

## Maryland Professional Boards - Continuing Education Requirements (BHSB-02-09-21)

### **Board of Professional Counselors and Therapists (BOPC) – Category A**

**Scope:** Training must use didactic and experiential methods to meet at least one of the following:

1. Maintain professional competency,
2. Increase professional skills and knowledge,
3. Prepare for new roles or responsibilities in the practice of counseling or therapy, or
4. Expand the science of counseling and therapy theory, method, or practice

**Presenter:**

1. Professional qualified in the defined content area

### **Board of Social Work Examiners (BSWE) – Category 1**

**Scope:** Training content must meet ALL

1. Learning objectives must reflect what and how participants will learn new information and integrate it into current or future practice with clients.
2. Topic area will enhance participants ability to render accepted social work practice and is consistent with values and principles of the MD Board of Social Work Examiners Code of Ethics (COMAR 10.42.03) and National Association of Social Workers Code of Ethics.
3. Presentation will enhance and improve participants skills, knowledge base and competence.
4. Topic reflects current and potential future challenges social work practitioners will face.
5. Topic area is well researched evidence based and documented in professional/academic journals and literature. A reference list will be made available to participants to encourage further study on the topic area.

**Presenter – Must meet ALL**

1. BA, MA, or Ph.D. in Social Work from a Council on Social Work Education accredited program or advanced degree in a discipline that frequently collaborates with social workers (medicine, pharmacy, psychology, counseling, legal, human service management, etc.) or demonstrates expertise in related subject area.
2. Demonstrates an expertise in the specific topic area.
3. Demonstrates an understanding of adult learning styles and the ability to incorporate appropriate techniques into a presentation.
4. Familiarity with Continuing Education target audience.

### **Maryland Addiction & Behavioral Health Professional Certification Board (MABPCB)**

**Scope:** Training must provide knowledge, skills & abilities in one or more of four PRS work domains (see below descriptions of domains):

1. Advocacy
1. Ethical Responsibility
2. Mentoring/Education
3. Recovery/Wellness support

**Presenter – Must meet ALL (BHSB requirements):**

1. Lived experience in mental health or substance use disorders, or have experience as an ally of a person with lived experience, or be paired as a co-facilitator with a person with lived experience
2. Certified Peer Recovery Specialist Certification is preferred but not required. Trainers who are not a CPRS should consider co-facilitating with a CPRS.
3. Must be able to identify what person or organization developed the curriculum and that permission to the use the curriculum was obtained.
4. If the training type or curriculum was developed by a person or organization that requires trainers to complete prerequisite requirements (such as CCAR, IPS, and WRAP), the trainer must provide documentation that the prerequisite requirements have been met (e.g., a train-the-trainer certification).
5. Trainer must be qualified in the defined content area.
6. New trainers must agree to be paired with an experienced PRS trainer.

**Performance Domains**

Adapted from the Rhode Island Peer Recovery Specialist Certification STUDY GUIDE FOR THE CERTIFICATION (March 2016). Online source: [Peer Study Guide.pdf \(internationalcredentialing.org\)](#) (viewed 12/16/20)

**Domain 1: Advocacy Associated Tasks**

1. Relate to the individual as an advocate
2. Advocate within systems to promote person-centered recovery/wellness support services
3. Describe the individual's rights and responsibilities
4. Apply the principles of individual choice and self-determination
5. Explain importance of self-advocacy as a component of recovery/wellness
6. Recognize and use person-centered language
7. Practice effective communication skills
8. Differentiate between the types and levels of advocacy
9. Collaborate with individuals to identify, link, and coordinate choices with resources
10. Advocate for multiple pathways to recovery/wellness
11. Recognize the importance of a holistic (e.g., mind, body, spirit, environment) approach to recovery/wellness

**Domain 2: Ethical Responsibility Associated Tasks**

1. Recognize risk indicators that may affect the individual's welfare and safety
2. Respond to personal risk indicators to assure welfare and safety
3. Communicate to support network personal issues that impact ability to perform job duties
4. Report suspicions of abuse or neglect to appropriate authority
5. 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
8. Apply fundamentals of cultural competency
9. Recognize and adhere to the rules of confidentiality
10. Recognize and maintain professional and personal boundaries
11. Recognize and address personal and institutional biases and behaviors

12. Maintain current, accurate knowledge of trends and issues related to wellness and recovery
13. Recognize various crisis and emergency situations
14. Use organizational/departmental chain of command to address or resolve issues
15. Practice non-judgmental behavior

#### Domain 3: Mentoring and Education Associated Tasks

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

#### Domain 4: Recovery/Wellness Support Associated Tasks

1. Assist the individual with setting goals
2. Recognize that there are multiple pathways to recovery/wellness
3. Contribute to the individual's recovery/wellness team(s)
4. Assist the individual to identify and build on their strengths and resiliencies
5. Apply effective coaching techniques such as Motivational Interviewing
6. Recognize the stages of change
7. Recognize the stages of recovery/wellness
8. Recognize signs of distress
9. Develop tools for effective outreach and continued support
10. Assist the individual in identifying support systems
11. Practice a strengths-based approach to recovery/wellness
12. Assist the individual in identifying basic needs
13. Apply basic supportive group facilitation techniques
14. Recognize and understand the impact of trauma