CourseID	Course Code	Course Name	Course Description	Credit Hours
283222	REL-HHS-0-NCV2	10 Steps to Fully Integrating Peers into your Workforce	The results are in and it is clear that peers improve opportunities and outcomes for the people we serve. At the same time many organizations struggle to successfully create opportunities for this workforce. This workshop will explore the top ten strategies for success at incorporating the peer workforce and the critical role that organizational culture plays in this transformation of care.	1
302177	REL-ALL-0-EXCEL10ADV	2010 MS Excel: Advanced	This advanced course on Microsoft Excel 2010 covers creating and running macros.	0
302175	REL-ALL-0-EXCEL10BAS	2010 MS Excel: Basics	This course will teach you the basics of Microsoft Excel 2010 including creating a chart, keyboard shortcuts, protecting your files, and more.	0
302176	REL-ALL-0-EXCEL10INT	2010 MS Excel: Intermediate	This intermediate level course on Microsoft Excel 2010 will cover formulas and functions, conditional formatting, Vlookup, keyboard shortcuts, and more.	0
302186	REL-ALL-0-OUTLK10BAS	2010 MS Outlook: Basics	This course will teach you the basics of Microsoft Outlook 2010 including mailbox management, signatures, automatic replies, and more.	0
302187	REL-ALL-0-OUTLK10INT	2010 MS Outlook: Intermediate	This intermediate level course on Microsoft Outlook 2010 covers keyboard shortcuts, best practices, and more.	0

302181	REL-ALL-0-PPT10BAS	2010 MS PowerPoint: Basics	This course will teach you the basics of Microsoft PowerPoint 2010 including charts and diagrams, keyboard shortcuts, animations and transitions, inserting videos, and more.		0
302182	REL-ALL-0-PPT10INT	2010 MS PowerPoint: Intermediate	This intermediate level course on Microsoft PowerPoint 2010 will provide an indepth coverage of using animations.		0
302170	REL-ALL-0-WORD10BAS	2010 MS Word: Basics	This course will teach you the basics of Microsoft Word 2010 including creating a document, protecting your files, keyboard shortcuts, and more.		0
302171	REL-ALL-0-WORD10INT	2010 MS Word: Intermediate	This intermediate level course on Microsoft Word 2010 covers working with table of contents, formatting, page numbers, headers and footers, and more.		0
302174	REL-ALL-0-EXCEL13ADV	2013 MS Excel: Advanced	This advanced course on Microsoft Excel 2013 will cover advanced formulas, pivot tables, macros, password protection, drop down lists, printing, and more.		0
302172	REL-ALL-0-EXCEL13BAS	2013 MS Excel: Basics	This course will teach you the basics of Microsoft Excel 2013 such as basic math, creating a chart, cell references, the autofill feature, and more.		0
302173	REL-ALL-0-EXCEL13INT	2013 MS Excel: Intermediate	This intermediate level course on Microsoft Excel 2013 includes sorting and filtering data, headers and footers, using basic formulas, conditional formatting, and more.		0
302185	REL-ALL-0-OUTLK13ADV	2013 MS Outlook: Advanced	This advanced level course on Microsoft Outlook 2013 will cover archiving, password protecting, personal folders, managing rules, sharing your calendar, and more.		0
302183	REL-ALL-0-OUTLK13BAS	2013 MS Outlook: Basics	This course will teach you the basics of Microsoft Outlook 2013 including email, calendars, contacts, attachments, search features, and more.		0
302184	REL-ALL-0-OUTLK13INT	2013 MS Outlook: Intermediate	This intermediate level course on Microsoft Outlook 2013 covers using folders, controlling spam, vCards, tracking emails, templates, using contact groups, and more.		0
302180	REL-ALL-0-PPT13ADV	2013 MS PowerPoint: Advanced	This advanced course on Microsoft PowerPoint 2013 will cover sound effects and music, bullets, headers and footers, animation, charts, inserting objects, and more.		0
302178	REL-ALL-0-PPT13BAS	2013 MS PowerPoint: Basics	This course will teach you the basics of Microsoft PowerPoint 2013 including themes, transitions between slides, speaker notes, basic formatting, printing, using the presenter view, and more.		0
302179	REL-ALL-0-PPT13INT	2013 MS PowerPoint: Intermediate	This intermediate level course on Microsoft PowerPoint 2013 includes backgrounds, using and formatting pictures, watermarks, handout masters, and more.		0
302169	REL-ALL-0-WORD13ADV	2013 MS Word: Advanced	This advanced course on Microsoft Word 2013 will cover mail merge, table of contents, collapsible headings, and more.		0
302167	REL-ALL-0-WORD13BAS	2013 MS Word: Basics	This course will teach you the basics of Microsoft Word 2013, including how to create and save a document, format the page and contents, edit, and more.		0
302168	REL-ALL-0-WORD13INT	2013 MS Word: Intermediate	This intermediate level course on Microsoft Word 2013 includes creating labels, formatting features such as footnotes, mirror margins and watermarks, as well as citations and bibliographies, and more.		0

| 69913 | EL-CCA-BH-CASRA | A Culture-Centered Approach to Recovery | Welcome to the first course in the series Fundamentals of Psychosocial Rehabilitation.

This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice.

Each class is self-contained and will take between 1 and 3 hours to complete. Credit can be applied toward the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam.

For more information, see the USPRA Certification website.

Course 1, "A Culture-Centered Approach to Recovery" describes the many ways in which culture is central, not peripheral, to recovery. The course includes a review of the many dimensions of culture, the impact of worldview on psychosocial rehabilitation (PSR) practice and the steps to becoming a culturally competent service provider. It includes exercises which help the learner explore their own culture and worldview as well as identify biases which could impact their relationships with others. | 1.25 |

| 142895 | REL-HHS-NCCBH-ICPO | A First Look at Integrating Care: Policy | This course provides an overview of how current healthcare and social policy relates to the integration of primary care and behavioral health services for people with persistent mental illness and/or substance use disorders. You will learn about the intersection of social policy and legislation, including the Affordable Care Act, in the context of a need for and execution of integrated approaches to care. You will also learn about the most common models of integrated care along and the trends and issues that characterize them. By taking this course, social workers will gain in-depth knowledge of how these models and policies define their role in an integrated care environment.

In 2012, the SAMHSA-HRSA Center for Integrated Health Solutions (CIHS), run by the National Council for Behavioral Health, launched a partnership with the National Association of Deans and Directors of Schools of Social Work (NADD) and the Council on Social Work Education (CSWE). This partnership led to the creation and pilot of the Policy and Practice in Integrated Care courses at 28 colleges and universities across the country. The in-person format, which was distributed widely to the field through NADD and CSWE networks, remains available and is offered at multiple institutions nationwide. With additional funding from the New York Community Trust, the project was further expanded to include development of the courses in an online format available at no cost to participants through Relias Learning. | 1.25 |

| 143492 | REL-HHS-NCCBH-ICPRAC | A First Look at Integrating Care: Practice | This course provides social workers with an overview of core clinical practices and competencies required to work effectively within an integrated healthcare system. After learning the fundamentals of what constitutes an integrated healthcare system, you will gain key insights regarding how social workers can serve as part of a holistically-oriented integrated healthcare team. Didactic information is complemented by specific examples regarding clinical approaches in order to give you actionable take-aways which you can apply in your own setting.

In 2012, the SAMHSA-HRSA Center for Integrated Health Solutions (CIHS), run by the National Council for Behavioral Health, launched a partnership with the National Association of Deans and Directors of Schools of Social Work (NADD) and the Council on Social Work Education (CSWE). This partnership led to the creation and pilot of the Policy and Practice in Integrated Care courses at 28 colleges and universities across the country. The in-person format, which was distributed widely to the field through NADD and CSWE networks, remains available and is offered at multiple institutions nationwide. With additional funding from the New York Community Trust, the project was further expanded to include development of the courses in an online format available at no cost to participants through Relias Learning. | 1 |
| 95016 | REL-SC-0-CM-ADE | About Depression in Older Adults | Depression is the most common mental health problem in older adults. It can significantly impact well-being and quality of life. Age-related changes such as loss, illness, and increased awareness of mortality can contribute to depression, but depression is not a normal condition of aging. Depression may lead people to self-medicate, turning to alcohol or other drugs. It can also lead to suicide or thoughts of suicide. This course will teach you about depression and how to detect and treat it in older adults using currently accepted best practices. | 1 |

| 85495 | REL-SC-0-CM-AMI | About Mental Impairment | As America's population ages, there is a growing concern about older adults' mental health and wellness. Mental disorders among older adults affect all aspects of healthcare. As the population ages, healthcare workers must have an understanding of common mental disorders. This course covers bipolar I disorder, anxiety disorders, schizophrenia, and depression, with an emphasis on the types of mental impairment that most often lead to rehospitalization. | 1 |
| 184176 | REL-HHS-0-AB | Abuse | As a Human Service worker, you may be a mandated reporter in cases of suspected abuse. This course provides you with the most up-to-date and accurate information in the identification and intervention of reportable abuse. You will learn about the various types of abuse, including child abuse, elder abuse, and intimate partner violence.
Upon completion of this course, you will be able to recognize the various signs of abuse among all of these groups, as well as clearly understand your reporting responsibilities and procedures. Most importantly, you will have the key competencies you need to assist victims of violence and help others to avoid victimization. This course is designed for all entry- and intermediate-level Human Service personnel. | 2.25 |

94987	REL-ABIDD-DD-0	Abuse and Neglect of Individuals with I/DD	Abuse, neglect, and exploitation are serious issues in the systems of support for people with disabilities. Recent studies suggest there is an alarmingly high rate of physical abuse, neglect, and sexual victimization among those with intellectual and developmental disabilities, yet only a tiny fraction of these are reported. Emotional or mental abuse is also widespread. This course is for direct support staff who provide support to individuals with disabilities. It will teach you how to recognize signs of physical, sexual, and emotional abuse, neglect, and financial exploitation in a variety of situations. You will learn how to respond to an allegation of maltreatment, practice responding to incidents you may see first-hand, and find out what you can do to prevent abuse. Although each state has different reporting requirements and definitions, you will also learn some basic principles of reporting. In several real-life scenarios, you can prove your competency in this area and meet the course learning objectives.	1.75
104226	REL-C2L-P1036	Abuse and Neglect of the Elderly - An Overview	This course teaches the learner to recognize the different types of elder abuse and neglect: physical, verbal, emotional, sexual and financial. Ways of preventing the abuse will be discussed, as well as what to do if abuse is suspected. Examples are provided. Updated information on the Elder Justice Act is included. This course corresponds to the Federal regulations F223, F224, F225, & F226.	1
260857	REL-HHS-0-AHT	Abusive Head Trauma (Shaken Baby Syndrome)	In the United States, an estimated 1,000 - 3,000 children are shaken each year. Shaken baby syndrome (SBS) can cause permanent brain damage or can be fatal. Signs of shaken baby syndrome are hard to detect, and may go unnoticed by caregivers and unrecognized by providers. The information provided in this course will help you to understand shaken baby syndrome and provide you with information to educate parents and caregivers on the dangers of shaking young children. This course will allow you to examine the causes of shaken baby syndrome, recognize signs and symptoms of babies and toddlers that have been shaken, and recommend alternative strategies to parents and caregivers. Throughout the course, interactive quizzes and detailed case vignettes will allow you to apply the material that you are reviewing, and at the end of the course, a post-test will allow you to evaluate areas of strength. This course is designed for health care professionals who work with children and families in long-term care facilities, outpatient/ambulatory settings, non-profits, and public health agencies.	1

231745	REL-HHS-0-AIT	Activities for Infants and Toddlers	Children rely on the adults around them to support and enhance their development. This course focuses on activities that caregivers and professionals can do with infants and toddlers to help their emotional, cognitive and physical development. In this course, you will learn about developmentally appropriate activities for infants through age two, including specific ideas on ways to stimulate brain development, promote language development and build a foundation for future STEM skills.		0.75
227923	REL-HHS-0-APAPL	Activities for Preschoolers: Approaches to Play and Learning	Young children are increasingly being educated in learning environments that are rapidly becoming more teach-directed and less child-oriented. That is, well-meaning teachers are providing instruction in a manner that often mirrors the classroom of elementary school children.

Teach-directed learning has its place in education; however, this approach to learning does not mesh with theories about how young children learn and generalize new knowledge.

This course will introduce concepts that have shaped the value of intentional high quality play and learning for young children. In addition, it will help you differentiate the stages of play in young children, and introduce activities to engage children in play and learning.

Given this knowledge, you will learn to be more intentional about including active play as a meaningful learning tool for young children. | | 1 |
| 231746 | REL-HHS-0-APGFMS | Activities for Preschoolers: Gross and Fine Motor Skills | Chronological and developmental age dictate how and when opportunities for motor skill development occur. A caregiver's interaction with the child is a necessary part of motor skill development. This course will help the learner understand the developmental course of motor development and what can be done to promote it. | | 0.5 |

| 231747 | REL-HHS-0-APLCA | Activities for Preschoolers: Learning Through Creative Arts | A finger painting hung on a refrigerator door is a sure sign young children are part of the family. Drawing and painting are two of the most common ways children express themselves before having full command of language. Consider this, most children scribble with a pencil or crayon before they can speak in a full sentence. When toddlers hear music they nod their heads up and down and clap their hands while seated in their high chairs before they can even stand. We are born eager to create.

As long as you have a voice and can move, teaching the creative arts can be achieved in most settings for young children. This course will provide information on age appropriate instructional strategies for teaching activities through movement, music, art and dramatic play. Through interactive participation with the content, you will be prepared to engage children in activities that will encourage their creativity while developing specific reading and math skills. | 1 |
| 231748 | REL-HHS-0-APSL | Activities for Preschoolers: STEM Learning | In the current world of education, STEM concepts (science, technology, engineering, and math) are receiving close examination. The primary principles in this area include asking questions, experimentation, and using resources to learn how and why things work. This leads us to ask, "What does STEM learning look like for young children?"

This course is designed for general HHS staff members who interact with young children in the course of their jobs, whether you are a child care provider or general staff. You will learn why focusing on STEM learning with young children is important. You will also become aware of the ways to help children build a foundation for STEM concepts, and how valuable your role is in this process.

Finally, you will discover specific activity suggestions to implement with young children to advance their exposure to STEM learning, as well as strategies for adult interaction that support their development in these areas. | 0.75 |

231749	REL-HHS-0-APSLD	Activities for Preschoolers: Supporting Language Development	One significant factor in caring for young children is an understanding of the child's capacity to communicate. This course will examine the progression of children's oral language from birth through age five, delineating characteristics and milestones one might recognize as the child grows and develops. Caregivers, educators and parents play an important role in creating an environment and providing experiences that promote and advance a child's language development. This course will provide practical strategies and teachable activities that encourage the developing child toward those progressive milestones. While children develop at different rates, the course will outline indicators and typical behaviors that may accompany a language delay.	1
271857	APE101	Adapted Physical Education		4
271867	APE102	Adapted Physical Education Tracker		4
32013	ATFCBTPDD-NADD	Adapted Trauma Focused CBT for People with Developmental Disabilities	This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a counselor or therapist, you will undoubtedly encounter clients with developmental disabilities. Unfortunately, many academic programs do not provide specific training for working with this population. In this course, Brian D. Tallant, LPC helps you identify specific vulnerabilities of people who have developmental disabilities. Additionally, you will learn how to adapt your work to make it more accessible to these individuals. After some commonly held myths about individuals with developmental disabilities are dispelled, you will be provided with specific techniques that you can implement into your practice to improve your ability to effectively work with this population.	1.5

| 117331 | REL-HHS-0-AOOIMI | Addressing Overweight and Obesity in Individuals with Mental Illness | Consumers of mental health services die decades earlier than the general population largely due to preventable, treatable, and modifiable risk factors and conditions. Included in these risk factors and conditions is obesity, which is one of the most common health concerns seen in persons with mental illness resulting in significant morbidity and mortality. Not only does obesity have serious health consequences including diabetes, heart disease, hypertension, dyslipidemia, stroke, sleep apnea, and various cancers, but it is also a roadblock to an individual's mental health and recovery. Because of these factors, you must recognize the urgency that the obesity epidemic creates. The good news is that effective interventions, which you can easily integrate into behavioral health treatment, can prevent, minimize, or reverse weight gain.

This course is designed for behavioral health professionals who work with those individuals who are at risk for becoming or are overweight or obese. In this course, you will learn the prevalence of obesity in the general population and the behavioral health population, as well as the contributing factors in persons with behavioral health problems. You will study evidence-based strategies and approaches to identify, prevent, minimize, and reverse overweight and obesity. You also will learn how to apply these strategies and approaches in the behavioral health setting by engaging and collaborating with clients to develop realistic wellness strategies and goals. The primary aim of this course is to educate you on the need to identify and manage weight problems in people with mental illness and to assist you with knowledge and skill development to address overweight and obesity in individuals with mental illness. | 1.25 |

| 249294 | REL-HHS-0-ADHDDT | ADHD: Diagnosis and Treatment | Attention-deficit/hyperactivity disorder (ADHD) is one of the most common neurodevelopmental disorders diagnosed in childhood, and can continue through adolescence and adulthood. Diagnosing and treating individuals with ADHD can be challenging because it is common for many children to be inattentive, hyperactive, or impulsive. The information in this course will give you the tools you need to make an accurate diagnosis and choose the most effective treatment for the individuals you serve.

In this course, you will learn about the three different presentations of ADHD along with key behaviors of each. In addition to specific diagnostic criteria of ADHD, you will learn how to identify typical symptoms, particularly how they manifest differently in individuals of different ages. This training also discusses some of the possible causes of ADHD, current treatment options for children, teenagers, and young adults, including both pharmacological and non-pharmacological interventions, as well as some helpful resources. A series of experiential lessons and interactive exercises will help you practice and apply what you have learned. This training is appropriate for healthcare professionals with basic to intermediate levels of experience working with children, adolescents, and young adults in a variety of healthcare settings.

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118166	REL-HHS-0-ASUDCPT	Adolescent Substance Use Disorder Clinical Pathways Training	The clinical pathways system is a comprehensive treatment model that targets the specific behavioral and emotional problems associated with the major DSM childhood and adolescent diagnoses. The system includes three major facets: a method for understanding the major DSM diagnoses that may require outpatient and/or residential treatment; a structured curriculum of treatment services and activities to address targeted symptoms of behavioral and emotional disturbance; a philosophy and protocol for managing treatment for severely emotionally disturbed children and adolescents.	1.5

| 289468 | REL-HHS-0-AS-V2 | Adolescent Suicide | In 2013, suicide was the second leading cause of death for young people ages 15 - 24. It is essential for mental health clinicians and other professionals working with adolescents to understand the dynamics of suicide among young people so they can be more proactive and effective in working with the adolescent clients they serve. After providing a foundation on how widespread the problem is and the prevailing theories about what impels individuals to commit suicide, this course will teach you about assessing for suicide risk among your adolescent clients, including suicidal behavior among special population groups such as lesbian, gay, bisexual, transgender, queer and intersexed youth.

You will learn about warning signs to watch for and ways to effectively work with adolescents, including intervention and prevention strategies. | 1.5 |

| 166269 | REL-ADVCOD-BH-0 | Advanced Co-Occurring Disorders | As a mental health professional, you know that psychological disorders and substance use disorders often co-occur. Dual diagnosis treatment is for people who have such co-occurring disorders. This treatment approach helps people recover by integrating treatment, and offering services for both disorders at the same time. In this course, you will learn about treatment options that address the various mental and substance use issues. You will also learn about the different types of substances commonly used, as well as the psychological disorders that are commonly associated with a co-occurring disorder. Finally, you will learn the basics of medication treatment for co-occurring disorder. Along the way, you will encounter a series of interactive exercises to help facilitate your learning. This course is appropriate for social workers, nurses, counselors, and therapists. | 1.25 |

113564	REL-HHS-0-AMI	Advanced Strategies Motivational Interviewing	Motivational Interviewing (MI) is an evidence-based, client-centered approach to engaging people in conversations about change. Shown to be effective in a variety of settings, MI is increasingly being adopted by therapists, substance use disorder counselors, and health care workers as a tool to help clients make important behavioral changes.This course is for practitioners who are already familiar with the four processes of and the core skills used in MI and would like to improve their ability to use MI more effectively with a broad range of clients or apply MI concepts to group therapy. Examples from both a medical and mental health setting will provide illustrations of effective MI techniques.		1.5
94989	REL-V-AAIDD2-DD-0	Advancing Employment and Cognitive Accessibility for Students with IDD	Cognitive accessibility for students with cognitive impairment has often been overlooked or even regarded as an impossibility. However, employment assistance and cognitive accessibility for students with IDD have been advancing. This course discusses some of these advancements. It describes how to build a new technology platform, types of software applications, and post-secondary education for students with ID.		1.5
270755	AFC_102	AFC Caregiver Tracker			0
269348	AFC101	AFC Caregivers Training			8

244441	Orientation_101	Agency Orientation	New Staff Agency Orientatoin encoumpases the following required trainings: BCARC Fire Safety Sexual Harassment HIPPAA Basics of Safe Lifting		8
244847	Orientation_102	Agency Orientation Tracker			0
235749	REL-HHS-AIRS-ORS	AIRS: An Overview for Resource Specialists	Resource Specialists in Information and Referral (I&R) programs create and maintain community databases that help bring people and services together. This interactive course is for new staff at Information & Referral (I&R) organizations who will be responsible for the maintenance of resource databases. The course provides an overview of the activities of a Resource Specialist and an insight into some of the challenges of their position. Although they sometimes have different titles in different agencies, there are two main categories of staff within I&R organizations: I&R Specialists who work directly with inquirers, and Resource Specialists who provide the information needed by the I&R Specialists and other community partners. This course is primarily for Resource Specialists. The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS). AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org.		1
86302	EL-CALL-IR-AIRS	AIRS: Anatomy of a Good Call	People calling Information and Referral (I&R) services portray complex circumstances and needs using an equally complex array of communication styles. In order to leave a client empowered with new information and appropriate referrals, each I&R Specialist should know the correct combination of listening and speaking skills to draw upon during each call. This course outlines those required skills from greeting to closure, illustrating techniques for making the caller feel heard and empowered with the overall objective of achieving top-notch customer service on every I&R call. This course is intended for all staff providing Information and Referral to the public within all applicable sectors of human services. The unique feature of this course is the incorporation of audio clips that illustrate the correct phone techniques and model the preferred behaviors.		1.5

175883	REL-HHS-AIRS-CT	AIRS: Chat and Text	The ways in which people access Information & Referral (I&R) and other human services are changing – and changing rapidly. Clients want services that are highly accessible, flexible, and individualized to their preferences. I&R organizations and their staff need to deliver quality service using online chat and mobile texting technologies. This course outlines the knowledge and skills required. This course will help human service providers identify the important considerations for setting up chat or mobile texting at their organization, including the components of chat and text software platforms. It will also assist I&R services providers to understand the basics of professional communication in a text-based environment, including how to apply national Standards for I&R service delivery to chat and texting. Special attention will be given to how to handle crises in a text-based environment. This course assists the learner by combining graphics and narrative, while also using recap exercises, section summaries and text transcripts to maintain engagement and ensure the learning objectives are achieved.		2.25
188932	REL-HHS-AIRS-CIRSAD	AIRS: CIRS Aging Practice Exam	This practice test for the Certified Information and Referral Specialist (CIRS) examination consists of 50 questions while the full exam contains 100 questions. However, the questions are in the same format and weighted in the same proportion in subject area as the full exam. Success in the practice exam certainly does not guarantee success in the full exam but it will provide you with some realistic preparation for the actual experience. In addition, although this practice exam contains no questions specific to Aging I&R, because of the overlap of questions between the CIRS and CIRS-A examinations, this is also a useful preparation for CIRS-A candidates.		0
23581	EL-CIRSEXAM-IR-AIRS	AIRS: CIRS Practice Exam	This practice test for the Certified Information and Referral Specialist (CIRS) examination consists of 50 questions while the full exam contains 100 questions. However, the questions are in the same format and weighted in the same proportion in subject area as the full exam. Success in the practice exam certainly does not guarantee success in the full exam but it will provide you with some realistic preparation for the actual experience. In addition, although this practice exam contains no questions specific to Aging I&R, because of the overlap of questions between the CIRS and CIRS-A examinations, this is also a useful preparation for CIRS-A candidates.		0

| 1335 | EL-CONF-IR-AIRS | AIRS: Confidentiality in Information and Referral Services | "Don't worry, our service is confidential."

If you ever find yourself saying those words to a client, then you need to know what that means . . .

This course covers all aspects of client confidentiality within an Information & Referral (I&R) environment, including those circumstances when confidentiality must be overridden. Topics discussed within an interactive format include the concept of permission, the reporting of abuse, information relevance, practices surrounding call recording, and confidentiality within endangerment situations. The course is primarily geared for front-line staff and managers at I&R services that are responsible for the provision of services delivery to the public.

The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS). AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. *Flash required. | 1 |

| 235728 | REL-HHS-AIRS-CRISIS | AIRS: Crisis Intervention within Information and Referral | Information and Referral (I&R) is not a crisis service. Yet I&R practitioners have always and will always need to occasionally handle crisis situations, including suicide calls.

This course addresses the skills required to do so.

This course covers all aspects of crisis intervention within an I&R environment. Topics discussed within an interactive format include defining the nature of crisis, the search for coping mechanisms, and the types of crisis generally encountered within I&R. It includes a crisis intervention model and the elements of a suicide risk assessment.

The material is primarily geared for front-line staff at I&R services that are responsible for the provision of services delivery to the public. It is not appropriate for crisis specialists but may be a practical primer for other professionals within health and human services.

The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1.5 |
| 67004 | EL-CRS-IR-AIRS | AIRS: CRS Practice Exam | This is a practice test for the Certified Resource Specialist (CRS) examination administered by the AIRS (Alliance of Information and Referral Systems). This practice test consists of 50 questions while the full exam contains 100 questions. However, the questions are in the same format and weighted in the same proportion in subject area as the full exam. Success in the practice exam certainly does not guarantee success in the full exam but it will provide you with some realistic preparation for the actual experience. | 0 |

| 235739 | REL-HHS-AIRS-EA | AIRS: Empowerment and Advocacy in Information and Referral | Information and Referral is about much more than providing the "I" (Information) and the "R" (Referral). It is about empowering people to help themselves both now and in future situations; while it is sometimes also about advocating for people who are not currently able to help themselves.

Empowerment and advocacy are fundamental principles of I&R.

This interactive course is for Information & Referral (I&R) Specialists who handle human service inquiries from the public and the supervisors who oversee this essential work. The course describes the nature of empowerment (helping people to help themselves) and advocacy (when people really need additional support) within the context of I&R.

The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

This course may not be applicable to human service professionals engaged in case management activities.

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1 |

| 138 | EL-IE-IR-AIRS | AIRS: Inclusions and Exclusions | Who's in? And who's out?

These are the questions regularly asked of Resource Specialists who are responsible for the maintenance of human services databases in accordance with the AIRS Standards for Professional Information and Referral. This course provides insight into how to make those decisions. It also provides important background information for Information & Referral (I&R) managers and for everyone within the I&R field who needs a better understanding and appreciation of the composition of resource databases.

The interactive course covers the challenges of deciding what human service organizations and programs should be included in a resource database and which should be excluded, taking into account the practical reality of balancing the community needs of the resource database with the means available to effectively maintain it.

This course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1 |

235747	REL-HHS-AIRS-MSMF	AIRS: Information & Referral for Military Service Members and Their Families	This course is for Information & Referral (I&R) Specialists who handle human service inquiries and need some additional knowledge and understanding to better handle issues involving U.S. military service members and their families. This interactive course will help an I&R professional to better understand military clients, what their needs are, some of their unique challenges (including the cycle of deployment and return), the military language they are speaking, and the resources that are available to help them. This course was developed by the Navy Fleet and Family Support Center, San Diego, to assist I&R Specialists everywhere. Standing By, and Ready to Serve our U.S. Military Service Members and their Families! Throughout the course, references are made to various programs and other resources. Please note that all relevant websites and phone numbers referenced during this course are listed in Section 8 (Summary of Military Support Resources) for printing or copying/pasting. AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org.		1.5
18566	EL-IRCS-IR-AIRS	AIRS: Information and Referral Customer Service	This course is all about service. Service can be defined as an act of helpful activity, help, aid, or assistance. It is not just what you do, but also how you do it; your attitude frames how it feels to be served by you. Service has some applicability to all instances of customer service, but it is primarily geared toward staff at Information & Referral (I&R) organizations - both the I&R Specialists who handle human service inquiries from the public and the supervisors who oversee this essential work. This interactive course discusses the importance of customer service, a positive attitude, and an openness to continuous assessment and improvement. It deals with basic communication techniques and good practices for opening and closing customer calls.		1.5

| 235741 | REL-HHS-AIRS-IIR | AIRS: Introduction to Information & Referral | Information and Referral (or just plain "I&R") is the art and science of bringing people and services together. If you are new to the field, this interactive course is where you will learn some of the background on what that really means.

This course is meant as a guide for new staff of an information and referral (I&R) service. It should be viewed as part of the I&R orientation process, covering the nature, purpose, structure, and unique qualities of I&R services. This includes an introduction to the AIRS Standards and an overview of the various ways in which I&R services operate (it is appropriate for experienced I&R practitioners). The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1.25 |
| 235745 | REL-HHS-AIRS-ITI | AIRS: Introduction to Taxonomy and Indexing | Although they sometimes have different titles in different agencies, within Information and Referral (I&R) organizations, there are two main categories of staff: (1) I &R Specialists who work directly with clients, and (2) Resource Specialists who provide the information needed by the I&R Specialists and other community partners. Both have to use the AIRS/211 LA County Taxonomy. The Resource Specialists use it to index database records while I&R Specialists use it to retrieve database records in order to find accurate referrals for clients. The Taxonomy consists of over 9,000 fully-defined terms covering all aspects of human services. This interactive course outlines the structure of the Taxonomy and the terms themselves, the different types of Taxonomy terms, and the principles of quality indexing that facilitate information retrieval.

The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 3.25 |

| 235732 | REL-HHS-AIRS-RDM | AIRS: Resource Database Maintenance | An Information and Referral (I&R) resource database that describes the available programs and services needed by a community must be accurate, not just at the moment it is collected but as far as possible, at all subsequent moments. It must also be responsive to the creation of new programs and the closure of existing ones. Database maintenance is a standards-driven requirement for I&R services. This course describes the resource database maintenance process, including ways of handling agencies that are not responsive to requests for information. It outlines activities that help I&R services keep up-to-date on changes in the various sectors of health and human services, and stresses the importance of database security. This course is primarily for I&R Resource Specialists and managers.

The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).
AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1.5 |
| 235751 | REL-HHS-AIRS-RDB | AIRS: Resource Database Style | The ability to convey information that is clear, concise, consistent, and relevant is vital. This ability is one of the most critical skills required by Resource Specialists who are responsible for the maintenance of human services databases in accordance with the AIRS Standards for Professional Information and Referral (I&R).

This interactive course covers the structure of I&R database records and the data elements within that structure. It outlines the style considerations for many of those elements, while focusing on two of the most important yet challenging tasks confronted by a Resource Specialist: the naming of organizations and the writing of service descriptions.

The course was developed by AIRS staff member, Clive Jones, a former President of InformCanada who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 2 |

| 235753 | REL-HHS-AIRS-SPMHI | AIRS: Serving People with Mental Health Issues | Despite increased awareness, there remains a stigma about mental illness and a lack of understanding of what exactly a "mental illness" is.

This interactive course provides general, introductory information on the nature and types of mental health issues and the services that are available to affected individuals. It is primarily intended for staff at Information & Referral (I&R) organizations that need the ability to handle a wide range of clients and issues, including those involving mental health concerns.

Some material within this module was drawn, according to permission guidelines, from the website of the Canadian Mental Health Association at www.cmha.ca.

This course is not suitable for specialized professionals working within the mental health sector. It also does not cover crisis calls or crisis intervention.

This course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1.25 |

| 235756 | REL-HHS-AIRS-SYP | AIRS: Serving Young People | This course is primarily for Information & Referral (I&R) Specialists who are responsible for answering I&R inquiries and need the ability to handle a diverse range of service delivery, including calls from and concerning young people, the challenges young people face, and the services designed to help them.

This interactive course is designed for comprehensive I&R practitioners. It outlines the issues faced by young people and the realities of communicating across a generation gap. The course describes the services that are available for all young people in addition to addressing some of the particular challenges confronted by at-risk youth.

This course is not suitable for specialized youth workers. Also, differences in legal frameworks may make this inappropriate for Canadian I&R Specialists.

This training was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS).

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1 |
| 235734 | REL-HHS-AIRS-DPSM | AIRS: Staff/Volunteer Management in Disasters for Information and Referral Providers | When disaster strikes, will you and your Information and Referral (I&R) program be ready?

This interactive course will help I&R managers and front-line staff better plan for disasters, both on a personal and organizational level. It will also cover some of the challenges of rapidly "ramping up" during a disaster and how to best handle the stress that is experienced when working in a disaster.

This training module was developed by the United Way of America and AIRS through IMPACT:
A Fund for Change Through Volunteerism grant from the National Human Services Assembly.

AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org. | 1.5 |

235743	REL-HHS-AIRS-IRP	AIRS: The Information and Referral Process	Helping you help people, this interactive course is for new staff at Information & Referral (I&R) organizations who will be responsible for handling I&R inquiries, for the supervisors who oversee this essential work, and for existing staff needing to reacquaint themselves with key principles. The content provides an overview of the activities of an I&R Specialist, a detailed analysis of the I&R process and the communication techniques required to assist in that process. It also represents a useful preparation for more experienced staff who are preparing for an AIRS CIRS or CIRS-A examination. The course was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS). Additional AIRS online courses deal in more detail with specific aspects of the I&R process such as advocacy and crisis intervention. AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org.		1.5
285	EL-WCC-IR-AIRS	AIRS: Working with Challenging Clients	Every day, Information and Referral (I&R) Specialists answer calls from vulnerable people in difficult situations. With experience, they get to handling these calls quite adeptly. This course is about those other calls. An I&R specialist must have the skills to meet the needs of all types of people in all types of situations, including people who are angry, hostile, manipulative, call frequently with the same problem, or are otherwise difficult to serve. This interactive course describes the range of "challenging" calls generally encountered within an I&R program, techniques for diffusing situations, setting boundaries, and if necessary, terminating calls. This training was written by AIRS staff member, Clive Jones, a former President of InformCanada, who is responsible for the AIRS Certification Program, in addition to assisting with training and standards development. It was adapted from material within The ABCs of I&R (copyright AIRS). AIRS is the nonprofit Alliance of Information and Referral Systems at www.airs.org.		1
332667	All_About_The_Individual_102	All About The Individual (L.E.W)			1

332834	All_About_The_Individual_102_Tracker	All About The Individual (L.E.W) Tracker		1
332546	All_About_The_Individual_101	All About The Individual (L.J)		1
332555	All_About_The_Individual_101_Tracker	All About The Individual (L.J) Tracker		1
255662	AMM_1	All Management Meeting		3
71962	EL-COMM-DD-OADSP	Alternative Communication Strategies	Quality of life is impacted by a person's ability to communicate to others not only his/her needs but also his/her desires, likes, dislikes, hopes, fears, dreams, and goals. Some people with disabilities are unable to communicate even their most basic needs to other people, much less being able to express their likes, dislikes, fears, and dreams. It is imperative that people who support people who have difficulties communicating to understand the array of options available to assist people in communicating with as much completeness and efficiency as possible. This course will assist you in helping people to gain access to both high- and low-technology options to improve their ability to communicate with others. It will also allow you to help those you support make wise and informed decisions by considering multiple options when designing or selecting communication systems.

Developed and written by the PATHS Credentialing Program, this training provides you with an overview of the use of augmented alternative communication (AAC) systems. You will review a variety of unaided (non-electronic) AAC systems and aided (electronic) AAC systems, including low-technology aids that you may create or adapt for people you support. Additionally, computerized systems that incorporate the latest technological advances will be covered.

This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 2.25 |

188933	REL-HHS-0-AD	Alzheimer's Disease	This course covers the prevalence, risk factors, and diagnostic criteria associated with Alzheimer`s disease. It provides a review of brain anatomy thought to be involved in the progression of the disease and discusses the state of current research into causes and treatments. It also discusses the effects the disease has on caregivers. All of this information is meant to inform the work you do with clients and their families. *Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698	2.25
244420	Alzheimers_101	Alzheimer's/Dementia		4
136607	REL-SC-0-FL-AOFBONNP	An Overview of the Florida Board of Nursing and Nursing Practice	This course provides attendees a format to test their knowledge throughout the online experience, finishing with a quiz, as is required by the Board. Supported by the Relias Learning management system, successful course completions will have their hours automatically reported to CE Broker and will receive a physical certificate of attendance.	2

19711	EL-APCA-HR-0	Analyzing Performance and Corrective Action Plans	One of the biggest challenges for supervisors is analyzing an employee's performance, and as needed, improving that performance through corrective action. If an employee fails to meet performance expectations, violates a policy or regulation, or behaves in an inappropriate manner, it is your responsibility as a supervisor to deal promptly, directly, and positively (whenever possible) with the problem. Unfortunately, it can sometimes be quite difficult to identify the cause of an employee's problem and take the necessary corrective actions to address the problem in a way that fosters growth. This course will provide you with valuable information about corrective actions and why they are important, how to establish performance standards and assess employee performance, and how to provide feedback to employees who exhibit problematic behaviors. This course will also review methods of corrective actions as well as the steps involved in progressive discipline. With these key competencies, you will be able to build effective, supportive, supervisory relationships with individual employees and within your organization as a whole. This course, which is designed for front-line supervisors, employs interactive features to enhance your learning experience.	2
238047	REL-ALL-0-AM	Anger Management	Anger is a universal emotion. Anger that is expressed in indirect, passive, or aggressive ways can cause problems in many aspects of your life. Anger that is recognized and managed effectively can actually serve to energize healthy, productive behaviors. This course will provide the learner with a basic understanding of anger and describe techniques for managing anger in the workplace.	0.5
243870	AnnualHumanRights101	Annual Human Rights Overview		2
256578	AHR_102	Annual Human Rights Tracker		0
244400	ANV_101	ANV - Initial		20
244401	ANV_102	ANV - Recertification		8
300599	ANV-103	ANV Tracker		0

| 176140 | REL-HHS-MHA-ADOA | Anxiety Disorders Among Older Adults | Anxiety disorders are the most prevalent types of mental illness affecting older adults. Those who struggle with anxiety disorders experience distressing emotional and physical symptoms, which greatly impede their ability to age well and maintain a satisfactory quality of life. Appropriate for clinicians with a basic or intermediate knowledge of working with individuals who suffer from anxiety disorders, this course is designed to help human service professionals identify the most common types and hallmark symptoms of anxiety disorders among older adults. The instructive information, interactive exercises, and case vignettes in this course will teach you the fundamentals of anxiety disorders. Specifically, you will learn the most effective types of clinical and psychosocial treatments available. After taking this course, not only will you be more skilled at recognizing anxiety disorders, but you also will be more equipped and ready to apply your new skill set by providing appropriate information, support, and resources to the older adults with whom you work. | | 1 |

| 58964 | EL-APP-DD-CQL | Application of the Personal Outcome Measures for Behavioral Health | Are you a provider of behavioral health supports? Do you wonder if your quality assurance system is focused on the appropriate measures of success? Many quality assurance systems tend to look primarily at what the behavioral health provider is doing. They evaluate the delivery of services and compare them to agency standards or regulatory requirements. In doing so, they often overlook the prime question that determines an organizations effectiveness: Are the people who receive services achieving the quality of life they expect for themselves?

This course describes the ultimate way to assess quality through the eyes of the people receiving services. Based on The Council on Quality and Leaderships (CQL) Personal Outcome Measures® in Consumer-Directed Behavioral Health system, people who receive behavioral health services define their own measures of life quality and use them to guide their recovery from mental illness. This course teaches you how to relate the Personal Outcome Measures® approach to people who use behavioral health supports. Any health and human service provider working with individuals who use behavioral health services or those who are working toward recovery from mental illness will find this training useful. Through lessons, examples, and interactive activities, you will learn the basics of Personal Outcome Measures®, as well as how to apply them in your own setting.

This course will be helpful to anyone including health care staff with intermediate and advanced levels of experience who is responsible for assisting individuals who support needs related to mental illness, intellectual or developmental disabilities, physical and other kinds of disabilities, poverty, family challenges, etc. This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | 1.5 |

269168	REL-CV-CQL-APOM	Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children	Most organizations that serve children, youth, and their families care deeply about the quality of services they provide. They typically measure this quality by looking at how their services measure up to government or regulatory standards. In the process, these systems often miss one of the most important questions: "Are the targeted individuals receiving services that achieve the quality of life that they and their families' desire?" CQL / The Council on Quality and Leadership offers a proven method of assisting health and human services organizations and staff to look at quality through the eyes of those who receive their services. CQL's system focuses on Personal Outcome Measures® in which the individuals receiving services define their own measures of life quality and use them to guide their services and supports. This course will assist you in understanding and applying the Personal Outcome Measures® approach to youth and families of young children. The lessons, stories, and interactive activities in this training cover the basic concepts and applications of Personal Outcome Measures®. This training is useful to anyone working with youth and/or families with mental health issues, developmental, intellectual or other kinds of disabilities, family issues, or other needs that require extra support. After taking this course, you will be well equipped to employ these useful strategies in your own setting. This series of e-learning courses lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. Each course works as a stand-alone learning opportunity, but we encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. These courses provide an introduction for staff that are new to personal outcomes and can be used as an orientation for new staff and a component of staff development.	3
332084	Aspiration_Precautions _101	Aspiration Precautions (for B.D.)		1
332238	Aspiration_Precautions _101_Tracker	Aspiration Precautions (for B.D.) Tracker		1

284078	REL-HHS-0-NCV4	Assessing Integration Readiness	A common question for organizations working in integration is what's next? Organizations often want to know where they rank in their integration efforts and what the next steps are to expand integration. Whether you're just starting out or well on your way, valuable tools are available to help you assess your organization's readiness, capacity, and resources for integrated healthcare. Come learn about the tools and decide which one you'll implement when you get back home!	1
104280	REL-C2L-P1130	Assist with Self-Admin of Meds in ALFs, FL	This course provides information, guidelines, and suggestions necessary for safely assisting residents with medication administration. This course is designed for unlicensed staff members who will be assisting residents in an assisted living facility with medication administration. An instructor's guide is provided for nurses or pharmacists who will be conducting the return demonstration for completion of the course. NOTE: Requirements in each discipline and state must be taken into consideration to assure compliance.	4

| 94620 | EL-CHOICES-DD-OADSP | Assisting People with Intellectual and Developmental Disabilities in Choice Making | People who have disabilities continue to face barriers in their participation as equal members of society with other citizens and still regularly experience violations of their human rights, dignity, and autonomy. These violations are often due to attitudinal prejudices by others in society toward the person's ability and right to assume a leadership role in his/her own life, misguided helpfulness toward the person with the disability, and the person's own lack of self-assurance and skill in making decisions and asserting his/her own thoughts, desires, and values. As a person who supports people who have disabilities to demonstrate the skills of autonomy and independence, you must recognize the value of the contributions made by people with disabilities to the overall well-being and diversity of their communities. Your assistance of the person you support in his/her full enjoyment of his/her human rights and fundamental freedoms and of his/her full participation in the behaviors of choice making and self-determination will result in his/her improved sense of belonging to and equality in the community.

Developed and written by the DSPATHS Credentialing Program, this training provides you with an overview of teaching and supporting the choice-making efforts of the people you support. As a person who provides direct support to people with disabilities, one of your most important responsibilities is to assist the person you support to assume maximum control in his/her own life. This effort is also directed towards those you support who require more intensive supports. In this course, you will investigate the importance for the person you support of achieving the maximum degree of individual autonomy and independence, including the freedom and ability to make his/her own choices. You will also learn how to teach and facilitate the skills needed for the person you support to communicate his/her feelings, thoughts, and decisions, as well as to facilitate and teach the skills of problem solving and assertive communication.

This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 3.25 |

| 221968 | REL-HHS-0-ADTTI1 | Attachment Disorders Part 1: Understanding and Defining Attachment and Trauma | Mental health professionals know that the structure and function of the infant-caregiver relationship creates the fundamental building blocks of life-span development. During this sensitive period of development, the infant/toddler will learn to become comfortably attached to their caregiver and as a result the brain will organize into an optimal learning "machine." But what happens when the infant-caregiver relationship is not healthy? In this course, you will learn about Attachment Disorder, a condition that occurs in many children who experience abuse, neglect and chaos at the hands of their caregivers during infancy and early childhood.

In Part 1 of this course, you will receive an overview of past and current research and theories on the process of attachment; an understanding of the impact of early exposure to trauma on brain development and the attachment process; a symptoms check list of attachment problems; and a description of some long-term consequences for a child with AD.

In the second course, you will receive suggestions for diagnostic tools of attachment disorder; details of evidenced-based and emerging interventions for attachment problems; plus suggestions for effective ways of communicating with parents who are raising a child with AD, as well as parenting practices to share with them.

The complete course set will not qualify you to conduct attachment evaluations; however, you will be well-equipped to identify and assess presenting attachment problems, practice attachment-sensitive therapy, and advise families who are struggling with a mal-attached child. | 1.5 |

| 221969 | REL-HHS-0-ADTTI2 | Attachment Disorders Part 2: Assessment, Diagnosis, and Treatment | Mental health professionals know that the structure and function of the infant-caregiver relationship creates the fundamental building blocks of life-span development. During this sensitive period of development the infant/toddler will learn to become comfortably attached to the caregiver and as a result the infant's brain will organize into an optimal learning "machine." But what happens when the infant-caregiver relationship is not healthy? In this two-part course we are discussing Attachment Disorder (AD), a condition that occurs in many children who experience abuse, neglect, and chaos at the hands of their caregivers during infancy and early childhood.

In Part 1 of this course set, you received an overview of past and current research and theories on the process of attachment; an understanding of the impact of early exposure to trauma on brain development and the attachment process; a symptoms check list of attachment problems; and a description of some long term consequences for a child with AD.

In Part 2 of this course set, you will receive assessment strategies and suggestions for diagnostic tools of attachment disorder; details of evidenced-based and emerging interventions for attachment problems; plus suggestions for effective ways of communicating with parents who are raising a child with AD and parenting practices to share with them. The complete course set will not qualify you to conduct attachment evaluations; however, you will be well-equipped to identify and assess presenting attachment problems, practice attachment-sensitive therapy, and advise families who are struggling with a mal-attached child. | 1.25 |

| 21177 | EL-AW-HR-0 | Attitudes at Work | Somewhere between your emotions and thoughts lie your attitudes - your perceptions about yourself, others, and life itself. An employee's attitude at work impacts performance, office culture, and the overall success of an organization. Unfortunately, an employee's attitude is often considered a factor that is uncontrollable and unchangeable, so it is frequently overlooked or tolerated by coworkers and supervisors. Yet just like some illnesses, poor attitudes can easily "infect" the workplace and cause significant problems, both for the employees, and for the organization as a whole.

In this course, you will learn what the term "attitude" means, some common attitude problems, and the impact that employees' attitudes can have on an organization. You will also learn about personality factors that can play into a person's attitudes, as well as how certain attitudes can be promoted or changed. Finally, the course will teach you how to create a workplace environment that fosters helpful attitudes, along with practical steps you can take to address attitudes that may be affecting individual and organizational success. This course, which incorporates interactive exercises and self-assessment opportunities, is appropriate for a wide range of staff, including direct service providers, support personnel, and supervisory staff. | 2 |

| 71907 | EL-AO-BH-0 | Autism Overview | A recent report from the Centers for Disease Control and Prevention shows the incidence of autism in American children has risen dramatically over the past ten years. There is much debate over many aspects of this increase. Research has intensified to find the genetic and environmental origins of autism spectrum disorder and the most effective ways to reduce its impact on individuals and society. This course provides you with a current overview to autism spectrum disorder. Whether you are a professional working with individuals with autism or a family member of a person with autism, this course will help you understand the complexities of the diagnosis and what you can do to contribute to a meaningful life for people living with this disorder. | 2.25 |

| 224022 | HSCP-ASD-01 | Autism Spectrum Disorder Credential Module 01: Introduction to Human Services and Autism Spectrum Disorder | `<p>This course is a part of the Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p> <p>Understanding and appreciating the importance of one’s job is critical to a successful work experience. The Direct Support Professional is at the foundation of the service delivery system, carrying out the mission of the Agency or organization, supporting individuals, and serving as a role model in the community. Looking at the role of the Direct Support Professional through a professional lens will provide a strong basis for the important work that is accomplished daily by dedicated front-line staff. An overview of Autism Spectrum Disorder and evidence-based interventions that DSPs can use to support individuals with ASD are provided.</p> <p>After completing this module, you should be able to:</p> Describe the role of DSP and the standards for professionalism in the field of human services. Describe diversity and the importance of cultural responsiveness in the role of DSP. Describe the characteristics, diagnosis, and treatment of Autism Spectrum Disorder (ASD). Identify the challenges of ASD and the effects they have on the individual and their environment. Describe evidence-based interventions and practices and the steps for linking goals to these practices. ` | 2 |

| 224005 | HSCP-ASD-02 | Autism Spectrum Disorder Credential Module 02: Participant and Family Empowerment | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>`Promoting the rights and responsibilities of individuals and empowering them to make personal choices is at the heart of the work of a Direct Support Professional. This module will include strategies and resources for supporting individuals in their relationships with others and creating opportunities to express themselves in a safe and appropriate manner.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Demonstrate respect for each individual and support for individual choice-making.`</li>` `<li>`Understand and support the individual’s rights and responsibilities.`</li>` `<li>`Assist individuals to create positive relationships with peers.`</li>` `<li>`Communicate with individuals around expression, while acquiring teaching strategies that support appropriate behavior.`</li>` `<li>`Enhance the ability of each individual to lead a self-determining life.`</li>` `</ol>` | 1 |

| 224011 | HSCP-ASD-03 | Autism Spectrum Disorder Credential Module 03: Communication | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>`Communicating effectively is an essential element of the Direct Support Professional’s daily work. Specific strategies and tools will be reviewed in this module. You communicate regularly with people inside and outside the agency in order to successfully manage the needs of the individuals you support. In this module we will look at communication tools that promote communication as well as the importance of presenting ourselves professionally.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Identify effective listening and verbal communication strategies at all levels of the organization`</li>` `<li>`Describe how speech and language disorders affect communication.`</li>` `<li>`Define internal, external, and distance communications, and the role of professionalism in each.`</li>` `<li>`Describe the importance of confidentiality and how to maintain confidentiality in all communications.`</li>` `<li>`Communicate respectfully with and about individuals you support. `</li>` `</ol>` | 1 |
| 224024 | HSCP-ASD-04 | Autism Spectrum Disorder Credential Module 04: Assessment | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>`Assessments are critical in determining the services and supports an individual receives. Assessments also serve to identify changes and recognize newly acquired skills. The Direct Support Professional has an important role in monitoring the needs and wants of the individual and assuring that services provided support the individual’s goals.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Explain why assessments are important and how data is collected.`</li>` `<li>`Identify the purpose of formal and informal assessments.`</li>` `<li>`Demonstrate knowledge of positive behavioral supports and the basic principles of behavior.`</li>` `<li>`Demonstrate knowledge of how the information from assessments benefits the individual.`</li>` `<li>`Write goals and objectives based on an assessment.`</li>` `</ol>` | 1 |

| 224036 | HSCP-ASD-05 | Autism Spectrum Disorder Credential Module 05: Community Supports and Service Networking | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>Positive relationships, social connections and an affiliation with community groups positively impact the quality of our lives and the lives of the individuals we support. The Direct Support Professional plays an important role in assisting an individual to develop and maintain meaningful relationships in the community, overcome attitudinal barriers and find fulfilling activities. The Direct Support Professional needs to know both the community resources and the individual.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Understand the supports residential and day services provide the individual. `<br>` Review strategies that they can model to inform community members how to interact with individuals with ASD. `<br>` Create opportunities for the community to welcome the individuals you support as valuable community members. `<br>` Demonstrate knowledge of community resources and community supports available to people they support. `<br>` Match specific resources and interventions to the unique needs of individuals recognizing the importance of friends, family and community relationships and a healthy life style. `<br>` ` | 1 |

| 224038 | HSCP-ASD-06 | Autism Spectrum Disorder Credential Module 06: Supporting Skills Development | \<p>\This course is a part of the \Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p>\<p>Supporting skills development is an important part of your job. Gaining confidence in your ability to teach individuals new skills that will help them realize their full potential and lead to a more independent life can be challenging and satisfying. There are strategies and tools that you can use to assist you in this important task.\</p>\<p>At the completion of this module, you should be able to:\</p>\ \ Describe and apply teaching methods that will support skills development.\ \ Identify the stages of skill development and the role of the DSP in supporting an individual through the stages.\ \ Identify the appropriate use of prompts and responses to common mistakes when prompting.\ \ Demonstrate responsiveness to the individual learner and to evaluate teaching success.\ \ Describe medical or behavioral conditions that make skill development more complex.\ \ | 2 |

| 224040 | HSCP-ASD-07 | Autism Spectrum Disorder Credential Module 07: Advocacy | <p>This course is a part of the Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>Your role as a Direct Support Professional is to help individuals identify issues of concern and help them know when they are being treated unfairly. Your role also includes helping them solve these issues. This is called advocacy. In this module, you will explore ways to work with the individual to gather information related to a situation. You will also become aware of laws, services, and supports that are in place to assist individuals; and will explore ways to help the individual stand up for themself and present themselves in a positive way.</p>
<p>At the completion of this module, you should be able to:</p>

Identify advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.
Demonstrate knowledge of current laws, services, and community resources to assist and educate individuals to secure needed supports.
Facilitate, assist and/or represent the individual when there are barriers to service needs and lobby decision makers when appropriate to overcome barriers to services.
Interact with and educate community members and organizations (e.g., employers, landlords, civic organizations) regarding advocacy for participant&rsquo;s needs or services.
Demonstrate understanding of the process of advocacy, the role of advocacy in the lives of individuals, and the role of the DSP.
 | 1 |

| 224047 | HSCP-ASD-08 | Autism Spectrum Disorder Credential Module 08: Vocational, Educational, and Career Support | <p>This course is a part of the Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p> <p>When we are children, the adults in our life make choices for us. They choose what we wear, where we go, what we eat and what we learn. As we grow older, we make more of those choices on our own. Learning is life-long. As an adult, we may enroll in art and crafts classes, writing classes, language classes. We might join a gym, or go to the library. We have these choices, and so should those who have Autism Spectrum Disorder. For individuals with Autism Spectrum Disorder, they may not be given the opportunity to make these choices. We want individuals to learn how to make as many of their own choices and decisions as possible.</p> <p>It is up to DSPs to help each person learn the skills needed to make choices and decisions. In Module 6 “Supporting Skill Development,” you learned different ways to teach and reinforce new skills that help each individual you support to be more independent and have more control of their lives. Given the tools to teach, this module will take the process one step further and apply those teaching techniques to community participation, career and vocational growth and other educational tasks that will enhance a person’s community participation, risk-taking and increased choice making.</p> <p> </p> <p>After completing this module, you should be able to:</p> Assist individuals with skills needed for them to achieve their educational and career goals. Identify resources available to assist the individual in reaching their goals. Understand how to support the day-to-day needs of an individual in pursuit of vocational, educational and career goals. Recognize the career and education related needs and concerns of the individuals supported. Understand how to mobilize the resources necessary to assist the individual to reach his or her goal. | 1 |

| 224050 | HSCP-ASD-09 | Autism Spectrum Disorder Credential Module 09: Crisis Intervention | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>This module is designed to help give you the knowledge and skills to ensure safety and well-being for the individuals with whom you work, your colleagues, and yourself. Crises occur in the work that we do. But you can learn to identify potential crisis situations and be prepared to help manage the situation.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Understand the range of levels and types of crises. `<br>` Recall and review behaviors and recognize signs of a crisis and its antecedents. `<br>` Proactively respond to a crisis situation managing the environment and staying safe. `<br>` Discuss ways to support the individual during a time of crisis. `<br>` Demonstrate knowledge of positive behavioral supports and the basic principles of behavior. `<br>` ` | 2 |

| 224056 | HSCP-ASD-10 | Autism Spectrum Disorder Credential Module 10: Documentation | `<p><em>This course is a part of the <strong>Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>Documentation is the act of writing and description of your work with supported individuals that helps communicate important information to others. It serves as a resource and record on the individual’s behalf and should fulfill all legal, financial and regulatory requirements. Documentation makes people and programs more efficient, decreases errors, decreases risk, and promotes informed decision-making.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Describe the regulations related to mandated documentation. ` ` Describe the purposes of documentation and how and to present information objectively and concisely. • Identify the variety of paper and electronic forms used for documentation for individuals with Autism Spectrum Disorder. ` ` Understand the negative effects of language in documentation and ways to reduce stigma and discrimination in written materials. ` ` Identify the basic requirements of documentation and how to execute these requirements effectively. ` ` ` | 1 |

| 224061 | HSCP-ASD-11 | Autism Spectrum Disorder Credential Module 11: Health and Safety | <p>This course is a part of the Human Services Credential in Autism Spectrum Disorder offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p><p>This module on health and safety will introduce the basic concepts of nutrition, healthy life styles, symptoms and signs of illness, medication issues, responding to environmental emergencies, and basic good health practices. Health is not just the absence of disease; it is being in the best possible health physically, mentally, emotionally and spiritually. A healthy lifestyle includes good nutrition, physical activity, avoiding smoking and other substances, stress management and early detection and treatment of health problems. Wellness is about habits that maintain good health, such as hand-washing, eating properly, getting plenty of exercise and good personal hygiene. Safety is about avoiding harm or injury. Certain practices, such as locking up poisons, increase safety by reducing the risk of being injured.</p><p>After completing this module you should be able to:</p> Describe the basic concepts of nutrition, dietary needs, and medication management. • Identify symptoms and signs of illness and risk behaviors. Identify the steps for promoting client safety and responding to environmental emergencies. Describe basic good health practices that promote healthy lifestyles. Describe the importance of infection control and the role of standard precautions. | 2 |
| 40950 | ASDSDM-NADD | Autism Spectrum Disorders: Separating the Data from the Myths | This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. The growing body of research on Autism suggests that the disorder and other related disorders lie on a continuum. This course covers a review and history of Autism Spectrum Disorders, in addition to the new dimensional and categorical changes to the DSM-V classification system of the disorder. Descriptive details of the most popular research theories surrounding Autism will provide you the tools needed to more accurately diagnose and treat the disorder. After completing this course, you will possess a more comprehensive awareness of Autism, including how early diagnosis and treatment are vital components to enhancing the brains plasticity. | 1 |

| 242352 | REL-SRC-0-BCRETXDAD | Background Checks and the Rights of the Elderly - Texas DADS | The Texas Department of Aging and Disability Services (DADS) is the entity responsible for the protection of, as the name implies, aging and disabled healthcare consumers. They provide a number of long-term services and supports for these consumers and regulate healthcare organizations that provide these services and supports.

As a healthcare provider for aging or disabled healthcare consumers, you must be familiar with the regulations that pertain to the protection of these consumers. In this course, you will learn the rights of the elderly and your responsibilities for criminal history records, the Nurse Aide Registry, and the Employee Misconduct Registry. Meets requirements for 40 TAC §97.259(c)(2)(A)-(B) | 1 |
| 163645 | REL-HHS-CASRA-BTR | Barriers to Recovery | Welcome to the third course, Barriers to Recovery, in the series, Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs, and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied to the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam. For more information, see the USPRA Certification website: www.uspra.org Course 3, Barriers to Recovery: • Reviews the various factors that can become barriers to a person's recovery • Addresses the impact of stigma (including professional stigma and internalized stigma) and discrimination • Examines the problems experienced by individuals and families in accessing services • Identifies ways in which medical insurance, both private and public, can impede the recovery journey. Suggestions for ways in which the learner can become involved in combating these barriers are included. | 1.25 |

96662	EL-DSPCCMS-DD-0	Basic Communication and Conflict Management Skills	Communication with other people has an impact on almost every aspect of our lives, but we don't often stop to think about whether we are communicating in the most effective way. Moreover, poor communication skills can create bad feelings and prevent career advancement. Communication is an especially important skill for support staff, which is often called upon to interact with a wide range of people on a daily basis. This course takes a behind-the-scenes look at how communication works and identifies the key ingredients of effective communication. It builds on this foundation and introduces guidelines on how to communicate better with coworkers, community members, supervisors, and the people we support, and discusses assistive and alternative means of communication. The final section of the course provides instruction on how to manage conflict situations at work. The course will use scenarios, critical thinking, and matching exercises to review information and help you to use new ideas in context. This course is intended for support staff in the disabilities field.	3
244415	Computers_101	Basic Computers		8
253170	FireSafety101	Basic Fire Safety		4
256690	BFS_102	Basic Fire Safety Tracker		0
244885	Humanrights_101	Basic Human Rights		4
260656	humanrights_103	Basic Human Rights Tracker		0

| 260862 | REL-HHS-0-BECKHHS | Beck Depression Inventory-II® In Health & Human Service Settings | Practitioners in a variety of healthcare settings frequently find themselves working with individuals who present with possible symptoms of depression. Quick and accurate assessment of depression can be an essential component of mental as well as physical health diagnosis and treatment. However, it can be difficult to accurately assess clinical depression when it is accompanied by other presenting symptoms and concerns.

In this course, you will be introduced to the Beck Depression Inventory-II (BDI-II), an evidence-based tool for assessing depression. You will learn about how the BDI-II was developed, how and when it should be used, as well as methodological considerations, adaptations, and guidelines for limitations.

This course, appropriate for all behavioral health clinicians, combines an informative presentation with interactive exercises and case studies to reinforce your learning. After you complete this course, you will have the tools you need to utilize this instrument in your own setting.

DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course. | 1 |
716	BDPDD	Behavior Development for People with DD	This course reviews behavioral management techniques for prevention of problem behavior in people with ASD. It also identifies a developmental time-line for using these techniques and the benefits of using a developmental approach toward behavior management.	2
231741	REL-HHS-0-BMEC	Behavior Management in Early Childhood	As a child and family serving organization personnel you may find yourself in a situation where you encounter young children with challenging behavior. This course focuses on providing basic tools for understanding the behavior of children between the ages of one and five and incorporating strategies for effectively addressing or preventing challenging behavior. These include being proactive, responding appropriately to problem behavior when it occurs, and recognizing when a child's behavior warrants outside intervention or specialized supports.	1
333834	Behavior_Plan_101	Behavior Plan (TC)		1

333835	Behavior_Plan_101_Tracker	Behavior Plan (TC) Tracker		0
333123	Behavior_Tracking_101	Behavior Tracking Sheet (RT)		1
333129	Behavior_Tracking_101_Tracker	Behavior Tracking Sheet (RT) Tracker		1
171086	REL-HHS-0-BHIOAPP	Behavioral Health Issues in Older Adults for Paraprofessionals	Most older adults will age without having a behavioral health disorder, but those who do risk worse health and quality of life. As a health and human services worker, you will need to learn about the behavioral health needs of older adults in order to provide helpful services. This course will cover some common disorders that older adults experience, including depression, anxiety, substance use, and schizophrenia. You will also learn about ways to help them function successfully. This course will increase your understanding of both formal and informal supports for older adults with behavioral health disorders, including family caregivers. You will learn the course content through a combination of information and exercises. This course is appropriate for paraprofessionals providing behavioral health services.	2.5

| 207149 | REL-SRC-0-BHOOA | Behavioral Health Options for Older Adults | The majority of older adults manage the transitions that frequently come with aging, such as physical declines and the increased loss of loved ones, without experiencing behavioral health disorders. In fact, research shows that older adults experience lower rates of disorders overall than do younger adults (Substance Abuse and Mental Health Services Administration [SAMHSA], 2013). However, when they do have problems, older adults are less likely to seek and receive services to treat them effectively. As a professional who works with seniors, yet is not likely involved in diagnosing, providing therapy, or prescribing medications for behavioral health disorders, you may question why you need to know about these topics. It is precisely the fact that older adults often do not seek help for behavioral concerns that puts you in the unique position of recognizing when a problem is present. | 1.5 |

| 246443 | REL-HHS-0-BPSUT | Best Practices in Substance Use Treatment Engagement | Substance use disorders are a widespread problem in the United States, resulting in nearly 100,000 deaths and costing nearly half a trillion dollars every year. The National Council of Alcoholism and Drug Dependence identifies substance use disorders as America's number one health problem. In 2008, an estimated nine percent, or 22.2 million people aged 12 and older were classified with substance use disorder in the past year. Moreover, substance use disorders account for over 25% of all emergency room admissions, half of all traffic fatalities, and more deaths and disabilities than any other cause. Substance use disorders can be overcome with the appropriate treatment and prevention, but the road to recovery is not an easy one.
Authored by Maggie W. Tapp, LCSW, the material in this training covers the stages of recovery and treatment compliance, as well as treatment planning for special populations. Based on content from the National Institutes of Health (NIH) and the Substance Abuse and Mental Health Services Administration (SAMHSA), this course is appropriate for entry-level health care professionals, as well as those with advanced practice. The detailed guidelines for best practices in substance use treatment compliance, coupled with interactive exercises on how to best apply these concepts, will provide you the necessary tools you need to implement these strategies in your own setting.
Treatment compliance can be a challenge for consumers, family members, clinicians, and the community as a whole. The purpose of this course is to provide an overview of strategies that can be used with individuals in recovery in order to increase the likelihood of treatment compliance and recovery | 1.25 |

| 256509 | REL-HHS-CWLA-BPBSI | Best Practices: Behavior Support and Intervention | This course offers some practical suggestions for how to reduce the use of seclusion and restraint. It addresses an important issue in the care and treatment of children in residential and/or foster care: the use of restraint and seclusion as behavior management tools. The course defines restraint and seclusion, presents facts and myths regarding their use, and presents data regarding the negative outcomes of the use of restraint and seclusion including child and youth deaths and re-traumatization. Trauma and posttraumatic stress disorder are described and their relationship to experiences of restraint and seclusion are presented. More effective and therapeutic approaches to behavior management are presented including the importance of family involvement, the three level public health model of prevention is applied to the topic of concern, and non-coercive behavior management strategies are described. The content in this course is helpful for administrators, supervisors, caregivers, policy makers, and others who work with children and youth. | 1 |

| 71952 | EL-SCCCO-CYF-NCCBH | Beyond EBPs: Using Science, Culture Change and Collaboration to Improve Outcomes for Children | Astor Services for Children & Families is a multi services behavioral health organization with a history of excellence in treating and educating children and youth with serious emotional and behavioral disorders. The workshop will highlight how the agency has been committed to implementing evidence based practices and utilizing outcomes in developing programs since 2002. We will describe how we utilized evidence based clinical case conference to create a culture where by staff looked to the literature to determine target, appropriate treatments for youth and their families. We will show how the expansion of evidence based practices can be documented objectively by tracking the number of practices that become part of the agency tool box over the years. We will highlight the use of several practices, i.e., PCIT, Structural Family therapy, Trauma Focused CBT, and present the results that have been achieved with the use of these practices. We will highlight the use of outcome measures to evaluate the effectiveness of the treatments. We will present the next wave of research findings suggesting that feedback obtained during treatment can be a powerful tool to dramatically improving outcomes. We will describe a successful collaboration between our agency and two prominent academic research teams, which allowed us to pilot a clinical feedback tool developed from this research. Astor was able to achieve these results with limited resources. Participants will learn that change can occur with strong commitment by leadership. | 1.5 |

| 170845 | REL-HHS-0-BPSMA | Biopsychosocial Model of Addiction | Substance abuse is a growing problem in the United States, resulting in the deaths of more than 100,000 Americans each year. Tobacco use is related to an estimated 440,000 death each year (NIH Media Guide, 2010). Based on content from the National Institutes of Health (NIH), as well the Substance Abuse and Mental Health Services Administration (SAMHSA), this course provides you an overview of the biopsychosocial model of addiction. This approach emphasizes the interplay of biological, psychological, and social factors that contribute to addiction. The material in this training covers basic information about the various types of drugs that individuals may use, and walks you through the stages of addiction. An in-depth look at risk factors and treatment options offers both new and seasoned clinicians critical information needed to identify who may be at risk for addiction, as well as detailed guidelines for how you can assist clients to engage in the recovery process. The blend of interactive exercises and detailed examples help make the instructive information in this course a key building block to applying these core competencies in your own setting. | 1.25 |

| 147 | EL-BIO-COMP-0 | Bioterrorism | After September 11, 2001, and the events that followed, the threat of terror became a reality. Acts of terror can take many forms, and individuals who work in public agencies, as well as health care workers, need to be particularly knowledgeable and prepared for a terrorist attack. One particular type of potential terrorism is bioterrorism. This course teaches you the basics of bioterrorism, including classes of bioterrorism agents. Additionally, you will learn the symptoms, communicability, and possible treatment options for the most dangerous class of infectious agents. Finally, you will learn the basics of how to plan and prepare for a bioterrorism attack. This course, which includes a few interactive exercises to test your knowledge along the way, is appropriate for all health care workers, including physicians and nurses, as well as individuals who work at public agencies. | 1 |

| 130803 | REL-HHS-0-BRD | Bipolar and Related Disorders | As someone who works with individuals with psychological disorders, you are aware that diagnosis of bipolar and related disorders can be tricky, and that treatment is often challenging. This course will help you recognize the symptoms and differentiate between the types of bipolar and related disorders, as well as give you up-to-date information on the latest medications and psychosocial interventions. You also will be familiarized with research to help you understand the role of genetics in this disorder. As you master these skills, you will be able to better understand client behavior, and improve your ability to work with this population. A series of interactive vignettes will help guide you through this course. | 2.25 |

170336	REL-HHS-0-BRDCA	Bipolar and Related Disorders in Children and Adolescents	In this course, you will learn how to identify signs and symptoms of bipolar disorder in children and adolescents, as well as how to distinguish between bipolar manifestations in children and those in adolescents and adults. Additionally, you will learn about the differential diagnosis of Disruptive Mood Dysregulation Disorder, as it is distinguished from bipolar disorder in children. By going through the course material, including its interactive exercises and detailed case vignettes, you will be better prepared to assess and treat children and adolescents with bipolar disorder. This course is designed for mental health and medical professionals who work with children and families coping with bipolar disorder.	1.25
333552	BP_Protocol_101	Blood Pressure Protocol (TC)		1
333559	BP_Protocol_101_Tracker	Blood Pressure Protocol (TC) Tracker		0
255271	REL-ALL-0-BBPATH	Bloodborne Pathogens	Exposure and injury prevention is the responsibility of each and every employee. Knowing what is in your organization's ECP, and adhering to it, is a great step forward in maintaining a safe and injury free workplace.	0.5

| 66214 | EL-BBP-COMP-0 | Blood-borne Pathogens | Hospital-acquired infections (HAIs) are a serious public issue and it is vital for health care workers to understand how to prevent infection. Approximately 1.7 million Americans will have a HAI every year with 100,000 deaths resulting from those infections. 37 states require reporting of HAIs, either publically or to state agencies. This course is designed for any health care worker and will provide you with the knowledge you need to be armed against the powerful and deadly diseases: blood-borne pathogens. The information in this course is appropriate for any health care worker who would like to learn more about how to prevent the spread of blood-borne pathogens. You will learn how blood-borne pathogens are spread in healthcare settings as well as specific prevention strategies, including safe injection practices and what to do with bio hazardous waste and contaminated laundry. So, even if you are familiar with good hygiene, by the end of this course, you will gain a whole new understanding of how to effectively prevent transmission of diseases caused by blood-borne pathogens in health care settings. | | 1 |
| 172867 | REL-IDD-0-CSE | Bon Appetit! An Overview of Safe Eating and Drinking Focused Learning | Mealtime can be an enjoyable, creative, and social time of day. Part of your job is to help make sure that people maintain the highest level of function and quality possible around eating and drinking. At the same time, an estimated 5 to 8% of individuals with intellectual and developmental disabilities have a diagnosed difficulty swallowing food or liquids (dysphagia). These problems raise the risk of choking and can lead to serious health problems if correct protocols around eating and drinking are not followed. In fact, choking has been cited as the #1 quality-of-care concern in disabilities services nationwide (GOA, 2008). How can you balance safety while promoting quality of life?

This course presents an overview of best practices around eating and drinking for support staff. It presents basic information about choking, aspiration, and dietary orders, and allows learners to test their understanding of food modifications. The techniques you will learn in this course may be used when working with people with disabilities across the lifespan. | | 1 |

255273	REL-ALL-0-BOUND	Boundaries	As a working professional, you may find yourself in situations where you or the people you work with blur professional boundaries (a line in the working relationship between staff and persons who receive services from their organization). Some boundary violations can be dangerous for you and the people with whom you work. For this reason, it is important for you to be aware of these risks, avoid them, and know when to step back and ask a supervisor for help in managing the situation. This course focuses on exploring the concept of boundaries. You will learn about what to look for in order to avoid harmful issues and how to make sure your relationship remains professional. This course is appropriate for all working professionals.	0.5
176150	REL-HHS-0-BDRPP	Boundaries and Dual Relationships for Paraprofessionals	As a behavioral health paraprofessional, you may find yourself in situations where you or the people you work with may blur the professional boundary (a line between client and staff in their working relationship), particularly by engaging in some form of a dual relationship (a professional relationship plus another type of relationship with the client). In some cases, this "crossing of the boundary" may strengthen the relationship and help you work more effectively with your clients. However, sometimes a dual relationship can be dangerous for you and the people you support. For this reason, it is important for you to be aware of these risks, avoid them and know when to step back and ask a supervisor for help in managing the situation. This course focuses on exploring the concepts of boundaries and dual relationships—a form of boundary crossing. You will learn about what to look for to avoid issues that could harm you or your clients. You will learn how to make sure the relationship between you and your clients remains professional.	2.25

| 138991 | REL-HHS-0-BMFT1 | Brief Models of Family Therapy Part 1: Theory and Principles | Youth with significant behavior problems like school refusal, aggression, gang involvement or other forms of delinquency pose a significant challenge to their families and their community. Not only is incarceration expensive, but recidivism rates for youth who are placed in locked residential facilities are soaring. Further, efforts to use community-based therapeutic interventions to change the beliefs, thoughts, and behaviors of these youth have not proven to be very effective. There is considerable evidence, however, that family interventions can make a significant impact on these behavior problems by focusing on the family system of the youth as a whole, instead of focusing solely on the youth as an individual. In this course, you will learn the basics about systems theory and family therapy, as well as some of the specific assessment and intervention approaches used in brief models of Structural and Strategic Family Therapy which are taught in more depth in the 2nd level course of this title. You also will learn about the Brief Strategic Family Therapy (BSFT™) model which has been shown to be extremely effective in decreasing conduct problems in youth. Through a series of interactive exercises and mini-quizzes, you will have a chance to practice and reinforce concepts you learn throughout this course. This comprehensive course is appropriate for both beginning counselors and seasoned professionals. | 1.75 |

138997	REL-HHS-0-BMFT2	Brief Models of Family Therapy Part 2: Clinical Techniques	Working with families can be exciting and extremely beneficial, but family therapy provides many challenges. Families are complex, and many times family members are experiencing significant stress and conflict related to the presenting problem. Also, as you learned in part one of this two-part course, family systems have a natural inclination toward homeostasis and can present great resistance to change. You will need to be equipped and practiced with methods to handle this resistance in order to help the family make positive changes. In this course, you will learn essential treatment techniques of structural and strategic family therapy, including how to use paradoxical interventions and work with resistant clients. You will have a chance to practice and reinforce concepts you learn through a series of interactive exercises and mini-quizzes. The material in this course is appropriate for both beginning counselors and seasoned professionals alike.	1.5
255274	REL-ALL-0-BOTJ	Bullying On The Job	You saw bullies on the playground as a child; older, bigger children who picked on younger, smaller, or different children. The bully might shove the other child or say, "You look stupid." You do not expect to see bullies at work, but, sadly, they are there. In this course, you will learn what bullying is and how to deal with it. You will also learn ways to prevent bullying. This course is intended for all professionals in a working environment.	0.5
318994	REL-RED-M1C	California Law - Reporting Elder and Dependent Adult Abuse		0.5

256511	REL-HHS-CWLA-CCC	Calming Children in Crisis	A major challenge in working with children who have experienced trauma is helping them manage the strong emotions often experienced as a result. Feelings of emotional pain resulting from maltreatment and loss often present as anger. Children may feel overwhelmed by their feelings and express anger in a way that places themselves and others at risk. This course provides skills for helpers to assist children in identifying and managing their feelings in a healthy manner. Specific skills taught include helping children identify and label their feelings, cope with feelings of anger, develop a "Safety Plan," and learn how and when to use the plan. The skills taught in this course are helpful for persons working with children in a wide variety of settings including family foster care, and residential and educational facilities.	1
251	CASEMGT101	Case Management Basics	This course reviews and discusses the role of case manager in the recovery of the client/consumer with severe and persistent mental illness. It provides an overview of the basic elements of effective case management including connecting, readiness, planning and crisis management. It also covers essential elements in planning and documenting case management services.	3
1941	EL-CMP-PPBH-0	Case Management for Paraprofessionals	Consumers in recovery often require a tremendous amount of support to assist them in moving toward independence and reaching their goals. Case managers are frequently the individuals most involved in the day-to-day aspects of a consumer's care. This course is designed for paraprofessionals who work as case managers, as it provides a broad overview of case management. The information in this training will teach you some basic skills, such as assessment, crisis planning, and how to connect with consumers. You will learn the various ways in which consumers connect with others and how to partner with them in ways that promote recovery, confidence, and independence. Case vignettes and interactive practice exercises, coupled with instructive information about best practices for case management, will help you to apply your new skill set when you need it most.	3
337	V-CBTDD	CBT for People with Developmental Disabilities	This course reviews the overall components of cognitive behavioral therapy. It focuses on the appropriate use of CBT when working with individuals with developmental disabilities, including assessment of the client's cognitive functioning, effective CBT techniques and guidelines for using CBT with individuals with intellectual disability.	3
271871	CCMA101	Certified Clinical Medical Assistant		4
271874	CCMA102	Certified Clinical Medical Assistant Tracker		4

| 117315 | REL-TRNKY-0-CHMGMT1 | Change Management 1: Navigating the Dynamics of Change | In this Change Management 1: Navigating the Dynamics of Change course, you will explore the challenges of change and how to manage them. Change is a constant in our lives, and our perceptions of the changing events are what determine our reality. You will gain an understanding of the common reasons for resistance to change, and learn ways to counteract it. This course will help you identify underlying fears behind resistance to change before they significantly impact productivity.
Supervisors and managers are challenged by change every day, and must continually demonstrate self-confidence to their teams in the face of these challenges. You will explore the characteristics, behaviors and actions of being an effective "change agent," (one who guides, supports or leads change) a critical role in guiding your teams through change.
You will have the opportunity to learn some key techniques and best practices in adapting to change, as well as useful actions involved in leading others. We will use a blend of experiential exercises, instructive information, and self-study to increase your awareness and skill in managing the dynamics of change. | 1.25 |
| 117316 | REL-TRNKY-0-CHMGMT2 | Change Management 2: Leading the Implementation of Change | In this Change Management 2: Leading the Implementation of Change course, you will explore strategies for planning and implementing change, as well as guiding your team through the change process.

You will gain an understanding of the common reasons why most change efforts fail. You will learn how to effectively overcome these challenges and have the opportunity to assess the change readiness of your team.

Successful change implementation requires a focus on the behaviors and attitudes of your team and employees to ensure they adapt to, and support, the change. You will identify the four stages of change and learn how to help your employees adapt to change effectively.

We will use a blend of experiential exercises, instructive information, and self-study to increase your awareness and skill in planning and implementing change in your department. | 1 |

71946	EL-NADDCONF1-DD-NADD	Changing Autism Spectrum Disorders By Changing Positive Behaviors	Most people with Autism Spectrum Disorders (ASD) have some difficulties with social communication and interaction. This workshop focuses on actions that can be taken to change disruptive behaviors and create adaptive ones. This course covers discrete trials, scripting, redirecting, steps to success, approaching different learning styles, and numerous other topics for individuals with ASD. Designed for healthcare providers who wish to learn more about a variety of specific techniques that can slowly adapt problem reactions into functional behaviors, this course provides you a comprehensive overview of strategies you can apply in your own setting. After completing this training, you will be equipped with the tools you need to better assist the individuals you serve.		1.5
33272	CAMR-IA	Child Abuse for Mandatory Reporters - Iowa	This course is designed to help you become familiar with types of child abuse, how to identify them, and what to do if you suspect child abuse. This course is specifically geared toward Iowa state laws on child abuse and neglect. You will learn what it means to be a mandatory reporter in this state, and become familiar with specific instructions for reporting suspected abuse. You will also be well-informed about how a case may be handled after a report has been made as well as Iowa-specific resources related to child abuse. This course will help you understand your responsibilities as a mandatory reporter, and guide you through the procedures for identifying and reporting child abuse in the state of Iowa.		2

| 176142 | REL-HHS-0-CAP | Child and Adolescent Psychopharmacology | The course covers a variety of medications, including antipsychotics, stimulants, mood stabilizers, and others. You will learn about the unique issues surrounding psychopharmacology for pediatric populations, including common uses, side effects, and timelines for medication response. Through interactive games, quizzes, and vignettes, this course will help you to take the learning back to your real-world work environment. This course is appropriate for non-MD mental health professionals, including marriage/family therapists, and licensed clinical social workers. | 1.5 |

| 182208 | HSCP-CW1-01 | Child Welfare Credential Module 01: Introduction to Human Services and Professionalism | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare I offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>In this module, we will explore a brief history of human services. This will be followed by an explanation of the role of the Direct Support Professional. Next, you will learn about child welfare and juvenile justice, respectful ways to work with children and their families, and the standards for professionalism.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Describe the field of human services, its history, and the service delivery systems of child welfare and juvenile justice. `<br>` Describe the role of the Direct Support Professional in working with children and families to help meet their needs `<br>` Define child abuse and neglect and some factors that place children at risk. `<br>` Identify professional standards in human services related to appearance, confidentiality, driving, reporting information, respect, work habits, social skills, and boundaries. `<br>` Understand the importance of appreciating diversity in the work setting and the impact culture can have on communication. `<br>` The Direct Support Professional has an understanding of the field of human services, the specialty fields of child welfare and juvenile justice, and the standards for professionalism in human services. `<br>` ` | 2 |

| 172221 | HSCP-CW1-02 | Child Welfare Credential Module 02: Family Empowerment | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>This module on family empowerment is the foundation for the other modules in this series. We’ll start by defining your role as a Direct Support Professional and then move into discussions that should help develop your approach to family empowerment. As you complete this module, you will begin to understand your job and the seriousness of your role in empowering the family to meet the developmental needs of children. You are key to helping families make the necessary changes to ensure each child’s sense of safety, permanence, and well-being.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Identify methods for supporting parents and working with the entire family using a strengths based approach to meet the developmental needs of their children. `<br>` Identify your role as DSP in promoting family empowerment and involvement in their children’s lives. `<br>` Understand how child driven services are used to meet the child’s needs for safety, permanence, and well-being. `<br>` Identify ways for working within a family’s community to support their needs using community based services. `<br>` Understand the importance of committing to diversity, cultural responsiveness, and continuous learning. `<br>` ` | 1 |

| 172223 | HSCP-CW1-03 | Child Welfare Credential Module 03: Communication | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The act of communicating takes two people: the sender of a message and the receiver of a message. People communicate through words, actions, facial expressions, pictures, and signs. It is important as a Direct Support Professional to know how to effectively communicate with the persons you support as well as with other people within your environment.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Identify methods for communicating effectively at all levels of an organization. ` ` Define communication including the reasons we communicate, behaviors used to communicate, and potential barriers to effective communication. ` ` Describe your own personal values and understand how they affect your relationships with the people you support. ` ` Identify strategies for developing effective listening skills. ` ` Describe effective verbal communication skills for working with children and teens. ` ` ` | 1 |

| 172227 | HSCP-CW1-04 | Child Welfare Credential Module 04: Child and Family Assessment | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>Assessment refers to the process of gathering information about the child’s situation to help determine how we can best work with the child and the family and ensure that the child’s needs are met. To begin, we will focus on the purpose of assessments in child welfare and juvenile justice settings, the types of assessments that are done, and the basic processes used to gather information.</p>` `<p>After completing this module you should be able to:</p>` ` ` ` Identify the types and purposes of assessments performed in child welfare and juvenile justice. ` ` Describe the basic principles guiding the assessment process and formal and informal methods for gathering information. ` ` Describe the focus areas of both a juvenile justice assessment and a child welfare assessment. ` ` Describe the role of the Direct Support Professional in the assessment process. ` ` Identify indicators of child abuse and neglect and the role of a mandated reporter in filing a report. ` ` ` | 1 |

| 172230 | HSCP-CW1-05 | Child Welfare Credential Module 05: Community Supports and Teamwork | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to demonstrate how community supports the child’s identity, growth, and development; how to locate and develop community resources; and how to work as a member of a professional team to best meet child and family needs.</p>` `<p>After completing this module, you should be able to:</p>` `<ol>` `<li>Describe the importance of the community in supporting a child's identity, growth, and development.</li>` `<li>Identify methods for researching community resources.</li>` `<li>Identify methods to develop and maintain information on community resources that meet child and family needs.</li>` `<li>Identify ways to promote community connections for children and families.</li>` `<li>Describe methods for working effectively as a team member with other support professionals to meet child.</li>` `</ol>` | 1 |
| 172233 | HSCP-CW1-06 | Child Welfare Credential Module 06: Supporting Positive Learning and Development | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>There is a growing body of knowledge in the area of child development that gives us more hope than ever that children, even those who have experienced significant trauma, can be helped to achieve their developmental goals. This body of knowledge emphasizes the important role of consistent and nurturing care.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Describe the stages of child development and normal development as it relates to the ages. ` ` Describe strategies to enhance learning and development using positive behavioral supports. ` ` Identify when a child exhibits a developmental lag and/or difficulty learning. ` ` Identify strategies for providing positive feedback and positive reinforcement. ` ` Identify methods for determining what motivates behavior and strategies for changing behavior using positive support. ` ` ` | 1 |

| 172237 | HSCP-CW1-07 | Child Welfare Credential Module 07: Advocacy | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>In this module you will explore ways to work with children and families to gather information related to their concerns; become aware of laws, services, and supports that are in place to assist them; and explore ways to help them stand up for themselves and present themselves in a positive way.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Describe the challenges children and families face in the child welfare and juvenile justice systems and strategies for overcoming these challenges. `<br>` List methods for working with families to identify and resolve advocacy issues. `<br>` Define current laws, services, and community resources which support children, youth, and families. `<br>` Identify ways for supporting children and youth in meeting their service needs and lobbying decision makers to overcome barriers to services. `<br>` Describe ways for interacting and educating the community about the needs of the children and families you work with. `<br>` ` | 1 |

| 172240 | HSCP-CW1-08 | Child Welfare Credential Module 08: Vocational, Educational and Career Supports | \<p\>\<em\>This course is a part of the \<strong\>Human Services Credential in Child Welfare offered by the Providers' Council.\</strong\> Learners who successfully complete all 11 course modules are eligible to receive the credential.\</em\>\</p\> \<p\>Children in the child welfare and juvenile justice systems may have significant challenges in the school setting. Abuse, neglect, and trauma all impact the child’s ability to concentrate and focus. In addition, if a child moves from one home or setting to another, the child may change schools -in fact, some children change schools several times. Given this, children may need additional help and support in the school setting and you may find that teens may need help with vocational and career decisions.\</p\> \<p\>After completing this module, you should be able to:\</p\> \<ol\> \<li\>Describe strategies for identifying educational, vocational, and career related needs and concerns of children and families.\</li\> \<li\>Identify methods for securing the resources necessary to assist children and families to reach their educational and career goals.\</li\> \<li\>List the steps required to follow a plan for teaching educational and career skills.\</li\> \<li\>Describe methods of advocacy and ways for working with the school system to better meet the needs of children.\</li\> \<li\>Describe strategies for assisting youth in developing their career and vocational interests.\</li\> \</ol\> | 1 |

| 172241 | HSCP-CW1-09 | Child Welfare Credential Module 09: Crisis Intervention | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>A crisis is anything that is a struggle for us to deal with through the use of our “everyday” coping skills. This module will focus on the meaning of crisis and how we can help a person manage a crisis.</p>` `<p>After completing this module, you should be able to:</p>` `<ol>` `<li>Describe crisis prevention, intervention, and resolution techniques in working with children and families and match these techniques to appropriate situations.</li>` `<li>Define “crisis” and identify events or conditions that often trigger a client’s crisis in order to prevent the crisis or lessen its effects.</li>` `<li>List the steps for intervening in a crisis to manage both physical and social actions to promote safety of the person, others, and the environment.</li>` `<li>Identify methods for securing appropriate backup support and assistance through the agency resources, service system and community.</li>` `<li>List the steps for documenting and reporting the crisis appropriately.</li>` `</ol>` | 1 |

| 172244 | HSCP-CW1-10 | Child Welfare Credential Module 10: Documentation | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module to describe the uses of and requirements for documentation as a legal and communication record for services and supports. The module will also describe the best methods for producing documentation and the forms used in documentation, especially in records for children and families.</p>` `<p>After completing this module you should be able to:</p>` ` ` ` List the requirements for documentation in your organization. ` ` Describe the purposes of documentation. ` ` Understand how and when to present information objectively. ` ` Describe methods for writing concise reports which communicate necessary information to others accurately and factually. ` ` Identify the forms of documentation used in programs serving children and youth. ` ` ` | 1 |
| 172245 | HSCP-CW1-11 | Child Welfare Credential Module 11: Health and Safety | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>This module on health and safety will introduce you to the basic concepts of nutrition, healthy life styles, symptoms and signs of illness, medication issues, responding to environmental emergencies, and basic good health practices. All of these are important in your work with children.</p>` `<p>After completing this module, you should be able to:</p>` `<ol>` `<li>Describe health issues related to nutrition, lack of exercise, infections, emergencies, and basic safety.</li>` `<li>Identify risk behaviors, signs of illness, and unsafe behaviors.</li>` `<li>Describe the basic food groups, proper food storage, food preparation, and good nutritional habits.</li>` `<li>Describe the importance of physical exercise and its role in maintaining a healthy life style.</li>` `<li>Identify the steps involved in standard precautions used to control infection.</li>` `</ol>` | 2 |

| 172248 | HSCP-CW2-01 | Child Welfare Credential, Level II, Module 01: Child Welfare Services and Professionalism | \<p>\This course is a part of the \Human Services Credential in Child Welfare, Level II offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p> \<p>This module is an introduction to child welfare and the juvenile justice system, and additional material on professionalism and professional boundaries. The module concludes with a detailed discussion of cultural responsiveness and diversity.\</p> \<p>After completing this module, you should be able to:\</p> \ \ Describe the child welfare and juvenile justice fields and the services they provide for children, adolescents and families.\ \ Describe methods for developing cultural responsiveness and an appreciation for diversity.\ \ Define the role of the Direct Support Professional in providing services for children and families.\ \ Describe ways for learning the mission and practices of your specific organization.\ \ Describe the standards of professionalism in the workplace and the importance of professional boundaries. \ \ | 1 |

| 172249 | HSCP-CW2-02 | Child Welfare Credential, Level II, Module 02: Engaging and Empowering Clients and Families | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`This module focuses on family engagement and empowering clients and their families to make choices and decisions. You will begin to understand your job and the seriousness of your role in helping clients to empower themselves to participate fully and meaningfully in services and their communities through your teaching, support, and assistance.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Describe the challenges to engaging families and techniques for overcoming these challenges.`</li>` `<li>`Comprehend the “natural consequences” of client choices.`</li>` `<li>`Describe methods for empowering families to make choices.`</li>` `<li>`Identify methods for using family-centered practices and strength-based approaches in the child protection and juvenile justice systems.`</li>` `<li>`Describe methods for enhancing the ability of each person to lead a self-determining life.`</li>` `</ol>` | 1 |

| 172250 | HSCP-CW2-03 | Child Welfare Credential, Level II, Module 03: Advanced Communication Strategies | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare, Level II offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>This module focuses on effective communication skills, motivational interviewing from a strength-based approach, communication with different populations, and how confidentiality affects all communication. The act of communicating takes at least two people: the sender of a message and the receiver of a message. People communicate through words, actions, facial expressions, pictures and signs. It is important to know how to effectively communicate with the individuals you serve as well as with other people within your environment.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Define communication, including the reasons we communicate and barriers to effective communication. ` ` Identify effective communication strategies that can be used at different levels of the organization. ` ` Identify your personal values and how they affect your relationships with the people you work with. ` ` Describe effective communication skills for communicating respectfully with or about clients. ` ` Comprehend the principles of confidentiality and how they affect communication. ` ` ` | 1 |

| 172251 | HSCP-CW2-04 | Child Welfare Credential, Level II, Module 04: Family Assessment and Family Centered Practice | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>`
`<p>`This module focuses on assessments that form the foundation of effective practice with children and families. Family-centered assessment focuses on the whole family, values family participation and experience, and respects the family's culture and ethnicity. Family-centered assessment helps families identify their strengths, needs, and available resources to develop a service plan that assists them in achieving and maintaining safety, permanency, and well-being.`</p>`
`<p>`After completing this module, you should be able to:`</p>`
`<ol>`
`<li>`Describe the purpose of family assessments.`</li>`
`<li>`List the different types of assessments and the information gathered in each.`</li>`
`<li>`Describe family-centered practice approaches and how they can be applied to the target population.`</li>`
`<li>`Describe informal and formal assessment practices to discover the needs, desires, and interests of children and families.`</li>`
`<li>`Identify strategies for integrating gathered assessment data into effective case plans with families.`</li>`
`</ol>` | 1 |

| 172252 | HSCP-CW2-05 | Child Welfare Credential, Level II, Module 05: Community Supports and Service Networking | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare, Level II offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to help familiarize you with the community supports and resources that are available to your clients and families, and to understand more about the successes and challenges clients involved with the child welfare and juvenile justice systems face in the community.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Describe methods for promoting community participation and involvement in self-help communities. `<br>` Identify the steps to research, develop and maintain information on community resources that meet individual needs, including leisure and recreation. `<br>` Describe ways to support individuals in establishing and maintaining relationships with family, friends, and community members. `<br>` Define formal and informal community resources as well as natural supports. `<br>` Describe steps for assisting families and clients in identifying and gaining access to community resources. `<br>` ` | 1 |

| 172253 | HSCP-CW2-06 | Child Welfare Credential, Level II, Module 06: Supporting Positive Learning and Development | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare, Level II offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>This module focuses on how skills training and education can benefit your clients and how you can support client’s daily routines and relationships. As a teacher, you will engage with clients as they learn the skills necessary to pursue their potential and gain independence in their lives.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ol>`
`<li>Describe positive feedback and reinforcement procedures.</li>`
`<li>Identify factors which motivate behavior and methods for providing positive behavioral support.</li>`
`<li>List a variety of teaching methodologies that can be used with different learning styles.</li>`
`<li>Describe ways for providing or taking advantage of opportunities for learning.</li>`
`<li>Describe ways for supporting individuals’ ability to function more safely and independently in society and enhance their quality of life.</li>`
`</ol>` | 1 |

| 172254 | HSCP-CW2-07 | Child Welfare Credential, Level II, Module 07: Advocacy | `<p><em>This course is a part of the <strong>Human Services Credential in Child Welfare, Level II offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>This module focuses on advocacy and how to gather information to assist in advocacy. You will also become aware of the issues that affect all of us, including individuals and families involved with the child welfare and/or juvenile justice systems. We will also review some advocacy strategies available to you and to clients. For both you and the client, advocacy is more effective and enjoyable when done with others.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Identify advocacy issues with individuals by gathering information, reviewing, and analyzing all aspects of the problem. ` ` Describe current laws, services and community resources to assist and educate individuals to secure needed supports. ` ` List methods for assisting and/or representing the individual when there are barriers to their service needs and lobby decision-makers when appropriate to overcome barriers to services. ` ` Describe strategies for interacting with and educating community members and organizations (e.g., employers, landlords, civic organizations) about the individual’s needs for services. ` ` Describe the diverse challenges facing individuals and families and effective advocacy strategies used to overcome such challenges. ` ` ` | 1 |

| 172255 | HSCP-CW2-08 | Child Welfare Credential, Level II, Module 08: Vocational, Educational and Career Support Services | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`This module addresses work, school and career as important parts of all of our lives. Individuals with whom we work in child welfare and juvenile justice settings may need support in order to become effective members of the workforce. In this module we will present some of the challenges individuals may face, followed by descriptions of different approaches and “models” to meet these challenges.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Define the role of career pursuits for youth and families.`</li>` `<li>`Describe strategies for supporting individuals as they plan career steps and translate their dreams into career goals.`</li>` `<li>`List the steps to assist individuals in navigating the system of social security work incentives and rent subsidies so that the individual can successfully build a career.`</li>` `<li>`Describe career and education-related needs and concerns of the youth and families.`</li>` `<li>`Identify strategies for mobilizing the resources necessary to assist individuals in reaching their goal.`</li>` `</ol>` | 1 |

| 172256 | HSCP-CW2-09 | Child Welfare Credential, Level II, Module 09: Crisis Intervention for Children and Families | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`In this module we will provide an overview of crisis, crisis intervention and emergency services when working with children and families involved in the child welfare and juvenile justice systems. It is followed by a presentation of some of the resources available to these clients and you when assessing and responding to crises.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Define crisis and the events or conditions that often come before an individual’s crisis in order to prevent the crisis or keep it from getting worse.`</li>` `<li>`List the steps to intervene in a crisis and manage both physical and social actions to promote safety of the individual, of others, and of the environment.`</li>` `<li>`List the steps to secure appropriate backup support and assistance through the resources of their agency, service system, and community.`</li>` `<li>`Describe the requirements for documenting and reporting crises appropriately.`</li>` `<li>`Match crisis prevention, intervention, and resolution techniques to the individualized needs of children and families involved in the child welfare and juvenile justice system.`</li>` `</ol>` | 1 |

| 172257 | HSCP-CW2-10 | Child Welfare Credential, Level II, Module 10: Documentation | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`The purpose of this module is to give you an understanding of the importance of documentation. Documentation is the writing of and about our work that helps communicate important information to others. It serves as a resource and record on our client’s behalf and should fulfill all legal, financial and regulatory requirements. Documentation can be a form of confidential communication between Direct Support staff, their supervisors, and other members of the team.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Describe the requirements of confidentiality in documentation.`</li>` `<li>`Describe strategies for presenting information objectively.`</li>` `<li>`Describe strategies for writing concise reports that communicate necessary information to others.`</li>` `<li>`Identify the different forms of documentation available for work with the population you support.`</li>` `<li>`Recognize the requirements of documentation for your specific organization and execute these requirements efficiently. `</li>` `</ol>` | 1 |

172258	HSCP-CW2-11	Child Welfare Credential, Level II, Module 11: Health and Safety for Children and Adolescents	`<p><em>`This course is a part of the `<strong>`Human Services Credential in Child Welfare, Level II offered by the Providers' Council.`</strong>` Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`This module on health and safety will introduce you to child health and safety issues, adolescent health and safety issues, Standard Precautions and worker safety. Health is not just the absence of disease; it is being in the best possible condition- physically, mentally, emotionally and spiritually.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Identify healthy lifestyle habits including stress management, nutrition, and exercise.`</li>` `<li>`List the first-aid steps for treating injuries and chemical exposure and when to seek medical help.`</li>` `<li>`Describe warning signs of abuse or self-injury and steps for intervening.`</li>` `<li>`Identify measures you can take to increase personal safety for yourself and others.`</li>` `<li>`Describe guidelines provided in standard precautions to avoid the transmission of bodily fluids.`</li>` `</ol>`	1
99036	REL-NC13B1-BH-NCCBH	Chronic Pain and Prescription Drug Abuse: Intertwined Epidemics	Patients and providers are increasingly dissatisfied with treatment of chronic pain and its unintended consequences. Treatment of chronic pain with escalating doses of opioid pain medications has become increasingly problematic, including aberrant medication behaviors, frustrating patient-provider encounters, and unsuccessful treatment outcomes. This workshop will frame the problem of problematic use of prescription opioid pain medications; describe treatment approaches that help give providers more tools and help patients achieve more successful outcomes; and outline implications for service delivery and program development.	1
19447	EL-CSP-ECE-JANI	Classroom Strategies for Promoting Positive Behavior in Youth	This course is for persons working with children in head start program or teachers teaching up to second grade or adults who work with primary school children. This program teaches response training for adults for promotion of positive behaviors along with prevention and management of disruptive behaviors.	1.5

| 251146 | REL-HHS-0-CLPR | Client/Patient Rights | The importance of ethical care, informed consent, and advanced directives are widely underestimated in health care settings. The more familiar you are with these vital aspects of clinical practice, the better equipped you will be at providing higher quality patient care. This course covers the fundamentals of ethical care, the informed consent process, and various types of advance directives in medical and behavioral health care settings. Interactive exercises and vignettes will give you the opportunity to apply the concepts you learn in this course. After completing this course, you will be able to provide your clients a higher standard of care by offering them ethical and well-informed treatment. | | 2 |
| 251150 | REL-HHS-0-CSRME | Client/Patient Safety: Reducing Medical Errors | All persons who work in healthcare are responsible for the safety of the patients they care for. In order to reinforce the importance of patient safety, healthcare organizations must promote this as their primary goal across every level of the organization. Organizations must maintain a culture that works to continuously improve patient safety and outcomes. However, patient safety takes careful planning and constant vigilance. Any healthcare professional in any healthcare setting can jeopardize patient safety by committing a medical error. While it is erroneous to think that you can prevent all medical errors, there are steps you can take to reduce their occurrence.
In this course, you will learn the scope of medical errors within today's healthcare system. You will explore the types of medical errors, including error-prone situations, and the use of root cause analysis to determine why and how an error occurred. You will explore some best practices that will help improve patient safety and outcomes within your organization. Finally, you will learn your responsibilities regarding the reporting of medical errors. With this information, you will be empowered to create a safe environment in which patients can get the care they need. | | 2.5 |

| 347 | EL-CT-COMP-0 | Client/Patient Transfers | This course focuses on how to perform client and/or patient transfers safely and effectively. Assistive devices will also be introduced. Throughout this course, the terms patient and client are used interchangeably. In many healthcare settings, the preferred term is patient, but in behavioral health, the word client is the preferred term. It is absolutely necessary that you are trained on how to perform this important task before attempting it. As with all personal assistance tasks, communicating with the client is essential in order to develop trust and decrease the risk of injury to either the patient or yourself. Through a combination of self-study and interactive exercises, you will learn the safest and most effective way to transfer clients. Special attention will be paid to preventing back injuries, as this type of injury accounts for more than 20% of all workplace injuries and numerous lost days of work. This course is appropriate for new healthcare staff who provide personal assistance to patients and their managers. | 1.5 |
| 19712 | EL-CMWP-HR-0 | Coaching and Mentoring in the Workplace | One of the biggest challenges for managers and supervisors is improving an employee's performance in a constructive and positive way to maintain productivity and maximize their employee's potential. Frequently in the fast-paced environment that is common in most organizations, there is little time to take a more deliberate and purposeful approach to employee supervision and support, especially if an employee meets performance expectations.

This course will provide you with valuable information about coaching and mentoring and demonstrate why they are important tools for supervisors and managers to have at their disposal. Perhaps more important, you will learn how incorporating coaching and mentoring into your organizational human resource functions can benefit your employees, you as a manager or supervisor, and your organization as a whole. This course, which is designed for front-line supervisors, employs interactive features to enhance your learning experience. | 1 |

| 146051 | REL-CBT-BH-0 | Cognitive Behavioral Therapy | As a mental health professional, you may work with consumers who make little headway in therapy. They are stuck because their cognitive distortions or "twisted thinking" patterns prevent them from living full lives.
Cognitive behavioral therapy (CBT) focuses on the distorted thinking patterns associated with maladaptive thoughts and beliefs. Consequently, CBT is applicable to a variety of behavioral health issues such as depressive, bipolar, anxiety, personality, eating, substance-related, and psychotic disorders. Because CBT is an evidence-based practice, it is widely used by therapists, psychologists, psychiatrists, social workers, and psychiatric nurses. In this interactive course, you learn how CBT may help resolve your consumers' problems concerning dysfunctional cognitions and behaviors by using an integration of cognitive and behavioral approaches. You also learn about its use and success in a variety of settings, and how you can apply it in your daily practice. | 1.25 |
| 71942 | EL-COMM2-HR-TRNKY | Communication Essentials: Communication Style Effectiveness | In this Communication Styles Effectiveness course, you will explore how understanding your own and others' communication styles will positively impact your interactions, thereby contributing to your effectiveness as a manager. You will learn how to identify your own communication style which will help you better adapt to the styles of other people. You will examine the pros and cons of each style so that you are able to work more effectively with your team to accomplish objectives.

Tips and techniques for adapting to different communication styles will be provided. Not only will you gain awareness of your own style, you will have an opportunity to assess the style of your team members and create an action plan for more effective communication.

We will use a blend of experiential exercises, instructive information, and self-study to provide tips, tools and techniques you need to increase your effectiveness. This Communication Effectiveness is for managers of all levels who want to develop or hone their current skill set. | 1 |

| 71941 | EL-COMM1-HR-TRNKY | Communication Essentials: Navigating Conversations | In this Communications Essentials: Navigating Conversations course, you will examine four types of conversations that managers face in the workplace, and how to manage each one effectively. You will learn how to distinguish each conversation type and how to avoid the pitfalls and mistakes commonly made when these conversations become difficult. Tips and techniques for preparing for, and conducting difficult conversations will be provided. This will help alleviate anxiety and stress, and ensure more productive outcomes.

We will use a blend of experiential exercises, instructive information, and self-study to provide tips, tools and techniques you need to increase your effectiveness. This Navigating Conversations course is for managers of all levels who want to develop or hone their current skill set. | 1 |
| 71943 | EL-COMM3EL-HR-TRNKY | Communication Essentials: The Effective Listener | In this Communication Essentials: Effective Listening course, you will explore a key competency that top leaders have in common. As an often undeveloped component of effective communication, "listening" skills can provide the necessary leverage for leaders and managers to build more productive and engaged teams, as well as increasing their individual effectiveness. You will learn the consequences of not listing effectively and how adapting the style and techniques of active listening will reap positive benefits.

You will develop a greater understanding of why and how a manager and leader must listen actively, not passively, to build stronger teams and increase individual effectiveness. You will learn the importance of establishing common ground and practicing empathy as you apply the tips and techniques for becoming a better listener.

We will use a blend of experiential exercises, instructive information, and self-study to increase your awareness and skill in being an effective communicator; a leader who listens. | 1 |
| 294586 | House103 | Communication Profile (MZ) | | 1 |
| 244423 | Communication_101 | Communication Skills | | 4 |

| 116830 | REL-HHS-0-CSCM | Communication Skills and Conflict Management for Paraprofessionals | Children learn about their world and relationships through discovery and interactions with adults. Talking to and listening to children are the most formative experiences we can provide them. The better we communicate with children, the less likely they are to feel and act badly, and the more likely they are to have a positive and healthy view of themselves and the world.
That's why your role in working with children and their families is so important. You are one of their models for how to communicate successfully with others, and you can teach them the skills needed for social competency, conflict resolution, anger management, problem solving, and good decision making.
This course focuses on considerations in effective communication, communication skills specific to children, and how to use and teach problem solving and conflict resolution skills. This course does not address de-escalation and non-physical interventions; please view other courses that address these topics. | 2 |

| 71923 | EL-CMTYINC-BH-CASRA | Community Inclusion | Community inclusion is the opportunity to live in the community, be valued for one's unique experience and abilities, and enjoy a sense of belonging. For individuals with disabilities, successful community inclusion reduces isolation, provides a source of meaning and support, and creates a sense of hopefulness for a full life. Community inclusion is the process of accommodation, assistance, rehabilitation, advocacy, relationship building, and ultimately a lot of negotiating. This course provides an overview of the term "community inclusion," why behavioral healthcare providers should be knowledgeable of community inclusion, and what can be done to address barriers, provide supports, and expand opportunities for people with disabilities.

This course is appropriate for all levels of behavioral healthcare providers.

A combination of case studies, quizzes, and interactive games will be used to help you apply the material and make the safety of the individuals you work with your top priority. | 1.5 |
|---|---|---|---|---|
| 294592 | House_101 | Community Mapping Plan (PT) | | 1 |
| 333108 | Community_Mapping_Plan_102 | Community Mapping Plan (RT) | | 1 |
| 333110 | Community_Mapping_Plan_Tracker_102 | Community Mapping Plan (RT) Tracker | | 1 |
| 333150 | Community_Mapping_103 | Community Mapping Plan (TC) | | 1 |
| 333162 | Community_Mapping_103_Tracker | Community Mapping Plan (TC) Tracker | | 1 |

| 40979 | CNSC-NADD | Community Networks of Specialized Care: Building Community through Training and Education | This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. The Southern Network of Specialized Care (SNSC) builds community capacity through training and education; thus, it is imperative that the organization addresses the varying service needs of each of its four network areas. In this course, you will learn about the strategies the SNSC employs, from information sharing across sectors to videoconferencing. Descriptive examples and a sampling of topics discussed provide you the opportunity to synthesize the new information you acquire from this training. After concluding this course, you will have acquired a wide range of strategies with which to build community capacity through education and training. | 1.5 |
| 71950 | EL-CMPC-BH-NCCBH | Comorbid Mental and Physical Conditions: Preparing for New Treatment Expectations | The drive to decrease the life-span disparity for individuals with serious mental illness and improve their health outcomes has frequently centered on the integration and coordination of medical and behavioral healthcare providers. Dr. Benjamin Druss has proposed a comprehensive model that also includes the correlation of non-medical factors, including socio-economic status, past trauma, social connectedness, chronic stressors and the capacity for self-management. Dr. Druss was the first to apply the Chronic Disease Self-Management Program in the mental health field, and his findings have been highlighted in the Robert Wood Johnson Foundation report, "Mental Disorders & Medical Co-morbidity." This presentation will feature an interactive dialogue with Dr. Druss facilitated by David Covington. | 1.5 |

| 71899 | EL-CONFHIPAA-COMP-0 | Confidentiality and HIPAA | Consumers entrust professionals with very personal information and the government has enacted stringent laws to protect the information consumers reveal. The consequences of revealing personal consumer information, even inadvertently, can be severe. This course is designed to provide basic information regarding the principles of confidentiality along with specific information related to the Health Insurance Portability and Accountability Act (HIPAA) governing privacy and security and includes updated information about the HIPAA mega rule that went into effect in March 2013. In this training, you will learn what confidentiality is and what HIPAA requires of mental health professionals like you. This course will specifically define what personal health information is, the ways in which this information must be protected, and best practices for maintaining client confidentiality. A variety of practice questions throughout the course will give you an opportunity to think critically about the topics covered and apply what you have learned. This course is designed for mental health professionals at all levels.

NOTE: This course is not intended as legal advice for any individual provider or situation. If you need more comprehensive information, please review the resources listed in the references section of this course and consult with your company's legal and compliance team. | 1.25 |

131067	REL-HHS-0-CSUDTI	Confidentiality of Substance Use Treatment Information	In this course, you will learn about the difference between these regulations, what entities and individuals must comply with or benefit from these regulations, the kinds of information protected under these laws, as well as information that is exempt from the non-disclosure requirements. You will also learn about rules governing patients' access to their own medical records, how to put safeguards in place to protect your consumers' information, along with the consequences and penalties associated with unauthorized disclosure of such information.	1
244418	Conflict_101	Conflict Resolution		4

| 41855 | EL-CMHW-BH-CASRA | Consumers in the Mental Health Workforce | Welcome to the sixth course in the series Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery-oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied toward the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam.

For more information, see the USPRA Certification website: www.uspra.org.

This course addresses the history of the consumer movement, the benefits and challenges of hiring consumers as direct service providers in mental health, and the types of positions generally available to consumer providers. Peer Support Services has evolved from a "promising" to an "evidence-based" model of care. Many states now have State-instituted certification programs for both individuals with lived experience and family members who have experienced the challenges facing a child with a serious emotional disorder.

This course is intended for staff at all levels in psychosocial rehabilitation, recovery-oriented mental health programs that are considering or in the process of hiring consumers as staff. It can also be a useful tool to use with consumers who are considering working in mental health as a career choice. | 1.25 |

146058	REL-COD-BH-0	Co-Occurring Disorders	Co-occurring substance use and mental health disorders are prevalent in the United States and present special challenges to treatment providers. Failure to treat both types of disorders often leads to poorer treatment engagement, early termination, and negative health outcomes. The information provided in this introductory course can help you avoid those negative outcomes by increasing your awareness of the relationship between co-occurring substance use and mental health disorders. You will learn about some of the most common substance use and mental health disorders in the United States, along with techniques for effective assessment of and treatment planning for consumers with Co-Occurring Disorders. This course, which combines interactive exercises and detailed case studies to enhance your learning, is appropriate for beginning clinicians and for those seeking an overview of current developments in integrated treatments for Co-Occurring Disorders. Armed with this knowledge about current strategies for assessment and treatment, you will be better prepared to provide high-quality, integrated care for your consumers who have Co-Occurring Disorders.	1
2435	EL-COD-PPBH-0	Co-Occurring Disorders: An Overview for Paraprofessionals	This course defines the term co-occurring disorders and describes the common risk factors associated with co-occurring disorders. The approaches to use with people with co-occurring disorders are also reviewed.	1.5
138976	REL-HHS-0-CPCNPP	Coordinating Primary Care Needs of Clients for Paraprofessionals	This course is designed to help case managers gain the basic knowledge and skills needed to help clients who have developed or are at risk for developing common medical problems.	5.5

344	EL-CCE-COMP-0	Corporate Compliance and Ethics	Corporate compliance programs are a well-established means of defining ethical behavior, fraud and abuse in health care organizations. However, what you really want to know is how these definitions translate to your day-to-day professional life. What should you do, and what protections are there for you, if you report something that doesn't seem quite right? By enhancing your knowledge regarding the definition of ethics, health care fraud, and best practices in identifying high-risk activities, this course prepares you to contribute to an ethical and compliant environment in your agency. Included in the course are exercises that will help you to identify and explain the elements of corporate compliance, as well as how to report suspicious activities. Based on information from the Department of Health and Human Services, the material in this training is appropriate for entry-level health care professionals as well as those with advanced practice.	1
255277	REL-ALL-0-CCETH	Corporate Compliance and Ethics	Implementing and maintaining a compliance program may be the single most important activity an organization undertakes in its effort to enforce and monitor compliance and to minimize the risks and effects of misconduct. Establishing an effective corporate compliance program helps ensure that everyone adheres to policies and standards. In this course, the learner will learn about fraudulent and ethical conduct, the laws pertaining to fraudulent conduct, and their responsibility for preventing and identifying this conduct under a corporate compliance program.	1
1940	EL-CCE-PPBH-0	Corporate Compliance and Ethics for Paraprofessionals	Corporate compliance programs define ethical behavior, fraud, and abuse in health care organizations. What you need to know is how this information connects to your job. What should you do if you suspect fraud or abuse? Are you protected if you report it? By learning about ethics, health care fraud, and high risk activities, this course prepares you to help your organization do the right thing when a problem comes up. The course includes exercises to practice recognizing the components of corporate compliance and tips on how to report activities you believe are suspicious. The course is based on information from the Federal Department of Health and Human Services and is prepared for paraprofessionals in health care.	1

255278	REL-ALL-0-CCTB	Corporate Compliance: The Basics	Fraud, waste, and abuse in healthcare cost the government billions of dollars each year directing resources away from necessary care. As such, the government has taken additional measures to identify fraudulent practices among healthcare organizations. Corporate compliance programs are designed to help organizations prevent, detect, and correct unlawful and unethical behaviors, including fraudulent behavior, using a system of checks and balances. This course uses a highly engaging interaction to help the learner recognize and report unlawful and unethical behavior.	0.5
262225	MAP_Coumadin	Coumadin Therapy Training		1
331533	CPAP_101	CPAP Mask Protocol - D.R.		1
331542	CPAP_Tracker_101	CPAP Mask Tracker D.R.		0
243871	CPR_201	CPR Only		4
254149	CPRtracker	CPR Only Tracker		0
293645	REL-CV-0-CPRR	CPR Refresher	More than 380,000 individuals are victims of sudden cardiac arrest each year. The most common victim is a loved one. More than 80% of cardiac arrest victims are not in the hospital when they need cardiopulmonary resuscitation. Although technology has increased and the public now has access to automated external defibrillators in most public places, no initial intervention can be delivered unless bystanders and formally trained personnel are ready to respond. After completing this course, you will have a firm grasp on the essential components of cardiopulmonary resuscitation (CPR), including the initial first aid steps you can take prior to performing CPR. The target audience for this course is any individual that has been formally or not formally trained to perform cardiopulmonary resuscitation. Through didactic, interactive exercises and vignettes, you will be able to apply this material when you need it most. NOTE: This course does not replace formalized training and return demonstration that must be completed for competency according to the American Heart Association. This course should only be used as a "refresher" to remind the learner of the key action steps in CPR.	1

| 284499 | REL-IDD-GHA-CCC1 | Creating Community Careers Part 1: Introduction to Customized Employment | This course is the first of five courses called Creating Community Careers.

The material in these courses is based on the work of Griffin-Hammis Associates, and others who are developing more effective ways to support people to find employment. The courses can be used by organizations or staff who are providing assistance to people with disabilities, those recovering from mental illness, or anyone else who needs assistance in finding work. The courses are designed to provide tools for supporting people to create not just jobs, but careers as well.

This first course is an introduction to Customized Employment (C. E.). It shows how the new methodologies of C. E. address the challenges of high unemployment rates, especially for people with disabilities, mental health challenges, or complex support needs. | 2.25 |
| 284554 | REL-IDD-GHA-CCC2 | Creating Community Careers Part 2: Discovering Personal Genius | This course is the second of a series of five courses based on the work of Griffin- Hammis Associates (GHA.)

GHA is working to create better methods and tools to help people find employment. These courses are designed for those involved in employment development for people with disabilities, people recovering from mental illness or substance abuse, and others who have challenges beyond just being unemployed.

This course helps the learner to understand the Discovering Personal Genius (DPG) process. DPG is a personalized way of identifying an individual's interests, skills and key themes that will help to shape a vocational profile and customized job development plan. DPG is based on spending time with the person in their home and community, engaging in everyday activities and experiences. | 2.25 |

| 284566 | REL-IDD-GHA-CCC3 | Creating Community Careers Part 3: Customized Job Development | This course is the third of a series of five courses based on the work of Griffin-Hammis Associates (GHA).

GHA is working to create better methods and tools to help people find jobs or start their own business through Customized Employment. These courses are designed for those involved in employment development for people with disabilities, people recovering from mental illness or substance abuse and others who have challenges beyond just being unemployed.

This course helps you to understand customized job development which is the next step after completing the Discovering Personal Genius (DPG) process. You will see how customized job development builds on what you learned in the discovery phase to assist the job seeker to CREATE employment opportunities.

The course shows the differences from traditional job development. It also describes the core elements of customized job development and the skills and methods involved in being an effective job developer. If you are taking this course within a learning management system that offers continuing credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 3.25 |
| 284568 | REL-IDD-GHA-CCC4 | Creating Community Careers Part 4: Interest-Based Negotiation for Customized Employment | This course—the fourth of a series of five—is based on the work of Griffin-Hammis Associates (GHA), who is working to create better methods and tools to help people find jobs or start their own businesses through Customized Employment.

These courses are designed to aid the employment efforts of people with disabilities, people recovering from mental illness or substance abuse, and others who have challenges beyond just being unemployed. In it, you will learn interest-based negotiation as a method of developing customized employment opportunities, ultimately helping you negotiate a win/win situation for both you and your employer.

The course also covers conflict resolution and active listening techniques for effective job negotiation. | 3 |

| 284573 | REL-IDD-GHA-CCC5 | Creating Community Careers Part 5: Systematic Instruction | This course is the fifth of a series of five courses based on the work of Griffin-Hammis Associates (GHA.) GHA is working to create better methods and tools to help people find jobs or start their own business through Customized Employment. These courses are designed for professionals involved in employment development for individuals with disabilities, those recovering from mental illnesses or substance abuse issues, and others who face additional challenges beyond unemployment.

This course provides techniques for teaching people the skills and routines they need for their new job. The course will cover the effective use of natural on-the-job training. It will provide additional instructional methods when natural training is not enough. These techniques will help to simplify complex jobs so that people with disabilities and other challenges will have a wider array of jobs available to them. | 3.5 |
| 94619 | EL-CRISIS-DD-OADSP | Crisis Intervention for Individuals with Developmental Disabilities | Assisting a person with developmental disabilities who experiences the emotional and mental disequilibrium that leads to a crisis can be difficult but is a key area of support to impact the quality of the person's life. Understanding the environmental and psychological causes of crises is necessary before being able to successfully assist a person to reduce the frequency, intensity, and duration of crises. In this course you will develop skill in utilizing appropriate techniques that can be used to intervene in a crisis.

Developed and written by the DSPATHS Credentialing Program, this training provides you with an overview of managing crisis situations and teaching coping skills to people you support. This course will guide you in an investigation of the phases of a crisis process. You will explore crisis prevention by identifying situations in the environment that can evolve into a crisis and the strategies which might be employed in these situations to prevent or lessen the impact of a crisis. You will also investigate post-event teaching strategies that may be employed to support people after a crisis as well as help to prevent future crises. This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 3 |

| 246444 | REL-HHS-0-CM | Crisis Management | Clients with mental health issues often present to agencies in a state of crisis, or experience crises during the course of their work with an agency. Professionals responding to these crises are often challenged by the unpredictable moods, escalating, high-risk behaviors, and deep despair presented by their clients. Without a good framework for understanding crisis dynamics, their corresponding skills, along with proven protocols and assessment tools, serious symptoms might be left unaddressed and become exacerbated. This results in an extremely stressful and high-risk situation for both the client and the professional.

This course provides key training for social workers, mental health workers, and other helping professionals on how to recognize when a person is in crisis. You also will learn how to effectively help people cope with the crisis so that they can return to their pre-crisis level of functioning.

After a review of the theory behind crisis management, you will acquire intervention and stabilization techniques that can be used with clients who may be impacted by an isolated crisis, as well as those challenged with multiple crises. A critical best practice for managing crises in clinical settings includes developing a crisis prevention plan. This training provides you the necessary tools you need to learn how to create that crisis prevention plan, along with how to use it with clients in a variety of settings. Further, you will explore how to handle crises with special populations, including people with trauma histories, those who are hostile and aggressive, and people suffering from substance use disorders.

After completing this course, you will have gained a strengths-based perspective for helping people cope with crises, which will allow you to engage them to be active participants in their problem solving and recovery. | 1.5 |

| 206875 | REL-HHS-0-CRMPP | Crisis Management for Paraprofessionals | Many helping professionals who work in hospitals, residential treatment centers, and community-based agencies face unpredictable and complex situations when people go into crisis. These crises seem to "come out of nowhere" and can throw you into a reactive state. Unless you understand how crises develop and have the skills and tools to address them, crises can place you in unsafe situations.

Tailored for paraprofessionals, this course will teach you how to think of crises as developing events that should be carefully addressed with specific approaches. Through discussion, review of case vignettes, and practice quizzes, you will learn detailed strategies for how to prevent the development of crises, as well as how to effectively intervene when people are in full blown crises in a way that supports recovery and safety. You also will study how to help the individuals you are serving learn from crises so that they can use coping skills and support networks more effectively when they face stressful events in the future. | 1.5 |

| 246459 | REL-HHS-0-CPF | Crisis Planning with Families | A crisis is an unstable, emotionally stressful event that involves an impending, abrupt, or traumatic change where health and safety are compromised. Having a safety crisis plan in place before a crisis occurs could mean the difference between a manageable event and traumatic or even dangerous event. This course will help you to recognize antecedents to crises so that you can respond more quickly, decrease the number and severity of dangerous incidents, and assist families to use community resources and self-sufficiency to cope with family emergencies. You will learn specific, proactive techniques to engage the family as partners in developing a family crisis plan and how to manage situational challenges that arise when developing crisis plans with families that are stressed and overwhelmed. You will also learn about the structure and components of a family crisis plan, as well as well as when and how to revise these plans. Furthermore, a number of strategies and techniques will be discussed that you can use to maximize buy-in by family members in both the process of creating a crisis plan and to follow through with it.

This course is intended for entry- and intermediate-level licensed behavioral health professionals. Case vignettes and interactive learning will be provided to help you apply your understanding of crisis plans so that you are confident and capable of providing them to families in your practice. | 1.25 |
| 204023 | REL-IDD-0-CSFBP | Critical Success Factors for Board Performance | In this video course, James F. Gardner, Ph.D., President and CEO of The Council on Quality and Leadership in Supports for People with Disabilities presents strategies for improving board performance through good board governance and sustainable planning. There are many changes in the nonprofit sector today and the future is unpredictable. A recent survey reported that 67% of nonprofit CEOs anticipate leaving their jobs over the next five years. Boards need to start planning early for these transitions and develop a better understanding of the role of leadership in their organizations. They need to develop new and sustainable business models to respond to current conditions to ensure that their organization's mission can play an influential role in the future. | 1 |

194	EL-CCDSP-DD-0	Cultural Competence for the DSP	This course discusses the concept of cultural diversity and the effects of prejudice and stereotyping and provides an overview of the direct support professional's role in responding to cultural diversity in clients and co-workers.	1
316097	Culture_101	Cultural Competence Training		5
146056	REL-CDWMCC-COMP-0	Cultural Diversity	This introductory course on cultural diversity will provides an overview of cultural diversity and discusses various dimensions and issues of diversity. This course is not exhaustive; however, it will provide you with the fundamental tools that will enable you to interact with others of diverse cultures and effectively perform your job responsibilities.	1.25
178475	REL-HHS-0-CIMH	Cultural Issues in Mental Health Treatment	American society is becoming increasingly diverse, and the rapid cultural diversification of the United States has inevitably challenged traditional institutions and practices, including the field and treatment of mental health. Awareness of and sensitivity to cultural issues are critical to a positive therapeutic relationship, as well as the outcome of therapy, yet persons of various racial/ethnic/cultural/social identities often are underserved by the mental health system and/or do not seek out the mental health treatment they may need. Broadly, this course examines the factors that have led to culturally bound disconnects, as well as ways to improve cultural understanding and competency in mental health treatment. More specifically, this course covers the significance of cultural diversity, demographics, family and community resources, barriers to treatment, as well as results from epidemiological studies. You will also learn about how cultural differences can affect treatment planning in terms of both psychotherapy and pharmacotherapy. This course is intended for a variety of clinicians, including nurses, social workers, therapists, and psychologists with entry-level or intermediate experience incorporating cultural factors into their practices. Case examples and interactive exercises coupled with the instructive material in this course will help you to apply these concepts in your own setting.	1.25

| 170846 | REL-HHS-0-CITPP | Cultural Issues in Treatment for Paraprofessionals | While the United States is becoming increasingly diverse, this challenges the field and treatment of behavioral health and substance use disorders. Recognizing and remaining sensitive to cultural issues are critical to a positive helping relationship and to treatment outcomes. Unfortunately, people of various racial/ethnic/cultural/social identities oftentimes are underserved by the behavioral health system and/or they do not seek out the treatment they need.
This course examines the clinical, cultural, organizational, and financial reasons that culturally diverse groups are underserved. In addition, you will learn the significance of cultural diversity, demographics, family and community resources, barriers to treatment.
This course is intended for a variety of behavioral health providers with entry-level or intermediate experience incorporating cultural factors into their work. Case studies in conjunction with interactive exercises will teach you how to apply these concepts to the individuals you serve. | 2.25 |
| 342 | CR101 | Customer Relations | Did you know that using best practices in customer relations is everybody's responsibility? Many health and human services providers lack the top ten most valued skills needed to achieve successful customer service. By offering concrete information about service techniques, including ways to manage dissatisfied customers and illustrate the importance of verbal and non-verbal communication, this course teaches you the brass tacks of quality customer service. Blending interactive exercises and practical scenarios will further guide you to the true meaning of customer relations and how to implement these techniques with your own internal and external customers. Drawing upon material from the Academy for Educational Development, the information in this training is designed for any customer service provider who would like to learn more about how to enhance customer relations. So even if you are already familiar with how to provide good customer service, this course will deepen your knowledge of how to use your existing service skills in order to meet—and exceed— performance expectations. | 1.5 |

| 284574 | REL-IDD-GHA-CSE1 | Customized Self-Employment Part 1: Introduction | Starting your own business is one answer to the growing problem of unemployment in our country. Because people with disabilities and other complex support needs demonstrate much greater unemployment rates than the general public, self-employment must be an available option for these individuals.

This course is the first in a series of ten trainings that cover best practices in Customized Self-Employment. Based on the work of Griffin-Hammis Associates and others who are developing more effective ways to support people in finding employment, these courses are especially designed for individuals who provide assistance to people with disabilities, someone with a psychiatric or physical disability, or those who need help to earn more income.

While this series of trainings aims to provide information and tools for assisting people to start their own businesses, this first course is an introduction to Customized Self-Employment. Blending interactive exercises and detailed examples, it will show you how you can apply these new methods to address the challenges of high unemployment rates, especially for people with disabilities, mental health challenges, or complex support needs. To complete the course and receive continuing education credits, you must achieve an 80% score on the post-test and complete the course evaluation. | 3.5 |

| 286267 | REL-IDD-GHA-CSE10 | Customized Self-Employment Part 10: Benefits Management for SSI Recipients | Unemployment is challenging for anyone, but it is particularly difficult for people with disabilities or other unique support needs. Self-employment is a growing option that offers new possibilities as an alternative way to earn income.

This course is the tenth in a series of courses on customized self-employment and is based on the work of Griffin-Hammis Associates, leaders in the field of employment support. Starting and operating your own business requires new skills and abilities for both the prospective business owner and their support team. Failure to take care of managing finances and government benefits can cause many problems, so this training provides critical information on two of the most important aspects of self-employment: Managing the finances of the business and the business owner's government benefits.

