CHAPTER 4

Program management – Recruitment and selection of peer health navigators

In this chapter, we identify host agency responsibilities related to recruitment and selection of peer health navigators. These include: defining peer health navigator competencies, developing a strategy to support candidates to assess their readiness to be navigators, and defining a recruitment and selection process.

Peer health navigator competencies

There are specific skills and knowledge people living with HIV should have to be peer health navigators. If they do not possess these competencies, they should be able to demonstrate an ability to learn them. The literature and working group identified 16 peer health navigator competencies. The recommendations for the competencies are described below, along with a review of the evidence for each. The competencies are:

- Interest in peer support
- Knowledge of local context and culture
- Commitment and reliability
- Engagement in HIV care
- Personal stability
- Ability to gain the skills and knowledge of a peer health navigator
- Leadership skills
- Ability to set boundaries
- Ability to demonstrate work/life balance
- Ability to identify need for self-care
- Communication skills

- Ability to demonstrate empathy toward others
- Adaptability
- Ability to work within a trauma-informed framework
- Ability to work within a harm reduction framework
- Ability to work within a sexual health framework

Interest in peer support

RECOMMENDATION 1: Seek candidates who demonstrate an interest in peer support. (Type of evidence: research and practice)

Evidence

It is important that candidates have an interest in peer work.[13,66,158,169,174,175] Interest can be gauged in a number of ways, including a candidate's interest in working in the community,[66] providing information to their peers,[13,175] or pursuing further training in peer work.[174] Candidate interest can also be assessed through previous experience working as an educator[169] or counsellor[174] (paid and volunteer) in the HIV community,[33]

Knowledge of local context and culture

RECOMMENDATION 2: Seek candidates who have the lived experience and understanding of the local context and culture of clients; if this is not possible, seek candidates who have the ability and interest to learn about the local context and culture. (Type of evidence: research and practice)

Evidence

Candidates applying to be peer health navigators should have knowledge of the communities served by the navigation program[33,51,63,71] and be familiar with the culture of clients or have the ability to learn about the cultures of the local clients.[34,44,66] Local knowledge can include knowledge of relevant languages[33,66] or local services and issues in communities.[33,51,66,71]

Commitment and reliability

RECOMMENDATION 3: Seek candidates who demonstrate commitment and reliability. (Type of evidence: research and practice)

Evidence

Commitment to the program, reliability and dependability are all important competencies peer health navigator candidates should possess. Candidates should be committed to the position,[51,67,157,160,176] the program's goals,[157] and working with others to improve HIV care.[51]

They should also demonstrate reliability[160,174] which can be assessed by previous examples of how they followed through on the things they said they would do.[160]

Engagement in HIV care

RECOMMENDATION 4: Seek candidates who model meaningful engagement in their own HIV care. (Type of evidence: research and practice)

Evidence

Peer health navigators are expected to model meaningful engagement in their own holistic health and wellness, including HIV care, for their clients. Candidates for peer health navigator positions should receive regular and consistent care,[71,174,177] attend appointments[178,179] and adhere to HIV treatment.[66,71,178–180]

Personal stability

RECOMMENDATION 5: Seek candidates who have achieved a measure of stability in their lives that allows them to carry out the functions of their position. (Type of evidence: research and practice)

Evidence

Candidates need to have enough stability in their lives to ensure that they can guide, connect, refer, educate and accompany people with HIV through systems of care.[26,28] Stability is difficult to measure and there is no set threshold.[26] The ability of peer navigator candidates to carry out their roles and responsibilities[23,28,149] and take care of themselves[152,181] when they experience challenges in their lives are key indicators to consider.[26]

Candidates who use drugs can continue to do so if it does not interfere with their ability to fulfill the roles and responsibilities of a navigator.[23,24,28,32,149]

VIGNETTE *Skye has been living with HIV for five years. She has been getting treatment for her bipolar disorder and started attending a support group for trans people. She has been able to go to her appointments for HIV care on a regular basis and is now on HIV treatment. Today, she is meeting with the peer health navigation program supervisor about becoming a navigator. Skye's HIV specialist referred her. The program supervisor and Skye talk about her current plan of care, and how she is remaining engaged in her treatment. Together, they make a shared plan to support Skye should she need it. The program supervisor believes that Skye maintains enough stability to do peer health navigation work.*

Ability to gain the skills and knowledge of a peer health navigator

RECOMMENDATION 6: **Seek candidates who possess the ability to gain the skills and knowledge necessary to be peer health navigators. (Type of evidence: research and practice)**

Evidence

Candidates may have some of the necessary skills or knowledge to be peer health navigators before they apply. All candidates should, nevertheless, demonstrate they are able to gain the skills[13,17,19,20,22,27,28,30,31,33,34,44,49,51,67,71,155,158,162,178,179,182–189] and knowledge[17,19,20,27,28,67,71,158,162,183–186,189] necessary to work with clients in this role if they do not already have the skills or knowledge. For more information on peer health navigator training, see Chapter 7.

