KEPRO
INTELLIGENT VALUE

TRAINING

AND RESOURCES

CATALOG

KEPRO—SW PA Health Care Quality Unit
(KEPRO HCQU)
hcqu.kepro.com

Inside this catalog

Introduction to the KEPRO HCQU

The KEPRO Health Care Quality Unit (KEPRO HCQU) is contracted to support the Administrative Entities, providers/caregivers, and participants in the intellectual and developmental disabilities (I/DD) service delivery system in the southwestern region of Pennsylvania, which includes Allegheny, Bedford, Cambria, Fayette, Greene, Somerset, Washington, and Westmoreland counties.

Our Goal

It is our goal to positively influence the lives of individuals with I/DD by advocating the highest quality of physical and behavioral health care possible so they may experience "everyday lives". To accomplish this goal, we offer training, technical assistance, capacity building, and informational materials pertaining to physical and behavioral health topics and effective strategies to support the health and well-being of people with I/DD.

Our Mission

Our mission is to assure the realization of this goal by:

- supporting healthcare professionals and caregivers who support people with I/DD by building capacity in the community.
- providing training on physical and behavioral health topics to healthcare providers, as it pertains to people with I/DD.
- providing technical assistance to those who support people in the I/DD system.
- disseminating information and building capacity throughout our eight county service area so individuals with I/DD may receive better healthcare.
- working with the Office of Developmental Programs (ODP) to continuously improve the quality of healthcare delivery systems and outcomes.

Introduction (continued)

Our Quality

KEPRO HCQU trainings and resources reflect positive practices and best practice standards for supporting people with I/DD as embraced by the Pennsylvania Office of Developmental Programs, University Centers of Excellence on Developmental Disabilities, and agencies such as the American Association on Intellectual and Developmental Disabilities (AAIDD) and the American Academy of Developmental Medicine and Dentistry (AADMD). Our materials are reviewed and updated regularly for accuracy, quality, and relevance, and approved by the KEPRO Clinical Practice Oversight Committee (physical health topics) and the HCQU consulting psychologist (behavioral topics).

Disclaimer

*The KEPRO HCQU does **not** provide direct services to individuals but helps facilitate better health care through systems improvement efforts. Information or education provided by the HCQU is not intended to replace medical advice from the individual's personal care physician, existing facility policy, or federal, state, and local regulations/codes within the agency jurisdiction. The information provided is not all inclusive of the topic presented.*

Credit for Training Hours

Instructor-led Trainings

The KEPRO HCQU offers training hours for each of the instructor-led trainings it presents to caregivers and/or medical professionals. Attendees must attend a training in its entirety in order to receive a training certificate documenting their training hours. Each attendee is responsible for submitting their training certificates to their respective agencies/employers.

KEPRO HCQU's instructor-led trainings are competency-based, and a test is given at the end of each training. However, training credits for instructor-led trainings are awarded without regard to participant's test score.

Online Trainings

In order to successfully complete an online training, the participant *must submit a test at the end of the training and score 80 percent or higher.* The participant is given the opportunity to retake the training and test as many times as is necessary to score 80 percent or higher, after which a certificate documenting the training hours is generated.
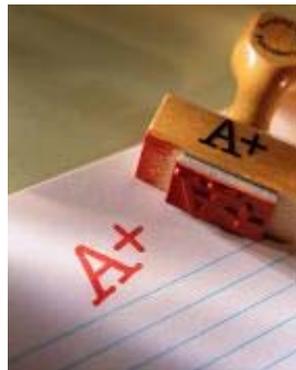
TRAININGS
for
CAREGIVERS

Please note:

On the following pages, trainings available online at
hcqu.kepro.com are denoted with an image of a laptop.

Abuse: Individual to Individual—*2 hours*

- Define individual to individual (I-to-I) abuse
- Discuss the key components to report for an incident involving I-to-I abuse
- List effective conflict resolution techniques for I-to-I abuse

Abuse: Recognizing and Reporting—*2 hours*

- Recall various types of abuse
- Recognize signs of abuse
- Identify steps for reporting abuse involving people served by the I/DD system in Pennsylvania

Advocacy for an Everyday Life—*2 hours*

- Discuss the importance of promoting equal treatment for people with intellectual and developmental disabilities (I/DD)
- State ways for caregivers to practice advocacy for people with I/DD in all interactions
- Recall ways that caregivers can help an individual to make choices and enjoy an "Everyday Life"

Aging: Medication Management—*2 hours*

- Describe how body changes with aging can affect how medications are used
- Recognize signs of a medication-related problem
- List things to consider when administering medications to an individual who is older

Aging: Physical Changes and Care—*2 hours*

- Recognize the physical changes that occur with aging
- Identify how the changes affect physical and mental functions
- Recall suggestions for supporting people with I/DD to maintain functional ability and quality of life as they age

Aging: Retirement—*1 hour*

- Recall the stages of aging
- Recognize tips for planning for retirement
- Identify factors that affect when to retire

Allergies and Allergic Reactions—*2 hours*

- Identify common allergens and methods to minimize exposure to them.
- List symptoms of allergies and allergic reactions.
- Describe techniques for supporting people with I/DD who experience allergic reactions.