Through comprehensive lessons, examples, as well as interactive activities, you will gain the skills and confidence you need to support individuals in managing their own finances and benefits while operating their own small businesses. This course is applicable to people who support individuals with developmental disabilities, mental health challenges, physical disabilities, as well as other intensive support needs, especially those who receive government benefits. If you are taking this course within a learning management system that offers continuing credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 2 |

284575	REL-IDD-GHA-CSE2	Customized Self-Employment Part 2: Discovering Personal Genius	Unemployment is at record high levels for the general population. For people with disabilities or other challenges, these rates are even higher. Self-employment is one option that can help people remedy this issue. This course is the second of a series of five self-employment courses based on the work of Griffin-Hammis Associates (GHA). GHA is working to create better methods and tools to help people find ways to earn income. These courses are designed for those involved in employment development for people with disabilities, people recovering from mental illness or substance use disorder, and others who have even greater support needs. In this course, you will learn the role of Discovering Personal Genius (DPG), a personalized way of identifying an individual's interests, skills, and key themes to help shape their vocational profile, as well as a customized self-employment plan. With planning tools and practice activities related to DPG, you will acquire extensive experience in how to best gather an individual's information to match up their interests and skills with a marketable product or service for a small business. To complete the course and receive continuing education credits, you must achieve an 80% score on the post-test and complete the course evaluation.	3
284577	REL-IDD-GHA-CSE3	Customized Self-Employment Part 3: Small Business Feasibility and Support	Self-employment and micro-enterprise development are the fastest growing types of employment in the United States. While they are also an expanding option for people with disabilities and other challenging support needs, what happens if these individuals jump into starting a business without first thinking about its feasibility, marketing, and sales? Many businesses fail to make a profit due to this lack of preparation. Based on the work of Griffin-Hammis Associates, this course is the third in a five-part series called Customized Self-Employment. Through the creative lessons, stories, and hands-on planning tools offered in this course, you will learn how to best assist the individuals you serve to evaluate the feasibility of their business ideas. Step-by-step marketing and sales techniques also are discussed to help increase the potential profitability of the service or product being sold. This course is helpful to anyone who supports individuals starting their own businesses, and is of particular interest to those who assist individuals with mental illness, developmental or physical disabilities, those re-entering the workforce after a long absence, or anyone else needing extra support to start a business. After taking this course, you will be equipped to provide small business support to individuals who can benefit from it the most. To complete the course and receive continuing education credits, you must achieve an 80% score on the post-test and complete the course evaluation.	2.75

| 284580 | REL-IDD-GHA-CSE4 | Customized Self-Employment Part 4: Business Planning | People with disabilities and other challenges face exceptionally high unemployment rates. Customized self-employment (microenterprise development) is a promising option for people who need support to create employment. However, starting a business requires careful consideration and planning. This course, based on the work of Griffin-Hammis Associates, is the fourth in a series of courses called Customized Self-Employment, and is designed for anyone who supports individuals interested in starting a business. Edited by Vickie Vining, this training provides you the information and tools you need to assist individuals in creating comprehensive business plans for their proposed businesses. Through interactive lessons, personalized planning tools, and descriptive examples, you will learn step-by-step guidelines for creating a business plan that can be used to establish and run a small business. This training is appropriate for a variety of healthcare and human services staff that have basic to intermediate levels of experience with customized self-employment. To complete the course and receive continuing education credits, you must achieve an 80% score on the post-test and complete the course evaluation. | 1.5 |
| 286263 | REL-IDD-GHA-CSE5 | Customized Self-Employment Part 5: Business Operations | People with disabilities and other challenges face exceptionally high unemployment rates. Customized self-employment (microenterprise development) is a promising option for people who need support to create employment. However, starting a business requires careful consideration and planning. This course, based on the work of Griffin-Hammis Associates, is the fifth in a series of courses called Customized Self-Employment, and is designed for anyone who supports individuals interested in starting a business. Edited by Vickie Vining, this training provides you the information and tools you need to assist individuals in creating comprehensive business plans for their proposed businesses.

Through interactive lessons, personalized planning tools, and descriptive examples, you will learn step-by-step guidelines for creating a business plan that can be used to establish and run a small business. This training is appropriate for a variety of healthcare and human services staff that have basic to intermediate levels of experience with customized self-employment. To complete the course and receive continuing education credits, you must achieve an 80% score on the post-test and complete the course evaluation. | 2.25 |

| 284582 | REL-IDD-GHA-CSE6 | Customized Self-Employment Part 6: Getting Started Managing A Business | Unemployment is challenging for anyone, but it is particularly difficult for people with disabilities or other unique support needs. Self-employment is a growing option that offers new possibilities as an alternative way to earn income. This course is the sixth in a series of courses on customized self-employment and is based on the work of Griffin-Hammis Associates, leaders in the field of employment support.

Starting and operating your own business requires new skills and abilities for both the prospective business owner and their support team. Failure to take care of managing finances and government benefits can cause many problems, so this training provides critical information on two of the most important aspects of self-employment: Managing the finances of the business and the business owner's government benefits. Through comprehensive lessons, examples, as well as interactive activities, you will gain the skills and confidence you need to support individuals in managing their own finances and benefits while operating their own small businesses. This course is applicable to people who support individuals with developmental disabilities, mental health challenges, physical disabilities, as well as other intensive support needs, especially those who receive government benefits. | 1 |

| 286264 | REL-IDD-GHA-CSE7 | Customized Self-Employment Part 7: Small Business Financial Management | Unemployment is challenging for anyone, but it is particularly difficult for people with disabilities or other unique support needs. Self-employment is a growing option that offers new possibilities as an alternative way to earn income.

This course is the seventh in a series of courses on customized self-employment and is based on the work of Griffin-Hammis Associates, leaders in the field of employment support. Starting and operating your own business requires new skills and abilities for both the prospective business owner and their support team. Failure to take care of managing finances and government benefits can cause many problems, so this training provides critical information on two of the most important aspects of self-employment: Managing the finances of the business and the business owner's government benefits.

Through comprehensive lessons, examples, as well as interactive activities, you will gain the skills and confidence you need to support individuals in managing their own finances and benefits while operating their own small businesses. This course is applicable to people who support individuals with developmental disabilities, mental health challenges, physical disabilities, as well as other intensive support needs, especially those who receive government benefits. If you are taking this course within a learning management system that offers continuing credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 2.25 |

| 286265 | REL-IDD-GHA-CSE8 | Customized Self-Employment Part 8: Overview of Benefits Management | Unemployment is challenging for anyone, but it is particularly difficult for people with disabilities or other unique support needs. Self-employment is a growing option that offers new possibilities as an alternative way to earn income.

This course is the eighth in a series of courses on customized self-employment and is based on the work of Griffin-Hammis Associates, leaders in the field of employment support. Starting and operating your own business requires new skills and abilities for both the prospective business owner and their support team. Failure to take care of managing finances and government benefits can cause many problems, so this training provides critical information on two of the most important aspects of self-employment: Managing the finances of the business and the business owner's government benefits.

Through comprehensive lessons, examples, as well as interactive activities, you will gain the skills and confidence you need to support individuals in managing their own finances and benefits while operating their own small businesses. This course is applicable to people who support individuals with developmental disabilities, mental health challenges, physical disabilities, as well as other intensive support needs, especially those who receive government benefits. If you are taking this course within a learning management system that offers continuing credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 1 |

286266	REL-IDD-GHA-CSE9	Customized Self-Employment Part 9: Benefits Management for SSDI Recipients	Unemployment is challenging for anyone, but it is particularly difficult for people with disabilities or other unique support needs. Self-employment is a growing option that offers new possibilities as an alternative way to earn income. This course is the ninth in a series of courses on customized self-employment and is based on the work of Griffin-Hammis Associates, leaders in the field of employment support. Starting and operating your own business requires new skills and abilities for both the prospective business owner and their support team. Failure to take care of managing finances and government benefits can cause many problems, so this training provides critical information on two of the most important aspects of self-employment: Managing the finances of the business and the business owner's government benefits. Through comprehensive lessons, examples, as well as interactive activities, you will gain the skills and confidence you need to support individuals in managing their own finances and benefits while operating their own small businesses. This course is applicable to people who support individuals with developmental disabilities, mental health challenges, physical disabilities, as well as other intensive support needs, especially those who receive government benefits. If you are taking this course within a learning management system that offers continuing credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit.	1.5
165322	REL-HHS-0-DHC	De-escalating Hostile Clients	De-escalation is used to reduce a person's emotional intensity so that no one is harmed. Often, what may seem like negligible actions can quickly intensify to physical violence. If you fail to address these behaviors immediately, they will likely escalate. With preparation and awareness, you can prevent many incidents from escalating. In this course, you will learn strategies for identifying warning signs, defusing hostility, setting clear boundaries, and ensuring your safety.	2.75
238046	REL-CV-0-DDTB	Defensive Driving: The Basics	Many functions of your daily life probably require the use of a motor vehicle. This course will address your responsibility as a driver to ensure the safety of other individuals. In this course, you'll learn how to identify potential hazards while driving, and a number of defensive driving techniques.	1

104262	REL-C2L-P1107	Dementia Care: Normal Aging vs. Dementia/Alzheimers	How many of you know what to expect with the process of normal aging? Will those later years be filled with the destruction of your memory? Will you lose your mental capabilities? By learning the differences between the symptoms of normal aging, dementia and Alzheimer's disease you will become more aware of abnormal symptoms. This course provides the caregivers with information concerning the differences between normal aging, dementia, and Alzheimer's disease. This course corresponds to the Federal regulation F309. *Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698		1
178711	REL-HHS-0-DOH	Dental and Oral Health	Poor oral health takes an obvious toll on a person's appearance. The appearance of the mouth could not only dramatically affect self-esteem, but it can also hinder your client's ability to secure a job. Poor oral health can also lead to intense pain, severe infections that affect the entire body, and create life-threatening emergencies. Many of your clients might not realize the devastating effects that their lifestyle choices have on their oral health. They may also fear dental professionals, which can prevent them from seeking dental care. In this course, you'll learn what a "good mouth" and a "bad mouth" look like. You will also learn about the devastating effects addiction can have on the mouth, and strategies that you can implement to help mitigate the effects and ensure that the person seeks proper dental care.		1.25
94985	REL-DOHIIDD-DD-0	Dental and Oral Health for Individuals with I/DD	This course will introduce you to the components of a healthy mouth and good oral hygiene. It provides information about proper tooth brushing technique and strategies to support care for people with a range of disabilities both at home and when preparing for the dental visit. Armed with this information and an appreciation for the importance of good oral health care, you will be able to support individuals to reach their highest health potential and remain free of oral pain.		1.25
32269	EL-DAAMRIA-BH-0	Dependent Adult Abuse for Mandatory Reporters - Iowa	This course is designed to help you become familiar with types of dependent adult abuse, how to identify them, and what to do if you suspect dependent adult abuse. This course is specifically geared toward Iowa state laws on dependent adult abuse and neglect. You will learn what it means to be a mandatory reporter in this state, and become familiar with specific instructions for reporting suspected abuse. You will also be well-informed about how a case may be handled after a report has been made as well as Iowa-specific resources related to dependent adult abuse. This course will help you understand your responsibilities as a mandatory reporter, and guide you through the procedures for identifying and reporting abuse in the state of Iowa.		2

| 184185 | REL-HHS-MHA-DAOA | Depression in Late Life | Many people believe that depression is a normal part of growing older. However, research tells us that depressive disorders are not a function of aging, but rather a common group of mental disorders that can be successfully treated. While most older adults do not suffer from a depressive disorder, those who do tend to struggle with emotional and physical symptoms that greatly impede their ability to age well and maintain a satisfactory quality of life.
This course is appropriate for clinicians with a basic or intermediate knowledge of working with individuals with late-life depression. It is intended to help human service professionals identify the most common symptoms of a depressive disorder and familiarize them with the major types of effective clinical and psychosocial treatments available for older adults.
Employing the interactive exercises and case vignettes in this course will teach you the skills you need to recognize depressive disorders among the older adults with whom you work, and provide them with the best information, support, and resources for treatment. | 1.5 |

| 190631 | REL-HHS-CDP-DEP | Depression in Service Members and Veterans | Based on content from the Center for Deployment Psychology, this training will provide you with information on the etiology and prevalence rates of depression in the military population, highlighting current research findings on this topic. You will better understand how some military-specific stressors and protective factors may impact risk for depression. Finally, you will learn the components of current evidence-based clinical strategies and interventions for assessing and treating depression with a military/veteran population. Throughout the training, military considerations are discussed and highlighted with case examples.

Through a blend of experiential exercises, didactic information, and case examples you will have the tools you need to more competently assess and address depression in both civilian and military populations. This course is intended for any mental health provider working with civilian or military populations.

DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course. | 1.5 |

| 176152 | REL-HHS-0-DDCA | Depressive Disorders in Children and Adolescents | Depressive disorders are often difficult to diagnose in children and adolescents. Factors that complicate accurate diagnosis range from limited language and communication skills to a struggle for autonomy and reluctance to cooperate. Unfortunately, this means that depressive disorders in children and adolescents are under-diagnosed and under-treated. This course will give you the tools you need to enable accurate diagnosis and effective treatment of these disorders in the children and adolescents you work with.

In this course, you will learn about the different types of depressive disorders, including Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder, Disruptive Mood Dysregulation Disorder, and Other Specified and Unspecified Depressive Disorder, as they affect children and adolescents. After reviewing the specific diagnostic criteria for each of these disorders, you will learn how to recognize their more subtle signs and symptoms, particularly how they manifest differently in children of different ages. You'll learn about various causes of depression in youth, as well as current best practices for the treatment of these disorders. The course also examines the risk factors for depressive disorders, paying specific attention to risk factors for suicide and suicidal behavior, in order to facilitate prompt recognition and early detection. This course will guide you through a series of experiential lessons and interactive exercises to help you practice what you have learned. This training is appropriate for a variety of clinical professionals with basic to intermediate levels of experience in working with children and adolescents. | 1.25 |

| 69934 | EL-DMCMH-GERO-0 | Developmental Milestones and Common Mental Health Issues of Adults and Seniors | This course is intended to provide psychologists, social workers, nurses, and other health or social service professionals with an overview of the developmental milestones and common disorders associated with adults. Unfortunately, many courses on "human development" in mental health focus on birth through adulthood, without much of a focus on the richness of the experiences later in life. For this reason, this course will cover issues relevant to both adults and seniors, but will give an extra emphasis on factors related to geriatric psychology. Taking this course will enable you to have a more comprehensive understanding of the developmental milestones of young, middle, and late adulthood, including the common mental health challenges that can interfere with successful adult development. Key content areas that you will explore in this course include the role of longevity in adult development, normal cognitive development in adulthood, as well as common causes of cognitive impairment, common psychosocial developmental milestones of older age, and medical and psychosocial treatment modalities that can be used successfully with adults and older adults to ameliorate emotional and/or developmental challenges. | | 1 |
| 231743 | REL-HHS-0-DSBFY | Developmental Stages: Birth to Five Years Old | In order to support and educate children birth to age five, it is necessary to have a thorough understanding of how a child develops. All children experience a developmental journey but the pace at which children experience this journey can vary from child to child. Being equipped and empowered with this developmental knowledge can positively affect the way you support, communicate, and play with young children.

In this course, you will not only learn the difference between physical, social-emotional, and cognitive development, but you will also learn about significant developmental milestones to be aware of so you can have realistic expectations and interact with children in developmentally appropriate ways. You will also be able to communicate this child development information to help educate families and others you serve. | | 1 |

| 246456 | REL-HHS-0-DSSAS | Developmental Stages: School-Age through Adolescence | When parents have concerns about their child's development, practitioners must be able to give them accurate information to make informed decisions. Armed with knowledge, parents, educators, and practitioners alike can promote healthy development in their day-to-day interactions with children and adolescents. Unfortunately, a limited understanding and knowledge base for what constitutes typical development could result in an inaccurate diagnosis, as well as inadequate treatment. Understanding typical development is critical for early detection of emotional, behavioral, or learning challenges.

This course is designed for entry- and intermediate-level healthcare practitioners who work with children, adolescents, and their families. The information in this training will provide you with an overview of the human developmental stages from school-age (6-12) through adolescence (13-18). You will gain a firm understanding of the various aspects of development, from physical and cognitive development to psychosocial development.

The information presented in this training is based on what research considers "typical" development. Keep in mind, however, that there is a wide range of developmental milestones and a range of when children are expected to reach them. It is common for children to struggle with one or more areas of development at some point during middle childhood or adolescence. In addition, it is critical to always interpret a child's development in the context of their environment and culture. This course will equip you with knowledge and practical strategies that will inform the best practices you use with the individuals you serve. | 1.25 |

| 273615 | REL-HHS-0-DSUIOA-V2 | Diagnosing Substance Use Issues in Older Adults | With the expected increase in the older adult population, the number of elders needing treatment for substance use disorders also will increase. In this course, you will learn a comprehensive way to diagnose substance use disorders in older adults. Specifically, this training covers risk and protective factors, screening, diagnostic criteria, assessment, as well as the various stages of drinking among older adults with substance use issues.

This course is designed for entry- and intermediate-level healthcare professionals who wish to gain a broad understanding of how to assist older adults with substance use issues. Interactive exercises, examples of screenings, and detailed assessment techniques will afford you the opportunity to practice the new information you acquire from this training. After concluding this course, you will possess a broader understanding of how to diagnose substance use disorders in older adults, including ones with co-morbid disorders, as well as those with differential and co-occurring disorders. | 1.5 |

138979	REL-HHS-0-DTAD	Diagnosis and Treatment of Anxiety Disorders	Anxiety disorders are serious medical illnesses that affect millions of American adults. These disorders fill people's lives with overwhelming anxiety, fear, and uncertainty. Unlike the relatively mild, brief anxiety caused by stressful events like business presentations or first dates, individuals with anxiety disorders experience symptoms that are out of proportion to any actual danger, and/or persist for significant periods of time. Anxiety disorders can grow progressively worse if not treated. Further, anxiety disorders frequently occur in conjunction with other mental or physical illnesses, which can make anxiety symptoms worse.	1.25
			This course is appropriate for both new and seasoned clinicians. Based on content from the National Institute of Mental Health (NIMH) and the latest version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5™), this course provides you an in-depth overview of the signs and symptoms of anxiety disorders, as well as the most effective psychopharmacological and psychotherapeutic treatments available. The compelling research discussed in this training will show you how new, improved therapies can help most people with anxiety disorders lead productive, fulfilling lives. The blend of instructive information and practical scenarios will help you to apply these key concepts in your own setting. After completing this course, you will be able to recognize anxiety disorders in those you serve, as well as implement the most appropriate form of treatment.	
32076	DTPTSD-NADD	Diagnosis and Treatment of PTSD and Interpersonal Trauma: The DM/ID Criteria and IBT	This course is a two-part video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a clinician, you know that doing group therapy for trauma with individuals who have intellectual difficulties can be very challenging. In this course, you will be introduced to a new model of group therapy called Interactive-Behavioral Therapy (IBT) that has been show to be effective with this population. A video of IBT in process with real clients gives you a unique insight into exactly how this type of therapy works. As you become acquainted with the principles of this type of therapy, you will increase your ability to successfully work with individuals with intellectual difficulties who have experienced trauma.	2

40984	DSUPID1-NADD	Diagnostic Systems for Use with People with ID Part 1	This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. This first course of a two-part series will teach you the essentials of utilizing the old and new versions the International Classification for Diseases (ICD), as well as how Intellectual Disabilities (ID) will be classified in the years to come. In addition, you will be educated on the constituencies of the World Health Organization (WHO). Distinguished speakers will provide detailed examples for you to integrate the new knowledge you acquire from this training. After concluding this course, you will have learned the conceptual and practical underpinnings of the ICD classification system and how diagnoses, such as ID, are formed and revised.	1.5
41014	DSUPID2-NADD	Diagnostic Systems for Use with People with ID Part 2	This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. This is the second course of a two-part series. This pre-conference symposium coincides with the previous course that discussed revisions to the International Classification for Diseases (ICD) and the Diagnostic and Statistical Manual for Mental Disorders (DSM). In this course you will learn about updates on current development, critical issues, usability, and usefulness of specific diagnostic manuals and classification systems for Intellectual Disabilities (ID) and mental health disorders. Descriptive examples will give you the tools you need to utilize the new information you acquire from this training. After concluding this course, you will possess a broader understanding of the ICD, the DSM, the Diagnostic Manual for Intellectual Disability (DM-ID), and the Diagnostic Criteria for Learning Disabilities (DC-LD).	1.5
32256	DBTSP-NADD	Dialectic Behavioral Therapy for Special Populations	This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a therapist, you know that it can be very difficult to work with clients that have emotional dysregulation, and that this can be even more challenging if the client has a developmental or intellectual disability. In this course, Eric J. Dykstra, Psy.D. will introduce you to dialectical behavioral therapy, and how to integrate it into your practice with individuals who have emotional dysregulation. Special attention will be focused on clients with developmental or intellectual disabilities. Additionally, you will learn about the impact of trauma on clients from special populations. As you master these skills, you will be better equipped to effectively work with this challenging population.	1.5

| 243712 | REL-HHS-0-ADVDBT | Dialectical Behavioral Therapy: Advanced Techniques | This course provides an advanced introduction to the theory and treatment components of Dialectical Behavioral Therapy (DBT) in both inpatient and outpatient settings. It provides an overview of the basic approach and guidelines for identifying the clients who will benefit most from this intensive treatment.

In this course you will review the basics of conceptualizing psychological functioning and treatment in a DBT framework, as well as how the approach can be modified to address specific populations, including older adults, adolescents, and individuals with eating disorders. In order to apply these principles ethically in therapy, you must have appropriate training and supervision in addition to taking this online course. However, the knowledge you will gain here will go a long way toward increasing your understanding of how to apply best DBT practices in your own setting and can help inform your decision to obtain further training in DBT. | 1.5 |

251149	REL-HHS-0-INTDBT	Dialectical Behavioral Therapy: An Introduction	Dialectical behavior therapy (DBT) is widely seen as the gold standard for treating individuals who have been diagnosed with borderline personality disorder (BPD). Unfortunately, many providers are not adequately familiar with DBT strategies and structure of treatment. This course will focus on providing you with a basic overview of the theory and treatment components of dialectical behavioral therapy. It will give you the tools you need to identify clients who will benefit most from this intensive treatment and help you learn the basics of DBT conceptualization and treatment. You will learn about how DBT was developed and the evidence supporting DBT treatment. You will gain a basic understanding of the theory underlying DBT, the treatment hierarchy, and the necessary components of a complete DBT program. We will share with you the strategies DBT facilitators use to engage people, and you will be guided through the key elements of the DBT skill-based treatment modules. This will help you avoid common pitfalls in dealing with individuals who are highly dysregulated. Using a blend of experiential lessons, research-based information and detailed case studies, this course will help you utilize the basic principles and treatment components of DBT. This training is appropriate for behavioral health professionals with basic to intermediate levels of experience in treating individuals with psychiatric disorders.	1.25
332355	Diet_Plan_101	Diet Plan (for A.B)		1
332359	Diet_Plan_101_Tracker	Diet Plan 101 (for A.B) Tracker		1
332514	Dining_Protocol_101	Dining Protocol (for J.R.)		1
332539	Dining_Protocol_101_Tracker	Dining Protocol (for J.R.) Tracker		1

| 94992 | REL-DISOV-DD-0 | Disabilities Overview | Everyone has a quality they feel sets them apart. Some of us are tall, some short. Some people have blue eyes, others brown. Some differences between people are called disabilities. This course looks closer at what the term disability means and provides an overview of the different types of disability you are likely to encounter as a direct support provider, including some of the basic supports people use to further their own independence and participation. Topics include physical and sensory impairments, learning and communication disorders, brain injury, and a section on developmental disabilities. Through interactive lessons, as well as descriptive tools and stories, you will learn how to distinguish different types of impairment and disability and become familiar with their causes, characteristics, and basic supports appropriate to each. This course is written for direct support professionals who work in the field of developmental disabilities. | 1.75 |

146062	REL-WFD-BH-0	Disaster Mental Health Intervention: Project P-FLASH	Project P-FLASH stands for Practical Frontline Assistance and Support for Healing. This course reviews available knowledge on mental health effects of disaster survival from prior incidents of terrorism and previous disasters. It discusses PTSD, its prevalence, diagnosis, comorbidity and the associated risk factors. The authors address practical front-line skills for working with traumatized people in post-disaster settings. This course has been funded and supported by The September 11th Fund through a contract with Washington University School of Medicine in St. Louis, Missouri.	2.25

| 71953 | EL-DISRESP-BH-NCCBH | Disaster Response: Five Key Strategies | Are you prepared for a major emergency event such as a natural disaster or a community crisis? This session will address the core aspects of organizational Disaster Response Planning that assures your agencies' ability to address the needs of your external customers (local community affected by the event) as well as your internal customers (consumers and staff). Strategies for readiness will be reviewed including best practice approaches to staff training; cultivating key partnerships with the people and organizations you will be working with during and after the community crisis. You will have the opportunity to learn from and engage with experts in the field including the Vice-President of Clinical Services at Ozark Center in Joplin, MO, Vicky Mieseler. She will discuss the lessons learned from the massive tornado that devastated their community; she will share what they know now and what they wished they knew prior to the disaster. | 1.5 |

| 99127 | REL-NC13B17-BH-NCCBH | Disaster Trauma: Promoting Resilient Individuals, Organizations, and Communities | Over the past fifteen years, the research and literature on disaster trauma has exploded, primarily following 9/11. We know of multiple approaches to prevent and mitigate the adverse effects of a disaster or any crisis situation on people. The five key elements involved in promoting resilience after an adverse event are: safety, comfort, self-efficacy, connectedness and hope so how can we insure that we are promoting these in our everyday work within and outside our organizations? As Mental Health and Addictions providers, you play a significant role in helping people heal and recover following such events with your own consumers, with members of the affected community and with your own staff. This workshop will provide participants with an overview of specific strategies and approaches that can be used to address the needs of each of these populations following an adverse event. These same approaches can be used prior to an event to build resilience and prevent some from experiencing serious reactions. Strategies include training staff on Psychological First Aid and Trauma Informed Care; reaching out into your surrounding communities to teach Mental Health First Aid and spread Trauma Informed Care; and setting up systems within your organizations to improve staff competence, confidence and support. | 1 |
| 73782 | EL-DISWORK-HR-0 | Discrimination in the Workplace: What Supervisors Need to Know | The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex, national origin, age, disability, or genetic information. The federal laws are very specific about the ways in which you, as an employer, are expected to select, promote, and accommodate your employees. You can be held liable for discrimination whether or not you intentionally discriminated against your employee, so it is imperative that you understand the federal laws prohibiting discrimination. This course teaches you about the major federal laws that prohibit discrimination and your responsibilities as an employer. Once you will learn about the types of discrimination recognized by the EEOC, we will review prohibited practices, what constitutes reasonable accommodation, and the ways in which the EEOC enforces the law. We will use synopses of the law, examples, interactive exercises, and review questions to teach you how to comply with anti-discrimination laws. The information in this course is appropriate for employers and supervisors. | 1.5 |

| 186950 | REL-HHS-0-DTP | Documenting the Treatment Planning Process | Treatment planning documentation is a critical link between the client, the services you provide, and reimbursement. Unfortunately, the focus of detailed treatment planning has shifted into developing and completing the perfect form. The main goal of this course is to reinforce what you already know about plans of care, while offering you direction and structure for capturing the real therapeutic relationship on paper. You will learn how to better represent the care process by honing in on core principles for clinical documentation. You will take a fresh look at ways to record your client's strengths, goals, and treatment objectives, while also evaluating methods to accurately represent interventions, outcomes, and discharge plans. To enhance your application of these concepts in your own setting, this course incorporates informative definitions, suggested best practices, as well as client scenarios you investigate during each phase of the treatment plan. Drawing on information from Adams & Grieder's Treatment Planning for Person-Centered Care: The Road to Mental Health and Addiction Recovery, along with Schwitzer & Rubin's Diagnosis and Treatment Planning Skills for Mental Health Professionals: A Popular Culture Casebook Approach, this course is designed for all service providers involved in the treatment planning process who wish to learn more about documentation. | 2.5 |

| 71957 | EL-ORGTI-EXEC-NCCBH | Does Your Organization Measure Up: Are You Really Trauma-informed? | Organizations interested in trauma informed care often have the will but not the way. This workshop provides organizations with an easy to use and practical tool to initiate the improvement process, the National Council's Trauma Informed Care Organizational Self - Assessment©. This instrument is designed for organizations interested in improving their policies, procedures, practices and social and physical environment to reflect the core principles and values of a trauma-informed care organization. The organizational self-assessment tool is a performance improvement resource designed to increase an organization's awareness and readiness to adopt the key components of a trauma-informed care organization and to engage in a self-reflective process that assists them in identifying what they need to: 1) keep doing and reinforcing, 2) stop doing and, 3) start doing. | 1.5 |

166278	REL-HHS-0-DV	Domestic and Intimate Partner Violence	Although anyone can become a victim of domestic violence (DV) or intimate partner violence (IPV), women are much more likely to experience IPV than men. People from all economic and cultural backgrounds can be subjected to domestic violence. Sadly, children are often the direct or indirect victims. Just witnessing violence impacts children's lives, especially because it usually takes place at home, a place where children should feel safe. If children have been exposed to domestic violence, it increases the chances that they will take on the role of either a "batterer" or a "victim" in their adult relationships. Abuse can seem "normal" to youth who witness it in their own homes. In working with perpetrators and victims of domestic violence, it is essential to address the family and social systems involved. Please note that the terms "domestic violence" and "intimate partner violence" are used interchangeably in this course.	1.25
291106	REL-SRC-0-DV2FRT	Domestic Violence 2 Hour FL Required Training		2
94988	REL-V-AAIDD1-DD-0	Down Syndrome and Alzheimer's Disease	Dramatic health care advances have resulted in an increase in life expectancy. This increase is positively correlated with an increase in age-related disorders, such as Alzheimer's disease. Individuals with Down syndrome age atypically, and those over age 40 have a number of high-risk conditions. This course will explore the relationship between Alzheimer's disease and Down syndrome. It will also discuss the complexity of diagnosing Alzheimer's disease in a person with and intellectual or developmental disability. *Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698	1.5

179	LV101	Drugs in the Workplace	Drug and alcohol use by professionals in the workplace can be harmful to everyone. In this course you will learn what substance use disorders are, what signs to look for, and how they affect people in the workplace as well as the population that you serve. It also covers steps to take to ensure a drug-free workplace. Interactive exercises and vignettes will help you to understand this information so that you will be ready to assist co-workers who may suffer from substance use disorders. This course is designed for anyone working in any employment setting.	1
99830	REL-DSM5-BO-0	DSM-5 Brief Overview	The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) has been one of the most anticipated events in the mental health field. Although many elements from the DSM-IV-TR have remained intact, others have been modified, taking into account decades of scientific and clinical findings.

Designed for entry to advanced level mental health care staff and professionals, the goal of this course is to provide you with a brief overview of the changes to the DSM-5. You will learn about the modifications to the multi-axial system, new dimensional assessments, new terminology used throughout the DSM-5, some cultural considerations, along with some of the major criticisms of the new guide. This course also lists the specific diagnostic changes from the DSM-IV-TR to the DSM-5.

With the aid of interactive exercises, you will have the tools you need to begin using the DSM-5.

Please note that the function of this course is only to serve as a brief introduction to the DSM-5, whereas the DSM-5 Overview course will cover a more comprehensive overview of the specific changes and nuances from the DSM-IV-TR to the DSM-5. | 0.25 |

| 94995 | REL-DSM5O-HHS-0 | DSM-5 Overview | The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) has been one of the most anticipated events in the mental health field. Although many elements from the DSM-IV-TR have remained intact, others have been modified, taking into account decades of scientific and clinical findings.

Designed for entry- to advanced-level mental healthcare staff and professionals, the goal of this course is to provide you with a comprehensive overview of the changes to the DSM-5. You will learn about the changes to a non-axial system, new dimensional assessments, new terminology used throughout the DSM-5, cultural considerations, as well as some of the major criticisms of the new guide. This course also provides you with important information on the specific diagnostic changes from the DSM-IV-TR to the DSM-5.

With the aid of interactive exercises, you will have the tools you need to effectively use the DSM-5 to assist you in diagnosing psychological disorders, as well as treatment planning. | 2.75 |
| 244412 | Dysphagia101 | Dysphagia (Dining Safety) | | 4 |

| 146059 | REL-ECMHC-CYF-0 | Early Childhood Mental Health Consultation | Programs serving young children and their families have great opportunities to shape social learning, language skills, early academics, and even bonding and attachment. But these programs face challenges, the most obvious being that they are working with groups of children who have not yet developed language skills to express feelings of frustration or emotional pain. The result can be behavioral acting out that can be frustrating and alarming to staff, parents, and other children. Embedding early childhood mental health consultation in these programs can help enhance the well-being of the children and minimize behavior problems through use of a systematic, collaborative approach.

In this course, you will learn how a mental health consultant can support program staff to improve their work with the children and the parents. You will also learn the features that are essential for an effective early childhood mental health program. Through an extended case study and interactive exercises to reinforce your learning, you will learn how the consultant helps the staff build trust with parents and includes them in meaningful ways. You will also learn the specific interventions used in early childhood mental health consultation to respond to identified issues in a way that prevents and effectively responds to emotional and behavioral problems.

This course is appropriate for behavior health professionals of all levels. | 1.25 |
| 231750 | REL-HHS-0-ECHS | Early Childhood Safety and Injury Prevention | Keeping young children safe and healthy is the constant and primary requirement of all adult caretakers. This course has been developed for individuals who work with parents and families of young children from birth through five years of age. Each stage of development contains unique challenges and areas of concern that must be addressed in order to optimize wellbeing. In this course, you will learn about how to secure environments to maximize safety and how to safely transport children.

You will explore common hazards, including poisons, animals, venomous plants, and other common home risks. We will review familiar problems, such as managing storage and securing electrical outlets. You will learn about the national recommendations for playgrounds and pool safety. Lastly, you will learn about food safety, sanitation and cleaning considerations, and transportation concerns for young children to ensure a comprehensive plan for the families that you serve. | 1 |

32419	EBSIHA-NADD	Effective Behavior Support for Individuals with HFA and Asperger's	This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a clinician, you are certainly aware that most psychology training programs dedicate very little coursework to pervasive developmental disorders on the Autism Spectrum. In this course, Rick Blumberg, Ph.D. and Dan Baker, Ph.D. discuss the subtle, yet important, differences between High Functioning Autism and Aspergers Syndrome. You will be guided through a four component model of how to effectively assess and support individuals you work with that are a part of this population, and implement researched intervention techniques.	1
18290	EL-ECWP-HR-0	Effective Communication in the Workplace	This course gives an overview of verbal and nonverbal communication at work. You will learn about how communication works, how it can break down, and how you can improve the likelihood that you can be more effective in your interactions at work. A key aspect of this course is the use of interactive exercises that involve learning more about active listening and explaining yourself effectively at work.	1.5
19615	EL-EIT-HR-0	Effective Interviewing Techniques	Employees are the most treasured resource in any organization; however, hiring the wrong person to fill a vacancy can cost the agency valuable time and money. While the interview is an essential element of the hiring process, many managers responsible for conducting interviews and making hiring decisions have never received formal training on how to interview for the best candidate. This course will teach managers how to make the most of the interview in order to make successful hiring decisions. In this course, you will learn how to effectively prepare for the interview, develop strong interview questions that are both behaviorally-based and also avoid illegal topics, and evaluate the candidates after the interview. This information is appropriate for anyone in the behavioral health field - from office administrators to clinicians - who are involved in the interviewing process, regardless of whether or not they make hiring decisions. We will use a blend of experiential exercises, didactic information, and self-study to give you the tools you need to be successful in the interviewing process.	2.5

| 1097 | EL-EFFTEAMS-HR-0 | Effective Teams | Being a member of an effective team enhances your experience on the job as well as the care you provide to consumers. This course begins by explaining the definition of a team and the different types of teams that you find in a health care setting. You will also learn about the different roles and responsibilities effective team members can have. Finally, you will learn about the challenges and benefits to building effective teams.

This training contains a variety of interactive exercises and reviews that will enable you to use the information you learn in your own work. By taking this training, you will have a clear understanding of how to work with others in order to successfully contribute | 2 |
| 247324 | REL-HHS-0-EUEBP | Effectively Using Evidence-Based Practices | As a mental health professional, you are increasingly called on to use evidence-based practices (EBPs) in your work with people. Evidence-based practice originated in the medical field, where thousands of randomized controlled studies have been conducted. Unfortunately, it has been more challenging to put EBPs into direct practice in the mental health field, as there is often a large delay between discovering effective practices and putting them into practice with mental health consumers. This course will provide you with a clearer understanding of evidence-based practice, so that you can help bridge the gap between research and practice, and better assist the individuals you serve.

In this course you will learn about different definitions of EBPs, how EBPs are developed, as well as the potential positives and negatives of EBPs that you need to keep in mind as you consider using them. You'll also find out about some well-established EBPs, along with how you can implement them in your own practice with specific populations. This course will guide you through a series of vignettes and interactive exercises to help you apply what you have learned when you need it most. This training is appropriate for a variety of clinical professionals working in the mental health field with basic to intermediate levels of experience. Ultimately, your completion of this course will make you more prepared and confident as you consider using EBPs in your own setting. | 1.25 |

| 69939 | EL-EA-GERO-0 | Elder Abuse | Elder abuse is a significant social and public health problem. The number of older adults (65 years of age or older) in the US population is expected to double by 2030 to about 71 million. Of this group the "oldest old," those 85 or older, are the fastest growing segment. By 2030, their number will grow from 5.8 million to 8.7 million. As the number of older adults increases, especially those who are older and frailer, the incidence of elder abuse is expected to increase. Unfortunately, mistreatment of older adults often occurs in isolation and often remains undetected. The first step to addressing the problem is to heighten awareness of abuse of the old, in particular among those who serve them or have frequent contact with them.
This course contains information regarding types of elder abuse, indicators, consequences, risk factors of abuse, and interventions. Throughout this course, students will have the opportunity to test what they have learned in each section through brief quizzes. The course also offers typical elder abuse case scenarios drawn from actual case material from Adult Protective Services or other elder abuse program caseloads. (All identifying information has been modified to protect client privacy.)
This course is intended for mental health clinicians who work with older adults. | 2 |

| 99129 | REL-NC13D2-BH-NCCBH | Emerging Models of Health: The State of the Art | With the Supreme Court approval of the Affordable Care Act, states across the country are moving forward with Health Home models. Significant information is available on the models, services and outcomes being used in these health homes but it is nearly impossible to keep abreast of all of the information out there. This extended workshop will provide participants with a succinct and useful overview of all of the existing Health Home models developing across the country. The core elements of the successful Health Homes will be identified and key outcome measures for those core elements will be identified. This primer will be very useful for the advanced "Health Homer" as well as the novice just learning about the concept. Presented by leaders in the field participants will leave this workshop with all the tools necessary to evaluate or develop their own health home model, (without recreating the wheel). | | 1 |
| 240336 | REL-IDD-0-ESFL | Employment Support Focused Learning | More and more, organizations today are working to change how adults are supported during program service hours. In many cases, employment in the general workforce is viewed as the preferred outcome for individuals with developmental disabilities. Understanding how to support an individual with disabilities to obtain and maintain employment is an essential component of your job as a direct support professional.

In this course you will learn about why employment is important for people with disabilities and how it affects quality of life. You will learn about the types of employment that are available to people with intellectual and developmental disabilities and the way each of them work. You will be introduced to the members of a typical employment team and how they work together to support employment. | | 1 |

62160	EL-HCDM-DD-AAIDD	End of Life Care for People with Intellectual and Developmental Disabilities	People with disabilities face many of the same issues at the end of life as people without disabilities as well as some additional issues and challenges. Today the life expectancy of a person with intellectual and developmental disabilities is almost the same as it would be for a person in the general population. As people with disabilities live longer and are more integrated into the community, they outlive family caregivers more frequently, require additional supports into advanced age, and choose to receive care at the end of life in their own homes. The number of people in this situation is expected to rise as the "Baby Boomer" generation moves into this age category. This course provides an introduction to some critical issues that arise at the end of life for people with disabilities. It is meant for all members of the interdisciplinary team that provides support and care. This course will introduce basic legal and ethical guidelines for decision making at the end of life. Advance planning can provide clarity in complex, stressful situations in cases where people are unable to communicate or provide consent. Your knowledge of an individual's preferences, as well as their basic rights and ethics will help you support the person you are serving and their families. This course provides basic information about some common medical decisions that are included in an end of life plan, as well as information about specialized healthcare options such as palliative care and hospice. You will also hear some important concerns that have been raised by groups like "Not Dead Yet" about the undertreatment of individuals with disabilities, which has been linked to negative assumptions about quality of life and disability. Recognizing this, the American Association for Intellectual and Developmental Disability has issued the statement "Caring at the End of Life" to shape policies for care. This is an overview course that provides general information. Each state and agency will have its own laws, regulatory issues, and policies. After taking this course, staff should be sure to inform themselves about the specific policies and regulations that pertain to their role and responsibilities.	1.25

71954	EL-ENDSUI-BH-NCCBH	Ending Suicide: How Many Deaths Are Acceptable?	Today, we have an understanding of suicide prevention that was unavailable just a decade ago. The National Action Alliance for Suicide Prevention envisions a nation free from the tragic experience of suicide. Individuals with Serious Mental Illness are at dramatically increased risk as compared with other high risk groups, such as active military, AN/AI, etc. but there are proven approaches that Community Behavioral Healthcare leaders can implement. Four model programs are presented that introduce the concepts of "boundaried populations," "zero suicide in healthcare" and "robust performance improvement" and how you can apply them in your system of care.	1.5
67254	EL-EFCLP1-CYF-NFPN	Engaging Fathers in Children's Lives Part 1: An Overview	This course will help you to understand the importance of including fathers in your work with families. We will review the role of fathers in the family unit with an emphasis on the many ways that a father is critical to child development. You will learn what policies and practices are currently in place at agencies across the country. You will also learn how to engage fathers and include them in their children's lives. A variety of interactive exercises and case vignettes challenge you to think through the specifics of how you can work effectively with the fathers of children you serve.

This course is brought to you by The National Family Preservation Network, which offers a comprehensive training package on father-involvement that includes the materials in this course. For more information, please visit the web site at www.nfpn.org. | 1 |

| 67255 | EL-EFCLP2-CYF-NFPN | Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice | As someone who works with families, you know how difficult it can be to engage fathers in the process. In Part one of this course, you learned about how important including fathers in the family is along with descriptions of best – and worst – practices in working with them. In part two, we will focus more on the "nuts and bolts" of involving and communicating with fathers. You will learn about typical communication styles as well as what family members really need to hear from each other. Additionally, this training gives you concrete, easy-to-apply key principles of practice that you can apply when working to include fathers in their children's lives. You will be able to test your knowledge by reading a series of interactive case examples Videos, vignettes, interactive functions, and a branching scenario challenge you to apply what you learn along the way so you can use your new competencies with those you serve. | | 1 |
| 67256 | EL-EFCLP3-CYF-NFPN | Engaging Fathers in Children's Lives Part 3: Advanced Techniques | This course is the third in a series of three trainings geared toward helping those working with children and families to do so in a way that keeps fathers engaged in the process. The information in this course builds on material in the first two courses so it is recommended that the courses be taken sequentially. This training addresses advanced techniques that will assist you in engaging fathers in the lives of their children. In this course, you will participate in skill-building training, and gain a greater competency for communicating with the fathers you work with. As you master these skills you will be able to more easily commit to treating fathers and mothers equally in your practice. A series of interactive exercises and multimedia drills will help you to practice what you have learned.

The material in this course is based on the National Family Preservation Network's Advanced Fatherhood Training Curriculum: Building Skills & Best Practice. ** Flash Required | | 1 |

183359	REL-HHS-0-IT5	Enhancing Communication with Medical Providers and Medical Terminology	Mental and physical disorders often occur together in the same person and are commonly managed by two separate health care providers. Frequently, treatments for psychiatric illnesses can cause or worsen medical problems, and conversely, medical treatments may cause complications due to interactions with psychiatric medications. Information sharing between behavioral health and primary care providers is necessary for safe and optimal patient care but is often inadequate. This course is designed for behavioral health professionals who work with individuals with severe mental illness (SMI). You will learn why communication with primary care providers is essential and what your role is in improving communication. Through real life scenarios and interactive exercises, you will discover how to prepare your clients for a productive visit with their primary care provider. You will also develop strategies for facilitating communication with the primary care provider, as well as learn common medical terminology that will help you along the way.	1.75
94984	REL-ESIDD2013-DD-0	Environmental Safety for Individuals with Developmental Disabilities	This course provides information for support staff to help maintain a safe environment for individuals with intellectual or developmental disabilities. It discusses safety inside and outside of the home and how to respond to environmental safety concerns.	3
339	EL-ESW-COMP-0	Environmental Safety in the Workplace	Environmental safety is everyone's responsibility and is a particularly important part of your role as a direct care professional. You are in a unique position to ensure the safety of the individuals you support while keeping yourself and coworkers safe. This course will heighten your awareness of environmental safety guidelines and provide best practices for preventing potential hazards in the workplace. Through a combination of self-study and interactive exercises, you will learn the essentials of electrical safety, proper body mechanics, and ergonomically appropriate workstations. Avoiding back injury and slips, trips, and falls will also be discussed. This course is appropriate for new direct care staff as well as their managers.	2
262177	EPI_102	EPI Pen Tracker		0
244399	Epipen101	Epi Pen Training		2

| 190634 | REL-HHS-CDP-VPTSD | Epidemiology of PTSD in Military Personnel and Veterans | Based on content from the Center for Deployment Psychology, this training will provide you with information on the etiology and prevalence rates of Posttraumatic Stress Disorder (PTSD) in the military population, highlighting current research findings on this topic. You will better understand how some military-specific stressors and protective factors may impact risk for PTSD. Finally, you will learn the components of current evidence-based clinical strategies and interventions for assessing and treating PTSD with a military/veteran population. Throughout the training, military considerations are discussed and highlighted with case examples.

Through a blend of experiential exercises, didactic information, and case examples, you will have the tools you need to more thoroughly understand the psychological impact of trauma on service members and veterans as well as assessment and treatment options. This course is intended for any mental health provider working with civilian or military populations. | 1.25 |

| 214770 | REL-HHS-0-ERS | Essentials of Reflective Supervision | Supervision plays an important role in the supervisee in becoming a trained and competent practitioner. To be successful, it takes a great deal of flexibility and a clear understanding about how to guide the supervisee through this process. In this course, you will be provided with an overview of reflective supervision, as well as guidance about how to promote reflective practice in supervision.

This course begins with a discussion about the need for supervision and provides general information about reflective supervision. It discusses the elements that should be of focus in order to have a strong foundation in working with supervisees. This course also provides information about the role of the supervisor in reflective supervision, as well as qualities that make a supervisor effective. Finally, detailed information about how to structure both the supervisory relationship and supervisory sessions is presented.

This course is intended for licensed clinical supervisors who want to gain a more in-depth understanding about reflective supervision, as well as ways to implement these ideas in their supervisory process. You will be provided with case examples, vignettes, and quizzes throughout the course to apply information learned and test your knowledge. | 1.25 |

| 289477 | REL-HHS-0-EDM | Ethical Decision-Making | As a clinical health professional, you have to make ethical decisions on a regular basis. Many of them are quite straightforward and common sense. Others, however, can present you with an ethical dilemma, where the best course of action is not always clear. The professional organization related to your field surely has an ethical code of conduct with guidelines, but it would be impossible for these guidelines to cover every situation. Furthermore, knowing ethical standards and being able to apply them to unique situations are two different things. In this course, you will be introduced to the concept of ethics and standards of conduct that relate to clinical health professionals. The main goal of this course is to teach you how to identify situations where ethical challenges are common, as well as how to incorporate a few different ethical decision-making models into those challenges. To better help you apply the material you learn, you will test your knowledge as you work your way through this course through a series of interactive vignettes. | 1.25 |

| 246437 | REL-HHS-0-EBPTSUD | Evidence Based Practices in Treating Substance Use Disorders | In 2013, almost 24 million people in the United States aged 12 or older had used an illicit drug or abused a medication in the past 30 days. . Nearly every mental health clinician will encounter people with substance use disorders at some point in their career. This course will provide you with basic knowledge about the topic of substance use disorders (SUD) so that you can effectively help people who have them.

This training begins by making you more familiar with terminology associated with substances. You will then learn about signs and symptoms of substance use. You will learn about specific substances, including alcohol, cannabis, stimulants, and opiates, and you will become familiar with evidence-based practices for treating substance use disorders.. While this course focuses specifically on the treatment of substance use disorders, most of these case examples feature stories of individuals who have co-occurring SUD and other psychological disorders, as they very commonly occur together.

This course is appropriate for entry- and intermediate-level licensed clinicians (psychologists, social workers, nurses), in a variety of behavioral health settings. | 1.5 |

183353	REL-HHS-0-EBPSEP1	Evidence-Based Practices in Supported Employment Part 1	People in the United States, living with persistent and severe mental illness today, form the largest group of people who are living on Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI). Almost all live in poverty, are isolated and are the most stigmatized group in America. A large percentage of those individuals want to and can work, if the right supports are provided to them. In this course, you will discover evidence that shows that a form of supported employment, individual placement and support (IPS), built on the values of belief in the potential success of individuals with severe mental illness, is a proven way to assist those job seekers in getting and keeping competitive employment. You will learn how an employment specialist discovers skills and strengths and develops strategies to support the people they serve. You will learn how to build a work plan that identifies the ideal conditions for success of the job seeker and the unique potential contributions to the future employer. This course sets groundwork for the next step of IPS-Job and Career Development.	1.5

| 183354 | REL-HHS-0-EBPSEP2 | Evidence-Based Practices in Supported Employment Part 2 | Many new employment specialists are fearful that they do not have the expertise to deal with individuals with a dual diagnosis. This course introduces a man with a dual diagnosis, following him in his career while debunking the myths and clarifying the realities of working with an individual with both mental illness and substance use issues. This information will also help you educate employers when you attempt to find job placements.

The course then goes on to explain the process of the Assessment, Employer Engagement, and the Training and Long Term Support phases of IPS (Individual Placement and Support). Employment specialists have been instructed to converse with and observe the job seeker and document their unique preferences, skills, talents and challenges of the job seeker. This course builds on that foundation and demonstrates how to organize and use this information, along with information from related parties, to develop a Work Plan. The plan guides the employment specialist to employers and companies that will lead to a likely job match. The course also presents strategies and tools to engage employers as partners. A description of the Job Analysis is included, which will ensure best possible job match. Orientation and training of the supported employee and the problem solving techniques used to support the employer are explained. An overview of long-term supports and natural supports complete the process for the employment specialist.

This is the second part of a two-course program in Evidence Based Practices in Supported Employment, written especially for employment specialists working through community mental health centers, peer-run agencies, housing programs, and general health centers. It is designed to promote and build quality IPS programs by training direct service staff. | 2.75 |

89852	EL-EBPTP-BH-JWS	Evidence-Based Psychotherapy Treatment Planning	Even though it is clear that evidence-based practice (EBP) is steadily becoming the standard of care in mental healthcare, many providers do not incorporate the most recent results from clinical research into their practices. This video course is designed for clinicians and those in training who are interested in empirically informing their treatments. This course not only covers the process of empirically informing your psychotherapy treatment plans for several commonly seen clinical problems, but it also systematically guides you through the process of creating your own treatment plan. This includes tailoring the plan so that it is informed by goals, objectives, and interventions consistent with those of the identified research-supported treatments. You also will learn about some of the most commonly identified advantages and limitations of using empirically supported treatments. To further enhance and apply your learning, example vignettes of selected interventions are provided.	0.75
89848	EL-EBTPACP-BH-JWS	Evidence-Based Treatment Planning for Anger Control Problems	Though it is clear that evidence-based practice (EBP) is increasingly becoming the standard of care in mental healthcare, many providers do not integrate recent clinical research into their practices. This video course is designed for healthcare providers who are interested in empirically informing their treatments. It not only covers the process of empirically informing your psychotherapy treatment plans for anger control problems, but also provides an in-depth look at the process of creating your own treatment plan that integrates EST. You also will gain an overview of anger control problems and learn about some of the most commonly identified ESTs for anger control problems, along with some considerations for relapse prevention. To further enhance and apply your learning, example vignettes of selected interventions are provided.	1.5
89855	EL-EBTPBD-BH-JWS	Evidence-Based Treatment Planning for Bipolar Disorder	Evidence-based practice (EBP) is gradually becoming more recognized as the standard of mental health care; however, many healthcare providers do not incorporate results from clinical research into their practices. The information in this course will covers the definition and diagnostic criteria for bipolar disorder, as well as the steps in building a treatment plan, a brief history on the Empirically Supported Treatments (EST) Movement, an overview of how you can identify some of the most widely-used, empirically-supported treatments for bipolar disorder, as well as how to integrate these ESTs into your treatment planning. This video course and its companion workbooks are designed to introduce clinicians and students to the process of empirically informing their treatment plans. So that you can apply your skills as it is applicable to your own setting, example vignettes of selected interventions are also provided.	1.5

89850	EL-EBTPD-BH-JWS	Evidence-Based Treatment Planning for Depression	Though evidence-based practice (EBP) is clearly increasing to become the standard of care in mental healthcare, many healthcare providers do not integrate recent clinical research into their practices. This video course is designed for providers who are interested in empirically informing their treatments. It not only covers the process of empirically informing your psychotherapy treatment plans for depression, but also provides an in-depth look at the process of creating your own treatment plan that integrates EST. You also will gain an overview of depression and learn about some of the most commonly identified ESTs for depression, along with some considerations for relapse prevention. To further enhance and apply your learning, example vignettes of selected interventions are provided.	1
89849	EL-EBTPDCAB-BH-JWS	Evidence-Based Treatment Planning for Disruptive Child and Adolescent Behavior	Evidence-based practice (EBP) is increasingly becoming the standard of care in mental health; however, many healthcare providers do not integrate clinical research into their everyday practices. This video course is designed for providers who are interested in empirically informing their treatments. It discusses the process of empirically informing your treatment plans for disruptive behavior disorders, including Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD), and also provides an in-depth look at the process of creating your own treatment plan that integrates EST. You will gain extensive knowledge about some of the most commonly identified ESTs for disruptive behavior disorders, along with some considerations for relapse prevention. To further enhance and apply your learning, example vignettes of selected interventions are provided.	1.25
89857	EL-EBTPED-BH-JWS	Evidence-Based Treatment Planning for Eating Disorders and Obesity	Evidence-based practice (EBP) is commonly seen as the standard of mental health care, even though numerous healthcare providers still do not incorporate results from clinical research into their practices. The information in this course covers the definition and diagnostic criteria for eating disorders and obesity, as well as the steps in building a treatment plan, a brief history on the Empirically Supported Treatments (EST) Movement, an overview of how you can identify some of the most widely-used, empirically-supported treatments for eating disorders, as well as how to integrate these ESTs into your treatment planning. This video course and its companion workbooks are designed to introduce clinicians and those in training to the process of empirically informing their treatment plans. So that you can apply your skills as it is applicable to your own setting, example vignettes of selected interventions are also provided.	1.5

89856	EL-EBTPGAD-BH-JWS	Evidence-Based Treatment Planning for Generalized Anxiety Disorder	Evidence-based practice (EBP) is widely known as the standard of mental health care, even though a great deal of healthcare providers choose not to incorporate results from clinical research into their practices. The information in this course covers the definition and diagnostic criteria for generalized anxiety disorder (GAD), as well as the steps in building a treatment plan, a brief history on the Empirically Supported Treatments (EST) Movement, an overview of how you can identify some of the most widely-used, empirically-supported treatments for GAD, as well as how to integrate these ESTs into your treatment planning. This video course and its companion workbooks are designed to introduce healthcare providers to the process of empirically informing their treatment plans. Example vignettes of selected interventions are also provided, so that you can apply your skills as it is applicable to your own setting.	1.5
89847	EL-EBTPOCD-BH-JWS	Evidence-Based Treatment Planning for Obsessive-Compulsive Disorder	Though many providers do not utilize clinical research in their everyday practice, evidence-based practice (EBP) is increasingly becoming recognized as the standard of mental health care. This course is designed for healthcare providers interested in empirically informing their treatments. In addition to covering the fundamentals of obsessive compulsive disorder (OCD), this course provides you with an in-depth look at the process of empirically informing your treatment plans for OCD, an overview of some of the most commonly identified ESTs for OCD, and some considerations for relapse prevention. To further enhance and apply your learning, example vignettes of selected interventions are provided.	1.25
89853	EL-EBTPPD-BH-JWS	Evidence-Based Treatment Planning for Panic Disorder	Evidence-based practice (EBP) is becoming well known as the standard of care in mental health; though, many healthcare providers do not use recent clinical research to inform their practices. This video course is designed for mental health providers interested in empirically informing their treatments. You will learn about the process of empirically informing your treatment plans particularly for panic disorder, while gaining extensive knowledge about some of the most commonly identified ESTs for panic disorder, along with some considerations for relapse prevention. To apply your learning, example vignettes of selected interventions will be given.	1.25

89846	EL-EBTPPTSD-BH-JWS	Evidence-Based Treatment Planning for Posttraumatic Stress Disorder	Evidence-based practice (EBP), while widely accepted as the standard of mental health care, is not widely practiced by a great deal of healthcare providers, as many do not incorporate results from clinical research into their practices. This course covers the definition and diagnostic criteria of posttraumatic stress disorder (PTSD), the steps in building an empirically-supported treatment plan for PTSD, the identified empirically-supported treatments for PTSD, as well as how to integrate these ESTs into your treatment planning. This video course and its companion workbook are designed to introduce you to the process of empirically informing your treatment plans. So that you can apply these skills in your own setting, example vignettes of selected interventions are also provided.	1.5
89851	EL-EBTPSAD-BH-JWS	Evidence-Based Treatment Planning for Social Anxiety	Evidence-based practice (EBP), widely accepted as the standard of mental health treatment, is not as commonplace among mental healthcare providers as you would think. Many providers surprisingly do not integrate recent clinical research into their everyday practices. This course is designed for mental health providers interested in empirically informing their treatments. You will not only learn about the process of empirically informing your treatment plans for social anxiety disorder (SAD), but you also will gain extensive knowledge about some of the most commonly identified ESTs for SAD, along with some considerations for relapse prevention. To apply your learning, example vignettes of selected interventions are provided.	1.5
89854	EL-EBTPSA-BH-JWS	Evidence-Based Treatment Planning for Substance Use Disorders	While evidence-based practice (EBP) is steadily becoming the standard of mental health care, unfortunately, many mental health care providers do not use the results from clinical research to inform their practices. The information in this course covers the definition and diagnostic criteria for substance use disorders, the steps in building a treatment plan, a brief history on the Empirically Supported Treatments (EST) Movement, an overview of how you can identify some of the most widely-used, empirically-supported treatments for substance use disorders, as well as how to integrate these ESTs into your treatment planning. This video course and its companion workbooks are designed to introduce clinicians and students to the process of empirically informing their treatment plans. So that you can apply your skills as it is applicable to your own setting, example vignettes of selected interventions are also provided.	1.5
318577	REL-RED-K3A	Extended Congregate Care Part I		1
318578	REL-RED-K3B	Extended Congregate Care Part II		1

| 176153 | REL-HHS-0-EXD | Externalizing Disorders: Disruptive Behaviors in Children and Adolescents | Externalizing disorders occur fairly commonly among children and adolescents. It is estimated that externalizing disorders occur in 5 to 20 % of youth in the United States. The prevalence depends on the population that being examined and the methods used to determine the diagnosis.

Because of the high prevalence of externalizing disorders in youth, it is very likely for you to encounter at least one child or adolescent with this condition in your field of work. The course of interacting and working with youth with externalizing disorders can be very challenging and frustrating for clinicians.

The purpose of this course is to review the main features and symptoms of externalizing disorders including Oppositional Defiant Disorder, Attention Deficit/Hyperactivity Disorder, Conduct Disorder, Intermittent Explosive Disorder, and Disruptive Mood Dysregulation Disorder. The course also describes several evidence-based interventions that may be useful in developing trusting relationships and a working alliance with youth with externalizing disorders and their families. The content of the course will help you increase your understanding of these disorders and improve your skills in implementing best practices to serve to youth with externalizing disorders.

This course is intended for any professionals working in any behavioral health environment. The information provided in this course is appropriate for entry to intermediate-level clinicians. | 1.5 |
| 222438 | REL-IDD-0-FPFL | Fall Prevention Focused Learning | Falls can cause serious bodily injury, head trauma, anxiety, and sometimes death. Falling can permanently limit a person's mobility and independence. People with intellectual disabilities are at an increased risk for falls, so support staff need to be aware of risk factors both internal and in the environment to minimize the risk of falls occurring. In this course, you will learn why falls occur, how you can prevent them, and some basic information on responding to falls. | 1 |

| 289465 | REL-HHS-0-FAI | Family Assessment and Intervention | In the last two decades, there has been a considerable increase in early intervention efforts targeted at children and adolescents who are showing signs of emotional and behavioral problems. While a significant portion of these efforts have involved interventions focused on the individual exhibiting symptoms - generally medication and/or therapy - there is considerable evidence that family interventions are an effective, efficient method to address child and adolescent issues. In this course, you will learn how to view families from a strength-based perspective, as well as how to access family resources and abilities when the whole family is included in treatment. You will discover how the modern family can take many shapes and you will gain knowledge of some of the most common family therapy concepts. Interactive exercises with specific packaged tools that are useful in strength-based family assessment will help you apply the skills you acquire throughout this course. Completing this training will facilitate you to employ key assessment and intervention approaches from a variety of family therapy models so that you can affect family dynamics in a positive way in your own setting. | 1.5 |

| 136826 | REL-HHS-0-FPAEBP | Family Psychoeducation: Advanced Evidence-Based Practices | These days, serious mental illnesses are widely accepted in the medical field as illnesses with well-established symptoms and treatment. Despite this recognition, one of the most common roadblocks to successful treatment outcomes and to recovery is a lack of family support, as well as the lack of understanding within the family of the nature of the person's mental illness. Based on content from Substance Abuse and Mental Health Service Administration (SAMHSA), this course is part of the Evidence-Based Practices series designed to teach you the principles and practices that research suggests are most effective in the implementation of a family psychoeducation program. In addition, this training covers how to best develop an effective family psychoeducation program and provides helpful tips for mental health authorities. The blend of interactive exercises and instructive information will assist you in learning and applying this material with those you serve. Whether you are a mental health provider or an agency administrator, this course is an opportunity to develop new skills to support consumers, as well as to develop an effective program of this type in your own community. | 1.25 |

| 136791 | REL-HHS-0-FPIEBP | Family Psychoeducation: Introduction to Evidence-Based Practices | Severe mental illness is not just a challenge for the person experiencing symptoms. It can also be challenging for the person's family members, who may have little knowledge about mental illness, are often not included in its treatment, and are given no access to information on how to understand, communicate, and intervene with someone who is experiencing difficult-to-manage symptoms. There is increasing evidence that the inclusion of the consumer's families in the ongoing treatment and recovery process tends to achieve the best outcomes.

This course presents an overview of family psychoeducation, an evidence-based intervention model that engages family members and other relevant community members as partners in the treatment process. You will be provided with an overview of family psychoeducation as well as its core components, objectives, and benefits. You will also learn about cultural competence skills that practitioners need to have before successfully implementing this model. This course, which is appropriate for behavioral health professionals of all levels, includes interactive exercises and detailed case studies to reinforce your learning so that you can establish a good foundation for incorporating family psychoeducation into your practice.

The course is based on information contained in six Evidence-Based Practice Implementation Resource Kits developed by the Substance Abuse and Mental Health Services Administration (SAMHSA) and its Center for Mental Health Services (CMHS). | 1 |

| 272555 | REL-HHS-0-FED-V2 | Feeding and Eating Disorders: Diagnosis and Treatment | Feeding and eating disorders are among the most common psychiatric problems affecting countless young women. Research further suggests that an increasing number of men are under-diagnosed, under-treated, and misunderstood by these disorders. Unfortunately, feeding and eating disorders are often difficult to diagnose, and more than half of all cases go undetected. This is particularly concerning given that these disorders are associated with severe medical and psychological consequences including death, osteoporosis, as well as growth and developmental delays. This course will provide you the tools you need to recognize, accurately diagnose, and effectively treat feeding and eating disorders in the individuals you serve.

In this course, you will learn about the different types of feeding and eating disorders, including anorexia nervosa, bulimia nervosa, and binge-eating disorder. After reviewing the specific diagnostic criteria for each of these disorders, you will learn how to reliably assess for risk factors and warning signs of these disorders to assist you in prompt recognition and early detection. The course teaches you how to formulate treatment goals appropriate for your own work setting, as well as current best practices for the treatment of these disorders. This training is designed for a variety of licensed clinicians who work with individuals suffering from eating disorders. As you navigate through this course, you will continuously apply your new foundational knowledge using a series of experiential lessons and interactive exercises to help you practice what you have learned.

DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course. | 1.5 |
| 22111 | FMNFS | Financial Management for Non-Financial Staff | Do you find preparing budgets, reading financially oriented reports, and talking with financial personnel confusing? If so, then you're like millions of other professionals who never received formal training in financial management, but whose job requires knowing how to use basic financial principles. This course covers the "brass tacks" of finances, including understanding basic financial statements, elements of the Profit and Loss Statement, and budgets. If the thought of preparing a budget makes you want to hide under your desk, this course will give you some helpful hints to more effectively manage finances. | 2 |

216373	REL-CV-0-FSTB	Fire Safety	Maybe most of you have never experienced a fire in the workplace or at home, but that does not mean they don't happen. Each year there are thousands and thousands of fires. Many are small and can be contained quickly, however, far too many result in property loss, and more importantly, serious injury or even death. This Fire Safety course covers essential topics that will help you know what to do in case of a fire, including workplace fire hazards, using fire extinguishers, and RACE. This course corresponds to the Federal regulations F454, F517, & F518; while information is related to the aforementioned tags, individual facilities/buildings will still need to add organization specific information regarding evacuation and emergency procedures.	0.5
217495	REL-CV-0-FSEP	Fire Safety Evacuation Procedures Skills Checklist	The following table lists the steps that are expected of you should it be necessary to evacuate individuals from your place of work. The table also provides rationales that explain why you perform some of these steps. Disclaimer: The use of this content is for educational purposes only and should only be used as a guide. Any federal, state, and local regulations and protocols must be observed, in additional to supplemental rules applied at your organization.	0
247490	REL-CV-0-FSO	Fire Safety Overview	As someone who works in healthcare, you know that ensuring the safety of your facility's consumers is your number one concern, and you need to know how to maintain a safe environment as well as what to do in case of emergencies. Fire safety is no exception. This course is a refresher for you to take once you have already completed the full Fire Safety course. In this training, you will revisit various fire hazards and how to avoid them, how to prevent fires, and how to respond should a fire occur. Additionally, you will learn about fire safety considerations for individuals who have disabilities or may require special assistance. As you master these skills, you will be better able to minimize the risk of fire in your facility and to keep yourself and those around you safe in the event that a fire does break out. The course, which is appropriate for anyone working in a healthcare environment, uses interactive exercises and examples to reinforce your learning.	2
255331	REL-ALL-0-FSBASIC	Fire Safety: The Basics	You will not have much time for decision making if you are ever confronted with a workplace fire. Using real-life scenarios and practice exercises, this course provides easy-to-remember steps and information about responding to and preventing fires, including using a fire extinguisher, and tips on reducing the chance of injury.	0.5
243675	CPR_101	First Aid & CPR		5
244843	CPR_501	First Aid and CPR Tracker		0
244844	CPR_401	First Aid and CPR Train the Trainer		16

243872	CPR_301	First Aid Only		4
254150	Firstaidtracker	First Aid Only Tracker		0
84646	EL-FAR2-COMP-0	First Aid Refresher	Are you prepared to take action to help someone in the event of an accident, injury or medical emergency? What will you do if you encounter someone who is injured, bleeding, or even unconscious? Offering someone immediate basic first aid can offer relief from injuries or even save lives until trained emergency medical assistance arrives. This course, intended for licensed and non-licensed personnel, will teach you basic first aid strategies so that you can respond effectively to a range of situations, from minor injuries to life-threatening emergencies. Through instruction and interactive content, you will learn about different types of situations requiring first aid that will help you better understand and act immediately within a variety of first aid situations.	1.5
318510	REL-RED-A6A	Florida Requirements for Supervision by LPN's in Nursing Homes		0.5
213	EL-FLSA-HR-0	FLSA: What Supervisors Need to Know	Every company may design its own pay structure, but the basic minimum wage and overtime pay are strictly enforced by the Fair Labor Standards Act (FLSA). Determining what work time is compensable and what work time is not can be very complicated. As an employer, you run the risk of failing to recognize compensable hours and if you do, your employee can sue you to recover back wages and damages. In this course, which is appropriate for supervisors as well as employers, you will learn about the requirements for employers under the FLSA. After defining compensable and non-compensable time, the course reviews regulations regarding pay, exemptions, record keeping, and restrictions for child workers. Through a combination of legal summaries, learning exercises, and self-study, this training will give you the information you need to comply with the FLSA.	1.5

| 214 | EL-FMLA-HR-0 | FMLA: What Supervisors Need to Know | The Family and Medical Leave Act (FMLA) is a federal law providing job-protected leave and other benefits to eligible employees for certain family and medical reasons. If you do not know how FMLA applies to your company, you could unlawfully deny eligible employees of leave. This course covers the obligations for the employer and reasons that an employee may be eligible. Once you review which employers are covered by FMLA, which employees are eligible for FMLA, and the qualifying reasons for taking leave, you will learn what to do when an employee asks for leave and what to do when the employee wants to be reinstated. Finally, you will learn what constitutes unlawful acts and abuse of the FMLA. This course will use the text of the FMLA combined with learning exercises, examples, and review questions to explain how you, as an employer, can manage FMLA requests at your worksite.

The information in this course is appropriate for employers and supervisors covered by the FMLA.

Note:
This training module was created using a variety of content from its parent source. Nothing herein should be construed or relied upon as legal advice. If you have questions concerning particular situations or specific leave issues you should contact your manager, human resources director, or legal counsel. | 1 |

| 260855 | REL-HHS-0-FFASD | Fundamentals of Fetal Alcohol Spectrum Disorders | The past 20 years have seen an explosion of information about Fetal Alcohol Spectrum Disorders (FASD). Unfortunately, those who do not know the basics about FASD may not realize the opportunity to reduce the burden of FASD for those affected or work towards the prevention of FASD. This course gives you key information about Fetal Alcohol Spectrum Disorders (FASDs) and its commonly associated complications, along with tools for prevention. This course is suitable for mental health professionals and nursing professionals at all levels.

You will learn ways to identify common symptoms and the benefits of proper diagnosis and treatment of those who have an FASD. Strengths and difficulties for these individuals are emphasized to help you better recognize when someone you work with has an FASD. Finally, you will learn ways that you can raise awareness for these disorders, which can ultimately result in proper treatment and prevention of FASDs along with some valuable resources. You will have a chance to review what you have learned through a series of interactive exercises and vignettes. | 1.25 |

| 178462 | REL-HHS-CDP-FTBI | Fundamentals of Traumatic Brain Injury | With the recent wars in Iraq and Afghanistan, thousands of Service members, civilian contractors, and even reporters have sustained Traumatic Brain Injuries (TBI) due to Improvised Explosive Devices (IEDs) and other blasts. So what is a TBI exactly and what effects does it have on individuals, their families, and the mental health providers who serve them?

Based on content from the Center for Deployment Psychology, as well as the Diagnostic and Statistical Manual of Mental Disorders (Fifth Edition), this training will provide you with an introduction to the mechanisms, signs, symptoms, severity levels, and prevalence and incidence rates of TBI in both civilian and military populations, as well as a brief overview of major or mild neurocognitive disorder (NCD) due to TBI.

With a blend of instructive information, along with experiential exercises based on a case study, by the end of this course you will have the tools you need to apply these concepts to the individuals you serve. This course is intended for any mental health provider interested in gaining competency in working with individuals (military or civilian) who have sustained a TBI. | 1.5 |

| 22109 | EL-GAF-WORK-0 | GAF Training | Outcome evaluation is a critical component of providing mental health services. Not only are these evaluations helpful in assessing one's level of functioning or measuring the outcome of treatment, they are becoming more and more critical to the survival of programs in this era of increasing demand for accountability. The paperwork you do every day generates the data upon which outcome evaluations are based and the accuracy of the information you provide is vitally important to this process. This data is used to inform service providers, supervisors, directors, management, state legislators, congress, and others that the services we provide make a positive difference in the lives of the people we serve. In this course, you will learn how to better use the Global Assessment of Functioning (GAF) scale as one of these evaluative tools.

While reviewing procedures and "tips" for using the GAF scale, you will be challenged to apply your skills in a variety of interactive exercises to help reinforce your learning. You will also have the opportunity to compare your responses to those of "expert" raters to check for accuracy. This course is appropriate as a review for experienced mental health clinicians as well as an introduction for less-experienced mental health clinicians.

NOTE: The GAF scale in this course was created in accordance with diagnostic criteria from the DSM-IV (the 4th edition of the Diagnostic and Statistical Manual of Mental Disorders), it has been dropped from the DSM-5 (the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders). This course is being made available to customers since some states and other bodies require use of the GAF scale. | 2 |

| 1597 | EL-GRDC-BH-0 | General Rules for Mental Health Documentation and Coding | Writing great documentation and selecting the right codes for billing purposes is critical to being reimbursed by insurance companies and the Medicaid and Medicare systems. But just as important to your bottom line is the effective flow of your mental health records. Consistent, usable client charts are important so that everyone involved in a case can share information and work as a team for positive outcomes. Unfortunately, all this paperwork can blur your efforts with confusion about what is important. This course focuses on key elements of great documentation and some critical components of current mental health recordkeeping. After reviewing the basics in every good written record, you will learn more about selecting the correct place of service and federal provider-type guidelines. Lastly, you will consider, according to the Federal Health Insurance Portability and Accountability Act (HIPAA), what should and should not be in the client's file when it is submitted to the insurance carrier. This course includes concise definitions, interactive questions, answer cards, and quizzes to reinforce the covered information. This course is designed for all entry level clinical caregivers, including those in nursing, social work, psychology, counseling, and medical ancillary professions. | 2 |

69946	EL-GVG-BH-CASRA	Goals, Values and Guiding Principles of Psychosocial Rehabilitation	This course reviews the goals of psychosocial rehabilitation (PSR) as a recovery-oriented practice. PSR practice focuses on enhancing the quality of life and community participation of persons with psychiatric disabilities. The values and principles, although sharing much in common with other humanistic traditions, describe a way of being and working with consumers that is unique to PSR practice.		1.5
238049	REL-ALL-0-GBDIW	Got Bugs? Dealing with Infestation	Most insects are human allies. They make our lives work a lot better. However, some bugs carry serious health risks, and bug infestations are disruptive and uncomfortable. Whether you are dealing with lice, scabies, bed bugs, fleas, ticks, or mosquitoes, this course will help you to recognize the signs of bug infestation and provide guidelines for how to treat, contain, and prevent specific insect infestations and exposures. The information in this course is for you to use at work, in people's homes, and to educate those you work with or the people you serve so they can take measures to prevent or deal with infestations.		0.5

| 69947 | EL-GL-WORK-0 | Grief and Loss | As a health care provider, you are bound to encounter grief and grieving individuals on a fairly regular basis. Grieving the loss of a loved one is always unique to the individual who is experiencing the loss. Hence, there is no "correct" way to deal with loss, and no set amount of time that an individual is expected to grieve.

How a person grieves is dependent upon many factors, including how the person dies. Loss of a loved one through a sudden, unexpected death is often dealt with very differently than a long, drawn out dying process through cancer or AIDS. Other factors that can affect the grieving process include, coping skills, relationship to the person who died, spiritual or religious beliefs, a personal support system, psychological and physical health, culture, other family members or children involved, and financial resources.

Depending upon the situation, the grieving process for some, although intensely difficult, can provide a sense of personal growth, or even relief. For others, it can be self-defining and lead to a significantly extended grieving period. By understanding the grieving process, and how to best interact with the grieving, you can make this process as comfortable as possible for individuals dealing with loss. | 1 |
| 94990 | REL-V-AAIDD3-DD-0 | Grief and Loss in Individuals with Dual Diagnosis | Grief is not different because someone has an intellectual or developmental disability. Behaviors may present in a different way, but the meaning behind them is similar. This course discusses the grieving process, for people with and without an intellectual or developmental disability. It also elaborates on the "tasks" of grieving. | 1.5 |

| 557 | EL-GFD-WORK-0 | Guidelines for Documentation | A vital element in providing and documenting clinical care, an accurate, thorough clinical record is also important as a risk-management tool for protecting consumers and practitioners in the event of an ethics claim or lawsuit. The clinical record provides a permanent account of not only the consumer's needs, treatment, and progress, but also the practitioner's treatment plan, including her/his rationale for treatment decisions. Unfortunately, record-keeping is often given a low priority, which results in records that are poorly maintained and are not readily available when needed.
In this course, you will learn why keeping accurate medical records is such an important aspect of providing clinical care, along with techniques for ensuring that your documentation gives a clear picture of the care and treatment of the consumers with whom you work. This course will teach you the essential elements of good charting, including what belongs in the clinical record - and what does not - along with how to apply best practices in documenting consumer care. This training will teach you how to maintain clinical records that not only meet the minimum documentation standards set by accrediting agencies such as The Joint Commission, but also facilitate the clear, consistent communication that is so essential for providing consumers care of the highest quality. This course, which is appropriate for caregivers in a variety of roles in diverse health and human services settings, gives you an opportunity to apply your new knowledge using interactive exercises and vignettes to reinforce your learning. | 2 |
| 112446 | REL-DD-OADSP-GED | Guidelines for Effective Documentation | Clear, complete, and accurate documentation helps protect the health and safety of the person you support and at the same time protects you. This course will guide you towards a thorough understanding of best practices in professional documentation. You will also learn why it is important to record specific activities or events, different types of documentation, how to effectively complete documentation, and the importance of maintaining confidentiality when you document. You will also learn guidelines for ensuring that your documentation adheres to legal, ethical, and programmatic standards.

In this course, you will identify factors that affect the quality of your documentation. You will learn strategies that can be used to manage documentation effectively, and will investigate methods to individualize documentation systems to best gather data and progress related to the goals and services of the people you support. This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 3 |

233833	REL-IDD-OADSP-GEDFL	Guidelines for Effective Documentation Focused Learning	Clear, complete, and accurate documentation protects the people you support and protects you too. This course explains why documentation is important and the key factors that affect the quality of your documentation. It covers best practices for keeping good records that adhere to legal, ethical, and programmatic standards. This course is written for staff who support people with disabilities.	1
245559	REL-ALL-0-HHB	Hand Hygiene: The Basics	Every day you encounter a number of harmful germs capable of making you and others in your environment sick. So how to you protect yourself and others from these harmful germs? By following proper infection control practices. Hand hygiene is the single most important infection control measure to prevent the spread of germs. In this course, you will learn when hand hygiene is necessary as well as the correct procedure for hand washing and the use of alcohol-based hand rubs. This course corresponds to the Federal regulations F441, G121, L577, L578, L579, L580, & L581.	0.25
18561	EL-HFS-COMP-0	Handling Food Safely	As someone who prepares food, you know that when food is not handled safely, it can result in serious illness to those who come into contact with it. While most of us know some of the basics of food safety, such as making sure we have clean hands before we prepare or serve food, you may not know some of the other safety guidelines that begin with buying food and end with storing it properly. In this course, you will learn about the most common types of food-borne illness, their most frequent symptoms, and some serious complications that can arise in certain individuals. You will also learn how to minimize the chance of a food-borne illness occurring. You will learn how to choose meats and poultry from the store, as well as how to handle, prepare, cook, serve, cool, and store foods in the safest manner. Essentially, this course you will provide you with the tools you need to handle food in a safe manner. A few interactive exercises along the way will help facilitate your learning and allow you to test your knowledge of the things you learn. This course is appropriate for anyone who handles food.	1

155	EL-HC-COMP-0	Hazardous Chemicals	As an employee of a company that deals with hazardous materials, you surely know that some materials can be extremely dangerous. Not following proper safety procedures can result in disastrous consequences. This course provides information and training that is required to work safely with hazardous materials and to comply with the requirements of 29 CFR 1910.1200, Hazard Communication Standard (HCS), updated in 2012. This course will focus primarily on the Globally Harmonized System (GHS) that has been adopted by OSHA, but information on the National Fire Protection Agency (NFPA) system and the Hazardous Material Identification System (HMIS), developed by the American Coatings Association, are also included. Additionally, this course covers what personal protective equipment (PPE) to use when handling hazardous materials, and what you should do in the event of material spill. A series of interactive vignettes and learning exercises will help you review and test your knowledge as you progress through the course.	1.5
255287	REL-ALL-0-HCMSDS	Hazardous Chemicals- MSDS	This course provides a basic overview of the Material Safety Data Sheet (MSDS) and Occupational Health and Safety Administration (OSHA) requirements associated with an MSDS. The OSHA Hazard Communication Standard (HCS) requires the use of an MSDS in the workplace for each identified hazardous chemical. In this course, you will learn when and how to use an MSDS in the event of a hazardous material spill.	0.5
255288	REL-ALL-0-HCSDS	Hazardous Chemicals: SDS	The Occupational Safety and Health Administration (OSHA) Hazard Communication Standard (HCS), 29 CFR 1910.1200(g) (as revised in 2012) aligns the HCS with the United Nations (UN) Globally Harmonized System of Classification and Labeling of Chemicals (GHS). To enhance hazard communication practices the current HCS standard provides the requirements for use of the Safety Data Sheet (SDS) in the workplace. The HCS requires new labels and pictograms on chemicals to communicate the hazards to which users may be exposed. This course provides the learner with a survey of hazardous chemical labels, pictograms and the SDS. This course is intended for any employee of any profession. What was once a standard for the worker's right-to-know, the new HCS provides workers with the right-to-understand.	0.5

255286	REL-ALL-0-HCTB	Hazardous Chemicals: The Basics	This course provides information on the Occupational Health and Safety Administration (OSHA) regulations regarding hazardous chemicals in the workplace and the Hazard Communication Standard as aligned with the Globally Harmonized System. This course provides necessary training that is required to work safely with hazardous materials, and what to do in the event of a spill per the requirements of 29 CFR 1910.1200.	0.5
242353	REL-SRC-0-HLRTXDAD	HCSSA Licensing Rules - Texas DADS	Directed towards Home and Community Support Services Agencies (HCSSA) administrators, this course provides the minimum licensing standards or rules for HCSSA required by the Texas Department of Aging and Disability Services (DADS). As a healthcare provider for aging or disabled healthcare consumers, you must be familiar with the regulations that pertain to the protection of these consumers. In this course, you will learn the rights of the elderly and your responsibilities for criminal history records, the Nurse Aide Registry, and the Employee Misconduct Registry. This course corresponds to the Federal regulations G121 & L797.	4
223629	REL-C2L-1284-HOS	HCSSA Licensing Rules –Texas DADS for Hospice	Directed towards Home and Community Support Services Agencies (HCSSA) administrators, this course provides the hospice component of the minimum licensing standards or rules for HCSSA required by the Texas Department of Aging and Disability Services (DADS). This course focuses on Subchapter H, Standards Specific to Agencies Licensed to Provide Hospice Services. Subchapter A through Subchapter G is NOT included in this course, but available in the course titled, HCSAA Licensing Rules –Texas DADS. The complete collection of rules is available in the handbook titled, Licensing Standards for Home and Community Support Services Agencies, Chapter 97. The handbook is available via the Texas DADS website, with a link provided to the site as a resource within the course.	2

| 115753 | REL-HHS-0-ESCS | Health and Safety for Children's Services Paraprofessionals | School aged children are a special population, because they are more self-sufficient as they grow, yet are still young children without a fully developed sense of personal safety. Keeping school aged children safe and healthy is the constant and primary requirement of all adult caretakers. This course has been developed for staff who work with parents and families of school aged children aged 5-12 years. In this course, you will learn about how to secure home and classroom environments to maximize safety, how to safely transport children, and special considerations for disaster planning.

You will explore common hazards, including poisons, venomous plant and animals, and common home risks. We will review familiar problems, such as managing storage and securing electrical outlets. We will also address less familiar concerns such as internet safety and bullying prevention. Sanitation and cleaning considerations and transportation concerns for school aged children will also be addressed. | 1 |
| 71961 | EL-HSM-DD-OADSP | Health and Safety Management | One of the most important imperatives of the disability service system is to ensure that the health and safety of the people served is maintained. Providing services while maintaining a healthy and safe environment can be a complex process that involves a variety of variables that professionals must successfully navigate including choice, dignity, risk, lifestyle, crises, and ethics. This course is designed to assist professionals in learning how to monitor the health and safety of those served, assist people in managing their own health, and support people in making positive lifestyle choices. Developed and written by the Professional Advancement through Training and Education (PATHS) Credentialing Program, this training provides you with the tools needed to implement best practices in medication delivery; monitoring medication side effects; monitoring and tracking healthcare delivery, status, and assessments; and supporting people in making healthy lifestyle choices. Through interactive lessons, personalized planning tools, and descriptive examples you will learn practical strategies to use on the front-line of service delivery to support health, safety, and wellness. This course was written for direct support professionals and frontline supervisors who support people with disabilities. | 2.5 |

| 24454 | HCAC-CS | Helping Children and Adolescents Cope with Violence and Disasters | Disasters and traumatic events can happen to anyone at any time. Despite our best efforts to protect children and adolescents from experiencing disasters or trauma, it is impossible to shelter them from every potentially traumatic event. Children exposed to traumatic events and disasters are particularly vulnerable to complicated physical and emotional responses, in part due to their limited life experiences. Adults working with children facing these situations must understand how children react to trauma and how to differentiate adaptive coping responses from those requiring more intervention. In this course, you will learn how trauma impacts children and adolescents, as well as the risk factors that place children at greater risk for a maladaptive response to the event. You will learn to recognize typical responses by age and when to seek professional help. This course provides you with clear information about how to apply best practices outlined by the National Institutes of Mental Health and the American Red Cross when working with children exposed to violence and disasters. | | 1 |
| 71991 | EL-HPT3-HR-TRNKY | High Performing Teams: Achieving Excellence | In this High Performing Teams: Achieving Excellence course, you will explore the importance of identifying team dynamics associated with assessment and motivation that can help or hinder your team's success.

Very often, teams with highly talented people and a skilled leader are not able to sustain the vision and achieve optimum results over a long period of time. It is critical for a team leader to continually assess, evaluate and monitor the team's commitment level toward achieving its goals.

You will identify where your team and its members are functioning in relation to competence (ability) and commitment (motivation), as well as how to adapt and flex your leadership style to ensure you're getting the best out of your team's potential.

In order for a team leader to help push the team toward higher levels of performance, it is important to understand the dynamics of human motivation. A team leader must be effective in identifying the core motivational factors that influence team member behavior and help guide them accordingly.

You will have the opportunity to learn and apply some practical actions for facilitating emotional buy-in and commitment to achieving greater team results. | | 1 |

| 71945 | EL-HPT2-HR-TRNKY | High Performing Teams: Aligning and Developing Your Team | In this High Performing Teams: Aligning and Developing Your Team course, you will explore team dynamics and the stages of team development. You will gain an understanding of the common challenges that team leaders face and how to effectively navigate these challenges.
This course will help you recognize the specific actions a leader can take to ensure the team is aligned and stays on track. You will have the opportunity to learn some practical conversational techniques to support the team process, as well as apply some best-practice approaches when working with a virtual team. | 1 |
| 71944 | EL-HPT1-HR-TRNKY | High Performing Teams: Building an Effective Team | In the High Performing Teams: Building an Effective Team course you will explore the reasons why teams fail, and identify the signs and symptoms of common team problems. You will learn how a manager can effectively navigate the challenges of being a team leader, to create a more productive and higher performing team. This course is designed for managers of all levels who want to maximize the effectiveness of a new team or an existing team by building or rebuilding a strong foundation. You will discover ways to incorporate best practices into your team interactions by being a leader who guides others through shared responsibility and empowerment. | 1 |

| 194166 | REL-HHS-0-HHP | HIPAA and Behavioral Health | The Health Insurance Portability and Accountability Act of 1996 (HIPAA) protects the confidentiality and security of health care information. Among other things, HIPAA governs the use and disclosure individuals' identifiable health information. This includes written and verbal communications that mental health and substance use disorder providers (behavioral health providers) have with the individual; the individual's family members and friends; other professionals, health plans, and law enforcement; and associated documentation requirements. This course addresses some of the most common HIPAA-related legal and ethical challenges faced by behavioral health professionals, including those who work in hospitals, clinics, community mental health centers, addiction treatment centers, and private practice.

The goal of this course is to improve your understanding of the HIPAA Privacy and Security Rules and how they apply to your day-to-day professional responsibilities as a behavioral health care provider. Interactive case vignettes and exercises will provide you with the opportunity to apply and deepen your knowledge of this critically important topic. By successfully completing this course, you will be able to identify potential legal and ethical issues related to HIPAA, improve your compliance approach, and develop more effective risk management strategies.

This course does not constitute legal advice. Please consult with legal counsel regarding any specific HIPAA-related issues you confront in your workplace or practice. If you need more comprehensive information or have more general questions regarding HIPAA, the Department of Health and Human (DHHS) website, your malpractice insurance carrier, HIPAA privacy officer, general counsel, compliance officer, or professional associations may be of additional assistance. | 2 |

255289	REL-ALL-0-HSOCM	HIPAA Do's and Don'ts: Electronic Communication and Social Media	The use of electronic communications and social media allows users to instantly share pictures and personal messages with anyone, anywhere. But as the opportunities to share information online have increased, so have the challenges for keeping information private. The goal of this course is to make you more aware of social media's privacy pitfalls and how to avoid them. During this course, you will be asked to make decisions on how to respond or communicate in specific situations. Your goal is to get through the course without committing a HIPAA violation. At the end of the course, your performance will be reviewed as well and the hypothetical consequences will be assigned based on how you responded. Do your best and good luck!	0.5
240337	REL-CV-0-HIPAA	HIPAA Overview	The Health Insurance Portability and Accountability Act (known as HIPAA) gives individuals rights and protection of personal health care information. Allowing non-authorized individuals to see this personal information can have severe consequences for you and your organization, even if it happens by accidents. This course provides basic information about the principles of confidentiality and specific information about privacy and security. It will focus on two branches of HIPAA: the privacy rule (which describes what information is protected) and the security rule (which describes the steps that must be taken to protect this information). NOTE: This course is not intended as legal advice for any individual provider or situation. If you need more comprehensive information, please review the resources listed in the references section of this course and consult with your company's legal and compliance team.	0.75
255290	REL-ALL-0-HPRIV	HIPAA Privacy	All persons have the right to have their health information protected from unauthorized access. To do so, healthcare organizations must follow a specific HIPAA rule, known as the Privacy Rule. It limits the situations in which they can use and disclose protected health information, known as PHI. To maintain compliance with HIPAA, all employees must follow the requirements of the Privacy Rule by guarding PHI from unauthorized use and disclosure. In this course, the learner will learn about the Privacy Rule and ways to prevent breaches.	0.5

255291	REL-ALL-0-HSEC	HIPAA Security	The use of technology has bloomed in the healthcare industry. While its use has improved the delivery and continuity of care, it increases the chance that an unauthorized person will be able to access individual's protected health information, or PHI. Therefore, to protect electronic PHI, or e-PHI, your organization is required to follow a specific HIPAA rule, known as the Security Rule. To maintain compliance with HIPAA, all healthcare workers must follow the requirements of the Security Rule. In this course, the learner will learn about the Security Rule and ways they can prevent breaches.		0.5
255332	REL-ALL-0-HBASIC	HIPAA: The Basics	The Health Insurance Portability and Accountability Act (HIPAA) protects the confidentiality and security of healthcare information. HIPAA creates and protects individual privacy rights for protected health information and governs the use and disclosure of that information.		0.5
104636	REL-C2L-USS-24900	HIV and AIDS - Introduction to Florida Laws	People infected with HIV and AIDS live all over the world. In fact, globally, there are about 33.6 million individuals living with HIV, and in 2004, it was reported that there were approximately 415,193 individuals with AIDS. Florida has specific state laws in place to help its efforts in the prevention and treatment of HIV and AIDS. Since you are a healthcare employee in the state of Florida, it is important for you to be knowledgeable of and understand HIV and AIDS laws that relate to the care you provide. This course corresponds to the Federal regulation F441.		1
104640	REL-C2L-USS-24920	HIV and AIDS-Florida Laws – A Refresher	In the U.S. today, 1 in 250 people have HIV, and it is estimated that 40,000 people become infected with HIV each year. Out of these newly infected people, about 25% are undiagnosed and are not aware of their infection. In fact, 40% of HIV positive diagnoses in the U.S. are confirmed in the later advanced stages of HIV. Florida has specific state laws in place to help its efforts in the prevention and treatment of HIV and AIDS. Since you are a healthcare employee in the state of Florida, it is important for you to be knowledgeable of and understand HIV and AIDS laws that relate to the care you provide. This course corresponds to the Federal regulation F441.		1

| 238051 | REL-ALL-0-HIVA | HIV: Advanced | HIV infections and AIDS continue to be a significant problem, as more than 1 million adults and adolescents are living with HIV and AIDS in the United States. Although antiretroviral therapies have helped more people infected with HIV live longer, ongoing efforts are needed to limit the spread of HIV and manage the disease, as even one transmission is too many. This course, drawing from noteworthy information from the Centers for Disease Control and Prevention (CDC), provides a comprehensive overview of the HIV/AIDS infection, building on the HIV AIDS Basic Course. In this course, you will learn about various aspects of the disease, including its pathophysiology, modes of transmission, and risk factors, as well as early signs and symptoms and testing. The course reviews the epidemiology and pathology of HIV and AIDS, specific prevention strategies, and current treatment options, along with strategies for supporting patients with HIV or AIDS. You'll also gain insight into some of the mental health considerations and effects associated with HIV and AIDS.

This course blends instruction with interactive exercises and detailed case vignettes to help you gain a deeper understanding of HIV/AIDS. Upon completion of this course, you will have gained the knowledge you need to be more effective in dealing with individuals, cases, and situations pertaining to HIV and AIDS. | 1 |

238050	REL-ALL-0-HIVB	HIV: Basic	This course provides basic information on HIV and AIDS. We will define HIV and AIDS, how the immune system works and doesn't work with HIV and AIDS. We will discuss how HIV can and cannot be transmitted. The course will also discuss testing for the HIV virus and treatment for the infection.	1.25
248746	REL-IDD-0-HGDIIDD	Human Growth and Development Across the Lifespan	People's needs, abilities, and relationships evolve throughout life in familiar patterns. While each person is unique, there are common experiences and themes associated with different stages of life. This is true whether a person has intellectual or developmental disabilities or not. People with I/DD may meet some developmental milestones "on time," later than average, or not at all. Milestones are important, but they don't tell us the whole story of human development. This course provides an overview of human development across the life span. How does the presence of intellectual and developmental disabilities shape a person's growth through life? What factors influence how a person develops? No matter what the extent of a person's disability, individuals tend to do better when you provide supports that are relevant to and appropriate for their current phase of life.	1.5
253178	Humanrights_102	Human Rights Advocate		3.5
260655	Humanrights_104	Human Rights Advocate Tracker		0

326186	326186	Human Right's Topic - The Power of Choice		0.5
326213	326213	Human Right's Topic: The Power of Choice Tracker		0
72082	EL-SUICIDE-MIL-CDP	Identification, Prevention, and Treatment of Suicidal Behavior for Service Members and Veterans	In the United States, someone attempts suicide every 38 seconds and an average of 1 person every 15.8 minutes completes suicide. With data to suggest that only a third of military veterans are enrolled in the VA system, the need for culturally competent community providers trained in evidence-based practices for the assessment and treatment of suicidal behavior has never been greater. Based on content from the Center for Deployment Psychology, this training will provide you with information regarding the health significance of suicide with a focus on military and veteran populations. Rates of suicide in military and civilian populations are provided and military-specific risk and protective factors are discussed. A summary of empirically derived demographic and clinical variables that can be used in making evidence-based determinations about a person's risk of suicide will be reviewed, in addition to components of empirically-based treatment protocols that specifically address suicidal behaviors. Finally, the challenges mental health providers face when working with suicidal clients are reviewed with recommendations for provider-centric interventions to increase positive outcomes and better manage risk in practice.

A blend of experiential exercises, didactic information, and case examples will be used to give you the tools you need to more competently assess and address suicidality in military and veteran populations. This course is intended for any mental health provider working with military or veteran populations. | 2.25 |

| 237526 | REL-HHS-0-IPCAN | Identifying And Preventing Child Abuse And Neglect | A 2012 report estimated that between 4 and 5 children die each day as a result of abuse and neglect (KidsCount), yet most child abuse is believed to go unreported. Support professionals are often the first to suspect that a child is a victim of maltreatment. In most states, professionals who work with children and families are mandated reporters who are required to report suspicions of abuse or neglect to an appropriate agency or investigator. In order to intervene effectively with children who may be experiencing abuse and neglect, you must be familiar with different types of maltreatment and the warning signs that a child may be in danger.

This course will teach you about the various types of child abuse and neglect that are currently the most common, and the physical and behavioral warning signs that may accompany different kinds of child maltreatment. You will learn some general guidelines for mandatory reporting and how you can find out the specific reporting requirements of your particular state. This course is intended for licensed professional staff in a range of work settings. Practice exercises and detailed examples will help you apply these concepts to your own learning so that you are better equipped to help the individuals you serve. | 1.75 |

69949	EL-IPCAAN-WORK-0	Identifying and Preventing Dependent Adult Abuse and Neglect	According to data from the 2010 Census, there are more than 40 million people aged 65 years or older living in the U.S., comprising about 13% of the total U.S. population. Unfortunately, of those 40 million people, anywhere from 2% to 10% of them are injured, exploited, or otherwise mistreated by people on whom they are dependent for some aspect of their care. This course identifies the most common types of abuse and neglect of older and other dependent adults and provides strategies for effective intervention. In this course, you'll learn how to recognize the most common signs and symptoms of dependent adult abuse, including physical, emotional, and behavioral symptoms. You will also learn strategies for preventing dependent adult abuse, how to report cases of suspected dependent adult abuse, and how to work most effectively with adults who may have experienced abuse or neglect. This course, which blends interactive exercises and detailed case studies to reinforce your learning, is appropriate for anyone working with adults who are or may become dependent on others for care, including social workers, psychologists, nurses, case managers, and other providers.	1.25
332393	Ilestomy_101	Ilestomy Care		1
332403	Ilestomy_101_Tracker	Ilestomy Care Tracker		1

| 163592 | REL-IDD-0-IORAN | Illinois Abuse and Neglect: Recognition, Prevention, and Intervention | Abuse and neglect are serious issues in the systems of support for people with disabilities. Recent studies report an alarmingly high rate of sexual victimization among those with developmental disabilities, yet estimates suggest that only 3% of these cases are ever reported. To counteract these devastating trends, this course provides training for direct support staff in the State of Illinois so DSPs will recognize the indicators of physical, sexual, and mental abuse as well as neglect and financial exploitation. It introduces learners to updated definitions of these concepts, and to the reporting requirements and protections outlined in Title 59 of the Illinois Administrative Code, Part 50 of the Office of the Inspector General (OGI) Investigations of Alleged Abuse or Neglect in State-Operated Facilities and Community Agencies. This course also provides information on how to manage the emotional stress and burnout that can result in varying levels of maltreatment. | 2.25 |
| 168140 | REL-IDD-OADSP-ILGED | Illinois Guidelines for Effective Documentation | Clear, complete, and accurate documentation helps protect the health and safety of the person you support and at the same time protects you. This course will guide you towards a thorough understanding of best practices in professional documentation. You will also learn why it is important to record specific activities or events, different types of documentation, how to effectively complete documentation, and the importance of maintaining confidentiality when you document. You will also learn guidelines for ensuring that your documentation adheres to legal, ethical, and programmatic standards.

In this course, you will identify factors that affect the quality of your documentation. You will learn strategies that can be used to manage documentation effectively, and will investigate methods to individualize documentation systems to best gather data and progress related to the goals and services of the people you support. This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 3 |

170337	REL-IDD-OADSP-ILHSM	Illinois Health and Safety Management	One of the most important imperatives of the disability service system is to ensure that the health and safety of the people served is maintained. Providing services while maintaining a healthy and safe environment can be a complex process that involves a variety of variables that professionals must successfully navigate including choice, dignity, risk, lifestyle, crises, and ethics. This course is designed to assist professionals in learning how to monitor the health and safety of those served, assist people in managing their own health, and support people in making positive lifestyle choices. Developed and written by the Professional Advancement through Training and Education (PATHS) Credentialing Program, this training provides you with the tools needed to implement best practices in medication delivery; monitoring medication side effects; monitoring and tracking healthcare delivery, status, and assessments; and supporting people in making healthy lifestyle choices. Through interactive lessons, personalized planning tools, and descriptive examples you will learn practical strategies to use on the front-line of service delivery to support health, safety, and wellness. This course was written for direct support professionals and frontline supervisors who support people with disabilities.	2.5
160261	REL-IDD-0-IHR	Illinois Human Rights	The Division of Developmental Disabilities in Illinois will provide quality, outcome-based, person-centered services and supports for persons with developmental disabilities and their families. The system of services and supports in Illinois will enhance opportunities for persons to make real choices and receive appropriate, accessible, prompt, efficient, and life-spanning services that are strongly monitored to ensure individual progress, quality of life and safety. Source DHS website direct link: http://www.dhs.state.il.us/page.aspx?item=29761	1.75
174866	REL-IDD-0-IPHIIDD	Illinois Personal Hygiene for Individuals with I/DD	Feeling and looking good are important to each person's emotional and physical well-being. As a DSP, remember that the support you provide in the area of personal care and grooming needs to be completed in a very gentle and respectful way. You are there to assist the person in a caring way, not just complete the task at hand. This course outlines how to assist people with I/DD in completing personal hygiene tasks and routines while maintaining their dignity and respect.	0.75

256514	REL-HHS-0-IMREBP	Illness Management and Recovery: Evidence-Based Practices	In this course, you will learn about core values underlying the evidence-based practice of Illness Management and Recovery (IMR), including how to apply not only your existing skills, but also the approach's teaching principles to better help your clients with severe mental illness manage and recover from their illnesses. This course provides an overview of Illness Management and Recovery evidence-based practices, and is intended for behavioral health professionals who have limited knowledge of Illness Management and Recovery. Through the use of interactive exercises and detailed vignettes, the course will give you the information and techniques you need to make IMR an effective part of your therapeutic toolbox.	1.75
255292	REL-ALL-0-ICWIM	Impaired Co-Workers: Identification and Management	Impairment in the workplace is a serious topic that can be uncomfortable to address.c You will learn how to recognize impairment, what to do about it, and how early intervention can save a co-worker's career.	0.5
244437	InprogramBISres_102	In Program Orientation BIS Residential		20
244438	InprogramDay_103	In Program Orientation Day Program		20
244436	InprogramDDSres_101	In Program Orientation DDS Residential		20
244440	InprogramVoc_104	In Program Orientation Vocational		20
256684	inservice103	In Service Tracker		0

237524	REL-HHS-0-IR	Incident Reporting	This course describes current accepted practice related to the prevention and reporting of incidents in behavioral health settings. Interactive exercises, helpful vignettes, and informative guidelines on disclosure of serious incidents will aid you in implementing this material at your own job. After completing this course, you will have the tools and knowledge needed to effectively prevent and/or report incidents.	1
116831	REL-HHS-0-INC	Inclusion: Children with Disabilities	Infants and young children with varied developmental disabilities or developmental delays can be found in all communities throughout the nation. Families have the desire to provide high quality care and education for their children in their local communities. Federal, state, and local laws have authorized that programs and related services should be provided in settings where children with disabilities or developmental delays can have the opportunity to develop social relationships and learn side by side with typically developing children.

This course is designed to help you define inclusion as well as distinguish federal laws that mandate these services. You will identify the benefits of inclusion for families and all children. You will also learn to recognize that there are different types of inclusion service delivery models for young children. In addition, you will identify ways to support families of children with disabilities and/or developmental delays. Specific modifications that support learning for all children will be also described. | 0.75 |
| 69950 | EL-IAPMP-ADXN-0 | Incorporating Alcohol Pharmacotherapies Into Medical Practice | Alcohol use disorder is a primary health condition that interacts with and complicates many other health problems and psychiatric disorders. Unfortunately, only a small number of people with alcohol use disorder receive appropriate treatment for substance use issues. The U.S. Food and Drug Administration (FDA) has approved four medications to treat alcohol use disorder, making treatment in primary care and other general medical settings a viable alternative to specialty care. This course will give you valuable information about these medications as well as a number of medications used off-label, empowering those you serve and increasing the likelihood of their recovery.

Through interactive lessons and descriptive examples, you will learn about how these medications work and review recommended guidelines for treatment of alcohol use disorder.
The target audience for this course is prescribers, although it will be informative for anyone who wants to better understand medication assisted treatment (e.g. substance use disorder professionals, consumers, families, and mental health providers). | 1.5 |

332858	Individual_Informed_Consent_Of_Restriction_101	Individual Informed Consent Of Restriction (RT)		1
332861	Individual_Informed_Consent_Of_Restriction_101_Tra	Individual Informed Consent Of Restriction (RT) Tracker		1
333365	Individual_Informed_Consent_Of_Restriction_102	Individual Informed Consent Of Restriction (TC)		1
333370	Individual_Informed_Consent_Of_Restriction_102_Tra	Individual Informed Consent Of Restriction (TC) Tracker		0
333352	Individual_Profile_101	Individual Profile (TC)		1
333354	Individual_Profile_101_Tracker	Individual Profile (TC) Tracker		0
331544	ISP_101	Individual Support Plan (DR)		1
331546	ISP_Tracker_101	Individual Support Plan (DR) Tracker		0
333341	ISP_102	Individual Support Plan (TC)		1
333349	ISP_102_Tracker	Individual Support Plan (TC) Tracker		0
240338	REL-CV-0-IC	Infection Control	Infection control is a serious public issue and it is vital for healthcare workers and others working with the public to understand how to prevent infection. Every day in the United States, approximately 1 in 25 hospital patients has a hospital-acquired infection and about 755,000 of these patients will die each year (Magill et al., 2014). This course will provide you with knowledge about infection control and prevention in healthcare settings, as well as the basics of how diseases are transmitted, improper use of antibiotics, and specific guidelines on how to prevent illnesses such as influenza and Tuberculosis.	0.75
103863	REL-C2L-1340	Infection Control: New York State Mandatory Course	This course follows the New York State's Infection Control and Barrier Precautions education requirements mandated by the New York State Department of Health and approved for healthcare professionals practicing in New York. The goal of the mandated training is to disseminate information related to the infection control and barrier precautions education requirements, ensure healthcare professionals understand and minimize the opportunity for bloodborne pathogen transmission, provide current scientifically accepted infection prevention and control practices, and discuss the disciplinary actions for not complying with the law. This course corresponds to the Federal regulation F441.	4

255333	REL-ALL-0-ICBASIC	Infection Control: The Basics	Healthcare-associated infections are a serious issue in healthcare. Preventing the transmission of infections from one person to another is critical. Understanding how infections are transmitted is essential for all healthcare workers. In this course, the learner will learn about the basics of infection control including the chain of infection, methods of transmission, standard precautions, and transmission-based precautions.		0.25
66223	EL-ICFS-COMP-0	Infection Prevention - Full Series	Hospital-acquired infections (HAIs) are a serious public issue and it is vital for health care workers to understand how to prevent infection. Approximately 1.7 million Americans will have a HAI every year with 100,000 deaths resulting from those infections. 37 states require reporting of HAIs, either publically or to state agencies. Using a blend of experiential exercises, detailed examples, and step-by-step instructions, this course will empower you with in-depth knowledge about infection control and prevention in health care settings. From the basics of how diseases are transmitted to specific guidelines on how to prevent illnesses such as H1N1, Hepatitis B and C, Tuberculosis, and HIV. This course is designed for any health care worker and will provide you with the knowledge you need to be armed against the most powerful and deadliest diseases of your time. The information in this course is appropriate for any health care worker who would like to learn more about how to prevent the spread of diseases, so even if you are familiar with good hygiene, by the end of this course, you will gain a whole new understanding of how to effectively prevent and treat diseases in health care settings.		4
66243	EL-ICP1-COMP-0	Infection Prevention Part 1	This course is part one of an infection prevention series. Hospital-acquired infections (HAIs) are a serious public issue and it is vital for health care workers to understand how to prevent infection. Approximately 1.7 million Americans will have a HAI every year with 100,000 deaths resulting from those infections. 37 states require reporting of HAIs, either publically or to state agencies. Using a blend of experiential exercises, detailed examples, and step-by-step instructions, this course will empower you with in-depth knowledge about infection control and prevention in health care settings. This course is designed for any health care worker and will provide you with the knowledge you need to be armed against the most powerful and deadliest diseases of your time. The information in this course is appropriate for any health care worker who would like to learn more about how to prevent the spread of diseases, so even if you are familiar with good hygiene, by the end of this course, you will gain a whole new understanding of how to effectively prevent and treat diseases in health care settings.		2

| 66244 | EL-ICP2-COMP-0 | Infection Prevention Part 2 | This course is part two of an infection prevention series. Hospital-acquired infections (HAIs) are a serious public issue and it is vital for health care workers to understand how to prevent infection. Approximately 1.7 million Americans will have a HAI every year with 100,000 deaths resulting from those infections. 37 states require reporting of HAIs, either publically or to state agencies. Using a blend of experiential exercises, detailed examples, and step-by-step instructions, this course will empower you with in-depth knowledge about infection control and prevention in health care settings. From the basics of how diseases are transmitted to specific guidelines on how to prevent illnesses such as H1N1, Hepatitis B and C, Tuberculosis, and HIV. This course is designed for any health care worker and will provide you with the knowledge you need to be armed against the most powerful and deadliest diseases of your time. The information in this course is appropriate for any health care worker who would like to learn more about how to prevent the spread of diseases, so even if you are familiar with good hygiene, by the end of this course, you will gain a whole new understanding of how to effectively prevent and treat diseases in health care settings. | 1.5 |
| 79364 | EL-FLU-COMP-0 | Influenza Preparedness | Influenza-caused deaths, illnesses, and restricted activities create significant economic impact in the workplace. Children, the elderly, and those with specific respiratory or chronic debilitating conditions are particularly vulnerable to the effects of the influenza viruses. Clinicians are particularly aware of the impact of the influenza virus when it reaches pandemic status - most recently, the 2009 Influenza A (H1N1; swine flu) pandemic, which infected a broad segment of the U.S. population. Because you should take any incidence of a seasonal flu outbreak seriously with clear and coordinated efforts to promptly treat and manage its spread through the population, the main goal of this course is to teach you some simple steps that you can take to protect yourself from getting or spreading the flu. Drawing upon information from the Centers for Disease Control & Prevention (CDC), in addition to the U.S. Department of Health and Human Services, the material in this training focuses on the H1N1 (swine flu) virus. It is designed for basic to intermediate level clinical providers, especially those in primary patient care practices. You will receive an update about influenza preparedness, particularly on prevention, symptoms, and treatment strategies. A combination of informative statistics and facts, along with interactive exercises and quizzes, will help you to solidify the concepts you learn in this course and then apply them in your own setting when you need them most. | 1 |

69951	EL-IPP-COMP-0	Influenza Prevention and Preparedness	Influenza is a highly communicable acute respiratory virus that is responsible for annual outbreaks each year accounting for almost 80% of doctor's visits during the months of October through May. Despite its highly contagious nature, influenza is also largely preventable. Its prevalence can be attributed to lack of education about the virus and how to prevent the spread of infection. This interactive course will provide you with in-depth knowledge about seasonal and new strains of influenza. You will learn about the prevalence of the influenza virus, how it is transmitted, types of virus strains, and how to prevent its spread. Once armed with this knowledge, you will be in a better position to minimize the impact of an outbreak of influenza in your work environment. The course is intended for healthcare professionals and other staff who are in contact with patients, families, and visitors in inpatient and outpatient healthcare settings.	1
243859	inservice101	In-Service Day 1		7.5
243861	inservice102	In-Service Day 2		6.5
255319	REL-ALL-TRNKY-IP	Inspiring Performance: Motivating and Managing for Results	This course will assist managers and supervisors at all levels to motivate their direct reports to deliver a high level of performance. The course provides best practices for proper tracking and documentation of employees' progress and conducting productive employee reviews. The course also explains why it's important to show an employee how they contribute to organizational goals, and how to provide various forms of feedback. Documentation and feedback are presented as ongoing practices, not just part of the formal review.	1

| 195711 | REL-HHS-0-IT7 | Integrated Care Treatment Planning | The mind and body are interconnected. What affects one affects the other. To ensure optimal treatment outcomes for the individuals you serve, it is imperative that you incorporate a whole-person approach to treatment planning.

Designed for any behavioral healthcare professional, this course highlights the crucial elements of a treatment plan that you must include, as well the fundamentals of forming a treatment team. As you navigate through this course, you will learn the reasons why creating a complete and thorough plan is a vital piece of the treatment puzzle, as well as the consequences of not incorporating one in this manner.

Using detailed case scenarios and interactive exercises, you will apply the skills you learn throughout the course. After completing this training, you will have gained key competencies to develop a person-centered, multi-disciplinary treatment team, as well as effectively implement a successful treatment plan in your own work setting. | 1 |

| 272561 | REL-HHS-0-EBPITP1 | Integrated Treatment for Co-Occurring Disorders Part 1--EBP | It has been said that those who name a problem define it, claim it, own it, and can change it. In behavioral health, this can mean an accurate diagnosis, which can guide an effective treatment plan and thus influence the success or failure of treatment. This is especially important when it comes to individuals with co-occurring disorders, that is, the co-existing diagnoses of a psychiatric disorder and a substance use disorder. When one or the other disorder goes undiagnosed or untreated, or the co-occurring disorders are treated separately, a successful treatment outcome is far less likely than if the disorders were treated in an integrated fashion. For clinicians to work most effectively with clients who have co-occurring disorders, they must understand how (and why) to perform a comprehensive assessment to make an accurate diagnosis and to use an evidence-based, integrated approach to treatment.

This course focuses on using the "stages of change" model as a framework for effectively assessing and treating co-occurring disorders. You will learn about the techniques and steps involved in working within this model, including specific assessment questions, treatment planning steps, and means of enhancing client engagement in order to facilitate successful treatment outcomes. This course, which incorporates detailed case studies to illustrate the concepts and interactive exercises to reinforce your learning, is appropriate for mental health clinicians (psychologists, social workers, and therapists) of all experience levels. | 1.25 |

69953	EL-EBPITP2-BH-0	Integrated Treatment for Co-Occurring Disorders Part 2--EBP	Treatment for clients with a diagnosis of substance use disorder and a mental disorder (known as a "co-occurring disorder") is unique in many ways. Successful outcomes for clients are increased by the knowledge and expertise of the mental health provider. In order for you as a clinician to work effectively with clients who have co-occurring disorders, you must understand the need for comprehensive assessment, as well as an evidence-based and integrated treatment approach.	1
			In this second course in a two-part series, you will be introduced to evidence-based practices as frameworks for providing effective treatment for co-occurring disorders. After completing this course, you will have a better understanding of how you can work with these types of models to enhance client involvement and facilitate successful treatment outcomes. This course incorporates interactive exercises and self-assessment opportunities for mental health clinicians of all experience levels.	

| 71938 | EL-IPCBH-BH-0 | Integrating Primary Care with Behavioral Healthcare | Healthcare professionals frequently hear the term integrated care. However, many are confused about what it means, its implications for future healthcare practice, and how they might participate in an integrated care environment. In this course, you will become familiar with various models and configurations of integrated care. You will learn about the costs, benefits, and goals of integrated care systems. As there are numerous challenges to integrating care, you will become aware of some of these key challenges, and familiar with particular characteristics of well-functioning integrated care systems. Finally, you will learn a variety of ways that behavioral healthcare professionals, including you, can function effectively in an integrated care environment.
This course is geared toward intermediate-level healthcare professionals who wish to learn more about the process of integrating primary with behavioral healthcare. Throughout this course, you will have opportunities to apply and strengthen your knowledge with detailed examples, case vignettes, and quizzes. | 1.25 |

| 190469 | HSCP-IDD-01 | Intellectual and Developmental Disabilities Credential Module 01: Introduction to Human Services and Professionalism | <p>This course is a part of the Human Services Credential in Intellectual and Developmental Disabilities offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p><p>The purpose of this module is to provide an introduction to intellectual and developmental disability, and additional material on professionalism and professional boundaries. The module concludes with a detailed discussion of cultural responsiveness and diversity.</p><p>After completing this module, you should be able to:</p> Describe the history of human services and how it has led to providing services in the community. Define the role of the Direct Support Professional in working with individuals with a developmental disability. Define and describe the causes of developmental disabilities. Identify specific professional expectations related to each of the following areas: appearance, confidentiality, driving, reporting information, respect, work habits, social skills, and boundaries. Explain the importance of appreciating diversity on the team and in the work setting, and how one's culture impacts communication. | 2 |

| 190471 | HSCP-IDD-02 | Intellectual and Developmental Disabilities Credential Module 02: Participant Empowerment | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to teach you the importance of promoting the rights and responsibilities of individuals and to empower them to make personal choices. This module will include strategies and resources for supporting individuals in their relationships with others and creating opportunities to express themselves in a safe and appropriate manner. </p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Demonstrate respect for each individual and support for individual choice-making. ` ` Understand and support the individual’s rights and responsibilities. ` ` Assist individuals to create positive relationships with peers. ` ` Communicate with individuals around expression, including sexuality, while acquiring teaching strategies that support appropriate behavior. ` ` Enhance the ability of each individual to lead a self-determining life. ` ` ` | 1 |
| 190472 | HSCP-IDD-03 | Intellectual and Developmental Disabilities Credential Module 03: Communication | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to learn about communication skills as well as the importance of good communication in professionalism.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Identify effective listening and verbal communication strategies at all levels of the organization.</li>` `<li>Describe how speech and language disorders affect communication.</li>` `<li>Define internal, external, and distance communications and the role of professionalism in each.</li>` `<li>Describe the importance of confidentiality and how to maintain confidentiality in all communications.</li>` `<li>Communicate respectfully with and about individuals you support.</li>` `</ul>` | 1 |

| 190475 | HSCP-IDD-04 | Intellectual and Developmental Disabilities Credential Module 04: Assessment | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this course is to provide the learner with information describing the role of assessments in helping an individual determine needs and wants and defining the role of the learner in the assessment process.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Explain why assessments are important and how data is collected.</li>`
`<li>Identify the purpose of formal and informal assessments.</li>`
`<li>Demonstrate knowledge of positive behavioral supports and the basic principles of behavior.</li>`
`<li>Demonstrate knowledge of how the information from assessments benefits the individual.</li>`
`<li>Write goals and objectives based on an assessment.</li>`
`</ul>` | 1 |
| 190474 | HSCP-IDD-05 | Intellectual and Developmental Disabilities Credential Module 05: Community Supports and Service Networking | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of the module is to describe the importance of positive relationships, social connections and an affiliation with community groups on the quality of our lives and the lives of the individuals we support. As the Direct Support Professional, your role is to assist the individual in developing and maintaining these meaningful relationships in the community, overcome attitudinal barriers, and find fulfilling activities.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Understand the supports residential and day services provide the individual. `<br>` Review strategies that you can model to inform community members how to interact with individuals with intellectual and developmental disability. `<br>` Create opportunities for the community to welcome the individuals you support as valuable community members. `<br>` Demonstrate knowledge of community resources and community supports available to people you support. `<br>` Match specific resources and interventions to the unique needs of individuals recognizing the importance of friends, family and community relationships and a healthy life style. `<br>` ` | 1 |

| 190473 | HSCP-IDD-06 | Intellectual and Developmental Disabilities Credential Module 06: Supporting Skills Development | <p>This course is a part of the&nbsp;Human Services Credential in Intellectual and Developmental Disabilities&nbsp;offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>The purpose of this module is to demonstrate the importance of skill development and your role in teaching individuals new skills that will help them realize their full potential and lead to a more independent life that can be challenging and satisfying. The module describes strategies and tools that you can use to assist you in this important task.</p>
<p>&nbsp;After completing this module, you should be able to:</p>

Describe and apply teaching methods that will support skills development.
Identify the stages of skill development and your role in supporting an individual through the stages.
Identify the appropriate use of prompts and responses to common mistakes when prompting.
Demonstrate responsiveness to the individual you support and to evaluate teaching success.
Describe medical or behavioral conditions that make skill development more complex.
 | 1 |

| 190480 | HSCP-IDD-07 | Intellectual and Developmental Disabilities Credential Module 07: Advocacy | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules  are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to become aware of laws, services and supports that are in place to assist individuals and of ways to help the individual stand up for themselves and present themselves in a positive way.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Identify advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.</li>`
`<li>Demonstrate knowledge of current laws, services and community resources to assist and educate individuals to secure needed supports.</li>`
`<li>Facilitate, assist and/or represent the individual when there are barriers to his or her service needs and lobby decision makers when appropriate to overcome barriers to services.</li>`
`<li>Interact with and educate community members and organizations (e.g., employers, landlords, civic organizations) regarding advocacy for participant’s needs or services.</li>`
`<li><span style="line-height: 1.4;">Demonstrate understanding of the process of advocacy and the role of advocacy in the lives of individuals. </span></li>`
`</ul>` | 1 |

| 190479 | HSCP-IDD-08 | Intellectual and Developmental Disabilities Credential Module 08: Vocational, Educational, and Career Support | <p>This course is a part of the&nbsp;Human Services Credential in Intellectual and Developmental Disabilities&nbsp;offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>The purpose of this module is to learn how to apply teaching techniques to community participation, career and vocational growth and other educational tasks that will enhance a person&rsquo;s community participation, risk-taking and increased choice making.</p>
<p>After completing this module, you should be able to:</p>

Assist individuals with skills needed for them to achieve their educational and career goals.
Identify resources available to assist the individual in reaching their goals.
Understand how to support the day-to-day needs of an individual in pursuit of vocational, educational and career goals.&nbsp;
Recognize the career and education related needs and concerns of the individuals supported.
Understand how to mobilize the resources necessary to assist the individual to reach his or her goal.
 | 1 |
| 190478 | HSCP-IDD-09 | Intellectual and Developmental Disabilities Credential Module 09: Crisis Intervention | <p>This course is a part of the&nbsp;Human Services Credential in Intellectual and Developmental Disabilities&nbsp;offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>The purpose of this module to introduce you to the skills and knowledge needed to ensure safety and well-being for the individuals you support, your colleagues and yourself. Potential crisis situations are identified. This training does not endorse any specific physical interventions.</p>
<p>After completing this module, you should be able to:</p>

Understand the range of levels and types of crises.
Recall and review behaviors and recognize signs of a crisis and its antecedents.
Proactively respond to a crisis situation managing the environment and staying safe.
Discuss ways to support the individual during a time of crisis.
Demonstrate knowledge of positive behavioral supports and the basic principles of behavior.
 | 2 |

| 190477 | HSCP-IDD-10 | Intellectual and Developmental Disabilities Credential Module 10: Documentation | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to define the process of and reasons for recording information in a defined format about supported individuals that helps communicate important information to others. The module also covers confidentiality, HIPAA, CFR-42 and stigma in documentation.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Demonstrate an understanding of the regulations related to mandated documentation.</li>` `<li>Demonstrate an understanding of the purposes of documentation and how and when to present information objectively and concisely.</li>` `<li>Demonstrate knowledge of the variety of paper and electronic forms used for documentation for individuals with disabilities.</li>` `<li>Demonstrate knowledge of and sensitivity to the negative effects of language in documentation and how to reduce stigma and discrimination in written materials.</li>` `<li>Demonstrate knowledge about the requirements for documentation in your organization and be able to execute these requirements efficiently.</li>` `</ul>` | 1 |

| 190476 | HSCP-IDD-11 | Intellectual and Developmental Disabilities Credential Module 11: Health and Safety | `<p><em>This course is a part of the <strong>Human Services Credential in Intellectual and Developmental Disabilities</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>This purpose of this module on health and safety is to introduce the basic concepts of nutrition, healthy life styles, symptoms and signs of illness, medication issues, responding to environmental emergencies, and safety issues and practices.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Describe the basic concepts of nutrition, dietary needs, and medication management.</li>`
`<li>Identify symptoms and signs of illness and risk behaviors.</li>`
`<li>Identify the steps for promoting client safety and responding to environmental emergencies.</li>`
`<li>Describe basic good health practices that promote healthy lifestyles.</li>`
`<li>Describe the importance of infection control and the role of standard precautions.</li>`
`</ul>` | 2 |

| 305850 | REL-IDD-0-INTDIS | Intellectual Disability Overview | In this course, you will learn the definition of intellectual disability (ID) how a person with ID is diagnosed and evaluated, and some of the causes and signs of ID. You will learn how to distinguish between facts and myths, find out about the range of educational and employment opportunities for individuals with ID, and learn some tips and strategies that you can use in your own career. This course is appropriate for professionals that work in the field of developmental disabilities and anyone who provides services to individuals with ID.

Intellectual disability (ID) as it is defined in the Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition or DSM-5™ (the International Classification of Diseases or ICD-10 uses the term, "intellectual developmental disorder") was formerly known as mental retardation, and is characterized both by below-average cognitive ability and significant limitations in the ability to adapt to and carry out everyday tasks.

Many myths and stereotypes abound - even in the 21st century - that reinforce cause for ridicule and bullying, present individuals as forever children, accentuate negative social behavior, and emphasize disparity. These prejudicial beliefs create barriers for individuals with intellectual disability to be viewed as valued members of our communities, as well as to pursue and lead fulfilling lives. | | 1.5 |
| 178483 | REL-DD-0-ID1 | Intellectual Disability Part 1: Understanding the Construct and Its Assessment | This course is part one of three parts on this topic, all of which are based on the book Intellectual Disability: Definition, Classification, and Systems of Support from AAIDD. The purpose of this course is to assist you in achieving a broad understanding of intellectual disability and its assessment. It covers the historical approaches to defining intellectual disability, as well as the current definition with its five essential assumptions. Also included in this course is an overview of the evolution of the construct's boundaries, the multidimensional model of human functioning, the contextual basis of individualized supports, and the assessment framework and criteria. The ideal audience for this course includes psychologists, faculty, lawyers, physicians, service providers, special education teachers, and other disability professionals who seek information on defining, classifying, and diagnosing intellectual disability. Interactive exercises and case examples throughout the course will assist your learning so that you can apply these concepts when you need them most | | 1 |

| 63090 | EL-ID2-DD-AAIDD | Intellectual Disability Part 2: Assessing Intellectual Functioning and Adaptive Behavior | Well-meaning professionals throughout the years have played varying roles in the use and misuse of IQ scores to either provide assistance to individuals or to pigeonhole them into learning paths for which they may be ill suited. The purpose of this course is to define "intelligence" and "adaptive behavior." Furthermore, it seeks to detail the challenges of accurately assessing adaptive behavior and intellectual functioning, especially in measuring and interpreting IQ scores. This course is part two of three parts on this topic, all of which are based on the book Intellectual Disability: Definition, Classification, and Systems of Support from AAIDD. The ideal audience for this course includes psychologists, faculty, lawyers, physicians, service providers, special education teachers, and other disability professionals who seek information on defining, classifying, and diagnosing intellectual disability. This course contains interactive exercises and case examples that will help reinforce your learning of key concepts. | 1.75 |
| 68966 | EL-ID3-DD-AAIDD | Intellectual Disability Part 3: Diagnosing Intellectual Disability and Planning for Supports | This is part three of three courses on this topic, all of which are based on the book Intellectual Disability: Definition, Classification, and Systems of Support from AAIDD. The purpose of this course is to address the role of etiology in diagnosing intellectual disability and detail the parts of an etiologic assessment. You will not only review the current approaches to evaluating intellectual disability, but will also gain an introduction to a new model, the multi-dimensional classification system. You will gain an overview of the role that clinical judgment plays in diagnosing, classifying, and developing systems of support. The ideal audience for this course includes psychologists, faculty, lawyers, physicians, service providers, special education teachers, and other disability professionals who seek information on the definition, classification, and diagnosing of intellectual disability. This course contains interactive exercises and case examples that will help reinforce your learning and quiz you on key concepts. | 2 |

178884	REL-HHS-0-IPS	Intentional Peer Support – A Different Kind of Relationship	The goal of intentional peer support is to build mutually transformative relationships. The process starts with your first meeting, or "first contact." A growing number of peer supporters are being hired today alongside traditional behavioral health providers, psychiatrists, social workers, and therapists. It is important to know what makes peer support relationships different from the relationships between clinicians and their clients. The objective of this course is to introduce you to the basic characteristics and tasks of intentional peer support, as well as to the practice of building intentional, mutual peer relationships.	2
194165	REL-HHS-0-INTDIS	Internalizing Disorders: A Focus on Anxiety and Related Disorders in Children and Adolescents	Internalizing disorders are one of the most prevalent mental health disorders among children and adolescents. However, these disorders are often undetected, misdiagnosed, or untreated. This course focuses mainly on one group of internalizing disorders, which is anxiety and related disorders. The purpose of this course is to help you identify the types and symptoms of these disorders; specifically, you will explore three main categories of anxiety and related disorders, as outlined in the chapters of DSM-5™. The categories are: a. Anxiety Disorders b. Obsessive-Compulsive and Related Disorders c. Trauma- and Stressor-Related Disorders As you progress through this course, you will learn of assessment strategies and evidence-based interventions that you can implement in identifying and treating these disorders in children and adolescents. You will also improve your knowledge of anxiety and related disorders in children and adolescents, as well as build your skills and competence in working with this population. This course is intended for licensed behavioral health professionals working with children and adolescents with anxiety and related disorders.	1.5

| 269169 | REL-HHS-0-INTTIC | Introduction to Trauma-Informed Care | Over 90% of people receiving behavioral healthcare have a history of trauma. In this course, you will learn about the various types of trauma, the long-lasting consequences of trauma, and what it means to provide care through a trauma-informed lens.

Through interactive practice scenarios and detailed examples, you will learn the scope of your role and responsibilities when you are serving individuals with histories of trauma. You will examine best practices to implement, as well as how to avoid harmful ones that can further perpetuate the suffering and silence of trauma. As you complete this course, you will gain a deeper understanding of how your personal history can impact your work with trauma survivors. Importantly, you will learn what it means to provide trauma-informed care, and why this approach is a multi-faceted one that you should consider for the individuals you serve.

This training is designed for behavioral healthcare professionals who interact with individuals in a variety of behavioral healthcare settings, including those with basic to intermediate levels of experience with trauma.

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| 171085 | REL-HHS-0-GA | Introduction to Treating Gambling Problems | Gambling has become more socially acceptable and widely available in the United States. As a result, substance use counselors, mental health professionals, primary care physicians, and social service workers are steadily confronted with individuals who are in need of problem gambling treatment services. Gambling problems are an important public health concern because they are associated with serious physical, social, psychological, financial, and legal problems. Unfortunately, very few individuals with a gambling problem seek help either through a mental health professional or through 12-step fellowships like Gamblers Anonymous.

This course provides an overview of gambling problems and focuses on screening, assessment, and treatment. When you complete the course, you will have a better understanding of how to identify and treat a disorder that often goes untreated despite its significant effect on individuals and the community. This course is appropriate for a variety of clinical professionals with basic to intermediate levels of experience. | 1.75 |
| 294585 | House102 | ISP Support Agreements (RD) | ISP Support Agreements and how to complete the assigned data sheets for each goal as well as the frequency in which data needs to be completed for RD @ Kowchuk | 1 |
| 238052 | REL-ALL-0-LA | Latex Allergy | Some people have allergic reactions when they use common products like gloves or balloons that are made out of latex. A person can become sensitized to latex at work, especially if latex gloves are worn on the job. This course will teach you about latex allergy: What it is, how to recognize it, and what to do about it. | 0.5 |

| 289484 | REL-HHS-0-LESCCMHP | Law, Ethics and Standards of Care in Behavioral Health | Behavioral health professionals must understand and manage the potential legal and ethical risks that arise in the course of their practice to protect their clients, their organizations, and themselves. This course provides an overview of several important legal and ethical issues that psychologists, social workers, counselors, and other behavioral health professionals may face. It is designed to heighten clinicians' general awareness of legal and ethical concerns. It is not offered as legal advice for any individual provider or specific situation.

