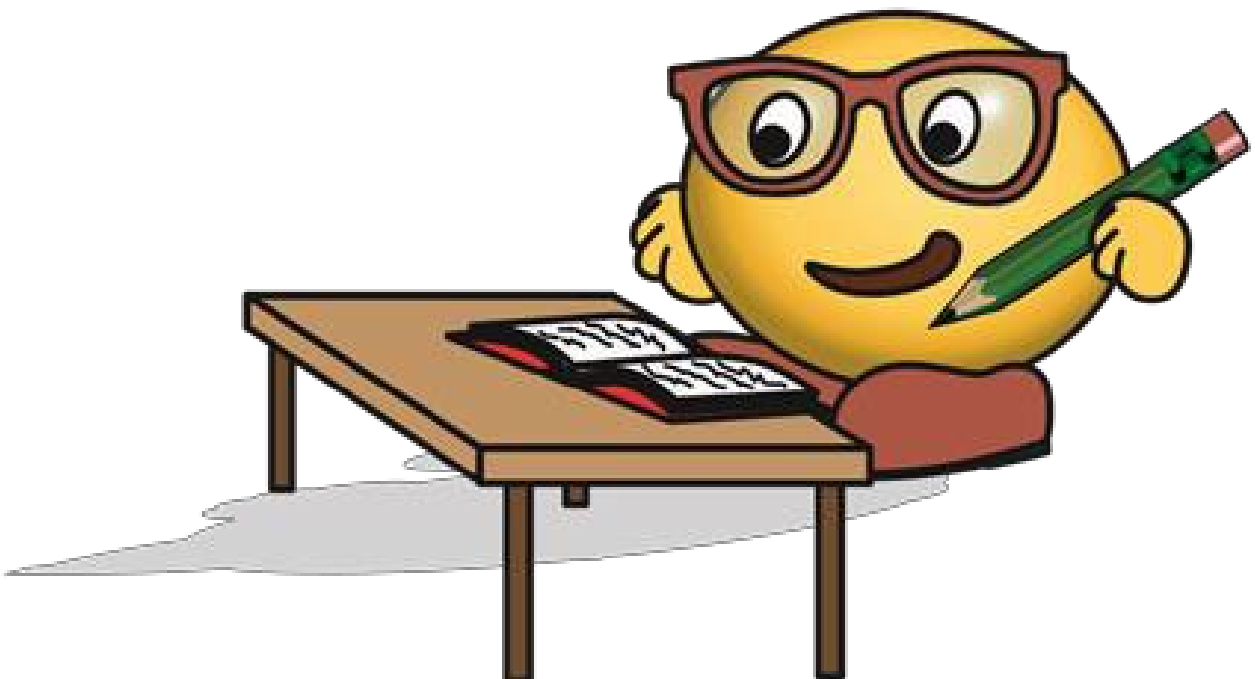


Table 1: General Testing Details.

Type of Exam	Computer generated
Number of Questions	10 pre-test multiple choice questions 65 scored multiple choice questions Total items: 75
Time	2 hours
Location	Designated IQT Testing Center For locations: http://www.isoqualitytesting.com/locations.aspx?cnid=73 or by calling IQT toll free at +1-866773-1114
Content	IC&RC domains • Advocacy – 22.5% of the exam • Ethical Responsibility – 30% of the exam • Mentoring and Education – 25% of the exam • Recovery/Wellness Support – 22.5% of the exam
Disability or religious accommodation	Must notify the Virginia Certification Board 60 days in advance of the exam if disability or religious accommodations are requested.
Cancellations/Late arrivals	If you arrive late, you will not be permitted to test and charged a \$150.00 reschedule/cancellation fee. If you cancel <5 days prior to the test, you will be charged \$150.00 reschedule/cancellation fee. If you cancel > 5 days prior to the test, you will be charged \$25.00 Inclement weather: contact the testing site.
Retest	You can retest after 90 days. You can test 4 times, if you do not pass on the 4 th attempt, you will need to submit a study plan and wait one year for re-test.
Day of Exam	Bring Government photo ID and Virginia Certification Board admissions letter.
Scoring	Min. 500 (see guide for a complete scoring description). Tentative results are available at the end of the test, but official results will be mailed 2-3 weeks later.
Study Guides	10 practice questions (IC&RC guide) List of recommended readings (IC&RC guide).

PURPOSE OF THE WORKBOOK

The purpose of this workbook is to assist you in bridging your personal experience, your internship experience and training curriculum together in a way that supports your study efforts for the certification exam. We will begin by identifying some best practice study techniques that you can use months prior to the exam through to the day of the exam. We will also provide a variety of exercises and activities for each domain.

We know, based on the research, that we connect what we already know to the new information coming in. The information is filtered through our experiences, values and beliefs (Ambrose, Bridges, Lovett, DiPietro, and Norman, 2010). The knowledge you obtain will retain better if we can link it to your previous knowledge and experiences. This is why the workbook will draw upon your internship experiences, personal experiences and the training. The hope is to connect them in a way that makes for a deeper understanding of the material and a better test taking experience.

Everyone learns in a unique way. You may have heard of the four main types of learning styles. The “Know Your Learning Style” box offers a brief definition of each of the four learning styles. Which one are you?

As we talk about what type of learner you are, visual, aural, verbal (reading/writing) or kinesthetic, it is also important we have a conversation with what works best for you!

On the next page, there is an activity to help you think about how you study. While the workbook will provide a variety of study activities for you to work through, you may find other tips and strategies that have worked for you in the past to be helpful. Equally important, you will identify what doesn't work well.

Know Your Learning Style

VARK (©2020) is one of the most common learning systems. We all learn in different ways. Knowing more about how we learn can help us facilitate our own learning journey. VARK stands for:

Visual: This person learns from charts, illustrations, graphs, graphic organizers, etc.

Aura: This person learns from listening and speaking, lectures.

Read and Write: This person learns through words, note taking

Kinesthetic: This person learns more from hands-on experience.

Often, we learn using a variety of modalities. Do you know your preferred learning style? You can go to VARK online and complete their questionnaire.

<https://vark-learn.com/>

REFLECTION ACTIVITY – HOW DO I STUDY BEST?

Instructions: In the space provided, reflect on the different learning styles and your personal experience studying for exams. Answer the following questions.

1. Think back to your last exam, what was the experience like for you?
2. How did you prepare for the exam?
3. What seemed to work well for you when studying for the exam?
4. What seemed like it didn't work well for you during the exam?
5. What are resources or supports you think you may need to study for this exam?

STUDY STRATEGIES

Now that you have identified your primary learning preferences and some strategies that have and have not worked before, let's take a look at different aspects of studying. Depending on when you select your exam day to be, it will give you an idea of what timeline you will be working with. The following section will go through some strategies you can use to make your studying as efficient and effective as possible.

MATERIALS

Before we move on to studying for the exam, it's important we make sure we have all our tools. The following is a checklist of possible materials you may want to consider having available as you enter this part of your journey.

