

This is a complete listing of the current courses, arranged by term, in the STAR Services Learning Management System.

Orientation Courses 245D and Positive Supports Rule	Time	CEUs Nurse/SW
Activities of Daily Living	1 hr	1.2/1
Data Privacy	1 hr	1.2/1
Documentation	1 hr	1.2/1
Fraud Prevention	0.75 hrs	0.9/0.75
Healthy Diets	1 hr	1.2/1
Individual Rights	1.5 hrs	1.8/1.5
Instrumental Activities of Daily Living	1 hr	1.2/1
Mandated Reporting: Maltreatment of Minors	1 hr	1.2/1
Mandated Reporting: Vulnerable Adult Maltreatment	1.25 hrs	1.5/1.25
Medication Administration* – requires live demonstration	3.5 hrs	4.2/3.5
Positive Supports Rule 2 hr Function-Specific	2 hrs	2.4/2
Positive Supports Rule 4 hr Function-Specific	4 hrs	4.8/4
Positive Supports Rule Core**	7.5 hrs	9/7.5
Sexual Violence	0.5 hrs	0.6/0.5
Universal Precautions	0.75 hrs	0.9/0.75

Annual Training 245D and Positive Supports Rule	Time	CEUs Nurse/SW
Refresher: Bloodborne Pathogens	0.5 hrs	0.6/0.5
Refresher: Data Privacy	0.5 hrs	0.6/0.5
Refresher: Individual Rights	0.5 hrs	0.6/0.5
Refresher: Mandated Reporting and Maltreatment	0.5 hrs	0.6/0.5
Refresher: PSR Core for Direct Care Staff	4 hrs	4.8/4
Refresher: PSR Core and Function-Specific for Managers	4 hrs	4.8/4
Sexual Violence	0.5 hrs	0.6/0.5

*Medication Administration requires an additional, in-person observed skill assessment. STAR Services offers [Medication Administration Part II \(Demo\)](#) for an additional fee. A Medication Administration checklist is also offered for the demonstration requirement, which can be completed with a RN or staff who has been deemed competent to document and complete the demonstrated observed skill assessment.

**PSR Core has a length 7.5 hours. Rule 9544 requires that staff obtain a total of 8 hours of training as part of their PSR Core orientation. The omitted 0.5 hour allows the provider time to train their staff in their company-specific EUMR policy and any other company-specific information related to provider responsibilities under the Positive Supports Rule. Please be sure to document on each person's training record the amount of time this additional, company-specific training takes to ensure staff have at least 8 hours of total training time for their PSR Core requirement. An in-person EUMR Holds Demo is required if provider allows restraints.

2022 Terms and Courses

Employment Support Services	Time	CEUs Nurse/SW
Benefits Planning	0.75 hrs	0.9/0.75
Job Development and Negotiation	2.5 hrs	3/2.5
Job Search Planning	1.75 hrs	2.1/1.75
Post Employment Supports	1.5 hrs	1.8/1.5

Mental Health	Time	CEUs Nurse/SW
Anxiety Disorders	1 hr	1.2/1
Borderline Personality Disorder	0.5 hrs	0.6/0.5
Crisis Response and Behavioral Intervention	0.75 hrs	0.9/0.75
Hoarding Disorders	0.5 hrs	0.6/0.5
Mood Disorders	1 hr	1.2/1
Personality Disorders	1 hr	1.2/1
Psychotic Disorders	1 hr	1.2/1
Psychotropic Medications	1 hr	1.2/1
Substance Abuse	1 hr	1.2/1
Suicide Prevention and Response	0.5 hrs	0.6/0.5
Values and Principles of Crisis Response	0.75 hrs	0.9/0.75

Professional Development Diagnosis-specific and skills courses	Time	CEUs Nurse/SW
Communication Skills	0.5 hrs	0.6/0.5
Dementia : An Introduction	0.25 hrs	0.3/0.25
Diabetes: An Introduction	1 hr	1.2/1
Epilepsy and Seizure Disorders	0.75 hrs	0.9/0.75
Fetal Alcohol Spectrum Disorders	1 hr	1.2/1
Fetal Alcohol Spectrum Disorders: Keys for Support	0.5 hrs	0.6/0.5
Five Misconceptions of Being Person-Centered	0.25 hrs	0.3/.025
Low Vision	0.75 hrs	0.9/0.75
Professional Boundaries	1 hr	1.2/1
Ten Things Not to Say	0.5 hrs	0.6/0.5

Home and Community-Based Services (Not Minnesota-specific)	Time	CEUs Nurse/SW
Foundations of Person-Centered Services	0.5 hrs	0.6/0.5
Fraud Prevention	0.75 hrs	0.9/0.75
HCBS Rights	1 hr	1.2/1
HIPAA	0.75 hrs	0.9/0.75
Maltreatment of Minors	0.75 hrs	0.9/0.75
Universal Precautions	0.75 hrs	0.9/0.75
Vulnerable Adult Maltreatment	1 hr	1.2/1

New Hire Portfolios Groupings of courses for ease in registration	Time	CEUs Nurse/SW
1—Mandated Reporting and Maltreatment (VA and MOMA)	2.25 hrs	2.7/2.25
2—Positive Supports Rule Core**	7.5 hrs	9/7.5
3—Orientation for Direct Care Staff	5.5 hrs	6.6/5.5
Data Privacy		
Individual Rights		
Documentation		
Fraud Prevention		
Sexual Violence		
Universal Precautions		
3—Orientation for Managers	9.5 hrs	11.4/9.5
Data Privacy		
Individual Rights		
Documentation		
Fraud Prevention		
Sexual Violence		
Universal Precautions		
Positive Supports Rule 4 hr Function-Specific		
4—Medication Administration*	3.5 hrs	4.2/3.5
Community Residential Setting Orientation	3 hrs	3.6/3
Additional 245D orientation topics required for Community Residential Setting staff, if required by the CSSP and as it relates to the individual receiving services		
Healthy Diets		
Activities of Daily Living		
Instrumental Activities of Daily Living		
Mental Health Fundamentals	8 hrs	9.6/8
Anxiety Disorders		
Mood Disorders		
Personality Disorders		
Psychotic Disorders		
Co-occurring Substance Abuse and Mental Health		
Psychotropic Medications		
Crisis Response and Behavioral Intervention		
Values and Principles of Crisis Response		
Suicide Prevention and Response		
SMI Diagnosis Orientation	1.25 hrs	1.5/1.25
Additional 245D orientation topics required if supporting individuals with an SMI diagnosis		
Suicide Prevention and Response		
Crisis Response and Behavioral Intervention		

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**PSR Core has a length 7.5 hours. Rule 9544 requires that staff obtain a total of 8 hours of training as part of their PSR Core orientation. The omitted 0.5 hour allows the provider time to train their staff in their company-specific EUMR policy and any other company-specific information related to provider responsibilities under the Positive Supports Rule. Please be sure to document on each person's training record the amount of time this additional, company-specific training takes to ensure staff have at least 8 hours of total training time for their PSR Core requirement. An in-person EUMR Holds Demo is required if provider allows restraints.

