



TRAINING

AND RESOURCES

CATALOG

Kepto—SW PA Health Care Quality Unit
(Kepto HCQU)
hcqu.kepto.com

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Introduction to the Kepro HCQU

The Kepro Health Care Quality Unit (Kepro HCQU) is contracted to support the Administrative Entities, 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

The goal of the Kepro HCQU is to enhance the health and wellness of people with I/DD through the sharing of information with individuals, agency and family caregivers, and community health professionals, thereby supporting the opportunity for individuals with I/DD to live everyday lives. To achieve this goal, we offer physical and behavioral health information that reflects current and accepted standards of care, evidence-based practices, and effective care strategies attuned to the specific needs of people with I/DD. This information is delivered in the form of training, technical assistance, capacity building activities, and general dissemination of informational materials and resources.

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 and the HCQU consulting psychologist.

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.

Certificate for Training Hours

The Kepro HCQU offers certificates for training hours for participation in trainings developed for caregivers and healthcare professional students. Participants are responsible for submitting their training certificates to their respective agencies/employers.

Kepro HCQU trainings are competency-based, and participants are asked to complete a test the end of each training.

Instructor-led Trainings

Certificates for training hours are offered to each participant attending an instructor-led training in its entirety, without regard to the participant's test score.

Online Trainings

To successfully complete an online training and obtain a certificate for training hours, a participant must score *70 percent or higher* on the test. Participants may retake a training and resubmit the test as many times as is necessary to score 70 percent or higher.





TRAININGS for CAREGIVERS

Please note:

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



KEPRO HCQU

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 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

- ◆ Identify physical changes that occur with aging
 - ◆ Recognize signs of a medication-related problem
 - ◆ List support measures concerning the effects of medication on the aging population
-



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
- ◆ Identify tips for planning for retirement
- ◆ Describe 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
- ◆ Discuss activities which may be helpful in assisting an individual diagnosed with arthritis



Aspiration Pneumonia—1 hour

- ◆ Discuss risks, causes, and signs of aspiration
- ◆ List strategies to prevent aspiration
- ◆ Describe 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)
- ◆ Discuss “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 three 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
- ◆ Discuss risk factors related to back injury
- ◆ Recall methods for assisting individuals with I/DD to prevent back pain and injury



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
-

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
-

Cerebral Palsy—2 hours



- ◆ Define cerebral palsy (CP)
 - ◆ Describe 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

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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
-

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 the importance of communication in everyday lives
 - ◆ Recall strategies to understand individual's communication methods
 - ◆ Describe 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

Coronavirus—COVID-19—2 hours



- ◆ Identify COVID-19 and how it is spread
 - ◆ Recall who is at risk for COVID-19
 - ◆ Recognize signs, symptoms and treatment
 - ◆ Identify effective strategies to prevent the spread of COVID-19
-

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

- ◆ Describe signs/symptoms of anxiety associated with fears
 - ◆ Define desensitization
 - ◆ List possible triggers for anxiety in people with I/DD
 - ◆ 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
- ◆ Discuss symptoms of hypoglycemia and hyperglycemia
- ◆ Recall effective methods for someone diagnosed with diabetes

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Diabetes: Complications—2 hours

- ◆ Recognize major complications of diabetes
 - ◆ Identify ways to prevent/minimize complications
 - ◆ Review the standards of care for person with I/DD and diabetes
-



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
 - ◆ Understand specific information related to medications and best standards of care to treat diabetes
-

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
-



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
- ◆ Recall supportive measures for individuals with lower GI disorders
- ◆ Identify non-verbal indicators of pain



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



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 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

Dysphagia—2 hours

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



Eating Disorders—1 hour

- ◆ Describe the signs and complications of pica and rumination disorder
- ◆ Identify risk factors for pica and rumination disorder in people with I/DD
- ◆ Discuss treatment methods and caregiver considerations that may be used to support people with I/DD who have an eating disorder



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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
-

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
 - ◆ Discuss 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
- ◆ Recognize all the 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
 - ◆ Recognize 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
-



Fetal Alcohol Spectrum Disorder (FASD)—2 hours

- ◆ State the cause of fetal alcohol spectrum disorders (FASD)
 - ◆ Recall the effects that alcohol consumption has on a fetus
 - ◆ Cite strategies for supporting people with FASD and I/DD
-



Foodborne Illnesses—2 hours

- ◆ Describe symptoms and treatments for foodborne illnesses
 - ◆ Recall safe food-handling principles
 - ◆ Discuss strategies to support people with I/DD to manage and prevent foodborne illnesses
-



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 GAD



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Genetic Syndromes—2 hours

- ◆ Discuss how some types of I/DD 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
 - ◆ Recall appropriate interventions for people with I/DD 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)
- ◆ Apply HIPAA principles apply to daily work situations



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

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)
- ◆ Describe risk factors for potential abuse
- ◆ List current supports and services for people with I/DD