Materials:

- ☐ Peer Recovery Specialist Training Manual, The Virginia Department of Behavioral Health and Developmental Services, Office of Recovery Services.
 - ☐ Candidate Guide for the IC&RC Peer Recovery Examination
 - ☐ This Study Workbook
 - ☐ Supplemental readings
 - ☐ Post-it notes
 - ☐ Highlighters
 - ☐ Laptop/computer
 - ☐ Notebook
 - ☐ Pens/pencils
 - ☐ Other items that help you study
-

Think of any other items you may find helpful. For example, setting up group chats if you are studying with colleagues.

ENVIRONMENT

We often don't think about the details involved in our studying environment. For many of us, we have one area in the house that we designate to do our work in. For some, it may be the kids playroom or the kitchen/dining room table. Others may find they need to be out of the house to study. Typical study areas include the library, the office, the coffee shop, park, etc. Whatever area you choose, it is important that it is comfortable **for you** and it is for study only (if possible) (Fry, 2016).

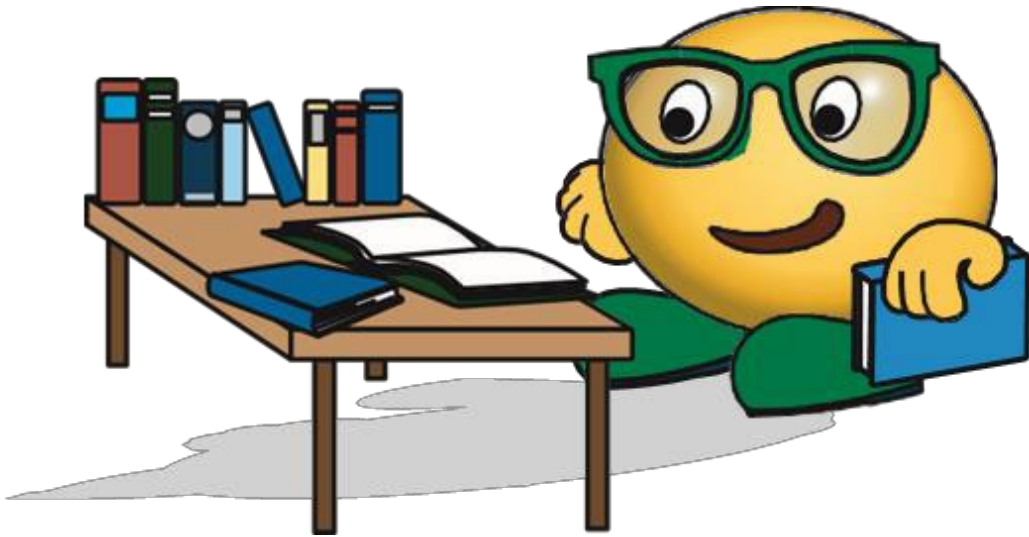
Things to consider when you think of your studying environment:

- Limited distractions and interruptions (e.g. close the door during certain times, wear noise cancellation headphones, etc.). **This also means silencing your phone!**
- Comfortable temperature.
- A place to spread out your materials, clear clutter.
- Comfortable seating.
- Ample cords for power and/or internet.
- Adequate lighting.
- Personalization: Is it an environment that you feel good in? What is around the room that brings you joy? For example, once someone painted their room a different color, one that brought them joy. They found it made it easier to spend time in the room. You may also want plants, a small radio, and pictures.
- Have a study routine (see time management).
- Participate in group study (if it fits your learning style). Even if you can't meet in person, you can use tools such as Zoom, Google Docs and Google Share to exchange information and provide encouragement and support!
- Be flexible. You may have to adjust your study environment from time to time. Be flexible and portable.

(Villanova University, 2020; Brooks, 2019; Muchnick, 2011; Fry, 2019).

Now that we have reviewed some common elements for a good study environment, let's self-assess.

REFLECTION ACTIVITY – MY STUDY ENVIRONMENT



Instructions: In the space provided, assess your study environment. You may have more than one primary study environment, please assess both.

1. My two study locations are at:

Study Area 1:

Study Area 2:

What I like about my study areas:

2. Please check if you have the following:

Item	Study Area 1	Study Area 2
Adequate lighting		
Limited distractions		
Comfortable seating		
Clean and organized		
Space to spread out my materials		
Can have study snacks and drinks in the area		
Internet and power source		
Space for group study (if applicable)		
Personalize		
Other important characteristics:		

3. What are things you would change in each study area to make it a more effective study space for you?

Study area 1:

Study area 2:

TIME MANAGEMENT

Now that you have your study area all set up, let's talk about time management strategies. Let's take a look at some big picture time management activities you can do now. Muchnick (2011) identified effective strategies to create a time management plan.

First, take a moment and assess how you're spending your time now. You may want to make a weekly calendar and identify what activities you engage in and identify where you have gaps for potential study times.

Next, determine how many hours a week you want to study over the number of weeks until your exam. The ideal number of hours are 7-10 hours per week.

Number of hours a week to study: _____

Identify when you are at your best to study. For example, for writing and analysis work, mornings may be the best time, while evenings are best for reading. Saturday or Sunday may be good days to spend large chunks of time studying or writing.

My best days and times for studying are: _____

Next, identify study breaks. It is good to get up and move around every so often. It may be that after 15 minutes you need to get up and stretch or after an hour, you get a fresh beverage and a snack. Do something that helps you refresh and refocus.

My preferred study breaks include: _____

Now that you have an idea of how long you want to study each week and days/times that fit best for your study habits, start to identify goals or tasks for each week leading up to the exam. For example, weeks 1-2 may focus on Domain 1 activities with week 1 reading/reviewing the DBHDS PRS Training Manual Modules for that domain and week 2 focused on completing the exercises in this book.

Take a moment and think about how you want to study for the exam. Table 2: Example of Time Management Plan provides an idea of how you can create a weekly plan to help you organize your study. A blank time management form is in Appendix A.

Table 2: Example of Time Management Plan

Week(s)	Goals	Tasks	Estimated Time
Week 1	Organize study materials	Get the training manual	4 hours
		Organize notes from training	
		Review front matter of the workbook	
		Get my materials organized	
		Organize my space	
Week 2:	Review Domain 1 Readings	Read training Modules a, b, and c	6 hours
		Read IC&RC recommended reading	

Some other strategies you may want to include in your time management plan include setting smaller goals and working towards a larger one (especially if you have extra time, you may want to separate your reading out). Secondly, you may also want to have a reward plan. One idea is if Saturday is your study day, set to quit at 5pm and make it a family night where you watch movies, play board games, or do something fun together. It's a great study break and will help you maintain your well-being and balance.

SELF REFLECTION: What are some meaningful rewards you can set for meeting your study goals?

Next, identify your challenging areas. Are you a procrastinator? Do you get distracted easily by text messages or social media? Have a favorite game you like to play on your phone? Or that house project you've been thinking about is now looking more like a necessity. Identify where your procrastination traps are and then figure out ways you can motivate yourself to study. Then you can enjoy those other things after you meet your smaller goals. If you are like some of us and

the temptations are too great, have a friend help you stay accountable. Report to them meeting your goals. Maybe they are part of your reward as well. Nothing like afternoon coffee/tea and cupcakes after a long day of studying with a friend!

