Youth Peer Support Example Job Descriptions
Compiled: 9/7/2017

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Core Competencies for Peer Workers in Behavioral Health Services

OVERVIEW In 2015, SAMHSA led an effort to identify the critical knowledge, skills, and abilities (leading to Core Competencies) needed by anyone who provides peer support services to people with or in recovery from a mental health or substance use condition. SAMHSA—via its Bringing Recovery Supports to Scale Technical Assistance Center Strategy (BRSS TACS) project—convened diverse stakeholders from the mental health consumer and substance use disorder recovery movements to achieve this goal.

SAMHSA in conjunction with subject matter experts conducted research to identify Core Competencies for peer workers in behavioral health. SAMHSA later posted the draft competencies developed with these stakeholders online for comment. This additional input helped refine the Core Competencies and this document represents the final product of that process.

As our understanding of peer support grows and the contexts in which peer recovery support services are provided evolve, the Core Competencies must evolve over time. Therefore, updates to these competencies may occur periodically in the future.

Core Competencies are intended to apply to all forms of peer support provided to people living with or in recovery from mental health and/or substance use conditions and delivered by or to adults, young adults, family members and youth. The competencies may also apply to other forms of peer support provided by other roles known as peer specialists, recovery coaches, parent support providers or youth specialists.

These are not a complete set of competencies for every context in which peer workers provide services and support. They can serve as the foundation upon which additional competencies for specific settings that practice peer support and/or for specific groups could be developed in the future. For example, it may be helpful to identify additional competencies beyond those identified here that may be required to provide peer support services in specific settings such as clinical, school, or correctional settings. Similarly, there may be a need to identify additional Core Competencies needed to provide peer support services to specific groups, such as families, veterans, people in medication-assisted recovery from an SUD, senior citizens, or members of specific ethnic, racial, or gender-orientation groups.

BACKGROUND What is a peer worker?

The role of the peer support worker has been defined as “offering and receiving help, based on shared understanding, respect and mutual empowerment between people in similar situations.” Peer support has been described as “a system of giving and receiving help” based on key principles that include “shared responsibility, and mutual agreement of what is helpful.”1 Peer support workers engage in a wide range of activities, including advocacy, linkage to resources, sharing of experience, community and relationship
building, group facilitation, skill building, mentoring, goal setting, and more. They may also plan and develop groups, services or activities, supervise other peer workers, provide training, gather information on resources, administer programs or agencies, educate the public and policymakers, and work to raise awareness.2


As mentioned previously, the development of additional Core Competencies may be needed to guide the provision of peer support services to specific groups who also share common experiences such as family members. The shared experience of being in recovery from a mental or substance use disorder or being a family member of a person with a behavioral health condition is the foundation on which the peer recovery support relationship is built in the behavioral health arena.

What is recovery? SAMHSA developed the following working definition of recovery by engaging key stakeholders in the mental health consumer and substance use disorder recovery communities:

*Recovery is a process of change through which individuals improve their health and wellness, live self-directed lives, and strive to reach their full potential.*

Throughout the competencies, the term “recovery” refers to this definition. This definition does not describe recovery as an end state, but rather as a process. Complete symptom remission is neither a prerequisite of recovery nor a necessary outcome of the process. According the SAMHSA Working Definition of Recovery, recovery can have many pathways that may include “professional clinical treatment; use of medications; support from families and in schools; faith-based approaches; peer support; and other approaches.”

**SAMHSA has identified four major dimensions that support a life in recovery:**

1. Health—Learning to overcome, manage or more successfully live with the symptoms and making healthy choices that support one’s physical and emotional wellbeing;

2. Home—A stable and safe place to live;

3. Purpose—Meaningful daily activities, such as a job, school, volunteer work, or creative endeavors; and, increased ability to lead a self-directed life; and meaningful engagement in society; and

4. Community—Relationships and social networks that provide support, friendship, love, and hope
Peer workers help people in all of these domains.

**What are Core Competencies?** Core Competencies are the capacity to easily perform a role or function. They are often described as clusters of the knowledge, skills, and attitudes a person needs to have in order to successfully perform a role or job or as the ability to integrate the necessary knowledge, skills, and attitudes. Training, mentoring, and supervision can help people develop the competencies needed to perform a role or job. This will be the first integrated guidance on competencies for peer workers with mental health and substance use lived experience.

Why do we need to identify Core Competencies for peer workers? Peer workers and peer recovery support services have become increasingly central to people’s efforts to live with or recover from mental health and substance use disorders. Community-based organizations led by people who have lived experience of mental health conditions and/or who are in recovery from substance use disorders are playing a growing role in helping people find recovery in the community. Both the mental health consumer and the substance use disorder recovery communities have recognized the need for Core Competencies and both communities actively participated in the development of these peer recovery support worker competencies.

Potential Uses of Core Competencies Core Competencies have the potential to guide delivery and promote best practices in peer support. They can be used to inform peer training programs, assist in developing standards for certification, and inform job descriptions. Supervisors will be able to use competencies to appraise peer workers’ job performance and peers will be able to assess their own work performance and set goals for continued development of these competencies.

Core Competencies are not intended to create a barrier for people wishing to enter the peer workforce. Rather they are intended to provide guidance for the development of initial and on-going training designed to support peer workers’ entry into this important work and continued skill development.

Core Competencies, Principles and Values Core Competencies for peer workers reflect certain foundational principles identified by members of the mental health consumer and substance use disorder recovery communities. These are:

**RECOVERY-ORIENTED:** Peer workers hold out hope to those they serve, partnering with them to envision and achieve a meaningful and purposeful life. Peer workers help those they serve identify and build on strengths and empower them to choose for themselves, recognizing that there are multiple pathways to recovery.

**PERSON-CENTERED:** Peer recovery support services are always directed by the person participating in services. Peer recovery support is personalized to align with the specific hopes, goals, and preferences of the individual served and to respond to specific needs the individuals has identified to the peer worker.
VOLUNTARY: Peer workers are partners or consultants to those they serve. They do not dictate the types of services provided or the elements of recovery plans that will guide their work with peers. Participation in peer recovery support services is always contingent on peer choice.

RELATIONSHIP-FOCUSED: The relationship between the peer worker and the peer is the foundation on which peer recovery support services and support are provided. The relationship between the peer worker and peer is respectful, trusting, empathetic, collaborative, and mutual.

TRAUMA-INFORMED: Peer recovery support utilizes a strengths-based framework that emphasizes physical, psychological, and emotional safety and creates opportunities for survivors to rebuild a sense of control and empowerment.

Core Competencies for Peer Workers in Behavioral Health Services

**Category I: Engages peers in collaborative and caring relationships**

This category of competencies emphasized peer workers’ ability to initiate and develop on-going relationships with people who have behavioral health condition and/or family members. These competencies include interpersonal skills, knowledge about recovery from behavioral health conditions and attitudes consistent with a recovery orientation.

1. Initiates contact with peers
2. Listens to peers with careful attention to the content and emotion being communicated
3. Reaches out to engage peers across the whole continuum of the recovery process
4. Demonstrates genuine acceptance and respect
5. Demonstrates understanding of peers’ experiences and feelings

**Category II: Provides support**

The competencies in this category are critical for the peer worker to be able to provide the mutual support people living with behavioral health conditions may want.

1. Validates peers’ experiences and feelings
2. Encourages the exploration and pursuit of community roles
3. Conveys hope to peers about their own recovery
4. Celebrates peers’ efforts and accomplishments
5. Provides concrete assistance to help peers accomplish tasks and goals
Category III: Shares lived experiences of recovery

These competencies are unique to peer support, as most roles in behavioral health services do not emphasize or even prohibit the sharing of lived experiences. Peer workers need to be skillful in telling their recovery stories and using their lived experiences as a way of inspiring and supporting a person living with behavioral health conditions. Family peer support worker likewise share their personal experiences of self-care and supporting a family-member who is living with behavioral health conditions.