This training will help you distinguish between legal, ethical, and standard of care issues. It is designed to serve as a guide to help you understand the law and make ethical decisions in your work, as well as develop risk-management and compliance strategies to help you avoid disciplinary actions and claims of malpractice. You will also learn about informed consent, confidentiality, and privacy concerns. A variety of case vignettes and interactive exercises will give you opportunities to apply and deepen your knowledge of these critical topics.

Taking this course can help you prepare for and recognize legal and ethical concerns. However, you will also need to familiarize yourself with the specific laws, ethical codes, organizational policies, and standards of care that apply to your practice. Professional organizations, state licensing boards, and attorneys familiar with behavioral health law can help you access information relevant to your work. | | 2 |

| 171823 | HSCP-LFS-01 | Leadership & Frontline Supervision Credential Module 01: Introduction to Leadership and Frontline Supervision | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>About this course: This module provides an overview of the supervisor’s role, specifically how the supervisor enhances staff relations using effective communication skills, encouraging growth and self-development, facilitating teamwork, employing conflict resolution skills, and providing adequate supports to staff. It will provide you with an opportunity to identify your own leadership strengths and explore how to build a positive working relationship with staff.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Define the role of frontline supervisor in a human services agency. ` ` Identify the mission and practices of your specific organization. ` ` Describe the standards for professionalism in the workplace and the importance of professional boundaries in a supervisory relationship. ` ` Describe methods for identifying individual leadership strengths. ` ` Recognize the unique challenges of shifting from a peer relationship to a supervisory relationship. ` ` ` | 1 |

| 172197 | HSCP-LFS-02 | Leadership & Frontline Supervision Credential Module 02: Communication | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>About this course: The act of communicating involves at least two people, the sender of a message and the receiver of a message. People communicate through words, behaviors, gestures, facial expressions, pictures, and signs. Communication is an essential tool in supervision. It is important for the frontline supervisor to know how to effectively communicate with their staff as well as other people within and outside their agencies.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Define communication and communication styles. ` ` Describe effective communication strategies and how they can be applied in the agency. ` ` Identify methods for communicating effectively at all levels of the organization. ` ` Describe the role of the supervisor in communicating to build and maintain relationships with staff. ` ` Compare the ways a supervisor communicates versus how a Direct Support Professional communicates. ` ` ` | 1 |

| 172199 | HSCP-LFS-03 | Leadership & Frontline Supervision Credential Module 03: Empowering Others | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>About this course: Empowering others is a crucial aspect of the role of frontline supervisor. As frontline supervisor, you can empower others by motivating, setting an example, and developing and maintaining effective teams. This module will look at these tools and how they can help you supervise productive and satisfied staff.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Identify strategies for enhancing the ability of staff to feel empowered to conduct their job responsibilities with an appropriate level of independence and confidence. `<br>` Comprehend the role of the supervisor as a role model for their staff as they deliver services to individuals. `<br>` Describe methods for motivating the workforce in a relevant and meaningful way. `<br>` Describe steps for utilizing role modeling as a technique for empowering staff. `<br>` Recognize the stages of group development and the importance of creating a fully functional team. `<br>` ` | 1 |

| 172217 | HSCP-LFS-04 | Leadership & Frontline Supervision Credential Module 04: Personnel Management | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>`About this course: The frontline supervisor is responsible for understanding the importance and value of managing staff effectively. Developing performance goals, assessing the skills of staff to succeed, and building good management practices into your interactions with staff are important in your ongoing effort to manage personnel. This module will also discuss how meetings can be a productive management tool and the importance of appreciating difference and diversity.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Define the role and responsibilities of the frontline supervisor in managing personnel including hiring new staff, conducting performance reviews, creating job descriptions, delegating tasks and responsibilities, encouraging effective communication, and implementing grievance and formal contract procedures.`</li>` `<li>`Describe ways to manage the complexities of supervising others including supervising former peers and those with more experience in the field.`</li>` `<li>`Identify ways to facilitate team work and coach staff to participate in meetings.`</li>` `<li>`Demonstrate a basic understanding of employment law and the importance of appreciating difference and diversity.`</li>` `<li>`Describe the steps for using formal and informal assessments to identify skill development needs.`</li>` `</ol>` | 1 |

| 172203 | HSCP-LFS-05 | Leadership & Frontline Supervision Credential Module 05: Documentation and Rule Compliance | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>About this course: Documentation is an important aspect of the supervisory responsibility. Knowing what to document, how to document it clearly and without bias, and overseeing others’ documentation is critical to the success of the services delivered.</p>` `<p>After completing this module, you should be able to:</p>` `<ol>` `<li>List the requirements for documentation for your organization and steps for completing the requirements successfully.</li>` `<li>Describe current state licensing rules and regulations, agency policies and practices, and protection of consumer rights and methods for relaying this information to staff.</li>` `<li>Comprehend the purpose and importance of documentation and its legal implications</li>` `<li>Describe the negative effects of language in documentation and ways to reduce stigma and discrimination in written materials.</li>` `<li>List steps for providing staff with guidance and feedback on neutral writing.</li>` `</ol>` | 1 |

| 172205 | HSCP-LFS-06 | Leadership & Frontline Supervision Credential Module 06: Program Planning and Monitoring | <p>This course is a part of the&nbsp;Human Services Credential in Leadership &amp; Frontline Supervision&nbsp;offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>About this course: The purpose of program planning and monitoring is to support functions and activities within your agency and ensure that programs are mission driven, outcome focused, effective, and efficient.</p>
<p>Current programs and new initiatives should be the result of planning activities which provide a clear statement of program goals and objectives, expected program activities, and identified performance measures that track the program&lsquo;s intended outcomes for individuals receiving services</p>
<p>After completing this module, you should be able to:</p>

Define the role of frontline supervisor in a human services agency.
Identify the mission and practices of your specific organization.
Describe the standards for professionalism in the workplace and the importance of professional boundaries in a supervisory relationship.
Describe methods for identifying individual leadership strengths.
Recognize the unique challenges of shifting from a peer relationship to a supervisory relationship.
 | 1 |

| 172208 | HSCP-LFS-07 | Leadership & Frontline Supervision Credential Module 07: Fiscal Responsibility | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Leadership & Frontline Supervision`</strong>` offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`About this course: The frontline supervisor has a fiscal responsibility to the individual receiving services, to the staff and vendors delivering services through the program or activities, and to the Agency. To be fiscally responsible, you need to have knowledge about the budget process, the elements of a budget, how decisions are made and who is responsible. Understanding consequences and being held accountable for one’s decision is also an important aspect of being fiscally responsible. Good financial management is one of the most important practices in supervision.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Define fiscal responsibility`</li>` `<li>`Define the role of the frontline supervisor in the budget process`</li>` `<li>`Describe the short and long term consequences of following budget guidelines.`</li>` `<li>`List ways of ensuring fiscal responsibility and management by understanding the budget process and the elements of a budget`</li>` `<li>`List strategies for making sound budgetary decisions and understand the implications of decisions on programs and services.`</li>` `</ol>` | 1 |

| 172209 | HSCP-LFS-08 | Leadership & Frontline Supervision Credential Module 08: Training and Staff Development Activities | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>About this course: Promoting and managing the training and professional development activities of staff is an important responsibility of the frontline supervisor. The frontline supervisor is responsible for understanding and meeting the orientation needs for new employees and understanding and meeting the on-going staff development needs for current employees.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Identify the components of a training program that successfully engage new employees and bring them onto the team through the orientation process. ` ` Describe strategies for overseeing the on-going skill development of employees. ` ` Identify methods for evaluating training and staff development activities. ` ` Describe methods for coordinating direct support professional and in-service training by arranging training and in-service sessions and maintaining training records. ` ` Recognize career and educational needs of staff and methods for mobilizing the resources they need to reach their goals. ` ` ` | 1 |

| 172212 | HSCP-LFS-09 | Leadership & Frontline Supervision Credential Module 09: Advocacy | <p>This course is a part of the&nbsp;Human Services Credential in Leadership &amp; Frontline Supervision&nbsp;offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>About this course: Advocacy is an important skill for frontline supervisors. The frontline supervisor has the responsibility and opportunity to advocate for staff, for services that support individuals and for themselves. Recognizing one&rsquo;s own advocacy skills and experience, teaching others how to be effective advocates and managing change that effective advocacy can bring are all essential for effective supervision.</p>
<p>After completing this module, you should be able to:</p>

Identify ways to advocate for programmatic needs with senior staff in a professional manner.
Describe teaching techniques used to promote advocacy skills among staff.
Identify advocacy as an important leadership skill and how it is used to promote change in support of staff and the individuals they serve.
Describe the diverse challenges facing employees and effective advocacy strategies for overcoming such challenges.
List ways to advocate for clients, staff and agency services to the external community through public relations by educating community members, advocating for the rights and responsibilities of individuals, and recruiting volunteers.
 | 1 |

| 172214 | HSCP-LFS-10 | Leadership & Frontline Supervision Credential Module 10: Crisis Intervention and Conflict Resolution | `<p><em>`This course is a part of the `<strong>`Human Services Credential in Leadership & Frontline Supervision`</strong>` offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.`</em></p>` `<p>`About this course: As the frontline supervisor you need to understand your role and responsibilities in responding to and supporting your staff through a crisis situation. It is also important to understand and value the debriefing process and to supervise others during times of conflict. Crisis as discussed in this module will focus on interactions between staff members and between staff and individuals.`</p>` `<p>`After completing this module, you should be able to:`</p>` `<ol>` `<li>`Define the frontline supervisor’s role and responsibilities during times of crisis.`</li>` `<li>`Describe the difference between a conflict and a crisis and techniques for minimizing the escalation of a conflict to a crisis.`</li>` `<li>`Describe an effective crisis response by applying critical thinking skills.`</li>` `<li>`Identify crisis prevention, intervention, and resolution techniques.`</li>` `<li>`Match appropriate techniques to particular circumstances and individuals. `</li>` `</ol>` | 1 |

| 172215 | HSCP-LFS-11 | Leadership & Frontline Supervision Credential Module 11: Personal Well Being | `<p><em>This course is a part of the <strong>Human Services Credential in Leadership & Frontline Supervision</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>About this course: The job of supervising has become more challenging and more complex over time. As a frontline supervisor you are faced with a more diverse workforce requiring a wider range of supervisory skills; an Agency that needs to be responsive to a wider range of needs from the individuals served; and responsibilities that are affected by outside influences including tight budgets and regulatory changes. Finding a sense of personal well-being, effectively managing stress and taking control of your time are key components of being an effective frontline supervisor.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Recognize the importance of personal well-being and the role of the supervisor to model personal well-being. `<br>` Identify practical stress management techniques to avoid burn out. `<br>` Identify practical time management techniques. `<br>` List the steps involved in developing a personal well-being plan. `<br>` Describe strategies for supervising a work environment that is cognizant of self-care and well-being. `<br>` ` | 1 |

71992	EL-LEAD1-HR-TRNKY	Leadership Fundamentals: Leading as a Coach	In today's world of constant change, organizations need to be resilient to the economy and their marketplace. Therefore, individual effort and peak performance are both acutely important in order to remain competitive. Retention of good employees is critical. Coaching supports career and professional development. It improves employee satisfaction, which retains valuable talent. Leading with a coach-like approach adds value for employees, who then add value to the team and organization by giving their best effort. Most employees want to contribute, be productive and satisfied in their jobs. Coaching creates the environment for this to happen. Employees who are coached to performance rather than managed to performance are more committed to, and invested in, the outcome of their work and achievement of organizational goals. In this course, you will gain an understanding of what it means to take a coaching approach and learn the fundamental skills to work with individuals on your team in a trust-based environment. We will use a blend of experiential exercises, instructive information, and self-study to provide the tips, tools and techniques you need to succeed.		1
86876	EL-LEAD2-HR-TRNKY	Leadership Fundamentals: Management vs. Leadership	Few things are more important than leadership to any organization. Leadership is the ability to inspire confidence and support among the people who are critical to achieving organizational goals. Effective leadership at all levels enables a company to fulfill its mission and successfully make an impact in the industry or community. In this Leadership Fundamentals course you will compare management and leadership to understand the distinctions between them. You'll learn the top-most respected traits of leaders and evaluate your own strengths in these areas. Leadership styles are presented and the dangers of micromanagement are explored. A section of this course is dedicated to leadership methods and tools you can use right away. These topics include how to step into the leadership mindset, managing up and action planning to work better with your boss. This course is for all levels of supervisors and managers, as well as those looking to demonstrate leadership in any role.		1

| 86877 | EL-LEAD3-HR-TRNKY | Leadership Fundamentals: Relationship-centric Leadership | In this Leadership Fundamentals course you will meet two different managers and evaluate the results of their autocratic and servant leadership styles. By understanding these leadership styles and their impact, you are better able to bring these learnings to life in your work as a leader. The benefits of a servant leadership style are introduced and techniques are provided to help you fine-tune your approach. You will see examples of servant leadership in action, so you can identify these traits in yourself and others.
You will be provided with a Servant-Leader Toolkit, with actionable components you can build on. Your Toolkit includes best practices, leadership soft skills and the top 10 characteristics of servant leaders. A downloadable action plan will step you through strategic next steps and support your learning. You will be provided with an assessment to learn the important practices to support a servant leadership approach.
A blend of experiential exercises, instructive information, and self-study provide you with the ability to identify a path and move forward to becoming an impactful servant leader. This Leadership Fundamentals course is intended for supervisors and managers of all levels. | 1 |

| 45660 | EL-LPIT-DD-CQL | Learning about People - Interviewing Techniques | All organizations want to provide high quality services and supports to the individuals they serve. Most organizations also want to make sure they offer services that are relevant to these people based on the answers to this one question: "Are the people you serve achieving the quality of life they expect for themselves?" This particular question cannot be answered with traditional quality assurance systems because those only examine quality based on what the organization is doing. In order to build your services on the personal outcomes of the people you serve, you need a new way of looking at quality, starting with learning about what people want most for their lives.

Based on The Council on Quality and Leadership's Personal (CQL) Outcome Measures® approach to quality enhancement, this course supplies you with effective tools and techniques to gather information on the personal outcomes that people choose for themselves. Through instructional lessons, interactive activities, and useful examples, this course provides you the guidelines and suggestions you need to interview the people you serve to learn about their personal outcomes.

This training not only covers what to do before, during, and after an interview, but also gives helpful advice for potential communication difficulties. The information in this course is useful for anyone - including health care staff with intermediate and advanced levels of experience- responsible for setting up services and supports for others, including those with support needs related to a mental illness, intellectual or developmental disabilities, physical disabilities, substance use, poverty, or other challenges. This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | 1 |

283221	REL-HHS-0-NCV1	Learning to Love Groups	There is often a love-hate relationship when facilitating groups in mental health, substance use, and healthcare settings. Behavioral health and healthcare practitioners involved in facilitating groups have all too often not received the practical training and resource support to optimize the benefit of group work for their clients. Learn a framework for effective group facilitation that is practical and accessible to practitioners at all levels of training and experience. Learn to love groups again and learn about future opportunities to enhance the group skills, knowledge, and effectiveness of your workforce.	1
23144	EL-LEI-HR-JJWR	Legal and Effective Interviewing	The cost of a bad hire can be up to 200% of the employee's annual salary, not to mention the time and aggravation that goes into dealing with him or her. Yet few managers ever receive training on how to find out whether or not a candidate can and will do the job or how to avoid a potential nightmare hire. This course will teach you how to effectively interview candidates and help you spot problem employees before they're hired. Through the use of pop quizzes, examples, and tips, you will leave this course empowered with interviewing skills that work.	4
235758	REL-HHS-ACHSP-LPCR	Legal Procedures and Client Rights for Behavioral Health Interpreters	This course covers the legal procedures and client rights prescribed by law. It addresses the specific client rights outlined in the Arizona Administrative Code under Title 9.	0.5
104276	REL-C2L-P1126	Life Skills Series: Are You Really Listening?	This course examines the difference between hearing and listening. The concept of active listening is discussed in detail and suggestions are provided to improve listening skills on the job and off.	1

| 47090 | EL-LDDM-DD-CQL | Looking at the Data - Decision-Making around Personal Outcome Measures | Quality assurance systems typically evaluate the performance of an organizations operations as measured against a set of standards. However, the organizations may miss the important measure of whether their services and supports result in positive life outcomes for the people they serve. This course is one of a series that is based on the work of The Council on Quality and Leadership (CQL). CQLs quality enhancement approach, Personal Outcome Measures®, offers a way to look at quality through the eyes of the people you serve.

Measuring quality based on personal outcomes takes some new skills. This training shows you how to use the information you collect about an individual to decide if the outcomes the person wishes to see happen are actually taking place. You also will learn how to measure if the persons individualized supports are in place for each outcome. Through lessons, interactive activities, and stories, you will learn how to use the information you collect to create a person-centered view of quality of life and individualized supports. This course will be helpful to anyone including health care staff with intermediate and advanced levels of experience who is responsible for assisting individuals who have support needs related to mental illness, intellectual or developmental disabilities, physical and other kinds of disabilities, poverty, family challenges, etc.

This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | 1 |

| 184008 | REL-HHS-0-MPM1 | Making Parenting Matter Part 1 | Many parents find themselves wondering if parenting actually matters. They may ask themselves if they know what decisions a "good" parent should make and whether their parenting style is good, bad, common, or unique. Working effectively with children, adolescents, and their families can be quite challenging if you are not adequately prepared with the best tools for the job.

Parenting is one of the most important jobs in the world. As a clinician, you really have a chance to change the world when you can connect with a parent on making parenting matter for a particular child. This first course gives you an overview of the importance that parenting plays on child development by covering various parenting styles and typologies, as well as the theoretical perspectives of psychologists Freud, Bowlby, Baumrind, and Bandura.

The instructive information, interactive exercises, and case vignettes in these courses will leave you prepared to successfully apply these concepts in your work with parents and children. | 1.75 |
| 71989 | EL-MFLEAD-HR-TRNKY | Management Fundamentals for the Emerging Leader | In this Management Fundamentals course, you will examine current best practices for the emerging leader that give you step-by-step direction on how to connect and communicate with your team. In working with your direct reports, you will learn to empower them by providing clear direction and feedback. Tips and techniques for managing your time and energy will be provided, which will help you eliminate time wasters and stay focused.

You will learn to establish strong working relationships with your manager and those who report to you. We will guide you to ask the right clarifying questions and seek feedback from your manager. These fundamental skills of management are critical to build early on. In doing so, you will understand practical applications to set and manage expectations at all levels.

We will use a blend of experiential exercises, instructive information, and self-study to provide tips, tools and techniques you need to succeed. This Management Fundamentals course is for employees who are new to the role of being a supervisor, and for managers wanting to refresh or build on their current skill set. | 1.25 |

71988	EL-MFSUC-HR-TRNKY	Management Fundamentals: Setting the Stage for Success	As a new manager, you know how critical it is to ensure your employees are engaged and productive, as they are now your responsibility. Relationships are more important than ever, and all eyes are on you as a decision maker. Without sound management best practices and foundational leadership strategies, you could be doing more harm than good in this critical role. This course will provide the essentials a manager needs to set the stage for success right from the start. Even experienced managers will gain new insights to current best practices. This Management Fundamentals course teaches you how to be successful in your role as a manager from the ground up. After recognizing how to set the stage for success by making the shift from individual contributor, you will learn what defines a manager and critical elements of the role. The importance of being a role model and high-performing manager will be outlined. Techniques for working smarter and establishing good habits will be provided. You will gain an understanding as to the foundation for building relationships with your team. We will use a blend of experiential exercises, didactic information, and self-study to provide the tools you need to succeed as a manager at the foundational level. This Management Fundamentals course is for employees who are new to the role of being a supervisor, and for managers wanting to refresh or build on their current skill set.	1
71990	EL-MFWORK-HR-TRNKY	Management Fundamentals: Winning at Work	Helping you and your team win at work is the focus of this Management Fundamentals course. We'll begin by looking at how you approach your manager role to understand and strengthen your personal brand. You will take an assessment to learn the daily habits supporting your brand and identify which habits you need to improve. The concept of downward spirals is introduced and techniques are provided to shift your thinking. Another focus of this course is on winning with your team, which includes the importance of setting "SMART" goals. You'll learn each criterion of "SMART" goal setting and how to "help your team get an A." With delegation being a critical skill for managers, we will examine the benefits for you and your direct reports. You will be given a step-by-step process on how to delegate effectively, ensuring you cover "all the bases." We will use a blend of experiential exercises, instructive information, and self-study to provide you with the ability to strengthen your own role as a manager, as well as fortifying your team. This Management Fundamentals course is intended for all levels of supervisors and managers.	1.25
244402	Management_101	Management Training Module 1		6
244405	Management_102	Management Training Module 2		6

244408	Management_103	Management Training Module 3		6
244409	Management_104	Management Training Module 4		6
244410	Management_105	Management Training Module 5		6
240343	REL-IDD-0-MCBFL	Managing Challenging Behaviors Focused Learning	This course is designed to help direct support professionals (DSPs) identify the underlying reasons for challenging behavior in persons with intellectual and developmental disabilities (IDD), to practice methods of preventing its occurrence, and respond appropriately when it occurs.	1
186943	REL-HHS-MHA-MCBOA	Managing Challenging Behaviors of Older Adults with Dementia	As documented by organizations such as the Alzheimer's Association and by the most recent scholarly research in the biomedical and social service fields, caregivers working with older adults with dementia often report that their biggest obstacles are related to managing the challenging behaviors that individuals with dementia often exhibit. These behaviors, which include aggression, hallucinations, and wandering, interfere with caregivers ability to provide good care. They also increase the level of stress that professional and informal caregivers experience in helping people living with dementia. The main goal of this course, which is designed for human service professionals, is to provide essential information about the most common challenging behaviors that caregivers face.

As you will learn in this training, researchers have developed different models to explain why challenging behaviors occur, along with how to manage these behaviors. After looking at both pharmacological and non-pharmacological approaches to managing these behaviors, you will learn some practical techniques for dealing with challenging behaviors in your work with older adults and their caregivers. The course uses interactive exercises and detailed case vignettes to teach you how to recognize common challenging behaviors in older adults with dementia, as well as how to determine the most effective strategies for managing different behaviors.

*Debi Damas, RN, Florida Approved Alzheimer's/Dementia training provider: AL 698 | 1.5 |
244394	MAP_105	MAP 1 on 1		2
256683	MAPT_110	MAP 1 on 1 Tracker		0
243682	MAP_101	MAP Initial		18
247692	247692	MAP Initial Checklist		0

243694	MAP_109	MAP Initial Tracker		0
244785	MAP_102	MAP Knowledge Test		2
243681	MAP_106	MAP Recert		4
243690	MAP_110	MAP Recertification Tracker		0
244849	MAP_108	MAP Refresher - Certified		4
244398	MAP_107	MAP Refresher - Initial		4
244786	MAP_103	MAP Skills Test - Medication Administration		4
245618	MAP_104	MAP Skills Test - Transcription		4
41015	MPADEPID-NADD	Medical Problems and Adverse Drug Events in Psychiatric Inpatients with ID	This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. For individuals with Intellectual Disabilities (ID), health problems are multifaceted; they can worsen behavioral problems and be masked as psychiatric disorders. This course reviews the most prevalent medical problems that individuals with ID suffer from and the typical medications given to treat them. The illustrative research findings in this course provide you an opportunity to associate this information into your own practice. After completing this course, you will recognize the hidden health problems and potential by-products of adverse drug events that often go undetected in individuals with ID.	1.5
104299	REL-C2L-P1161	Medical Record Documentation and Legal Aspects Appropriate to Nursing Assistants in Florida	This course was designed to help the CNA present correct medical record documentation and the legal aspects of being a nursing assistant in Florida. This course corresponds to the Federal regulations F492, G121, & L797.	1
115752	REL-HHS-0-MMCS	Medication Management for Children's Services Paraprofessionals	As a Children's Services Paraprofessional, being familiar with and providing consistent medication management skills is essential in maintaining a high level of safety for those in your care. This course includes important information intended to increase your knowledge of medication management and reduce the risks associated with medication administration errors. Included within the course is an overview of medication management; understanding medications; medication administration; state regulations and common policies and procedures; and ideas for practice.	1.75
114178	REL-IDD-0-MMGMT1	Medication Management for Individuals with Developmental Disabilities Part 1	Medication Management for Individuals with Developmental Disabilities is a two-part course for direct support staff that teaches you the best practices and principles of administering, monitoring, and documenting medications. Part 1 provides an overview of medication management including basic terminology, instruction on how to find and interpret information on pharmacy labels and medication administration records, the Cycle of Responsibility, and a discussion of special circumstances.	1.5

| 114179 | REL-IDD-0-MMGMT2 | Medication Management for Individuals with Developmental Disabilities Part 2 | Medication Management for Individuals with Developmental Disabilities is a two-part course for support staff that will teach you how to assist intellectual and developmental disabilities with medication management in a safe and effective manner. Part One of this course gave you a basic overview of guidelines and terminology used in medication management. This course is Part Two. It presents additional instruction for storing and administering medications, including a step-by-step guide to administering specific types of medications, including oral medications, ear and eye drops, nasal sprays, topical treatments, and transdermal patches. You will also learn about the Five Rights of Medication Management and other best practices for preventing errors and preparing medications. | 1 |

| 227468 | REL-HHS-0-MATOA | Medication-Assisted Treatment in Opioid Addiction | Opioid addiction is a significant public health concern. Its effects on individuals, as well as populations, are costly and burdensome. This course is targeted to a broad healthcare audience, including individuals with either basic or more advanced levels of medication-assisted treatment experience. By clearly defining the scope of the problem and giving the definitions of opiates and the processes involved in opiate addiction, this training discusses the principles of effective medication-assisted addiction treatment, with special emphasis on assessing the opioid-addicted individual who seeks care. Using various teaching tools, including instructive information and interactive exercises, this course will help you to formulate a plan of care, goals for recovery, and confidentiality guidelines for individuals seeking treatment in your own setting. Step-by-step guidelines derived from the Substance Abuse and Mental Health Services Administration's (SAMHSA) "Medication-assisted treatment for opioid addiction: Facts for families and friends" will further assist your learning and application of these concepts. This course is appropriate for anyone who may be involved with the treatment of opioid addiction. | 1.5 |

| 190632 | REL-HHS-CDP-MBHNRV | Meeting the Behavioral Health Needs of Returning Veterans | This course discusses the unique culture of military service and the impact of the wars in Afghanistan and Iraq on returning service members and their families. The behavioral health care interventions and guidelines presented in this course will aid providers to better serve veterans and their families. This course is intended for health and mental health professionals of all levels.

The content of this course was generously provided through the work of the National Council for Behavioral Health and is dedicated to the veterans of the Global War on Terrorism, Operation Enduring Freedom, Operation Iraqi Freedom, Operation New Dawn, and their families with respect and gratitude. | | 1.5 |
| 190669 | HSCP-MH-01 | Mental Health Credential Module 01: Introduction to Human Services and Professionalism | <p>This course is a part of the Human Services Credential in Mental Health offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p><p>The purpose of this module is to provide an introduction to human services and mental health, and additional material on professionalism and professional boundaries. The module concludes with a discussion of cultural responsiveness and diversity.</p><p>After completing this module, you should be able to:</p> Demonstrate a thorough understanding of the field of human services, the mission and practices of your specific organization, and the standards for professionalism in the workplace. Define the role of the Direct Support Professional including professional boundaries and an appreciation for differences and diversity. Recognize different types of mental illnesses within the field of human services. Recognize different types of psychiatric rehabilitation and recovery-oriented services and models. Identify the core skills that assist the person served with their recovery. | | 2 |

| 190671 | HSCP-MH-02 | Mental Health Credential Module 02: Participant Empowerment | `<p>This course is a part of the Human Services Credential in Mental Health offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p> <p>The purpose of this module is to teach you the importance of promoting the rights and responsibilities of individuals and empowering them to make personal choices. This module will include strategies and resources for supporting individuals in their relationships with others and creating opportunities to express themselves in a safe and appropriate manner.</p> <p>After completing this module, you should be able to:</p> Demonstrate respect for each individual and support for individual choice. Demonstrate the ability to assess, teach, and support the individual to make choices. Understand and support an individual's rights and responsibilities. Use strategies that support client choice and help clients lead self-determining lives. Recognize the benefits of participant empowerment and client choice as they relate to your direct support role. ` | 1 |
| 190672 | HSCP-MH-03 | Mental Health Credential Module 03: Communication | `<p>This course is a part of the Human Services Credential in Mental Health offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p> <p>The purpose of this module is to learn about communication skills as well as the importance of good communication in professionalism.</p> <p>After completing this module, you should be able to:</p> Identify effective listening and verbal communication strategies at all levels of the organization. Describe how speech and language disorders affect communication. Define internal, external, and distance communications and the role of professionalism in each. Describe the importance of confidentiality and how to maintain confidentiality in all communications. Communicate respectfully with and about individuals you support. ` | 1 |

| 190673 | HSCP-MH-04 | Mental Health Credential Module 04: Assessment | \<p>\This course is a part of the \Human Services Credential in Mental Health offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p> \<p>Assessments provide us with information that will help us determine the supports and services necessary to help individuals in their rehabilitation and recovery. This module introduces you to the different types of assessments that are done, and how they relate to the process of recovery.\</p> \<p>After completing this module, you should be able to:\</p> \ \ Define assessment as a tool that allows the Direct Support Professional to respond to the needs, desires, and interests of all clients (and their families).\ \ Describe the purpose of assessments.\ \ List the different types of assessments and the information gathered in each.\ \ Describe how to record examples of behavior in an objective manner.\ \ Understand mental health diagnoses, labeling, and stigma related to assessment.\ \ | 1 |
| 190674 | HSCP-MH-05 | Mental Health Credential Module 05: Community Supports and Service Networking | \<p>\This course is a part of the \Human Services Credential in Mental Health offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p> \<p>The purpose of this module is to help to familiarize you with the community supports and resources that are available to clients, and to understand more of the successes and challenges clients face in the community.\</p> \<p>After completing this module, you should be able to:\</p> \ \ Describe ways for locating and promoting formal and informal resources available in the community.\ \ List steps for assisting individuals in identifying and gaining access to these community resources.\ \ Support individuals in establishing and maintaining relationships with family and friends.\ \ Support individuals to develop new relationships in the community to promote “natural” supports and decrease reliance on professional relationships.\ \ Describe ways for researching, developing, and maintaining information on resources that meet individuals’ community support needs, including leisure and recreation. \ \ | 1 |

| 190680 | HSCP-MH-06 | Mental Health Credential Module 06: Supporting Rehabilitation and Recovery Skills Development | <p>This course is a part of the Human Services Credential in Mental Health offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</p> <p>The purpose of this module is to demonstrate the importance of skill development and demonstrate your role in teaching individuals new skills that will help them realize their full potential and lead to a more independent life that can be challenging and satisfying. The module describes strategies and tools that you can use to assist you in this important task.</p> <p>After completing this module, you should be able to:</p> Identify a variety of teaching methods and strategies for helping clients design learning plans that improve the quality of life and ability to function more safely and independently in society. Describe and demonstrate positive feedback and reinforcement procedures. Describe planning and demonstrate how to follow a plan for successful teaching. Demonstrate how to assess what motivates behavior and use positive behavioral support. Define goal setting methods and interventions for “change” related to skills development. | 2 |

| 190678 | HSCP-MH-07 | Mental Health Credential Module 07: Advocacy | `<p><em>This course is a part of the <strong>Human Services Credential in Mental Health offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to help you explore ways to work with the individual to gather information related to a situation that may require advocacy. You will also become aware of human rights, legal and other issues that affect all of us, including people using mental health programs. We will also review some advocacy strategies available to you and to clients.</p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Describe the diverse challenges facing clients (e.g., human rights, legal, administrative, financial) and effective advocacy strategies to overcome these challenges. ` ` Identify advocacy issues by gathering information, reviewing and analyzing all aspects of the problem. ` ` Recognize current laws, services and community resources to assist and educate individuals to secure needed supports. ` ` Facilitate, assist and/or represent the individual when there are barriers to their service needs and inform and influence decision makers when appropriate to overcome barriers to services. ` ` Interact with and educate community members and organizations (e.g., employers, landlords, civic organizations) when relevant to participant’s needs or services. ` ` ` | 1 |

| 190677 | HSCP-MH-08 | Mental Health Credential Module 08: Vocational, Educational, and Career Support | `<p><em>This course is a part of the <strong>Human Services Credential in Mental Health offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to learn how to apply teaching techniques to community participation, career and vocational growth and other educational tasks that will enhance a person’s community participation, risk-taking and increased choice making.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Demonstrate an understanding of the role of career pursuits in recovery.</li>`
`<li>Support individuals as they plan career steps and translate their dreams into career goals and objectives.</li>`
`<li>Demonstrate the ability to assist the individual to navigate the system of social security work incentives and rent subsidies so that the individual can successfully build a career.</li>`
`<li>Describe how to assist an individual making career and work choices.</li>`
`<li>Recognize the central nature of career goals in recovery and know how to mobilize the resources necessary to assist the individual to reach his or her goal.</li>`
`</ul>` | 1 |

| 190676 | HSCP-MH-09 | Mental Health Credential Module 09: Crisis Intervention and Emergency Services | `<p><em>This course is a part of the <strong>Human Services Credential in Mental Health offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this module to introduce you to the skills and knowledge needed to ensure safety and well-being for the individuals you support, your colleagues and yourself.  Potential crisis situations are identified.  This training does not endorse any specific physical interventions.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Describe crisis prevention, intervention, and resolution techniques and match these techniques to particular circumstances and individuals.</li>`
`<li>Define “crisis” and recognize the events or conditions that often come before an individual’s crisis in order to prevent the crisis or keep it from getting worse.</li>`
`<li>List the steps for intervening in a crisis to manage both physical and social actions to promote safety of the individual, others, and the environment.</li>`
`<li>Describe how to secure appropriate backup support and assistance through the resources of your agency, service system, and community.</li>`
`<li>Document and report crisis in the appropriate manner.</li>`
`</ul>` | 1 |

| 190683 | HSCP-MH-10 | Mental Health Credential Module 10: Documentation | `<p><em>This course is a part of the <strong>Human Services Credential in Mental Health offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to define the process of and reasons for recording information in a defined format about supported individuals that helps communicate important information to others. The module also covers confidentiality, HIPAA, CFR-42 and stigma in documentation.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Demonstrate an understanding of the regulations related to mandated documentation.</li>` `<li>Demonstrate an understanding of the purposes of documentation and how and when to present information objectively and concisely.</li>` `<li>Demonstrate knowledge of the variety of paper and electronic forms used for documentation for individuals with mental illness.</li>` `<li>Demonstrate knowledge of and sensitivity to the negative effects of language in documentation and how to reduce stigma and discrimination in written materials.</li>` `<li>Demonstrate knowledge about the requirements for documentation in your organization and be able to execute these requirements efficiently.</li>` `</ul>` | 1 |

| 190682 | HSCP-MH-11 | Mental Health Credential Module 11: Health and Safety | `<p><em>This course is a part of the <strong>Human Services Credential in Mental Health offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>This purpose of this module on health and safety is to introduce the basic concepts of nutrition, healthy life styles, symptoms and signs of illness, medication issues, responding to environmental emergencies, and safety issues and practices.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Describe the basic concepts of nutrition, dietary needs, and medication management.</li>` `<li>Identify symptoms and signs of illness and risk behaviors.</li>` `<li>Identify the steps for promoting client safety and responding to environmental emergencies.</li>` `<li>Describe basic good health practices that promote healthy lifestyles.</li>` `<li>Describe the importance of infection control and the role of standard precautions.</li>` `</ul>` | 2 |

| 138984 | REL-HHS-0-MHIOA | Mental Health Issues in Older Adults | While the majority of older adults age successfully without encountering serious mental illness, those older adults who do experience mental disorders face poor health outcomes and decreased quality of life, among other difficulties. As a health and human services professional, you will need to become equipped with knowledge about the behavioral health needs of older adults in order to help them achieve more positive outcomes. This course will familiarize you with the common behavioral health problems older adults experience, including depression, anxiety, substance use, and schizophrenia. In addition, you will learn about effective clinical interventions that help them to maintain optimal functioning in late life. This course will also increase your understanding of the role of both formal and informal supports for older adults with behavioral health disorders, including family caregivers. You will learn the course content by engaging in a combination of didactic information and experiential exercises.
This course is appropriate for both entry-level and intermediate social workers, mental health counselors, and nurses. | | 2 |

63092	EL-WKRC-BH-MEC	Mental Health Recovery and WRAP: Key Recovery Concepts	People who experience mental health challenges no longer need to feel sentenced to a life of chronic disability that interferes with their ability to work toward and reach their goals. Instead, by using self-help skills and strategies that complement other treatment scenarios, they can achieve levels of wellness, stability, and recovery they always hoped were possible. The main goal of this course is to provide you with the foundation you need for effective recovery work. The Key Recovery Concepts covered in this course were identified by Dr. Mary Ellen Copeland. Each concept plays an important role in helping people to do the things they want to do and live the lives they want to live. This course covers the five key concepts: hope, personal responsibility, education, self-advocacy, and support. Each area is addressed in detail with examples and guidelines provided to help you understand, reflect on, and practice each concept in your own recovery journey, as well as to support others as they work on their recovery. To reinforce and enhance your learning, this course includes various interactive activities and exercises in addition to audio vignettes by the author. This course is designed for anyone who has ever experienced mental health difficulties, anyone who wishes to stay healthy and improve their own life, and people who support others who are working on their recovery.	1.5
31991	MWCENDDS-NADD	Mental Wellness: A Critical Element in the New DD Service	This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a clinician, you know that some people with intellectual disabilities live in institutions and some life with families. However, the difficult question to answer is "What are the pros and cons of living with a family, as opposed to an institution?" In this course, Nancy Thaler gives you up to date information on growing trends in healthcare for this population. You will also learn the financial and logistical challenges of healthcare for individuals with intellectual abilities. With the information you learn in this course, you can make more informed decisions in regards to healthcare for those you service.	1

| 233593 | REL-HHS-CDP-MCC | Military Cultural Competence | Currently, well over two million people are serving in the Active or Selected Reserve components of the United States military, around the country and around the world. With more than two million deployments since 2001 and a continued presence in areas of conflict as well as humanitarian missions, the need for quality, culturally competent care for Service members and their families has never been greater.

In this course you will acquire knowledge regarding military culture so that you can understand, communicate, and effectively interact with Service members and their families. Having basic knowledge regarding the values, structure, policies, and expectations of the military can promote a stronger client-provider alliance and help you develop the skills you need to provide the most effective clinical care.

This course teaches you about military rank structure, the branches of service, their missions and core values, active versus reserve status components, demographic characteristics, as well as general and deployment-related military terminology. With a blend of representative scenarios and exercises, you will utilize the tools you need to implement this information. This course is appropriate for all individuals working with military populations.

If you are taking this course within a learning management system that offers continuing education credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 1.25 |

283223	REL-HHS-0-NCV3	Mitigating the Impact of Disasters: From Trauma to Resilience	Following a disaster, Behavioral Health Organizations (BHO's) routinely respond by assisting the clients they serve, their staff and their communities to recover from the inevitable psychological and emotional sequelae. Research in this area reveals three important factors: 1) individuals with behavioral health and trauma histories are among those most at risk for developing adverse reactions following a stressful event; 2) having a trauma history is quite common even among the general population; and 3) although most people will eventually "bounce back" from a disaster, many will initially exhibit stress reactions that may require some assistance. Individuals and communities can be better prepared to cope with these adverse events when there is general understanding of the impact of trauma, the skills to cope and needed resources and supports. Bringing an expertise in trauma and disaster trauma and recovery, this workshop presenter will assist Behavioral Health Organizations (BHO) to plan for and implement Trauma-Informed Care and resiliency building strategies that will benefit individuals and communities prior to and following a disaster.	1
331528	Money_Management_ 101	Money Management Teaching Plan (DR)		1
333114	Money_Management_ 101_Tracker	Money Management Teaching Plan (DR) Tracker		0
333118	Money_Management_ 102	Money Management Teaching Plan (RT)		1
333122	Money_Management_ 102_Tracker	Money Management Teaching Plan (RT) Tracker		0
333571	Money_Management_ 103	Money Management Teaching Plan (TC)		1
333642	Money_Management_ 103_Tracker	Money Management Teaching Plan (TC)		0
331538	Money_Tracker_101	Money Mangement Teaching Plan D.R. Tracker		0

| 256522 | REL-HHS-0-MI | Motivational Interviewing | Motivational interviewing (MI) is increasingly viewed as the most important development in the counseling field in the last 30 years, and yet many people in helping professions do not know the core principles of MI or understand how to apply them in practice. In this course, you will learn about the motivational interviewing approach to helping people change and see the crucial importance of matching interventions to individuals' stages of change in order to improve the likelihood of success. In addition to examining the principles of MI, you will learn specific skills and techniques that will support the primary goals of MI, which include establishing rapport, eliciting change talk, and establishing commitment language. You will also learn about the recent empirical research supporting the effectiveness of MI. Anyone in a helping profession will benefit from this course, whether it is used to learn about MI for the first time or to reinforce your knowledge of MI's important principles. The course uses a blend of instructive information and interactive exercises to keep you going (or start you moving) in the right direction. | 1.75 |
| 71904 | EL-TECH-EXEC-ANCOR | Moving Beyond Survival: Using Tech to Thrive | Over the past few years, once burgeoning organizations have been forced to switch to survival mode. As organizations face higher demands and greater accountability, now is the time to restore your organization to its full potential–and technology is a key component to achieving that end.

In this session, David Leslie will share how his private sector experience with technology was critical in helping a nonprofit not only grow, but thrive. Under Leslie's leadership at the National Children's Center, the organization was able to more efficiently provide supports and services by streamlining administrative processes and restructuring the organization.

Additionally, Leslie will address the value of strong management to lead the discussion, support innovation, garner staff support and ensure proper implementation. | 1 |

69957	EL-MRSABH-COMP-0	MRSA in Behavioral Health Settings	Methicillin-resistant Staphylococcus aureus (MRSA) is a potentially serious health and safety issue that all healthcare professionals need to understand in order to minimize the risks this bacteria poses to consumers and providers alike. In this course, intended specifically for healthcare professionals and other staff who are in contact with patients, families, and visitors to inpatient and outpatient behavioral health settings, you will learn about MRSA pathogenesis, including how MRSA is transmitted, the link between antimicrobial resistance and MRSA risk factors, along with symptoms and treatment of MRSA infection. You will also learn key strategies for preventing, as well as managing, MRSA infections. Through the use of interactive lessons and in-depth descriptions, this course will provide you with an understanding of transmission-prevention measures, including the vital importance of hand-washing and Standard Precautions. Additionally, you will learn the critical role of post-exposure treatment in managing infection and preventing future transmission.	1
32390	MDCPIDMH-NADD	Multi-Disciplinary Consultation for Patients with ID and MH	This course is a video of a presentation given at the annual conference of National Association for the Dually Diagnosed in October 2009. As a clinician, you know that people who have an intellectual disability and a mental health problem are sometimes over medicated. In this course, Joan B. Beasley, Ph.D. will give you up-to-date information on common complications related to medication for individuals with a dual diagnosis. You will learn red flags to look for when treating this population and current trends in psychopharmacology. Additionally, you will be guided through a study that examines a comprehensive, multidisciplinary consultation process that can help you make more informed decisions when working with individuals with a dual diagnosis who are taking medication.	1.25

| 255296 | REL-ALL-0-MDRO | Multi-drug Resistant Organisms (MDROs) | The purpose of this course is to describe multi-drug resistant organisms (MDROs), prevention measures, and methods to control the spread of MDROs throughout healthcare and in our communities. This course will provide a comprehensive look at new and ever-changing MDROs, including leading practices and clinical interventions. This course is relevant across all settings not just hospital or clinical facilities. Information provided applies to inpatient/residential and outpatient settings including providers working in the community such as with home-based services.

The target audience of this course includes all healthcare and clinical staff. The content provided in this course will provide each learner with insight into MDROs, strategic goals and targets to combat the spread of MDROs, various MDRO threats, as well as public health and clinical practices and approaches. The only way to manage this threat is by all healthcare workers and individuals working together. | 1.5 |

171083	REL-HHS-0-NEDR	Navigating the Ethics of Dual Relationships	As a behavioral health provider, you may find yourself in situations where you or the people you work with may blur the therapeutic boundary by engaging in some form of a dual relationship. In some cases, this "crossing of the boundary" may strengthen the therapeutic relationship and enhance treatment effectiveness. However, some forms of dual relationships pose serious risks, as they can also harm those individuals you aim to help. For this reason, it is crucial that mental health professionals are aware of the potential risks and develop strategies to mitigate those risks. This course focuses on exploring the concept of dual relationships—a form of boundary crossing. You will learn about the ethical role of the professional, the difference between helpful and harmful dual relationships, and how to avoid or manage potentially problematic situations. As you master these skills, you will become more effective in maintaining an appropriate relationship between you and the individual(s) you serve. This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for intermediate and advanced level behavioral health providers, including psychologists, counselors, therapists, social workers, nurses, and substance abuse professionals.		1.5
271005	staffmeeting101	North Road Staff Meeting			2
326411	326411	Nursing License Tracker			0
244426	Nutrition_101	Nutrition			4
167155	REL-HHS-0-NEDEV	Nutrition and Early Development	Young children need a constant supply of nutritious food to support growth and health. The children you care for come from diverse backgrounds and will have a wide variety of experiences in getting their nutritional needs met. Understanding the importance of nutrition will give you a clear understanding of how it relates to health and learning.		1

| 225425 | REL-IDD-0-NE | Nutrition and Exercise Focused Learning | A healthy lifestyle is essential to feeling good and staying healthy. Many conditions that affect quality of life—like obesity, diabetes, and metabolic syndrome—are more common in people who lead an unhealthy lifestyle. Studies show that people who are healthy are usually happier and have fewer injuries than people who are unhealthy. As we get older, choosing to be active and eat well starts to become more important to our health and quality of life.

Unfortunately, evidence shows that individuals with disabilities tend to be less physically active and make more unhealthy choices when it comes to nutrition and exercise. Involving individuals in coming up with creative solutions to inactivity and identifying positive options for healthy eating is the best way to work toward a healthy lifestyle. This course will review guidelines for good health and ways you can empower the individuals to make good choices and feel great. | 1 |
| 171290 | REL-HHS-0-NECPP | Nutrition and Exercise for Children's Services Paraprofessionals | This course addresses how nutrition and exercise can impact behavioral and physical health in children and adolescents. As paraprofessionals working in the field of behavioral health, you can use what you learn in the course to help clients and their caretakers make the connection early on between what they eat, what they do, and how they feel.

The course will cover general principles of nutrition and exercise; how to relay these principles to your clients and include them in your treatment plan; and how nutrition and exercise can have both a positive and negative impact on behavioral health. You will also learn how medications (e.g. psychotropics) can affect nutritional status and what other nutrition-related health issues may be relevant to behavioral health. Working through a variety of scenarios will help you process and apply these principles. | 2 |

163591	REL-HHS-0-NECBH	Nutrition and Exercise for Clients in Behavioral Health	This course addresses how nutrition and exercise can impact behavioral and physical health. As paraprofessionals working in the field of behavioral health, you can use what you learn in the course to teach clients the importance of nutrition, exercise, and physical activity. You can correlate their lifestyle habits and nutritional status to how they feel and function, and work with them to optimize their health and well-being. The course will cover general principles of nutrition and exercise, how to relay these principles to your clients and include them in your treatment plan, and how nutrition and exercise can have both a positive and negative impact on behavioral health and substance use problems. You will also learn how medications (e.g. psychotropics) can affect nutritional status and what other nutrition-related health issues may be relevant to behavioral health. Working through a variety of scenarios will help you process and apply these principles.	2
103968	REL-C2L-1190	Ohio Nurse Practice Act	This course discusses the various features and responsibilities of the Ohio Board of Nursing, as well as their Standards of Practice for Nurses. The student will learn to recognize the terminology within the Ohio Nurse Practice Act and become acquainted with the licensure requirements for an Ohio nurse. This course corresponds to the Federal regulations F492, G121, & L797.	1
255327	REL-ALL-TRNKY-OBCD	On-Boarding and Culture Development	In this Management and Leadership Fundamentals: Onboarding and Culture Development course, you'll learn key tools and techniques for proper onboarding of employees at all levels, helping you establish a positive, productive environment right from the start. Failing to properly on-board employees results in poor performance and unnecessarily high turnover. We'll cover best practices and lay out a plan and direction for the first six months of a new employee's orientation and performance expectations. We'll also explore the importance of culture development as it relates to onboarding.	1

246458	REL-HHS-0-OAS	Overview of Adolescent Suicide	In 2013, suicide was the second leading cause of death for young people between the ages of 10 and 24. As a professional working with adolescents, it is vital that you know how to recognize and respond to signs of suicide. With the information provided in this course, you will learn about the warning signs of suicide and explore some of the risk factors that contribute to suicidality in the adolescent years. Most importantly, the goal of this course is to teach you how to approach a client who is considering suicide, as well as how to assess for suicidality and intervene as needed. Throughout the course, interactive quizzes and detailed case vignettes will allow you to apply the material that you are reviewing. This course is designed for human services staff who work with children and adolescents.	1
278013	ALZ101	Overview of Alzheimer's		3
69959	EL-EBPACT-BH-0	Overview of Assertive Community Treatment: Evidence-Based Practices	Every day, thousands of consumers with mental illness are hospitalized due to an increase in their symptoms and a mental health system that is plagued by little coordination of care between service providers. As a result, you may be witnessing the "revolving door" syndrome of frequent hospitalizations for many consumers with mental illness in your daily work. In this course, you will learn about the Assertive Community Treatment (ACT) model. ACT teams have two goals: • Keeping consumers out of the hospital. • Supporting their recovery from mental illness. This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA), and describes the key principles of ACT and the evidence-based practices that were developed to meet the complex needs of individuals with mental illness. Research based on the ACT model shows that services are more effective if they fit the individual, rather than the individual fitting the traditional mental health system. This course covers evidence-based practices for symptom management, housing, finances, employment, medical care, substance abuse, family life, and activities of daily living. Through descriptive examples and case studies, you will have the basic knowledge you need to apply the principles of ACT to help consumers to stay out of the hospital and to help them develop the skills they need to live successfully in their communities.	1.5

| 176154 | REL-HHS-0-OASDPP | Overview of Autism Spectrum Disorder for Paraprofessionals | Autism spectrum disorder (ASD) has effects on social relationships and communication that range from mild to profound. It is all over the news these days as ever-increasing numbers of children and adults are diagnosed with ASD. At the same time, new research is being conducted to search for the causes of ASD and find out how people with ASD can be helped with the challenges they may face.
The goal of this course is to provide an overview of autism spectrum disorder for paraprofessionals. Working with children or adolescents with a diagnosis of ASD can be fun and satisfying and it can also be very challenging and sometimes frustrating. It's important to focus on building a relationship with the individual rather than trying to force immediate changes. Change and learning are possible if you pay attention to what the individual is experiencing and explore creative paths. In this course, you will be introduced to some of the key characteristics of ASD and meet several different children and teens with this diagnosis. You will explore scenarios where you can experiment with different strategies that might work well (or not so well) with a person who has a diagnosis of ASD. | 1.5 |
| 166279 | REL-HHS-0-OBDDPP | Overview of Bipolar and Depressive Disorders in Adults | This course will help you recognize the symptoms and issues that people with Depressive and Bipolar Disorders experience. You will also learn about best practices in working with these individuals including providing support, therapy, and medications. By learning about these types of problems that some people have with their moods, you can improve your ability to work with people who have these issues. A series of interactive vignettes will help guide you through this course. | 1.25 |

| 117330 | REL-HHS-0-OCDBHP | Overview of Cardiovascular Disease for Behavioral Health Professionals | Cardiovascular disease is the most common cause of death associated with physical illness in people with serious mental illness (SMI). Life expectancy of people with SMI is 25 years less than the general population, with the majority of deaths due to premature cardiovascular disease. As you will learn, excess death due to cardiovascular disease is caused by a number of factors including genetics, lifestyle choices, and medication side effects.

This course is designed for behavioral health professionals who work with individuals with SMI. Not only will this course teach you about the reasons for increased cardiovascular death in people with SMI, but it also will help you learn how to best assess and identify cardiovascular risk factors in your clients.

You will learn about typical treatment options for people with, and at risk for, cardiovascular disease, as well as how to apply a collaborative care approach so that you can help your clients improve their well-being. A blend of real-life scenarios and interactive exercises will further assist you in applying the key competencies that you will gain from this training. | 1 |
| 195710 | REL-HHS-0-OCCM | Overview of Case to Care Management | People who live with serious mental illness or co-occurring mental illness and substance use disorders die on average 25 to 35 years or more prematurely, according to reports published over the past decade. The causes are largely due to preventable diseases such as diabetes, cardiovascular disease, respiratory disease, and infectious diseases. Health disparity may be attributed to a number of factors: lifestyle, social, environmental, and poor quality of medical care. It is speculated that the stigma associated with mental illness is a contributing factor as well (Mauer, 2010; Parks, Svendsen, Singer, & Foti, 2006).

Behavioral health case managers have perfected the role of assisting people in managing their chronic mental health conditions. By applying those skills in addressing the whole health needs of these individuals, the case managers become care managers, applying concepts to managing chronic health conditions in tandem with their behavioral health concerns.

As a health and human services professional, an overview of case to care management provides an opportunity for you to build upon your case management skills, incorporate a whole-health approach, and effectively impact the health outcomes of the people you serve. | 1 |

| 231753 | REL-HHS-0-OVCDIS | Overview of Children with Disabilities | Some young children may show delays in a range of developmental skills that include movement (motor), hearing and speaking (communication), social and emotional development, and the development of thinking and problem solving skills (Cognitive).

These difficulties may result in developmental delays or disabilities, which can affect learning, communication, and functioning in the community. These difficulties can range from mild to severe. Some developmental disabilities may extend into adulthood. The onset of some developmental disabilities can be diagnosed at birth such as Down syndrome. Some disorders, however, may only become apparent as young children miss important developmental milestones.

Gaining insight into typical development of motor and social-emotional skills as well as communication skills in young children is important. This is a first step to understanding what to expect in the typical sequence of development. Keep in mind that there can be a wide range of differences when it comes to children reaching developmental milestones. Young children diagnosed with a developmental disability may progress toward these milestones in ways different from their typical peers.

Through this course, you will learn to identify atypical development in young children. Learn how to recognize common developmental disabilities that require comprehensive medical and developmental assessments in order to accurately identify them. In addition, you will learn to identify and describe common disabilities that may result from environmental factors. Given this knowledge you will be better equipped to meet the individual needs of the young children with whom you work. | 1 |

| 247835 | REL-HHS-0-OCS | Overview of Clinical Supervision | Clinical Supervision can be a challenging yet rewarding process for all individuals involved. It takes a great deal of flexibility and a clear understanding about how to guide the supervisee and structure the supervision process. In this course, you will be presented with information to improve your knowledge about important components of supervision and focus on issues that could bring difficulties to the supervisory relationship as well as you as a supervisor.

This course begins with an overview of supervision by providing information about needed training, supervisor responsibilities, and documentation requirements. You will learn about the supervisory process with discussion about how to structure the supervisory relationship and sessions. You will learn about ethical dilemmas and issues that can arise and focus on assessment and reporting of risk management issues often seen in therapy. Lastly, you will learn about ways to deal with difficult supervisees and identify ways to become a stronger supervisor.

This course is intended for licensed clinical supervisors who want to gain a more in depth understanding about how to better work in the supervisory relationship and avoid pitfalls that can occur in the supervisory process. You will be provided with case examples, vignettes, and quizzes throughout the course to apply information learned and test your knowledge. | 3 |

| 171289 | REL-HHS-CDP-CPTPTSD | Overview of Cognitive Processing Therapy for PTSD in Veterans and Military Personnel | While most people who are exposed to a trauma recover naturally, a significant minority do not. Therefore, understanding and competence in treating post-traumatic stress disorder (PTSD) is an important skill for mental health providers to have. In this course, you will be introduced to one of the most effective treatments for individuals who have PTSD, called Cognitive Processing Therapy (CPT). An evidence-based, short-term treatment for PTSD developed by Dr. Patricia Resick and her colleagues, CPT is a form of cognitive behavioral treatment.

This course provides an overview of the theory behind and empirical support for CPT. Through a session-by-session review of the CPT protocol, you will learn about the different phases of treatment, cognitive therapy techniques, and trauma-related themes. This course is intended for any mental health provider working with civilian or military populations.

PLEASE NOTE:
This course is an introduction to CPT and does not replace the in-depth training necessary to gain competence in conducting this treatment. For more information on how to obtain more in-depth training, please see the "Next Steps" section at the end of this course.

DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course. | | 2 |

| 231751 | REL-HHS-0-OCDC | Overview of Communicable Diseases in Children | Symptoms such as fever, cough, and chills can alert you to the potential presence of a communicable disease in a child. When identified, these symptoms will aid in the detection of potential concerns in your work environment. Some symptoms are less obvious and may require careful inspection of the child to determine potential risk factors. Because children are exposed to a variety of environments, it is imperative that caregivers working with families have the ability to identify health care concerns quickly in order to stop the spread of disease processes.

This course is designed for staff members working with children and their family members. You will review case scenarios and determine if signs and symptoms depict the presence of a communicable disease and the best way to manage the child and their environment. You will then review best practices in the identification of methods preventing the further spread of common communicable diseases. By the end of the course, you will be able to apply the knowledge gained to identify infection control practices and how to apply them in your own work environment. | 0.75 |

| 138980 | REL-HHS-0-ODD | Overview of Depressive Disorders | Depressive disorders are among the most common disorders experienced by adults of all ages. Left unrecognized or untreated, depression can contribute to other medical and psychiatric illnesses, can have a devastating impact on an individual's functioning and quality of life, and can even lead to death. In this course, you will learn about the major categories of depressive disorders and how to recognize their symptoms in individuals suffering from them so that you can get them started on a path to recovery. After reviewing diagnostic criteria, you will also enjoy an overview that addresses the biological and psychosocial aspects of the depressive disorders, as well as some evidence-based treatment models for depression. This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for experienced mental health clinicians as well as an introduction for less-experienced mental health clinicians or health professionals specializing in areas other than mental health. | | 1 |

| 117329 | REL-HHS-0-ODBHP | Overview of Diabetes for Behavioral Health Professionals | Diabetes is a serious health condition that affects many people in the United States. According to the American Diabetes Association, almost 30 million Americans, or 9.3% of the population have diabetes. Of the people in the United States who have diabetes, 8.1 million, or 27.8%, do not even know that they have it. Every year, there are 1.7 million people age 20 or older diagnosed with diabetes. In addition, 86 Americans have pre-diabetes.

Diabetes is considered by many people to be one of the most psychologically demanding medical conditions. Diabetes is a chronic disease, and treatment often requires significant changes to well-entrenched behavior and habits, at times without an immediate payoff. In addition, people with diabetes often experience significant emotional concerns that can have a significant impact on a person's ability and wiliness to engage in self-care behavior. In this course, you will learn about the types and complications of diabetes, treatment considerations, and how diabetes and behavioral health issues can interact.

With the number of people with diabetes in the United States increasing every year, it is possible that you may currently be seeing, or will see a person with diabetes in your office (for therapy). As a behavioral health professional, you may play a role in helping a client with diabetes manage the behavioral and psychosocial challenges that can be associated with diabetes, even if diabetes is not one of the reasons that they present to treatment. This course will give you some important information that will help you as you treat clients who have diabetes. | 1.5 |

| 113559 | REL-HHS-0-OMADC | Overview of Major Disorders in Children | It is well recognized that children can experience mental health challenges, including many of the disorders experienced by adults, but identifying these disorders and helping children cope with, or overcome them, is fraught with challenges. Children may not be aware that they are having symptoms that may be affecting their performance and behavior. They may have difficulty saying what they do notice because they have not developed sufficient language skills. As a helping professional, you may be challenged by behavior presented by these children and struggle to respond in a way that is therapeutic and helps them progress toward their treatment or educational goals.

In this course, you will learn about the major childhood disorders and the specific issues associated with these disorders that impact a child's ability to relate to others, learn, and play. You will learn about the internal interference that children experience as a result of various conditions, and how this relates to behavior and performance in school, at home and in the community. Most importantly, you will learn to support and teach these children to use effective coping skills, and make healthy choices. You will practice and reinforce the concepts you learn in this course through interactive exercises. This course is appropriate for paraprofessionals working with children and adolescents in a variety of behavioral healthcare environments. | 1.5 |

184180	REL-HHS-0-OPD	Overview of Personality Disorders	As a mental health professional, you know how difficult it can be to understand the complexities and work with individuals who have personality disorders. The information in this training will help you better understand personality disorders, including their diagnostic criteria, how they may develop, their course, and prevalence. Throughout this course, you will learn about the nature of personality disorders, and how they are clustered. Additionally, you will explore in detail some of the most up-to-date information on empirically supported treatments for various personality disorders. The material in this course is designed for mental health professionals who work with individuals who have personality disorders. Drawing upon guidelines from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5™), and current empirical literature, this training offers you a comprehensive look at these sometimes very complicated disorders, including their effects on others. Detailed examples and interactive exercises will help you apply these competencies in your own setting. After completing this training, you will be ready to demonstrate best practices for the individuals you serve who struggle with personality disorders.		1.5
176146	REL-HHS-0-OMMAPP	Overview of Psychiatric Medications for Paraprofessionals	For many people who have psychiatric issues, taking medication can help them to manage their symptoms. As a person who works with some people who might have these types of problems, it is important for you to know about the types of medications used, common side effects, and ways that these drugs help the people who take them. You also need to know how to appropriately administer medications to those individuals you serve. This course gives you key information about how medications are used to treat people who have psychological disorders.		1.5

| 63110 | EL-PSY-BH-0 | Overview of Psychopharmacology | As someone who works in healthcare, you know that many of the people you see are likely to be taking one or more psychiatric medications. However, some healthcare professionals do not have a working knowledge of the types of medications used to treat various psychiatric disorders, nor are they aware of these medications' potential side effects. In this course, you will learn about the major categories of medications used in the treatment of mental illness including antipsychotics, antianxiety medications, antidepressants, and mood stabilizers. You will also learn about the different medications' indications for use and some of their most common side effects. You will find out about some of the special precautions that apply to special populations taking psychiatric medications, such as the elderly, children, as well as pregnant and nursing women. After going through this course and reviewing the detailed case examples within it, you will be better prepared to work with individuals taking psychiatric medications. This course is appropriate for all types of healthcare professionals. | 1.5 |

| 176144 | REL-HHS-0-OSMIPP | Overview of Serious Mental Illness for Paraprofessionals | Individuals who are recovering from serious mental illness (SMI) are engaged in services across the continuum. As a mental health service provider within that continuum, you are an important member of the team that helps them with their recovery. Your ability to work effectively with this unique population can be enhanced and strengthened by an understanding of key information about SMI.

The main goal of this course is to help you gain the knowledge you need to be an effective member of the team. This course will provide you with essential information about serious mental illnesses, including symptoms, medications, treatment, rehabilitation, and recovery.

This course is designed for you if you are new to the field of mental health, if you have limited mental health experience, or if you want to gain a better understanding of SMI. You will be engaged in a blend of didactic information, interactive exercises, and vignettes to help you understand and work more effectively with this population. | 2 |
| 161259 | REL-HHS-0-OSPMI | Overview of Severe Persistent Mental Illness | Adults who are recovering from severe persistent mental illness (SPMI) are engaged in a wide array of services within community mental health centers, community-based residential settings, rehabilitation programs, inpatient psychiatric units, and state hospitals. As a mental health service provider within the continuum of services, you are an important member of the team that partners with individuals to help them achieve their personal recovery goals. Your ability to work effectively with this unique population can be enhanced and strengthened by a foundational understanding of key information about SPMI. The main goal of this course is to help you gain the knowledge you need to improve your ability to help people understand and manage their illness. This course will provide you with essential information about five severe persistent mental illnesses: schizophrenia, bipolar disorder, major depressive disorder, schizotypal personality disorder, and schizoaffective disorder. You will learn about the causes, symptoms, and impairments of each of these illnesses, as well as medications, treatments, rehabilitation, and recovery. Using a blend of interactive exercises and detailed case vignettes to reinforce your learning, this training will help you understand and work more effectively with this population. This course is designed for you if you are new to the field of mental health, if you have limited mental health experience, or if you want to gain a better understanding of SPMI so you can help individuals manage their illness and work toward recovery. | 1.5 |

| 206177 | REL-HHS-0-OSUDPART1 | Overview of Substance Use Disorders: Part 1 | As someone who works with individuals who have substance use disorders, you know how difficult it can be to understand why people continue to use drugs despite extremely adverse consequences.

In Part 1 of this training, you will explore the process of substance use disorders and how they develop, as well as an understanding of why some individuals develop them while others do not. Throughout this course, you will learn about the stages of "addiction" and deepen your understanding of how "normal" behaviors can develop into dangerous ones.