SELF REFLECTION: What are your favorite procrastinations?

What are some ways you can counter-act procrastination?

It's up to you. Remember, this is an important goal in your career and personal journey. This exam is one step, your last step to certification. You got this!



Reference 3: Clipart by PresenterMedia

STUDYING FOR TESTS

Now that you have worked through some general studying elements, let's talk more specifically about test taking.

Muchnick (2011) provides some great examples of how we can prepare for the test. The following list is adapted to apply to the exam.

- ☐ Review your materials – Read through your materials, get the information fresh in your mind before you start to take things apart and put more emphasis on each domain.
- ☐ Review any notes you have.
- ☐ Read over the IC&RC domains and objectives.
- ☐ Link the domain and its objectives to specific modules in the training manual.
- ☐ Make a list of key terms. We have started a list of key terms for each domain for you. You may find more as you read the material.
- ☐ Make a list of key concepts for each domain. What stuck out to you? Reflect how your experiences support your key concepts.
- ☐ Create study materials such as flashcards or study questions for key terms.
- ☐ Work through each domain's reflections to discuss and analyze how your experiences relate to key concepts. This is also an excellent group study activity.

Each of your Journey Exploration Sections of this workbook will help you follow this model. The format includes:

-  Description of the Domain
-  The Learning Objectives
-  How the Domain relates to the Training Manual (which modules for each domain to focus on).
-  Exercise 1: Creating your key terms list – defining important key words
-  Exercise 2: Identifying key concepts
-  Exercise 3: Self Reflection: How concepts are applied to your experiences
-  Exercise 4: Self-test questions

This plan will help you identify important ideas and concepts that you will be tested on. Use this to create your time management plan based on the amount of time you have until your scheduled exam.

Prior to Exam

Some additional tips for preparing for the exam. The timing of these tips will depend on how you best study. Remember to create a plan that fits your schedule, your learning preferences, and your time frame. All information in the checklist is adapted from Muchnik (2011).

Any time prior to the exam you want to read through all your materials and complete the study workbook.

A week before the exam checklist

- ☐ Use your flashcards and practice questions to quiz yourself.
- ☐ Talk through your concepts and experiences.
- ☐ If you have questions, find someone to help you answer them (e.g. colleague, friend, etc.).
- ☐ Double check your exam location, day, and time. Verify you have all necessary paperwork and ID. If you have never been to the test area, you may want to take a drive out there. Knowing exactly where to go will help reduce your anxiety on test day.
- ☐ Know the testing place policy on food and drinks. Plan to provide healthy nutrients for your body in preparation.

The night before checklist

- ☐ Don't panic and remember to breathe.
- ☐ Do one more check through materials.
- ☐ Relax and do something fun.
- ☐ Gather your items and put everything with your keys.
- ☐ Get a good night's rest!
- ☐ Limit your fluid intake after 7pm.
- ☐ Set multiple alarms and/or have a friend give you a call the next morning.

The day of checklist

- ☐ Have a light nutritious breakfast (i.e. oatmeal, fruit, or yogurt).
- ☐ Take a shower/bath and breathe.
- ☐ You may not want to review any information (it may make you anxious). Practice your relaxation techniques and deep breathing exercises (in through your nose out through your mouth).

- ☐ Remember to bring all your materials.
- ☐ Arrive early to the exam site.
- ☐ Take a deep breath.
- ☐ Give yourself a moment to connect with your environment, the sounds, the sights, the smells. Let yourself acclimate to the environment.
- ☐ Take another deep breath.
- ☐ Go in there and do your best!

At the end of the exam, take a moment. You may find out your preliminary score then. Hopefully, it is a time for celebration. If you don't pass, you will have an opportunity to challenge the exam again in 90 days.

Once some time has passed, identify what study habits helped you and what didn't. It will help you in the future when you move on to your next goal.

THE JOURNEY MAP – DOMAINS AND MODULES

The IC&RC examine covers four broad domains including advocacy, ethical responsibility, mentoring and education, and recovery and wellness support. Table 3 provides a map between the IC&RC objectives for each domain and the modules in the DBHDS PRS Training Manual. Some objectives may not be explicitly covered in the manual but is a combination of the essence of the focal area in the training manual.

STARTING THE JOURNEY - OBJECTIVES

To begin, review your training materials and familiarize yourself with the IC&RC objectives. As you do your preliminary read of the relevant modules, highlight where you see the IC&RC objective happening. This will also help you identify key words and concepts to focus on as you move through your study process.

In addition, you will find the relevant additional readings from IC&RC listed in each domain in their candidate book. As you start to make connections between domains, the more effectively you can connect to the material and apply it.

Step 1: Read through all objectives in Table 3.

Step 2: Read through the DBHDS PRS Training Manual Modules relevant to each domain. Tip: use a highlighter to identify where the objective appears in the manual.

Step 3: Read through any supplemental materials you have gathered over time. Tip: use a highlighter to identify where the different domains and objectives appear in the supplemental reading.

Step 4: Develop a study guide using the workbook. Your study guide will include key words and definitions, key concepts and reflections.

Table 3: IC&RC Domain and Activity Mapped to DBHDS PRS Training Manual Modules, Version – March 2019

IC&RC Objectives by Domain	Virginia Training Manual Modules
Advocacy (Makes up 22.5% of the exam)	
Relate to the individual as an advocate.	5
Advocate within systems to promote person-centered recovery/wellness support services.	3
Describe the individual's rights and responsibilities.	5
Apply the principles of individual choice and self-determination.	18
Explain importance of self-advocacy as a component of recovery/wellness.	5
Recognize and use person-centered language.	7,14
Practice effective communication skills.	14
Differentiate between the types and levels of advocacy.	18
Collaborate with the individual to identify, link, and coordinate choices with resources.	6
Advocate for multiple pathways to recovery/wellness.	6
Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness.	18
Ethical Responsibility (makes up 30% of the exam)	
Recognize risk indicators that may affect the individual's welfare and safety.	11
Respond to personal risk indicators to assure welfare and safety.	11
Communicate to support network personal issues that impact ability to perform job duties.	4
Report suspicions of abuse or neglect to appropriate authority.	4
Evaluate the individual's satisfaction with their progress toward recovery/wellness goals.	6
Maintain documentation and collect data as required.	7
Adhere to responsibilities and limits of the role.	20
Apply fundamentals of cultural competency.	2,5,9,8,14
Recognize and adhere to the rules of confidentiality.	4
Recognize and maintain professional and personal boundaries.	1,10
Recognize and address personal and institutional biases and behaviors.	1,2
Maintain current, accurate knowledge of trends and issues related to wellness and recovery.	19