1. Relates their own recovery stories, and with permission, the recovery stories of others’ to inspire hope
2. Discusses ongoing personal efforts to enhance health, wellness, and recovery
3. Recognizes when to share experiences and when to listen
4. Describes personal recovery practices and helps peers discover recovery practices that work for them

Category IV: Personalizes peer support

These competencies help peer workers to tailor or individualize the support services provided to and with a peer. By personalizing peer support, the peer worker operationalizes the notion that there are multiple pathways to recovery.

1. Understands his/her own personal values and culture and how these may contribute to biases, judgments and beliefs
2. Appreciates and respects the cultural and spiritual beliefs and practices of peers and their families
3. Recognizes and responds to the complexities and uniqueness of each peer’s process of recovery
4. Tailors services and support to meet the preferences and unique needs of peers and their families

Category V: Supports recovery planning

These competencies enable peer workers to support other peers to take charge of their lives. Recovery often leads people to want to make changes in their lives. Recovery planning assists people to set and accomplish goals related to home, work, community and health.

1. Assists and supports peers to set goals and to dream of future possibilities
2. Proposes strategies to help a peer accomplish tasks or goals
3. Supports peers to use decision-making strategies when choosing services and supports
4. Helps peers to function as a member of their treatment/recovery support team
5. Researches and identifies credible information and options from various resources

**Category VI: Links to resources, services, and supports**

These competencies assist peer workers to help other peers acquire the resources, services, and supports they need to enhance their recovery. Peer workers apply these competencies to assist other peers to link to resources or services both within behavioral health settings and in the community. It is critical that peer workers have knowledge of resources within their communities as well as on-line resources.

1. Develops and maintains up-to-date information about community resources and services
2. Assists peers to investigate, select, and use needed and desired resources and services
3. Helps peers to find and use health services and supports
4. Accompanies peers to community activities and appointments when requested
5. Participates in community activities with peers when requested

**Category VII: Provides information about skills related to health, wellness, and recovery**

These competencies describe how peer workers coach, model or provide information about skills that enhance recovery. These competencies recognize that peer workers have knowledge, skills and experiences to offer others in recovery and that the recovery process often involves learning and growth.

1. Educates peers about health, wellness, recovery and recovery supports
2. Participates with peers in discovery or co-learning to enhance recovery experiences
3. Coaches peers about how to access treatment and services and navigate systems of care
4. Coaches peers in desired skills and strategies
5. Educates family members and other supportive individuals about recovery and recovery supports
6. Uses approaches that match the preferences and needs of peers

**Category VIII: Helps peers to manage crises**

These competencies assist peer workers to identify potential risks and to use procedures that reduce risks to peers and others. Peer workers may have to manage situations, in which there is intense distress and work to ensure the safety and well-being of themselves and other peers.
1. Recognizes signs of distress and threats to safety among peers and in their environments

2. Provides reassurance to peers in distress

3. Strives to create safe spaces when meeting with peers

4. Takes action to address distress or a crisis by using knowledge of local resources, treatment, services and support preferences of peers

5. Assists peers in developing advance directives and other crisis prevention tools

**Category IX: Values communication**

These competencies provide guidance on how peer workers interact verbally and in writing with colleagues and others. These competencies suggest language and processes used to communicate and reflect the value of respect.

1. Uses respectful, person-centered, recovery-oriented language in written and verbal interactions with peers, family members, community members, and others

2. Uses active listening skills

3. Clarifies their understanding of information when in doubt of the meaning

4. Conveys their point of view when working with colleagues

5. Documents information as required by program policies and procedures

6. Follows laws and rules concerning confidentiality and respects others’ rights for privacy

**Category X: Supports collaboration and teamwork**

These competencies provide direction on how peer workers can develop and maintain effective relationships with colleagues and others to enhance the peer support provided. These competencies involve not only interpersonal skills but also organizational skills.

1. Works together with other colleagues to enhance the provision of services and supports

2. Assertively engages providers from mental health services, addiction services, and physical medicine to meet the needs of peers

3. Coordinates efforts with health care providers to enhance the health and wellness of peers

4. Coordinates efforts with peers’ family members and other natural supports

5. Partners with community members and organizations to strengthen opportunities for peers
6. Strives to resolve conflicts in relationships with peers and others in their support network

**Category XI: Promotes leadership and advocacy**

These competencies describe actions that peer workers use to provide leadership within behavioral health programs to advance a recovery-oriented mission of the services. They also guide peer workers on how to advocate for the legal and human rights of other peers.

1. Uses knowledge of relevant rights and laws (ADA, HIPAA, Olmstead, etc.) to ensure that peer’s rights are respected
2. Advocates for the needs and desires of peers in treatment team meetings, community services, living situations, and with family
3. Uses knowledge of legal resources and advocacy organization to build an advocacy plan
4. Participates in efforts to eliminate prejudice and discrimination of people who have behavioral health conditions and their families
5. Educates colleagues about the process of recovery and the use of recovery support services
6. Actively participates in efforts to improve the organization
7. Maintains a positive reputation in peer/professional communities

**Category XII: Promotes growth and development**

These competencies describe how peer workers become more reflective and competent in their practice. The competencies recommend specific actions that may serve to increase peer workers’ success and satisfaction in their current roles and contribute to career advancement.

1. Recognizes the limits of their knowledge and seeks assistance from others when needed
2. Uses supervision (mentoring, reflection) effectively by monitoring self and relationships, preparing for meetings and engaging in problem-solving strategies with the supervisor (mentor, peer)
3. Reflects and examines own personal motivations, judgments, and feelings that may be activated by the peer work, recognizing signs of distress, and knowing when to seek support
4. Seeks opportunities to increase knowledge and skills of peer support

Last Updated December 7, 2015
Job Title: **Youth Adult Peer Mentor**

Status: Part time, 20 hours per week. Grant funded program through DMH

Work Site: Lawrence

Reporting Structure: Reports to: Senior Family Partner

Purpose of Job: Through a grant program, the Department of Mental Health is contracting with each CSA agency to offer youth driven wraparound services for young adults. Utilizing personal lived experience, the Youth Adult Peer Mentor will assist with: Enhancing the capacity of Community Service Agencies (CSAs) for delivering youth-driven wraparound services for young adults; Increasing the participation and diversity of young adults in Children’s Behavioral Health Initiative (CBHI) services; Partnering with, supporting and educating parents and caregivers whose youth are transitioning to young adulthood; Educating the young adults in the program on how to advocate for themselves to obtain necessary services and skills.

Duties & Responsibilities:

**Young adult support**

- Work as part of a CSA team to complete the assessment process with young adults, ages 18-21, who are looking for CSA services.
- Collaborate with the CSA clinical team to provide individual support, with weekly contact, to young adults who choose to engage with a Peer Mentor.
- Participate as needed in Care Plan teams and other meetings, as requested by young adult.
- Assist CSA team in partnering with, engaging, and retaining young adults in necessary services. (This may include providing transportation to meetings when needed and appropriate.)
- Assist Family Partners in collecting and sharing information about community resources, with focus on young adult resources.
- Orient parents/caregivers to the value of using a *youth driven* framework when working with young adults.

**Data Collection**

- At intake, invite young adults to participate in the data collection required by the STAY Together grant, and obtain informed consent.
Within 7 days of intake, administer brief questionnaire to collect baseline date from young adults for the National Outcomes Measurement System (NOMS) require by SAMHSA. (Training will be provided.)