Drawing upon guidelines from the National Institutes of Health as well as the National Institute on Drug Abuse, this training offers you a comprehensive look at these sometimes fatal disorders, including their effects on others. The material in this course is designed for paraprofessionals working with individuals who have substance use disorders.

Detailed examples and interactive exercises will help you to apply these competencies in your own setting. After completing this training, you will be ready to demonstrate best practices for the individuals you serve who struggle with substance use disorders. | 1.25 |
| 223847 | REL-HHS-0-OSUDPART2 | Overview of Substance Use Disorders: Part 2 | In Part 1 of this course, you learned about how substance use disorders develop, as well as their various stages including when substance use becomes unhealthy and problematic.
In this course, you will build upon that knowledge and explore in detail four commonly used drugs, which will help you to understand the short-term and long-term effects of substance use disorders, along with the symptoms of withdrawal.
The material in this course is designed for paraprofessionals working with individuals who have substance use disorders.
Drawing upon guidelines from the National Institutes of Health and the National Institute on Drug Abuse, Part 2 of this training offers you a more detailed look at specific substance use disorders, including their effects on others. Descriptive scenarios and practice exercises will help you to solidify your application of the knowledge you acquire to better apply these tools in your own setting.
After completing Part 2 of this training, you will be better prepared to help the individuals you serve who struggle with substance use disorders. | 1.5 |

176151	REL-HHS-0-OSEMP	Overview of Supported Employment	This course is an overview of Individual Placements and Supports, an evidence-based practice. The course is for mental health agency directors, case managers, clinical staff, vocational rehabilitation practitioners and counselors. It outlines the proven way of providing supports in competitive employment for individuals with significant mental health issues. This is the first in a series of three courses that will give you the history, definitions, and principles of both Individual Placements and Supports (IPS), and Evidence-Based Practices (EBP). The course will give you evidence of the success of IPS in numbers of jobs, hours worked, and customer satisfaction. You will learn that unemployment is much worse for people with severe mental illness than the stress of work. You will learn about the recent changes in the mental health system and how the consumer recovery movement, the community supports model of PACT, evidence-based practices and supported employment came together to form IPS. You will also learn what particular qualities make IPS an evidence-based practice and what features make IPS a leading model for replication. This course concludes with an overview on developing a program and a description of the most used funding options.	2
237528	REL-HHS-ACHSP-BHS	Overview of the Behavioral Health System for Behavioral Health Interpreters	This course reviews the behavioral health system. In this course you will find an overview of the system to help you understand how it works. We will identify some of the most commonly recognized behavioral health disorders, some of the instruments used for diagnosis, assessment and evaluation of these disorders, and the different types of settings individuals may go to receive treatment.	1

| 58962 | EL-OVR-DD-CQL | Overview of the Personal Outcome Measures | Organizations providing human services have long defined quality as being in compliance with certain standards for the services provided. However, many quality assurance systems overlook one important question: Do those services actually result in quality lives for the people receiving them? This course, presented by The Council on Quality and Leadership (CQL) offers an overview of a system called Personal Outcome Measures®. This system gives you the tools you need to learn about people and quality in a much more person-centered and results-oriented manner.

This new approach is applicable to any type of human service provider because the Personal Outcome Measures® are simply human expectations for quality of life. They are relevant to people in recovery from mental illness, people with intellectual or developmental disabilities, people who are elderly, people with physical and other types of disabilities, or simply anyone who counts on other people for organized supports. Through lessons, stories, and interactive activities, this course will assist you in beginning a process that enhances your ability to support the people you serve so that they can fully experience the quality of life they envision for themselves.

This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | 1 |

| 63097 | EL-OPPBS-DD-AAIDD | Overview of the Principles of Positive Behavior Support for Direct Support Professionals | In the field of developmental disability services, direct support staff handle challenging behavior from the individuals they serve on a daily basis. Positive behavior support is an effective and essential system for providing meaningful and enjoyable lives for people with disabilities. Not only does this system help you figure out why an individual does a particular behavior or not, but it also helps you develop a plan for intervention. While focusing on the reasons behind behavior issues, this course will instruct you on the principles of positive behavior support by examining the origins and preventions of challenging behaviors in the individuals being served and how to best support their needs. Interactive exercises, detailed case examples, and instructive information make this course helpful for applying this knowledge whenever you may need it.

Based on guidelines from The American Association on Intellectual and Developmental Disabilities' Positive Behavior Support Training Curriculum, this course covers the foundation model for positive behavior support, various teaching methods for addressing and correcting behaviors, as well as numerous ways to assess results or collect data to make adjustments in future support plans. While the audience for this training should already know the basic human rights of the people they serve, the information in this training is appropriate for any direct support personnel working in any setting providing services to people with developmental and related disabilities. | 4.25 |
| 161617 | REL-HHS-0-OTDAPP | Overview of Trauma Disorders in Adults for Paraprofessionals | This course discusses the basics of trauma disorders, including posttraumatic stress disorder, acute stress disorder, and adjustment disorders. | 1.25 |

247329	REL-HHS-0-PAM	Pain Assessment and Management	Pain can significantly affect a person's quality of life both physically and mentally. This makes it important for behavioral healthcare providers to both understand pain, as well as know how to assess and manage it. In this course, intended specifically for behavioral healthcare professionals, you will deepen your understanding of pain and learn to differentiate between acute and chronic pain. You will learn step-by-step strategies to assess for pain, and you will gain insight into how perception, tolerance, and presentation of pain varies from individual to individual. Through a blend of interactive lessons and instructive information, you will advance your knowledge for minimizing the impact of pain in the people you serve. Additionally, this course will teach you several effective skills and treatment strategies to help your clients feel in control of their pain management.	1.5
113569	REL-HHS-0-PSSAR	Peer Support: The Basics and Beyond	The behavioral health field increasingly recognizes that peer support is a powerful tool for helping people who receive services to achieve recovery.This course provides information that you may not have received during your Peer Support Specialist certification process.	1
126671	REL-DD-0-BRCM	People with Disabilities: Building Relationships and Community Membership	Healthy human relationships have a direct impact on quality of life. This course will show you the importance of meaningful relationships and community membership for people with disabilities. You will learn techniques you can use to help individuals enlarge their circle of friends. You will also learn ways that people with disabilities can become valued members of their community.	2

217	EL-PI-HR-0	Performance Improvement	In today's workplace, performance improvement and the role of performance management is an increasingly popular topic. Business pressures are ever increasing and organizations are now required to become even more effective and efficient, execute better on business strategy, and do more with less in order to remain competitive. Forward thinking companies are taking steps to implement innovative solutions that ensure processes deliver real results and improve performance. In this course you will learn concrete guidelines and practical steps that can be used to improve the performance improvement process at your organization. This course is helpful for individuals at all levels of the organization, for everyone plays a role in the performance improvement process. We will use a blend of experiential exercises, didactic information, and self-study to give you the tools you need to be successful in the interviewing process.		1
203	EL-PCPDD-DD-0	Person Centered Planning for Individuals with Developmental Disabilities	Everyone, including individuals with developmental disabilities, has hopes and dreams about making their lives better. Historically, service plans for supporting individuals with developmental disabilities were written to satisfy rules and regulations; they seldom explored what the individuals hoped for in their lives. Nor did they describe the supports or activities that would be necessary to help people move toward their desired lives. Person-centered planning is a way to determine what an individual with developmental disabilities wants her or his life to look like, as well as to identify the kinds of supports necessary to help the person get there. This course is designed to give you the tools you need to incorporate person-centered thinking and planning into your work supporting individuals with developmental disabilities. In this course, you will learn about what makes person-centered planning different from traditional approaches to developing service plans for individuals with developmental disabilities. You'll learn about the importance of distinguishing between what is important to an individual and what is important for that individual, as well as the importance of teamwork in using the person-centered planning approach. Through interactive lessons, personalized planning strategies, and descriptive examples, you will learn how to implement the person-centered approach to supporting the individuals with developmental disabilities with whom you work. This course is appropriate for entry level to intermediate staff and managers.		3
244427	Personalcare_101	Personal Care			4

| 69964 | EL-PCP-WORK-0 | Person-Centered Planning | Everyone, including individuals with mental and behavioral health challenges, has hopes and dreams about making their lives better. Historically, treatment plans focused on symptom reduction, behavior management, decreased hospitalization, and treatment compliance. They seldom explored what the individuals hoped for in their lives, nor did they describe the supports or activities that would be necessary to help people move toward their desired lives. Today's healthcare system is increasingly focused on recovery-oriented care, along with empowering individuals to take responsibility for their own future.

In this course, you will learn about what makes the person-centered planning approach different from traditional treatment planning. You'll learn the significance of distinguishing between what is important to an individual and what is important for the individual, as well as the importance of promoting the active involvement of the persons receiving services in identifying their strengths, desires and needs. Through interactive lessons, personalized planning strategies, and descriptive examples, you will learn how to implement the person-centered approach in order to significantly enhance the chances for individuals diagnosed with behavioral health challenges to succeed in the road to recovery. This course is appropriate for entry-level care staff, including social workers, case managers, and counselors. | 1 |
| 66529 | EL-PSW-COMP-ISA | Physical Safety in the Workplace | In order to contribute to a safe work environment, you must be aware of potential safety issues. This course will enable you to be proactive and identify safety concerns before they can cause an injury. A combination of self-study and interactive exercises will be used to help you make the safety of the individuals you work with your top priority. Included will be a review of potential hazards that may cause slips, trips, and falls as well as the use of personal protective equipment, back safety, and how to react to different behavioral challenges. | 2 |

116832	REL-HHS-0-PBSC	Positive Behavior Support for Children	The children you work with will come from different backgrounds and upbringings, and might spend more time with you than they do with anyone else outside of their families. They might be from a broken home, or from a home that is nicer than your own. They might live with their birth parents, adoptive parents, grandparents, or in a foster home. Sadly, some children will have gone through several different "family" environments, sometimes forced to leave each, and typically for reasons completely out of their control. Regardless of their background, they all have at least one thing in common: they are now in the system you are a part of and have likely experienced some form of abuse (e.g., sexual, physical, or verbal). Do not automatically assume the child's abuser was a family member; it could have been someone outside the family. Each child and each situation is different. Growing research has exhibited progressive findings that indicate success with positive behavioral supports. Positive behavioral supports deemphasize punishment, and instead focus on replacing challenging behaviors with more appropriate behaviors. You will use positive behavior supports to help the child understand that failures can provide opportunities for improvement and growth. Your goal is to teach the child valuable techniques that will help them live a positive life. Your job is not to be the expert – doctors and other specialists have already determined the child's medical and personal needs. Your job is to help make the child feel comfortable and safe. You, not experts, will get to know the child.	1.75
244392	PBS101	Positive Behavioral Supports		4
253166	PBS102	Positive Behavioral Supports - Universal Supports		6
260799	PBS_104	Positive Behavioral Supports - Universal Supports Tracker		0
260798	PBS_103	Possitive Behavioral Supports Tracker		0

| 145827 | REL-HHS-0-PTSD | Posttraumatic Stress Disorder | Posttraumatic stress disorder (PTSD) is becoming more commonly diagnosed, partially as a result of the numbers of military personnel returning from extended tours of war, and partially as a result of greater understanding and identification of delayed reactions people have to traumatic experiences. Unfortunately, PTSD continues to be largely misunderstood and ineffectively treated. This course, which is founded in the newest research in the field of trauma, will give you the tools you need to accurately diagnose and effectively treat PTSD in adults.
In this course, you will learn what types of events can cause PTSD, the most common symptoms of PTSD, as well as the specific criteria required for a PTSD diagnosis. You'll learn about various techniques for accurately identifying a person who is experiencing PTSD, including the use of clinical assessments and interviews. You will then be guided through the treatment modalities (including psychopharmacological interventions) currently being applied by trauma experts in the clinical field so that you can avoid the pitfalls in caring for individuals who have experienced trauma.
Finally, you will learn about risk factors, symptom manifestation, and evidence-based treatment modalities for adults who are faced with posttraumatic stress. Using a blend of experiential lessons, research-based information, and detailed case studies, this course will help prepare you to assess and effectively treat individuals who have been traumatized by a wide range of events. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals who have experienced single or multiple traumatic events. | 1.5 |
| 270776 | PPD_1 | PPD Test | | 0 |

| 71955 | EL-PSEFC-CYF-NCCBH | Practical Strategies for Engaging Families and Children | The financial and human costs associated with poor engagement of children and their families in treatment services is one of the most serious behavioral healthcare problems in need of urgent solutions. Administrators, practitioners and supervisors are challenged to implement practical and effective strategies to engage the two-thirds to three-quarters of children and their families who are in need of treatment but are not engaged in ways that are likely to result in successful outcomes. | 1.5 |

104079	REL-C2L-1344	Prevention and Management of Occupational Exposure to HIV/AIDS for Kentucky Healthcare Professionals	This course was written for entry-level nurses, rehabilitation professionals, and social workers who are employed in the state of Kentucky. A brief introduction of the HIV process is followed with detailed information regarding global, national, and Kentucky HIV/AIDS statistics. Modes of transmission are introduced, with prevention strategies for the general public and healthcare professionals. Post-exposure management protocols and interventions are included with recommendations from the Centers for Disease Control and Prevention (CDC) and the U.S. Public Health Service. Screening, testing, and treatment strategies with Kentucky-specific legislative requirements are also discussed. Finally, the responsibilities and role of the healthcare provider caring for an HIV-positive individual concludes the course. Interactivities to help you retain the information learned are added throughout the course, with website links within the resources and reference pages added for your personal study and research. A Certificate of Completion is available at the successful completion of the exam at the end of the course.	2
94618	EL-PNPDSP-DD-OADSP	Principles and Practices of Effective Direct Supports	This course defines and discusses professionalism as it relates to direct support practice and explains how professionalism is achieved and practiced by people who support people with disabilities. In this course, you will learn time-management and organization techniques to benefit the efficiency and effectiveness of your professional practice, as well as investigate the skills, knowledge, and attitudes you need to be truly skilled and competent in your important work.	3
190652	REL-ALL-0-POEE	Principles of Effective eLearning	Welcome to Principles of Effective eLearning. eLearning is constantly evolving, so whether you are brand new to it or a seasoned pro, there is always more to learn. This course will walk you through the basics of Adult Learning Theory and eLearning principles. You'll receive practical advice on how to create eLearning courses by taking advantage of the features of the RLMS.	1
114306	REL-C2L-USS-19500	Privacy and Confidentiality	When providing any type of service, maintaining privacy and confidentiality of an individual's personal information is essential. You must be knowledgeable of the steps to take to protect the confidentiality of all individuals' information. In this course, you will learn your responsibility in protecting confidential information.	0.5
332347	Proactive_Teaching_Strategies_101_Tracker	Proactive Teaching Stategies (for S.H) Tracker		1
332252	Proactive_Teaching_Strategies_101	Proactive Teaching Stategies (for S.H.)		1

332839	Proactive_Teaching_Strategies_102	Proactive Teaching Strategies (R.T)		1
332840	Proactive_Teaching_Strategies_102_Tracker	Proactive Teaching Strategies (R.T) Tracker		1
244414	Problemsolving_101	Problem Solving Skills		4
19779	EL-PSW-HR-0	Problem Solving: Solutions in the Workplace	You are bound to take part in problem solving during the course of your workday. Problems are a normal and an expected part of work. But how often do you apply the same dead-end solutions to reoccurring problems? In this course, you will learn the impact of problems in the workplace, as well as valuable information about the common obstacles to effective problem solving at work. You will also learn how to apply problem solving steps, use creativity in solving difficult problems, and solve common problems with common solutions. Learning and using these problem-solving strategies will minimize the frustration experienced with the recurrence of workplace problems, and you will be more equipped to effectively and efficiently deal with these issues. Hopefully, this will enhance the overall quality of your workday.	2
72274	EL-ETHMFT-COMP-0	Professional Ethics for Marriage and Family Therapists	Marriage and Family Therapy (MFT) practitioners must be mindful of the ethical standards of the profession. This can be easily overlooked when a professional is from of a discipline (e.g., psychology or social work) which has its own ethical standards. Standards do change from time to time, and it is important that clinicians stay current on the commitments they have made as a MFT professional. This course blends written material with interactive exercises to help you to stay on top of recent changes in MFT ethics by reviewing relevant ethical standards, discussing issues and trends, and giving you opportunities to test your knowledge. This course is intended for anyone wanting to learn more about the ethical standards of the MFT profession, and will assist practitioners to conduct themselves in a way that benefits the persons they serve, those learning to become MFT professionals, and the larger community.	2.5

| 72275 | EL-ETHPC-COMP-0 | Professional Ethics for Professional Counselors | People who seek counseling can be vulnerable as they put their trust in professionals to provide effective support. However, harm might be done if the professional does not pay close attention to the ethical guidelines of the counseling profession. In this course, you will learn about the ethical codes that pertain to professional counselors, as well as the key areas in which ethical issues arise. You also will learn how to identify ethical dilemmas that may not be specifically addressed in any code, but ones that you can address by undertaking an ethical decision-making process. Through review of vignettes and interactive exercises, you will practice applying ethics to situations that you may experience in your daily work. This course is appropriate for entry, intermediate, and advanced level healthcare professionals, especially those in the field of professional counseling. | 1 |
| 72272 | EL-ETHPHD-COMP-0 | Professional Ethics for Psychologists | Whether you work in private practice as a clinician, as a researcher in an academic setting, or in any other type of setting, you know that maintaining high ethical standards in the practice of psychology is paramount to meeting the needs of those you serve. At some point in your training as a psychologist, you undoubtedly studied the American Psychology Association's Ethical Principles of Psychologists and Code of Conduct (APA Ethics Code). However, because it's not a document that you would generally need to refer to on a regular basis, it can be easy to forget some of the details. Furthermore, the APA Ethics Code was amended in 2010, and you may not be familiar with those amendments.

In this course, you will learn about the most recent changes to the Ethics Code and its guidelines regarding how to avoid making ethical violations that could lead to potential sanctions or even legal repercussions. From the introduction to the final ethical standard, you will be provided with clear scenarios that illustrate the principles of the APA Ethics Code and how to apply those principles in your practice. A series of interactive vignettes and ethical dilemmas will allow you to test your knowledge as you progress through the course. This course is appropriate for psychologists of all levels, regardless of their area of practice. | 1.25 |

72273	EL-ETHSW-COMP-0	Professional Ethics for Social Workers	Social workers in professional practice settings are faced with myriad ethical dilemmas on a regular basis. Ethical issues may range anywhere from dual relationships, to conflicts in supervision, to breaches in client confidentiality. No matter what the issue, social workers are obligated to familiarize themselves with the ethical standards of their profession and to apply these standards to challenging situations. This course will provide you with an overview of the National Association of Social Work's (NASW) Code of Ethics and will guide you through these ethical principles using practical examples and vignettes. You will learn about how personal values and professional ethics interact, while you develop a framework for evaluating how to monitor, prevent, and handle the most pressing ethical dilemmas. This course is designed for social workers of all experience levels, as well as individuals who wish to learn more about this field's best practices.	1.5
131066	REL-HHS-0-ETHSUD	Professional Ethics for Substance Use Disorder Counselors	Clinicians involved in the treatment of substance use disorders (SUDs) must always be mindful of the ethical standards of the profession. Some practitioners who have practiced only within the SUD services field may not be aware of the broader context of their ethical standards, while those who belong to other professional disciplines may not be fully aware of the ethical issues that are specific to the SUD services they provide. In addition, standards change from time to time, and it is important that clinicians are routinely refreshed on the commitments they are responsible to uphold as a SUD professional. This course blends written material with interactive exercises to help you stay current with recent changes in SUD ethics by reviewing relevant ethical standards, discussing issues and trends, and giving you opportunities to test your knowledge. This course is intended for anyone wanting to learn more about the ethical standards of the SUD field, and will assist practitioners to conduct themselves in a way that benefits the persons they serve, those learning to become SUD professionals, and the larger community.	1.25
244429	Professionalism_101	Professionalism		4
262230	Programeval101	Program Evaluation and Planning		1
137	EL-PMB-HR-0	Project Management Basics	Effective project management is an essential skill for supervisors and managers so that organizational projects will be done effectively, efficiently, and with the highest level of quality. Without the necessary skills, projects can end up being a group of people working against each other and wasting valuable time. Through reviews, quizzes, and vignettes, you will apply the techniques of project delivery planning, as well as monitoring and evaluating the project so that all phases of a project are completed.	2

| 184184 | REL-HHS-CDP-PETPTSD | Prolonged Exposure Therapy for PTSD for Veterans and Military Service Personnel | Most individuals who have been exposed to a potentially traumatic event, such as sexual assault/abuse, physical assault/abuse, natural disasters, motor vehicle accidents, and combat, are able to recover naturally. Others, however, get "stuck" at some point during the recovery process and develop posttraumatic stress disorder (PTSD).

This course is designed for behavioral and mental healthcare providers who work with survivors of trauma. In fact, understanding and exhibiting competence in working with symptomatic trauma survivors is a critical skill for clinicians.

In this course, you will be introduced to one of the most effective treatments for individuals who have PTSD, called Prolonged Exposure therapy (PE). Based on the work of Dr. Edna Foa and her colleagues, this course provides an overview of the theory behind, and empirical support for, Prolonged Exposure therapy. Through a series of interactive exercises and case studies, you will learn about PE and how it works to help individuals who have PTSD. | | 1 |

69968	EL-PRMHT-BH-0	Promoting Recovery in Mental Health Treatment	In recent years, recovery has become a focal point in mental health, especially for service providers working with adults who have severe persistent mental illness. However, it can be challenging for both providers and programs to promote recovery in daily practice. If recovery is a central theme that drives mission statements, orients programs, elucidates goals, shapes treatment plans, and focuses services, then how can it be promoted and articulated? To do so, it is necessary for mental health service providers to understand the concept of recovery, embrace the philosophy, adopt the principles, and intentionally establish active ways of promoting recovery within the therapeutic environment and services. In this course, you will learn about the concept of recovery, the components of recovery, and some ideas for how you can begin to promote recovery in your program and services. A combination of interactive exercises and creative activities are designed to strengthen your learning and give you ideas for how to incorporate recovery-promoting ideas in your work. This course is designed for individuals who work with adults with severe persistent mental illnesses, have limited mental health experience, and are considering using educational and creative approaches to focus on and promote recovery.	1

273611	REL-HHS-CDP-PSCAEI	Provider Resiliency and Self-Care: An Ethical Issue	The effects of potentially traumatic events in the past decade, such as terrorist attacks, the wars in Iraq and Afghanistan, natural disasters, and the economic recession, are still being measured and understood. Mental health providers across the nation have experienced an increased demand for competent, timely, and specialized mental health care for those impacted by these stressors, especially our nation's Service members and Veterans. This increased demand, if not managed properly, can put providers at risk for negative outcomes resulting from compassion fatigue, burnout, and practicing beyond their competency level. While these outcomes can be mitigated through training and support networks, mental health providers are increasingly being asked to deliver services to geographically remote or isolated areas with little or no peer connections. This training will provide you with an overview on how to increase provider resiliency, identify potential negative outcomes, and implement strategies that maintain a high-quality ethical practice while promoting self-care and reducing burnout and compassion fatigue. This course is intended for any licensed mental health professional working with military populations, Veterans, and their families.	1
332852	Provider_Support_Agreement_101_Tracker	Provider Support Agreement (R.T) 101 Tracker		1
332851	Provider_Support_Agreement_101	Provider Support Agreement (R.T.) 101		1
269524	269524	Providers' eAcademy Open Training 3.25.15	Covers creating and enrolling users into modules, skills checklists, and requirements trackers.	0
282957	282957	Providers' eAcademy Open Training 5.21.15		0
303945	303945	Providers' eAcademy Open Training 9.2.15		0

163649	REL-HHS-0-PSYED	Psychoeducation with Individuals Who Have Significant and Persistent Psychiatric Disorders	As a psychoeducation facilitator, you know that keeping participants active and engaged can sometimes be difficult. Even if you are an experienced practitioner, conducting classes with participants who have a severe and persistent psychiatric disorder can be considerably challenging. In this course you will learn how to effectively conduct psychoeducation sessions that will highlight your strengths and give you some new ideas for improving or expanding your repertoire of skills. You will learn how to prepare for, begin, conduct, and end a session. While many of the skills you learn in this course are applicable to other populations, you will be given specific techniques that are effective for working with individuals who have significant cognitive, emotional, or behavioral impairments. After taking this course, you will have the knowledge to effectively lead a psychoeducation course with individuals who have severe and persistent psychiatric disorders. A series of interactive exercises and vignettes will help facilitate your learning as you progress through the course. This course is appropriate for psychoeducation facilitators across a variety of disciplines and experience levels.	1
67154	EL-PCADD-DD-NADD	Psychopathology in Children and Adolescents with DD	Various tools to facilitate diagnosis of mental health conditions in children and adolescents with developmental disabilities, particularly those designed for primary care providers and school settings is described. Recent research in prevention of these disorders as well as amelioration of severity through early diagnosis is outlined in this course.	0.5
18667	PSY-NADD	Psychopharmacology and Behavioral Treatments	In the past 20 years we have witnessed a quiet revolution in our understanding of the psycho-pharmacological treatment of psychiatric and neurological disorders. This trend intersects with a similar explosive growth in our understanding of basic neuroscience of many developmental disorders. This presentation will be a basic primer on our evolving understanding of biopsychosociology and neuropharmacology of challenging behaviors and mental disorders in individuals with developmental disorders. **Audio/Video Required	2.5

113497	REL-DD-NADD-CONF3	Psychopharmacology Controversies in Intellectual & Developmental Disabilities	This course discusses the widespread use of antipsychotic drugs to manage unwanted behaviors (rather than for psychotic disorders) in people with intellectual or developmental disabilities and the controversial issues surrounding this practice. In the first part of this video presentation, Ann Desnoyers Hurley presents data from a range of national and international studies documenting the prevalence of using psychopharmaceutical drugs to manage behavior in people with IDD, arguing that there is little proof that they are effective in doing so. In the second part of the conference session, Dr. Andrew Levitas explores the history of antipsychotic drugs, explains how they work, and shows us the neurological mechanisms and triggers that cause them to produce a wide variety of side effects. This course provides information about the MEDS scale for monitoring the side effects of antipsychotic drugs in a population with intellectual disabilities, and presents a model for tapering individuals off antipsychotic drugs.	1.5
332841	Psychotropic_Treatment_101	Psychotropic Medication Treatment Plan (RT)		1
332844	Psychotropic_Treatment_101_Tracker	Psychotropic Medication Treatment Plan (RT) Tracker		1
333138	Psychotropic_Treatment_102	Psychotropic Medication Treatment Plan (TC)		1
333140	Psychotropic_Treatment_102_Tracker	Psychotropic Medication Treatment Plan (TC) Tracker		1
333838	Psychotropic_Treatment_103	Psychotropic Treatment Plan (DR)		1
333839	Psychotropic_Treatment_103_Tracker	Psychotropic Treatment Plan (DR) Tracker		0
190	QIHC101	Quality Improvement	Although the leadership staff of an organization is ultimately accountable for the quality of care and services provided, everyone in the organization is responsible for promoting patient safety and continuously improving quality and performance. Consumers and families also have a role in making sure their care is comprehensive and effective. This course will give you an overview of healthcare quality, review the leaders of healthcare quality, describe how the current system is broken, define various models of performance improvement, and describe national healthcare quality initiatives.	1

| 261887 | REL-ALL-0-QITB | Quality Improvement: The Basics | Change is a vital component to the operation of any business. No matter how good an organization's systems and processes are there will always be times when problems arise and there is always room for improvement. Despite common misconceptions, quality improvement is not limited to the leaders of an organization. Rather, all employees have an integral role in quality improvement. Therefore, it is important for you to understand the quality improvement process. In this course, you will learn the basic concepts of quality improvement and the five-step quality improvement methodology. | 0.5 |
| 69969 | EL-REPSTD-BH-0 | Recognizing EPS and Tardive Dyskinesia | As someone who works with individuals who are taking antipsychotic medications, you know that these medications can sometimes have complicated side effects. If these side effects go unnoticed, they can become worse and in some cases even have fatal consequence, so early detection is critical. In this course, you will learn about several movement disorders, including tardive dyskinesia, that can result from taking antipsychotic medications. The course provides an overview of some of the medications that can cause these potentially severe and permanent side effects, how to recognize possible medication-induced movement disorders, and the kinds of treatment that are currently available. This course, which includes interactive exercises to strengthen your learning, is appropriate for non-medical behavioral health service providers who work with individuals taking antipsychotic medications. | 1 |

| 190905 | REL-HHS-0-REC | Recovery and Severe Persistent Mental Illness | In recent years, the term "recovery" has risen to prominence in the field of mental health. It has become increasingly important for organizations and service providers to incorporate recovery in daily practice, both conceptually and practically. It can be challenging for organizations and providers to utilize recovery as a central theme to drive mission statements, orient programs, elucidate goals, shape treatment plans, focus services, and articulate in documentation. To do so, it is necessary for mental health service providers to understand the concept of recovery, embrace the philosophy, and adopt the principles.

In this course, you will learn the concept and components of recovery, how recovery fits into the traditional medical model, and how you can begin to include recovery in treatment plans, services, and documentation. This course is designed for you if you work with adults with severe persistent mental illnesses, have limited mental health experience, or want to gain a better understanding of the concept of recovery. Using a blend of interactive exercises and case studies to strengthen your learning, this course will give you a solid foundation for incorporating a recovery-focused orientation to mental health. | 1 |
| 190633 | REL-HHS-CASRA-RPREL | Recovery Promoting Relationships | Course 5, Recovery Promoting Relationships, describes the characteristics of a therapeutic relationship that can facilitate an individual's recovery process as well as the ways it differs from a more traditionally defined relationship. The course includes a review of central PSR themes, the specific characteristics of a recovery promoting relationship, the role of the practitioner as ally, and addresses the importance of culture on assumptions, values, and biases. It includes exercises, first-person stories, and video clips. The course is intended for anyone who works as a helper in a psychosocial rehabilitation, recovery-oriented program. | 1 |

| 246448 | REL-HHS-0-RPTS | Relapse Prevention Treatment Strategies | Relapse is defined as a return to drug or alcohol use after a sustained period of abstinence. Be it a brief return to previous levels of use, or a complete return to addictive behaviors, relapse is a common part of the recovery process. In fact, the majority of individuals relapse within the first year following treatment - most often within the first 90 days - and many relapse multiple times before achieving long-term recovery. Understanding relapse and the strategies that help to prevent it are critical competencies to have when working with individuals in recovery. In this course, interactive lessons and instructive guidelines will teach you about the various models that explain relapse, as well as specific models for relapse prevention programs. Drawing upon information from Rawson, Obert, McCann, and Marinelli-Casey's Relapse Prevention Models for Substance Abuse Treatment, this course is the first of a two-part series intended to increase your understanding of relapse prevention strategies so that you can identify the most appropriate strategies to use with the individuals you serve. Written by Maggie Tapp, LCSW, this training is designed for any health care worker who wishes to learn more about relapse and how to prevent it. | 1.5 |

246447	REL-HHS-0-RPCI	Relapse Prevention: Cultural Issues	As a professional who works with individuals in recovery, you know that relapse is a common part of the process. In the first of this two-part training series on Relapse Prevention, you learned all about relapse prevention, explored several theoretical frameworks, and identified the most appropriate intervention strategies for the individuals you serve. Based on guidelines from the Center for Substance Abuse Treatment, this second course focuses on how to understand relapse prevention as it relates to specific population groups such as women, minorities, adolescents, the elderly, as well as individuals who identify as lesbian/gay/bisexual/transgender. The interactive exercises and detailed case examples that this course offers will provide you some practical guidance on how to implement a relapse prevention program in your own setting. The information in this training is written by Maggie Tapp, LCSW and is appropriate for any level of health care worker who wishes to learn more about relapse prevention.	1.25
243857	Relief101	Relief Training		4
262705	Relief_102	Relief Training Tracker		0

71956	EL-RIPTCF-BH-NCCBH	Research-Informed Practices to Treat Children and Strengthen Families	Each year, billions of dollars are spent responding to the legal, correctional, educational, and psychological needs of disruptive youth. Nationwide, oppositional or aggressive behaviors are account for the majority of youth mental health referrals. Evidence suggests that despite recent advancements in the development of evidence-based child mental health service models addressing youth conduct difficulties, engaging children and their families in care and achieving positive mental health outcomes remains a serious challenge in "real world" outpatient clinics. One promising innovation, referred to as the 4R's and 2S's treatment framework, is a structured curriculum based approach that systematically incorporates the critical findings from the research literature on effective treatment of conduct difficulties in children. The 4R's refers to the importance of focusing treatment on strengthening family Roles, Responsibilities, Respectful Communication and Relationships. The 2 S's emphasizes the importance of directly addressing family Stress and promoting Social Support. Adult caregivers and children work together on these areas via a multiple family group (MFG) format. The MFG consists of a 16-week series of group meetings with 6–8 families present in each group. The service delivery model was developed in collaboration with family members to maximize relevance and engagement.		1.5
19644	EL-RCWN-PPC-JANI	Residential Childcare Nutrition Training	Youth need nutrients to grow strong and healthy, but you also have to limit treats and serving sizes so that your child doesn't develop weight and health problems down the line. This course reviews nutrition information regarding how to properly feed children a healthy, balanced diet in a residential center.		2
18567	EL-RCWT1-PPC-JANI	Residential Childcare Worker Training Part 1	This course is Part I of 2 that teaches an introduction to child development, orientation to the direct care services and professionalism to the staff who provide direct care services to children in a therapeutic group home and other youth treatment settings. This course also contains a PDF document describing specific regulations for various states, which can be printed for further reading.		3.5
19515	EL-RCWT2-PPC-JANI	Residential Childcare Worker Training Part 2	This course is Part 2 of 2 that teaches an introduction to parenting, understanding of children with special needs and functional behavioral assessment, including use of self-soothing techniques to prevent restraints and seclusion of children in a therapeutic group home.		2

240340	REL-IDD-0-RHNFL	Responding to Healthcare Needs Focused Learning	This course is an overview of common healthcare needs you might encounter when providing support for individuals with intellectual and developmental disabilities. The focus is on recognizing signs and symptoms of these needs and responding appropriately. Moving from head to toe, you will learn commons signs of poor hygiene, constipation, bed sores, aspiration, infection, illness and other conditions. You will also learn the signs of emergency situations like stroke and heart attack. The use of case studies allows learners to test their knowledge and judgment. Early recognition of potential health problems at an early stage can prevent complex issues from developing in the people you support. Keep this in mind as your make your way through this course.	1.25
94983	REL-RHCNIDD-DD-0	Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities	As a person who supports individuals with intellectual and developmental disabilities, you must be able to recognize and document illnesses and injuries of the individuals whom you support. Doing this can minimize their pain and suffering, promote recovery, and improve their quality of life. This course discusses the signs and symptoms of common illnesses and the appropriate responses. It also describes how to take vital signs.	2.5
326165	MedRehabproto_1	Review of Specialized Medical and Rehabitional Protocols		0.5
326167	MedRehabproto_2	Review of Specialized Medical and Rehabitional Protocols Tracker		0
94982	REL-RMIIDD-DD-0	Risk Management for Individuals with IDD	This course discusses the principles of risk management and the specific types and levels of risks associated with daily living for individuals with developmental disabilities. It identifies tools for risk assessment and service planning and how to monitor individuals for ongoing risk analysis.	1

| 165321 | REL-HHS-0-SF | Safety In The Field | You can encounter innumerable threats to your safety when you work in the field. To respond quickly, you must prepare for a dangerous situation before one occurs. The purpose of this course is to teach professionals how to use safety techniques while working in the field, delivering services, and conducting meetings at client residences. The safety techniques you will learn can be used in a variety of settings. However, most of the real-life examples in this course will focus on visits to the client's home. While many agencies have established guidelines against home visits, these visits are still frequently conducted for a variety of reasons. This course is appropriate for social workers, counselors, paraprofessionals, and anyone exposed to the potential of violence as they carry out their duties in the community.

The information found within this course is applicable for a variety of workers in different settings. While the course will use the terms "healthcare," "worker," and "site visit" throughout, it is intended for different types of settings and different types of workers. This course is intended to supplement your agency's policies regarding safety in the field. You should review your agencies policies for specific information. | 2.5 |

| 246453 | REL-HHS-0-SBIRT | SBIRT: Intervention and Treatment Services for Individuals with Substance use Issues | Professionals in a variety of healthcare settings often see first-hand how excessive drinking or drug use can lead to severe and detrimental consequences. Research indicates that screening and brief interventions can have a significant impact on individuals who have drug or alcohol difficulties.

In this course, you will learn step-by-step guidelines about how to integrate screening for drug and alcohol problems into your work, as well as how to conduct brief interventions that "meet people where they are" in their stage of change.

You will also learn how to best assist individuals who suffer from more severe substance issues by referring them to the appropriate resource.

The information in this training illustrates best practices using the SBIRT (Screening, Brief Intervention, and Referral to Treatment) approach outlined by SAMHSA's Center for Substance Abuse Treatment. Throughout this course, you will practice applying what you learn through a series of interactive exercises.

Taking this course will give you the tools you need to successfully screen and provide brief interventions for substance use issues in your own healthcare setting. | 1.5 |

| 63081 | EL-SAM-BH-0 | Schizophrenia and Medications | Schizophrenia is one of the most commonly misunderstood psychological disorders, which can make working with individuals with schizophrenia an unnecessarily confusing and difficult endeavor that can seem hopeless. However, this is a time of hope for people with schizophrenia and their families. Research is gradually leading to newer, more effective medications as well as helping to unravel the complex causes of the disorder. The outlook for people with schizophrenia has improved over the last 25 years. Although there is no cure yet, it is important to remember that many people with the illness improve enough to lead independent, satisfying lives. The main goal of this course is to provide you with the information and current research you need to better understand schizophrenia, with a specific focus on medication treatment. To facilitate your learning experience, you will be guided through a series of interactive vignettes and descriptive examples. This training is appropriate for healthcare staff, as well as anyone who has interactions with individuals with schizophrenia. | 1.75 |

| 184182 | REL-HHS-0-SSOPD | Schizophrenia Spectrum and Other Psychotic Disorders | Schizophrenia is a severe and persistent mental disorder, and people who are diagnosed with schizophrenia can often be misunderstood by others. The main goal of this course is to provide you with the information and current research you need to better understand schizophrenia spectrum and other psychotic disorders, including causes or correlations, diagnostic criteria, and common co-occurring disorders. This training is appropriate for healthcare staff at all levels of experience, as well as anyone who has interactions with individuals with schizophrenia spectrum and/or other psychotic disorders. | | 1 |

19459	SD-1-USPRA	Self Direction, Person Centered Planning and Shared Decision Making to Facilitate Recovery Part 1	Most providers understand the value of self-determination, person-centered planning, and shared decision-making but are uncertain how to support it, when they need to step in to help, and when they need to let people take their own risks. Innovative models and tools from within and outside of mental health care can help our field realize the promise of self-determination. These include life planning guides, illness self-management tools, health and mental health education programs, health care literacy and communication skills training, and patient decision-making aids. These assessments and planning tools can be used to improve outcomes and quality of life. This part 1 of a 2 part video presentation. Jessica A. Jonikas, MA, Judith A. Cook, PhD, Drew Batteiger, BA, University of Illinois at Chicago, National Research and Training Center on Psychiatric Disability, Chicago, IL	1
19460	SD-2-USPRA	Self Direction, Person Centered Planning and Shared Decision Making to Facilitate Recovery Part 2	Most providers understand the value of self-determination, person-centered planning, and shared decision-making but are uncertain how to support it, when they need to step in to help, and when they need to let people take their own risks. Innovative models and tools from within and outside of mental health care can help our field realize the promise of self-determination. These include life planning guides, illness self-management tools, health and mental health education programs, health care literacy and communication skills training, and patient decision-making aids. These assessments and planning tools can be used to improve outcomes and quality of life. This part 2 of a 2 part video presentation. Jessica A. Jonikas, MA, Judith A. Cook, PhD, Drew Batteiger, BA, University of Illinois at Chicago, National Research and Training Center on Psychiatric Disability, Chicago, IL	1.5
108998	REL-SAAR-0	Self-Advocacy and Recovery	At its most basic, self-advocacy means standing up for yourself and finding your voice. Mental health consumers do not always exercise their rights and therefore their needs are sometimes left unmet. You can take more control over your healthcare with self-advocacy training. If you ask for something, you need to be clear about what it is and why you want it. When you understand the methods people use to get what they want, you can adapt them to your own life and achieve your goals.	3

| 240339 | REL-IDD-0-SAFL | Self-Advocacy Focused Learning | This course is an introduction to the topic of self-advocacy and the important qualities that apply to being a self-advocate: influence, power, and responsibility. Participants in this course will learn about the significance of self-advocacy, different styles of self-advocacy, and how to serve as a support person (or ally) for individuals being strong self-advocates. Skills learned from this course will be used on a daily basis. In fact, participants will finish this course with a broader understanding of why-they-do-what-they-do every day. The intended audience for this course is DSPs, Qualified Professionals, and Management.

This course was written by Betsy Valnes, a disability rights professional specializing in advocacy, inclusion, and equal rights. It includes taped interviews with self-advocates discussing their insights and experiences. | 1 |
| 75331 | EL-SDBSDEES-DD-CSD | Self-Determination Basics for Self-Directed Employees | One of the most challenging steps to implementing the Self-Determination option for individuals is to directly hire and manage their support services. Training and education for the employer and employee roles within a Self-Determined arrangement are necessary and important to successfully offer this option. The material in this course is based on the work of The Center for Self-Determination and provides a foundation of learning tools for individuals who work within a self-directed arrangement, as well as those who want to self-direct their supports and services.

The course sections cover the meaning and essential tools of Self-Determination, understanding the funding requirements, understanding the role of a Fiscal Management Agency, and understanding the supportive role the employee plays in a self-directed arrangement.

You will be provided with both foundational and practical tools for the role of the Employee within a self-directed arrangement. This course can be used by individuals who provide supports and services to the employer, including but not limited to families, friends, advocates, organizations, paid and unpaid caregivers, other support staff, or those who choose to self-direct their supports and services in the employer role. In addition to written content, the course utilizes audio, visual and interactive learning tools for maximum learning potential that is fun as well as informational. | 2 |

| 71982 | EL-SDBSDE-DD-CSD | Self-Determination Basics for Self-Directed Employers | One of the most challenging steps to implementing the Self-Determination option for individuals is to directly hire and manage their support services. Training and education for the employer and employee roles within a Self-Determined arrangement are necessary and important to successfully offer this option. The material in this course is based on the work of The Center for Self-Determination and provides a foundation of learning tools for individuals who want to self-direct their supports and services, as well as for those who work within a self-directed arrangement.

The course sections cover the meaning and essential tools of Self-Determination, understanding the role of the employer in a self-directed arrangement, understanding the funding requirements, recruiting employees to find the "right fit," and understanding the role of a Fiscal Management Agency. You will be provided with both foundational and practical tools for the role of the Employer within a self-directed arrangement. This course can be used by individuals who choose to self-direct their supports and services and those that provide supports and services to them, including but not limited to families, friends, advocates, organizations, paid and unpaid caregivers or staff. In addition to written content, the course utilizes audio, visual and interactive learning tools for maximum learning potential that is fun as well as informational. | 2 |
| 1510 | EL-SHPCA-HR-JJWR | Sexual Harassment Prevention Training for CA Supervisors | When it comes to sexual harassment, today's California manager can feel stuck between a rock and a hard place. On the one hand, most companies still don't educate their employees about what behavior creates legal risk or how to respond effectively to offensive behavior. On the other hand, court decisions continue to hold managers to a high behavior standard, not only in terms of their own behavior, but also in terms of how to respond to sexual harassment by employees, customers, clients, or vendors. In California, in fact, managers can be held personally liable for sexual harassment. Don't worry, though; this course will not only teach you the basics of sexual harassment law, but through case scenarios and exercises, it will also give you a clear understanding of how to effectively respond to sexual harassment as a manager and as an individual. This course covers California sexual harassment laws (AB 1825) plus AB 2053, and provides understanding of how to respond to sexual harassment as a supervisor. | 2 |

1511	EL-SHP-HR-JJWR	Sexual Harassment Prevention Training for Supervisors	When it comes to sexual harassment, today's manager can feel stuck between a rock and a hard place. On the one hand, most companies still don't educate their employees about what behavior creates legal risk or how to respond effectively to offensive behavior. On the other hand, court decisions continue to hold managers to a high behavior standard, not only in terms of their own behavior, but also in terms of how to respond to sexual harassment by employees, customers, clients, or vendors. This course will not only teach you the basics of sexual harassment law, but through case scenarios and exercises, it will also give you a clear understanding of how to effectively respond to sexual harassment as a manager and as an individual.	2
21361	EL-SHDPE-COMP-JJWR	Sexual Harassment/Discrimination – Prevention for Employees	Have you ever worried that you might unintentionally say or do something offensive and wind up on the receiving end of a sexual harassment complaint? Or been offended by a crude remark or insulting comment, but didn't know how to handle it without going to HR? If so, you're not alone. Many employees say they aren't sure what behavior crosses the line – and most of us don't know what to do when it does. This course will clear up any confusion you may have about the continuum of workplace behavior: the appropriate, the inappropriate, and the downright illegal. You'll learn what behaviors are most likely to offend others, and you'll have the chance to discover your own personal comfort zone. Through case studies and exercises, you'll discover what the law says about harassment and discrimination, as well as the psychology of saying "knock it off" in a way that'll be heard. Finally, for times when you may unintentionally step on someone's toes, you'll learn how to say "I'm sorry" in a way that decreases the odds that hurt feelings or a lapse in judgment will turn into something bigger.	2.5

104018	REL-C2L-1257	Sharps: Needlestick Injury Prevention and Response	This course will provide healthcare professionals with a review of safety measures, safety devices, and needlestick injury response. Healthcare professionals will also review current rights and responsibilities involving sharps injury prevention and response. This course corresponds to the Federal regulations F492, G121, & L797.	1
2283	SRP-BU	Shifting to a Recovery Paradigm: Facilitating Change	The goal of this institute is to help participants identify barriers and facilitators to moving systems forward in their rehabilitation and recovery orientation. Presenters will share their experiences in facilitating change toward a rehabilitation and recovery-oriented system of care in large national and international programs. Some are from states receiving US Federal State Incentive Grants. Some are from regions that have found other funding mechanisms, each with their own advantages and drawbacks. All presenters represent states and counties both in the United States and Europe with a history of change. **Audio/Video Required	3
231744	REL-HHS-0-SEDEC	Social and Emotional Development in Early Childhood	Social and emotional development in young children is paramount to their ability to learn academic skills, get along with others, solve problems, and cope with difficult situations. Some research would even argue that social and emotional health is the key to one's overall success. The foundation for social and emotional development is built during early childhood. This course will explain what social and emotional development encompasses, discuss why it is important and explore what role self-regulation has in impacting overall social and emotional health in children. In this course, you will also learn what social and emotional developmental milestones you can expect for children birth through age five and activities and strategies that caregivers and professionals can use to help promote healthy social and emotional skills.	1

| 75330 | EL-SSDBW-EMP-GH | Social Security Disability Benefits and Work: Address Fears and be Part of the Solution | Fear and confusion about the impact of work on public benefits is epidemic. People with disabilities all across the country are choosing not to work or are limiting the amount they work because of misinformation. It is critical that professionals in disability services learn the truth; special work rules do exist that allow people to maintain access to health insurance and critical benefits while also financially getting ahead from work. This course will empower you with information about how this is possible for people receiving Social Security Title II disability benefits. During this course, you will learn the basic eligibility criteria for Title II disability benefits, the work rules that support working for these beneficiaries, and five key steps you can take to help eradicate this barrier to work.
To help process this important information, during this course you'll have the opportunity to practice using this information in story problems and matching games. This course is written for direct support professionals and front line staff who support people with disabilities. | 2.75 |

ID	Code	Title	Description	Hours
66232	EL-SFT-WORK-0	Solution-Focused Therapy	We live in a fast-paced world, where consumers want quick results. The field of mental health is no different. Consumers and insurers alike often require brief and effective treatment. Clinical guidelines for many psychiatric disorders recommend a combination of psychotherapy and pharmacological treatment. Unfortunately, pharmacology continues to take precedence in many front line treatment centers, likely due to the misperception that effective psychotherapy needs to be lengthy and time intensive. Instead, research evidence supports that brief therapy models, such as solution-focused therapy, are not only efficacious, but they are also more easily integrated into many primary health care settings than lengthy psychotherapy models. The main goal of this course is to give you the tools you need to accurately identify and treat consumers who are appropriate candidates for solution-focused therapy. You will learn the basic tenets of solution-focused therapy, its process and approach, the main interventions used, as well as how it can be used to treat a variety of difficulties with various individuals and families. Experiential lessons, research-based information, and detailed case studies throughout this course will help you apply solution-focused therapy to a wide variety of individuals. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals using psychotherapy.	1.25
271008	staffmeeting1	Staff Meeting Tracker		0
332070	Staff_Training_Orientation_101	Staff Training Orientation (Day 1)		8
332073	Staff_Training_Orientation_101_Tracker	Staff Training Orientation (Day 1) Tracker		8

| 204024 | REL-IDD-0-SSIPASD | Strategies for Socialization and Integration for People with Autism Spectrum Disorder | Support staff provide a tremendous service to people diagnosed with autism spectrum disorder (ASD). Each person with ASD is unique, yet people with this diagnosis usually face challenges with social communication and using sensory information. In addition, it is typical for people with a diagnosis ASD to engage in repetitive patterns of thinking and behaving. In combination, these qualities often result in people with ASD becoming isolated and disconnected. Social belonging is a big part of enjoying life. Support staff often play an important role assisting people with ASD to engage more with the world around them and to develop a sense of belonging. Without training and support, however, it can be difficult to know how to do this. This course is meant to help you get started building a relationship provide support for socialization and integration to people with ASD. Your ability to make connections with people can be the first step toward greater social awareness and willingness to take risks in the outside world. In this course, you will learn about some common social challenges faced by people with ASD and how you can support them working to build a meaningful place at school, work, and in the community. | 1.5 |
| 256525 | REL-HHS-CWLA-SSRRS | Strategies for Supervisors: Reducing Restraint and Seclusion | This course is for supervisors who want to learn how to effectively implement strategies for reducing restraint and seclusion in their organization.
The content of this course is based on the CWLA publication, Reducing the Use of Restraint and Seclusion, by Lloyd Bullard, Darren Fulmore, and Katherine Johnson.
This course is designed to prepare direct service supervisors and other agency managers to create treatment environments that are effective in meeting the needs of children and families while successfully reducing the use of seclusion and restraint. Data are presented regarding the physical and psychological risks and consequences for children, and concomitant risks to agencies, when seclusion and restraint are employed. Provisions of federal legislation governing the use of seclusion and restraint are covered. Specific strategies for agencies and supervisors to implement involving such critical components as supportive leadership, organizational culture, agency policies, staff development, treatment milieu, and quality control procedures that will aid in the elimination of unnecessary incidents of restraint and seclusion are presented. | 1 |

24025	EL-SBP-PPC-0	Strength Based Perspectives for Children's Services Paraprofessionals	Far too often, people use language and labels that focus on an individual's challenges and problems. The Strength-Based Perspective is a way of thinking about clients and families from the viewpoint that all people have strengths and characteristics that help them to be productive and have good mental health. The main goal of this course is to teach you the basic characteristics and principles behind the strength-based perspective. You will gain an understanding of the core concepts of the strength-based perspective, as well as the importance of the language you incorporate into your everyday work. This training is appropriate for any paraprofessional working in the field of children's services. Interactive exercises and real-life case vignettes, along with four specific tools will help guide your assessments and interventions, thereby improving your approach to helping others.	1.5
113567	REL-HHS-0-WYSBP	Strengths Based Approach in Working with At-Risk Youth	This course will help you understand how to apply the strength-based model to specific age and developmental groups. You will learn why this is important and explore techniques and interventions specific to the various age groups.	1.25
244419	Stress_101	Stress Management and Wellness		1

183355	REL-HHS-0-SMBHP	Stress Management for Behavioral Health Professionals	As a behavioral health professional, you are prone to unique stressors, which may lead to physiological, emotional, and spiritual symptoms. Throughout this course, you will learn practical tools and strategies to prevent and even overcome the negative effects of stress/compassion fatigue. Neglecting yourself can cause a negative chain reaction that will quickly become evident to those you work with. This course is about learning to "practice what you teach."	1
186351	REL-CV-0-SMW	Stress Management in the Workplace	Everyone has some level of stress to deal with at some point in their lives, and when that time comes it is important to address how it impacts work performance as well as the other areas of life. This course provides an understanding of the causes of stress, how it is experienced, and stress management technique for the workplace.	2

| 247332 | REL-HHS-0-SGT | Structured Group Therapy Approaches | As a mental health professional, your job may require that you help individuals manage their mental illness effectively or you may be assisting people to reduce their functional impairments. Whether you are an entry-level or intermediate-level mental health worker, this course is designed to help you better facilitate structured group therapy (SGT) for people who are recovering from severe persistent mental illness.

You will learn why group therapy is an evidence-based intervention and what makes SGT distinct. You will learn specific components of SGT and how to implement each phase in an effective and timely manner. This course provides you with explicit training on how to improve group attendance, participation, and productivity by discussing specific strategies to do so. Finally, you will learn how to effectively gain the information you seek from group participants. Interactive learning and experiential exercises will help you on your way to facilitating successful group therapy sessions with the people you are working with. | 1.5 |

| 190510 | HSCP-SU-01 | Substance Use and Addictive Disorders Credential Module 01: Introduction to Addiction Services and Professionalism | \<p>\This course is a part of the \Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p>\<p>The purpose of this module is to provide an introduction to addiction services and additional material on professionalism and professional boundaries. The module concludes with a discussion of cultural responsiveness and diversity.\</p>\<p>After completing this module, you should be able to:\</p>\ \ Describe the substance use and addictive disorders field.\ \ Identify the standards for professionalism in the workforce.\ \ Describe the importance of diversity and principles of cultural responsiveness.\ \ Define the role of the direct support professional including maintaining professional boundaries.\ \ Identify substance use and addictions service models, programs, and services. \ \ | 2 |
| 190511 | HSCP-SU-02 | Substance Use and Addictive Disorders Credential Module 02: Participant Empowerment | \<p>\This course is a part of the \Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.\ Learners who successfully complete all 11 course modules are eligible to receive the credential.\\</p>\<p>The purpose of this module is to establish the basis of defining empowerment, client choice, and the role of the direct support professional in responding to and supporting client change.\</p>\<p>After completing this module, you should be able to:\</p>\ \ Understand the importance of respect and ways to demonstrate respect for individuals.\ \ Demonstrate the ability to assess, teach, and support an individual to make choices based on their preferences.\ \ Understand and support an individual's rights and responsibilities.\ \ Enhance the ability of each person to lead a self-determining life.\ \ Describe the dignity of risk and right to failure.\ \ | 1 |

| 190551 | HSCP-SU-03 | Substance Use and Addictive Disorders Credential Module 03: Communication | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders</strong> offered by the Providers' Council. Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to learn about communication skills as well as the importance of good communication in professionalism.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Identify effective listening and verbal communication strategies at all levels of the organization.</li>`
`<li>Describe how speech and language disorders affect communication.</li>`
`<li>Define internal, external, and distance communications and the role of professionalism in each.</li>`
`<li>Describe the importance of confidentiality and how to maintain confidentiality in all communications.</li>`
`<li>Communicate respectfully with and about individuals you support.</li>`
`</ul>` | 1 |
| 190555 | HSCP-SU-04 | Substance Use and Addictive Disorders Credential Module 04: Assessment | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>Assessments provide us with information that will help us determine the supports and services necessary to help individuals in their rehabilitation and recovery. The purpose of this module is to introduce you to the different types of assessments that are done, and how they relate to the process of recovery.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Describe the purpose of assessments. `<br>` List the different types of assessments and the information gathered in each. `<br>` Describe or record examples of behavior in an objective manner. `<br>` Describe the importance of clearly defining and recording behaviors to respond to the needs, desires, and interests of each participant. `<br>` Define informal and formal assessments. `<br>` ` | 1 |

| 190554 | HSCP-SU-05 | Substance Use and Addictive Disorders Credential Module 05: Community Supports and Service Networking | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to help to familiarize you with the community supports and resources that are available to clients, and to understand more of the successes and challenges clients face in the community.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Describe formal and informal resources available in the community.</li>` `<li>Support community participation and integration.</li>` `<li>Research, develop and maintain information on community and other resources that meet individual community support needs, including leisure and recreation.</li>` `<li>Support individuals in establishing and maintaining relationships with family and friends per the individual’s choice.</li>` `<li>Support individuals in developing new relationships in the community that promote “natural” supports and that assist becoming integrated in the recovery and self-help communities.</li>` `</ul>` | 1 |
| 190553 | HSCP-SU-06 | Substance Use and Addictive Disorders Credential Module 06: Supporting Skills Development | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to demonstrate the importance of skill development and demonstrate your role in teaching individuals new skills that will help them realize their full potential and lead to a more independent life that can be challenging and satisfying. The module describes strategies and tools that you can use to assist you in this important task. </p>` `<p>After completing this module, you should be able to:</p>` ` ` ` Describe and demonstrate a variety of teaching methods with clients. ` ` Describe and demonstrate positive feedback and reinforcement procedures. ` ` Describe planning and demonstrate how to follow a plan for successful teaching. ` ` Describe and demonstrate how to assess what motivates behavior and use positive behavioral support. ` ` ` | 2 |

| 190552 | HSCP-SU-07 | Substance Use and Addictive Disorders Credential Module 07: Advocacy | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to help you explore ways to work with the individuals you support to gather information related to a situation that may require advocacy. You will also become aware of human rights, legal and other issues that affect all of us, including people using substance use and addictive disorders programs. We will also review some advocacy strategies available to you and to clients.</p>`<br>`<p>After completing this module, you should be able to:</p>`<br>` `<br>` Describe the diverse challenges facing clients (e.g., human rights, legal, administrative, financial) and effective advocacy strategies to overcome these challenges. `<br>` Identify advocacy issues by gathering information, reviewing and analyzing all aspects of the problem. `<br>` Recognize current laws, services and community resources to assist and educate individuals to secure needed supports. `<br>` Facilitate, assist and/or represent the individual when there are barriers to their service needs and inform and influence decision makers when appropriate to overcome barriers to services. `<br>` Interact with and educate community members and organizations (e.g., employers, landlords, civic organizations) when relevant to participant’s needs or services. `<br>` ` | 1 |

| 190559 | HSCP-SU-08 | Substance Use and Addictive Disorders Credential Module 08: Vocational, Educational, and Career Support | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>` `<p>The purpose of this module is to learn how to apply teaching techniques to community participation, career and vocational growth and other educational tasks that will enhance a person’s community participation, risk-taking and increased choice making.</p>` `<p>After completing this module, you should be able to:</p>` `<ul>` `<li>Demonstrate an understanding of the role of career pursuits in recovery.</li>` `<li>Demonstrate the ability to support individuals as they plan career steps and translate their dreams into career goals and objectives.</li>` `<li>Demonstrate the ability to assist the individual to navigate the system of social security work incentives and rent subsidies so that the individual can successfully build a career.</li>` `<li>Describe how to and demonstrate the ability to assist an individual making career and work choices.</li>` `</ul>` | 1 |

| 190558 | HSCP-SU-09 | Substance Use and Addictive Disorders Credential Module 09: Crisis Intervention and Emergency Services | <p>This course is a part of the&nbsp;Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.&nbsp;Learners who successfully complete all 11 course modules are eligible to receive the credential.</p>
<p>The purpose of this module to introduce you to the skills and knowledge needed to ensure safety and well-being for the individuals you support, your colleagues and yourself.&nbsp; Potential crisis situations are identified.&nbsp; This training does not endorse any specific physical interventions.</p>
<p>After completing this module, you should be able to:</p>

Describe crisis prevention, intervention, and resolution techniques and match these techniques to particular circumstances and individuals.
Define &ldquo;crisis&rdquo; and recognize the events or conditions that often come before an individual&rsquo;s crisis in order to prevent the crisis or keep it from getting worse.
List the steps for intervening in a crisis to manage both physical and social actions to promote safety of the individual, others, and the environment.
Describe how to secure appropriate backup support and assistance through the resources of your agency, service system, and community.
Document and report crisis in the appropriate manner.
 | 1 |

| 190560 | HSCP-SU-10 | Substance Use and Addictive Disorders Credential Module 10: Documentation | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>The purpose of this module is to define the process of and reasons for recording information in a defined format about supported individuals that helps communicate important information to others.   The module also covers confidentiality, HIPAA, CFR-42 and stigma in documentation.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Demonstrate an understanding of the regulations related to mandated documentation.</li>`
`<li>Demonstrate an understanding of the purposes of documentation and how and when to present information objectively and concisely.</li>`
`<li>Demonstrate knowledge of the variety of paper and electronic forms used for documentation for individuals with disabilities.</li>`
`<li>Demonstrate knowledge of and sensitivity to the negative effects of language in documentation and how to reduce stigma and discrimination in written materials.</li>`
`<li>Demonstrate knowledge about the requirements for documentation in your organization and be able to execute these requirements efficiently.</li>`
`</ul>` | 1 |

| 190561 | HSCP-SU-11 | Substance Use and Addictive Disorders Credential Module 11: Health and Safety | `<p><em>This course is a part of the <strong>Human Services Credential in Substance Use and Addictive Disorders offered by the Providers' Council.</strong> Learners who successfully complete all 11 course modules are eligible to receive the credential.</em></p>`
`<p>This purpose of this module on health and safety is to introduce the basic concepts of nutrition, healthy life styles, symptoms and signs of illness, medication issues, responding to environmental emergencies, and safety issues and practices.</p>`
`<p>After completing this module, you should be able to:</p>`
`<ul>`
`<li>Describe the basic concepts of nutrition, dietary needs, and medication management.</li>`
`<li>Identify symptoms and signs of illness and risk behaviors.</li>`
`<li>Identify the steps for promoting client safety and responding to environmental emergencies.</li>`
`<li>Describe basic good health practices that promote healthy lifestyles.</li>`
`<li>Describe the importance of infection control and the role of standard precautions.</li>`
`</ul>`
`<p> </p>` | 1 |
| 311722 | REL-HHS-0-SUFPP | Substance Use and the Family for Paraprofessionals | It is well known that alcohol use disorder is quite prevalent and can have significant negative impact on the lives of those with this disease. Past research and treatment have focused primarily on the challenges facing individuals with alcohol use disorders and on accessing supports to aid in the individuals' recovery. There is growing evidence, however, that alcohol use disorder is much better understood within a family and relationship context. In this training, you will learn about the impact that alcohol use disorder has on families, the family dynamics that can contribute to it, and the abundant research that indicates that family interventions can play a significant role in recovery. Employing a combination of comparative research, experiential exercises, and self-study, this course provides a foundation for addressing alcohol use disorder in the context of the family rather than focusing on individual therapy or self-help groups. This training is appropriate for paraprofessionals who want to expand their understanding of alcohol use disorder in a family context. | 1 |

| 262921 | REL-HHS-0-SUVW | Substance Use and Violence Against Women | This course provides an overview of the issues of substance use and domestic violence. Specifically, the relationship between alcohol or substance use and the perpetration of violence against women will be examined in-depth. The course will provide introductory information on different types of interpersonal violence, and will examine the role that substance use plays in the perpetration and victimization of violence between intimate partners. Both interpersonal violence and alcohol and substance use will be examined in light of: multifaceted and complex etiology,; sustaining and exacerbating factors;, and bidirectional influences of both topics on the health and well-being of women.   Resources will be provided to the learner to assist them in identifying and locating legal and social aid for survivors of alcohol or drug-related interpersonal violence. It is likely that the knowledge gained from participating in this course can be of use to providers working in clinical or social settings serving women who have survived interpersonal violence as well as those receiving treatment for alcohol or substance use disorders. By developing a nuanced understanding of each issue and the complex ways in which they interact, you will be well-prepared to respond to those struggling with this problem on community and individual levels. | 2.25 |

| 246455 | REL-HHS-0-SUF | Substance Use in the Family | Alcohol use can have a destructive effect on individuals, as well as their families and loved ones. The main goal of this course is to give you in-depth knowledge about research concerning the impact of alcohol use disorders on families, as well as the family's impact on the development and persistence of alcohol use. You will learn the fundamentals of the family systems approach that are essential for you to understand the complicated dynamics of families struggling to deal with the impact of alcohol use disorders. You also will learn about factors that influence recovery, as well as the effectiveness of specific intervention models that are used for substance abuse. Furthermore, you will be able to identify specific risk factors that are related to developing an alcohol use disorder. Vignettes and interactive exercises give you the opportunity to apply these concepts so that you can expand your effectiveness with the families you encounter in your work. This course is intended for entry and intermediate level healthcare professionals. | 2 |
| 71906 | EL-SUCPLAN-EXEC-ANCOR | Succession Planning | Organizations, executives, and their boards have many responsibilities and opportunities when an executive leaves the organization. Learn the essentials of a successful executive transition, developing a talent management pipeline, assessing and planning for organizational sustainability and planning and managing a successful chief executive turnover. | 0.75 |

| 1603 | EL-SIDS-CYF-0 | Sudden Infant Death Syndrome | Sudden infant death syndrome (SIDS) is the leading cause of death among infants between one and twelve months of age. Although the overall rate of SIDS in the United States has declined more than 50% since 1990, reducing the risk for SIDS remains an important public health concern. This course is appropriate for anyone working with children or families as it provides a basic overview of what SIDS is and how to reduce a family's risk of losing an infant to SIDS.