2022 Terms and Courses

Breakouts Segments of courses meant for review/retraining purposes	Time	CEUs Nurse/SW
Benefits Planning: Common Myths about Work and Benefits	0.25 hrs	0.3/0.25
Benefits Planning: Disability Benefits Basics	0.25 hrs	0.3/0.25
Benefits Planning: Introduction to Disability Benefits 101 Website	0.25 hrs	0.3/0.25
Job Development: Action Steps for Job Negotiation	0.25 hrs	0.3/0.25
Job Development: Creating Stand-out Resumes and Cover Letters	0.5 hrs	0.6/0.5
Job Development: Developing Relationships and Job Networking	0.25 hrs	0.3/0.25
Job Development: Introduction to Job Development	0.75 hrs	0.9/0.75
Job Development: Understanding Job Accommodations	0.5 hrs	0.6/0.5
Job Development: Writing Progress Reports	0.25 hrs	0.3/0.25
Job Search Planning: Introduction to Employment Support and Exploration	0.75 hrs	0.9/0.75
Job Search Planning: Introduction to Strengths Perspective	0.5 hrs	0.6/0.5
Job Search Planning: Job Exploration and Discovery	0.5 hrs	0.6/0.5
Med Admin: Before You Administer	0.5 hrs	0.6/0.5
Med Admin: Charting Basics	0.75 hrs	0.9/0.75
Med Admin: Doctor and Dental Appointments, Orders, and Medication Storage	0.5 hrs	0.6/0.5
Med Admin: Introduction to Medication Administration	0.25 hrs	0.3/0.25
Med Admin: Medication Administration Basics	0.5 hrs	0.6/0.5
Med Admin: Medications and Treatment Errors and Discrepancies	0.5 hrs	0.6/0.5
Med Admin: Understanding Medications	0.5 hrs	0.6/0.5
Post Employment Supports: Developing Strategies for Workplace Supports	0.5 hrs	0.6/0.5
Post Employment Supports: Introduction to Post Employment Supports	0.5 hrs	0.6/0.5
Post Employment Supports: Monitoring and Evaluation	0.5 hrs	0.6/0.5
PSR 2hr Function-Specific: Evaluation of Training	0.25 hrs	0.3/0.25
PSR 2hr Function-Specific: Leading a Person-Centered Organization	0.5 hrs	0.6/0.5
PSR 2hr Function-Specific: Person-Centered Management and Decision-Making Tools	1.25 hrs	1.5/1.25
PSR 4hr Function-Specific: Applying Person-Centered Planning	1 hr	1.2/1
PSR 4hr Function-Specific: Data Systems	1 hr	1.2/1
PSR 4hr Function-Specific: Functional Behavior Assessments	1 hr	1.2/1
PSR 4hr Function-Specific: Supervision, Coaching and Support	1 hr	1.2/1
PSR Core: Avoiding Power Struggles	0.5 hrs	0.6/0.5
PSR Core: Building Trusting Relationships	0.5 hrs	0.6/0.5
PSR Core: Cultural Competence	0.5 hrs	0.6/0.5
PSR Core: De-escalation Techniques	0.75 hrs	0.9/0.75
PSR Core: Foundations of Person-Centered Services	0.5 hrs	0.6/0.5
PSR Core: Permitted Actions and Procedures	0.5 hrs	0.6/0.5
PSR Core: Personal Staff Accountability and Staff Self-Care After Emergencies	0.5 hrs	0.6/0.5
PSR Core: Positive Supports Rule Overview and Person-Centered History	0.5 hrs	0.6/0.5
PSR Core: Positive Support Strategies	0.5 hrs	0.6/0.5
PSR Core: Prohibited Procedures I: The Fundamentals	0.5 hrs	0.6/0.5
PSR Core: Prohibited Procedures II: The Details	0.75 hrs	0.9/0.75
PSR Core: Restricted Procedures I: EUMR and PSTP Overview	0.75 hrs	0.9/0.75
PSR Core: Restricted Procedures II: Required Information	0.75 hrs	0.9/0.75

Each course and/or lesson has course settings of “New Hire”, “Source”, and “Type” applied. STAR courses and lessons use course settings that correspond to statutory language. These course settings can be to drill down on screen reports and sort in Offline Training exports.

For example, to report on all mandated reporting training, if you select the type “Maltreatment of Adults and Children” in offline reporting, you will return results for all courses with that type applied, regardless of whether it was the standard orientation class, the Mandated Reporting portfolio course, or the annual training.

Type—course categorization as specified in Statute or Rule

- | | |
|---|---------------------------------------|
| • ADLs | • Orientation to Program Requirements |
| • Anti-Fraud | • OSHA and Safety Practices |
| • CPR | • Person-Centered Practices |
| • Crisis Response | • Professional Development |
| • Employment | • Prohibited Procedures |
| • EUMR | • PSR 2hr Function-Specific |
| • Healthy Diet | • PSR 4hr Function-Specific |
| • IADLs | • PSR Core |
| • Maltreatment of Adults and Children | • Responding to/Reporting Incidents |
| • Medication Administration | • Service Recipient Rights |
| • Mental Health | • Sexual Violence |
| • MN Data Privacy/HIPAA | • Suicide Prevention |
| • Orientation to Individual Service Recipient Needs | • N/A |

Source—Statute or Rule in which type is referenced

- 245D: Individual Service Recipient Needs
- 245D: Program Requirements
- 245D: SMI
- 9544: Positive Supports Rule
- N/A

New Hire—as per Statute or Rule, the length of time staff have to complete training in relation to hire date