Accurately collect, document, and record data about activities with the client

Outreach

- Participate in the Youth Advisory Group (YAG), including participation in outreach to young adults in the community.
- Participate in Statewide Youth Advisory Council (SYAC) and Youth Development Committee (YDC) meetings.
- Participate in CSA System of Care Committee meetings as representative of youth voice.

Training

- Meet with DMH Peer Mentor on a regular basis as part of an affinity group of Peers.

Participate in *Achieve My Plan!* training for exposure to enhanced Wraparound methods as well as GIFT Training (Gathering Inspiring Future Talent) and any other mandated training

Other Job Specific Qualifications, Experience, Education & Professional Attributes:

- Extensive lived experience in effectively coping with a serious mental health condition, as a youth, and demonstrated success in having learned how to obtain community resources and support systems to achieve enhanced life skills as evidenced by either receiving or having received mental health services in the past and demonstrating self-knowledge to manage that mental illness with an established recovery process.
- Demonstrated ability to successfully establish supportive relationships with young adults who have persistent mental illnesses
- Demonstrated ability to advocate and secure necessary community resources and support by modeling, assisting and educating the young adult and his/her support members on how to access community resources and support in order to enhance life skills
- Proven ability to effectively assist the young adult and their caregivers or other support networks in understanding the scope and services of the services available to them, as well as the young adult’s role and responsibilities within this context.
- Demonstrated ability to effectively assist young adult to identify informal supports
- Demonstrated ability to effectively coach young adult to advocate for their educational needs
- Demonstrated ability to effectively collaborate with young adult to help teach how to self-advocate within other systems such as the courts, state agencies and community organizations as evidenced by improvement in the young adult
- Openness to working with diverse mental health issues and diverse families and cultures in a sensitive and competent manner.
- Proven experience working collaboratively with a team and community services
- Mature, responsible individual capable of working independently, or within a team structure.
- Willingness and ability to work flexible hours as needed to be available to young adults/families at times that are convenient for them.
- Talented at engaging others, and willing to work with team members, parents, families and young adults as full partners.
- Ability and willingness to participate in and contribute to program activities as required including training, supervision, and community meetings.
- Ability to travel and transport clients and travel to meetings outside of the local area, must possess a current/valid driver’s license, have a valid driving record with a clean driving history, and a reliable automobile with proof of auto insurance
- Excellent ‘customer’ service skills, and a ‘can do’ attitude at all times.
- Willingness and ability to participate in systems meetings concerning the youth as needed.
- Encourage young adult voice
- Collaborate effectively with the CSA Team.
- Document and submit accurate working hours information within prescribed deadlines
- Uphold System of Care values and Wraparound principles in all areas.
- Maintain a positive and professional work environment
- Carry out other reasonable job requests made by the Sr. Family Partner and Program Director.
- Must pass a standard CORI/ SORI screening
- Bilingual in Spanish preferred, but not required
- Preferably knowledgeable about the home community of the young adult to be served
- Some standing, sitting, walking, driving, and interaction with others is required
PERFORMANCE MEASUREMENTS:

The work performance of employees in this position will be evaluated based on successfully completing the job duties outlined above and exhibiting the behavior necessary to comply with all CFFS employment and program policies as well as achieving the goals of the position as outlined above

* The above is intended to describe the general content and requirements of work being performed by people assigned to this job title. It is not intended to be an exhaustive statement of all duties, responsibilities, or skills required of personnel in the job title. All employment at CFFS is “at will”

CFFS is an Equal Opportunity Employer
Job Description
Young Adult Peer Mentor Coordinator/Liaison

General Statement of Duties/Responsibilities
This position supports and coordinates the involvement of young adults in the STAY Together Implementation Grant and serves as an active liaison between the young adult peer mentors, their agencies and the Project Management Team (PMT).

Detailed Statement of Duties/Responsibilities

- Advises and promotes skill development, training and adjustment to the role of peer mentors
- Actively works with CSAs and supervisors to help to facilitate an understanding of the role of peer mentors
- Develops, coordinates and facilitates the youth voice committee including: scheduling meetings, sending out meeting reminders, developing agendas, ensuring that attendance and notes are taken and submitted to the project coordinator
- Assists CSA liaison in support of the YAGS to ensure an active youth voice at each CSA
- Assists with the development/updating and providing input into required and recommended trainings for peer mentors and their supervisors at the CSAs
- Attends and actively participates in the PMT meetings and follows through on action items assigned
- Assists in the process of obtaining Medicaid reimbursement for peer mentors
- Actively participates in the Statewide Youth Advisory Council and in, as schedule allows, the Employment, Housing and other key committees to provide an active young adult voice of “lived experience” in those settings
- Assist STAY Together staff in the implementation of the “burst the stigma,” and other social marketing campaigns
- Attends all required meetings at home agency (Wayside) per guidance from supervisor
- Other duties as assigned

Qualifications

1. “Lived Experience” as a youth/young adult receiving services in the mental health care system
2. Ability to share “lived experience,” as appropriate, to help others learn about how systems can be more responsive to the needs of youth/young adults
3. Experience as a “peer mentor,” “peer specialist” or other role within the mental health system working with youth/young adults
4. Strong organizational skills
5. Skills in coordinating activities and establishing priorities
6. Skills in oral and written communication
7. Ability to maintain good working relationships with colleagues, staff, clients and others
8. Ability to function independently and as a team member
9. Ability to work with young adults and families served by DMH and CBHI
Scope of Work: Young Adult Peer Mentors

The Department of Mental Health is contracting with each CSA agency to perform the scope of work for Young Adult Peer Mentors described below.

The Peer Mentor position must be structured as follows:

- Young Adult Peer Mentors (Peers) must be TWO half-time positions, NOT one full-time position. The exception is sites with more than one CSA, those peers will work with together as team of 3.
- Peers must be hired as salaried employees, with appropriate employee benefits, NOT as provisional staff or consultants.
- Peers may be supervised by a clinical professional with coaching and support also provided by a senior family partner.
- Peers must have lived experience in coping with a serious mental health condition.
- Newly hired peer mentors must be 21 years of age (existing peer mentors under 21 can remain in the role).
- Agencies must include at least one young adult, preferably from the Youth Advisory Group, in the interviewing process for hiring.
- Agencies must support Peers in participating in appropriate trainings, including the GIFT training (required for all).
- Peer Mentors must participate in monthly Peer Mentor Voice Committee meetings (primarily conducted via conference call).

Job descriptions for the Young Adult Peer Mentor (Peers) positions must include the following job functions/expectations:

**Young adult support**

- Work as part of a CSA team to complete the assessment process with young adults, ages 18-21, who are looking for CSA services.
- Collaborate with the CSA clinical team to provide individual support, with weekly contact, to young adults who choose to engage with a Peer Mentor.
- Participate as needed in Care Plan teams and other meetings, as requested by young adult.
- Assist CSA team in partnering with, engaging, and retaining young adults in necessary services. (This may include providing transportation to meetings when needed and appropriate.)
- Assist Family Partners in collecting and sharing information about community resources, with focus on young adult resources.

**Data Collection**

- At intake, invite young adults to participate in the data collection required by the STAY Together grant, and obtain informed consent.
- Within 7 days of intake, administer brief questionnaire to collect baseline data from young adults for the Data Collection Instrument (DCI) as required by SAMHSA. (Training will be provided.)
Outreach

- Participate in the Youth Advisory Group (YAG), including participation in outreach to young adults in the community. (Both Peers must participate in outreach, and one peer should be a regular YAG participant or facilitator.)
- Participate in Statewide Youth Advisory Council (SYAC) and Youth Development Committee (YDC) meetings. (As schedules permit).
- Participate in CSA System of Care Committee meetings as representative of youth voice. (Required of one, not necessarily both Peers.)