Candidates should have the ability to learn assessment techniques and peer counselling skills[20,27,71,158] related to offering emotional support to clients, which is one of their roles. They also assist clients to access health and social services and should know about community resources[27,71,183] and how the system of HIV care is set up in the area.[71]

In addition, peer health navigators have a role in educating their clients (either formally or informally) and should have the related skills to perform this role. They should have the ability to learn the factual information necessary for educating their clients.[17,19,20,27,67,71,158,162,183–186,189] Navigators will need to know information on sexual health, HIV and sexually transmitted infections prevention and treatment,[17,19,20,27,71,158,162,183–186] and risk reduction techniques.[27,183,186] In the case of formal, group education, facilitation and presentation skills can be useful.[27,30,185]

Peer health navigators gain the skills and knowledge required to be navigators through training and ongoing supervision. Candidates have to be able to attend peer health navigator training[13,28,31,44,178,179,187,188] and supervision meetings to gain and improve on their skills and update their knowledge.[31,178,179] See Chapter 6 for more information on peer health navigation supervision, and Chapter 7 for more information on training.

Leadership skills

RECOMMENDATION 7: **Seek candidates who possess leadership skills or the ability to develop leadership skills. As peer navigators gain knowledge and confidence, and feel empowered through their engagement in the program, leadership can develop. (Type of evidence: research and practice)**

Evidence

Leadership qualities or a desire to build leadership skills are important for candidates[13,157,160,190,191] because they guide and motivate clients to manage their own care.

There are a variety of qualities that can point to leadership skills or the ability to develop these skills among candidates. Candidates could be role models or opinion leaders among their social networks[157,190] or have credibility among their peers. [157] Leadership qualities can also be demonstrated through an ability to motivate other people with HIV,[160] by being respectful of other people (including others with HIV, program staff and program supervisors),[160] and by showing insight into their own needs and limits.[160]

In addition, candidates for peer health navigator positions could demonstrate a desire to gain leadership skills through an interest in learning, comfort when seeking input from others, comfort with constructive feedback, and by being adaptable.[160]

Ability to set boundaries

RECOMMENDATION 8: Seek candidates who understand how to set boundaries or have the ability to learn how to set them. (Type of evidence: research and practice)

Evidence

Candidates applying to be peer health navigators should demonstrate they can set boundaries or have an ability to learn how to set boundaries.[49,71,174] Having good boundaries increases peer health navigator effectiveness.[67,70]

Setting boundaries – appropriate limits between personal and professional relationships – can be challenging for peer health navigators because they can have both personal and professional relationships with their clients and service providers.[70,148,150–152] Behaviours and actions that were normal and expected before they became peer health navigators may not be in line with the organizational policies and procedures that impact their role as navigators. Training navigators to identify and avoid inappropriately close relationships with clients is essential to prevent abuse of that relationship by the navigator or the client.[66,148]

Peer health navigators may also appear more accessible to clients than other service providers, which may lead clients to ask peer health navigators for more than they are able to offer. Setting clear boundaries will help to manage expectations related to what peer health navigators can and cannot do for clients.[28,51,66,149,156,157]

Given that navigators may have or continue to experience the same life stressors and challenges that their clients do – HIV stigma, financial concerns, periods of illness – it is important for navigators to have strong emotional boundaries when working with clients. Navigators need to develop an emotional distance from the lives of their clients while still offering the emotional support that can be crucial to successful peer health navigation.[21,47,51,71,151,154] This can reduce client dependence on navigators and navigator burnout.