IC&RC Objectives by Domain	Virginia Training Manual Modules
Recognize various crisis and emergency situations.	11
Use organizational/departmental chain of command to address or resolve issues.	4
Practice non-judgmental behavior.	1,5
Mentoring / Education (Makes up 25% of the exam)	
Serve as a role model for an individual.	6,7,9,22
Recognize the importance of self-care.	21
Establish and maintain a peer relationship rather than a hierarchical relationship.	12
Educate through shared experiences.	12,16
Support the development of healthy behavior that is based on choice.	8
Describe the skills needed to self-advocate.	18
Assist the individual in identifying and establishing positive relationships.	Additional resources, essence of the training
Establish a respectful, trusting relationship with the individual.	12,10
Demonstrate consistency by supporting individuals during ordinary and extraordinary times.	12
Support the development of effective communication skills.	14
Support the development of conflict resolution skills.	12
Support the development of problem-solving skills.	12,4
Apply principles of empowerment.	20
Provide resource linkage to community supports and professional services.	Additional resources, essence of the training
Recovery / Wellness Support (Makes up 22.5% of the exam)	
Assist the individual with setting goals.	21
Recognize that there are multiple pathways to recovery/wellness.	13
Contribute to the individual's recovery/wellness team(s).	17
Assist the individual to identify and build on their strengths and	21
Apply effective coaching techniques such as Motivational Interviewing.	15
Recognize the stages of change.	13
Recognize the stages of recovery/wellness.	5
Recognize signs of distress.	12

IC&RC Objectives by Domain	Virginia Training Manual Modules
Develop tools for effective outreach and continued support.	Additional resources, essence of the training
Assist the individual in identifying support systems.	Additional resources, essence of the training
Practice a strengths-based approach to recovery/wellness.	5
Assist the individual in identifying basic needs.	7
Apply basic supportive group facilitation techniques.	1
Recognize and understand the impact of trauma.	11

SUPPLEMENTAL READINGS

The IC&RC Candidate Guide also provides a list of supplemental readings that you may find helpful. You may also have received supplemental readings through the training and/or your work experience. You may want to incorporate reading 1 or 2 of these a week and identifying what components match which domains. By doing this, it will reinforce the information you have learned.

JOURNEY EXPLORATION: ADVOCACY

DOMAIN DESCRIPTION

Our first domain is Advocacy. Advocacy is the process of influencing the public's attitude towards something" (Schmidt, October 2017, slide 4). Reflect on the definition for a moment.... how is a Peer Recovery Specialist an advocate?

Advocates are experts in their role. In addition, you are an expert in your own journey, your own recovery, and the recovery community. You have knowledge that you can provide others that may support reframing their view on an issue or identify options they may not have thought of as they discover their own recovery journey.

As you examine each of the IC&RC objectives, you will notice that some advocacy is focused on the larger picture of advocating for the group of individuals in recovery to local or state legislature or community stakeholders, or who are struggling with addiction, known as "Big A" advocacy. The other advocacy is more focused on empowering the individual and building self-efficacy, which is "Little a" advocacy.



Study Tip: You may want to choose a different color highlighter or pen that represents the different domains. Training modules may reflect more than one domain. By using assorted colors, you will be able to quickly recognize which domain you are studying within each module.

IC&RC LEARNING OBJECTIVES

The following are the learning objectives noted for the IC&RC Advocacy Domain. Identify the learning objectives that are larger picture advocacy for recovery and wellness support and those that can be more individualized to the person and to yourself.

- Advocate within systems to promote person-centered recovery/wellness support services.
- Describe the individual's rights and responsibilities.

- Apply the principles of individual choice and self-determination.
- Explain importance of self-advocacy as a component of recovery/wellness.
- Recognize and use person-centered language.
- Practice effective communication skills.
- Differentiate between the types and levels of advocacy.
- Collaborate with individuals to identify, link, and coordinate choices with resources.
- Advocate for multiple pathways to recovery/wellness.
- Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness.

When learning how to effectively advocate either with or to an individual, you must ensure that you stick to the framework of the intent of advocacy, which is always focused on eliminating barriers and reducing stigma within society as well as the individual's self-imposed stigma.

MAP TO DBHDS PRS TRAINING MANUAL

To utilize the DBHDS Peer Recovery Specialist Training Manual in studying Advocacy, focus on the following modules.

Module 5		Module 6	
Module 7		Module 9	
Module 14		Module 12	
Module 18			

As you read through each module, highlight where you see the intersection between the learning objectives and the training. You might find it helpful to write down the page numbers that apply.

SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES

In addition to the readings and training manual, another way to grow in knowledge is through self-directed learning. Take a moment and spend some time searching terms like “peer recovery advocacy” or “peer recovery specialist advocacy.” You may find the exploration and discovery process helpful. We added a resource to get you started below. There is also room for you to add more as you engage in this self-directed study journey. It will be

beneficial to ensure that your self-directed learning facilitates your understanding of the Virginia-specific approach to certification. If you find yourself seeing conflicting statements, it might be helpful to consult with a more experienced mentor.

Knowledge of Virginia's training and standards is a major part of your success with the exam process.

[Substance Abuse and Mental Health Services Administration Peer Support Web-page](#)

This website provides information on peer recovery services. Here is the link to their [brochure](#).

What other resources have you found helpful as you discover more about Peer Recovery Specialists and Advocacy?

Your Notes Here:

EXERCISES

After reviewing the readings and doing some online exploration for other resources, it is time to start focusing on key terms and concepts. Each activity is designed to help you identify what you currently know and what you may not know. We will then complete the section with a reflection to bridge your personal experience with concepts and a 'check your knowledge' quiz.

EXERCISE #1: IDENTIFYING YOUR KEY TERMS

Our first exercise is to identify and define key terms. These are words that bring definition to each domain. We have started a list here for you. You will want to add words as you identify them in your reading. Once you complete your list, consider making flashcards to provide an easy travel study tool.



Advocate	Person-Centered Recovery	Person-Centered Wellness
Individual Rights	Self-Determination	Self-Advocacy
Person-Centered Language	Levels of Advocacy	Types of Advocacy
Pathway to Recovery	Holistic	Stigma
Strength-Based Approach	Peer Advocacy	Self-Efficacy
Mental Health Challenge		

EXERCISE #2: CREATING YOUR KEY CONCEPTS

So far, you have reviewed the readings and dove into keywords that build the foundation of the domain. Now let's take the key words and start building key concepts. As you review the objectives and the keywords, identify five key concepts that resonate with you. You may have more but try to come up with at least five. For example, a key concept for Advocacy may be that a Peer Recovery Specialist is a voice for the individual when the individual may not have found their voice yet. They will advocate for services.

Your Key Concepts:

1. Key Concept #1:

2. Key Concept #2:

3. Key Concept #3:

4. Key Concept #4

5. Key Concept #5

Others:

EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE

It is now time to build the bridge between what you have learned and reviewed and your own personal experience in advocacy. Answer the following self-reflection questions or find a colleague that you can talk with.