Training & Support

- Participate in GIFT training program
- In addition to the Peer Mentor Voice Committee, Alison Hunt is available to provide ongoing support and guidance for Peer Mentors
- Participate in Achieve My Plan! training for exposure to enhanced Wraparound methods.
NFI MASSACHUSETTS JOB DESCRIPTION

Job classification: Peer Mentor            Reports to: Program /Clinical Director

Program: NFI Adolescent Recovery Program D1/D2

FLSA Status: Non-Exempt

Position Summary: Peer mentors are staff with lived experience who bring their skills, knowledge and personal experience and resources for recovery to their job in order to assist/support clients with their own individual recovery process. Peer mentors work with individuals and groups to promote recovery through example, support, and mentoring.

Functions:

1. Provide information and support to clients about recovery tools/techniques, self-management, and problem solving skills.
2. Participate in clinical groups/program activities.
3. Provide direct mentoring support to clients as they navigate their treatment. Provide mentoring support during times of potential crisis.
4. Available to meet incoming clients during the intake process and answer questions and provide orientation to our programming.
5. As requested by clients, serve as a member of treatment teams, providing advocacy and assisting clients to communicate and advocate for their goals and service preferences.
6. Provide lived experience perspective to staff both on the floor and in staff meetings.
7. Participate in restraint debriefing as appropriate.
8. Provide reparative relationship between clients and program when a treatment failure or lapse in communication between clients and program occurs.
9. Attend other trainings as required/suggested by DMH and NFI.
I, ________________________________ have read, understand and agree to the above functional job description. I understand the essential functions, qualifications, education, experience, and physical demands of the position and acknowledge that I am capable of performing all of the essential functions of this position without reasonable accommodation or I have informed you of my need for accommodation. I understand that the contents as presented are a matter of information and should in no way be construed as a contract between NFI Massachusetts, Inc. and its employees. NFI Massachussetts Inc reserves the right to change any part of this job description as circumstances require.

Employee’s Signature_________________________________ Date___________
Manager’s Signature__________________________________Date____________
The Peer Support Specialist is a young adult (18+) who provides individual support to youth and in particular to Transition Age Youth. The Peer Support Specialist shares personal recovery experiences and helps to identify skills, supports, and resources that participants will use to enhance their own wellness and achieve their self-identified life goals. The Peer Support Specialist uses a strength-based approach to help in inspiring hope and to develop mutuality in peer-to-peer relationships. The Peer Support Specialist will serve on Intensive Care Coordination program works with families and/or young adults to build on family strengths and available support systems to assist children/youth with serious emotional disturbance to remain in or return to their communities by teaching the necessary skills to ensure success.

DETAILED STATEMENT OF JOB DUTIES/RESPONSIBILITIES:

- Provide individual support throughout the Wraparound process, with weekly contact, to young adults who choose to engage with a Peer Support Specialist.
- Peer Support Specialists are comfortable and informed about how to share their personal journey with purpose and intent to the youth and young adults that they are supporting.
- Assist and support youth to identify and build community and natural supports.
- Participate as needed in Wraparound Care Planning Meetings and other meetings, as requested by young adult and approved by their supervisor.
- Assist the team in partnering with and engaging youth and young adults in necessary services. This may include providing transportation to meetings when needed and appropriate.
- Assist Family Partners in collecting and sharing information about community resources, with a focus on youth and young adult resources.
- Assist the young adults and their caregivers or other support networks in understanding the scope and array of services available to them
- Ability to effectively assist young adult in identifying informal supports
- Ability to effectively coach young adult to advocate for their needs
- Ability to effectively collaborate with young adults to help teach how to self-advocate within other systems such as the Juvenile Justice Courts, State Agencies and Community Mental Health Agencies.
- Willingness and ability to participate in systems meetings concerning the youth as needed.
- organizations as evidenced by improvement in the young adult
- as the young adult’s role and responsibilities within this context.
- Meet biweekly with point person for ongoing supervision.
- Participate in monthly group supervision with fellow Peer Support Specialists.
- Attend all scheduled individual and group supervision.
- Participate in required data collection for the System of Care (FAST Forward) Grant.
- Participate (as requested by supervisor) in the CME / NHCBHC / Workforce Development Network / and other System of Care related Committee meetings as representative of youth voice.
- Collaborate effectively with Wraparound Teams.
- Document and submit accurate working hours information within prescribed deadlines.
- Follow all agency policies and procedures.
- Perform other duties as assigned by supervisor.

**QUALIFICATIONS:** Must pass a standard CORI/ SORI screening. Must have personal experience living with mental health challenges or special needs and a willingness to share their journey, with purpose and intent. Ability to travel with and/or transport persons served and travel to meetings outside of the local area. Must possess a current/valid driver’s license, have a valid driving record with a clean driving history and a reliable automobile with proof of auto insurance or demonstrate competency in use of public transportation which can be modeled for young adults being served. Demonstrated experience working with youth in professional or nonprofessional capacity. Talented at engaging others, and willing to work with team members, parents, families and young adults as full partners. Good listening skills, nonjudgmental ability to foster self-sufficiency; desire to work in natural family and youth settings. Openness to working with diverse mental health issues and diverse families and cultures in a sensitive and competent manner. Willingness and ability to work flexible hours as needed to be available to young adults/families at times that are convenient for them. Ability to establish trusting relationships through compassion, empathy and insight. Has oral and written communication proficiency including the ability to work with email and word processing software. Has strong organizational skills as well as skills in establishing work related priorities. Ability to maintain good working relationships with colleagues, staff, and youth and young adults being served. Mature, responsible individual capable of working independently or within a team structure. Ability and willingness to participate in and contribute to program activities as required including ongoing training, supervision, community and statewide meetings. Must pass a standard CORI/ SORI screening

**PHYSICAL DEMANDS:** Considerable standing and walking; occasionally subjected to irregular hours; occasional pressure due to multiple demands.
PERFORMANCE MEASUREMENTS:

The work performance of employees in this position will be evaluated based on successfully completing the job duties outlined above and exhibiting the behavior necessary to comply with all CFFS employment and program policies as well as achieving the goals of the position as outlined above.

* The above is intended to describe the general content and requirements of work being performed by people assigned to this job title. It is not intended to be an exhaustive statement of all duties, responsibilities, or skills required of personnel in the job title.
JOB DESCRIPTION

Job Title: Transitional Age Young Adult Peer Specialist

Status: Full time

Work Site: Lawrence

Reporting Structure: Reports to: Senior Family Partner

Purpose of Job: Through a SAMSHA grant program, the Department of Mental Health is contracting with the Lawrence CSA to offer youth driven High Fidelity Wraparound Team Services for hard to reach young adults. Utilizing personal lived experience, the Peer Specialist will assist with: Outreach and engagement activities at the Healthy Transitions Place, educating community members and agencies regarding youth-driven teams, - and increasing community awareness of young adult mental illness.