This training begins by teaching you about the characteristics of SIDS and what factors increase an infant's risk. You will also learn how law enforcement and physicians work together to determine whether an infant died from SIDS. Finally, you will have a better understanding of how to reduce the risk of SIDS. Through the use of interactive exercises and real-life scenarios, you will be well on your way to helping families keep their infants safe. | 1 |

| 138977 | REL-HHS-0-SATMT | Suicide Assessment and Treatment | As a clinician, you are undoubtedly aware that individuals with mental health and substance misuse difficulties are at an increased risk for suicide. Unfortunately, not all clinicians know how to accurately and effectively perform a suicide assessment.

In this course, you will learn up-to-date research on understanding the basics of suicidal desire, ideation, capability, and intent. In addition, this course will provide you with a multi-faceted approach to suicide assessment and how to implement a safety plan for clients in a suicidal crisis.

The information in this course is intended for any clinician who requires a more detailed understanding of how to accurately assess for suicidality and all of its nuances. This training includes information from Joiner et al's Established Standards for the Assessment of Suicide Risk among Callers to the National Suicide Prevention Lifeline: A Background Paper and Stanley's Safety Planning with Suicidal Individuals: A Quick Therapeutic Intervention.

After completing this course, you will have learned the skills you need to reduce the risk of suicide attempts and completions for the clients you serve. | 1 |
| 325427 | REL-HHS-0-KYSUI | Suicide Assessment, Treatment, and Management | Suicide is the tenth leading cause of death in the United States. From 2001 to 2009, an average of 33,000 suicide deaths occurred each year in the U.S. (U.S. Department of Health and Human Services, 2012). This course gives you a detailed overview of the prevalence of suicide and explores prevention strategies for both the individual and the community in detail. You will also discover risk assessment and treatment strategies that will enable you to more effectively treat individuals at risk for suicide. The material in this course is appropriate for licensed professionals, healthcare providers, and anyone employed in a health and human services setting. | 6 |

| 139021 | REL-HHS-0-SPREV | Suicide Prevention | Suicide is the tenth leading cause of death in the United States. From 2001 to 2009, an average of 33,000 suicide deaths occurred each year in the U.S. (U.S. Department of Health and Human Services, 2012). This course gives you a detailed overview of the prevalence of suicide and explores prevention strategies for both the individual and the community in detail. You will also discover risk assessment and treatment strategies that will enable you to more effectively treat individuals at risk for suicide. The material in this course is appropriate for licensed professionals, healthcare providers, and anyone employed in a health and human services setting. | 2.25 |

| 138978 | REL-HHS-0-SSRF | Suicide Screening and Risk Factors | As someone who deals with at-risk people on a daily basis, you know that those who are in distress are at an increased risk of suicide and that screening for suicidality is the first step in the process of prevention. This course dispels some of the common myths about suicide and provides you with up-to-date and accurate information about best practices in suicide screening from the National Institute of Mental Health and the American Foundation for Suicide Prevention. You will learn about specific risk factors and danger signs that put an individual at increased risk for suicide. You also will learn how to incorporate screening instruments into the intake process, and what to do if someone is potentially suicidal. A blend of interactive exercises, didactic information, and case scenarios will help you apply these concepts with the people you serve. The information in this course is appropriate for any level of expertise, so even if you already have a good idea of what puts a person at risk for suicide, you will gain up-to-date information about the most effective methods of screening for suicidal risk and intervening to assist people in crisis. While suicide is sometimes impossible to prevent, the information you learn in this course will help you potentially save the lives of the at-risk population you encounter. | 1 |
| 178878 | REL-CV-0-SL | Supervision and Leadership | In this course, you will familiarize yourself with different types of supervision and leadership, and learn several characteristics of effective leaders. Upon completion, you will understand how to communicate effectively with your team and resolve conflict in the workplace. You will also learn effective techniques for excellence in supervision and leadership, and how to apply these techniques to the benefit of you and your team. Other topics include transitioning into a leadership position, and how proper delegation can make you more effective and efficient. You will discover how providing effective leadership is one of the most important aspects of being a supervisor. | 1.5 |

| 63096 | EL-SUPPBS-DD-AAIDD | Supervision and the Principles of Positive Behavior Support | Supervisors of staff in the field of developmental disability services are responsible for the success of their support for those individuals in their care. This course will present evidence-based ways to promote work quality and enjoyment among support staff working with people who have developmental and related disabilities. Interactive exercises, detailed case examples, and instructive information make this course helpful for applying this knowledge whenever you may need it.

Based on guidelines from Positive Behavior Support Training Curriculum published by The American Association on Intellectual and Developmental Disabilities, this course focuses particularly on working with staff to provide quality supports and services that promote daily enjoyment among people with disabilities and reduce the likelihood of challenging behavior through the principles and practices of Positive Behavior Support. While the audience for this training should already know the basic human rights of the people they serve, this course is appropriate for supervisors of any direct support personnel working in any setting providing services for people with developmental and related disabilities. | 2.75 |

| 63088 | EL-STC1-DD-AAIDD | Supervisor Training Curriculum Part 1: Defining Work Expectations | Supervising the work performance of support staff is a process that is often misunderstood. Although there are several reasons why confusion exists about how to supervise, there is one very common reason: knowing what makes a good supervisor. This course will focus on defining a supervisor's job, as well as how to assist staff in providing the best supports and services possible for people with disabilities. Interactive exercises, detailed case examples, and instructive information make this course helpful for applying this knowledge whenever you may need it.

The main goal of this course is to prepare supervisors with knowledge and skills to improve inadequate staff work performance, to support and maintain good staff performance, and to help staff enjoy their work. The American Association on Intellectual and Developmental Disabilities (AAIDD) first developed this course based on results of over three decades of applied research on staff training and supervision. Drawing upon the information presented by Reid, Parsons, and Green in The Supervisor Training Curriculum by the American Association on Intellectual and Developmental Disabilities, this course is part one of three for this curriculum. It is designed for training supervisors, both current and prospective, to take an evidence-based approach in their training, supervising, and motivating of support staff. This first course begins with an explanation of how to make performance expectations clear for staff by using specific methods and tools. The ideal audience for this course includes supervisors, both current and prospective, working in any setting that provides supports and services for people with intellectual or related disabilities. | 1.25 |

| 63134 | EL-STC2-DD-AAIDD | Supervisor Training Curriculum Part 2: Assessing and Supporting Work Performance | Whether you were promoted into a supervisory position at the same company, or were hired as a supervisor in a new place, knowing how to supervise the work performance of support staff can be the hardest thing to learn. Some new supervisors are lucky to have an attentive mentor at work, while others work at places with some form of manager training. Regardless of where you work, as a new manager, you need to know what makes a good supervisor.

In this course, you will learn what defines the job of supervisor and how to help staff provide the best supports and services possible for people with disabilities. Interactive exercises, detailed case examples, and instructive information make this course helpful for applying this knowledge whenever you may need it.

The American Association on Intellectual and Developmental Disabilities (AAIDD) first developed this course based on results of over three decades of applied research on staff training and supervision. Drawing upon the information presented by Reid, Parsons, and Green in The Supervisor Training Curriculum by the American Association on Intellectual and Developmental Disabilities, this course is part two of three for this curriculum. It is designed for training supervisors, both current and prospective, to take an evidence-based approach to training, supervising, and motivating support staff. This part two curriculum explores the topic of how to assess work performance using both formal and informal monitoring. This course also offers instructions on how to improve and support workplace performance using diagnostic feedback and staff training. The ideal audience for this course includes supervisors, both current and prospective, working in any setting that provides supports and services for people with intellectual or related disabilities. | 2 |

| 62224 | EL-STC3-DD-AAIDD | Supervisor Training Curriculum Part 3: How to Discipline and Promote Positive Work Place Enjoyment | Managing staff is often a misunderstood and challenging job that a supervisor must perform. The many aspects of a supervisor's job make being a good supervisor even harder to learn and practice. Too often, doing only some of a supervisor's required duties keeps the important task of learning how to be a great supervisor from being addressed. This course will help you understand what defines the job of a supervisor and how you can help your staff excel in their jobs of providing the best supports and services possible for people with disabilities. This course contains helpful interactive exercises, detailed case examples, and instructive information so that you can begin to apply this knowledge whenever you may need it.

The American Association on Intellectual and Developmental Disabilities (AAIDD) first developed this course based on results of over three decades of applied research on staff training and supervision. Drawing upon the information presented by Reid, Parsons, and Green in The Supervisor Training Curriculum by the American Association on Intellectual and Developmental Disabilities, this course is part three of three parts of this curriculum. For both current and prospective training supervisors, this course explains how to take an evidence-based approach to training, supervising, and motivating support staff. This part three curriculum covers how to make work more enjoyable overall, as well as ways to make those undesirable work duties, which are often a source for poor work performance, more fun. This course also explores the topic of work place discontent, the reasons behind it, and when it is time to resort to discipline for recurring performance problems. The ideal audience for this course includes supervisors and prospective supervisors working in, or about to work in, any setting providing supports and services for people with intellectual or related disabilities. | 2.5 |

66527	EL-SGSO-COMP-ISA	Supervisor's Guide to Safety in Orientation	This course covers a topic that every supervisor dreads: hiring and onboarding for a vacant position. This means having to recruit, hire, and train a new employee. It can also mean having to work additional hours until the position is filled. This course will help you identify ways to hire and train new staff who will keep that position filled! Providing staff with training that gives them the skills necessary to "do the job" is essential. You will use a combination of self-study and interactive exercises to enable you to understand the importance of the new-hire orientation process and become aware of what to expect during the process. You will also identify safety issues that are important for all staff to be aware of in performing their jobs. This information is appropriate for managers and supervisors who are responsible for training new staff in a variety of direct care positions.	1.25
96546	EL-SSIW-EMP-GH	Supplemental Security Income and Work: Address Fears and be Part of the Solution	Fear and confusion about the impact of work on public benefits is epidemic. People with disabilities all across the country are choosing not to work or are limiting the amount they work because of misinformation. It is critical that professionals in disability services learn the truth; special work rules do exist that allow people to maintain access to health insurance and critical benefits while also financially getting ahead from work. This course will empower you with information about how this is possible. You'll see examples of people who have used work incentives and explore how they could apply to others. You will also learn about the basic eligibility criteria for Social Security disability benefits, the SSI rules that support working, and four key steps you can take to help eradicate this barrier to work. To help process this important information, during this course you'll have the opportunity to practice using this information in story problems, matching games, and other interactive exercises. This course is written for direct support professionals and frontline staff who support people with disabilities.	2.75
294581	House101	Support Device Plan (RD)		1

24907	EL-EVRY-DD-0	Supporting Everyday Lives for People with Disabilities	Being able to support people with disabilities to live full lives with informed choices, community connections, and genuine relationships were never concerns of institutionalized thinking of the past. This course will show you a glimpse of past services and provide you with tools to assist the people you are supporting to have valued lives. This course teaches you how to recognize when you are controlling someone's life rather than the person being supported making informed decisions about their lives. After learning about effective person centered planning tools, you will have gained implementation strategies to a personalized approach to services. Last, you will understand how important your role as the Direct Support Professional (DSP) is in the lives of the people we support. We will use a theoretical approach blended with practical support examples and multi-dimensional exams. This course is appropriate for any level support staff wanting to learn more about personalized supports and supporting people with disabilities to live everyday lives.	3
63106	EL-SFCOA-GERO-GMHA	Supporting Family Caregivers of Older Adults with Behavioral Health Needs	Family members provide the overwhelming majority of the care to older adults with dementia or other behavioral health disorders. While crucial to the maintenance of older adults in the community, care provided by family member caregivers can take a significant physical and emotional toll on them. Drawing upon information from Cassie and Sanders' Familial caregivers of older adults, as well as Schultz and Sherwood's Physical and mental health effects of family caregiving, the main goal of this course is to help human service professionals identify the most common needs of family caregivers. The material in this training is designed to familiarize human service professionals of all levels with the major types of effective clinical and psychosocial interventions that can benefit family caregivers so that they can maintain their quality of life and well-being. The blend of instructive information, interactive exercises, and case vignettes in this course will help you to recognize the needs of family caregivers that you serve so that you can provide them with the information, support, and resources they need most.	1.5
1174	SPRCB	Supporting People at Risk of Criminal Behavior	This video course discusses the vulnerability of those with cognitive impairment to criminal behavior and the importance of assessment of criminal behavior. The multiple of habilitative needs and the essential components of safety plans for these individuals are also discussed.	1

| 136399 | REL-DD-0-SQL | Supporting Quality of Life for a Person with Developmental Disabilities | This course is meant to show support staff the critical role they can play in promoting quality of life and how they can get involved with this effort. Starting with a short history of disability services, it explains what quality of life is and why it is different from past ways of thinking. The course explores the core quality of life domains and how learners can use these domains and best practices as a basis for conversations and supports planning. These basic concepts will help staff implement individualized supports with a full understanding of their purpose, allowing individuals to achieve the highest possible quality of life. | 1.25 |

| 146061 | REL-TSFP1-CYF-JANI | Supportive Strategies for Promoting Positive Behavior in Youth: Module 1 | While the prevailing theories about how to deal with difficult-to-manage children have changed in the last three decades, the number of children placed in acute or residential care settings, and the severity of their behavior disorders, have increased. At the same time, the duration of the average stay in an acute care setting has shortened dramatically, which has created barriers to the development of trusting, supportive relationships between children and members of their support teams. It has also led to support team frustration, and the need for a new approach. In this course, which is the first in a series of three modules, you will learn about neutral, supportive, behavior-based strategies for promoting positive behavior in disruptive children in an acute care or residential setting. You will learn about ways to maintain a supportive milieu, including how to give "good" instruction and the use of incentives and rewards to coincide with the seven stages of skill development. The course also addresses the essential elements of a supportive milieu: supportive relationships and professional boundaries.

This course, which is appropriate for individuals with any level of experience in working with children with emotional difficulties, provides the foundation for creating a safe, supportive environment that promotes positive behaviors in disruptive youth. | 1.5 |
| 186951 | REL-HHS-0-TSFP2-JANI | Supportive Strategies for Promoting Positive Behavior in Youth: Module 2 | Whether in a residential center, classroom, or home, managing disruptive and/or high-risk behavior can become an emotional ride for all involved. There is a need for highly structured procedures to manage all levels of behaviors and crises. This course, which is appropriate for any level of experience in working with children with emotional difficulties, explains a variety of behavior management strategies that you can use to promote positive behavior in a safe environment.

In this training, you will learn about specific behavioral techniques and interventions, including Think Sheets, which are designed to help children understand the cause/effect relationship of their behaviors. You will learn how to identify the severity of behaviors and determine the intervention appropriate to the situation. The course explains special safety processes and procedures to follow in response to certain high-risk behaviors, including aggression, suicidal ideation/action, and fire-setting. You'll also learn about enhancing residential programs through the use of schedules and different kinds of groups/group activities. | 1.5 |

| 186953 | REL-HHS-0-TSFP3-JANI | Supportive Strategies for Promoting Positive Behavior in Youth: Module 3 | A child in crisis typically does not have words to describe that he or she is in crisis, but it can be most commonly identified by facial expressions or behaviors such as pacing, challenging, or being aggressive. In the case of children or adolescents in structured settings such as outpatient treatment, day programs, or residential treatment, crisis can put the child and others, including staff, at risk of serious injury. For support team members working in such settings, it is essential to know how to recognize the behavioral cues that often precede crisis, how to de-escalate a situation before it becomes a crisis, and how to respond in the event a crisis does occur.

In this course, you will learn what an impending crisis looks like and supportive techniques you can use to help prevent the situation from escalating further. Building on the foundation of Modules 1 and 2 of this series, this course will teach you about additional therapeutic and supportive interventions, including collaborative problem-solving. You will then learn about different team approaches to crisis response, focusing on the importance of clear, calm, and consistent communication. Finally, you'll learn about the evasive techniques and limited physical interventions that may be required to ensure client and team member safety in the event that the behavioral techniques did not resolve the crisis situation. | 1 |

78431	EL-SI-DD-GH	Systematic Instruction Strategies	Many people with developmental disabilities and other challenges often have limited opportunities to enjoy the same kinds of life experiences as other people in society. One of the barriers to participating fully in these life experiences is the lack of some of the critical skills and knowledge needed to be successful. Direct support staff play a significant role in helping people live meaningful lives by helping people to learn the skills and abilities they will use in everyday life. Direct support staff, therefore, need to demonstrate effective teaching skills in order to play this role in people's lives. This course provides systematic instruction strategies and techniques to aid you in teaching people the skills and routines they need to be successful in their lives. You will learn how to approach a learning experience, including understanding individual learning styles and planning for the instructional process. You also will acquire teaching methods for special circumstances. These techniques will help you to simplify complex tasks so that people with disabilities and other challenges will have a wider array of life experiences available to them. To assist you in understanding how to use these proven teaching techniques, this course includes interactive exercises and detailed vignettes to help you apply your learning. The course will benefit anyone who has responsibility for teaching individuals to develop skills and abilities in their lives.	3.25
71905	EL-IDDVIS-EXEC-ANCOR	Taking the Vision to Reality: Harnessing the Power of the I/DD Community	As a leader in the I/DD community, you play a valuable role and have the opportunity to make a powerful, long-lasting impact—not just in the lives of the people you support, but in the community as a whole. As an I/DD entrepreneur, you could have the opportunity to rally your community, harnessing its power to create greater demand for supported employment, to maximize innovation and technology and to enhance service delivery. In order to do so, however, you must change the way you think and operate. Through key components—such as quality benchmarking, technology integration and lean service delivery—you can leverage your organization to better engage the community and not just lead, but capitalize on the vision you see for the reality that already exists.	1
239586	Teachingskills101	Teaching Skills		4

21076	EL-TW-HR-0	Teamwork: The Fundamentals	An organization's success depends on how well its individuals can work together. Unfortunately, in many work teams, the efforts of each team member end up working against each other and the effort is wasted. By contrast, when team members are aligned, their efforts can complement each other to achieve greater goals. Through interactive reviews, quizzes, and vignettes, you will be able to apply valuable information about how to build an effective team, understand why teams fail, and learn about a team's developmental stages. You will also gain valuable knowledge of a team's communication style, the building of trust among team members, as well as maintaining a culture of teamwork. These fundamentals of teamwork are essential for anyone that is part of an organization that is working towards the same goal.	2
104376	REL-C2L-P1261	Texas House Bill 300	This course presents the Texas Health and Safety Code and the Business and Commerce Code that have been amended by HB 300. The sections amended in these codes include medical records privacy, standards for electronic sharing of electronic health records, and personal identity theft. Differences between the Texas law and the Federal Health Insurance Portability and Accountability Act and Privacy Standards also will be presented. This course corresponds to the Federal regulations F492, G121, & L797.	1
178484	REL-HHS-0-ABCB	The ABC`s of Bullying	School bullying is no longer regarded as something that just happens on the playground. It is a serious problem that can lead to more severe long-term complications for both individuals and communities. In this course you will learn to identify bullying, and explore its causes and effects. You will gain an understanding of typical roles that bullies, victims, and bystanders play, along with methods for intervening with each of these players. You will have a chance to practice specific bullying prevention techniques that have been shown to be effective with various populations and environments. You also will learn about the legalities involved in bullying and the steps that many states have taken to support anti-bullying efforts. This course is designed for entry- and intermediate-level healthcare professionals. Vignettes and interactive exercises give you the opportunity to apply this information to situations that you may experience in your school or other youth environment.	3.5

| 209085 | REL-HHS-CSFAM1-CDP | The Impact of Deployment and Combat Stress on Families and Children, Part I: Families and Deployment | Welcome to Part I of The Impact of Deployment and Combat Stress on Families and Children. Since 2001, there have been over 2.4 million deployments in support of Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF). The need for continued presence in Iraq, Afghanistan, and other areas of conflict required Service members and their families to endure unprecedented multiple deployments. To date, approximately 2 million children have experienced a parental deployment in support of OEF and OIF.

The goal of this course is to introduce you to some general information regarding the deployment cycle, as well as how it impacts the Service member and family unit. Having a clear understanding of deployment and reintegration-related stressors, as well as common reactions to war and readjustment will better equip you to engage in treatment with this important client group. If you are not familiar with the military, it is highly recommended that you take the course "Military Cultural Competence" prior to taking this course. | 2.75 |

| 62740 | EL-CSFAM2-MIL-CDP | The Impact of Deployment and Combat Stress on Families and Children, Part II: Enhancing Resilience | Welcome to Part 2 of The Impact of Deployment and Combat Stress on Families and Children. As mentioned in Part 1 of this course, since 2001 there have been over 2.4 million deployments in support of Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF). With the demands from the wars in Iraq and Afghanistan, as well as humanitarian and peacekeeping missions, the number of Service members and their families who have endured multiple deployments is unprecedented. Greater than half of all Service members who deploy leave behind spouses and/or children.

Approximately 2 million children have experienced a parental deployment in support of OEF and OIF with an estimated 220,000 children with at least one parent deployed at present (Bergdahl, 2013). Being able to assist children, couples, and families in successfully adapting to the challenges and adversity presented by deployment is critical for mental health providers working with this population. The goal of this course is to introduce you to some general information regarding resilience in families and, specifically, how to increase resiliency in couples and children negotiating the challenge of deployment.

It is highly recommended that you take Part 1 of this course prior to taking Part 2. Also, if you are not familiar with the military, it is highly recommended that you take the course "Military Cultural Competence" prior to taking this course. | 1.75 |

| 113565 | REL-HHS-0-IPSUD | The Impact of Parental Substance Use Disorders | Throughout the United States, unprecedented numbers of children experience parental substance use, even though substance-related disorders can have a devastating effect on the family system. The composition of the family in the United States has become increasingly diverse and complex, ranging from traditional nuclear families to blended families, single-parent families, foster families, multi-racial families, LBGT families, and multigenerational families. In fact, because there is no finite or static definition of family, when one person uses substances, the effects may differ from one family to the next.

This course is designed for all entry and intermediate level professionals who work with children and their families affected by substance use disorders. Throughout this course, you will examine case studies so that you can apply and consolidate the knowledge you gain. You will learn how to better inform your practice by identifying characteristic patterns of interaction among family members, recognizing the impact of substance use on the biopsychosocial functioning of each family member, and shrewdly employing treatment guidelines using evidenced-based interventions to address the dynamics in families living with substance use.

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Note: In your county and state, the name of the organization that investigates and manages cases of child abusers might be called a different term. In this course, it is referred to as the Department of Child and Family Services (DCFS). | 1.5 |
| 41017 | CBDDCP1-NADD | The NADD Competency-Based Dual Diagnosis Certification Program Part 1 | This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. This first course of a two-part series guides you through the eligibility and certification process for hiring a quality Direct Support Professional (DSP), who provides care for individuals with a dual diagnosis (MI/ID). Detailed examples will allow you to better grasp the new information you acquire from this training. After concluding this course, you will have learned the importance of the DSPs knowledge, skills, attitudes, abilities, personality traits and other characteristics in performing their required functions. **Audio/Video Required | 1 |

| 41018 | CBDDCP2-NADD | The NADD Competency-Based Dual Diagnosis Certification Program Part 2 | This course is a presentation from the 2010 Annual Conference of the National Association for the Dually Diagnosed. This second course of a two-part series guides you through the eligibility and certification process for hiring a quality Direct Support Professional (DSP), who provides care for individuals with a dual diagnosis (MI/ID). Detailed examples will allow you to better grasp the new information you acquire from this training. After concluding this course, you will have learned the importance of the DSPs knowledge, skills, attitudes, abilities, personality traits and other characteristics in performing their required functions. **Audio/Video Required | 1 |
| 183358 | REL-HHS-0-IT4 | The Overlap of Mental Illness and Respiratory Disease: A Primer | People with severe mental illness (SMI) have a higher prevalence of respiratory diseases than the general population and often have worse health outcomes due to their respiratory disease. Many factors contribute to worsened physical and mental health outcomes in individuals with co-morbid SMI and respiratory disease, including genetics, lifestyle choices, poor access to and quality of care, and cognitive impairment. Additionally, self-management and behavioral change, often difficult in people with SMI, are integral components of caring for respiratory disease.

This course is designed for behavioral health professionals who work with individuals with SMI. You will learn why you have a unique opportunity to assist your clients in managing their respiratory disease and how you can improve your clients' overall health and quality of life. Through real-life scenarios and interactive exercises, you will learn about typical treatment plans for respiratory diseases and how to screen and assess your clients for respiratory issues. Using a collaborative care approach, you will develop strategies to empower your clients to achieve better control of their respiratory symptoms. | 1.25 |

| 69978 | EL-PWRPOM-DD-CQL | The Power of Personal Outcome Measures | Have you found yourself or your organization "stuck" in a compliance mode of thinking? Now it's time to go beyond the basics to the real quality of life issues and develop a culture of person-centeredness. The Council on Quality and Leadership's (CQL) Personal Outcome Measures® form the foundation for organizational quality enhancement. The Personal Outcome Measures® are short, clear, and written in plain English. Personal outcomes are important because they put listening to and learning from the person at the center of organizational life.

This training is designed for staff at all levels in human service organizations. It presents in-depth knowledge on defining quality, defining outcomes, and defining Personal Outcome Measures® and their role in your organization's quality enhancement program. We will use a blend of instructive information and experiential exercises to give you a clear understanding of the importance of a person-centered approach to quality.

This series of e-learning courses lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. Developed by a team at CQL, each course works as a stand-alone learning opportunity, but we encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. These courses provide an introduction for staff that are new to personal outcomes and can be used as an orientation for new staff and a component of staff development.

If you are taking this course within a learning management system that offers continuing education credit, you must successfully pass the final exam and complete the course evaluation in order to receive credit. | 1.25 |
| 21175 | EL-RMP-COMP-ISA | The Risk Management Process – From Identification to Monitoring Results | Human service providers continue to operate in a challenging environment. Changes in service delivery methods as well as funding sources all have the potential to contribute to a greater exposure to risk. As they are mission focused, they may not have the experience or resources necessary to effectively manage risks. This course will use a combination of interactive exercises and self-study to address this issue and promote an awareness of the risk management process. It will introduce methods of risk identification and different types of risk treatment. The most significant pitfalls of a risk management program will also be discussed. The target audience for this course is administrators, safety officers, and quality management. | 1.5 |

| 284379 | REL-HHS-0-NCV5 | The Role of Parent Peer Support in a System of Care for Children and Youth | CMS and SAMHSA jointly issued a bulletin in May 2013 identifying parent peer support as a one of the key services that can enable children with complex needs to live at home and participate fully in family and community life. States, communities and providers often ask what parent support looks like, is it different from adult peer support, where does it fit and how can it be financed? Parent peer support looks very different from adult peer support. This session will provide an overview of developing a parent support program as part of a provider network and the range of services that can be provided through parent support. Topics will include: Definition of parent support and role parent support provider; models and levels of parent support; staffing and training; financing options for parent peer support. This session is appropriate for providers of behavioral health services for children and families, state and local administrators, family leaders,and advocates. | | 1 |
| 237527 | REL-HHS-ACHSP-RBHI | The Role of the Behavioral Health Interpreter | In this course, you will learn about the variety of roles and functions in which behavioral health interpreters engage. Interpreters, other mental health professionals, and consumers alike benefit from you having a solid understanding of different types of interpreting, tools available to you, and techniques for interpreting. Given the diverse groups that you are likely to be working with, this course also gives you an overview of the standards and competency criteria for Culturally and Linguistically Appropriate Services (CLAS) for healthcare interpreting. Finally, we will discuss the challenges of interpreting in health and human service settings. This course blends a didactic approach with interactive exercises that give you the chance to apply the knowledge you gain along the way. Armed with this information, you'll be well-prepared to know how to most effectively provide interpretation services in a health and human service setting.

Disclaimer: Some states have adopted their own healthcare interpreter ethical principles, protocols and standards. Check with your state regarding possible state-specific guidelines. | | 1 |

1329	TTS	The Twelve Steps	The course will provide healthcare providers with an overview of the 12-step recovery program. You will learn about the history of twelve-step programs, the mission of Alcoholics Anonymous, as well as the beliefs of the organization, and other organizations that have adopted the 12-step program. By the end of the course you will be able to describe each step in the 12-step program and promote empathy for individuals in support groups.	1
256532	REL-HHS-0-TB	Therapeutic Boundaries	As a mental health clinician, you may find yourself in situations where you or the people you work with may blur the therapeutic boundary. In some cases, this "crossing of the boundary" may strengthen the therapeutic relationship and enhance treatment effectiveness. However, boundary crossing poses a serious risk, as it can also harm those individuals you aim to help. For this reason, it is crucial that mental health professionals are aware of the potential risks and danger signs. This course explains the concept of a therapeutic boundary and how it differs from a social relationship. You will learn about the ethical role of the clinician, the difference between boundary crossings and boundary violations, and how to recognize potentially dangerous situations. As you master these skills, you will become more effective in maintaining an appropriate relationship between you and the individual(s) you serve. This course, which includes clinical case examples and interactive exercises to reinforce your learning, is appropriate as a review for experienced mental health clinicians as well as an introduction for less-experienced mental health clinicians or health professionals specializing in areas other than mental health (particularly nurses, social workers, addiction professionals, and certified counselors).	1

| 145 | EL-TC-WORK-0 | Therapeutic Communications | There is ample evidence that psychotherapy can be a highly effective intervention for individuals struggling with a number of concerns, and the psychotherapy relationship is one common factor among various types of therapy approaches that is likely to be an enormously valuable contributor to positive outcomes. It is difficult, however, to develop a strong and effectual therapy relationship without effective therapeutic communication. This course demonstrates the value and goal of therapeutic communication as well as specific communication skills and strategies you can incorporate in your psychotherapy. It describes how to approach any kind of therapy from a relational perspective and specifically reviews fundamental factors that should be part of any therapeutic interaction, as well. This course also teaches you various therapeutic skills and strategies as you learn how to initiate and maintain a strong therapeutic relationship. All of this will be achieved using a blend of case vignettes, experiential exercises, didactic information, and opportunities for self-reflection to give you ideas and tools to improve your therapeutic communication and relationship with your clients.

The information in this course is intended for entry level to intermediate level clinicians and is broadly applicable to various types of mental health workers, including addictions professionals. | 2 |
| 113495 | REL-DD-NADD-CONF1 | Therapeutic Interaction Strategies | This course discusses interaction strategies you can use to promote mental wellness and provide social support for individuals dually diagnosed with intellectual and developmental disabilities and mental illness. Today's culture sends out confusing messages about the world, social roles, and emotional life. It does not do very well teaching people things they really need to know. It is often up to direct support providers to provide more accurate and useful information about what the world is like and to model healthier ways of relating to others and getting needs met. This course provides some simple and practical interaction strategies designed to promote emotional health. Strategies are discussed for: teaching people about the world, meeting personal needs, relaxation, building friendships, and (for support staff) responding to challenging situations.

This is a video presentation from the 30th annual conference of the National Association for the Dually Diagnosed in October 2013, given by Dan Baker, PhD and Michelle Mead, MA, LAC from the Boggs Center on Developmental Disabilities, Department of Pediatrics, Robert Wood Johnson Medical School, Rutgers, The State University of New Jersey. | 1.5 |

71948	EL-NADDCONF3-DD-NADD	Therapeutic Techniques in Working with Individuals with Intellectual Disabilities and Mental Illness	This course discusses various therapeutic techniques that can be used when working with individuals who have intellectual disabilities and mental illness. Theory, terminology, differences, and similarities will also be covered.	1.75
19778	EL-TM-HR-0	Time Management	Unfortunately, many people feel as if they are constantly working while coming to the realization that they actually accomplish very little. Often, this struggle is the product of not effectively managing tasks in the limited amount of time available. In this course, you will learn how to more effectively manage your time at work so you can maximize what you're able to get done during the work day. The course covers basic time management principles as well as common obstacles to effective time management. After completing a time-management analysis to better understand where your time is going, you'll learn how to get organized and how to plan and prioritize your tasks. Finally, you'll learn about how to set personal and professional goals. Learning and using these tools and skills will make your work effective, efficient, and hopefully, more enjoyable!	2.5

| 117603 | REL-HHS-0-TSC | Tobacco/Smoking Cessation in Behavioral Health | Tobacco use exerts a heavy toll on the health of persons with mental illnesses and/or substance use disorders. For decades, healthcare professionals, especially those working in the field of behavioral health, tolerated the use of tobacco among the behavioral health population, assuming that their primary condition was far more important than tobacco cessation. Some behavioral health professionals even used tobacco as rewards during therapy, and some were fearful that stopping the use of tobacco might worsen the underlying behavioral health condition. Many professionals also thought that tobacco users with behavioral health conditions were unable or unwilling to quit. That situation is now changing as behavioral health professionals learn more about the impact of tobacco use on this population. The destruction of previous myths about tobacco cessation in the behavioral health population is also changing the way behavioral health professionals view tobacco use. This course provides a review of tobacco use and cessation in the behavioral health population, with special emphasis on smoking. In this course, you will learn the epidemiology of tobacco use, the myriad of effects on a person's health, the special toll smoking exerts on persons with behavioral health conditions, and the interaction among smoking, mental illness, and substance use disorders. You will also learn how to incorporate smoking cessation into the treatment plan, including the use of counseling, FDA-approved smoking cessation medications, and toll-free telephone quit lines. Finally, you will learn the unique issues associated with smoking within the behavioral health population, including prioritizing quitting, barriers to smoking cessation, and interaction with medications. | 1.25 |

63145	EL-TMEBP-BH-NKI	Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence	No matter what their roles, mental health practitioners aim to provide effective, comprehensive services to clients in a way that is culturally appropriate. While evidence-based practices (EBPs) have proven to be effective at addressing clients' problems, it is clear that most EBPs are neither fully tested nor have they been proven to be effective for all cultural groups. Drawing upon information from The Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence, the main goal of this course is to systematically consider modifications to EBPs for cultural groups to improve outcomes for clients regardless of their cultural group. The information in this training is relevant to social service providers and health care workers of all experience levels who wish to provide best practices in cultural competence. To teach you how to use the Toolkit, you will use a combination of experiential exercises, instructive information, and detailed case examples. This course covers a comprehensive overview of the Toolkit all the way from development and methodological guidelines to practical usages. After completing this training, you will possess the tools you need to apply the Toolkit methodology within your own organization. This course was originally developed with support from the New York State Office of Mental Health.	2.25
244413	ToT_101	Train the Trainer - Basics of Training		8
160479	REL-HHS-0-OTSRD	Trauma and Stressor Related Disorders in Children and Adolescents	Nearly 35 million children in the United States experience one or more traumatic events in their lives (National Survey of Children's Health, 2012). These events include abuse, natural disasters, and community violence that can lead to mental disorders. In this course you will learn about the different mental disorders that often develop in children and adolescents exposed to trauma. You also will gain a basic understanding of the most effective treatments for these disorders. With a blend of interactive exercises, this course offers a number of practical strategies that you can apply in your own setting to better care for children exposed to trauma and other stressors.	1.5

333716	REL-HHS-CWLA-TITCCB-V2	Trauma Informed Treatment for Children with Challenging Behaviors	This course is about how to help children who have experienced trauma to more effectively regulate their emotions and better manage their resulting behaviors. The course defines complex trauma and explains its impact on the behavior of children, describes the five critical developmental challenges that affect children who have been traumatized, and identifies research-informed, promising treatment approaches to address each of the five critical developmental challenges. In this course, you will learn through reading about concepts and skills necessary for understanding and intervening with children who have experienced trauma and by applying the knowledge and skills to case situations. The course is designed for social workers, administrators, caregivers, teachers, and others who work with children who have experienced trauma.	1.75
71947	EL-NADDCONF2-DD-NADD	Trauma Recovery and Positive Identity Development	This presentation will cover the ingredients necessary for individuals with ID to recover from trauma. These ingredients will be viewed both from a therapeutic model and a programmatic model. As part of trauma-recovery, positive identity development will be explored. An approach to positive behavior change, based on both trauma recovery and positive identity development, will be presented. The information in this training is designed for healthcare providers at all levels who work with individuals with ID who have experienced trauma.	1.25

256527	REL-HHS-0-TSUDOA-V2	Treating Substance Use Disorders in Older Adults	Alcohol and substance use disorders frequently go under-recognized and untreated among older adults. As the older adult population is going to increase significantly over the next decades, it is critical for healthcare providers to be knowledgeable about recognizing and treating substance use disorders among their older consumers. During this course, you will learn about the risk factors for and symptoms of substance use disorders, along with the barriers to recognizing and treating alcohol/drug problems in older adults. The course provides a comprehensive look at treating substance use, including different levels of treatment, treatment approaches, and treatment programs. It also includes guidelines for treating older adults, as well as age-specific issues to take into consideration such as co-occurring medical or psychiatric problems, prescription drug misuse, and heavy drinking.	2.5
1112	TBHPIASD	Treatment of Behavioral Health Problems for Individuals with ASD	This course provides an overview of the differential diagnosis of Autism Spectrum Disorders, some of the recent scientific literature regarding prevalence, suspected etiologic factors, neurocognitive features and neurological abnormalities found in ASD. Several questions will be addressed including the following. What are the most common psychiatric comorbidities in people with an ASD? Do people with ASDs display atypical features of psychiatric disorders? How can psychotic symptoms be differentiated from the unusual thought processes that form a significant part of the core of this disorder?	3

| 255309 | REL-ALL-0-TUBTB | Tuberculosis: The Basics | Symptoms such as fever, loss of appetite, chills, night sweats, and a persistent cough can warn you of the potential presence of tuberculosis. It is important to seek medical treatment to determine if an individual has active TB disease when these symptoms are present. Because some symptoms are less obvious and may require additional follow up with a health care team. Tuberculosis can be contracted through the air; therefore, quick identification is imperative to prevent the spread of this disease.

This course is designed for individuals working with people who may have tuberculosis. You will review case scenarios to determine if signs and symptoms depict the presence of tuberculosis and find the best way to prevent the spread of this infection. By the end of the course, you will be able to identify infection control practices and apply them in your own work environment. | | 0.5 |
| 23468 | ADHD-CS | Understanding ADHD For the Paraprofessional | More than five million children between the ages of 3 and 17 in the United States have been diagnosed with attention deficit hyperactivity disorder (ADHD). Children with ADHD often have co-morbid mental health diagnoses and learning disabilities. If left untreated, ADHD can lead to problems at home and school, and can result in social isolation. The goal of this course is to teach you the essentials of recognizing ADHD so you can better assist the individuals whom you serve.

This course covers the most common signs and symptoms of ADHD, and provides you with the information that you will need to treat children who have been diagnosed with ADHD. The information in this training is designed for service providers of all levels who are interested in learning more about children with ADHD, the impact that ADHD can have on the family, and the most beneficial ways to help. Through a combination of instructive information, case studies, and interactive exercises to reinforce your learning, this course will enable you to apply your knowledge about ADHD when you need it most. | | 2 |

| 69982 | EL-UBPD-BH-0 | Understanding Borderline Personality Disorder | Borderline Personality Disorder (BPD) is an increasingly common diagnosis in the mental health profession. Unfortunately, BPD continues to be misunderstood and ineffectively treated. Part of the reason for this is that the behaviors associated with the disorder fit into many diagnostic categories, making it sometimes difficult to distinguish BPD from other disorders. The main goal of this course, which is founded in the newest research in the field of personality disorders, is to give you the tools you need to accurately identify individuals with BPD and become knowledgeable about the treatment options available. Drawing upon information from Linehan's Skills Training Manual for Treating Borderline Personality Disorder, you will learn about how BPD develops, the theoretical perspectives of BPD, goals of treatment, and the challenges you might experience when working with this population. Finally, you will learn about some of the most common issues that individuals with BPD experience while in treatment. Using a blend of experiential lessons, research-based information, and detailed case studies, this course will help prepare you to assess and effectively treat individuals who have borderline characteristics and BPD. This training is appropriate for mental health professionals with basic to intermediate levels of experience in treating individuals with BPD. | 1 |

| 94986 | REL-DD2013-DD-0 | Understanding Dual Diagnosis: Intellectual Disability and Mental Health | In the past it was thought that people with intellectual disabilities could not have mental illnesses. As a result, people with disabilities were not evaluated or treated for mental health conditions. Today we know that people with intellectual disabilities can and do suffer from mental illnesses, yet the needs of many people in this population are still not well served.
In this course, the term dual diagnosis refers specifically to people who have both an intellectual disability as well as a significant mental illness, such as depression, bipolar disorder, ADHD, or a personality disorder. People with a dual diagnosis face complex challenges and require a high level of support.
This course is based on sections of the book, Intellectual Disability and Mental Health: A Training Manual in Dual Diagnosis by Sharon McGilvery and Darlene Sweetland (NADD, 2011). The goal of this course is to raise awareness about the issues surrounding dual diagnosis, to present some typical and atypical signs of mental illnesses that may arise in this population, and to highlight how your interactions with individuals—whatever your role may be—can contribute to better supports for individuals. | 1.25 |

| 256190 | REL-HHS-0-UND | Understanding Neurodevelopmental Disorders | When you work closely with children with neurodevelopmental disorders, it is crucial that you accurately recognize the signs, symptoms, and real-life presentation that these disorders display.

This course will provide you with a broad overview of the most commonly seen neurodevelopmental disorders in children. You will learn how to clearly identify the signs, presentation, current research, and interaction strategies for each of the following: communication disorders, autism spectrum disorder, attention-deficit/hyperactivity disorder, learning disorders, and motor disorders.

Using a blend of case studies and interactive exercises, you will gain vital skills to apply in your own setting so that you can more effectively interact with the individuals you serve.

This course is designed for anyone who works closely with children with neurodevelopmental disorders.

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69984	EL-UR-BH-CASRA	Understanding Recovery	Welcome to the second course, Understanding Recovery, in the series, Fundamentals of Psychosocial Rehabilitation. This series addresses the values, beliefs and principles that are the foundation of psychosocial rehabilitation and recovery- oriented practice. Each class is self-contained and will take approximately 1 to 3 hours to complete. Credit can be applied to the required hours of education to meet the qualifications to sit for the Certified Psychiatric Rehabilitation Practitioner (CPRP) exam. For more information, see the USPRA Certification website. www.uspra.org Course two, Understanding Recovery, addresses the concept of recovery from mental illness. It includes 1st person stories of recovery and research that demonstrates that the majority of individuals diagnosed with a serious mental illness can, and do, recover. It explores the implications of recovery for practice, programs and service systems. It includes exercises to enhance the learning experience as well as video clips which highlight the experiences of persons in recovery. This is an introductory course, designed for people who are new to the concept of recovery from serious mental illness.	1
178882	REL-CV-0-USUPW	Understanding Substance Use Problems in the Workplace	This course is intended to give supervisors and managers an understanding of the competencies needed to identify and to appropriately manage employees with substance use issues. Substance use – particularly in the workplace – carries a stigma that can make it difficult to ask for help or to take steps to assist an impaired employee. In this course, you will learn about the current prevalence of substance use in the U.S. workforce as well as concrete ways that substance use is a problem for the organization, your employees, as well as your employees' co-workers and loved ones. You will also learn about important considerations to take if you are concerned that an employee is having difficulty with substances.	2
243866	Universal101	Universal Precautions		2
262202	Universal103	Universal Precautions Tracker		0
243868	Universal102	Universal Precautions Train the Trainer		4

| 71964 | EL-UA-DD-OADSP | Using Assessments | Assessment related to personal health, vocational and educational aptitude, intelligence, and daily living skills is something people who have disabilities experience regularly throughout their lifetimes. Assessment done inadequately may result in not only inaccurate results but also may potentially cause the person being assessed to feel dehumanized, stigmatized or even fearful. Ensuring accuracy and thoroughness in assessment results can potentially have long ranging impact in many important areas including maintaining health and safety, obtaining and retaining appropriate funding, and fully accessing community resources and opportunities. In this course you will investigate assessments used in the human services field. In addition to this overview of formal and informal assessments you will examine ways to prepare a person for an assessment and approaches to assist people to participate actively in the assessment process. This course also looks at potential ethical problems that can arise before, during, or after the assessment process and discusses ways to address those issues. While completing this course, you will review a variety of assessments commonly used with people who have disabilities and apply what you have learned in real life scenarios.

This course is written for direct support professionals and frontline supervisors who support people with disabilities. | 3.5 |

| 58963 | EL-ORG-DD-CQL | Using Personal Outcome Measures in Evaluation and Planning for Organizations | Most organizations are committed to providing high quality services. Many of them turn to outside regulations or standards to judge how well they are doing. In doing so, they may miss answering the most important question: Are your services successful in supporting people to achieve the personal outcomes they have for their own lives? This course is based on The Council on Quality and Leaderships (CQL) approach to quality enhancement using Personal Outcome Measures®.

In this course, you will see how organizations can use personal outcomes to evaluate themselves as organizations and plan for the future. Through analysis of the data from individuals experiences in achieving their own personal outcomes, organizations can structure themselves and their resources to facilitate individual success. The lessons, interactive activities, and stories in this course give you concrete information about how organizations can respond flexibly to the changing needs and aspirations of the people they support. This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | | 1 |

| 59346 | EL-PLAN-DD-CQL | Using Personal Outcome Measures in Planning for People | Is your person-centered planning process really person-centered? Many of these planning processes use formats and content areas that are dictated by regulatory requirements or standardized measures. We have to question how person-centered they are if other people determine what should be in an individuals plan. In this course, The Council on Quality and Leadership (CQL) offers Personal Outcome Measures® as a basis for creating a support plan that is truly person-centered. You can be assured that it is person-centered because it is based on the personal outcomes and priorities that are defined by each person for her/his own life. Through lessons, stories, and interactive activities, this course will show you how to use personal outcomes to create a simple, easy-to-use support plan that wont end up in a drawer!

The information in this course is useful for anyone including health care staff with intermediate and advanced levels of experience responsible for setting up services and supports for others, including those with support needs related to a mental illness, intellectual or developmental disabilities, physical disabilities, substance use, poverty, or other challenges.

This course is part of a series of e-learning courses which lays the foundation for a deeper understanding of the personal outcomes approach, identifies and explains the 21 personal outcomes across services settings, and explores the practical use of personal outcomes. We encourage you to complete them as a suite in order to gain as much in-depth knowledge and skills as possible. | | 1 |
| 215265 | REL-IDD-0-SPIFL | Using Service Plans Focused Learning | A service plan is one of the most important documents provided to you as support staff. A well-developed plan is a both an agreement between you and the person you support and a valuable tool that can help you do your job effectively. A plan documents an individual's goals, networks, behaviors, medical history, supports, and details about daily routines. It is a living document that is often updated when things change in life (as they always do). Consulting a service plan is often the best first step to take in an uncertain situation. This course will teach you more about using this type of document and putting its plans it into practice. | | 1 |

18504	EL-VDW-HR-0	Valuing Diversity in the Workplace	In the past several decades, the U.S. population and workforce have seen dramatic changes in demographics. The modern workforce is made up of individuals who are diverse in a myriad of ways, including social identities, work styles, background experiences, and more. Organizations that do not learn how to recognize, accept, respect, and foster their diverse workforce may fail to thrive and even suffer financial and economic consequences in our increasingly global society. In this course, you will learn about the importance of recognizing and valuing diversity in the workplace, and you will acquire knowledge and skills to help you work more effectively as part of a team of diverse professionals. This course is intended for employees of all levels and functions, and will utilize a combination of interactive exercises, cases, and didactic information as part of the learning process.	2.5
332587	Van_Training_101	Van Training Sign-off Sheet		1
332589	Van_Training_101_Tracker	Van Training Sign-off Sheet Tracker		1
262214	vitalsigns_102	Vital Signs Tracker		0
244416	Vitalsigns_101	Vital Signs Training		4
71910	EL-WGHR-WORK-ANCOR	Wage and Hour Guidance for Paying Employees on a Salary Basis	Labor law is one of the few areas of regulation where federal standards are generally stricter than state standards. Since employers must comply with whatever requirements are the most stringent, employers must be aware of these regulations. This course is designed to help you and your agency comply with U.S. Department of Labor wage and hour requirements. It is based on statutory requirements of the Fair Labor Standards Act, on regulations and interpretative guidelines contained in 29 Code of Federal Regulations (CFR) Parts 500-899, and in enforcement policies and opinion letters of the U.S. Department Labor (which carry the weight of law for employers who conform to them and rely on them in good faith).	2
331559	Warming_Precautions_101	Warming Precautions for B.D. (Lenox)		1
331564	Warming_Precautions_101_Tracker	Warming Precautions for B.D. (Lenox) Tracker		0

174625	REL-IDD-0-WSPASD	Ways to Support People with Autism Spectrum Disorder	People diagnosed with autism spectrum disorder (ASD) can have very different levels of functioning. Some people live independently and show few outward signs that they have any difficulty. Other people are more severely affected by this disorder. Support staff work with people at all different levels to improve their quality of life. People with ASD have difficulties with social communication and limited patterns of thought and behavior. While each person is different, these characteristic features of autism present some common challenges and opportunities for support staff. In this course you will learn more about what is going on with people who have ASD and how to help the person you support to be calmer more of the time and less frustrated. Most importantly, you will learn how to have fun together doing the things that you need to do.	1.5
304584	REL-HHS-NCCBH-W008	WEBINAR: Compassion Fatigue, Secondary Trauma and the Importance of Self Care	This webinar discusses common issues that impact behavioral health professionals and their organizations, including the factors that contribute to burnout and turnover. You will learn about compassion fatigue, two different types of trauma, and stress, and how these issues impact your well-being. You will also learn about how to cope with compassion fatigue, including building resiliency, prevention, and how to support yourself on personal, professional, organizational, and community levels. This webinar is appropriate for professionals in behavioral health settings.	1

| 301137 | REL-HHS-NCCBH-W006 | WEBINAR: Exploring Best Practices in Integrated Care | This webinar discusses the importance of integrating behavioral health and primary care, how to enact organizational and system change, and how to support health behavior change. You will learn about the prevalence of various illnesses, why integrated care is necessary and the commitment required to reach a level of integrated care, and how behavioral health has transformed since its inception. In order to reach integrated care, you will explore three approaches to care; how the environment, hiring the right people, and teams can affect organizational and system change; and how to use evidence-based tools and their data to inform your change efforts. Lastly, you will learn about interventions for each level of organizational change and how important it is to listen to the feedback of the people you serve.

This webinar is appropriate for professionals in behavioral health or primary care settings. | 1 |

| 304583 | REL-HHS-NCCBH-W007 | WEBINAR: Implementation of Trauma-Informed Care Systems | This webinar discusses how to define trauma informed care, its guiding principles, and the benefits of a trauma-informed system. The seven domains of trauma-informed care will also be discussed, as well as how to monitor your organization's progress. Asking difficult questions and fostering a safe environment will also be covered. Lastly, you will learn of the critical elements of the change process and how you can leverage these to better inform your trauma-informed care practice.

This webinar is appropriate for professionals in behavioral health settings. | | 1 |
216376	REL-HHS-W003	WEBINAR: Implementing Evidence-Based Practices in Behavioral Healthcare: Advanced Topics	The first two webinars in this series discussed several topics around implementing evidenced-based practices in your behavioral healthcare organization. The third, and final, webinar in this series will examine more advanced topics of implementation science.		1
216374	REL-HHS-W001	WEBINAR: Implementing Evidence-Based Practices in Behavioral Healthcare: An Overview	Watch the first of a three part webinar series from Relias Learning and Hazelden Publishing about Implementing Evidence-Based Practices in Behavioral Healthcare. This particular session should offer a great overview about applying Evidence-Based Practices in your organization.		1
216375	REL-HHS-W002	WEBINAR: Installing & Sustaining an Evidence-Based Practice in Behavioral Healthcare: Implementation	Join Relias Learning, Hazelden, and the Dartmouth Psychiatric Research Center for the second part of a free webinar series on implementing evidence-based practices for behavioral health. During this section, we'll examine the implementation of evidence-based practices in behavioral health and offer practical strategies for bringing these practices into routine clinical settings.		1

| 233793 | REL-SRC-W012 | WEBINAR: The Ebola Virus – What You Need To Know | The 2014 Ebola epidemic in West Africa and the small number of cases that occurred in the United States should be a wakeup call to ALL healthcare organizations on the necessity of proper infection control practices. Because of the high rate of morbidity, mortality, and transmission and the lack of approved treatment for this disease, all healthcare organizations, including the senior care industry, must be prepared.   Your organization must incorporate protocols and procedures for handling a person presenting with possible Ebola to existing infection control policies. This webinar will provide you with the latest information about Ebola including how you can prevent transmission and how to handle a suspected case of Ebola. Though the scenarios in this webinar are specific to senior care providers, the information about Ebola and precautionary measures is suitable for all types of organizations. | | 0.5 |
| 304585 | REL-HHS-NCCBH-W009 | WEBINAR: Trauma-Informed Supervision | This webinar discusses trauma-informed supervision and its key components. You will learn about the basic assumptions of trauma-informed care, the principles behind trauma-informed care, and five components essential to successful trauma-informed supervision. You will also discuss the seven domains of organizational self-assessment in the lens of trauma-informed supervision. Lastly, you will be introduced to the importance of self-care for trauma-informed supervisors, peer providers, and supervisees and taught strategies for how to ensure you are taking care of yourself and others in your organization.

This webinar is appropriate for professionals in behavioral health settings. | | 1.25 |

216377	REL-HHS-W004	WEBINAR: What do we need to know to save lives: Safety and Suicide Prevention	View this webinar recording on what we need to know to save lives, presented by John Draper, Ph.D., Richard McKeon, Ph.D., M.P.H., and Madelyn S. Gould, Ph.D., M.P.H. During this presentation they went over how current research about suicide prevention can help improve outcomes, set standards for assessment and intervention, and save lives. They also reviewed groundbreaking findings from a series of evaluations from the National Suicide Prevention Lifeline Centers and discussed how to apply them to standards, trainings, and practices in suicide prevention.		1
216378	REL-HHS-W005	WEBINAR: What Great Managers Do Differently	Join Jim Triandiflou, CEO of Relias Learning, to learn what great managers do, and how to foster a strong workforce. Hosted by Relias Learning and National Council this webinar highlighted how to encourage employees by focusing on their strengths and fueling their passions. If you missed this great opportunity to learn how to engage your workforce differently, and ensure your organization is using effective management practices, watch the recording now!		1
307513	REL-HR-0-WRLMS	Welcome to the Relias Learning Management System (RLMS)	Your RLMS is a web-based learning management system (LMS) that allows you to: • See when you have trainings coming due. • Register for trainings. • Track what trainings you have completed. • Access a whole on-line e-learning library of courses on a variety of topics at any time. In this short tutorial you will learn how to be a proficient e-learner and use your RLMS effectively to take online courses.		0
87021	EL-WELS-HR-0	Welcome to the Relias Learning Management System (RLMS) for Supervisors	Your RLMS is a learning management system (LMS) that allows you to: 1. Track live trainings across your organization. 2. Access a complete online e-learning library of courses on a variety of topics at any time. 3. Create and upload your own training documentation. 4. Manage and monitor staff trainings through a suite of executive reports. 5. Set up automated alerts when requirements are coming due.		0
1176	WEOCD	What Exactly is OCD for People with IDD	Obsessive compulsive disorder is a heterogeneous syndrome. Although classified as an anxiety disorder, there is considerable confusion regarding its relationship to impulse control, Tourette's disorder, autistic spectrum disorders, and other brain disorders. This presentation will explore the dimensions and review treatment options for subcategories.		1
314454	WPV102	Work Place Violence			1
244391	WPV101	Work Place Violence			4

244422	Challenging_101	Working with Challenging Staff, Supervisors, and Families		4
18506	EL-WWDP-HR-0	Working with Difficult People	Difficult people are impossible to avoid. They come in many varieties and no workplace is without them. How difficult a person is for you to deal with depends on many factors, including your self-esteem, self-confidence, and professional courage. In a work setting when you spend much of your day focused on projects, deadlines, and interactions with colleagues who are focused on meeting those deadlines, it's easy to forget that dealing effectively with diverse coworkers and consumers is a vitally important skill. This course will give you the tools that you need to work more effectively with difficult people. It will help you to understand the workplace context, to identify which behaviors and people you find most difficult, to clarify your own perceptions of others, and to work on your own behavior in response to those triggers. These tools are the best ways to make difficult situations into ones that go more smoothly. This course provides an overview of ways to manage difficult people at work. You will learn about the people, situations, and interactions that can result in having a difficult situation at work. You will also learn some concrete techniques you can use to be more effective in your interactions at work. The information in this course is appropriate for all levels of employees since interacting with others is a part of everyday life in the workplace. We will use a blend of experiential exercises, didactic information, and self study to give effective strategies for working with difficult people.	2.5

| 246450 | REL-HHS-0-WIER | Working with Individuals in Early Recovery | As someone who works with individuals who have difficulties with substance use, you know that depressive symptoms often accompany these difficulties. This course introduces you to best practices in working with individuals who have both a substance use disorder and either a depressive disorder or just depressive symptoms. You will learn about treatment planning that addresses the close relationship between substance use and depressive symptoms. Building on research and theory that inform best evidence-based practices, this course will also teach you how to assess and do behavioral and cognitive treatment with individuals who have co-occurring disorders. A series of interactive exercises and games bring this material to life by giving you opportunities to apply what you have learned. This course is appropriate for anyone who works with individuals who have substance use disorders. | 1.25 |
| 231752 | REL-HHS-0-WPCES | Working with Parents: Communication, Education, and Support | In this course you will learn that working closely with families requires communicating effectively and building a respectful and trusting relationship. Focus will be on learning ways to communicate and support families even when you encounter resistance. It is important to understand your own personal biases and how these might affect your interactions with families. It is also helpful to identify why families may be resistant to your interventions, and how to use specific techniques to communicate effectively and support the families of the young children you serve. | 1 |

| 62564 | EL-WWH101-BH-0 | Working with the Homeless Part 1: An Overview | Homeless individuals face unique challenges that are particular to their sub-populations of homelessness, a phenomenon that complicates the provision of treatment. This training is the first part of a two-part training course series that covers best practices to use when you work with consumers who are homeless. In this course, you will learn about the various sub-populations and demographics of the homeless population. You will also learn about the physical and mental health difficulties these individuals face. The second course in this series covers how you can adapt your practices to homeless individuals. Both of these trainings involve interactive exercises, games, and real-life scenarios to help you become more comfortable and confident so you can provide the best care when working with individuals in this population. | 1 |
| 66236 | EL-WWH102-BH-0 | Working with the Homeless Part 2: Tools and Techniques for Treatment | People who are homeless often have physical health, mental health, and substance abuse problems that interact with the condition of homelessness to complicate treatment and produce poorer outcomes. Social services providers working with the homeless population must be sensitive to these additional challenges and modify their interventions appropriately. This training is the second part of a two-part training course series that covers best practices to use when you work with consumers who are homeless. Note that you should take Part One prior to taking this course in order to maximize what you learn.
In Part One, you learned about the various sub-populations and demographics of the homeless population, along with the physical and mental health difficulties these individuals often face. In Part Two, you will gain more in-depth knowledge about adapting clinical practices to work with the homeless population. You will learn about effective outreach to help provide services to people who are homeless and unable or unwilling to seek services on their own. You will learn specific techniques to use in the intake, screening, and assessment processes for homeless individuals. By learning how to tailor your approach to the specific needs of these at-risk consumers, you will be well-prepared to provide them with the best possible care. This course combines traditional instruction with interactive exercises and detailed case studies to enhance your learning. It is appropriate for counselors, social workers, substance abuse professionals, psychologists, and other social services providers who want to improve their skills in working with the homeless population. | 1.25 |

255297	REL-ALL-0-NDEP	Workplace Emergencies and Natural Disasters: An Overview	Anything can happen. Most people would agree that emergencies and disasters are some of "the worst" things that could occur. No one really expects an emergency to happen to them, right? Yet emergencies do occur--each and every day. They can strike anywhere, to anyone, at any time. Their impact can be devastating. This course is an overview of some of the most common workplace emergencies and the actions employees must take to cope with unexpected hazardous situations. Each workplace is unique. This course provides a general framework for understanding and using an employer's individualized, comprehensive plan for emergencies. You will be exploring the basic elements of an emergency plan and using them to be effective during a crisis scenario. After taking this course, learners should feel more confident in their ability to read and understand an emergency plan, so they can action in an emergency situation and ensure the safety of anyone they may be responsible for.	1
238054	REL-ALL-0-NDET	Workplace Emergencies and Natural Disasters: Earthquakes and Tsunamis	Earthquakes and tsunamis unleash powerful forces of nature and can cause catastrophic damage. This course presents some basic facts about earthquakes and tsunamis, including guidelines for preparedness and recommended protective actions.	0.5
238055	REL-ALL-0-NDEHC	Workplace Emergencies and Natural Disasters: Extreme Heat and Cold	Extreme temperatures are a health hazard. Prolonged exposure to extreme heat or cold pushes your body beyond its natural limits. Fortunately, most serious conditions can be prevented if you take steps to avoid them. This course will explain the risks of extreme temperatures, signs of distress, and how to stay safe while these conditions last.	0.5
238056	REL-ALL-0-NDFM	Workplace Emergencies and Natural Disasters: Flooding and Landslides	Floods, landslides, and debris flows happen in almost every state. This course provides some basic information about these potentially destructive events, including the importance of knowing the particular risks in your locality and taking recommended protective actions.	0.5
238057	REL-ALL-0-NDH	Workplace Emergencies and Natural Disasters: Hurricanes	Hurricanes are colossal storms that can cause catastrophic damage to coastal areas, and sometimes extend far inland. Unlike other weather disasters, there is usually time to prepare for a hurricane. Advance preparation, attention to official updates, and being careful after the storm are all important when keeping yourself and others safe during hurricane season.	0.5

238058	REL-ALL-0-NDT	Workplace Emergencies and Natural Disasters: Tornadoes	Tornadoes are some of the earth's most violent and terrifying storms. They arrive quickly and often with very little, if any warning. You must be prepared to take action immediately if a Tornado Watch or Tornado Warning is issued. This course presents basic information about tornadoes, and what to do if one is in your area and after it is over. The object of this course is to provide a foundation for staying safe and effectively carrying out your employer's emergency action plan.	0.5
178712	REL-CV-0-WH	Workplace Harassment	This course is examines the various types of workplace harassment, and the basic skills needed to understand and deal with these situations. A healthy work environment is one that is free from harassment, and a key to achieving your company's goals is to ensure that employees have a safe and healthy work environment. This course will provide information that will help produce a healthy work environment free of harassment. It will also help you understand your role in this important effort should you encounter harassment in the workplace.	1.25
86875	EL-WRKHS-COMP-0	Workplace Harassment Prevention	Preventing harassment is important to your company. Supervisors have a very important role in achieving the company's business goals and in ensuring that employees have a safe and healthy work environment. A healthy work environment is one that is free from harassment. This course examines the basic skills needed to understand and deal with situations involving harassment. It also provides strategies to create a healthy work environment free of harassment.	1.5
63129	EL-WV101-COMP-0	Workplace Violence	In most occupations, people can go to work without much concern of being physically harmed by others. While workplace violence may be more common in some professions than in others, it can happen in any job, and many people are ill-equipped to deal with such circumstances. If you do find yourself face to face with a potentially violent co-worker or consumer, being properly prepared to handle the situation could be the difference between life and death, or avoiding serious injury. This course teaches you how to identify and prevent violence from happening while you are at work. You will learn about the prevalence of violence in various professions, as well as how to recognize potential violent conditions and properly respond, whether it involves a consumer/patient or a coworker. Additionally, you will learn important safety and administrative practices. To help facilitate your learning, you will encounter a series of interactive exercises and review questions throughout the course. This course is appropriate for anyone who comes into contact with other people at work.	1.5

255308	REL-ALL-0-WRKVLN	Workplace Violence	Workplace violence includes threats or actual use of physical force. This course will cover the key elements to maintaining a safe workplace: Prevent, Report, and Respond.	0.5
69987	EL-WRAP1ON1-BH-MEC	WRAP One on One	This course, by Mary Ellen Copeland, PhD, is an overview of the Wellness Recovery Action Plan® (WRAP)®. The Wellness Recovery Action Plan was developed in 1997 by a group of people who were experiencing mental health challenges. WRAP One on One is designed for people who are supporting others as they develop their WRAP plans. Through interactive lessons, personalized planning tools, and descriptive examples, you will learn step-by-step guidelines for providing support to other people as they develop their WRAP plans. In this course, you will learn about the sections of WRAP which are: the Wellness Toolbox, the Daily Maintenance Plan, Triggers Identification and Action Plan, Early Warning Signs Identification and Action Plan, When Things Are Breaking Down Identification and Action Plan, A Crisis Plan or Advance Directive, and the Post Crisis Plan. You will learn about what each of these sections entails, how you can support another person in developing each section of their WRAP, and some essential do's and don'ts of WRAP. While WRAP is a simple system, its use and the Values and Ethics that surround it are far-reaching and complex. This course explains the Values and Ethics, and how they are applied in helping someone develop a WRAP. The course includes numerous interactive exercises and case studies to help reinforce your learning. This course is designed to teach you only how to support another individual in developing their WRAP. If you plan to lead a WRAP group, or develop a WRAP program in your agency or organization, you will need further information and training. The specific training protocol for how to facilitate WRAP groups, which is a more complex process than supporting individuals in developing WRAPs, is beyond the scope of this course. Contact the Copeland Center for Wellness and Recovery for further information on becoming a WRAP group facilitator and/ or integrating this evidence-based program into your agency or organization. You will find the list of WRAP and Mental Health Recovery resources, including information on becoming a WRAP facilitator, in the References section of this course.	1.5

60094	EL-WRAPVE-BH-MEC	WRAP Values and Ethics: Mental Health Recovery and WRAP	Anyone involved in mental health recovery can learn about her/himself. However, those individuals who are involved in their recovery through this course will learn how to evaluate each component of the recovery process, as well reflect on how each element has affected them personally. Based on content from The National Coalition for Mental Health Recovery (NCMHR), this course summarizes the values and ethics of the Mental Health Recovery Education program. As described in the works of Mary Ellen Copeland, Ph.D., in conjunction with the trainings of The Copeland Center for Wellness and Recovery, this course provides fundamental guidelines for mental health professionals—including health care administrators and providers, counselors, case managers, therapists, or social workers—to ensure that each of their clients who reaches out for help receives the most beneficial treatment to facilitate her/his recovery and wellness. Dr. Copeland and other leaders in the mental health recovery movement feel that these values and ethics lay the foundation for recovery efforts made by any level of mental health professional, those who are working on their own recovery and wellness or supporting someone who is, WRAP® facilitators, as well as people involved in WRAP® programs, workshops, or groups. Not only will this training teach you what those basic values and ethics are, but it also will highlight the benefits and importance of living by them, as well as the consequences of not. To reinforce and enhance your learning, this course includes various interactive activities and exercises, as well as audio vignettes by the author. This course is not the same as a WRAP® Facilitator Training and does not qualify you to be a Certified Copeland Center WRAP® Facilitator. If you plan to lead a WRAP® course or develop a WRAP® program, please see more about the Copeland Center in this course's Reference section to learn more information.	1

| 166270 | REL-WRAPAD-BH-MEC | WRAP: Advance Directive/Crisis Mgt Plan | This course will walk you, step-by-step, through the process of developing an Advance Directive, or Crisis Plan. It also will serve as a guide if you are supporting another person in developing an Advance Directive or a Crisis Plan. In this course, the words "Crisis Plan" and "Advance Directive" are used interchangeably, as they refer to the same document.