Anger Management—*1 hour*

- Define anger
- Describe ways anger can be expressed
- List strategies for managing anger

Arthritis—*1 hour*

- Define Arthritis
- Identify the basic signs and symptoms of arthritis
- List activities which may be helpful in assisting an individual diagnosed with arthritis

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Aspiration Pneumonia—*1 hour*

- Recognize risks, causes, and signs of aspiration
- List strategies to prevent aspiration
- Identify ways to support a person with I/DD who has aspiration pneumonia

Attention Deficit Hyperactivity Disorder (ADHD)—*2 hours*

- ♦ Identify ADHD symptoms as listed in the DSM-5
- ♦ Describe the ways that ADHD can affect people with intellectual/developmental disabilities
- ♦ List the treatments and interventions for ADHD

Autism Spectrum Disorder (ASD)—*2 hours*

- ♦ Identify characteristics of Autism Spectrum Disorder (ASD)
- ♦ Recognize "setting events" that may cause changes in behavior
- ♦ Describe treatment approaches for ASD
- ♦ Recall ways in which caregivers can support people with ASD

Behavior is Communication—*2 hours*

- ♦ Recall strategies for understanding and responding to challenging behaviors
- ♦ Describe basic premises about mental illness in relation to challenging behaviors
- ♦ List the important assumptions about challenging behaviors
- ♦ Summarize ways to report challenging behaviors accurately

Behavioral Manifestations of Pain—*2 hours*

- ♦ Define the purpose of the body's pain response
- ♦ Describe human expressions of pain
- ♦ Identify behaviors that may be a manifestation of pain

Bipolar Disorder—*2 hours*

- ♦ Define bipolar disorder
- ♦ Recognize symptoms of bipolar disorder
- ♦ Identify effective support strategies for a person diagnosed with I/DD and bipolar disorder

Body Mechanics and Back Pain—*2 hours*

♦ Describe proper body mechanics techniques

♦ Identify risk factors related to back injury

♦ Recall methods for assisting individuals with I/DD to prevent back pain and injury

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Borderline Personality Disorder (BPD)—*2 hours*

♦ Define borderline personality disorder (BPD)

♦ List symptoms and behaviors of BPD in people with I/DD

♦ Describe treatments and interventions for people with I/DD and BPD

Boundaries—*2 hours*

♦ Define the term *boundaries*

♦ Distinguish between external and internal boundaries

♦ Recognize healthy techniques for supporting people with I/DD without invading their boundaries

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Bowel Management—*2 hours*

♦ Define normal and abnormal bowel function

♦ Recognize signs and symptoms of constipation, diarrhea, and incontinence

♦ Identify ways to maintain healthy bowel function

Cancer Supports—*2 hours*

♦ Recognize general signs of cancer

♦ Identify possible side-effects of cancer treatments

♦ Describe effective care measures to support a person with cancer

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Cerebral Palsy—*2 hours*

♦ Define cerebral palsy (CP)

♦ Recognize standards of care and best practices for supporting adults with cerebral palsy

Chronic Obstructive Pulmonary Disease (COPD)—*2 hours*

♦ Define chronic obstructive pulmonary disease (COPD)

♦ Identify risk factors and signs and symptoms of COPD

♦ Describe medical and home management techniques used to support individuals with COPD

Communicating Effectively with Healthcare Providers—*1 hour*

♦ Describe the roles of a caregiver before, during, and after healthcare appointments

♦ Recall approaches designed to facilitate communication between people with I/DD and their healthcare providers, including pertinent information to report

♦ List techniques to increase an individual's comfort level when attending a healthcare appointment

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Communication Devices—*2 hours*

♦ Discuss the benefits of using communication devices

♦ Describe how to support individuals who use communication devices

♦ List various communication devices

Communication: Positive Techniques—*2 hours*

♦ List benefits of positive communication

♦ Discuss negative communication techniques

♦ Recall positive communication techniques

Communication: Understanding and Improving—*2 hours*

♦ Discuss barriers of communication

♦ Recall different methods to communicate

♦ Recognize ways to improve communication

Congestive Heart Failure (CHF)—*2 hours*

- Define CHF and identify risk factors
- Identify symptoms of CHF
- List methods of support for individuals with CHF

Dementia—*2 hours*

- Identify the benefits of using early detection screening tools
- Recall strategies to support individuals with I/DD who have dementia
- Recognize personal strategies for caregivers to manage stress

Dental Disease Prevention—*2 hours*

- Define the relationship between oral health and wellness
- Identify common dental concerns and interventions
- Discuss individual oral examinations and programs

Depressive Disorders—*2 hours*

- Define depressive disorders
- Identify the symptoms of depressive disorders
- Recall effective support methods used for depressive disorders in people with I/DD

Desensitization—*2 hours*

- Recognize signs/symptoms of anxiety associated with fears
- Define desensitization
- Design an appropriate desensitization program as a tool to help individuals with their fears

Diabetes: Basics—*2 hours*

- Identify the effects of food and insulin on blood sugar
- Recognize symptoms of hypoglycemia and hyperglycemia
- Recall effective support methods for someone diagnosed with diabetes

Diabetes: Complications—*2 hours*

- ♦ Recognize major complications of diabetes
- ♦ Identify ways to prevent/minimize complications
- ♦ Recall items to discuss at doctor appointments

Diabetes: Medications—*2 hours*

- ♦ List considerations when planning daily activities and meals for a person taking medication for diabetes
- ♦ Identify how symptoms of low blood sugar (hypoglycemia) may appear in people with I/DD
- ♦ Recognize signs and symptoms of low blood sugar (hypoglycemia) and treatment

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Diabetes: Nutrition—*2 hours*

- ♦ Identify ways to incorporate carbohydrates into a healthy diet to manage blood glucose level
- ♦ Apply the concepts of meal planning methods for people with I/DD
- ♦ Utilize a food label to determine nutritional value of food