1. In thinking about the definition of advocacy, how do you feel advocacy has appeared in your role as a peer supporter?
2. Discuss a time that you advocated on behalf of an individual for services? What was that experience like? What strategies did you use to help you achieve your goals?
3. Describe a time when it was difficult to be person-centered? Without disclosing any identifying information or specifics, what did you find challenging about being person-centered? How did you resolve it?
4. Describe how you promote person-centered care in your practice?



EXERCISE #4: TEST YOUR KNOWLEDGE

Now let's take a moment and do a knowledge check. While the example questions may be present in a particular domain, remember that questions on the exam may cross over several domains. Answers are in Appendix B.

1. What is the definition of Advocacy?
 - a. Creating opportunities to make yourself feel powerful.
 - b. Problem solving methods that are used to create positive change.
 - c. Talking about someone without them being present.
 - d. Motivational Interviewing
2. The modern-day substance use self-help movement started with:
 - a. Adult Children of Alcoholics
 - b. Overeaters Anonymous
 - c. Alcoholics Anonymous
 - d. SMART Recovery
3. In the role of a Peer Recovery Specialist, which of the following is an ethical duty?
 - a. Speaking for the individual
 - b. Making sure the individual attends all appointments
 - c. Advocating for the individual's needs and preferences
 - d. Sharing everything they say with the treatment team
4. Peer support is based on the concept of:
 - a. Motivational Interviewing
 - b. Awareness
 - c. Mutuality
 - d. Differentiation
5. A peer supporter values communication by:
 - a. Using strong "you" statements
 - b. Clarifying their understanding of information when in doubt of the meaning
 - c. Keeping their point of view to themselves when working with colleagues
 - d. Being indirect or vague

JOURNEY EXPLORATION: ETHICAL RESPONSIBILITY

DOMAIN DESCRIPTION

Our second domain is Ethical Responsibility. What does it mean to be “ethically responsible?” In this domain, we focus on our responsibility to others and to the organizations we work for. We examine how our interactions impact the lives of others. There are six foundational ethical principles that we use to examine our actions. There are more ethical principles that you may discover, but the primary six will get us started.

Table 4: Foundational Ethical Principles

Principle	Definition/Characteristics
Autonomy	Dignity and worth of a person, respecting the decisions one makes about their own life.
Beneficence	To do good in our actions, prevent harm to others
Nonmaleficence	Do no harm
Justice	Provide others with what they are owed. This speaks to equality, fairness, and impartiality.
Fiduciary	To act in a way that benefits another
Iatrogenic	Unintentional harm caused to another

Source: Gracyk, T (n.d.)

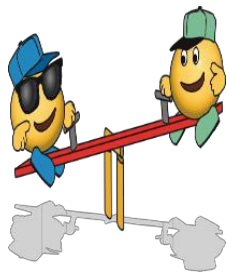
You will discover other ethical principles to guide you in your role. These include integrity or fidelity, honesty, and veracity. Before we begin our review of the training materials and objectives, let's review the National Certified Peer Recovery Support Specialist Code of Ethics from NAADAC ([website link](#))

Here is their preamble:

“Peer Recovery Support Specialists have a responsibility to help persons in recovery achieve their personal recovery goals by promoting self-determination, personal responsibility, and the empowerment inherent in self-directed recovery. Peer Recovery Support Specialists shall maintain high standards of personal conduct and conduct themselves in a manner that supports their own recovery. Peer Recovery Support Specialists shall serve as

advocates for the people they serve. Peer Recovery Support Specialists shall not perform services outside of the boundaries and scope of their expertise, shall be aware of the limits of their training and capabilities, and shall collaborate with other professionals and Recovery Support Specialists to best meet the needs of the person(s) served. Peer Recovery Support Specialists shall always preserve an objective and ethical relationship. This credential does not endorse, suggest or intent that a Peer Recovery Support Specialist will serve independently. The Peer Recovery Support Specialist shall only work under supervision."

Activity: As you read the preamble, where can you identify the six foundational ethical principles?



Study Tip: Examine the Virginia Certification Board (VCB) CPRS Code of Ethics (see Self-Directed Learning below for website). Compare the NAADAC and VCB Codes of Ethics. What is similar? What is different? What ethical principles can you identify?

IC&RC LEARNING OBJECTIVES

The following are the learning objectives noted for the IC&RC Domain for Ethical Responsibility.

- Recognize risk indicators that may affect the individual's welfare and safety.
- Respond to personal risk indicators to assure welfare and safety.
- Communicate to support network personal issues that impact ability to perform job duties.
- Report suspicions of abuse or neglect to appropriate authority.
- Evaluate the individual's satisfaction with their progress toward recovery/wellness goals.
- Maintain documentation and collect data as required.
- Adhere to responsibilities and limits of the role.
- Apply fundamentals of cultural competency.

- Recognize and adhere to the rules of confidentiality.
- Recognize and maintain professional and personal boundaries.
- Recognize and address personal and institutional biases and behaviors.
- Maintain current, accurate knowledge of trends and issues related to wellness and recovery.
- Recognize various crisis and emergency situations.
- Use organizational/departmental chain of command to address or resolve issues.
- Practice non-judgmental behavior.

MAP TO DBHDS PRS TRAINING MANUAL

To utilize the DBHDS Peer Recovery Specialist Training Manual in studying Ethical Responsibility, please focus on the following modules.

Module 5		Module 7	
Module 9		Module 8	
Module 19		Module 10	
Module 21		Module 20	
VCB CPRS Code of Ethics			

As you read each module, highlight where you see the intersection between the learning objectives and the training. You might find it helpful to write down the page numbers that apply.

SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES

In addition to the readings and training manual, another way to grow in knowledge is through self-directed learning. Take a moment and spend some time reviewing ethical principles. You can search for “peer recovery specialist ethics or code of ethics” or “ethical principles.” You may find the exploration and discovery process helpful. We added a resource to get you started below. There is also room for you to add more as you engage in this self-directed study journey.

NAADAC National Certified Peer Recovery Specialist Code of Ethics is available through this [link](#).

The VCB CPRS Code of Ethics can be found [here](#).

What other resources have you found helpful as you discover more about Peer Recovery Specialists and Ethical Responsibility?

Your Notes Here:

EXERCISES

EXERCISE #1: IDENTIFYING YOUR KEY TERMS

Our first exercise is to identify and define key terms. These are words that bring definition to each domain. We have started a list here for you. You will want to add words as you identify them in your reading. Once you complete your list, consider making flashcards to provide a great travel study tool.



Risk indicators	Welfare	Abuse
Neglect	Individual's satisfaction	Peer Specialist documentation
Peer Recovery Specialist Role	Cultural Competency	Confidentiality
Professional Boundaries	Personal Boundaries	Professional Bias
Personal Bias	Crisis	Non-Judgmental Behavior
Autonomy	Beneficence	Nonmaleficence
Justice	Veracity	Fidelity
Fiduciary	Boundary Management	Iatrogenic
Cultural Diversity	Culture	

EXERCISE #2: CREATING YOUR KEY CONCEPTS

So far you have reviewed the readings and dove into keywords that build the foundation of the domain. Now let's take the keywords and start building key concepts. As you review the objectives and the keywords, identify five key concepts that resonate with you. You may have more but try to come up with at least five. For example, a key concept for ethical responsibility may be that a Peer Recovery Specialist must respect the decisions of a person about their own life if that person is competent to make their own decisions.