- 72 hours
- 60 days
- Annual
- Prior to Assuming Responsibilities
- N/A

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Activities of Daily Living	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	ADLs	1.2/1
Personal Cares: Activities of Daily Living - Understanding how to be person-centered while providing personal cares is essential when supporting people with disabilities. There are activities of daily living (ADLs) that individuals may need assistance with. This course will review personal care and your role in bringing respect and dignity to the individuals you support.					
Data Privacy	1.00	245D: Program Requirements	60 days	MN Data Privacy/HIPAA	1.2/1
Data Privacy - This course contains the data privacy requirements according to sections 13.01 to 13.10 and 13.46, the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), and staff responsibilities related to complying with data privacy practices.					
Documentation	1.00	245D: Program Requirements	60 days	Responding to/Reporting Incidents	1.2/1
Documentation - the Who, What, Where, When, and How - This course reviews various forms of documentation that may be required on the job. Topics include documentation guidelines in compliance with Minnesota Statutes 245D and privacy regulations, as well as how to document professional, objectively and accurately. What events meet the definition of Incident and Emergency under 245D are covered. An overview of commonly used forms such as Daily Log Note, Health Progress Note, Incident Report and Funds Records will also be reviewed along with person-centered practices to enhance overall quality and care.					
Fraud Prevention	0.75	245D: Program Requirements	60 days	Anti-Fraud	0.9/0.75
Fraud Prevention - In this course, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported. In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.					
Healthy Diets	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Healthy Diet	1.2/1
Healthy Diet, Happy Lives - This course provides staff with an understanding of what constitutes a healthy diet under the Centers for Disease Control and Prevention’s guidelines. Students will learn about food groups, nutritional needs, caloric balance, and how to prepare healthy foods while using person-centered approaches.					
Individual Rights	1.50	245D: Program Requirements	60 days	Service Recipient Rights	1.8/1.5
Rights for Individuals Receiving Services - This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. It also contains content designed to meet CMS Direct Service Workforce Core Competencies in the areas of Empowerment and Advocacy. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights. Specific company policies and procedures must be covered by your agency.					
Instrumental Activities of Daily Living	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	IADLs	1.2/1
Increasing Independence: Instrumental Activities of Daily Living - When supporting individuals with disabilities, there are instrumental activities of daily living (IADL) and skills that can help foster greater independence in the community. This course will explore IADLs and ways to increase an individual’s ability to live in the community and live their life to the fullest.					
Mandated Reporting: Maltreatment of Minors	1.00	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	1.2/1
Mandated Reporting: Maltreatment of Minors - This course provides information to help the people who support minors to be able to identify, prevent, and report maltreatment. It describes who is considered a minor, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee’s responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5)- Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect. This course also contains sections 245A.66 and chapter 260E governing maltreatment reporting and service planning for children, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Maltreatment of Minors Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.					
Mandated Reporting: Vulnerable Adult Maltreatment	1.25	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	1.5/1.25
Mandated Reporting: Vulnerable Adult Maltreatment - This course provides information to help the people who support vulnerable adults to be able to identify, prevent, and report vulnerable adult maltreatment. It describes who is considered a vulnerable adult, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee’s responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5) Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect according to law and agency rules. Recognizes signs of abuse including the inappropriate use of restraints and works to prevents them. This course also contains sections 245A.65 and 626.557 governing maltreatment reporting and service planning for vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Vulnerable Adult Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Medication Administration*	3.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	4.2/3.5
Medication Administration - A collection of seven lessons that explore supporting individuals with disabilities with their medication and treatment needs. This course is developed and taught by a registered nurse and helps to meet the rules and requirements of MN Statutes 245D. This course requires supplemental medication administration demonstrations with a registered nurse to complete learning on the topic.					
Lesson 1: Introduction to Medication Administration	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Introduction to Medication Administration - Understand the purpose of gaining knowledge about medication administration and about the needs of the individuals they support.</i>					
Lesson 2: Understanding Medications	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Understanding Medications - Learn the common purposes of medications and gain an understanding side effects and how they can affect the individual.</i>					
Lesson 3: Medication Administration Basics	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Medication Administration Basics - Discover the 7 Rights of Medication Administration and how to apply them while administering medication. Also gain understanding of Medication Administration Record (MAR).</i>					
Lesson 4: Charting Basics	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Charting Basics - Learn a simple and appropriate method to documenting the start, discontinuation, or change in medication, and practice transcribing medication orders. Understand when to call the licensed health care professional regarding medication transcription; and learn about and recognize other forms of charting that may be required in your program.</i>					
Lesson 5: Doctor and Dental Appointments, Orders, and Medication Storage	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Doctor and Dental Appointments, Orders, and Medication Storage - Learn about what to do when bringing an individual to see the doctor or medical professional and understand the processes needed when supporting the treatment and health care needs of individuals. Follow safe storage practices for medications at their workplace.</i>					
Lesson 6: Medication and Treatment Errors and Discrepancies	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Medications and Treatment Errors and Discrepancies - Recognize a medication discrepancy and medication error and learn how to respond when there is a medication error or discrepancy.</i>					
Lesson 7: Before You Administer	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Before You Administer - Focus on actions before, during, and after administering medication, review the 7 Rights of Administration understand the basic procedures to be taken each time you are responsible for medication administration.</i>					
Positive Supports Rule 2 Hour Function-Specific	2.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	2.4/2
People, Purpose, and Passion: Creating and Leading Organizations - a two hour function-specific training for license holders, executives, managers and owners in nonclinical roles from the Positive Supports Rule. Topics: Creating Buy-In - including staff in organization decisions; Leading with purpose and passion – creating leadership teams worth following; Turning person-centered thinking and practices into organizational action; Evaluating organizational training – measuring change and outcomes for persons receiving services.					
Lesson 1: Leading a Person-Centered Organization	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	
<i>Leading a Person-Centered Organization: Embracing Change - Embracing and leading through change can be daunting. This lesson is designed for managers, supervisors, executives and license holders will help you evaluate and learn more about your role in a being a leader and innovator in the person-centered movement.</i>					
Lesson 2: Person-Centered Management and Decision Making	1.25	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	
<i>Person-Centered Management and Decision Making Tools - In order to be truly person-centered with the individuals you support, your organization needs to embrace a person-centered philosophy that includes everyone in your company. Using person-centered tools in the management of your organization you will be able to help the people you support and your staff discover their passion and purpose.</i>					
Lesson 3: Evaluation of Training	0.25	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	
<i>Evaluation of Training - Training is an essential piece of helping your company and staff be more person-centered. If you are going to be the best support to individuals with disabilities, you need to have a well-trained staff that is ready to be person-centered. This lesson will help you evaluate your training practices to ensure that you are preparing your staff to be person-centered.</i>					
Positive Supports Rule 4 Hour Function-Specific	4.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	4.8/4
Connecting the Dots: Using Information, Interactions, and Data to Create Person-Centered Positive Supports - a four hour function-specific training for staff who develop positive support strategies and license holders, executives, managers, and owners in nonclinical roles. Topics: Functional Behavioral Assessments, How to Apply Person-Centered Planning, How to Design and Use Data Systems to Measure Effectiveness of Care, and Supervision					
Lesson 1: Applying Person-Centered Planning	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	
<i>Applying Person-Centered Planning - This lesson will explore how to apply person-centered plans. No matter what your position is in the field, person-centered planning and thinking is important. Being person-centered is more than just talking about plans and completing them, it is about implementing and applying these plans to improve the quality of the person’s daily life- and you are a part of that process.</i>					
Lesson 2: Functional Behavior Assessment	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	
<i>Functional Behavior Assessment - This lesson will help you utilize information about a person to identify their preferences and create person-centered supports, services and goals. A functional behavior assessment (FBA) is a tool you can use to evaluate the many components of an individual’s life to develop a theory as to what is causing a behavior or reaction that is either harmful to the individual or others, that may create roadblocks in meeting their goals. This lesson will help you understand FBAs and the role they play in person-centered supports.</i>					
Lesson 3: Data Systems	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	
<i>Data Systems - In the services and supports that you provide, are you meeting the goals of person-centered planning? Are you getting the intended results? What is the bigger picture? Every day you deal with data, both big and small, as you work on positive support strategies and outcomes for the people your company supports. Data can be collected in a way that is easy and meaningful, and give you better insight into what is working and not working in your person-centered planning.</i>					
Lesson 4: Supervision, Coaching, and Support	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	
<i>Supervision, Coaching, and Support: Maintaining a Person-Centered Organization - The people who directly work with the individuals you support have an essential impact on quality of life and fulfillment of goals. It is your job to encourage effective communication with the person and the person’s support team. As you work to implement person-centered practices and tools within your organization, supporting, coaching and mentoring your staff through the orientation process and beyond will strengthen your mission and values and the work you do.</i>					

					CEUs
Title	Hours	Source	New Hire	Type	Nurse/SW
Positive Supports Rule Core**	7.5	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	9/7.5
Positive Supports Rule Core - This course provides staff the important knowledge of how to work with the people they support in a positive and supportive manner. It includes the required topics as listed in MN Rule 9544.0090 Subp. 1. It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)-(8) and 245D.061 Subd. 9, clause (4), items (i-viii), excluding (iii). Specific topics include: de-escalation techniques and their value; principles of person-centered service planning and delivery as identified in section 245D.07, subdivision 1a, and how they apply to direct support service provided by the staff person; principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior; the safe and correct use of manual restraint on an emergency basis according to 245D.061; staff responsibilities related to restricted and permitted actions and procedures under 245D.06, subdivisions 6 and 7; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder; cultural competence; personal staff accountability and staff self-care after emergencies; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to avoid power struggles; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; the communicative intent of behaviors; relationship building; the safe and correct use of manual restraint on an emergency basis according to the requirements in 245D.061, and what constitutes the use of restraints, time out, and seclusion, including chemical restraint; staff responsibilities related to prohibited procedures under 245D.06, subd. 5, why such procedures are not effective for reducing or eliminating symptoms or undesired/interfering behavior, and why such procedures are not safe.					
Lesson 1: Positive Supports Rule Overview and Person-Centered History	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Positive Supports Rule Overview and Person-Centered History - This lesson provides an overview of MN Rules Chapter 9544 also known as the Positive Supports Rule. Additionally, it discusses the history of disability services and the evolution of person-centered supports. It reviews the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and MN Rules 9544.0030 Subp.2 and 3 and how they apply to direct support services provided by the staff person.</i>					
Lesson 2: Permitted Actions and Procedures	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Permitted Actions and Procedures - This lesson reviews staff’s responsibilities related to permitted actions and procedures under Minnesota Statutes, section 245D.06, subdivision 7 and Mn Rules Chapter 9544.0050. Staff learn the instructional techniques and intervention procedures they are permitted to use when supporting a person who receives 245D services. Additionally, staff are taught about the intermittent use of the actions and procedures, and also about the use on a continuous basis that requires documentation in a person’s CSSP Addendum.</i>					
Lesson 3: Building Trusting Relationships	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Building Trusting Relationships - In this lesson, staff learn about relationships building with the people they support, and others. It discusses steps for how to build and sustain trusting relationships with the people. Additionally, it discusses some of the unique challenges a person may face when building relationships with the people they support and how to successfully navigate these situations.</i>					
Lesson 4: De-escalation Techniques	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>De-escalation Techniques - This lesson focuses on de-escalation techniques and their value. It also includes principles of positive support strategies, such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior.</i>					
Lesson 5: Cultural Competence	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Cultural Competence - This lesson was designed to help staff demonstrate understanding in the area of cultural competence. Students learned the definition of culture and cultural competence, how cultural competence is an important part of person-centered support and strategies to improve their cultural competence.</i>					
Lesson 6: Prohibited Procedures I: The Fundamentals	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Prohibited Procedures	
<i>Prohibited Procedures I: The Fundamentals - This is the first of two lessons regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.</i>					
Lesson 7: Person-Centered Foundations	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Person-Centered Practices	
<i>Person-Centered Foundations - This lesson discussed the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and how they apply to direct support services provided by the staff person. It includes that the license holder must provide services in response to the person's identified needs, interests, preferences, and desired outcomes as specified in the coordinated service and support plan and the Coordinated Service and Support Plan Addendum. It also includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when implementing treatment plans and responsibilities assigned to the license holder. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.</i>					
Lesson 8: Prohibited Procedures II: The Details	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Prohibited Procedures	
<i>Prohibited Procedures II: The Details - This is the second of two lessons regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.</i>					
Lesson 9: Positive Support Strategies: Supporting a Person as a Unique Individual	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Positive Support Strategies: Supporting a Person as a Unique Individual - This lesson reviews the principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior. It also discusses the Positive Support Strategies implementation requirements in MN Rules 9544, including their documentation and review.</i>					
Lesson 10: Restricted Procedures I: EUMR and PSTP Overview	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	EUMR	
<i>Restricted Procedures I: EUMR and PSTP Overview - This is the first of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.</i>					
Lesson 11: Avoiding Power Struggles	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Avoiding Power Struggles - This lesson discusses the topic of power struggles and how to avoid them when providing direct support services. It includes how to identify power struggles, avoiding power struggles, strategies to stop power struggles, and the skill of active listening.</i>					
Lesson 12: Restricted Procedures Part II: Required Information	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	EUMR	
<i>Restricted Procedures Part II: Required Information - This is the second of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.</i>					
Lesson 13: Personal Staff Accountability and Staff Self-Care After Emergencies	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	
<i>Personal Staff Accountability and Staff Self-Care After Emergencies - This lesson discusses personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles as a direct support professional and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and we how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.</i>					



Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Sexual Violence	0.50	245D: Program Requirements	60 days	Sexual Violence	0.6/0.5
Minimizing the Risk of Sexual Violence - This course discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities.					
Universal Precautions	0.75	245D: Program Requirements	60 days	OSHA and Safety Practices	0.9/0.75
Universal Precautions - Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness and helps to comply with OSHA requirements.					

*Medication Administration requires an additional, in-person observed skill assessment. STAR Services offers [Medication Administration Part II \(Demo\)](#) for an additional fee. A Medication Administration checklist is also offered for the demonstration requirement, which can be completed with a RN or staff who has been deemed competent to document and complete the demonstrated observed skill assessment.

**PSR Core has a length 7.5 hours. Rule 9544 requires that staff obtain a total of 8 hours of training as part of their PSR Core orientation. The omitted 0.5 hour allows the provider time to train their staff in their company-specific EUMR policy and any other company-specific information related to provider responsibilities under the Positive Supports Rule. Please be sure to document on each person's training record the amount of time this additional, company-specific training takes to ensure staff have at least 8 hours of total training time for their PSR Core requirement. An in-person EUMR Holds Demo is required if provider allows restraints.

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Annual Fraud Statement Acknowledgement Annually, Medicaid providers must document that staff providing a service have reviewed a statement to ensure their staff understand the requirements to accurate bill and document their service. These documentation requirements are a condition of billing Minnesota Department of Human Services (DHS) for Medicaid reimbursement. The required statement for staff to review is held in this course.	0.00	245D: Program Requirements	Annual	Anti-Fraud	0.00
Refresher: Bloodborne Pathogens Bloodborne Pathogens Refresher - This course provides a refresher for the protection and safety when there is a possibility of exposure to bodily fluids. this training refers to diagnosis, symptoms and treatment of HIV, Hepatitis B and Hepatitis C. This course uses example scenarios to illustrate potential situations of exposure. This includes precautions for transmission prevention, work site requirements, medical evaluation, follow up and confidentiality. This training helps comply with OSHA requirements.	0.50	245D: Program Requirements	Annual	OSHA and Safety Practices	0.6/0.5
Refresher: Data Privacy Data Privacy Refresher - This course contains the data privacy requirements according to sections 13.01 to 13.10 and 13.46, the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), and staff responsibilities related to complying with data privacy practices. Specific company policies and procedures must be covered by your agency.	0.50	245D: Program Requirements	Annual	MN Data Privacy/HIPAA	0.6/0.5
Refresher: Individual Rights Service Recipient Rights Refresher - This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights.	0.50	245D: Program Requirements	Annual	Service Recipient Rights	0.6/0.5
Refresher: Mandated Reporting and Maltreatment Mandated Reporting: Vulnerable Adult Maltreatment and Maltreatment of Minors Refresher - This course contains sections 245A.65, 245A.66, and 626.557 and chapter 260E governing maltreatment reporting and service planning for children and vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Vulnerable Adult Act and Maltreatment of Minors Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.	0.50	245D: Program Requirements	Annual	Maltreatment of Adults and Children	0.6/0.5
Refresher: PSR Core for Direct Care Staff* Positive Supports Rule Core Refresher - This course provides staff the important knowledge of how to work with the people they support in a positive and supportive manner. It includes the required topics as listed in MN Rule 9544.0090 Subp. 1. It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)-(8) and 245D.061 Subd. 9, clause (4), items (i-viii), excluding (iii). The training discusses the importance of avoiding power struggles, positive de-escalation techniques, alternatives to restraints, relationship building, the communicative intent of behaviors and causes of behavior including events and environmental factors. Positive support strategies including positive behavior supports, the relationship between staff interactions as well as the environment. The importance of providing person-centered service planning and delivery and how they apply to the direct support services provided by staff. Understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Cultural competence. Personal staff accountability and staff self-care after emergencies. Staff responsibilities related to the restricted and permitted actions and procedures. What constitutes the use of restraint including chemical restraint, time out, and seclusion. The safe and correct use of manual restraints on an emergency basis according to MN Statute 245D.06. Staff responsibilities related to prohibited procedures under section 245D.06 subd.5 or successor provisions, why such procedures are not effective for reducing or eliminating symptoms or interfering behavior, and why the procedures are not safe. Identifying thresholds for implementing and ceasing restrictive procedures. The situations in which staff must contact 911 in response to an imminent risk of harm to the person or others. The procedures and forms staff must use to monitor and report the use of restrictive interventions that are a part of a PSTP. The procedure and requirements for notifying members of the person’s expanded support team after the use of a restrictive intervention with person. The physiological and psychological impact on the person and staff when restrictive procedures are used. How to recognize, monitor, and respond to the person’s physical signs of distress, including positional asphyxia. In order to meet the training requirements in MN Statute 245D.061 and 245D.09, staff must additionally demonstrate competency and be trained in their employer’s specific EUMR policy and engage in simulated experiences of administering and receiving manual restraint procedures allowed by the license holder on an emergency basis, as well as, any person-specific treatment plans and responsibilities assigned to the license holder. Lesson 1: Person-Centered Supports and Philosophy <i>Person-Centered Supports and Philosophy - This review of the foundation and philosophy of person-centered supports will allow you to look at how person-centered thinking influences the work that you do to create quality environments and provide opportunities for the people you support.</i> Lesson 2: Knowing the People You Support <i>Knowing the People You Support - This lesson explores the actions and steps you can take to get to know the people you support, building off of your knowledge of person-centered philosophy and thinking. You will find ways to discover a person’s preferences and support people to have new experiences that add to their skills and abilities.</i> Lesson 3: Positive Support Strategies <i>Positive Support Strategies - You will explore the different strategies that positively support the individual. The principles of positive support strategies can be used to provide quality services and supports.</i> Lesson 4: De-escalation Techniques and Understanding Behavior for DSPs <i>De-escalation Techniques and Understanding Behavior for DSPs - You will review de-escalation techniques and their value within the framework of person-centered and positive supports. You have a responsibility to support people and their interfering behaviors in a way that is person-centered and that protects a person and others from harm. This involves understanding your own emotions, as well as theirs and finding the most appropriate way to respond. If an emergency happens, you will learn to respond in an effective and positive way.</i> Lesson 5: Creating Culturally Competent and Trusting Relationships <i>Creating Culturally Competent and Trusting Relationships - You will understand more about how cultural competence and trust can build stronger relationships with each unique individual they support. Trust is a person-centered approach that builds positive support strategies and helps staff get to know the person in a way that enhances a person’s quality of life. This lesson will evaluate culture and the ways that it influences the way you provide support.</i> Lesson 6: Permitted, Prohibited, and Restricted Procedures <i>Permitted, Prohibited and Restricted Procedures - You are responsible for supporting the person in a positive way that increases a person’s self-determination abilities and help them engage in community activities. This lesson will review permitted, prohibited and restricted procedures and actions. Understanding these will allow you to improve a person’s quality of life and keep them free from harm.</i> Lesson 7: Responding to an EUMR and Staff Accountability and Self-Care After Emergencies <i>Responding to an EUMR and Staff Accountability and Self-Care After Emergencies - You have many responsibilities in your role providing direct care. You will learn more about staff accountability and how to respond when an emergency occurs. In your job, you must know how to care for yourself in order to provide the best care for the people you support.</i>	4.00	9544: Positive Supports Rule	Annual	PSR Core	4.8/4
	0.50	9544: Positive Supports Rule	Annual	Person-Centered Practices	
	0.75	9544: Positive Supports Rule	Annual	PSR Core	
	0.50	9544: Positive Supports Rule	Annual	PSR Core	
	0.75	9544: Positive Supports Rule	Annual	PSR Core	
	0.50	9544: Positive Supports Rule	Annual	PSR Core	
	0.75	9544: Positive Supports Rule	Annual	Prohibited Procedures	
	0.25	9544: Positive Supports Rule	Annual	EUMR	

*An in-person EUMR Holds Demo is required if provider allows restraints.