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Dialectical Behavioral Therapy (DBT)—*2 hours*

- ♦ Define dialectical behavior therapy (DBT)
- ♦ Recall stages of DBT
- ♦ Identify benefits and challenges of DBT for people with I/DD
- ♦ List DBT strategies for caregivers

Digestive Disorders: Lower Gastrointestinal (GI) Tract— *2 hours*

- ♦ Recognize signs and symptoms of common lower GI disorders
- ♦ Identify how people who communicate without words might indicate pain
- ♦ Name supportive measures for individuals with lower GI disorders

Digestive Disorders: Upper Gastrointestinal (GI) Tract—*2 hours*

- ♦ Identify common disorders of the upper gastrointestinal tract
- ♦ Recognize risk factors that predispose individuals to disorders of the upper gastrointestinal tract
- ♦ Describe support strategies for management of disorders of the upper gastrointestinal tract

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Down Syndrome / Trisomy 21—*2 hours*

- ♦ Identify medical issues associated with Down syndrome
- ♦ Discuss life expectancy and aging concerns associated with Down syndrome
- ♦ Recall methods to support individuals with Down syndrome

Dual Diagnosis: I/DD and Mental Health —*2 hours*

- ♦ Define intellectual/developmental disability (I/DD), mental illness, and dual diagnosis
- ♦ Recall challenges in diagnosing mental health disorders in people with I/DD
- ♦ Discuss effective techniques for supporting people with dual diagnosis

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Dysphagia—*2 hours*

- ♦ Define dysphagia
- ♦ Identify risk factors, signs, and complications of dysphagia
- ♦ List supportive strategies for managing dysphagia

Eating Disorders—*2 hours*

- ♦ List eating disorders and their characteristics
- ♦ Identify factors that increase risk for eating disorders
- ♦ List treatments and methods that may be used to support someone with these disorders

Emergency Care: When to Seek—*2 hours*

- Increase caregivers' comfort level in dealing with emergencies
- List reasons an individual would require emergency treatment
- Describe why increased challenging behavior should be closely examined

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Emergency Preparedness—*2 hours*

- Define the importance of preparing for emergencies
- List plans and items to include in an emergency kit
- State actions to take in case of an emergency

Emotional Self-Regulation (ESR)—*2 hours*

- Define emotions and feelings
- Recognize strategies for regulating one's feelings
- Describe how ESR strategies can be helpful for individuals with I/DD

Executive Functioning—*2 hours*

- Define executive functions
- Identify signs indicating executive function is impaired
- Recognize strategies used to support individuals with executive functioning impairments

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Exercises for the Mind and Body—*2 hours*

- Recall the main types of physical and mental activities and their benefits
- Discuss how activities presented can be done by people in wheelchairs
- Recognize types of mental exercises to enhance cognitive skill for individuals with I/DD
- Identify techniques to motivate individuals to exercise their minds and bodies regularly and safely

Fall Prevention—*1 hour*

♦ Identify external and internal causes of falls

♦ Discuss complications of falls

♦ Describe methods to prevent falls

Fatal Four —*2 hours*

♦ Identify reasons why people with I/DD are at risk for the Fatal Four

♦ Describe strategies to prevent the Fatal Four from occurring

♦ Discuss the reasons the risk of the Fatal Four increase as people with   I/DD age

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Fetal Alcohol Spectrum Disorder (FASD)—*2 hours*

♦ Discuss the cause of fetal alcohol spectrum disorders

♦ Recall the effects that alcohol consumption has on a fetus

♦ List teaching interventions for and methods of supporting individuals with FASD

Foodborne Illnesses—*2 hours*

♦ Identify the symptoms and treatments for foodborne illnesses

♦ Recall safe food-handling principles

♦ Identify strategies to support people with I/DD to manage and prevent foodborne illnesses

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Generalized Anxiety Disorder (GAD)—*1 hour*

♦ Define generalized anxiety disorder (GAD)

♦ Cite possible triggers for anxiety

♦ List ways to support a person who has I/DD and generalized anxiety disorder (GAD)

Genetic Syndromes—*2 hours*

- ♦ Recognize that some intellectual and developmental disabilities may be caused by genetic syndromes
- ♦ Recall common medical conditions that are attributed to select genetic syndromes
- ♦ List measures to support people with specific genetic syndromes

Grief and Loss—*2 hours*

- ♦ Define grief
- ♦ Identify the stages of grief
- ♦ Identify appropriate interventions for those who are grieving

Hearing and Visual Impairment—*2 hours*

- ♦ Recall causes of hearing and visual impairments
- ♦ Identify symptoms of hearing deficiency and visual difficulties
- ♦ Recognize ways to support an individual with hearing or visual impairments

Heart: Congenital Defects—*2 hours*

- ♦ Define congenital heart defect (CHD)
- ♦ Recognize signs and symptoms of a CHD
- ♦ Discuss actions to take when caring for a person with a CHD

Heart Disease—*2 hours*

- ♦ Define heart disease
- ♦ Recognize signs and symptoms of heart disease
- ♦ Identify lifestyle choices that promote heart healthy living

Heart Healthy Nutrition—*2 hours*

- ♦ Discuss the relationship between diet and cardiovascular health
- ♦ Identify ways to reduce risk factors for heart disease by eating a heart healthy diet

HIPAA—*2 hours*

- Define HIPAA and state its purpose
- List protected health information (PHI)
- Discuss how HIPAA principles apply to daily work situations