A display of good boundaries can include separating professional and personal lives. Peer health navigators should suspend judgment on the actions of clients that they may not agree with,[34,67,170] and be clear about the time and energy they can devote to clients or their work.[51,66,156] Part of having good boundaries also means peer health navigators need to have an understanding of the limits of their abilities and when to refer clients to others.[157]

Ability to demonstrate work/life balance

RECOMMENDATION 9: Seek candidates who can demonstrate work/life balance. (Type of evidence: practice).

Evidence

This recommendation emerged from the practice expertise of the working group.

Ability to identify need for self-care

RECOMMENDATION 10: Seek candidates who are able to identify the need for self-care and/or who have positive self-care practices. (Type of evidence: practice)

Evidence

This recommendation emerged from the practice expertise of the working group.

Communication skills

RECOMMENDATION 11: Seek candidates who possess good communication skills or the ability to develop communication skills, such as active listening. (Type of evidence: research and practice)

Evidence

Candidates applying to peer health navigator positions should be good communicators[13,20,34,49,51,66,67,71,155,177,180,192] or have the ability to learn communication skills.[27,169,182–186]

Good communication skills are crucial to the work of peer health navigators because part of their role is to share information with clients in a way that is understandable,[34,66,182,185] during both one-on-one sessions[48,157,158,169] and, to a lesser extent, presentations.[17,175,184,185] Strong communication skills also include the ability to listen,[34,67,175,183] a willingness to voice opinions,[66] and a willingness to share personal stories to help clients through their own struggles.[34,71]

Ability to demonstrate empathy toward others

RECOMMENDATION 12: **Seek candidates who are able to create empathic relationships with clients. (Type of evidence: research and practice)**

Evidence

Candidates applying for peer health navigator positions should have the necessary social skills, especially empathy toward others, to create relationships with clients.[13,22,31,31,34,51,66,71,155,176,179,180,192]

Building rapport[71,180,192] with clients is an essential step in supporting them to achieve their goals. Peer health navigators need to be credible,[157,192] able to share their experience with HIV and other personal challenges and triumphs,[22,51,66,71,176] demonstrate empathy and warmth,[71,155] and respect other people's opinions.[13]

Adaptability

RECOMMENDATION 13: **Seek candidates who demonstrate adaptability when addressing the needs of clients and in taking up new knowledge about HIV into their work. Also, seek those who can acknowledge, understand and overcome their biases and respond with compassion to the needs of clients. (Type of evidence: research and practice)**

Evidence

Candidates for peer health navigator positions should be adaptable. Peer health navigators work with clients who face unique challenges and possess specific strengths. Each client's needs are different and navigators have to adapt their approach to help clients access the information or services they need to be healthy.[14,30,71]

Ability to work within a trauma-informed framework

RECOMMENDATION 14: **Seek candidates who demonstrate they can work within a trauma-informed framework to provide appropriate support and navigation services to clients. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Ability to work within a harm reduction framework

RECOMMENDATION 15: **Seek candidates who demonstrate they can work within a harm reduction framework to provide appropriate support and navigation services to clients. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Ability to work within a sexual health framework

RECOMMENDATION 16: Seek candidates who demonstrate they can work within a sexual health framework to provide appropriate support and navigation services to clients. (Type of evidence: practice)

Evidence

This recommendation emerged from the practice expertise of the working group.

Assessment of candidate readiness

It is important that people with HIV determine whether they are emotionally, mentally, physically and spiritually ready to work as peer health navigators. Conducting a readiness assessment may reduce the potential for negative impacts on the health and wellness of navigators and, perhaps, also future clients. When considering whether to become a peer navigator, people with HIV need to think about job expectations, their ability to perform the tasks required, and emotional readiness.

The literature and working group identified 10 agency responsibilities related to candidate readiness assessment. The recommendations for the responsibilities are described below, along with a review of the evidence for each The agency responsibilities are to support and guide:

- The self-assessment process
- The assessment of the ability to commit to the position
- The assessment of emotional readiness
- The assessment of alcohol and drug use
- The assessment of comfort with disclosure
- The assessment of the ability to maintain boundaries
- The assessment of work/life balance
- The assessment of self-care practices
- The assessment of the compatibility of the peer navigators and the agency
- The assessment of the impact of peer work on health and wellness

Support and guide the self-assessment process

RECOMMENDATION 17: Support and guide the self-assessment process of people with HIV who are considering an application for a peer health navigator position. (Type of evidence: research and practice)