Title	Hours	Source	New Hire	Type	CEUs
Refresher: PSR Core and Function-Specific for Managers	4.00	9544: Positive Supports Rule	Annual	PSR 4hr Function-Specific	4.8/4
PSR Core and Function-Specific Refresher - This course includes the required topics as listed in MN Rule 9544.0090 Subp. 1 (Core training) and 9544.0090 Subp. 2, item A (Function-Specific). It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)-(8) and 245D.061 Subd. 9, clause (4), items (i-viii), excluding (iii). The training discusses the importance of avoiding power struggles, positive de-escalation techniques, alternatives to restraints, relationship building, the communicative intent of behaviors and causes of behavior including events and environmental factors. Positive support strategies including positive behavior supports, the relationship between staff interactions as well as the environment. The importance of providing person-centered service planning and delivery and how they apply to the direct support services provided by staff. Understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Cultural competence. Personal staff accountability and staff self-care after emergencies. Staff responsibilities related to the restricted and permitted actions and procedures. What constitutes the use of restraint including chemical restraint, time out, and seclusion. The safe and correct use of manual restraints on an emergency basis according to MN Statute 245D.06. Staff responsibilities related to prohibited procedures under section 245D.06 subd.5 or successor provisions, why such procedures are not effective for reducing or eliminating symptoms or interfering behavior, and why the procedures are not safe. Identifying thresholds for implementing and ceasing restrictive procedures. The situations in which staff must contact 911 in response to an imminent risk of harm to the person or others. The procedures and forms staff must use to monitor and report the use of restrictive interventions that are a part of a PSTP. The procedure and requirements for notifying members of the person’s expanded support team after the use of a restrictive intervention with person. The physiological and psychological impact on the person and staff when restrictive procedures are used. How to recognize, monitor, and respond to the person’s physical signs of distress, including positional asphyxia. Function Specific: functional behavior assessments; how to apply person-centered planning; how to design and use data systems to measure effectiveness of care; and supervision, including how to train, coach, and evaluate staff and encourage effective communication with the person and the person's support team. In order to meet the training requirements in MN Statute 245D.061 and 245D.09, staff must additionally demonstrate competency and be trained in their employer’s specific EUMR policy and engage in simulated experiences of administering and receiving manual restraint procedures allowed by the license holder on an emergency basis, as well as, any person-specific treatment plans and responsibilities assigned to the license holder.					
Lesson 1: Applying Person-Centered Supports and Philosophy	1.00	9544: Positive Supports Rule	Annual	Person-Centered Practices	
<i>Applying Person-Centered Supports and Philosophy - This review of the foundation and philosophy of person-centered supports will challenge traditional thinking and help you explore what it means to create quality environments and provide opportunities for the people you support.</i>					
Lesson 2: Writing and Collecting Data on Positive Support Strategies	0.75	9544: Positive Supports Rule	Annual	PSR 4hr Function-Specific	
<i>Writing and Collecting Data on Positive Support Strategies - Positive support strategies are important to provide quality services and supports to the people you support. These strategies should provide meaningful data for you to track the progress your company is making at creating meaningful opportunities and quality environments for the people you support.</i>					
Lesson 3: De-escalation Techniques and Understanding Behavior for Managers	0.75	9544: Positive Supports Rule	Annual	EUMR	
<i>De-escalation Techniques and Understanding Behavior for Managers - You will review de-escalation techniques and their value within the Framework of person-centered, positive supports. You have a responsibility to empower and train your staff to respond to interfering behaviors in a way that is person-centered and that protects a person and others from harm.</i>					
Lesson 4: Functional Behavior Assessments and Permitted, Prohibited and Restricted Procedures	0.75	9544: Positive Supports Rule	Annual	Prohibited Procedures	
<i>Functional Behavior Assessments and Permitted, Prohibited and Restricted Procedures - You are responsible for supporting the person in a positive way that increases a person’s self-determination, abilities and help them engage in community activities. This lesson will review permitted, prohibited and restricted procedures at your company and the implementation of Functional Behavior Assessments.</i>					
Lesson 5: Coaching and Supervision	0.75	9544: Positive Supports Rule	Annual	PSR 4hr Function-Specific	
<i>Coaching and Supervision - With your refreshed knowledge of positive supports, you are responsible for coaching and supervising staff to take the steps of support the individuals you support. By modeling and leading from a person-centered foundation, you can find ways to better mentor and coach your staff to meet the requirements of creating quality environments for the people you support.</i>					
Sexual Violence	0.50	245D: Program Requirements	Annual	Sexual Violence	06/0.5
Minimizing the Risk of Sexual Violence - This course discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities.					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Communication Skills	0.50	N/A	N/A	Professional Development	0.6/0.5
Communication Skills for Social Service Professionals - Forming relationships and connecting with people is an important part of your job. This course will help you enhance and think about the communication skills you use with your coworker and the individuals you support.					
Dementia Intro	0.25	N/A	N/A	Professional Development	03./0.25
Dementia: An Introduction - This course will introduce dementia, including symptoms and causes. Learners build a foundation of understanding this diagnosis, beginning with the specific impacts and support strategies for individuals experiencing dementia.					
Diabetes Intro	1.00	N/A	N/A	Professional Development	1.2/1
Diabetes: An Introduction for DSPs - This course includes the basics of diabetes with the Direct Support Professional in mind. Learners will discover what diabetes is, the main types of diabetes, symptoms of hyper/hypoglycemia, insulin monitoring and delivery methods, person-centered practices, and more. Also included in this course are interviews with people who live with diabetes, as well as Direct Support Professionals who share their experiences of supporting someone who lives with diabetes.					
Epilepsy and Seizure Disorders	0.75	N/A	N/A	Professional Development	0.9/0.75
Understanding and Supporting Individuals with a Seizure Disorder or Epilepsy - This course will help you understand more about Epilepsy and seizure disorders. You will identify the common symptoms as well as explore how it impacts the lives of the people you support. You will be more prepared to support and respond to a person before, during and after a seizure and will learn more about the treatment and supports that can be used to help a person with Epilepsy or a seizure disorder.					
FASD: Keys for Support	0.50	N/A	N/A	Professional Development	0.6/0.5
Fetal Alcohol Spectrum Disorders: Keys for Support - The Substance Abuse and Mental Health Services Administration (or SAMHSA) has developed eight key components that individuals who support someone with FASD should keep in mind. These are key concepts that work most effectively when supporting someone with FASD. They are: concrete, consistency, repetition, routine, simplicity, specifics, structure and supervision.					
Fetal Alcohol Spectrum Disorders	1.00	N/A	N/A	Professional Development	1.2/1
Fetal Alcohol Spectrum Disorders - Fetal Alcohol Spectrum Disorders (FASD) occur in approximately one of every 100 births nationally and is one of the leading causes of intellectual disabilities in the United States. This course is designed to help participants learn more about Fetal Alcohol Spectrum Disorders as well as the behavioral, physical, and mental characteristics that are commonly associated with the diagnosis. Additionally, this class will discuss common misconceptions about FASD and provide insight into this diagnosis and its effect on the individual.					
Five Misconceptions of Being Person-Centered	0.25	N/A	N/A	Professional Development	03./0.25
Five Misconceptions of Being Person-Centered - This course explores five ways people misunderstand what it means to be person-centered. Gain wisdom from our person-centered planners and facilitators and start to explore your own views and misconceptions about responding to a person's preferences and dreams.					
Low Vision	0.75	N/A	N/A	Professional Development	0.9/0.75
Supporting Individuals with Low Vision - Participants in this course gain a better understanding of how vision loss and low vision affects persons supported and to learn ways to support people with low vision in a positive way. The course covers diagnoses associated with vision loss, assistive devices and resources, and how to support an individual in a person centered way.					
Professional Boundaries	1.00	N/A	N/A	Professional Development	1.2/1
Where's the Line? An Introduction to Professional Boundaries - When working in the human services field, maintaining appropriate and professional boundaries is important to make sure that you are providing the best possible care to the individuals you support. Many well-intentioned people have unfortunate things happen to them because of poor boundaries. This course will introduce the idea of healthy relationships and professional boundaries with illustrative examples from the field. Learners will gain a better understanding of their role in maintaining positive boundaries and the things they should do when they see people exhibiting poor boundaries.					
Ten Things Not to Say	0.50	N/A	N/A	Professional Development	0.6/0.5
Ten Things Not to Say to Someone with a Physical Disability and/or Mobility Limitation - When working with individuals with a physical disability or a mobility impairment, we sometimes make mistakes in the things we say and do to try to support them. This course will look at some of the common things people say, and how to correct them by being more person-centered and understanding.					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Anxiety Disorders Getting Past the Fear: Understanding Anxiety Disorders - Anxiety disorders are the most common mental health diagnosis, affecting approximately 40 million adults in a given year. There are several forms of anxiety including Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Phobias, Panic Attacks, and PTSD. This online class helps learners understand what it is like for individuals diagnosed with anxiety disorders, including the characteristics, treatment, symptom management, and how to provide person-centered, positive support.	1.00	N/A	N/A	Mental Health	1.2/1
Borderline Personality Disorder Meeting the Challenges of Borderline Personality Disorder - One of the most challenging personality disorders to support is Borderline Personality Disorder. This course explores the characteristics, causes, and symptoms to give the learner a better understanding on the reality of the disorder and how it impacts a person's life. People with Borderline Personality Disorder can be supported to live successful lives through the use of evidence-based treatment along with person-centered practices and support.	0.50	N/A	N/A	Mental Health	0.6/0.5
Co-Occurring Substance Abuse and Mental Health Co-occurring Substance Abuse and Mental Health - Addiction and chemical dependency affects 20 million American. Learners gain an understanding of substance abuse and common mental health diagnoses that occur alongside addiction and chemical dependency. This course explores resources, treatment, support solutions, and best practices for working with individuals with co-occurring addiction and mental health disorders.	1.00	N/A	N/A	Mental Health	1.2/1
Crisis Response and Behavioral Intervention Crisis Response and Behavioral Intervention - Preparing for and understanding crisis response and de-escalation techniques is important when working with individuals with mental health diagnoses. This course explores behavioral challenges and mental health crisis. Learners will receive information on the best ways to proactively respond to crisis and behaviors, while using evidence-based, person-centered supports.	0.75	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Crisis Response	0.9/0.75
Hoarding Disorders Hoarding Disorders: Diagnosis or Messiness - You may support someone in their own home or in a residential setting that has hoarding behaviors that are adversely affecting their life: collecting items to excess, having piles of items stacked to the ceiling, or someone who has an inability to part with items or throw things away. Hoarding Disorder is often misunderstood as a mental illness and can pose many challenges for the person and their support team. This course will look at the characteristics of Hoarding Disorder and the treatment, recovery, and support strategies that can be used to help support a person to overcome their need to hoard.	0.50	N/A	N/A	Mental Health	0.6/0.5
Mood Disorders Why Can't You Just Be Happy? Understanding Mood Disorders - Mood disorders are the second largest diagnostic type of mental illness. This course will explore the diagnoses of Major Depression, Dysthymia, and Bipolar Disorder and what it is like for individuals who live with these diagnoses. Learners will understand the characteristics, cycles, symptoms, and treatment of these diagnoses as well as how they can provide positive supports for individuals using evidence-based resources.	1.00	N/A	N/A	Mental Health	1.2/1
Personality Disorders Perception and Reality: Understanding Personality Disorders - This course will look at the ten primary personality disorders and help learners understand their characteristics, cycles, and symptoms using illustrative examples. Participants will learn about treatment, support options, and evidence-based resources for individuals who have a diagnosed personality disorder.	1.00	N/A	N/A	Mental Health	1.2/1
Psychotic Disorders Looking Past the Myths: Understanding Psychotic Disorders - According to the National Institute of Mental Health, over 2.4 million adults are diagnosed with a psychotic disorder. This course helps learners understand the characteristics, cycles, and symptoms of Schizophrenia, Paranoid Schizophrenia, and other psychotic disorders, along with successful, evidence-based treatment strategies and resources. Myths and facts about psychotic disorders will be addressed to help the learner provide positive, person-centered support.	1.00	N/A	N/A	Mental Health	1.2/1
Psychotropic Medications Psychotropic Medications: Understanding Uses and Side Effects - Many individuals with mental health diagnoses take one or more psychotropic medications to help treat their symptoms. This course explores the basics of psychotropic medications and their uses, along with common side effects. Knowledge about medication and treatment options help the learner provide quality care to individuals with mental health diagnoses.	1.00	N/A	N/A	Mental Health	1.2/1
Suicide: Prevention and Response Understanding Suicide: Prevention and Response - This course explores the topics of mental health and suicide, and the stigma surrounding it. There are many factors that impact a person's mental health and risk of suicide. Understanding and identifying suicide warning signs is key to successful intervention and response when supporting individuals through recovery of mental illness.	0.50	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Suicide Prevention	0.6/0.5
Values and Principles of Crisis Response Values and Principles of Crisis Response - A strong framework of understanding is key to effective mental health crisis response. This course teaches the values and principles of crisis response to ensure successful, person-centered intervention. Learners will understand how to respond proactively in a crisis and will utilize evidence-based resources and documents.	0.75	N/A	N/A	Mental Health	0.9/0.75