Duties & Responsibilities:

Young adult support

- Provide immediate support to Transitional Age Young Adults at the Healthy Transitions Place
- Collaborate with local and state resources for Transitional Age Youth to ensure current information is accessible at the Healthy Transitions Place
- Facilitate and/or participate on Wraparound teams and other meetings, as requested by a young adult.
- Provide “Achieve My Plan” (AMP) coaching
- Assist team members in partnering with, engaging, and retaining young adults in necessary services. (This may include providing transportation to meetings when needed and appropriate.)
- Orient team members to the value of using a youth driven framework when working with young adults

Data Collection

- At intake, invite young adults to participate in the data collection required by the NITT-HT grant, and obtain informed consent.
- Administer a brief questionnaire to collect baseline data from young adults for the National Outcomes Measurement System (NOMS) required by SAMHSA. (Training will be provided.)
- Accurately collect, document, and record data about activities with the youth when needed
- Support other data collection efforts as requested
Outreach

- Participate in the Lawrence and Haverhill community meetings and events including, but not limited to the Lawrence and Haverhill System of Care Meetings as a representative of youth voice.
- Contribute to development and implementation of media campaign, including creative strategies to engage with Transitional Age Young Adults
- Develop and participate in other community outreach and initiatives as requested

Training

- Achieve My Plan!(AMP) for exposure to enhanced Wraparound methods
- Gathering Inspiring Future Talent (GIFT)
- Motivational Interviewing
- Brief Negotiated Interview
- Certified Peer Specialist

Other Job Specific Qualifications, Experience, Education & Professional Attributes:

- Extensive lived experience in effectively coping with a serious mental health condition, as a youth, and demonstrated success in having learned how to obtain community resources and support systems to achieve enhanced life skills as evidenced by either receiving or having received mental health services in the past and demonstrating self-knowledge to manage that mental illness with an established recovery process.
- Demonstrated ability to successfully establish supportive relationships with young adults who have persistent mental illnesses
- Demonstrated ability to advocate and secure necessary community resources and support by modeling, assisting and educating the young adult and his/her support members on how to access community resources and support in order to enhance life skills
- Proven ability to effectively assist the young adult and their caregivers or other support networks in understanding the scope and services of the services available to them, as well as the young adult’s role and responsibilities within this context.
- Demonstrated ability to effectively assist young adult to identify informal supports
- Demonstrated ability to effectively coach young adult to advocate for their educational needs
- Demonstrated ability to effectively collaborate with young adults to help teach how to self-advocate within other systems such as the courts, state agencies and community organizations as evidenced by improvement in the young adult
- Openness to working with diverse mental health issues and diverse families and cultures in a sensitive and competent manner.
- Proven experience working collaboratively with a team and community services
• Mature, responsible individual capable of working independently, or within a team structure.
• Willingness and ability to work flexible hours as needed to be available to young adults/families at times that are convenient for them.
• Talented at engaging others, and willing to work with team members, parents, families and young adults as full partners.
• Ability and willingness to participate in and contribute to program activities as required including training, supervision, community and statewide meetings.
• Ability to travel with and/or transport persons served and travel to meetings outside of the local area. Must possess a current/valid driver’s license, have a valid driving record with a clean driving history and a reliable automobile with proof of auto insurance or demonstrate competency in use of public transportation which can be modeled for young adults being served.
• Excellent ‘customer’ service skills and a ‘can do’ attitude at all times.
• Willingness and ability to participate in systems meetings concerning the youth as needed.
• Encourage young adult voice
• Collaborate effectively with Wraparound Teams.
• Document and submit accurate working hours information within prescribed deadlines
• Uphold System of Care values and Wraparound principles in all areas.
• Maintain a positive and professional work environment
• Carry out other reasonable job requests made by the Sr. Family Partner and Program Director.
• Must pass a standard CORI/ SORI screening
• Bilingual in Spanish preferred, but not required
• Preferably knowledgeable about the home community of the young adult to be served
• Some standing, sitting, walking, driving, and interaction with others is required

**PERFORMANCE MEASUREMENTS:**
The work performance of employees in this position will be evaluated based on successfully completing the job duties outlined above and exhibiting the behavior necessary to comply with all CFFS employment and program policies as well as achieving the goals of the position as outlined above

* The above is intended to describe the general content and requirements of work being performed by people assigned to this job title. It is not intended to be an exhaustive statement of all duties, responsibilities, or skills required of personnel in the job title. All employment at CFFS is “at will”
Community Healthlink Job Description 2013

Job Title:  Case Manager (FCT Peer Mentor)

Reports To: Senior FCT Family Partner

Summary: The Peer Mentor will provide support to older adolescents and young adults who are enrolled in the FCT Program (Community Service Agency). The Peer Mentor will work closely with the assigned FCT Care Coordinator and FCT Family Partner to implement the Wraparound process with the youth and his or her family.

Essential Duties and Responsibilities:

1. Work as part of a CSA team to complete the assessment process with young adults, ages 18-21, who are looking for CSA services.
2. Collaborate with the CSA team to provide individual support, with weekly contact, to young adults who choose to engage with a Peer Mentor.
3. Participate as needed in Care Planning Meetings and other meetings, as requested by young adult and approved by their supervisor.
4. Assist the CSA team in partnering with, engaging, and retaining young adults in necessary services. (This may include providing transportation to meetings when needed and appropriate.)
5. Assist Family Partners in collecting and sharing information about community resources, with a focus on young adult resources.
6. Participate in required data collection for the STAY Together grant.
7. Participate in the CSA’s Youth Advisory Group (YAG)
8. Participate in Statewide Youth Advisory Council (SYAC) and Youth Development Committee (YDC) meetings.
9. Participate in CSA System of Care Committee meetings as representative of youth voice.
10. Meet with Allison Hunt (DMH Peer Mentor) on a regular basis as part of an affinity group of Peers.
11. Participate in Achieve My Plan! training for exposure to enhanced Wraparound methods.

Supervisory Responsibilities: N/A

Competency:

1. The Peer Mentor will be able to work effectively as part of a team to provide information, support, and advocacy to assist young adults in articulating and developing their recovery goals.
2. The Peer Specialist will be able to provide service in a manner that meets the agency requirements and the needs of the person.
3. The Peer Specialist will be able to effectively document service activities according to agency program standard.

**Education and/or Experience:**

1. High School Diploma /GED.
2. Previous participation in MH system as recipient and willingness to convey this experience as is relevant.
Description

Do you have **personal life experience(s) in juvenile justice, behavioral/mental health, intellectual disability, child welfare or drug & alcohol and have the ability to positively and appropriately self-disclose regarding that experience(s)?** If so, you may have found your next job as a Youth Support Partner!

We are seeking mature individuals who have similar life experience(s) to the youth and young adults served to be a peer mentor, positive role model and advocate and support for these individuals. Your role will involve assisting youth in achieving their goals, in making good choices, pursing healthy life choices, handling adversity and peer pressure, connecting with resources, helping youth to have a voice and be accountable for their own lives and future. **A Youth Support Partner must have life experience(s) in one or more of the child serving human services systems and the ability to positively and appropriately self-disclose regarding that experience(s).**

**Responsibilities:**

- Speaking up for the youth and the Youth Support Partner role in various settings – 1 on 1; in small groups; at meetings and large conferences, etc.
- Acting as a resource on youth transition through the collection of information about the needs of young adults in any DHS System.
- Representing the Department of Human Services in internal and external committees, meetings, taskforces, and presentations and at community, county and state events.
- Providing access to educational opportunities around the DHS system.
- Working independently, as well as with teams, to assist youth in identifying and coordinating services, community resources and natural supports.
- Coordinating youth involvement in a variety of opportunities, including but not limited to conference attendance involving out of town travel.
- Coordinating youth involvement in evaluation projects.
- Assisting with the creation of publications, list serves, websites and/or social media to promote and support related youth development activities.
- Working with family members and other professionals to assist youth.
- Educating youth on how to advocate for their needs; have a voice and choice in matters related to their lives.
- Creating partnerships with youth and professionals to help meet their needs.
- Educating youth on independence and recovery.
• Coordinating and helping facilitate support groups and/or social events.
• Providing outreach, recruiting and identifying youth for the program.
• Sharing personal life experience(s) according to the Employee Self-Disclosure Guidance.