This course will focus on Advance Directives and Crisis Plans for mental health issues, whereas your Crisis Plan or Advance Directive can either address only mental health issues, or it can address medical and other life issues as well. The same form can be used and each section of the plan can include responses to both issues.

Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. If you plan to lead a WRAP® group or develop a WRAP® program, for more information, please go to http://www.copelandcenter.com.

While this course is a complete and comprehensive guide to developing an Advance Directive, for greatest benefit, it is recommended that you attend a WRAP® training if one is available in your area.

WRAP® and Wellness Recovery Action Plan® are registered trademarks belonging to Mary Ellen Copeland. | 1.25 |
| 69989 | EL-WRAPWWT-BH-MEC | WRAP: Creating a Wellness Toolbox | This course provides you with an in-depth description of the process for creating a Wellness Toolbox, the first step in developing a Wellness Recovery Action Plan (WRAP®) as described in the writings by Mary Ellen Copeland. WRAP® is a self-directed planning system for identifying wellness and recovery resources, and then using those resources to develop a personal guide to successful living.

The information in this course is appropriate for mental health professionals of all levels.

Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. If you plan to lead a WRAP® group or develop a WRAP® program, for more information, please go to: http://www.copelandcenter.com

WRAP® and Wellness Recovery Action Plan® are registered trademarks belonging to Mary Ellen Copeland. | 1.25 |

| 69990 | EL-WRAPDDMP-BH-MEC | WRAP: Developing a Daily Maintenance Plan | This course is specifically about the Daily Maintenance Plan, the first section of the Wellness Recovery Action Plan (WRAP®), developed by and for people who experience mental health difficulties and written by Mary Ellen Copeland.

In this course you will explore each of the parts of the Daily Maintenance Plan to assist you in developing a more comprehensive plan for either yourself or for work with another person as they develop this part of their WRAP.

WRAP is an evidence-based program and is listed in the National Registry of Evidence-based Programs and Practices. The efficacy of WRAP® has been clearly established in quantitative research studies.

Note: This course is not the same as a WRAP facilitator training and does not qualify you to be a Certified WRAP Group Facilitator. For more information on facilitator training, go to http://www.copelandcenter.com | 1 |
| 166275 | REL-WRAPEWS-BH-MEC | WRAP: Early Warning Signs and Action Plan | This course is an in-depth review of Early Warning Signs and Early Warning Signs Action Plan, the third section of the Wellness Recovery Action Plan® as described in resources developed by Mary Ellen Copeland, PhD. WRAP® is an evidence-based, self-directed process for maintaining personal wellness and for helping you to feel better when you are not feeling well. The Wellness Recovery Action Plan is listed in the National Registry of Evidence-based Programs and Practices. The efficacy of WRAP has been clearly established in quantitative research studies. This course content is designed for people who may have mental health difficulties, physical problems or other kinds of serious life issues, and for those people who support them in their lives.
Did you know?
WRAP® is now listed in the National Registry of Evidence-Based Programs and Practices. You can review the listing on the SAMHSA (Substance Abuse Mental Health Services Administration) website; see the References section for more information. | 1 |

| 69992 | EL-WRAPTAP-BH-MEC | WRAP: Triggers and Triggers Action Plan | This course is an in-depth review of Triggers and Triggers Action Plan, the second section of the Wellness Recovery Action Plan as described in various resources developed by Mary Ellen Copeland. WRAP® is a popular and effective, self-directed process for maintaining personal wellness, and for helping yourself feel better when you are not feeling well.

Please note: This course is not the same as a WRAP facilitator training and does not qualify you to become a Certified WRAP® Group Facilitator. If you plan to facilitate a WRAP group or develop a WRAP program, please go to http://www.copelandcenter.com for information.

This course content is designed for people who may have mental health difficulties, physical problems, or other kinds of serious life issues, and for those people who support them in their lives. However, it is a simple, safe process that anyone can use to guide their daily activities and organize their responses in difficult times.

It is important that you know about WRAP and Triggers and Triggers Action Plan because:

1. WRAP is being widely used in this country and around the world by people who want to regain, manage, and maintain their wellness over time.
2. Rigorous quantitative research has proved the efficacy of WRAP. These findings are supported by data from people who use WRAP as a guide to daily living.
3. You may be one of the supporters of a person who is developing and using a WRAP.
4. In your support role, you need to know about programs and | 1 |

| 190909 | REL-HHS-0-WRAPWTBD-MEC | WRAP: When Things are Breaking Down Action Plan | This course is an in-depth review of When Things Are Breaking Down and Action Plan, the fourth section of the Wellness Recovery Action Plan (WRAP®) as described in various resources developed by Mary Ellen Copeland. WRAP® is a widely-used, effective, evidence-based, and self-directed method for maintaining personal wellness, and for helping people feel better when they are not doing well. The When Things Are Breaking Down section of WRAP® is for that time when things have worsened and might be close to a crisis. In this course, you will learn to identify the thoughts, feelings, and behaviors that indicate that a time may be approaching when a person cannot take care of him or herself. When a person is able to recognize those signs and take action on his/her own behalf, a potential crisis can be averted, and the individual can work his/her way back to wellness. When Things Are Breaking Down and Action Plan is intended not only for people working on their personal WRAP®, but also for their family members, friends, peers, and care providers.

After providing a review of the Wellness Toolbox and the first three sections of WRAP® - Daily Maintenance Plan; Triggers and Action Plan; and Early Warning Signs and Action Plan - the course explains how a person identifies signs that "things are breaking down'' and how to develop and use a When Things Are Breaking Down Action Plan. Using a series of interactive exercises and case studies, this course describes the process of identifying signs that "things are breaking down." The case studies include sample Action Plans to illustrate the various things people can do to feel better when things are breaking down. Individualized and directive, the Action Plans in this section of WRAP contain fewer choices and include clear directions about the things people can do to prevent things from getting worse and to help them feel better, while showing how it is still possible for them to take action on their own behalf.
This course content is appropriate for anyone who is dealing with mental health difficulties, physical problems, or other kinds of life issues, and wants to work on their own recovery and wellness. It is also appropriate for the people who support those individuals, including friends and family members, as well as health care providers.
This course does not meet the prerequisite requirements for the | 1.25 |

| 71963 | EL-INCREP-DD-OADSP | Writing Effective Incident Reports | This course will guide you toward a thorough understanding of best practices in incident report writing. It will assist you in understanding how those practices help protect the health and safety of the person you support, while at the same time protecting you. In this course, you will identify factors that affect the quality of incident reports and investigate elements that affect memory and recall. You will focus on reducing factors that negatively impact the completeness and accuracy of incident reports. Demonstrating the guidelines taught in this course in incident reporting will ensure your documentation adheres to legal, ethical, and programmatic standards. While completing this course, you will review incident report notes and apply what you have learned to identify unclear, subjective, and ungrammatical elements within the notes. This course is intended for direct support professionals. | 2.75 |
| 42604 | WPN101 | Writing Progress Notes 101 | A progress note is a succinct means of communicating about a patient's present state. Written for individuals who access patient health records, progress notes are the warehouses of medical facts and clinical thinking. For this reason, the more familiar you are at writing progress notes, the more efficient you will become at communicating patient findings. In this course, you will learn what an intelligent progress note consists of, the most common methods of writing them, and useful tips for constructing them. Interactive exercises and vignettes will give you the chance to apply your newfound writing skills. In addition, clinical practices, billing, and reimbursement guidelines vary widely for different agencies, so it's important for you to be familiar with your own policies and procedures as you apply these skills in your own agency. After completing this course, you will be able to write thorough, efficient progress notes for various clinical settings. | 2.5 |

| 113496 | REL-DD-NADD-CONF2 | Wrong to Strong: Using Positive Psychotherapy | This course provides an introduction to the goals of positive psychology and Interactive-Behavioral Therapy (IBT). IBT is a model of group psychotherapy that is often used for individuals with intellectual disabilities or who have a dual diagnosis of both psychiatric disability and intellectual disabilities. Daniel Tomasulo, founder of IBT and a licensed psychologist, is presenter. Dr. Tomasulo specializes in group psychotherapy and psychodrama and is a graduate of the University of Pennsylvania's Master of Applied Positive Psychology (MAPP) program. In this video presentation from the 2013 annual conference of the National Association for Dual Diagnosis, you will hear Dr. Tomasulo discuss new research showing the therapeutic effectiveness of positive psychology. He also explains the IBT model and presents video clips from his pioneering work in the 1980s to illustrate each part of the model. | 1.5 |

Certificates & Approved CE Hours	Curriculum
American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A

N/A

Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), Connecticut Certification Board (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
American Nurses Credentialing Center (1.00), California Board of Registered Nursing (1.00), California Nursing Home Administrator Program - P type (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Nursing CE (1.00), Florida Board of Nursing Home Administrators (1.00), Georgia Board of Nursing (1.00), National Association of Long Term Care Administrator Boards (NHA) (0.50), National Association of Long Term Care Administrator Boards (NHA) (0.50), National Association of Long Term Care Administrator Boards (RCAL) (0.50), National Association of Long Term Care Administrator Boards (RCAL) (0.50), National Certification Council for Activity Professionals (1.00), National Council of Certified Dementia Practitioners (1.00), Oregon Department of Human Services (1.00), Tennessee Department of Health (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

N/A	N/A
American Nurses Credentialing Center (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), District of Columbia Board of Nursing (2.00), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Michigan Certification Board for Addiction Professionals (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), National Alliance for Direct Support Professionals (2.25), National Board for Certified Counselors (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A

National Alliance for Direct Support Professionals (1.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.75), Registered Behavior Technician (1.75)	N/A
Florida Board of Nursing - Certified Nursing Assistants (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (1.00)	N/A
N/A	N/A

North Carolina Division of Child Development and Early Education (0.75)	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A
N/A	N/A

Kentucky Division of Child Care (1.00)	N/A
North Carolina Division of Child Development and Early Education (0.75)	N/A

Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards - New Jersey (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Montana Board of Behavioral Health (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), Association of Social Work Boards (RL) (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Massachusetts Association for Marriage & Family Therapy (2.00), Mississippi Board of Examiners for Social Workers/Marriage & Family Therapists (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Alcohol and Drug Abuse Professional Certification Association (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Oklahoma- Northamerican Association of Masters in Psychology (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards - New Jersey (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A
National Alliance for Direct Support Professionals (1.50)	N/A
N/A	AFC Caregivers Training
bcarc (8.00)	AFC Caregivers Training

N/A	New Hire Orientation
N/A	New Hire Orientation
Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.25)	N/A
Alliance of Information and Referral Systems Certificate of Completion (0.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (0.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (0.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.25)	N/A
Alliance of Information and Referral Systems Certificate of Completion (3.25)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (2.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.25)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
National Alliance for Direct Support Professionals (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.25), American Correctional Association (2.25), American Nurses Credentialing Center (2.25), American Psychological Association (2.25), Association of Social Work Boards - New Jersey (2.25), Association of Social Work Boards (RL) (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), California Nursing Home Administrator Program - P type (1.00), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Florida Board of Nursing Home Administrators (2.00), Florida Board of Psychology (2.20), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Kentucky Board of Licensure for Occupational Therapy (2.25), National Association of Long Term Care Administrator Boards (NHA) (1.50), National Association of Long Term Care Administrator Boards (RCAL) (1.50), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Oklahoma-Northamerican Association of Masters in Psychology (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Tennessee Department of Health (2.25), Texas Department of Aging and Disability Services - Administrator (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A
N/A	N/A
Florida Board of Nursing CE (2.00), Georgia Board of Nursing (2.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.00), American Correctional Association (2.00), Connecticut Certification Board (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A
N/A	N/A
N/A	Agency Annual Trainings
N/A	Agency Annual Trainings
N/A	Applied Non Violence - Initial
N/A	Applied Non Violence - Recertification
N/A	Applied Non Violence - Initial, Applied Non Violence - Recertification

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Alcohol and Drug Abuse Professional Certification Association (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Oklahoma- Northamerican Association of Masters in Psychology (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

Connecticut Certification Board (1.50)	N/A

Connecticut Certification Board (3.00), Kentucky Division of Child Care (3.00)	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
Florida Board of Nursing - Certified Nursing Assistants (4.00)	N/A

National Alliance for Direct Support Professionals (3.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.25)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Registered Nursing (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Massachusetts Association for Marriage & Family Therapy (1.50), Montana Board of Behavioral Health (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Board of Registered Nursing (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.00), American Correctional Association (2.00), American Jail Association Certification (2.00), American Probation and Parole Association (2.00), Connecticut Certification Board (2.00), Human Resources Certification Institute (2.00), National Alliance for Direct Support Professionals (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A

American Nurses Credentialing Center (2.25), American Psychological Association (2.25), Association of Social Work Boards (RL) (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), District of Columbia Board of Nursing (2.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.20), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Kentucky Board of Licensure for Occupational Therapy (2.25), Kentucky Division of Child Care (2.25), National Alliance for Direct Support Professionals (2.25), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Oklahoma- Northamerican Association of Masters in Psychology (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas Department of Aging and Disability Services - Administrator (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder
N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder

N/A	Human Services Credential in Autism Spectrum Disorder
N/A	N/A

Texas Department of Aging and Disability Services (1.00)	N/A
Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Psychology (1.20), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A
N/A	N/A
N/A	Basic Fire Safety
N/A	Basic Fire Safety
N/A	Basic Human Rights
N/A	Basic Human Rights

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
N/A	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Alabama State Board of Occupational Therapy (1.50), American Nurses Credentialing Center (1.50), American Occupational Therapy Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Registered Nursing (1.50), California Nursing Home Administrator Program - non-P type (2.00), Commission for Case Manager Certification (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Nursing Home Administrators (1.50), Florida Occupational Therapy Practice Board (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Missouri Health Care Association (0.75), National Association of Long Term Care Administrator Boards (NHA) (1.00), National Association of Long Term Care Administrator Boards (RCAL) (1.00), National Board for Certified Counselors (1.50), National Certification Council for Activity Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Pennsylvania Department of Public Welfare (1.00), Residential Care Facilities for the Elderly (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Tennessee Department of Health (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), Montana Board of Behavioral Health (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Pennsylvania Certification Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.25), American Probation and Parole Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Alcohol and Drug Abuse Professional Certification Association (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), Pennsylvania Certification Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

American Correctional Association (2.25), American Nurses Credentialing Center (2.25), Association of Social Work Boards - New Jersey (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Association of Alcoholism and Drug Abuse Counselors (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), California Consortium of Addiction Programs and Professionals (2.25), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Louisiana Addictive Disorder Regulatory Authority (2.25), Michigan Certification Board for Addiction Professionals (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Chemical Dependency Professionals Board (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas Department of Aging and Disability Services - Administrator (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards - New Jersey (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

N/A	N/A
National Alliance for Direct Support Professionals (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25)	N/A

American Psychological Association (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Consortium of Addiction Programs and Professionals (1.75), Connecticut Certification Board (1.75), District of Columbia Board of Nursing (1.70), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.70), Georgia Board of Nursing (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Minnesota Board of Marriage and Family Therapy (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), National Board for Certified Counselors (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), Ohio Chemical Dependency Professionals Board (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Oklahoma Licensed Marriage and Family Therapists (1.75), Oklahoma Licensed Professional Counselors (1.75), Oklahoma-Northamerican Association of Masters in Psychology (1.75), Professional Development Hours approved by the Employee Assistance Certification (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas Department of Aging and Disability Services - Administrator (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Minnesota Board of Marriage and Family Therapy (1.50), Mississippi Board of Examiners for Social Workers/Marriage & Family Therapists (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), Oklahoma-Northamerican Association of Masters in Psychology (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A
National Association of Long Term Care Administrator Boards (NHA) (0.75)	N/A

N/A	N/A
N/A	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Human Resources Certification Institute (1.25), National Alliance for Direct Support Professionals (1.25), SHRM Preferred Provider (1.25), Texas Department of Aging and Disability Services - Administrator (1.25)	N/A
Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

National Alliance for Direct Support Professionals (1.50)	N/A
Iowa Department of Public Health Abuse Education Review Panel (2.00)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I
N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level I
N/A	Human Services Credential in Child Welfare, Level I

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II

N/A	Human Services Credential in Child Welfare, Level II
Connecticut Certification Board (1.00)	N/A
N/A	N/A

Connecticut Certification Board (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (2.00)	N/A
American Nurses Credentialing Center (2.50), American Psychological Association (2.50), Association of Social Work Boards (RL) (2.50), California Association of Alcohol and Drug Educators (2.50), California Association of Alcoholism and Drug Abuse Counselors (2.50), California Board of Behavioral Sciences (2.50), California Board of Registered Nursing (2.50), California Consortium of Addiction Programs and Professionals (2.50), Connecticut Certification Board (2.50), District of Columbia Board of Nursing (2.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.50), Florida Board of Psychology (2.50), Georgia Board of Nursing (2.50), Illinois Professional Counselor/Clinical Counselor (2.50), Louisiana Addictive Disorder Regulatory Authority (2.50), Michigan Certification Board for Addiction Professionals (2.50), Missouri Credentialing Board (2.50), NAADAC, The Association for Addiction Professionals (2.50), National Board for Certified Counselors (2.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.50), Ohio Chemical Dependency Professionals Board (2.50), Ohio Marriage and Family Therapist Board (2.50), Ohio Professional Counselor Board (2.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.50), Texas Department of Aging and Disability Services - Administrator (2.50), Texas State Board of Examiners of Marriage and Family Therapists (2.50), Texas State Board of Professional Counselors (2.50), Texas State Board of Social Worker Examiners (2.50), The Breining Institute for Registered Addiction Specialists (2.50)	N/A

Connecticut Certification Board (1.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.00), American Correctional Association (1.00), American Jail Association Certification (1.00), Connecticut Certification Board (1.00), Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

N/A	N/A
Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
N/A	N/A
N/A	N/A

N/A

N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Psychology (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

Nevada Commission on Peace Officers' Standards & Training (1.00), Registered Behavior Technician (1.25)	N/A

American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Psychology (1.00), Illinois Alcohol and Drug Abuse Professional Certification Association (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Pennsylvania Certification Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
N/A	N/A

California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Consortium of Addiction Programs and Professionals (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), Ohio Chemical Dependency Professionals Board (1.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.25)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Commission for Case Manager Certification (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50)	N/A
N/A	N/A

American Probation and Parole Association (1.00), Connecticut Certification Board (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
Florida Board of Nursing - Certified Nursing Assistants (1.00)	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	CPR Only
N/A	CPR Only
American Correctional Association (1.00), California Department of Corrections and Rehabilitation Corrections Standards Authority (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

Commission on Rehabilitation Counselor Certification (2.25), National Alliance for Direct Support Professionals (2.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.25)	N/A
Commission on Rehabilitation Counselor Certification (2.25), National Alliance for Direct Support Professionals (2.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.25)	N/A

Commission on Rehabilitation Counselor Certification (3.25), National Alliance for Direct Support Professionals (3.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.25)	N/A
Commission on Rehabilitation Counselor Certification (3.00), National Alliance for Direct Support Professionals (3.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.00)	N/A

Commission on Rehabilitation Counselor Certification (3.50), National Alliance for Direct Support Professionals (3.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.50)	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Pennsylvania Certification Board (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

N/A

N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
N/A	N/A

Connecticut Certification Board (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (1.00)	N/A
N/A	N/A
National Alliance for Direct Support Professionals (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25)	N/A
Georgia Board of Nursing (1.25)	N/A

N/A	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50), National Alliance for Direct Support Professionals (1.50), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A

Commission on Rehabilitation Counselor Certification (3.50), Connecticut Certification Board (3.50), National Alliance for Direct Support Professionals (3.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.50)	N/A

Commission on Rehabilitation Counselor Certification (2.00), Connecticut Certification Board (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.00)	N/A

Commission on Rehabilitation Counselor Certification (3.00), Connecticut Certification Board (3.00), National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.00)	N/A
Commission on Rehabilitation Counselor Certification (2.75), Connecticut Certification Board (2.75), National Alliance for Direct Support Professionals (2.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.75), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.75)	N/A

Commission on Rehabilitation Counselor Certification (1.50), Connecticut Certification Board (1.50), National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50)	N/A
Commission on Rehabilitation Counselor Certification (2.25), Connecticut Certification Board (2.25), National Alliance for Direct Support Professionals (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.25)	N/A

Commission on Rehabilitation Counselor Certification (1.00), Connecticut Certification Board (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00)	N/A

Commission on Rehabilitation Counselor Certification (2.25), Connecticut Certification Board (2.25), National Alliance for Direct Support Professionals (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.25)	N/A

Commission on Rehabilitation Counselor Certification (1.00), Connecticut Certification Board (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00)	N/A

Commission on Rehabilitation Counselor Certification (1.50), Connecticut Certification Board (1.50), National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50)	N/A
Connecticut Certification Board (2.75)	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

California Department of Public Health (CACNA) (CNA) (1.00)	N/A
National Alliance for Direct Support Professionals (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25)	N/A
National Alliance for Direct Support Professionals (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25)	N/A
Iowa Department of Public Health Abuse Education Review Panel (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

N/A

N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Alcohol and Drug Abuse Professional Certification Association (1.50), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

American Correctional Association (1.00), American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), Montana Board of Behavioral Health (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
N/A	N/A

N/A

N/A

N/A

N/A

N/A

N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Psychology (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

National Alliance for Direct Support Professionals (1.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.75)	N/A

American Nurses Credentialing Center (2.25), American Psychological Association (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.20), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Louisiana Addictive Disorder Regulatory Authority (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Chemical Dependency Professionals Board (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Ohio Social Worker Board (2.25), Oklahoma- Northamerican Association of Masters in Psychology (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas Department of Aging and Disability Services - Administrator (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
American Correctional Association (1.50), Texas Department of Aging and Disability Services - Administrator (1.50)	N/A

American Nurses Credentialing Center (2.50), Association of Social Work Boards (RL) (2.50), California Association of Alcohol and Drug Educators (2.50), California Association of Alcoholism and Drug Abuse Counselors (2.50), California Board of Behavioral Sciences (2.50), California Board of Registered Nursing (2.50), California Consortium of Addiction Programs and Professionals (2.50), Connecticut Certification Board (2.50), District of Columbia Board of Nursing (2.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.50), Florida Board of Nursing CE (2.50), Georgia Board of Nursing (2.50), Illinois Professional Counselor/Clinical Counselor (2.50), Louisiana Addictive Disorder Regulatory Authority (2.50), Michigan Certification Board for Addiction Professionals (2.50), Missouri Credentialing Board (2.50), NAADAC, The Association for Addiction Professionals (2.50), National Alliance for Direct Support Professionals (2.50), National Board for Certified Counselors (2.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50), Ohio Chemical Dependency Professionals Board (2.50), Ohio Marriage and Family Therapist Board (2.50), Ohio Professional Counselor Board (2.50), Ohio Social Worker Board (2.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.50), Texas Department of Aging and Disability Services - Administrator (2.50), Texas State Board of Examiners of Marriage and Family Therapists (2.50), Texas State Board of Professional Counselors (2.50), Texas State Board of Social Worker Examiners (2.50)	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Alcohol and Drug Abuse Professional Certification Association (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), Pennsylvania Certification Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
Florida Board of Nursing CE (2.00)	N/A
National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A

American Correctional Association (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), Ohio Chemical Dependency Professionals Board (1.00)	N/A
N/A	N/A

American Nurses Credentialing Center (2.75), American Psychological Association (2.75), Association of Social Work Boards - New Jersey (2.75), Association of Social Work Boards (RL) (2.75), California Association of Alcohol and Drug Educators (2.75), California Association of Alcoholism and Drug Abuse Counselors (2.75), California Board of Behavioral Sciences (2.75), California Board of Registered Nursing (2.75), California Consortium of Addiction Programs and Professionals (2.75), District of Columbia Board of Nursing (2.75), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.75), Florida Board of Nursing CE (2.50), Florida Board of Psychology (2.70), Georgia Board of Nursing (2.75), Illinois Professional Counselor/Clinical Counselor (2.75), Louisiana Addictive Disorder Regulatory Authority (2.75), Michigan Certification Board for Addiction Professionals (2.75), Minnesota Board of Marriage and Family Therapy (2.75), Mississippi Board of Examiners for Social Workers/Marriage & Family Therapists (2.75), Missouri Credentialing Board (2.75), NAADAC, The Association for Addiction Professionals (2.75), National Board for Certified Counselors (2.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.75), Ohio Chemical Dependency Professionals Board (2.75), Ohio Marriage and Family Therapist Board (2.75), Ohio Professional Counselor Board (2.75), Ohio Social Worker Board (2.75), Oklahoma Licensed Marriage and Family Therapists (2.75), Oklahoma Licensed Professional Counselors (2.75), Oklahoma- Northamerican Association of Masters in Psychology (2.75), Pennsylvania Certification Board (2.75), Professional Development Hours approved by the Employee Assistance Certification (2.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.75), Texas Department of Aging and Disability Services - Administrator (2.75), Texas State Board of Examiners of Marriage and Family	N/A
N/A	Dysphagia

American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), Connecticut Certification Board (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Psychology (1.20), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

N/A	N/A
American Correctional Association (1.50), American Probation and Parole Association (1.50), Connecticut Certification Board (1.50), Human Resources Certification Institute (1.50), National Alliance for Direct Support Professionals (1.50), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Texas Department of Aging and Disability Services - Administrator (1.50)	N/A
American Correctional Association (2.50), Connecticut Certification Board (2.50), Human Resources Certification Institute (2.50), National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50), Texas Department of Aging and Disability Services - Administrator (2.50)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.00), Connecticut Certification Board (2.00), Kentucky Board of Licensure for Occupational Therapy (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A
American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), Association of Social Work Boards - New Jersey (2.00), Association of Social Work Boards (RL) (2.00), California Association of Alcohol and Drug Educators (2.00), California Association of Alcoholism and Drug Abuse Counselors (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Michigan Certification Board for Addiction Professionals (2.00), Missouri Credentialing Board (2.00), NAADAC, The Association for Addiction Professionals (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Chemical Dependency Professionals Board (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas Department of Aging and Disability Services - Administrator (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Board of Registered Nursing (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Alliance for Direct Support Professionals (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25), Ohio Professional Counselor Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25)	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A

N/A

N/A

N/A

N/A

N/A	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A
National Alliance for Direct Support Professionals (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A
N/A	Epi Pen Training
N/A	Epi Pen Training

N/A

N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), Montana Board of Behavioral Health (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.25), Georgia Board of Nursing (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), Ohio Chemical Dependency Professionals Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), Montana Board of Behavioral Health (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50)	N/A

Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.75)	N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A	N/A
N/A	N/A
Connecticut Certification Board (1.50)	N/A
N/A	N/A
N/A	N/A

American Correctional Association (1.50), American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), Oklahoma- Northamerican Association of Masters in Psychology (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Department of Financial and Professional Regulation, Registered Social Worker and Marriage and Family Therapist Continuing Education Sponsor (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards - New Jersey (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Alcohol and Drug Abuse Professional Certification Association (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Montana Board of Behavioral Health (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
National Alliance for Direct Support Professionals (2.00)	N/A

California Department of Corrections and Rehabilitation Corrections Standards Authority (0.50), National Alliance for Direct Support Professionals (0.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (0.50)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
bcarc (5.00)	First Aid and CPR
N/A	First Aid and CPR
N/A	N/A

N/A	First Aid Only
N/A	First Aid Only
American Correctional Association (1.50), California Department of Corrections and Rehabilitation Corrections Standards Authority (1.50), National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
Florida Board of Nursing CE (0.50)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50), American Correctional Association (1.50), Connecticut Certification Board (1.50)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00), American Correctional Association (1.00), Connecticut Certification Board (1.00)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), Montana Board of Behavioral Health (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Pennsylvania Certification Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma- Northamerican Association of Masters in Psychology (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Correctional Association (2.00), Connecticut Certification Board (2.00)	N/A

N/A

N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
Oregon Department of Human Services (0.50)	N/A

American Correctional Association (1.00), American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards - New Jersey (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Florida Statewide Public Guardianship Office (1.00), Georgia Board of Nursing (1.00), Illinois Alcohol and Drug Abuse Professional Certification Association (1.00), Illinois Department of Financial and Professional Regulation, Registered Social Worker and Marriage and Family Therapist Continuing Education Sponsor (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Oklahoma-Northamerican Association of Masters in Psychology (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department	N/A
National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A

Connecticut Certification Board (2.00)	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Registered Behavior Technician (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A

National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A
National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

National Alliance for Direct Support Professionals (1.50), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
N/A	N/A
National Alliance for Direct Support Professionals (0.50)	N/A

N/A	N/A
Texas Department of Aging and Disability Services (4.00)	N/A
Texas Department of Aging and Disability Services (2.00)	N/A

N/A	N/A
National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50), Washington State Department of Social and Health Services (ALL Direct Care Workers) (2.50)	N/A

N/A	N/A
Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), Association of Social Work Boards (RL) (2.00), California Association of Alcoholism and Drug Abuse Counselors (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), Connecticut Certification Board (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Human Resources Certification Institute (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Massachusetts Association for Marriage & Family Therapy (2.00), Michigan Certification Board for Addiction Professionals (2.00), Minnesota Board of Marriage and Family Therapy (2.00), Mississippi Board of Examiners for Social Workers/Marriage & Family Therapists (2.00), Missouri Credentialing Board (2.00), Montana Board of Behavioral Health (2.00), NAADAC, The Association for Addiction Professionals (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Chemical Dependency Professionals Board (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), Professional Development Hours approved by the Employee Assistance Certification (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00), The Breining Institute for Registered Addiction Specialists (2.00)	N/A

Registered Behavior Technician (0.50)	N/A
National Alliance for Direct Support Professionals (0.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (0.75)	N/A
Registered Behavior Technician (0.50)	N/A

Registered Behavior Technician (0.50)	N/A
Registered Behavior Technician (0.50)	N/A
Florida Board of Nursing CE (1.00)	N/A
Florida Board of Nursing CE (1.00)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Nursing Home Administrators (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Nursing Home Administrators (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
National Alliance for Direct Support Professionals (1.50)	N/A
N/A	Human Rights Advocate Training
N/A	Human Rights Advocate Training

N/A	N/A
N/A	N/A
American Nurses Credentialing Center (2.25), American Psychological Association (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Association of Alcoholism and Drug Abuse Counselors (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), California Consortium of Addiction Programs and Professionals (2.25), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.20), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Louisiana Addictive Disorder Regulatory Authority (2.25), Michigan Certification Board for Addiction Professionals (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Chemical Dependency Professionals Board (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Ohio Social Worker Board (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas Department of Aging and Disability Services - Administrator (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25)	N/A

American Nurses Credentialing Center (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), California Consortium of Addiction Programs and Professionals (1.75), Connecticut Certification Board (1.75), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Kentucky Division of Child Care (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Michigan Certification Board for Addiction Professionals (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), National Board for Certified Counselors (1.75), Ohio Chemical Dependency Professionals Board (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75), The Breining Institute for Registered Addiction Specialists (1.75)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.25), American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Alliance for Direct Support Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
N/A	N/A
N/A	N/A

National Alliance for Direct Support Professionals (2.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.25)	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00)	N/A

National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A
National Alliance for Direct Support Professionals (1.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.75)	N/A
National Alliance for Direct Support Professionals (0.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (0.75)	N/A

American Nurses Credentialing Center (1.75), American Psychological Association (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), California Consortium of Addiction Programs and Professionals (1.75), Connecticut Certification Board (1.75), District of Columbia Board of Nursing (1.70), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.70), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Michigan Certification Board for Addiction Professionals (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), National Board for Certified Counselors (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), Ohio Chemical Dependency Professionals Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75), The Breining Institute for Registered Addiction Specialists (1.75)	N/A
N/A	N/A
N/A	In Program Orientation BIS Residential
N/A	In Program Orientation Day Programs
N/A	In Program Orientation DDS Residential
N/A	In Program Orientation Vocational
N/A	In-Service

National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A
Georgia Board of Nursing (1.50)	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
National Alliance for Direct Support Professionals (0.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (0.75)	N/A
New York Department of Health (4.00)	N/A

N/A	N/A
American Jail Association Certification (4.00), National Alliance for Direct Support Professionals (4.00), Nevada Commission on Peace Officers' Standards & Training (4.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (4.00), The Breining Institute for Registered Addiction Specialists (4.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (4.00)	N/A
American Correctional Association (2.00), National Alliance for Direct Support Professionals (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A

American Correctional Association (1.50), American Nurses Credentialing Center (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), National Alliance for Direct Support Professionals (1.50), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

American Nurses Credentialing Center (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
N/A	In-Service
N/A	In-Service
Human Resources Certification Institute (1.00), SHRM Preferred Provider (1.00)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Correctional Association (1.00), American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities
N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities
N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities
N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities

N/A	Human Services Credential in Intellectual and Developmental Disabilities

National Alliance for Direct Support Professionals (1.50)	N/A
American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

American Nurses Credentialing Center (1.75), Association of Social Work Boards (RL) (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), District of Columbia Board of Nursing (1.75), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas Department of Aging and Disability Services - Administrator (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75)	N/A
American Nurses Credentialing Center (2.00), Association of Social Work Boards (RL) (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas Department of Aging and Disability Services - Administrator (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00)	N/A

Connecticut Certification Board (2.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.00)	N/A
American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Mississippi Board of Examiners for Social Workers/Marriage & Family Therapists (1.50), Montana Board of Behavioral Health (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

American Nurses Credentialing Center (1.75), American Psychological Association (1.75), Association of Social Work Boards - New Jersey (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), California Consortium of Addiction Programs and Professionals (1.75), Connecticut Certification Board (1.75), District of Columbia Board of Nursing (1.70), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.70), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Michigan Certification Board for Addiction Professionals (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), National Board for Certified Counselors (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), Ohio Chemical Dependency Professionals Board (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), Oklahoma Licensed Marriage and Family Therapists (1.75), Oklahoma Licensed Professional Counselors (1.75), Pennsylvania Certification Board (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas Department of Aging and Disability Services - Administrator (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75)	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), Association of Social Work Boards (RL) (2.00), California Association of Alcoholism and Drug Abuse Counselors (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Michigan Certification Board for Addiction Professionals (2.00), Missouri Credentialing Board (2.00), NAADAC, The Association for Addiction Professionals (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Chemical Dependency Professionals Board (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00), The Breining Institute for Registered Addiction Specialists (2.00)	N/A

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

N/A	Human Services Credential in Leadership & Frontline Supervision

Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
California Department of Corrections and Rehabilitation Corrections Standards Authority (1.00), Human Resources Certification Institute (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A

N/A

N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (4.00), American Correctional Association (4.00)	N/A
N/A	N/A
Florida Board of Nursing - Certified Nursing Assistants (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

N/A

N/A

N/A	N/A
Human Resources Certification Institute (1.25), National Alliance for Direct Support Professionals (1.25), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.25), Texas Department of Aging and Disability Services - Administrator (1.25)	N/A

Human Resources Certification Institute (1.00), National Alliance for Direct Support Professionals (1.00), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.00), Texas Department of Aging and Disability Services - Administrator (1.00)	N/A
Human Resources Certification Institute (1.25), National Alliance for Direct Support Professionals (1.25), Nevada Commission on Peace Officers' Standards & Training (1.00), SHRM Preferred Provider (1.25), Texas Department of Aging and Disability Services - Administrator (1.25)	N/A
N/A	Management Training
N/A	Management Training

N/A	Management Training
N/A	Management Training
N/A	Management Training
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Nursing Home Administrators (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Alcohol and Drug Abuse Professional Certification Association (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Association of Long Term Care Administrator Boards (NHA) (1.50), National Association of Long Term Care Administrator Boards (RCAL) (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	MAP Initial
N/A	MAP Initial
N/A	MAP Initial
N/A	N/A

N/A	MAP Initial
N/A	MAP Initial
N/A	MAP Recertification
N/A	MAP Recertification
N/A	N/A
N/A	N/A
N/A	MAP Initial
N/A	MAP Initial
N/A	N/A
Florida Board of Nursing - Certified Nursing Assistants (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A
National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A

National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Alcohol and Drug Abuse Professional Certification Association (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

Georgia Board of Nursing (1.50)	N/A
N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health
N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health
N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health

N/A	Human Services Credential in Mental Health

| N/A | Human Services Credential in Mental Health |
| | |

N/A	Human Services Credential in Mental Health

American Nurses Credentialing Center (2.00), Association of Social Work Boards - New Jersey (2.00), Association of Social Work Boards (RL) (2.00), California Association of Alcohol and Drug Educators (2.00), California Association of Alcoholism and Drug Abuse Counselors (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), Connecticut Certification Board (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Michigan Certification Board for Addiction Professionals (2.00), Missouri Credentialing Board (2.00), Montana Board of Behavioral Health (2.00), NAADAC, The Association for Addiction Professionals (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), Oklahoma Licensed Marriage and Family Therapists (2.00), Oklahoma Licensed Professional Counselors (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas Department of Aging and Disability Services - Administrator (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00)	N/A

Florida Board of Psychology (1.50)	N/A
N/A	N/A

American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Psychology (1.20), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Social Worker Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), California Consortium of Addiction Programs and Professionals (1.75), District of Columbia Board of Nursing (1.70), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Michigan Certification Board for Addiction Professionals (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), National Board for Certified Counselors (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), Ohio Chemical Dependency Professionals Board (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75), The Breining Institute for Registered Addiction Specialists (1.75)	N/A
N/A	N/A

American Correctional Association (1.00), American Nurses Credentialing Center (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Nursing CE (1.50), Florida Board of Nursing Home Administrators (1.00), Georgia Board of Nursing (1.50), National Association of Long Term Care Administrator Boards (NHA) (1.00), National Association of Long Term Care Administrator Boards (RCAL) (1.00)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards - New Jersey (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma-Northamerican Association of Masters in Psychology (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A
N/A	N/A
N/A	Nursing License
N/A	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A

Connecticut Certification Board (2.00)	N/A
Ohio Nurses Association (1.00)	N/A
Human Resources Certification Institute (1.00), SHRM Preferred Provider (1.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.00)	N/A
N/A	N/A
Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Social Worker Board (1.50), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
Connecticut Certification Board (1.25), Oklahoma Licensed Marriage and Family Therapists (1.25), Oklahoma Licensed Professional Counselors (1.25)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

American Nurses Credentialing Center (3.00), American Psychological Association (3.00), Association of Social Work Boards (RL) (3.00), California Association of Alcohol and Drug Educators (3.00), California Association of Alcoholism and Drug Abuse Counselors (3.00), California Board of Behavioral Sciences (3.00), California Board of Registered Nursing (3.00), California Consortium of Addiction Programs and Professionals (3.00), Connecticut Certification Board (3.00), District of Columbia Board of Nursing (3.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (3.00), Florida Board of Nursing CE (3.00), Florida Board of Psychology (3.00), Georgia Board of Nursing (3.00), Illinois Professional Counselor/Clinical Counselor (3.00), Louisiana Addictive Disorder Regulatory Authority (3.00), Michigan Certification Board for Addiction Professionals (3.00), Missouri Credentialing Board (3.00), Montana Board of Behavioral Health (3.00), NAADAC, The Association for Addiction Professionals (3.00), National Board for Certified Counselors (3.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (3.00), Ohio Chemical Dependency Professionals Board (3.00), Ohio Marriage and Family Therapist Board (3.00), Ohio Professional Counselor Board (3.00), Ohio Social Worker Board (3.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (3.00), Texas State Board of Examiners of Marriage and Family Therapists (3.00), Texas State Board of Professional Counselors (3.00), Texas State Board of Social Worker Examiners (3.00), The Breining Institute for Registered Addiction Specialists (3.00)	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), California Association of Alcohol and Drug Educators (2.00), California Association of Alcoholism and Drug Abuse Counselors (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), Connecticut Certification Board (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Illinois Alcohol and Drug Abuse Professional Certification Association (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Michigan Certification Board for Addiction Professionals (2.00), Missouri Credentialing Board (2.00), NAADAC, The Association for Addiction Professionals (2.00), Ohio Chemical Dependency Professionals Board (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00), The Breining Institute for Registered Addiction Specialists (2.00)	N/A

N/A

N/A

Association of Social Work Boards - New Jersey (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Montana Board of Behavioral Health (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

Connecticut Certification Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50)	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), California Nursing Home Administrator Program - P type (1.00), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Nursing Home Administrators (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Association of Long Term Care Administrator Boards (NHA) (1.00), National Association of Long Term Care Administrator Boards (RCAL) (1.00), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Florida Statewide Public Guardianship Office (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A
American Correctional Association (1.50), Association of Social Work Boards - New Jersey (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

N/A

N/A

N/A

N/A

Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (2.00)	N/A
N/A	N/A

N/A

N/A

National Alliance for Direct Support Professionals (4.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (4.25)	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00)	N/A
Connecticut Certification Board (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (2.00)	N/A

Illinois Alcohol and Drug Abuse Professional Certification Association (1.00), National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
N/A	N/A
N/A	N/A

Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	Agency Annual Trainings
N/A	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), Association of Social Work Boards - New Jersey (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Massachusetts Association for Marriage & Family Therapy (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50), Oklahoma- Northamerican Association of Masters in Psychology (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	PPD Test

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A

Kentucky Cabinet for Health and Family Services (HIV/AIDS) (2.00)	N/A
National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
N/A	N/A
N/A	N/A
American Correctional Association (2.00), Connecticut Certification Board (2.00), Human Resources Certification Institute (2.00), National Alliance for Direct Support Professionals (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A
California Board of Behavioral Sciences (2.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.50), Minnesota Board of Marriage and Family Therapy (2.50), Ohio Marriage and Family Therapist Board (2.50), Professional Development Hours approved by the Employee Assistance Certification (2.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.50), Texas State Board of Examiners of Marriage and Family Therapists (2.50)	N/A

California Board of Behavioral Sciences (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), Ohio Professional Counselor Board (1.00), Oklahoma- Northamerican Association of Masters in Psychology (1.00), Professional Development Hours approved by the Employee Assistance Certification (1.00), Texas State Board of Professional Counselors (1.00)	N/A
American Psychological Association (1.25), Florida Board of Psychology (1.20), Oklahoma- Northamerican Association of Masters in Psychology (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25)	N/A

Association of Social Work Boards - New Jersey (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Social Worker Board (1.50), Professional Development Hours approved by the Employee Assistance Certification (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), Illinois Alcohol and Drug Abuse Professional Certification Association (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), Ohio Chemical Dependency Professionals Board (1.25), Pennsylvania Certification Board (1.25), Professional Development Hours approved by the Employee Assistance Certification (1.25)	N/A
N/A	N/A
N/A	N/A
Alliance of Information and Referral Systems Certificate of Completion (2.00), Connecticut Certification Board (2.00), Human Resources Certification Institute (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A

American Correctional Association (1.00), American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Oklahoma- Northamerican Association of Masters in Psychology (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

| Missouri Credentialing Board (1.00) | N/A |

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

American Correctional Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
N/A	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Alliance for Direct Support Professionals (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
Georgia Board of Nursing (1.00)	N/A

N/A

N/A

N/A

N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), Montana Board of Behavioral Health (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

American Nurses Credentialing Center (1.25), American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.25), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), Montana Board of Behavioral Health (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
N/A	Relief Staff Orientatoin
N/A	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A
Connecticut Certification Board (3.50)	N/A
Connecticut Certification Board (2.00)	N/A

National Alliance for Direct Support Professionals (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25)	N/A
National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50), Registered Behavior Technician (2.50), Washington State Department of Social and Health Services (ALL Direct Care Workers) (2.25)	N/A
N/A	N/A
N/A	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

Georgia Board of Nursing (1.75)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), Montana Board of Behavioral Health (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A

N/A	N/A
N/A	N/A
Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (3.00)	N/A

National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A
National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A

N/A	N/A
Human Resources Certification Institute (2.00), SHRM Preferred Provider (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A

American Correctional Association (2.00), California Nursing Home Administrator Program - non-P type (1.00), Florida Board of Nursing Home Administrators (2.00), Human Resources Certification Institute (2.00), National Association of Long Term Care Administrator Boards (NHA) (1.25), National Association of Long Term Care Administrator Boards (RCAL) (1.00), SHRM Preferred Provider (2.00), Tennessee Department of Health (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A
American Correctional Association (2.50), American Probation and Parole Association (2.50), National Alliance for Direct Support Professionals (2.50), Nevada Commission on Peace Officers' Standards & Training (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A

California Nursing Home Administrator Program - P type (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing - Certified Nursing Assistants (1.00), Florida Board of Nursing Home Administrators (1.00), Kansas Department of Aging and Disability Services (Dietary) (1.00), Missouri Health Care Association (1.00), National Association of Long Term Care Administrator Boards (NHA) (1.00), National Association of Long Term Care Administrator Boards (RCAL) (1.00), National Certification Council for Activity Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00), Oregon Department of Human Services (1.00), Residential Care Facilities for the Elderly (1.00), Tennessee Department of Health (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (1.00)	N/A
N/A	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

National Alliance for Direct Support Professionals (2.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.75)	N/A

American Psychological Association (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Psychology (1.20), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Oklahoma- Northamerican Association of Masters in Psychology (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A
N/A	N/A
N/A	N/A
N/A	N/A

National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00)	N/A

American Correctional Association (1.50)	N/A
Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Consortium of Addiction Programs and Professionals (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Illinois Department of Financial and Professional Regulation, Registered Social Worker and Marriage and Family Therapist Continuing Education Sponsor (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
N/A	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), National Board for Certified Counselors (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Professional Development Hours approved by the Employee Assistance Certification (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (2.00), American Correctional Association (2.00), Connecticut Certification Board (2.00), Illinois Alcohol and Drug Abuse Professional Certification Association (2.00), National Alliance for Direct Support Professionals (2.00), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A

Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Consortium of Addiction Programs and Professionals (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Psychology (1.50), Illinois Department of Financial and Professional Regulation, Registered Social Worker and Marriage and Family Therapist Continuing Education Sponsor (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50), The Breining Institute for Registered Addiction Specialists (1.50)	N/A

N/A	Human Services Credential in Substance Use and Addictive Disorders
N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders
N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders
N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders

N/A	Human Services Credential in Substance Use and Addictive Disorders
N/A	N/A

American Nurses Credentialing Center (2.25), Association of Social Work Boards - New Jersey (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Association of Alcoholism and Drug Abuse Counselors (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), California Consortium of Addiction Programs and Professionals (2.25), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Georgia Board of Nursing (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Louisiana Addictive Disorder Regulatory Authority (2.25), Michigan Certification Board for Addiction Professionals (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Chemical Dependency Professionals Board (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Ohio Social Worker Board (2.25), Pennsylvania Certification Board (2.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.25), Texas State Board of Examiners of Marriage and Family Therapists (2.25), Texas State Board of Professional Counselors (2.25), Texas State Board of Social Worker Examiners (2.25), The Breining Institute for Registered Addiction Specialists (2.25)	N/A

American Nurses Credentialing Center (2.00), American Psychological Association (2.00), Association of Social Work Boards (RL) (2.00), California Association of Alcohol and Drug Educators (2.00), California Board of Behavioral Sciences (2.00), California Board of Registered Nursing (2.00), California Consortium of Addiction Programs and Professionals (2.00), District of Columbia Board of Nursing (2.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.00), Florida Board of Nursing CE (2.00), Florida Board of Psychology (2.00), Georgia Board of Nursing (2.00), Illinois Professional Counselor/Clinical Counselor (2.00), Louisiana Addictive Disorder Regulatory Authority (2.00), Michigan Certification Board for Addiction Professionals (2.00), Missouri Credentialing Board (2.00), NAADAC, The Association for Addiction Professionals (2.00), National Board for Certified Counselors (2.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.00), Ohio Chemical Dependency Professionals Board (2.00), Ohio Marriage and Family Therapist Board (2.00), Ohio Professional Counselor Board (2.00), Ohio Social Worker Board (2.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.00), Texas State Board of Examiners of Marriage and Family Therapists (2.00), Texas State Board of Professional Counselors (2.00), Texas State Board of Social Worker Examiners (2.00), The Breining Institute for Registered Addiction Specialists (2.00)	N/A
N/A	N/A

Kentucky Division of Child Care (1.00)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards - New Jersey (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Pennsylvania Certification Board (1.00), Professional Development Hours approved by the Employee Assistance Certification (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
American Nurses Credentialing Center (6.00), American Psychological Association (6.00), Association of Social Work Boards (RL) (6.00), California Board of Registered Nursing (6.00), District of Columbia Board of Nursing (6.00), Florida Board of Nursing CE (6.00), Georgia Board of Nursing (6.00), Kentucky Board of Licensure for Occupational Therapy (6.00), NAADAC, The Association for Addiction Professionals (6.00), National Board for Certified Counselors (6.00)	N/A

American Nurses Credentialing Center (2.25), American Psychological Association (2.25), Association of Social Work Boards - New Jersey (2.25), Association of Social Work Boards (RL) (2.25), California Association of Alcohol and Drug Educators (2.25), California Association of Alcoholism and Drug Abuse Counselors (2.25), California Board of Behavioral Sciences (2.25), California Board of Registered Nursing (2.25), California Consortium of Addiction Programs and Professionals (2.25), California Nursing Home Administrator Program - P type (1.00), Connecticut Certification Board (2.25), District of Columbia Board of Nursing (2.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.25), Florida Board of Nursing CE (2.00), Florida Board of Nursing Home Administrators (2.00), Florida Board of Psychology (2.20), Florida Statewide Public Guardianship Office (2.25), Georgia Board of Nursing (2.25), Illinois Alcohol and Drug Abuse Professional Certification Association (2.25), Illinois Professional Counselor/Clinical Counselor (2.25), Louisiana Addictive Disorder Regulatory Authority (2.25), Massachusetts Association for Marriage & Family Therapy (2.00), Michigan Certification Board for Addiction Professionals (2.25), Missouri Credentialing Board (2.25), NAADAC, The Association for Addiction Professionals (2.25), National Association of Long Term Care Administrator Boards (NHA) (1.50), National Association of Long Term Care Administrator Boards (RCAL) (1.50), National Board for Certified Counselors (2.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.25), Ohio Chemical Dependency Professionals Board (2.25), Ohio Marriage and Family Therapist Board (2.25), Ohio Professional Counselor Board (2.25), Ohio Social Worker Board (2.25), Oklahoma Licensed Marriage and Family Therapists (2.25), Oklahoma Licensed Professional Counselors (2.25), Pennsylvania Certification Board (2.25), Professional Development Hours approved by the Employee Assistance Certification (2.25), State Of	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards - New Jersey (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Minnesota Board of Marriage and Family Therapy (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), Oklahoma Licensed Marriage and Family Therapists (1.00), Oklahoma Licensed Professional Counselors (1.00), Pennsylvania Certification Board (1.00), Professional Development Hours approved by the Employee Assistance Certification (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
Alliance of Information and Referral Systems Certificate of Completion (1.50), American Correctional Association (1.50), American Jail Association Certification (1.50), Connecticut Certification Board (1.50), Human Resources Certification Institute (1.50), National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), SHRM Preferred Provider (1.50), Texas Department of Aging and Disability Services - Administrator (1.50)	N/A

National Alliance for Direct Support Professionals (2.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.75)	N/A

National Alliance for Direct Support Professionals (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25)	N/A

National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00)	N/A

National Alliance for Direct Support Professionals (2.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A

N/A	N/A
National Alliance for Direct Support Professionals (2.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.75)	N/A
N/A	N/A

Alliance of Information and Referral Systems Certificate of Completion (3.00), Connecticut Certification Board (3.00), National Alliance for Direct Support Professionals (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.00), Washington State Department of Social and Health Services (ALL Direct Care Workers) (3.00)	N/A
American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), Connecticut Certification Board (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Psychology (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), District of Columbia Board of Nursing (1.25), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Alliance for Direct Support Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), Registered Behavior Technician (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50)	N/A
N/A	N/A

N/A

N/A

National Alliance for Direct Support Professionals (3.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.25)	N/A
N/A	N/A
N/A	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.00), American Correctional Association (2.00), Connecticut Certification Board (2.00), Human Resources Certification Institute (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), Texas Department of Aging and Disability Services - Administrator (2.00)	N/A
N/A	N/A
N/A	N/A

American Correctional Association (2.75), American Psychological Association (2.75), Association of Social Work Boards (RL) (2.75), California Association of Alcohol and Drug Educators (2.75), California Association of Alcoholism and Drug Abuse Counselors (2.75), California Board of Behavioral Sciences (2.75), California Consortium of Addiction Programs and Professionals (2.75), Connecticut Certification Board (2.75), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.75), Florida Board of Psychology (2.70), Illinois Alcohol and Drug Abuse Professional Certification Association (2.75), Illinois Professional Counselor/Clinical Counselor (2.75), Louisiana Addictive Disorder Regulatory Authority (2.75), Michigan Certification Board for Addiction Professionals (2.75), Missouri Credentialing Board (2.75), NAADAC, The Association for Addiction Professionals (2.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.75), Ohio Chemical Dependency Professionals Board (2.75), Ohio Marriage and Family Therapist Board (2.75), Ohio Professional Counselor Board (2.75), Ohio Social Worker Board (2.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.75), Texas Department of Aging and Disability Services - Administrator (2.75), Texas State Board of Examiners of Marriage and Family Therapists (2.75), Texas State Board of Professional Counselors (2.75), Texas State Board of Social Worker Examiners (2.75)	N/A

Alliance of Information and Referral Systems Certificate of Completion (1.75), American Psychological Association (1.75), Association of Social Work Boards (RL) (1.75), California Association of Alcohol and Drug Educators (1.75), California Association of Alcoholism and Drug Abuse Counselors (1.75), California Board of Behavioral Sciences (1.75), California Consortium of Addiction Programs and Professionals (1.75), Connecticut Certification Board (1.75), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Psychology (1.70), Illinois Alcohol and Drug Abuse Professional Certification Association (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Louisiana Addictive Disorder Regulatory Authority (1.75), Michigan Certification Board for Addiction Professionals (1.75), Missouri Credentialing Board (1.75), NAADAC, The Association for Addiction Professionals (1.75), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas Department of Aging and Disability Services - Administrator (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75)	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Association of Alcohol and Drug Educators (1.50), California Association of Alcoholism and Drug Abuse Counselors (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), California Consortium of Addiction Programs and Professionals (1.50), Connecticut Certification Board (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), Louisiana Addictive Disorder Regulatory Authority (1.50), Massachusetts Association for Marriage & Family Therapy (1.50), Michigan Certification Board for Addiction Professionals (1.50), Missouri Credentialing Board (1.50), NAADAC, The Association for Addiction Professionals (1.50), National Board for Certified Counselors (1.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.50), Ohio Chemical Dependency Professionals Board (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), Pennsylvania Certification Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A
N/A	N/A

N/A	N/A
American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

N/A

N/A

N/A

N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), Connecticut Certification Board (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
N/A	N/A

American Correctional Association (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Illinois Alcohol and Drug Abuse Professional Certification Association (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), Ohio Chemical Dependency Professionals Board (1.00), Pennsylvania Certification Board (1.00)	N/A
American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), California Consortium of Addiction Programs and Professionals (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), National Board for Certified Counselors (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A

N/A	N/A
National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A

National Alliance for Direct Support Professionals (1.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.75)	N/A
Alliance of Information and Referral Systems Certificate of Completion (2.50), Connecticut Certification Board (2.50), National Alliance for Direct Support Professionals (2.50), Nevada Commission on Peace Officers' Standards & Training (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A

Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Association of Alcoholism and Drug Abuse Counselors (1.25), California Board of Behavioral Sciences (1.25), California Consortium of Addiction Programs and Professionals (1.25), Connecticut Certification Board (1.25), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

N/A	N/A
N/A	N/A
Connecticut Certification Board (1.50), Oklahoma Licensed Marriage and Family Therapists (1.50), Oklahoma Licensed Professional Counselors (1.50)	N/A

American Nurses Credentialing Center (1.75), Association of Social Work Boards (RL) (1.75), California Board of Behavioral Sciences (1.75), California Board of Registered Nursing (1.75), District of Columbia Board of Nursing (1.70), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.75), Florida Board of Nursing CE (1.50), Georgia Board of Nursing (1.75), Illinois Professional Counselor/Clinical Counselor (1.75), Ohio Marriage and Family Therapist Board (1.75), Ohio Professional Counselor Board (1.75), Ohio Social Worker Board (1.75), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.75), Texas State Board of Examiners of Marriage and Family Therapists (1.75), Texas State Board of Professional Counselors (1.75), Texas State Board of Social Worker Examiners (1.75)	N/A
National Alliance for Direct Support Professionals (1.25)	N/A

American Nurses Credentialing Center (2.50), American Psychological Association (2.50), Association of Social Work Boards (RL) (2.50), California Association of Alcohol and Drug Educators (2.50), California Association of Alcoholism and Drug Abuse Counselors (2.50), California Board of Behavioral Sciences (2.50), California Board of Registered Nursing (2.50), California Consortium of Addiction Programs and Professionals (2.50), District of Columbia Board of Nursing (2.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (2.50), Florida Board of Nursing CE (2.50), Florida Board of Psychology (2.50), Georgia Board of Nursing (2.50), Illinois Professional Counselor/Clinical Counselor (2.50), Louisiana Addictive Disorder Regulatory Authority (2.50), Michigan Certification Board for Addiction Professionals (2.50), Missouri Credentialing Board (2.50), NAADAC, The Association for Addiction Professionals (2.50), National Board for Certified Counselors (2.50), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (2.50), Ohio Chemical Dependency Professionals Board (2.50), Ohio Marriage and Family Therapist Board (2.50), Ohio Professional Counselor Board (2.50), Ohio Social Worker Board (2.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (2.50), Texas State Board of Examiners of Marriage and Family Therapists (2.50), Texas State Board of Professional Counselors (2.50), Texas State Board of Social Worker Examiners (2.50), The Breining Institute for Registered Addiction Specialists (2.50)	N/A
N/A	N/A

National Alliance for Direct Support Professionals (0.50)	N/A
American Correctional Association (2.00)	N/A

N/A

N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), National Alliance for Direct Support Professionals (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas Department of Aging and Disability Services - Administrator (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25)	N/A

National Alliance for Direct Support Professionals (1.25)	N/A

Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Consortium of Addiction Programs and Professionals (1.00), Connecticut Certification Board (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Psychology (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas Department of Aging and Disability Services - Administrator (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A
Connecticut Certification Board (2.00), Illinois Alcohol and Drug Abuse Professional Certification Association (2.00), National Alliance for Direct Support Professionals (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.00), SHRM Preferred Provider (2.00)	N/A
N/A	Agency Annual Trainings
N/A	Agency Annual Trainings
N/A	N/A

National Alliance for Direct Support Professionals (3.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (3.50)	N/A

N/A

N/A

N/A	N/A
National Alliance for Direct Support Professionals (1.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.00)	N/A

Alliance of Information and Referral Systems Certificate of Completion (2.50), American Correctional Association (2.50), American Probation and Parole Association (2.50), Connecticut Certification Board (2.50), Human Resources Certification Institute (2.50), National Alliance for Direct Support Professionals (2.50), Nevada Commission on Peace Officers' Standards & Training (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50), Texas Department of Aging and Disability Services - Administrator (2.50)	N/A
N/A	N/A
N/A	N/A
N/A	Vital Signs
N/A	Vital Signs
National Alliance for Direct Support Professionals (2.00)	N/A
N/A	N/A
N/A	N/A

National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50)	N/A
American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00)	N/A

American Nurses Credentialing Center (1.00), American Psychological Association (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Association of Alcoholism and Drug Abuse Counselors (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A

American Nurses Credentialing Center (1.00), Association of Social Work Boards (RL) (1.00), California Association of Alcohol and Drug Educators (1.00), California Board of Behavioral Sciences (1.00), California Board of Registered Nursing (1.00), District of Columbia Board of Nursing (1.00), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.00), Florida Board of Nursing CE (1.00), Georgia Board of Nursing (1.00), Illinois Professional Counselor/Clinical Counselor (1.00), Louisiana Addictive Disorder Regulatory Authority (1.00), Michigan Certification Board for Addiction Professionals (1.00), Missouri Credentialing Board (1.00), NAADAC, The Association for Addiction Professionals (1.00), Ohio Chemical Dependency Professionals Board (1.00), Ohio Marriage and Family Therapist Board (1.00), Ohio Professional Counselor Board (1.00), Ohio Social Worker Board (1.00), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.00), Texas State Board of Examiners of Marriage and Family Therapists (1.00), Texas State Board of Professional Counselors (1.00), Texas State Board of Social Worker Examiners (1.00), The Breining Institute for Registered Addiction Specialists (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A

N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	Work Place Violence
N/A	N/A

N/A	N/A
American Correctional Association (2.50), Connecticut Certification Board (2.50), National Alliance for Direct Support Professionals (2.50), Nevada Commission on Peace Officers' Standards & Training (3.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.50)	N/A

American Nurses Credentialing Center (1.25), Association of Social Work Boards (RL) (1.25), California Association of Alcohol and Drug Educators (1.25), California Board of Behavioral Sciences (1.25), California Board of Registered Nursing (1.25), California Consortium of Addiction Programs and Professionals (1.25), District of Columbia Board of Nursing (1.20), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.25), Florida Board of Nursing CE (1.00), Florida Board of Psychology (1.20), Georgia Board of Nursing (1.25), Illinois Professional Counselor/Clinical Counselor (1.25), Louisiana Addictive Disorder Regulatory Authority (1.25), Michigan Certification Board for Addiction Professionals (1.25), Missouri Credentialing Board (1.25), NAADAC, The Association for Addiction Professionals (1.25), National Board for Certified Counselors (1.25), New York State Education Department, Office of the Professions, Division of Professional Licensing Services, Social Work Unit (1.25), Ohio Chemical Dependency Professionals Board (1.25), Ohio Marriage and Family Therapist Board (1.25), Ohio Professional Counselor Board (1.25), Ohio Social Worker Board (1.25), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.25), Texas State Board of Examiners of Marriage and Family Therapists (1.25), Texas State Board of Professional Counselors (1.25), Texas State Board of Social Worker Examiners (1.25), The Breining Institute for Registered Addiction Specialists (1.25)	N/A
Kentucky Division of Child Care (1.00), North Carolina Division of Child Development and Early Education (1.00)	N/A

Georgia Board of Nursing (1.00)	N/A
Georgia Board of Nursing (1.25)	N/A

National Alliance for Direct Support Professionals (1.00)	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

N/A	N/A
N/A	N/A
Human Resources Certification Institute (1.50), SHRM Preferred Provider (1.50), Texas Department of Aging and Disability Services - Administrator (1.50)	N/A
American Probation and Parole Association (1.50), National Alliance for Direct Support Professionals (1.50), Nevada Commission on Peace Officers' Standards & Training (2.00), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Texas Department of Aging and Disability Services - Administrator (1.50)	N/A

N/A	N/A
Florida Board of Psychology (1.50)	N/A

N/A

N/A

Florida Board of Psychology (1.20)	N/A
N/A	N/A

N/A	N/A
Florida Board of Psychology (1.00)	N/A

Ohio Social Worker Board (1.00), Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional) (1.00)	N/A

| Florida Board of Psychology (1.20) | N/A |

National Alliance for Direct Support Professionals (2.75), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (2.75)	N/A
N/A	N/A

American Nurses Credentialing Center (1.50), American Psychological Association (1.50), Association of Social Work Boards (RL) (1.50), California Board of Behavioral Sciences (1.50), California Board of Registered Nursing (1.50), District of Columbia Board of Nursing (1.50), Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (1.50), Florida Board of Nursing CE (1.50), Florida Board of Psychology (1.50), Georgia Board of Nursing (1.50), Illinois Professional Counselor/Clinical Counselor (1.50), National Alliance for Direct Support Professionals (1.50), Non-Licensed Direct Care (DSP, HHA, CNA, DCW, PCA, IHA, NA) (1.50), Ohio Marriage and Family Therapist Board (1.50), Ohio Professional Counselor Board (1.50), Ohio Social Worker Board (1.50), State Of Illinois, Department of Financial and Professional Regulation, Marriage and Family Therapist Continuing Education Sponsor (1.50), Texas Department of Aging and Disability Services - Administrator (1.50), Texas State Board of Examiners of Marriage and Family Therapists (1.50), Texas State Board of Professional Counselors (1.50), Texas State Board of Social Worker Examiners (1.50)	N/A