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Hoarding Disorder—*2 hours*

- Identify symptoms and behaviors typical of hoarding disorder
- Recall methods to support individuals with I/DD and hoarding disorder
- Recognize treatment options available for hoarding disorder

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Hospital Discharge Planning for Providers—*1 hour*

- List questions to ask before an individual is discharged from a hospital or other healthcare agency
- Identify the function of the Special Needs Unit within an insurance company and give examples of appropriate times to call them
- Discuss how to coordinate a successful discharge plan for individuals with I/DD

Hypertension—*2 hours*

- Recognize signs and symptoms of hypertension
- Identify methods to support individuals with I/DD to manage hypertension and decrease complications
- Recall tips for accurate blood pressure readings

I/DD Overview—*1 hour*

- Define intellectual and developmental disability (I/DD)
- Recognize risk factors for potential abuse
- Recall current supports and services for people with I/DD

Infectious Diseases: Bloodborne Pathogens—*1 hour*

- Define bloodborne pathogens
- Explain how to manage an exposure to bloodborne pathogens
- Apply principles of protection against bloodborne pathogens in the workplace

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Infectious Diseases: General Infections—*2 hours*

- Identify signs and symptoms of common bacterial, viral, fungal, and parasitic infections
- List the links in the chain of infection
- Describe when medical treatment should be sought
- Discuss preventative measures that reduce the risk of infection

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Infectious Diseases: Resistant Organisms—*2 hours*

- Define antibiotic resistance
- Identify common antibiotic resistant organisms
- List preventative measures to reduce spread of antibiotic-resistant organisms

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Intermittent Explosive Disorder (IED)—*2 hours*

- List the essential features of intermittent explosive disorder
- Identify theories related to the causes of aggression
- Recall treatment and support methods for supporting a person with IED

Lifesharing: Community Participation—*2 hours*

- Describe community participation
- List barriers to community participation
- Discuss methods to assist with increasing community participation

Lifesharing: Family Dynamics—*2 hours*

- Review the initiative for lifesharing and how it affects the dynamics of family systems
- Discuss family systems, roles, rules, and developmental processes

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Medical Facilities: Appropriate Use—*2 hours*

- Define an "emergency"
- Identify ways in which to support an individual needing treatment at a medical care facility
- Recognize the difference between emergent and non-emergent care when choosing a medical facility for treatment

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Medication Administration: Preventing Errors—*2 hours*

- Describe the steps to complete administration of medications correctly
- Discuss strategies to increase compliance and safety during medication administration and documentation
- List reasons for reporting medication errors

Medications: Purposes, Types, and Effects—*2 hours*

- State uses and effects of medication
- Review safety concerns for medications
- Discuss ways to avoid polypharmacy
- List resources available for information on medication actions, interactions, and side effects

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Men's Health Issues—*2 hours*

- Identify areas of concern specific to men's health
- Understand treatments and supportive measures for these diseases and conditions
- List ways to support and promote men's health for men with intellectual and developmental disabilities (I/DD)

Mobility—*1 hour*

♦ Discuss the physiological and psychological effects of immobility

♦ List the benefits of being mobile

♦ Name ways mobility may be achieved

Neurological Disorders—*2 hours*

♦ Recognize symptoms of neurological diseases

♦ List signs of progression of neurological diseases

♦ Identify methods of supporting individuals with a neurological disease

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Nutrition—*2 hours*

♦ Identify the definition of nutrition

♦ Discuss why nutrition is important for good health

♦ List ways to support individuals with I/DD in making healthy food choices

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Obsessive Compulsive Disorder (OCD)—2 hours

♦ Recognize key features of obsessive-compulsive disorder

♦ Recall how OCD affects people with (I/DD)

♦ Identify support techniques for managing OCD in people with I/DD

Oppositional Defiant Disorder (ODD)—*2 hours*

♦ Define oppositional defiant disorder (ODD)

♦ Identify symptoms of ODD

♦ Recall treatments and methods to support someone with ODD

Osteoporosis—*2 hours*

♦ Recognize risk factors for osteoporosis

♦ Describe healthy lifestyle activities to decrease the risk of osteoporosis

♦ Identify methods to safely care for individuals with osteoporosis

Pain Management—*2 hours*

- Define acute and chronic pain
- Identify approaches to take to determine if a person is in pain
- Describe methods of support for individuals in pain

Personal Hygiene—*1 hour*

- Identify the aspects of a person's life impacted by personal hygiene
- Describe things that can influence a person's beliefs regarding personal hygiene
- List ways to effectively promote good personal hygiene habits

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Physical Distress: Recognizing the Signs—*2 hours*

- Recognize signs of physical distress
- Identify situations that may lead to physical distress
- List appropriate actions to take when an individual exhibits signs of physical distress

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Poison Control and Prevention—*2 hours*

- Identify poisons and potentially poisonous substances
- Recognize ways to prevent poisonings in the residence
- List what actions to take in the event of a poisoning or a possible poisoning

Positive Approaches: An Overview—*2 hours*

♦ Describe Positive Approaches

♦ List the four areas of the Positive Approaches paradigm

♦ Identify ways to better support a person with challenging behaviors

Positive Approaches: Debriefing—*2 hours*

♦ Define debriefing

♦ List reasons why debriefing is useful

♦ Cite how the I ESCAPE model is used in the debriefing process

Positive Approaches: De-escalation—*2 hours*

♦ Identify triggers and signs of escalation

♦ Recognize situations in which direct de-escalation is needed

♦ Recall techniques and strategies to help a person de-escalate

Post Traumatic Stress Disorder (PTSD)—*2 hours*

♦ Define post traumatic stress disorder (PTSD)