Title	Hours	Source	New Hire	Type	CEUs
Job Search Planning	1.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	2.1/1.75
Job Search Planning - This course is designed for employment specialists in the role of employment exploration and employment support services. This class provides an introduction to employment supports and exploration activities, including encouraging informed choice, self de-termination and active participation throughout the employment process. Employment specialists will also learn key takeaways on highlighting a person’s strengths, interests, and talents.					
Lesson 1: Introduction to Employment Support and Exploration	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Introduction to Employment Support and Exploration - This lesson provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.</i>					
Lesson 2: Job Exploration and Discover	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Job Exploration and Discovery - This lesson provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.</i>					
Lesson 3: Introduction to Strengths Perspective	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Introduction to Strengths Perspective - This lesson examines the strengths perspective and the actions you can take to highlight a person's interests, talents, and skills.</i>					
Job Development and Negotiation	2.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	3/2.5
Job Development and Negotiation - This course helps Employment Specialists learn their crucial role in the Job Development and Negotiation Services. Topics include helping a person in the job search process, marketing the person’s skills to potential employers, researching and creating opportunities for the person, organizing information gathered (e.g. create a list of employers by industry and location), develop relationships with the business, and negotiate accommodations and conditions (e.g. hours, wages, tasks, breaks, orientation). It also helps Em-employment Specialists reach the demonstration examples for DHS competencies including negotiating a job and provisions of supports, create terms of employment based on the persons interests, skills and conditions he/she needs for success, writing progress reports, and helping the person create resumes and cover letters.					
Lesson 1: Introduction to Job Development	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Introduction to Job Development - Job development is a process of creating an individualized plan that supports a person’s interests, skills and talents as a way toward achieving integrated, competitive employment. Developing employment involves creating a vocational profile and supporting the person through the process of getting a job.</i>					
Lesson 2: Developing Relationships and Job Networking	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Developing Relationships and Job Networking - Developing relationships and networking with businesses is one of the best ways to help a person find a successful job placement. This lesson looks at the specific skills and actions that you can take to improve your ability to connect people and companies and explore potential opportunities for employment for the people you support.</i>					
Lesson 3: Action Steps for Job Negotiation	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Action Steps for Job Negotiation - Job negotiation and creating jobs for a person is a skill that involves your action in seeing opportunities, creating connections and building relationships that are beneficial for employers and for the person you support. This lesson looks at specific steps you can take to nego-tiate a job that brings a person into integrated and competitive employment opportunities.</i>					
Lesson 4: Understanding Job Accommodations	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Understanding Job Accommodations - Some of the individuals you support may need additional supports to successfully do their job. These can be small changes or assistive devices that make certain tasks more effective and work more accessible. Job accommodations are something you should know in order to support a person in their employment.</i>					
Lesson 5: Writing Progress Reports	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Writing Progress Reports - When working with a job seeker in the process of job development you need to track the progress they are making in meeting their employment goals. Keeping track of the opportunities they are exploring, the skills they are gaining, and the jobs they are applying to involves organ-ization, documentation and evaluation.</i>					
Lesson 6: Creating Stand-out Resumes and Cover Letters	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Creating Stand-out Resumes and Cover Letters - Support a person in making the best impression possible as they seek out employment.</i>					
Benefits Planning	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.9/0.75
Benefits Planning - This course provides Employment Specialists with information about federal and state benefit program rules, associated work incentives and how they apply to the person’s situation. Topics include the common myths about benefits and work, the resources and tools that are available, including the Disability Benefits 101 (DB101) website and estimator tool to find and utilize information helpful to a person seeking employment. This class also helps Employment Specialists reach the demonstration examples for DHS competencies including providing accurate information about benefits and work, increasing their usage of tools and other resources, and gaining confidence in navigating benefits and programs available to a person.					
Lesson 1: Common Myths about Work and Benefits	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Common Myths about Work and Benefits - People with disabilities can work in competitive, integrated employment. The myths that a person can’t work, will lose money and benefits and not be able to keep a job are busted in this lesson.</i>					
Lesson 2: Introduction to Disability Benefits 101 Website	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Introduction to Disability Benefits 101 Website - Learn the different resources for you and the person you support to use in understanding how work will impact their benefits.</i>					
Lesson 3: Disability Benefits Basics	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
<i>Disability Benefits Basics - One of your roles is to help people navigate their disability benefits along with their employment. Understanding the resources available is one of the best ways to support the person. This lesson will also identify a few key considerations that you should be aware of to better assist the person.</i>					



Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Post Employment Supports	1.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	1.8/1.5
Post Employment Supports - Although a lot of emphasis is put on finding a job, the process of maintaining a job is just as important. This course will help Employment Specialists support and maintain a person’s employment, and ensure the employee is included in work activities and treated like all other employees. These lessons will look at how to manage travel and transportation, perform comprehensive job analysis (i.e., breaking down jobs into smaller tasks) and how to develop strategies for workplace supports. This class also helps Employment Specialists reach the demonstration examples for DHS competencies.					
Lesson 1: Introduction to Post Employment Supports	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
Introduction to Post Employment Supports - Employment support is not just about finding a job. It is about keeping and maintaining a job and continuing to create an environment that fosters inclusion within the workplace and community.					
Lesson 2: Developing Strategies for Workplace Supports	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
Developing Strategies for Workplace Supports - Once a person has a job, there are key actions and strategies that you can take to maintain continued and successful employment of the person you support. Your role as an employment specialist once a person is hired will vary depending on the person you support and the place they work.					
Lesson 3: Monitoring and Evaluation	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	
Monitoring and Evaluation - This lesson looks at the task of monitoring successful employment, including evaluating the employment relationship. You will learn different techniques you can use to measure job satisfaction and best support the person.					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Community Residential Setting Orientation	3.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Orientation to the Individual	3.6/3
Healthy Diet, Happy Lives (1 hr); Personal Cares: Activities of Daily Living (1 hr); Increasing Independence: Instrumental Activities of Daily Living (1 hr) - The included topics are required for Community Residential Setting staff, if required by the CSSP and as it relates to the individual receiving services.					
Healthy Diets	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Healthy Diet	
<i>Healthy Diet, Happy Lives - This lesson provides staff with an understanding of what constitutes a healthy diet under the Centers for Disease Control and Prevention’s guidelines. Students will learn about food groups, nutritional needs, caloric balance, and how to prepare healthy foods while using person-centered approaches.</i>					
Activities of Daily Living	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	ADLs	
<i>Personal Cares: Activities of Daily Living - Understanding how to be person-centered while providing personal cares is essential when supporting people with disabilities. There are activities of daily living (ADLs) that individuals may need assistance with. This lesson will review personal care and your role in bringing respect and dignity to the individuals you support.</i>					
Instrumental Activities of Daily Living	1.00	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	IADLs	
<i>Increasing Independence: Instrumental Activities of Daily Living - When supporting individuals with disabilities, there are instrumental activities of daily living (IADL) and skills that can help foster greater independence in the community. This lesson will explore IADLs and ways to increase an individual’s ability to live in the community and live their life to the fullest.</i>					
Severe Mental Illness Orientation	1.25	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Orientation to the Individual	1.5/1.25
Understanding Suicide: Prevention and Response (30 mins); Crisis Response and Behavioral Intervention (45 mins) - Courses required by 245D for providers supporting individuals with an SMI diagnosis.					
Crisis Response and Behavioral Intervention	0.75	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Crisis Response	
<i>Crisis Response and Behavioral Intervention - Preparing for and understanding crisis response and de-escalation techniques is important when working with individuals with mental health diagnoses. This lesson explores behavioral challenges and mental health crisis. Learners will receive information on the best ways to proactively respond to crisis and behaviors, while using evidence-based, person-centered supports.</i>					
Suicide: Prevention and Response	0.50	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Suicide Prevention	
<i>Understanding Suicide: Prevention and Response - This lesson explores the topics of mental health and suicide, and the stigma surrounding it. There are many factors that impact a person’s mental health and risk of suicide. Understanding and identifying suicide warning signs is key to successful intervention and response when supporting individuals through recovery of mental illness.</i>					
1 - Mandated Reporting and Maltreatment	2.25	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	2.7/2.25
Mandated Reporting: Vulnerable Adult Maltreatment and Maltreatment of Minors - This course contains sections 245A.65, 245A.66, and 626.557 and chapter 260E governing maltreatment reporting and service planning for children and vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Vulnerable Adult Act and Maltreatment of Minors Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.					
Mandated Reporting: Vulnerable Adult Maltreatment	1.25	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	
<i>Mandated Reporting: Vulnerable Adult Maltreatment - This lesson provides information to help the people who support vulnerable adults to be able to identify, prevent, and report vulnerable adult maltreatment. It describes who is considered a vulnerable adult, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This lesson outlines how to appropriately prevent and report suspected maltreatment and the employee’s responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5) Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect according to law and agency rules. Recognizes signs of abuse including the inappropriate use of restraints and works to prevents them. This lesson also contains sections 245A.65 and 626.557 governing maltreatment reporting and service planning for vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Vulnerable Adult Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.</i>					
Mandated Reporting: Maltreatment of Minors	1.00	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	
<i>Mandated Reporting: Maltreatment of Minors - This lesson provides information to help the people who support minors to be able to identify, prevent, and report maltreatment. It describes who is considered a minor, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This lesson outlines how to appropriately prevent and report suspected maltreatment and the employee’s responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5)- Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect. This lesson also contains sections 245A.66 and chapter 260E governing maltreatment reporting and service planning for children, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota’s Maltreatment of Minors Act and emphasizes the importance of staff’s role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.</i>					

*Medication Administration requires an additional, in-person observed skill assessment. STAR Services offers [Medication Administration Part II \(Demo\)](#) for an additional fee. A Medication Administration checklist is also offered for the demonstration requirement, which can be completed with a RN or staff who has been deemed competent to document and complete the demonstrated observed skill assessment.

**PSR Core has a length 7.5 hours. Rule 9544 requires that staff obtain a total of 8 hours of training as part of their PSR Core orientation. The omitted 0.5 hour allows the provider time to train their staff in their company-specific EUMR policy and any other company-specific information related to provider responsibilities under the Positive Supports Rule. Please be sure to document on each person's training record the amount of time this additional, company-specific training takes to ensure staff have at least 8 hours of total training time for their PSR Core requirement. An in-person EUMR Holds Demo is required if provider allows restraints.