Your Key Concepts:

1. Key Concept #1:

2. Key Concept #2:

3. Key Concept #3:

4. Key Concept #4

5. Key Concept #5

Others:

EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE

It is now time to build the bridge between what you have learned and reviewed and your own personal experience in ethical responsibility. Answer the following self-reflection questions or find a colleague that you can talk with.

1. Describe a time when you faced an ethical decision focused on autonomy. Do not include any identifying information. What was challenging about the situation? What did you learn from the experience?
2. Describe how a Peer Recovery Specialist can advocate for justice.
3. Describe a time that you faced having to make an ethical decision. Do not provide any identifying information. What were the main ethical issues? How did you work with the team and the individual to resolve them?
4. Describe how you can support ethical responsibility in your organization.

EXERCISE #4: TEST YOUR KNOWLEDGE



Now let's take a moment and do a knowledge check. While the example questions may be present in a particular domain, remember that questions on the exam may cross over several domains. Answers are in Appendix B.

1. When a CPRS is working with a peer, how would you best explain the ethical principle of non-maleficence?
 - a. Be fair and even
 - b. Allow for exceptions
 - c. Always tell the truth
 - d. Do not harm

2. Which one of the following would be an example of inappropriate self-care for a Certified Peer Recovery Specialist who is experiencing symptoms?
 - a. Seeing your psychiatrist or therapist to discuss your symptoms
 - b. Attending a support group that you feel comfortable with
 - c. Speaking with your supervisor about your concerns
 - d. Using the individual you are supporting as part of your personal support

3. What is the difference between ethics and values?
 - a. There is no difference.
 - b. Values are what an individual thinks to be true and ethics are guidelines or rules that are set for a society or an organization.
 - c. Ethics and values define what is good or bad.
 - d. Ethics are what an individual thinks to be true and values are guidelines or rules that are set for a society or an organization.

4. CPRS must manage boundaries closely with those served. Which of the following is acceptable within the ethical code of conduct?
 - a. Sharing information about a mutually known peer
 - b. Loaning money or valuables to a peer served when in need
 - c. Having a friendship outside of the work relationship
 - d. Acknowledging a peer in the community if they acknowledge you first

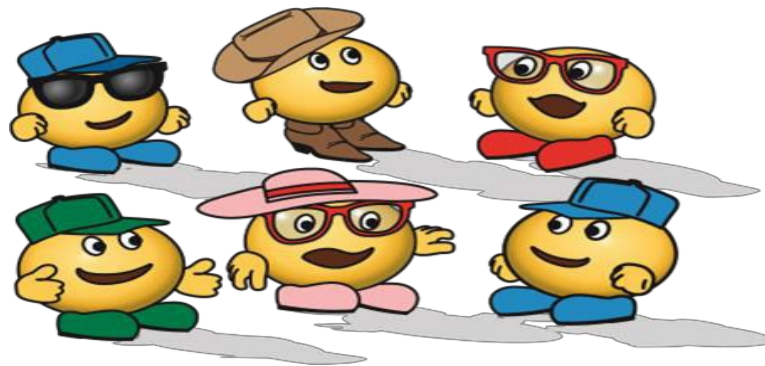
Questions continued on the next page.....

5. Which is true according to the Virginia Certification Board Code of Ethical Conduct?
- a. A sexual relationship with a peer served is considered a breach of ethics only when the CPRS is working with the peer. After services end, a sexual relationship is okay
 - b. A sexual relationship with a peer served is considered a breach of ethics even after services end, unless you wait two years
 - c. A sexual relationship with a peer served is not considered a breach of ethics if you tell the supervisor
 - d. A sexual relationship with a peer served is not considered a breach of ethics if you change providers

JOURNEY EXPLORATION: MENTORING AND EDUCATION

DOMAIN DESCRIPTION

What is a mentor? According to The Oxford English Dictionary (2023), a mentor is “an experienced person who advises and helps somebody with less experience over a period of time.” How is being a Peer Recovery Specialist like a mentor? You are seen as a role model. You have traveled a journey to recovery and have knowledge and skills that can help support someone who is just beginning their journey. In your role, you provide education, help navigate complex systems, teach others to self-advocate and model strong, healthy interpersonal relationships skills.



As Peer Recovery Specialists, you model communication and conflict resolution skills. You demonstrate, as well as provide, healthy relationships that focus on building self-efficacy with the individual. You are a guide, a coach, a support.



Study Tip: Identify several videos that talk about mentoring that are not specific to your field. When we expand our knowledge beyond our field, we see how the same concepts can be applied across professions.

IC&RC LEARNING OBJECTIVES

The following are the learning objectives noted for the IC&RC Domain for Mentoring and Education.

- Serve as a role model for an individual.
- Recognize the importance of self-care.
- Establish and maintain a peer relationship rather than a hierarchical relationship.
- Educate through shared experiences.
- Support the development of healthy behavior that is based on choice.
- Describe the skills needed to self-advocate.
- Assist the individual in identifying and establishing positive relationships.
- Establish a respectful, trusting relationship with the individual.
- Demonstrate consistency by supporting individuals during ordinary and extraordinary times.
- Support the development of effective communication skills.
- Support the development of conflict resolution skills.
- Support the development of problem-solving skills.
- Apply principles of empowerment.
- Provide resource linkage to community supports and professional services.

MAP TO DBHDS PRS TRAINING MANUAL

To utilize the DBHDS Peer Recovery Specialist Training Manual in studying Mentoring and Education, please focus on the following modules.

Module 6		Module 9	
Module 8		Module 18	
Module 16		Module 14	
Module 10		Module 12	
Module 21		Module 20	

As you read each module, highlight where you see the intersection between the learning objectives and the training. You might find it helpful to write down the page numbers that apply.

SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES

In addition to the readings and training manual, another way to grow in knowledge is through self-directed learning. Take a moment and spend some time reviewing mentoring principles. You can search for “peer recovery specialist mentoring education.”

As you take a tour through this domain, also look at things that talk about how to be a good mentor. Go beyond what is available to peer specialists and see what other disciplines are saying. You may find the exploration and discovery process helpful. We added a resource to get you started below. There is also room for you to add more as you engage in this self-directed study journey.

YouTube has some great TedTalks about mentorship. Here is one we found interesting by Kenny Ortiz. His TedTalk, *How to be a Great Mentor* is available [here](#).

Another objective is to stay current on resources. Here is a link to the SAMHSA MAT Medications, Counseling, and Related Conditions [web page](#).