♦ Describe PTSD symptoms in people with I/DD

♦ Identify treatment options for people with I/DD and PTSD

Prader-Willi Syndrome—*2 hours*

♦ Define Prader-Willi Syndrome (PWS)

♦ Identify signs and symptoms of PWS

♦ List ways to support someone with PWS

Pressure Injuries—*1 hour*

♦ List risk factors for developing pressure injuries

♦ Recognize early signs of a pressure injury

♦ Identify strategies to prevent and treat pressure injuries

Psychotropic Medication—*2 hours*

♦ Describe principles of safe use of psychotropic medications in people with (I/DD)

♦ Recall pertinent data to share with the physician about the person's response to psychotropic medication

♦ List methods for supporting individuals with I/DD who are prescribed psychotropic medications

Rehearsal Guides for Caregivers—*2 hours*

♦ Identify the purpose of a rehearsal guide

♦ List guidelines for developing a rehearsal guide

♦ Recall techniques for using a rehearsal guide

Relationship Building—*2 hours*

♦ Recall the importance of teaching people with I/DD about relationships

♦ Identify reasons relationships are important for health and well-being

♦ List strategies for teaching people with I/DD about relationships

Safety: Tips for Summer—*2 hours*

♦ List specific safety concerns related to summertime

♦ Discuss the importance of planning safe summer activities

♦ Describe ways to maintain safety during summer activities

Schizophrenia—*2 hours*

♦ Define schizophrenia with regard to causes, symptoms, and stages

♦ Describe challenges associated with identifying symptoms of schizo-phrenia in people with I/DD

♦ Recall treatment options and care strategies for supporting individuals with I/DD diagnosed with schizophrenia

Seizure Overview—*2 hours*

- ♦ Recognize signs and symptoms of seizure activity
- ♦ Identify effective support strategies and emergency medical treatment for individuals with I/DD who experience seizure activity
- ♦ Recall documentation techniques for fully communicating seizure activity

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Self-Determination—*2 hours*

- ♦ Describe the principles of self determination
- ♦ Cite the values supported by self determination
- ♦ List healthy and safe ways to help people with I/DD be self determined

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Self-Injurious Behavior (SIB)—*2 hours*

- ♦ Define self-injurious behavior
- ♦ List possible causes of SIB
- ♦ Recall treatment options for people who self-injure

Sensory Processing Disorder—*2 hours*

- ♦ Define sensory processing disorder (SPD)
- ♦ Identify basic characteristics associated with SPD
- ♦ Recognize effective methods for supporting an individual with SPD

Sexuality: Education—*2 hours*

- ♦ Discuss the concept of sexuality
- ♦ Identify the key components in teaching about sexuality and relationships
- ♦ List strategies for talking about sexuality to people with I/DD

Sexuality: Every Person's Right—*2 hours*

♦ Define the concept of sexuality

♦ Recognize potentially harmful beliefs regarding sexuality

♦ Identify individual rights regarding sexuality and privacy based on the ODP bulletin

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Sexuality: Problematic Behaviors—*2 hours*

♦ Define problematic sexual behaviors (PSB)

♦ Provide examples of theories related to PSB

♦ List actions caregivers can take to support someone with I/DD who also has PSB

Skin Care—*1 hour*

♦ Identify risk factors for impaired skin integrity

♦ Recall care guidelines that support skin health and integrity

♦ Recognize effective methods for educating individuals with I/DD about skin care

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Skin Common Problems—*2 hours*

♦ List common skin problems

♦ Describe the best defense against infectious disease and many skin disorders

♦ Identify strategies for supporting individuals with I/DD who have skin problems

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Sleep Apnea—*1 hour*

♦ Define sleep apnea

♦ Describe risk factors and symptoms of sleep apnea

♦ Recognize ways to support an individual with sleep apnea

Standard Precautions—*1 hour*

♦ Describe the chain of infection

♦ Discuss the purpose of standard precautions

♦ Give examples of methods to prevent transmission of blood borne pathogens

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Stress Management—*1 hour*

♦ Recall signs of caregiver stress

♦ Describe the effect stress has on the body and mind

♦ Discuss stress management strategies

Stroke—*1 hour*

♦ Recognize the signs of a stroke

♦ Identify tools caregivers can use in providing care to an individual who has had a stroke

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Surgery Care—*2 hours*

♦ Describe how to prepare an individual with I/DD for surgery

♦ Discuss methods for pain management

♦ List responsibilities in caring for someone after surgery

Symptoms: Describe, Report, Document—*2 hours*

♦ Recognize the difference between objective and subjective language

♦ Identify elements to include when describing a situation

♦ Describe the importance of documenting/reporting incidents

Symptoms: Describing for the MH Clinician—*2 hours*

♦ Recall the role of the caregiver in assisting the psychiatrist to support people with I/DD and mental illness

♦ Discuss the basic premises about mental illness

♦ Describe potential symptoms using objective language

Thyroid Disorders—*2 hours*

- ♦ Describe the thyroid gland and its function
- ♦ Recognize signs, symptoms, and treatment of thyroid disorders
- ♦ Identify ways to support individuals with thyroid disorders

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Trauma—*2 hours*

- ♦ Define trauma
- ♦ List symptoms of trauma
- ♦ Discuss ways in which to support a person with I/DD who has experienced trauma