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Infectious Diseases: Bloodborne Pathogens—1 hour

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



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



Infectious Diseases: Resistant Organisms—2 hours

- ◆ Define antibiotic resistance
- ◆ Discuss common antibiotic resistant organisms
- ◆ Describe preventative measures to reduce spread of antibiotic-resistant organisms



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

- ◆ Describe the initiative for lifesharing and how it affects the dynamics of family systems
 - ◆ List family systems, roles, rules, and developmental processes
-



Medical Facilities: Appropriate Use—2 hours

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



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

- ◆ Describe the uses and effects from medications
 - ◆ Discuss the effects of medications for people with I/DD and the elderly
 - ◆ List resources for information on medications
-



Men’s Health Issues—2 hours

- ◆ Identify areas of concern specific to men’s health
- ◆ Discuss treatments and supportive measures for these diseases and conditions
- ◆ List ways to support and promote men’s health for men with I/DD)

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Mobility—1 hour

- ◆ Discuss the physiological and psychological effects of immobility
 - ◆ List the benefits of being mobile
 - ◆ Describe ways mobility may be achieved
-

Neurological Disorders—1.5 hours

- ◆ Discuss how neurological diseases affect functions and movements of the body
 - ◆ Describe symptoms of neurological diseases
 - ◆ Identify methods of supporting individuals with a neurological disease
-



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
-



Obsessive Compulsive Disorder (OCD)—1 hour

- ◆ 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)
 - ◆ List symptoms associated with ODD
 - ◆ Recall treatments and methods to support someone with ODD
-

Osteoporosis—2 hours

- ◆ Recognize factors that increase the risk for osteoporosis in people with I/DD
- ◆ Describe ways to prevent osteoporosis in people with I/DD
- ◆ Identify methods to safely care for individuals with I/DD who have 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—2 hours

- ◆ 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
-



Physical Distress: Recognizing the Signs—2 hours

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



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
-



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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
 - ◆ Discuss 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)
 - ◆ Recall signs and symptoms of PWS
 - ◆ List ways to support someone with PWS
-



Pressure Injuries—2 hours

- ◆ List risk factors for developing pressure injuries
 - ◆ Recognize early signs of a pressure injury
 - ◆ Identify strategies to prevent 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
-

Relaxation—1-1.5 hours

- ◆ Explore the meaning of relaxation
 - ◆ State the benefits of relaxation
 - ◆ Cite three relaxation techniques
-



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 schizophrenia in people with I/DD
- ◆ Recall treatment options and care strategies for supporting individuals with I/DD diagnosed with schizophrenia



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Seizure Overview—2 hours

- ◆ Discuss 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



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

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
- ◆ 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
-

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
 - ◆ Describe effective methods for educating individuals with I/DD about skin care
-



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
-

Sleep Apnea—1 hour

- ◆ Define sleep apnea
- ◆ Describe risk factors and symptoms of sleep apnea
- ◆ Discuss ways to support an individual with sleep apnea



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Standard Precautions—1 hour

- ◆ Describe the chain of infection
- ◆ State the purpose of standard precautions
- ◆ Give examples of methods to prevent transmission of blood borne pathogens



Stress Management—2 hours

- ◆ Recall signs of caregiver stress
- ◆ Describe the effect stress has on the body and mind
- ◆ Discuss stress management strategies



Stroke—2 hours

- ◆ Describe the signs of a stroke
- ◆ Identify tools caregivers can use in providing care to an individual who has had a stroke

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
 - ◆ Identify signs, symptoms, and treatment of thyroid disorders
 - ◆ List ways to support individuals with thyroid disorders
-

Trauma—2 hours

- ◆ Define trauma
 - ◆ List symptoms of trauma
 - ◆ Discuss helpful strategies when supporting a person with I/DD who has experienced trauma
-

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
 - ◆ Describe methods to support an individual with I/DD and TBI
-

Urinary Tract Infection (UTI)—2 hours

- ◆ Identify causes and symptoms of infections in the urinary tract
- ◆ Define methods to promote urinary health
- ◆ Identify strategies for supporting individuals with I/DD who have a urinary tract infection (UTI)

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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



Wellness Overview—2 hours

- ◆ Define wellness
- ◆ Recall 8 dimensions of wellness
- ◆ Identify methods to promote 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.
 - * *Saving the registration code gives you unlimited access to the training without re-registering.*
 - * Each registration code is specific to a person and a training; separate registration is required for each training to be completed.
- Click on the registration code link.
 - * To access the training at a later time, click on the **Online Training Startup** link and enter the saved registration code.
- Click on the **START TRAINING** button to display and begin the training.
 - * If you do not see the training window, you might need to minimize other windows to find it.
- Click *Next* to page through the training content and test questions.
- Click *Submit* when finished.
 - * A score of 70% or higher is required to obtain a training certificate.
 - * Re-take the test as many times as needed to score 70% or higher.
- Upon successful completion of an online training test, a printable certificate for training hour(s) will be generated.
- Participant feedback is important to us. Please follow the prompts to complete an evaluation form at the end of each training.