Requirements

• High School Diploma or equivalent, plus a minimum of 1 year combined work experience.
• Life experience(s) from one of the child serving human services systems.
• Excellent communication and interpersonal skills.
• Ability to work independently, as well as part of a team.
• Experience working with individuals from diverse backgrounds.
• Have a sense of personal responsibility and accountability.
• Knowledge of and some success with your own skills such as budgeting, pursuing and maintaining educational objectives and understanding basic life skills.
• A valid driver’s license and access to a reliable vehicle is needed to attend meetings and make home visits to the families.
OVERVIEW

The OnTrackNY Program is an innovative treatment program at site name here. The program serves adolescents and young adults who are within two years of experiencing the onset of non-affective psychosis. The Peer Specialist will work .5 FTE as part of an OnTrackNY team with program participants, family members, and all other team members. The Peer Specialist serves a unique role on the team. By drawing on their own lived experience of overcoming challenges with mental illness, the Peer Specialist can use their unique perspective to inspire hope in clients and families, and model relationships built on respect, validation and trust. Walking alongside clients on their recovery journeys, the Peer Specialist is an ally and advocate for young people as they contend with the difficulties and uncertainties of early psychosis. Peer Specialists are not clinicians although they work as part of the clinical team. Maintaining a uniquely peer worldview complements and enhances the work of the entire team.

The Peer Specialist uses their lived experience to contribute to treatment planning for each participant, keeping “youth-friendliness” at the forefront of the team’s philosophy, and facilitating the team’s development and maintenance of a culture of respect. The Peer Specialist can provide an essential framework for highlighting the potential that each client has for achieving a successful recovery trajectory.

In addition to attending team meetings, Peer Specialists often work directly with other team members to provide support and assistance to program participants. Under the supervision of the OnTrackNY Team Leader, they provide direct peer support services to program participants in any setting that would be helpful – at the OnTrackNY program site, in the community, or in the hospital.

JOB RESPONSIBILITIES

Within the OnTrackNY team, the Peer Specialist may serve in many different capacities:

- **Outreach/Engagement/Bridge Building:** Helping to facilitate engagement with OnTrackNY teams by forging strong connections with participants and families, undertaking outreach activities designed to promote community awareness of OnTrackNY services, encouraging help-seeking, and at times serving as a bridge between team members and participants when they experience ambivalence about treatment.
- **Relationship Building:** Developing authentic, meaningful relationships with individuals and families through empathy, sharing experiences, listening and collaborating with genuine curiosity and interest.
- **Embracing Creative Narratives:** Peer Specialists need to be able to understand, share and discuss multiple frameworks for understanding life experiences such as psychosis with participants and the rest of the OnTrackNY team. Peer Specialists intentionally use language in the service of listening to understand and making space for complex personal stories of recovery and resilience.
- **Advocacy:** Peer Specialists advocate with and for program participants both in the larger
community and on the team.

- **Co-Creating Support and Wellness Tools:** Collaborate with participants to clarify their personal visions and develop their wellness toolkit. Along with other team members, Peer Specialists support participants in strengthening their self-awareness, building life skills, and connecting to resources and community outside of the OnTrackNY team.

- **Influencing Team Culture:** Whenever possible, positively influencing the team culture by advocating for clients, promoting a youth friendly approach and encouraging the use of recovery oriented language. OnTrackNY Peer Specialists also work actively within the team itself to help build an environment that operates from a belief in the human potential to grow and an understanding of human diversity.

- **Team Communication:** Peer Specialists maintain open and frequent communication with the team. This includes reporting safety and other concerns to the team. Peer Specialists will also keep notes on visits with program participants as required by the provider agency. In the spirit of peer support, co-collaborating on reporting with the program participant is encouraged.

### MINIMUM QUALIFICATIONS

#### PEER SPECIALIST

- It is preferable that the individual’s lived experience of mental health challenges includes experience with psychosis during his or her youth. However, personal experience with psychosis is not required.
- Ideally the Peer Specialist is a young adult; however, a Peer Specialist of any age may be considered for the position, provided that he or she relates well to young people.
- As much as possible, the Peer Specialist should have an understanding of the community in which the team is based with an awareness of available community resources.
- The Peer Specialist should also be someone who has made good progress toward his or her own recovery.
- The Peer Specialist should demonstrate good interpersonal communications skills and the ability to empathize with, relate to and effectively work with participants of mental health services.
- The individual should have two years of active participation in mental health self-help activities, peer support or peer advocacy programs, or participant run organizations or similar experiences or programs.
- They must possess the ability/ willingness to disclose their recovery story (where appropriate) for the purposes of empowerment.
- Excellent judgment/ ability to understand boundaries when working with participants of mental health services is required.
- State certification as a Peer Specialist is required, **OR** the individual should have the ability to obtain provisional certification within 6 months and standard certification within 12 months of being hired.
KAIROS The moment when change is possible

JOB DESCRIPTION

POSITION TITLE: PEER SUPPORT SPECIALIST

ENTRY LEVEL: C5

MINIMUM QUALIFICATIONS: MUST BE A PREVIOUS CONSUMER OF MENTAL HEALTH SERVICES AS THE RESULT OF EMOTIONAL AND/OR BEHAVIORAL CHALLENGES WITH SUFFICIENT RECOVERY TO PROVIDE PEER SUPPORT SERVICES TO CLIENTS.

HIGH SCHOOL DIPLOMA OR GED PREFERRED.

PROVIDE PROOF OF CURRENT, VALID OREGON DRIVER’S LICENSE (OR IF OUT-OF-STATE WILL OBTAIN OREGON LICENSE WITHIN 30 DAYS). COMPREHENSIVE AUTOMOBILE INSURANCE (IF APPLICABLE) AND A SAFE DRIVING RECORD (MINIMUM OF 3 YRS.) TO USE COMPANY OR PERSONAL VEHICLE FOR REQUIRED DUTIES.

STATUS: NON-EXEMPT

SUPERVISOR: PEER DELIVERED SERVICES MANAGER

DEGREE OF SUPERVISION: FORMAL SUPERVISION WITH PEER DELIVERED SERVICES MANAGER, EVERY TWO WEEKS OR AS NEEDED AND WEEKLY PEER STAFF SUPERVISION. FOR CERTAIN PROGRAMS, PROGRAM SPECIFIC FORMAL ADMINISTRATIVE SUPERVISION WITH PROGRAM MANAGER WILL TAKE PLACE EVERY TWO WEEKS ALONG WITH PEER SUPERVISION.

POSITIONS SUPERVISED: NONE

TASKS & RESPONSIBILITIES:

I. SKILL EXPECTATIONS: A. Demonstrate knowledge of mental illnesses, recovery, community resources, support services and referral systems. B. Demonstrate knowledge and experience applying principles of mental health peer support. C. Attend weekly staff meetings. D. Attended weekly in person or by phone peer staff supervision. E. Attend in-service trainings. F. Participate in personal and professional training and development activities as necessary to stay current with standards for peer support practice. G. Participate in therapeutic groups when applicable. H. Participate, coordinate or facilitate youth voice through a Youth Advisory Council or other venues to ensure youth/young adult voice at program/agency/community level. I. Assist with and/or participate on Youth Move Kairos when assigned. J. Provide information as needed about peer counseling, support and consumer perspectives to new staff. K. Maintain all certifications and licenses as required to perform the duties of the position. L. Demonstrate knowledge of and proficiency in the Collaborative Problem Solving model when working with youth/young adults and families as well as staff and community partners. M. Understand the
concept of Trauma Informed. N. Attend 40 hour Peer Delivered Services training. O. Other tasks as assigned.

