PEER SUPPORT

THERAPEUTIC MENTOR

**MINIMUM QUALIFICATIONS**: High school diploma or GED and 2 years’ experience with target population or BA/Associates degree in human services field and 1 year of experience with target population. Must be at least 21 years old; valid Alabama Driver’s License and acceptable driving record; proof of automobile insurance.

**PRIMARY JOB FUNCTIONS AND PERFORMANCE EXPECTATIONS:**   
Adheres to Central Alabama Wellness Policies and Procedures in a consistent manner.

Establish and maintain positive working relationships with internal staff, community resources, and stakeholders.

Responsible for understanding and adhering to all internal policies & procedures, training expectations and AHCCCS covered services guide.

Must have capacity to work flexible hours including some evening/weekend availability based on the needs of the primary support.

Must be able drive to families’ homes, community events, and meetings at service provider offices or schools as needed.

May provide transportation to youth as necessary to complete support goals as allowable in the Covered Services Guide.

Support, coach and train the youth in age-appropriate behaviors.

Train, coach and support the youth to demonstrate problem-solving and conflict resolution skills.

Provide linkages to recreational and social activities.

Provide interventions and support to achieve established treatment goals that are assigned as part of an integrated service team for the youth.

Attend at minimum bi-monthly individual supervision with Program Manager and monthly group supervision sessions with Clinical Director.

Meet all training requirements within expected timeframes as determined by Clinical Director.

Essential competencies listed below must be consistently demonstrated at each youth interaction:

**Establish therapeutic relationship with the youth:**

Must be able to introduce yourself to the youth and parents primary caregiver and explain your role as a Therapeutic Mentor.

Use a positive relationship with the youth to build skills, knowledge and confidence related to the youth’s goals.

The relationship is structured and goal-oriented.

Ability to focus on the needs of the youth.

Ability to build a strong sense of connection based in equality, common respect and mutuality.

Ability to demonstrate active listening skills, empathetic responses and validate the youth’s experience.

Must be able to use person-first and strength based language in every interaction with the youth and parent/primary caregiver.

**Coach and support the youth’s acquisition of skills:**

Address daily living, social and communication needs.

Help the youth navigate social contexts, learn new skills and make functional progress.

Support, coach and teach developmentally-appropriate behaviors, interpersonal communication, problem-solving and conflict resolution, relating appropriately to others in recreational and social activities.

Teach skills through “structured, one-to-one support services” (across life domains and settings) in order for youth to remain at home, prevent out-of-home placement, or to transition “home,” to include the following interventions: teach alternative strategies, provide anticipatory guidance, role plays, and behavior rehearsals.

Supervise youth’s practices of new and enhanced skills and engage the youth in discussions about effective strategies for handling “everyday” social situations.

Help ensure the youth’s success in navigating various social contexts, give feedback, coach and support use of effective strategies.

**Respect throughout the relationship:**

Ability to communicate a sense of respect that the primary support’s voice matters and deserves to be heard.

Ability to identify, extract and utilize the primary support’s functional strengths and family culture to develop individualized support plans.

Ability to communicate a sense of cultural humility in connecting with each youth.

Ability to identify unmet needs as a key to establishing understanding.

Ability to assist the primary support in reflecting on their own journey and encourage empowerment.

Ability to model a relational stance of respect and acceptance in all interactions with and about the primary support system.

**Link with others in collaboration and problem solving:**

Build collaborative partnerships with others demonstrating a non-adversarial advocacy approach.

Participate as needed in team meetings.

Ability to model a strength based approach and utilize collaborative problem solving techniques with others.

Utilize youth’s strengths and resiliency traits in problem solving and brainstorming solutions.

Ability to recognize strengths of collaborative partners.

To Apply, please email your resume to:  [recruiting@centralalabamawellness.org](mailto:recruiting@centralalabamawellness.org)