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Trauma and Attachment Disorders—*2 hours*

- ♦ Define reactive attachment disorder (RAD) and disinhibited social engagement disorder (DSED)
- ♦ Recall the effects of RAD and DSED in children and adults with I/DD
- ♦ Identify methods for supporting individuals with RAD and DSED

Traumatic Brain Injury (TBI)—*2 hours*

- ♦ List signs and symptoms of traumatic brain injury (TBI)
- ♦ Recall measures for preventing TBI
- ♦ Identify methods to support an individual with I/DD and TBI

Urinary Tract Infection (UTI)—*2 hours*

- ♦ Identify causes of infections in the urinary tract
- ♦ Recognize signs and symptoms of urinary tract infection
- ♦ Define methods to promote urinary health

Weight Management—*2 hours*

- ♦ List health risks associated with excess body weight
- ♦ Describe safe methods for obtaining and maintaining a healthy weight
- ♦ Recall effective care techniques for supporting individuals with I/DD with regard to weight management

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Wellness Overview—*2 hours*

- ♦ Define health and wellness
- ♦ Identify the 8 dimensions of wellness
- ♦ Recognize the benefits of wellness
- ♦ Identify methods to encourage and support wellness for people with I/DD

Women's Health Issues—*2 hours*

- ♦ Identify women's health issues
- ♦ List lifestyle choices that enhance the quality of health for women
- ♦ Describe ways to support women with I/DD to address health related concerns

ONLINE TRAININGS

The KEPRO HCQU offers online trainings on a wide variety of physical and behavioral health topics.

To access a KEPRO HCQU online training, please go to hcqu.kepro.com.

- Verify that browser "pop-up blocker" settings allow pop-up windows for this site, because the online trainings are displayed in a pop-up window.

- Click on the **Training** tab at the top of the page.

- Click on the ***Online Training Registration*** link in the left-hand column.

- After entering information, click *Submit*. A registration code for the selected online training module will be displayed in a new window.
  - *The option to COPY or PRINT this code will be offered. Saving the code enables you to access/complete the training at a later time.*

- Click on the registration code link to start the training.
  - If unable to see the training module, minimize all other windows open on desktop to find it.
  - To access the training at a later time, click on the ***Online Training Startup*** link and enter the saved registration code.
  - A registration code is specific to a person and training topic; a separate registration is required for each training to be completed.

- Click on the *START TRAINING* to display and begin the training.

- Review the training content.

- Click *Next* to start the test.
- Click *Submit* when finished.
  - A score of 80% or higher is needed for a training certificate to be generated.
  - Re-take the test as many times as needed to obtain a score of 80% or higher.

ONLINE TRAININGS (*continued*)

Online Training Certificate

Upon successful completion of an online training test, a certificate for training hour(s) will be generated, with the option to print the certificate.

Online Training Evaluation

Participant feedback is important to us. Please follow the prompts to complete an evaluation form at the end of each training.

Self-Learning Packets

All online trainings are available in the form of "self-learning packets" for caregivers who do not have access to the internet. To obtain a self-learning packet, contact the HCQU nurse assigned to your agency. If you are not with an agency, please contact the HCQU Training Specialist at bplummer@kepro.com.

A self-learning packet contains everything necessary to complete the training—registration form, training materials, test, and evaluation. Following receipt of the packet, you are asked to read the training material, complete the test, evaluate the training, enter the information requested on the registration form, and submit the packet via email, fax, or mail to the KEPRO HCQU.

For each packet successfully completed with a test score of 80 percent or higher, a training certificate will be forwarded according to the method indicated on the packet registration form.

WEBINAR TRAININGS
(Recorded)

The KEPRO HCQU is pleased to offer 4 recorded webinar trainings presented in June 2014 by Lara Palay, an independently licensed social worker and clinical supervisor who served in the policy division for the Ohio Departments of Mental Health and Developmental Disabilities. In that role, Ms. Palay coordinated the Center of Excellence for Mental Illness and Developmental Disabilities (MIDD CCOE). Access these webinar recordings using the same instructions provided for other online training modules available at hcqu.kepro.com. [*See page 30 of this catalog*.]

Trauma: Causes and Effects—*1.5 hours* *
People with disabilities are at greater risk for being victimized or abused and more likely to have everyday stresses or losses become traumatic. This training helps participants identify the causes of trauma, recognize the unique vulnerabilities for people with I/DD and the frequency of traumatic stress experienced by them, and discuss the key elements of damaging traumatic stress.

   * Note: Speaker forgot to advance slides at times; slides will advance.

Trauma: Connection and the Brain—*1.5 hours*
Connection to others makes us what we are. This training explores how human interaction affects brain development in terms of the brain structure, attachment in infancy and attachment styles through life, and the effects of trauma on emotions, thinking, behavior, and attachments. The speaker relates this information to people with I/DD and traumas they may have experienced.

Trauma: Grief and Loss—*1.5 hours*
Trauma reduces inhibition and perspective taking. However, the brain grows and changes throughout life, enabling it to build new connections and avoid over-reacting to stress signals. This training examines brain growth and change in people with I/DD who experience trauma, discusses emotional literacy and effective coping strategies, and encourages positive identity and post-traumatic growth.

Trauma: Healing and Everyday Interventions—*1.5 hours*
Every person experiences and grieves losses. However, people with I/DD often do not have the opportunity to participate in healing rituals to manage grief. This training discusses the losses – including secondary and hidden losses – people with I/DD experience, the tasks and stages of their grieving, and supportive environments and meaningful activities to encourage healing.