Evidence

People with HIV may need help from service providers to assess their readiness to take on the roles and responsibilities of a peer health navigator.[32,63,168,193] Program supervisors who have established relationships with people interested in peer navigation may be in a good position to help these individuals determine their readiness, their ability to cope with the job, and the potential supports they may need to be a successful navigator.[32]

Providing people with HIV with a thorough description of a navigator's roles and responsibilities will help in the readiness assessment. Allowing people with HIV to attend peer navigator training and/or shadowing a peer navigator without a prior commitment to become a navigator may also help in the assessment of readiness.[161,194]

Agencies should encourage and support candidates to ask themselves the following questions to assess their readiness:

- What is behind my motivation in becoming a peer health navigator?
- Am I comfortable being identified as a person with HIV? Am I comfortable with the consequences of disclosure and how to handle them?[161,195]
- Am I comfortable being identified as a member of a group that is at heightened risk for HIV?[195]
- Do I know the latest information necessary to be a peer health navigator? Am I willing to learn?[161]
- How much time and energy am I willing and able to give?[195]
- What do I enjoy doing? What issues are important to me?[195]
- Is the organization the right fit for me?[195]
- Does the organization offer incentives, supports or opportunities for personal and professional growth?[195]

Support and guide the assessment of the ability to commit to the position

RECOMMENDATION 18: Support and guide people with HIV to consider their ability to commit to a peer health navigator's roles and responsibilities. (Type of evidence: research and practice)

Evidence

Candidates need to understand the requirements of the position of a navigator. People with HIV who choose to apply to be peer health navigators must be able to make a commitment to the position as outlined in a job description.[27,196]

In addition to understanding the expectations of the work that navigators will do, people with HIV need to commit to the job and their clients. This means navigators must be ready to do what they say they will do for both the program and clients, being honest about when they do not understand something or need more information, being open to

the differing ideas and opinions of others, and following instructions offered for how to do the work.[196]

Support and guide the assessment of emotional readiness

RECOMMENDATION 19: Support and guide people with HIV to consider their emotional readiness to work with clients facing similar challenges to their own. (Type of evidence: research and practice)

Evidence

Navigator candidates need to be emotionally ready. Emotional readiness involves being able to address mental health stressors as they arise.[21] Personal stressors for navigators can include HIV disclosure to friends, family and others,[162] experiences of stigma and discrimination,[162] and parenting issues. [162] In addition, peer health navigators work with clients who face struggles similar to their own, which can have a negative impact on their mental health.[151]

VIGNETTE *Samir is considering becoming a peer navigator with his local clinic. The program supervisor, Dani, has prepared a few written vignettes about typical and challenging situations that the clinic deals with. She sits with Samir and talks through how he would approach each situation. This helps Samir conceptualize some of the emotional and ethical realities of being a navigator. This experience helps Samir to consolidate his interest in being a peer navigator and helps Dani to confirm that Samir understands the kind of work he will be doing and that he is ready to take on this new challenge.*

Support and guide the assessment of alcohol and drug use

RECOMMENDATION 20: Support and guide people with HIV who use alcohol and/or other drugs to consider the impact use has on them, if any. Discuss whether current patterns of use are compatible with what the navigator needs to be successful in their role, and what the agency could do to facilitate success. (Type of evidence: practice)

Evidence

This recommendation emerged from the practice expertise of the working group.

VIGNETTE *Sébastien is a volunteer with a local community-based organization. He has expressed interest in becoming a peer health navigator, and the volunteer coordinator, Sylvia, agrees that he could be a great asset to the team. However, recently, Sylvia has noticed Sébastien's absences for volunteer shifts after weekends. Sylvia sets time up to talk to Sébastien privately and asks how things are going. She shares her observations with him in a supportive way. Sébastien acknowledges he has been using crystal meth on weekends. Together, they work out a plan so that Sébastien can take volunteer shifts on Tuesdays and Wednesdays, instead of on the weekend. Sylvia reassures Sébastien that the agency does not require abstinence from navigators, but does expect them to be reliable. Sylvia and Sébastien make a plan to see how his new volunteer schedule works and then re-evaluate whether he is ready to be a peer health navigator.*

RECOMMENDATION 20a **Develop a new or adapt an existing policy related to alcohol and drug use in the work place. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Support and guide the assessment of comfort with disclosure

RECOMMENDATION 21: **Support and guide people with HIV to consider whether they are comfortable being open about their HIV status and other relevant personal experience. People with HIV should consider their comfort with their own HIV status becoming known to healthcare staff, their clients, their communities and other service providers. (Type of evidence: research and practice)**