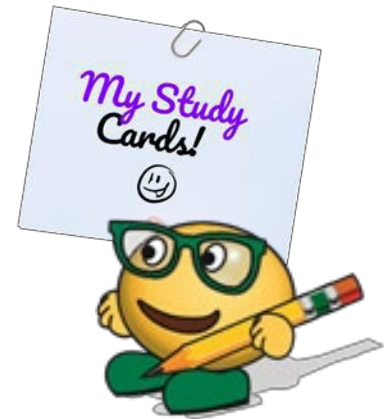
What other resources have you found helpful as you discover more about Peer Recovery Specialists and mentoring and education?

Your Notes Here:

EXERCISES

EXERCISE #1: IDENTIFYING YOUR KEY TERMS

Our first exercise is to identify and define key terms. These are words that bring definition to each domain. We have started a list here for you. You will want to add words as you identify them in your reading. Once you complete your list, consider making flashcards to provide a great travel study tool.



Role Model	Mentor	Coach
Self-care	Peer relationship	Hierarchical relationship
Shared experiences	Effective communication	Conflict resolution
Problem-solving	Empowerment	Navigation
Compassion Fatigue	Burnout	Hierarchical
Communication	Support	

EXERCISE #2: CREATING YOUR KEY CONCEPTS

So far you have reviewed the readings and dove into keywords that build the foundation of the domain. Now let's take the keywords and start building key concepts. As you review the objectives and the keywords, identify five key concepts that resonate with you. You may have more but try to come up with at least five. For example, a key concept for mentoring and education may be that a Peer Recovery Specialist must remember they are always modeling healthy recovery and wellness behaviors to the individual they are supporting.

Your Key Concepts:

1. Key Concept #1:

2. Key Concept #2:

3. Key Concept #3:

4. Key Concept #4

5. Key Concept #5

Others:

EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE

It's now time to build the bridge between what you have learned and reviewed and your own personal experience in mentoring and education. Answer the following self-reflection questions or find a colleague that you can talk with.

1. In thinking about the definition of mentoring, what elements do you see in your own work? How are you a mentor?
2. What strategies do you use to help build self-efficacy with the individual?
3. As Peer Recovery Specialists, you provide a lot of education. What are the main topics you educate on? How do you present information to the individual?
4. Take a moment and assess your communication skills. What are your strengths? What are your opportunities for growth?

EXERCISE #4: TEST YOUR KNOWLEDGE



Now let's take a moment and do a knowledge check. While the example questions may be present in a particular domain, remember that questions on the exam may cross over several domains. Answers are in Appendix B.

1. Medication-Assisted Treatment is designed to:
 - a. Be the answer for anyone who uses opiates
 - b. Replace one drug with another
 - c. Be a recovery pathway
 - d. Replace self-help groups
2. Which of these defines conversation that is about the person, not about the label while being respectful, hopeful and empowering to the individual.
 - a. Person-first language
 - b. Clinical reports
 - c. Stage-wise language
 - d. Directive intervention
3. As a Peer Recovery Specialist, which of the following would be an expected job activity?
 - a. Offer the individual advice on buying a car
 - b. Provide the individual with money
 - c. Advise the individual with medication options
 - d. Share knowledge of community resources with the individual
4. Self-care is a vital aspect of peer support and is defined as:
 - a. Going to a meeting with the individual being supported
 - b. The realigning of one's physical, mental, emotional & spiritual self
 - c. Doing what someone else tells me to do
 - d. Putting the needs and wellbeing of others ahead of my own

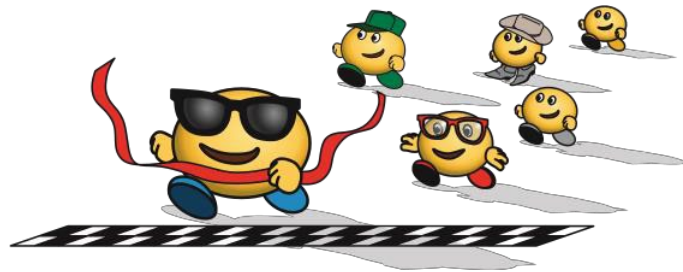
Questions continued on the next page.....

5. In order to address stigma, Peer Recovery Specialists should:
- a. Minimize people's status as survivors as well as their cultural and ethnic diversity, including sexual orientation
 - b. Learn about how psychiatric labels and language can stigmatize and diminish people
 - c. Ignore that language choices reflect a person's beliefs and values
 - d. Learn methods to support limited community integration

JOURNEY EXPLORATION: RECOVERY AND WELLNESS SUPPORT

DOMAIN DESCRIPTION

Our last domain focuses on Recovery and Wellness Support. This domain is helping a person find their path and build the skills to make the journey. A Peer Recovery Specialist works with the individual to help them change unhealthy behaviors and adopt new healthier behaviors that support their recovery. You also help them identify what their strengths are and where they may still be having challenges. The focus is on building self-efficacy and overall wellness.



While this domain focuses a lot on the individual, remember you are a peer supporter. That means you are role-modeling recovery and wellness behaviors. Take the opportunity while you review this domain to reflect on your own recovery and wellness support. Is it time for a wellness tune-up?



Study Tip: As you move through the material, identify concepts that you can apply to your experience now. We grow and change over time. Does something in your wellness support need to be adjusted?

IC&RC LEARNING OBJECTIVES

The following are the learning objectives noted for the IC&RC Domain for Recovery and Wellness Support.

- Assist the individual with setting goals.
- Recognize that there are multiple pathways to recovery/wellness.
- Contribute to the individual's recovery/wellness team(s).
- Assist the individual to identify and build on their strengths and resiliencies.

- Apply effective coaching techniques such as Motivational Interviewing.
- Recognize the stages of change.
- Recognize the stages of recovery/wellness.
- Recognize signs of distress.
- Develop tools for effective outreach and continued support.
- Assist the individual in identifying support systems.
- Practice a strengths-based approach to recovery/wellness.
- Assist the individual in identifying basic needs.
- Apply basic supportive group facilitation techniques.
- Recognize and understand the impact of trauma.

MAP TO DBHDS PRS TRAINING MANUAL

To utilize the DBHDS Peer Recovery Specialist Training Manual in studying Recovery and Wellness support, please focus on the following modules.

Module 5		Module 17	
Module 13		Module 19	
Module 15		Module 14	
Module 12		Module 11	
Module 21			

As you read each module, highlight where you see the intersection between the learning objectives and the training. You might find it helpful to write down the page numbers that apply.

SELF-DIRECTED LEARNING: WEBSITES AND OTHER RESOURCES

In addition to the readings and training manual, another way to grow in knowledge is through self-directed learning. Take a moment and spend some time reviewing recovery and wellness support. You can search for “peer recovery specialist wellness” or “peer recovery specialist support.”

As you take a tour through this domain, also look at things that will help you build your own wellness. Every now and again, it is good for us to evaluate where we are and see where we may want to make changes. A concept currently being discussed is compassion fatigue. See our resource example below.

You may find the exploration and discovery process helpful. We added a resource to get you started below. There is also room for you to add more as you engage in this self-directed study journey.