Caregivers without internet access may contact the HCQU nurse assigned to their agency to request self-learning packets. If not with an agency, contact the HCQU Training Specialist at bplummer@kepro.com.

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
-

Coronavirus—COVID 19 (for Self-Advocates)—1 hour

- ◆ Learn about coronavirus COVID-19 and how to be safe



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

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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 Co-workers (for Self-Advocates)—1 hour

- ◆ Tools to assist with building healthy relationships with coworkers
-

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
-

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
-

Mental Health and Recovery (for Self-Advocates)—1 hour

- ◆ Learn about Mental Illness and the parts of Recovery
 - ◆ Talk to caregivers about recovery
-

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 and ways to get clean
-

Personal Space (for Self-Advocates)—1 hour

- ◆ Learn what personal space means to you and others
-

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

- ◆ Learn how to be safe while having fun in the summer
-

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

- ◆ Learn ways to stay safe and healthy during the winter
-

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

- ◆ Learn ways of managing your feelings
-

Sexual and Reproductive Body Parts (for Self-Advocates)—1 hour

- ◆ Learn the names and functions of sexual and reproductive body parts
- ◆ How to advocate for your own privacy



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Sleep Well (for Self-Advocates)—1 hour

- ◆ Learn ways to get a good night's sleep
-

Stranger Safety (for Self-Advocates)—1 hour

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

Tooth Care (for Self-Advocates)—1 hour

- ◆ Learn how to care for your teeth and mouth
-

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

- ◆ Learn ways to get to a healthy weight
-

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
-

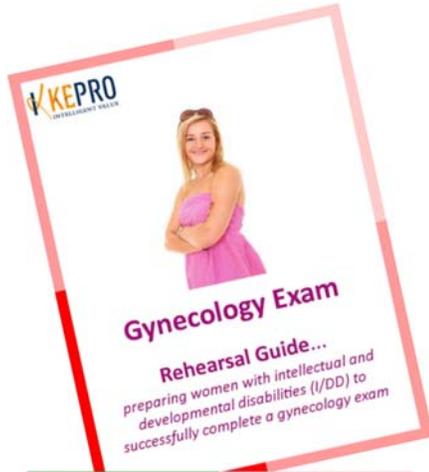
Ultrasound Scan: Strategies for People with I/DD—2 hours

- ◆ 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



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

For agencies supporting people with
Intellectual and developmental disabilities

Developed by SEFBI Incubators PA, Inc. (I/DD-Care Quality) | IEP314022 |
November 13, 2018

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
- ◆ Coronavirus Test
- ◆ 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
- ◆ Reducing the Spread of Infection
- ◆ Sleep Study
- ◆ Surgery Care
- ◆ Swallow Test
- ◆ Ultrasound
- ◆ Upper GI Test
- ◆ X-Ray



INFORMATIONAL MATERIALS

General

- * Kepro HCQU Brochure
- * Kepro HCQU Training Catalog
- * Kepro HCQU Online Training Brochure
- * PA DHS: Everyday Lives – Values in Action
- * ODP/OMHSAS: Positive Approaches Journal
- * Complex Technical Assistance Referral Form

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

Fatal Four

- * Choking/Aspiration
- * Constipation
- * Dehydration
- * Seizures
- * Special Edition 2018 HCQU CARES - "The Fatal Four"

Wellness

- * Skin Care: Preventing Pressure Injuries Booklet
- * Various health resources from state and federal health agencies

These resources are available for download at hcqu.kepro.com.
Click on the Resources/Informational Materials tab to select.

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



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.

FREQUENTLY ASKED QUESTIONS (continued)

- ◆ ***How much do HCQU trainings cost?***

Trainings offered by the Kepro HCQU are **free**. There is no cost or fee associated with any of our trainings, regardless of topic or format.
- ◆ ***How do I know what trainings the 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 HCQU training that is 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 HCQU training but cannot attend?***

To unregister for a training, please call 1-888-321-5861.
- ◆ ***How will I know if a HCQU training for which I registered is cancelled?***

If a training is cancelled, the presenter or Kepro HCQU representative will contact the provider, who will alert registrants of the cancellation. To check if a training is cancelled, please go to the Kepro HCQU's website and click on *Trainings* near the top of the page. A notice of a cancellation will be appear in red for each training cancelled.
- ◆ ***How can I save an online training certificate to print at a later time?***

In the "Print" dialog box:

 1. Select Adobe (PDF).
 2. Click Advanced.
 3. Click the box next to "Print as Image"
 4. Click OK to close "Advanced Print Setup" dialog box.
 5. Click OK to print to PDF file.

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.

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.