Evidence

Effective peer health navigation hinges on the shared experience of living with HIV and other complex challenges. Part of being a navigator involves discussing one's own experiences as a method to support clients. This includes disclosing their HIV status,[15,48,161] drug use history,[156] and other personal experience.[71]

VIGNETTE *Aniso is keen to be part of the peer navigation program. Her husband and close family in Canada know about her HIV status, but she has not yet shared this with her children or religious community for fear of discrimination. The program supervisor talks Aniso through the realities of being a navigator and explores with her the consequences of other community members finding out her status. Aniso decides that before becoming a peer herself she would first like to work with a peer on helping her plan for her own personal disclosure in her community and with her children.*

RECOMMENDATION 22: **Support and guide people with HIV to understand the agency's disclosure policy. Discuss the potential for public disclosures, including on social media, to occur during work with clients. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

VIGNETTE *Margo has been living with HIV for three years and has applied to become a peer health navigator at the clinic where she receives care. The health navigators at this clinic provide support to clients at the clinic and through outreach services in the community. Nasir, the program supervisor, meets with Margo to discuss the navigator role, including the outreach component. Margo is taken through the agency's disclosure policy. Nasir talks to Margo about how the role involves disclosure of her HIV status both at the clinic and when performing outreach. Margo realizes that her disclosure will involve a wider audience than just the clinic patients, and she feels she needs to think about this and talk it over with her partner who may also be impacted by this wider disclosure.*

RECOMMENDATION 23: **Develop a new or adapt an existing HIV-status disclosure policy for staff, including peer health navigators and volunteers. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Support and guide the assessment of the ability to maintain boundaries

RECOMMENDATION 24: **Support and guide people with HIV to consider and explore whether they are ready to navigate the complex boundary challenges they may face as both service providers and service users. (Type of evidence: research and practice)**

Evidence

Becoming a peer health navigator creates new relationships between peers, the healthcare team and program staff, which have to be navigated.[40] Personal relationships can become challenging for peer navigators when their peers become clients and their service providers become colleagues.[15,26,40,69,70,150,151,158] Peer navigators may lose the level of support they used to have from service providers[15,150,151] and other people with HIV.[150,151] New expectations related to boundaries may mean that navigators can no longer seek support from their traditional support system.[69,70] Assessing the ability to set and maintain boundaries is important. Host agencies can develop or use existing tools that support and empower peer navigators to identify and successfully deal with issues related to their personal and professional boundaries.[69]

Support and guide the assessment of work/life balance

RECOMMENDATION 25: **Support and guide people with HIV to consider how they will manage work/life balance to reduce potential burnout. Assess and ensure that the person has a support system of their own (formal and/or informal supports). (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Support and guide the assessment of self-care practices

RECOMMENDATION 26: **Support and guide people with HIV to consider personal self-care practices that could help them maintain their own health and wellness as navigators. (Type: of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Support and guide the assessment of the compatibility of the peer navigators and the agency

RECOMMENDATION 27: **Support and guide people with HIV to consider whether the agency's structures, processes and policies are compatible with their values and ethics. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

RECOMMENDATION 27a: **Develop a process that supports peer health navigators when incompatibilities arise between their values and ethics, and the agency's structures, processes and policies. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Support and guide the assessment of the impact of peer work on health and wellness

RECOMMENDATION 28: **Support and guide people with HIV to consider the impact (both positive and negative) that working as a peer health navigator will have on their health and wellness. (Type of evidence: practice)**

Evidence

This recommendation emerged from the practice expertise of the working group.

Recruitment and selection

A successful recruitment and selection strategy based on the competencies needed to be a peer health navigator will help to identify the best candidates for the position. The literature and working group identified two agency responsibilities related to navigator recruitment and selection. The recommendations for the responsibilities are described below, along with a review of the evidence for each. The agency responsibilities are

- Recruitment
- Selection

Recruitment

RECOMMENDATION 29: **Recruit peer health navigators through a transparent, flexible and accommodating process. Recruitment strategies, including targeted recruitment and general recruitment, may vary depending on the local context and the number of navigators needed. (Type of evidence: research and practice)**

Evidence

Agencies hosting peer health navigation programs are responsible for recruiting peer health navigators through a flexible and accommodating process that meets the needs of peer workers.[51] Recruitment activities include establishing a recruitment and selection process, advertising vacant peer health navigator positions, and identifying potential candidates.