TRAININGS
for
SELF-ADVOCATES

Healthy Eating

Exercise is Fun!

Friends

Community Activities: Safety Rules (for Self-Advocates)—*1 hour*

♦ Learn rules to stay safe while on activities in the community

Eating Safely (for Self-Advocates)—1 hour

♦ Learn how to eat safely and not choke on different foods

Emergencies: How to Get Help—*1 hour*

♦ Learn what to do in an emergency

Empathy (for Self-Advocates)—*1 hour*

♦ Learn that empathy means understanding that other people have feelings

Exercise is Fun! (for Self-Advocates)—*1 hour*

♦ Learn why everyone needs exercise
♦ Learn ways to exercise to be healthy

Fall Safety (for Self-Advocates)—*1 hour*

♦ Learn how to keep from falling

Friends (for Self-Advocates)—*1 hour*

♦ Learn what a friend is
♦ Learn what the difference is between a good friend and a bad friend

Getting Along with Others (for Self-Advocates)—*1 hour*

♦ Learn why it is important to get along with others

Getting Along with Your Boss (for Self-Advocates/Dual Diagnosis) —*1 hour*

♦ Learn ways to get along with your boss at work

Grief and Loss (for Self-Advocates)—*1 hour*

♦ Learn what types of feelings I might have when I lose someone I care about

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Healthy Eating (for Self-Advocates)—*1 hour*

♦ Learn how to choose healthy foods

Healthy Living (for Self-Advocates)—*1 hour*

♦ Learn how to live a healthy life

Hospital Stays (for Self-Advocates)—*1 hour*

♦ Learn why you might need to stay in the hospital

♦ Learn how staying in the hospital might make you feel

♦ Learn ways to help the doctor help you

Infectious Diseases: Safety at Work (for Self-Advocates)—*1 hour*

♦ Discuss how to stay safe from germs in blood at work

Kitchen Safety (for Self-Advocates)—*1 hour*

♦ Learn ways to stay safe in the kitchen

Menopause: Change of Life (for Self-Advocates)—*1 hour*

♦ Learn about the change of life

Pain is No Fun! (for Self-Advocates)—*1 hour*

♦ Learn about pain and how to feel better

Personal Hygiene (for Self-Advocates)—*1 hour*

♦ Learn why it's important to be clean

♦ Learn ways to get clean

Personal Space (for Self-Advocates)—*1 hour*

♦   Learn what personal space means to you and others

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Safety: Tips for Summer (for Self-Advocates)—*1 hour*

♦   Learn how to be safe while having fun in the summer

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Safety: Tips for Winter (for Self-Advocates)—*1 hour*

♦   Learn ways to stay safe and healthy during the winter

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Self-Control: Dealing with Your Feelings (for Self-Advocates)—*1 hour*

♦   Learn ways of managing your feelings

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Sleep Well (for Self-Advocates)—*1 hour*

♦   Learn ways to get a good night's sleep

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Stranger Safety (for Self-Advocates)—*1 hour*

♦   Learn ways to stay safe with other people, especially strangers you
don't know

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Tooth Care (for Self-Advocates)—*1 hour*

♦   Learn how to care for your teeth and mouth

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Weighing a Healthy Weight (for Self-Advocates)—*1 hour*

♦   Learn ways to get to a healthy weight

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Working with Customers (for Self-Advocates/Dual Diagnosis) —*1 hour*

♦   Ways to work with customers while at your job

Trainings for Students of Healthcare Schools

Please note: These are non-continuing education (non-CE) trainings.

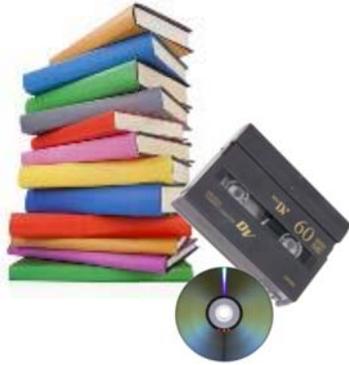**Healthcare for People with I/DD: An Introduction—*2 hours***

♦ Recognize health concerns for individuals with I/DD

♦ Recall best practices for enhancing communication with people who have I/DD

♦ Utilize the nursing process to provide competent and compassionate care to individuals with I/DD in all healthcare settings
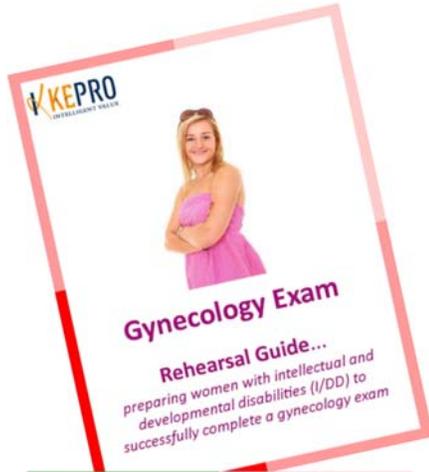
— —

Ultrasound Scan: Strategies for People with I/DD—*1.5 hours*

♦ Recognize examples of *People First Language* within cited examples

♦ Identify special considerations for people with I/DD

♦ List ways to successfully complete a scan

OTHER RESOURCES

Gynecology Exam

Rehearsal Guide...

preparing women with intellectual and developmental disabilities (I/DD) to successfully complete a gynecology exam

Doctor Visits
and
Check-ups

Rehearsal Guide...
Preparing men and women with intellectual and developmental disabilities (I/DD) to successfully complete a medical appointment

Caring for People with Medical Needs:
A Resource for
Developing Care Guides

For agencies supporting people with intellectual and developmental disabilities

Developed by KEPRO Southwestern PA. Health Care Quality Unit (KEPRO HCQU)

November 11, 2011

REHEARSAL GUIDES

Rehearsal guides contain realistic pictures, concrete ideas, and clear, brief instructions for guiding an individual through what can be expected in a specific situation. These guides include helpful suggestions for caregivers to follow to make the healthcare experience meaningful for the individual and to increase the chance of a successful outcome. Watch for new rehearsal guide topics to appear throughout the year.