YouTube has some great TedTalks about compassion fatigue. Here is one we found interesting by Amy Cunningham, *Drowning in Empathy: The cost of vicarious trauma* available [here](#).

Another great resource on trauma is the Institute on Trauma and Trauma-Informed Care, Buffalo Center for Social Research at the University of Buffalo. Their trauma-informed care information can be found [here](#)

What other resources have you found helpful as you discover more about Peer Recovery Specialists and recovery and wellness support?

Your Notes Here:

EXERCISES

EXERCISE #1: IDENTIFYING YOUR KEY TERMS

Our first exercise is to identify and define key terms. These are words that bring definition to each domain. We have started a list here for you. You will want to add words as you identify them in your reading. Once you complete your list, consider making flashcards to provide a great travel study tool.



Goal Setting	Recovery team	Recovery
Motivational Interviewing	Stages of change	Pre-contemplation
Contemplation	Preparation	Action
Maintenance	Return to Use	Distress
Stages of recovery/wellness	Wellness	Resistance
Support system	Basic needs	Trauma
Resilience		

EXERCISE #2: CREATING YOUR KEY CONCEPTS

So far you have reviewed the readings and dove into keywords that build the foundation of the domain. Now let's take the keywords and start building key concepts. As you review the objectives and the keywords, identify five key concepts that resonate with you. You may have more but try to come up with at least five. For example, a key concept for recovery and wellness support may be that a Peer Recovery Specialist can draw on their previous recovery and wellness experience to offer options for the person receiving support to choose from as they create their own wellness journey.

Your Key Concepts:

1. Key Concept #1:

2. Key Concept #2:

3. Key Concept #3:

4. Key Concept #4

5. Key Concept #5

Others:

EXERCISE #3: SELF-REFLECTION: BRIDGING CONCEPTS WITH EXPERIENCE

It's now time to build the bridge between what you have learned and reviewed and your own personal experience in recovery and wellness support. Answer the following self-reflection questions or find a colleague that you can talk with.

1. Think about a time you had a person receiving services who was in distress. Without using any identifying information, what were the signs you saw and how did you approach the situation?
2. How do you assist an individual in setting up a wellness support plan?
3. What do you do to outreach in the community?
4. Take a moment and reflect on your own wellness support. What is working well for you and what do you think you can change to provide greater support?

EXERCISE #4: TEST YOUR KNOWLEDGE



Now let's take a moment and do a knowledge check. While the example questions may be present in a particular domain, remember that questions on the exam may cross over several domains. Answers are in Appendix B.

1. The definition of recovery is:
 - a. Universal
 - b. Classical
 - c. Rigid
 - d. Individual

2. Which is a true statement about The Eight Dimensions of Wellness:
 - a. The 8 Dimensions are irrelevant
 - b. Wellness is only about physical health
 - c. They only apply to mental health wellness
 - d. Vocational, Spiritual, and Physical are 3 of the Dimensions of Wellness

3. When someone is in the Contemplation Stage, you can expect them to exhibit which of the following:
 - a. The individual is now practicing the desired change
 - b. The individual is ready to take action
 - c. The individual is aware of the problem and the desired behavior change
 - d. The individual does not see any need for change

4. When working with individuals who have experienced trauma, re-traumatization can occur. Which of the following statements are true of re-traumatization?
 - a. Re-traumatization is often intentional
 - b. Re-traumatization can occur in any situation or environment
 - c. Re-traumatization never occurs when interacting with individuals with historical, intergenerational, and culturally traumatic experiences
 - d. Re-traumatization is not a reality

Questions continued on the next page.....

5. If practicing Motivational Interviewing, you would expect to rely heavily on which of these in your conversations:
- a. Reflective listening
 - b. Laughter
 - c. Confrontation
 - d. Closed Questions

APPENDIX A: TIME MANAGEMENT FORM

You can copy this form and paste into a word document and create a time management plan to keep your studies on track. This is a three-month plan, but you can customize it to fit your needs.

Week(s)	Goals	Tasks	Estimated Time
Week 1			
Week 2:			
Week 3:			
Week 4:			
Week 5:			
Week 6:			
Week 7:			
Week 8:			
Week 9:			
Week 10:			
Week 11:			
Week 12:			

APPENDIX B: ANSWERS TO TEST YOUR KNOWLEDGE QUESTIONS

Domain 1: Advocacy

- Question 1, Answer is B
- Question 2, Answer is C
- Question 3, Answer is C
- Question 4, Answer is C
- Question 5, Answer is B

Domain 2: Ethical Responsibility

- Question 1, Answer is D
- Question 2, Answer is D
- Question 3, Answer is B
- Question 4, Answer is D
- Question 5, Answer is B

Domain 3: Mentoring and Education

- Question 1, Answer is C
- Question 2, Answer is A
- Question 3, Answer is D
- Question 4, Answer is B
- Question 5, Answer is B

Domain 4: Recovery and Wellness Support

- Question 1, Answer is D
- Question 2, Answer is D
- Question 3, Answer is C
- Question 4, Answer is B
- Question 5, Answer is A



REFERENCES

Ambrose, SA; Bridges, MW; DiPietro, M; Lovett, MC and Norman, MK (2010). How learning works. Jossey-Boss: San Francisco.

Brooks, A (2/25/2019). 7 tips to create the perfect study environment for you. Rasmussen College. Retrieved 9/15/2020 at <https://www.rasmussen.edu/student-experience/college-life/study-environment-tips/>

Chick, Nancy (n.d.). Learning styles. Center for Teaching. Vanderbilt University. Retrieved (9/14/2020): <https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>

Gracyk, T (n.d.) Four fundamental ethical principles. Minnesota State University. Retrieved 9/25/2020. Available at: http://web.mnstate.edu/gracyk/courses/phil%20115/Four_Basic_principles.htm

NAADAC (n.d.) National Certified Peer Recovery Support Specialists Code of Ethics. Author. Retrieved 9/25/2020 at: <https://www.naadac.org/assets/2416/nccap-peer-recovery-support-specialist-code-of-ethics-final06-22-16.pdf>

Oxford Learners Dictionary (2023). Mentor Definition. Author. Retrieved 12/14/2022 at [Oxford Learners Dictionary/Mentor](https://www.oxfordlearnersdictionaries.com/definition/mentor)

Schmidt, G (10/17/2017). Advocacy: The roles and responsibilities of addiction professionals. Presented at the 2017 Alaska Training Institute, NAADAC. Retrieved 9/24/2020 at: https://www.naadac.org/assets/2416/gerry_schmidt_advocacy.pdf

Villanova University (3/17/2020). 5 ways to create a positive study environment. Author. Retrieved 9/15/2020 at <https://www.villanovau.com/resources/student-learning/ways-to-create-positive-study-environment/>

Virginia Department of Behavioral Health and Disabilities Services, Office of Recovery Services (retrieved September 2020). Certification and Registration Pathways. Author. Richmond, VA. Retrieved from <http://www.dbhds.virginia.gov/assets/doc/recovery/certification-and-registration-pathways-final.pdf>