II. CLINICAL EXPECTATIONS: A. Provide counseling, support, and advocacy for youth/young adults. B. Document all communication with youth, families, outside agencies, and community partners. C. Assist youth/young adult orientations during admission. D. Consult with staff and treatment/wraparound teams regarding youth/young adult perspective. E. Partner with youth/young adults to cultivate goals and analyze progress toward vision and goals. F. Prepare and follow up with youth/young adult on treatment/wraparound team meetings. G. Work with youth/young adult on discharge planning to ensure support services and community resources are in place upon discharge. H. Assist and teach youth/young adult self-advocacy skills. I. Peer will work collaboratively as part of a team to ensure the best possible outcomes for clients. J. Provide therapeutic interventions with clients as identified by team. K. Assists client in crisis/emergency planning and interventions. L. Assist youth/young adult in accessing and ways of meeting outside appointments and obligations when applicable. M. Maintain personal and professional boundaries with youth/young adults and families.

III. LEADERSHIP A. Demonstrate and communicate knowledge of agency’s policies, practice guidelines, and information pathways. B. Abide by all ethical codes and professional standards and client confidentiality including Kairos Peer Standards. C. Demonstrate flexibility adapting to program changes. D. Model good communication skills and willingness and ability to share youth/young adult perspective. E. Demonstrate accountability by being open to feedback from supervisor, program manager, and administrative personnel.

IV. SAFETY WORK ENVIRONMENT A. Perform all work tasks in a proper and safe manner per established policies, procedures and guidelines. B. Cooperate with other staff and demonstrate respect for other staff, youth and visitors to the facility. C. Demonstrate ability to establish positive relationships while maintaining boundaries with youth, families, co-workers and community partners. D. Contribute to ensuring the work environment is safe and well maintained to prevent unnecessary injury, time loss and agency expense. E. Comply with all federal, state and agency health and safety reporting requirements.

Employee Signature: X ____________________________ Date: __________________
GENERAL SUMMARY OF POSITION:

Under the supervision of the Research Coordinator or designee, the Research Technician Assistant will perform a full range of administrative, research, and dissemination tasks as needed in support of complex research and/or dissemination projects.

MAJOR RESPONSIBILITIES:

- Assist in the collection, recording, analyzing, evaluating, and update of pertinent data in relation to protocol
- Assist in the summary of research findings, research publications and presentation preparation
- Assist in more complex research tasks
- Perform literature/web searches
- Assist in assessing eligibility of research subjects in accordance with the approved protocol and all applicable regulations including HIPAA
- Obtain informed consents in minimal risk studies under supervision as delegated by IRB-approved protocol
- Schedule patient tests and/or interviews
- Type basic correspondence
- Data entry
- Transcribe source data documents
- Audit medical records and medical record abstractions for consistency and completeness
- Comply with established policies, health and safety regulations and requirements, procedures, and department objectives
- Maintain patient and study confidentiality
- Perform other duties as required.

REQUIRED QUALIFICATIONS:

- High School diploma or equivalent
- Two years of related work experience
- Experience in using computer-based tools (Word, Excel, Access, Outlook, PowerPoint, etc.)
- Oral and written communication skills
- Excellent organization, analytical, and interpersonal skills required
PREFERRED QUALIFICATIONS:

- Lived experience with a mental health condition
- Knowledge gained from personally utilizing mental health services
- Experience with attending conferences, youth councils, trainings, or other events that provided exposure regarding youth voice and advocacy
- Ability to work well in a team centered environment

SUPERVISION RECEIVED:

Under the supervision of the Research Coordinator or designee

SUPERVISION EXERCISED:

None

ENVIRONMENTAL WORKING CONDITIONS:

Usual office environment

As an equal opportunity and affirmative action employer, UMMS recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives and backgrounds.
## Calling all Young Adults:
### Job Openings at the Transitions RTC!

### Our Mission

The Transitions Research and Training Center (RTC) conducts research and knowledge-sharing activities that aim to support young adults with serious mental health conditions achieve their school and work goals. All work is guided by input from young adults with lived experience. The Transitions RTC is located at UMass Medical School in Worcester, MA.

We are looking to fill 3 part-time positions that would be perfect for a young adult with lived experience of a mental health condition:

### 1 Clinical Research Assistant (CRA)
**24-32 hours/week**

**Job Responsibilities:**
- Collect, record, analyze, evaluate, and update important research data
- Summarize research findings and prepare presentations
- Perform literature/web searches
- Schedule and conduct interviews

**Required Qualifications:**
- Bachelors degree in a scientific or health care field, or equivalent experience

### 2 Research Technician Assistants (RTA)
**12-20 hours/week**

**Job Responsibilities:**
- Assist in the collection, recording, analyzing, evaluating, and update of important research data
- Assist in the summary of research findings, publications and presentation preparation
- Perform literature/web searches
- Conduct data entry

**Required Qualifications:**
- High School diploma or equivalent
- Two years of related work experience

**Preferred Qualifications for BOTH Positions:**
- Lived experience with a mental health condition
- Knowledge gained from using mental health services
- Experience with events that provided exposure to youth voice & advocacy
- Ability to work well in a team environment
- Excellent organization, analytical and interpersonal skills
- Experience in using computer-based tools (Word, Excel, Access, Outlook, PowerPoint, etc.)

*Both positions include potential for growth!*

### How do I apply?

To apply, send a résumé and a brief cover letter describing your qualifications, experiences and why this position appeals to you to transitionsrtc@umassmed.edu. Deadline for applications: 11/21/14

For more info about us visit: [http://labs.umassmed.edu/TransitionsRTC](http://labs.umassmed.edu/TransitionsRTC) and [www.voices4hope.net](http://www.voices4hope.net)
Commonwealth of Massachusetts Job Description

Title: Mental Health Coordinator 1
Working Title: Peer Support Specialist
Agency: DMH – Northeast-Suburban Area

GENERAL STATEMENT OF DUTIES AND RESPONSIBILITIES  Provides support, education, information and training in recovery tools and techniques to persons served by state operated DMH programs; facilitates participation by persons served in the development of comprehensive assessments and IAPs as an advocate/support; teaches life skills; Assists with securing benefits, entitlements, employment, and other needed services to support recovery; drives individuals as needed to assist with community integration; documents services and utilizes data bases; performs related work as required. Connects individuals with recovery and generic community activities and organizations.

Supervision Received from Program Director

Direct Reporting Staff: None
Their Staff: None

DETAILED STATEMENT OF DUTIES AND RESPONSIBILITIES

1. Provides support, education, information and training in recovery tools and techniques to persons served by DMH or DMH contracted programs.
2. Assists persons served to develop and communicate goals of their personal recovery action plans to treatment teams.
3. Provides information and training on recovery tools and techniques, and self management strategies and assists persons to persons served in developing their recovery plan.
4. Supports the development of self advocacy skills and other strategies that promote recovery to persons served to support their recovery process through teaching and modeling these skills.
5. Provides training and consultation to other staff to facilitate an understanding of the perspective of persons served.
6. Serves as a link to the Recovery Learning Community and other peer services and provides information on recovery initiatives and recovery resource information to persons served and staff.
7. Serves as a mentor to promote hope, resiliency and empowerment and is willing to share their own recovery story.
8. Serves as a member of the team by attending regularly scheduled meetings, by coming prepared, and by participating in discussion to ensure that the person served is driving the planning process and will receive optimal services.
9. Responsible for assisting in the development, understanding, & implementation of IAPs in order to assist the person served in learning the necessary skills to meet their goals, remove barriers, and to participate fully in the community.

10. Assess on an ongoing basis the needs, strengths, and interests of persons served by meeting with individuals, reviewing records, making home visits, and maintaining regular contact with persons served and their families in order to ensure that person centered recommendations for services are made.

