

Certified Family Recovery Coach – Associate (CFRC-A) and Certified Family Recovery Coach (CFRC) Scope of Practice

DOMAIN 1: Advocacy

- A. Identify, and implement, strategies for advocating for the family member’s goals and desires.
- B. Recognize opportunities for advocacy within different systems to promote person-centered recovery/wellness support services.
- C. Understand the different levels of advocacy based upon the needs of the family member and systems being navigated.
- D. Support the family member with understanding their rights and responsibilities in the different situations they may engage in.
- E. Apply principles of individual choice and self-determination in advocacy efforts.
- F. Explain the importance of self-advocacy as a component of person-centered recovery and wellness.
- G. Use person-centered language in all professional affairs.
- H. Recognize, understand and utilize strategies for appropriate and effective communication with the family member, person with the addiction and/or mental health concern, referral sources, other professionals and anyone else the recovery coach engages with.
- I. Understand, and implement, various approaches to advocacy depending upon the situations and family member’s needs.
- J. Support family members with understanding their options related to various resources needed, including educating and supporting the family member with navigation of different resource systems.
- K. Identify, educate the family member on, and support, multiple pathways of recovery and wellness. (e.g., individual, systemic, self-advocacy)
- L. Support holistic approaches to recovery and wellness for the family member. (e.g., mind, body, spirit, environment)

DOMAIN 2: Ethical Responsibility

- A. Recognize, and educate, the family member on various risks that may affect their welfare and safety.
- B. Identify and respond to personal risk indicators to ensure welfare and safety. (This includes the recovery coach and the family member)
- C. Identify, navigate, and report (as applicable) personal issues that may impact their ability to perform job duties to their respective supervisor.
 - 1. This may include reporting issues to their credentialing body should it violate the credential code of ethics.
- D. Report abuse or neglect to appropriate authority.
 - 1. The recovery coach must follow all applicable reporting laws for Indiana.
- E. Discuss the family members' satisfaction with their progress toward recovery and wellness goals.
 - 1. The recovery coach will support adjustment to goals as desired by the family member.
 - 2. The recovery coach will utilize recognized skills such as motivational interviewing, stages of change, etc. to support the family member with understanding the steps necessary and potential outcomes related to their goal setting.
- F. Maintain proper documentation and collect data as required by your role and applicable funding, state and federal expectations.
- G. Demonstrate compliance with responsibilities and limits of the recovery coach scope of practice.
- H. Demonstrate compliance with confidentiality and privacy expectations and policies. (This includes applicable local, state, and federal laws)
- I. Maintain professional and ethical boundaries.
 - 1. Be aware of dual relations and potential conflicts of interest.
 - 2. Disclose any potential conflicts of interest to their employer immediately.
 - 3. Not ever become socially involved with anyone they have currently, or previously, provided professional services to.
- J. Apply techniques in response to crises and emergency situations.
- K. Use organizational/departmental chain of command to address or resolve issues.

DOMAIN 3: Mentoring and Education

- A. Recognize the importance of self-care for the recovery coach and the family member.
- B. Establish a peer-to-peer relationship rather than a hierarchical relationship.
 - 1. It is not ever the role of the recovery coach to mandate or have a position of authority over the family member.
- C. Recognize how to appropriately self-disclose or share any information about themselves.
 - 1. This includes understanding the family member's goals and current place in the stages of change and adapting (or not disclosing) based upon this information and determination.
- D. Employ strategies to support the development of healthy behavior that is based on the family member's self-directed choice.
- E. Educate the family member on skills needed to self-advocate and work towards their respective goals.
- F. Support the family member with skills development to identify and establish healthy, and meaningful, relationships.
- G. Understand, and utilize, strategies to build rapport with the family member, the community and other professionals.
- H. Support the family member's development of effective communication skills.
- I. Support the family member's development of conflict resolution skills.
- J. Support the family member's development of problem-solving skills.
- K. Apply principles of empowerment when working with the family member.
- L. Educate the family member on resource options for community support and professional services.
 - 1. This includes supporting the family member with navigating the resources on their own (as applicable).

DOMAIN 4: Recovery and Wellness Support

- A. Support the family member with setting their own goals.
- B. Recognize, be educated on, and respect that there are multiple pathways of recovery and wellness.
- C. Assist the family member to identify and build on their strengths and resiliencies.
- D. Utilize coaching techniques. (e.g., motivational interviewing, active listening, empathizing, healthy boundaries)
- E. Recognize, and utilize, the stages of change in all services provided.
- F. Recognize and de-escalate (as applicable) signs of crisis or distress.
- G. Demonstrate effective utilization of tools for outreach and continued support.
- H. Assist the family member in identifying, and engaging with, support systems.

- I. Assist the family member in identifying different needs utilizing Maslow's hierarchy of needs as a guide.
- J. Practice a strength-based approach to all services delivered.
- K. Apply peer-to-peer supportive group facilitation techniques.
- L. Recognize the impact of trauma, utilize a trauma-informed approach, and link the family member to appropriate resources as necessary.
 - 1. Recognize co-occurring and mental health disorders and link family members to appropriate resources as necessary.

DOMAIN 5: Harm Reduction

- A. Recognize, utilize, and respect the principles of harm reduction in SUD and mental wellness.
- B. Provide education, tools and strategies to reduce harm and negative consequences to the family member (as appropriate).
- C. Discuss harm reduction strategies and readily available resources (e.g., recognizing patterns and behaviors, stages of change).
- D. Provide overdose prevention education and link to resources (e.g., safe use supplies, community resources, testing strips, naloxone etc.).
- E. Identify and educate the family member on resources for ancillary/wraparound services.
- F. Practice self-awareness of personal beliefs and biases towards harm reduction.
- G. Identify alternative approaches that do not seek to prevent or end substance use.