Agencies hosting peer health navigation programs can recruit navigators through referrals from other programs and services that work with people with HIV.[17,28,32,40,47,51,66,70,164,165,183,193,197–199] Referrals can also come from healthcare providers.[31,47,51,66,71,179,200] In addition, clients and other peer workers can refer or nominate their own peers to programs seeking navigators.[28,164,165,174,182]

Agencies should develop recruitment materials to promote new positions. Materials should clearly state the nature of the work of a navigator and necessary qualifications[66] and use plain language and visual cues to account for varying degrees of literacy.[176] Advertisements in local publications,[17,186,188,198] flyers[17,27,51,201] and newsletter articles[63,201] can all be used to recruit candidates. These materials can also be shared or posted through websites[46,51,63,202] and on social media.[28,202]

Recruitment materials can be posted where potential candidates are likely to congregate, such as community-based programs,[24,27,28,46,63,66,158,184,195,201–205] clinical services,[19,22,25,27,32,33,66,180,184] schools and universities,[17,18,30,33,183,184,190,205] bars,[24] strip clubs,[24] housing projects,[14,184] in courts and legal aid clinics,[24] and during street outreach.[42,186]

Programs recruiting peer health navigators can host information sessions[149,181] and tables at community events to promote the program,[14] and make presentations[201] and announcements[25,63] at support groups[25,63] and other meetings.[63] Word of mouth can also be used to recruit candidates.[14,17,18,27,33,47,63,164,186]

Selection

RECOMMENDATION 30: **Develop a selection process to identify strong peer health navigator candidates. (Type of evidence: research and practice)**

Evidence

Agencies are responsible for selecting peer health navigators. Peer health navigators can be selected from recruited candidates using applications[28,40,149,181] and interviews.[24,28,51,63,66,70,166,176,181,183,190,199,206]

Agencies should not expect candidates for peer health navigator positions to have the same skill level as other staff.[24,51,176] Instead, agencies should consider candidates who have the relevant skills, interests and/or professional education or training related to the skills and knowledge needed to be a navigator. The application and selection process should be as simple as possible to account for differing levels of professional experience, literacy and ability.[28,40,149]

Application forms should encourage applicants to describe their personal experience,[40,149,181] their interest in becoming a peer health navigator,[40,149,181] what they can contribute to the program,[40,149] how much time they are able to commit,[40] and any previous work experience.

Interviews should be part of any selection process because they let agencies assess candidates' experience,[66,183] confidence[183] and commitment.[183] which can all demonstrate a candidate's potential to fulfill the position. Interview questions should focus on the candidates' previous professional and personal experience,[66] their knowledge of the community,[66] and their ability to work with diverse clients.[66]

VIGNETTE *Mimi applies to be a peer health navigator, but she is not hired. She wants to know why she didn't get the job and contacts the agency for more information. Julio, the program supervisor, meets with Mimi and reviews the information package that all prospective peer health navigators receive. In the package is a copy of the job description, the process for applying, and a description of the skills and assets that the candidate needs to demonstrate to be eligible for the position. Through the conversation with Mimi, Julio is able to demonstrate how they arrived at the decision to hire someone else and helps Mimi develop a learning/skill development plan that will help her to improve her chance the next time she applies.*

RECOMMENDATION 31: Convene a selection committee that includes people with lived experience similar to that of clients. If necessary, provide training and support to these individuals related to the interview, assessment and selection processes. Assess and address conflicts of interest in the review committee. (Type of evidence: research and practice)

Evidence

Agencies are responsible for convening a selection committee to interview candidates. Interviews should be conducted by both program supervisors and other peer workers.[24,28,51,63,66,166,176,181] The presence of peer workers on an interview panel lets candidates know there are other peer workers at the agency, and also that the agency

values the expertise of peer workers.[24] Peer workers, because of their lived experience, also have a unique perspective on the potential of candidates, which can be useful when selecting new navigators.[66]

RECOMMENDATION 32: Develop an interview guide that incorporates the peer health navigator competencies. This practice allows agencies to select navigators who have or can develop the competencies necessary to fulfill the position's roles and responsibilities. (Type of evidence: practice)

Evidence

This recommendation emerged from the practice expertise of the working group.

Chapter 4
References

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