11. Advocates for persons served by acting as a liaison between them and the community to ensure that persons served can access the services and resources they need and desire in the community.

12. Responsible for transporting or arranging transportation for persons served that need that level of service by using state or personal vehicle. Drives individuals to assist in community integration.

13. Responsible for assessing persons served and assisting them in accessing Emergency Services when warranted.

14. Demonstrates the knowledge and awareness of the cultural needs of persons served.

15. Responsible for maintaining a therapeutic atmosphere through professional performance & attitude.

16. Attends all trainings and classes as required.

17. Maintains medical record information and other administrative documentation according to departmental standards.

18. Identifies systemic gaps/needs and reports them to supervisor.

19. Participates in peer support activities including training and mutual support meetings

QUALIFICATIONS REQUIRED AT HIRE (List knowledge, skills, abilities)

1. Ability to exercise sound judgment and maintain harmonious working relationships.
2. Ability to effectively communicate orally and in a written format.
3. Ability to work collaboratively as a member of a team, as well as independently.
4. Ability to motivate others.
5. Ability to be creative and flexible in working with persons served.
6. Ability to exercise patience, empathy and understanding.
7. Ability to remain calm, rational and react quickly and effectively in emergency situations.
8. Ability to be flexible in programmatic changes and scheduling.
9. Ability to receive and respond to supervision.
10. Working knowledge of the fundamental types of challenges presented by mental disorders.
11. Ability to assist people in identifying strengths and skills.
12. Knowledge of the principles and practices in strength based, person-centered services.
13. Knowledge of recovery principles and stages of recovery.
14. Knowledge of the organization and functions of community mental health programs.
15. Ability to utilize basic computer applications such as Microsoft Word, Outlook, etc.
16. Valid Massachusetts driver’s license.

QUALIFICATIONS ACQUIRED ON THE JOB

1. Knowledge of relevant mental health and community resources.
2. Knowledge of motivational interviewing and person centered planning.
3. Knowledge of DMH regulations, policies, and procedures.
4. Knowledge of the special needs that adults living with mental illness may have.
5. Knowledge of primary psychiatric disorders and medications.
6. Knowledge of the spiritual/cultural needs of the persons served.

MINIMUM ENTRANCE REQUIREMENTS

ENTRANCE REQUIREMENTS:

1. Applicants must have a high school diploma or equivalent and complete Peer certification through a recognized Certified Specialist Program.
2. Required to have a current and valid motor vehicle driver’s license at a class level specific to assignment.

10. LICENSE AND/OR CERTIFICATION REQUIREMENTS

- Certified Peer Specialist (CPS) required
- Travel will be required and applicant must have a current and valid MA Class D Motor Vehicle Operator’s license or the equivalent from another state.
JOB DESCRIPTION

TITLE: ICC Youth Peer Mentor

PURPOSE: To provide daily administrative and individual support to youth and in particular to Transition Age Youth (age 18-21).

The ICC Peer Mentor is a young adult member of the Intensive Care Coordination Team who provides individual support to youth and in particular to Transition Age Youth. The Peer Mentor shares personal recovery experiences and helps to identify skills, supports and resources that participants will use to enhance wellness. The Peer Mentor strives to inspire hope and to develop mutuality in peer-to-peer relationships.

The Intensive Care Coordination program works with families and/or young adults to build on family strengths and available support systems to assist children/youth with serious emotional disturbance to remain in or return to their communities by teaching the necessary skills to ensure success.

LINE OF RESPONSIBILITY: The ICC Peer Mentor reports to the ICC Supervisor and/or to the ICC Senior Family Partner.

FLSA STATUS: Exempt

ESSENTIAL RESPONSIBILITIES:

1. Collaborate with the Intensive Care Coordination team to complete the ICC assessment process with young adults, ages 18-21 who are looking for support.
2. Provide individual support throughout the ICC process, with weekly contact, to young adults who choose to engage with a Peer Mentor.
3. Peer Mentors share their personal journey with purpose and intent to the young adult throughout the ICC process.
4. Assist and support youth to identify and build community and natural supports.
5. Participate as needed in Care Planning Meetings and other meetings, as requested by young adult and approved by their supervisor.
6. Assist the team in partnering with, engaging, and retaining young adults in necessary services. This may include providing transportation to meetings when needed and appropriate.
7. Assist Family Partners in collecting and sharing information about community resources,
with a focus on young adult resources.
8. Meet weekly with Senior Family Partner or equivalent staff for supervision.
9. Participate in required data collection for the Success for Transition Age Youth (STAY
Together) grant.
11. Participate in the Statewide Youth Advisory Council (SYAC) and Youth Development
Committee (YDC) meetings.
12. Participate in the CSA System of Care Committee meetings as representative of youth
voice.
13. Meet with DMH Peer Mentors on a regular basis as part of an affinity group of Peers.
14. Attend all scheduled individual and group supervision.
15. Follow all agency policies and procedures.
16. Perform other duties as assigned by supervisor.

QUALIFICATIONS: Must have personal experience living with mental health challenges or
special needs and a willingness to share their journey, with purpose and intent, a High School
Diploma/GED, reliable transportation and a valid driver’s license. Demonstrated experience
working with youth in professional or nonprofessional capacity. Good listening skills,
nonjudgmental ability to foster self-sufficiency; desire to work in natural family and youth
settings. Ability to establish trusting relationships through compassion, empathy and insight.
Computer proficiency required including ability to work with email, electronic health record and
word processing software.

PHYSICAL DEMANDS: Considerable standing and walking; occasionally subjected to
irregular hours; occasional pressure due to multiple demands.

I have read, understand, and accept the responsibilities of this position as described in the above
job description titled ICC YOUTH PEER MENTOR

__________________________________________  ________________
Employee Signature                          Date

___________________________________________________
Name (please print)
Clinical Supervisor
Job Description

Job title | Part Time - Clinical Supervisor
--- | ---
Reports to | Program Manager/Executive Director

**Job purpose**
The Clinical Supervisor is responsible for the oversight of service planning, case management and support of Peer Specialists of the Federation of Families, Miami-Dade Chapter Inc. working with enrolled youth and families under the Beyond Empowerment and Regional Partnership IMPACT grants.

**Duties and responsibilities**
- Meet individually with Peer Specialists of Project IMPACT weekly to discuss progress and challenges of participants enrolled in Project IMPACT that are receiving peer recovery support services, to provide clinical oversight and direction on cases.
- Meet with Peer Specialist Supervisor and Program Manager weekly to discuss progress and challenges of participants enrolled in Beyond Empowerment that are receiving peer recovery support services, to provide clinical oversight and direction on cases.
- Meet with Peer Specialists and the Peer Specialist Supervisor in a group setting weekly to discuss case scenarios and facilitate discussion, reflection, direction and support for all Peer Specialists participating in case reviews.
- Review participant charts twice a month, including progress notes, referrals, assessments and service plans providing feedback, as necessary. Ensure participant charts are kept current and in compliance with quality assurance standards.
- Provide a safe and confidential environment for all Peer Specialists to discuss and reflect on their work and their personal and professional responses to their work with participants and systems.
- Support all Peer Specialists in their personal and professional growth.
- Attend grant related program meetings with the Program Manager and/or Executive Director, as needed.

**Qualifications**
- Master’s Degree in Mental Health related field, with a minimum 2 years supervisory experience; Licensed Mental Health Counselor or Licensed Clinical Social Worker in the State of Florida preferred.
- Knowledge of Peer Support recovery and resiliency movement and System of Care values and principles desired.
- Knowledge of substance abuse disorders and recovery principles desired.
- Knowledge of Service Planning and Care Coordination
- Bicultural, bilingual in English/Spanish preferred.
- Must be culturally knowledgeable and responsive