Rehearsal guides are available for the following:

- Blood Work
- Colonoscopy
- Cystoscopy
- Dentist Visits
- Dexa Bone Scan
- Doctor Visits and Check-ups
- EEG
- EKG
- Getting a Shot
- Gynecology Exam
- Hearing Test
- IV Therapy
- Mammogram
- MRI
- Prostate Exam
- Sleep Study
- Surgery Care
- Swallow Test
- Ultrasound
- Upper GI Test
- X-Ray

Rehearsal guides are available for download at **hcqu.kepro.com**.

(Click on the Resources/Rehearsal Guides tab to select the rehearsal guide of your choice.)

INFORMATIONAL MATERIALS

Care Guides

* *Behavior is Communication: Strategies for Understanding Challenging Behaviors*

* *Building a Better Behavior Plan*

* *Caring for People with Medical Needs: A Resource for Developing Care Guides*

* *Person-Directed Language: A Guide to Becoming Person Directed*

* *Sexuality Resources for People with I/DD*

General

* KEPRO HCQU Brochure

* KEPRO HCQU Training Catalog

* KEPRO HCQU Online Training Brochure

* PA DHS: Everyday Lives – Values in Action

* Complex Technical Assistance Referral Form

These resources are available for download at hcqu.kepro.com.
(Click on the **Resources**/Informational Materials.)

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NEWSLETTERS

Copies of the most recent editions of the *HCQU CARES* and *HCQU CARES: Nursing Edition* newsletters are available for download at hcqu.kepro.com
(Click on the Resources/Newsletters.)

KEPRO HCQU LIBRARY

The KEPRO HCQU has a library of training resources consisting of VHS and DVD videos, as well as other training aides, for the purpose of educating caregivers.

For more information about borrowing HCQU resource materials, please contact the HCQU office**.**

Email: **hcqu.kepro.com**

Phone: **1-888-321-5861**

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FREQUENTLY ASKED QUESTIONS

♦ *What should I do if unable to access the online training for which I registered?*

Verify that pop-up blocker settings allow pop-up windows for the site and try again. After changing browser settings, it might be necessary for you to close and re-open the browser window for the changes to take effect.

♦ *What if the pop-up blocker settings allow pop-up windows for this site, but the online training still does not appear?*

Sometimes the online training window opens _behind_ windows that are already open. Minimize open windows and look for an additional browser icon in the tool bar at the bottom of the screen. Click on it to bring up the online training window.

♦ *How do I get my user ID and password to log on the HCQU site?*

The "Login" page of the KEPRO HCQU website, which requires a user ID and password, is for internal HCQU purposes only.

FREQUENTLY ASKED QUESTIONS (continued)

♦ *How much do trainings by the HCQU cost?*

Trainings by the KEPRO HCQU are **free**. There is no cost or fee associated with any of our trainings, regardless of the topic.

♦ *How do I know what trainings the KEPRO HCQU has scheduled?*

The KEPRO HCQU lists trainings that are open to the public on its website. Click on *Trainings* at the top of the page to view this list.

♦ *How do I register for a training open to the public?*

After viewing the list of scheduled trainings, click on the *Instructor-led Training Registration* link in the left menu and complete the information fields as prompted. Scroll down to find the desired training(s) in the table at the bottom of the page. When finished, click the Submit button at the bottom of the page. If an email address was entered, a confirmation of the registration will be emailed.

♦ *What should I do if I registered for a training but cannot attend?*

To unregister for a training, please call 1-888-321-5861.

♦ *How will I know if the training for which I've registered is cancelled?*

If a training has been cancelled, the presenter or a KEPRO HCQU representative will contact the provider, who will alert registrants of the cancellation. When registered online for a training, please go to the KEPRO HCQU's website and click on Trainings at the top of the page. A notice of a training cancellation will be posted here in red should a training be cancelled.

Contact the HCQU Training Specialist if further assistance is needed.

CONTACT US

For more information about KEPRO HCQU trainings, to request assistance with accessing an online training, or to obtain information regarding a particular physical or behavioral health condition or community resource, please contact the KEPRO HCQU.

- **Visit the KEPRO HCQU website at https://hcqu.kepro.com/.**
  - ∗ From any page, click the ***Contact Us*** link in the header (above the picture banner).
  - ∗ Scroll down to the "***Have a Question?***" section.
  - ∗ Click the "click here" link to email your question, concern, or request.

- **Call the HCQU Office at 724-864-0715.**

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> ## *THANK YOU*
>
> *for taking time to view this edition of the*
> *KEPRO HCQU Training and Resources Catalog!*

The KEPRO HCQU strives to offer quality trainings and resources to assist caregivers, individuals, and community organizations to improve the health-related services and supports provided to people with I/DD. Together, we can help these individuals lead healthy, everyday lives.

K KEPRO
INTELLIGENT VALUE

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