				CEUs
Title	Hours	Source	New Hire	Nurse/SW
2 - Positive Supports Rule Core**	7.5	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Positive Supports Rule Core - This course provides staff the important knowledge of how to work with the people they support in a positive and supportive manner. It includes the required topics as listed in MN Rule 9544.0090 Subp. 1. It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)-(8) and 245D.061 Subd. 9, clause (4), items (i-viii), excluding (iii). Specific topics include: de-escalation techniques and their value; principles of person-centered service planning and delivery as identified in section 245D.07, subdivision 1a, and how they apply to direct support service provided by the staff person; principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior; the safe and correct use of manual restraint on an emergency basis according to 245D.061; staff responsibilities related to restricted and permitted actions and procedures under 245D.06, subdivisions 6 and 7; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder; cultural competence; personal staff accountability and staff self-care after emergencies; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to avoid power struggles; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; the communicative intent of behaviors; relationship building; the safe and correct use of manual restraint on an emergency basis according to the requirements in 245D.061, and what constitutes the use of restraints, time out, and seclusion, including chemical restraint; staff responsibilities related to prohibited procedures under 245D.06, subd. 5, why such procedures are not effective for reducing or eliminating symptoms or undesired/interfering behavior, and why such procedures are not safe.				
Lesson 1: Positive Supports Rule Overview and Person-Centered History	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Positive Supports Rule Overview and Person-Centered History - This lesson provides an overview of MN Rules Chapter 9544 also known as the Positive Supports Rule. Additionally, it discusses the history of disability services and the evolution of person-centered supports. It reviews the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and MN Rules 9544.0030 Subp.2 and 3 and how they apply to direct support services provided by the staff person.				
Lesson 2: Permitted Actions and Procedures	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Permitted Actions and Procedures - This lesson reviews staff's responsibilities related to permitted actions and procedures under Minnesota Statutes, section 245D.06, subdivision 7 and Mn Rules Chapter 9544.0050. Staff learn the instructional techniques and intervention procedures they are permitted to use when supporting a person who receives 245D services. Additionally, staff are taught about the intermittent use of the actions and procedures, and also about the use on a continuous basis that requires documentation in a person's CSSP Addendum.				
Lesson 3: Building Trusting Relationships	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Building Trusting Relationships - In this lesson, staff learn about relationships building with the people they support, and others. It discusses steps for how to build and sustain trusting relationships with the people. Additionally, it discusses some of the unique challenges a person may face when building relationships with the people they support and how to successfully navigate these situations.				
Lesson 4: De-escalation Techniques	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
De-escalation Techniques - This lesson focuses on de-escalation techniques and their value. It also includes principles of positive support strategies, such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior.				
Lesson 5: Cultural Competence	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Cultural Competence - This lesson was designed to help staff demonstrate understanding in the area of cultural competence. Students learned the definition of culture and cultural competence, how cultural competence is an important part of person-centered support and strategies to improve their cultural competence.				
Lesson 6: Prohibited Procedures I: The Fundamentals	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Prohibited Procedures
Prohibited Procedures I: The Fundamentals - This is the first of two lessons regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.				
Lesson 7: Person-Centered Foundations	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Person-Centered Practices
Person-Centered Foundations - This lesson discussed the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and how they apply to direct support services provided by the staff person. It includes that the license holder must provide services in response to the person's identified needs, interests, preferences, and desired outcomes as specified in the coordinated service and support plan and the Coordinated Service and Support Plan Addendum. It also includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when implementing treatment plans and responsibilities assigned to the license holder. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.				
Lesson 8: Prohibited Procedures II: The Details	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	Prohibited Procedures
Prohibited Procedures II: The Details - This is the second of two lessons regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.				
Lesson 9: Positive Support Strategies: Supporting a Person as a Unique Individual	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Positive Support Strategies: Supporting a Person as a Unique Individual - This lesson reviews the principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior. It also discusses the Positive Support Strategies implementation requirements in MN Rules 9544, including their documentation and review.				
Lesson 10: Restricted Procedures I: EUMR and PSTP Overview	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	EUMR
Restricted Procedures I: EUMR and PSTP Overview - This is the first of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.				
Lesson 11: Avoiding Power Struggles	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Avoiding Power Struggles - This lesson discusses the topic of power struggles and how to avoid them when providing direct support services. It includes how to identify power struggles, avoiding power struggles, strategies to stop power struggles, and the skill of active listening.				
Lesson 12: Restricted Procedures Part II: Required Information	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	EUMR
Restricted Procedures Part II: Required Information - This is the second of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.				
Lesson 13: Personal Staff Accountability and Staff Self-Care After Emergencies	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core
Personal Staff Accountability and Staff Self-Care After Emergencies - This lesson discusses personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles as a direct support professional and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and we how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.				

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
3 - Orientation for Direct Care Staff	5.50	245D: Program Requirements	60 days	Orientation to Program Requirements	6.6/5.5
Orientation for Direct Care Staff - Includes the following lessons and staff’s responsibilities related to these topics: Data Privacy/HIPAA requirements according to sections 13.01 to 13.10 and 13.46, and the federal Health Insurance Portability and Accountability Act of 1996 (1 hr); 245D Service Recipient Rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04; (1.5 hrs); Documentation including responding to and reporting incidents as required under section 245D.06, subdivision 1; (1 hr); Fraud Prevention (0.75 hrs); Minimizing Sexual Violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities (0.5 hrs); and Universal Precautions (0.75 hrs). In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.					
Data Privacy: HIPAA and MN Chapter 13	1.00	245D: Program Requirements	60 days	MN Data Privacy/HIPAA	
<i>Data Privacy - This course contains the data privacy requirements according to sections 13.01 to 13.10 and 13.46, the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), and staff responsibilities related to complying with data privacy practices.</i>					
Rights for Individuals Receiving Services	1.50	245D: Program Requirements	60 days	Service Recipient Rights	
<i>Rights for Individuals Receiving Services - This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. It also contains content designed to meet CMS Direct Service Workforce Core Competencies in the areas of Empowerment and Advocacy. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights. Specific company policies and procedures must be covered by your agency.</i>					
Documentation - the Who, What, Where, When and How	1.00	245D: Program Requirements	60 days	Responding to/Reporting Incidents	
<i>Documentation - the Who, What, Where, When, and How - This lesson reviews various forms of documentation that may be required on the job. Topics include documentation guidelines in compliance with Minnesota Statutes 245D and privacy regulations, as well as how to document professional, objectively and accurately. What events meet the definition of Incident and Emergency under 245D are covered. An overview of commonly used forms such as Daily Log Note, Health Progress Note, Incident Report and Funds Records will also be reviewed along with person-centered practices to enhance overall quality and care.</i>					
Fraud Prevention	0.75	245D: Program Requirements	60 days	Anti-Fraud	
<i>Fraud Prevention - In this lesson, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported. In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.</i>					
Minimizing the Risk of Sexual Violence	0.50	245D: Program Requirements	60 days	Sexual Violence	
<i>Minimizing the Risk of Sexual Violence - This lesson discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities.</i>					
Universal Precautions	0.75	245D: Program Requirements	60 days	OSHA and Safety Practices	
<i>Universal Precautions - Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness and helps to comply with OSHA requirements.</i>					
3 - Orientation for Managers	9.50	245D: Program Requirements	60 days	Orientation to Program Requirements	11.4/9.5
Orientation for Managers- Includes the following lessons and staff’s responsibilities related to these topics: Data Privacy/HIPAA requirements according to sections 13.01 to 13.10 and 13.46, and the federal Health Insurance Portability and Accountability Act of 1996 (1 hr); 245D Service Recipient Rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04; (1.5 hrs); Documentation including responding to and reporting incidents as required under section 245D.06, subdivision 1; (1 hr); Fraud Prevention (0.75 hrs); Minimizing Sexual Violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities (0.5 hrs); Universal Precautions (0.75 hrs); and Positive Supports Rule Function-Specific 4 Hour which includes the topics of functional behavior assessments; how to apply person-centered planning; how to design and use data systems to measure effectiveness of care; and supervision, including how to train, coach, and evaluate staff and encourage effective communication with the person and the person's support team (4 hrs). In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.					
Data Privacy: HIPAA and MN Chapter 13	1.00	245D: Program Requirements	60 days	MN Data Privacy/HIPAA	
<i>Data Privacy - This course contains the data privacy requirements according to sections 13.01 to 13.10 and 13.46, the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), and staff responsibilities related to complying with data privacy practices.</i>					
Rights for Individuals Receiving Services	1.50	245D: Program Requirements	60 days	Service Recipient Rights	
<i>Rights for Individuals Receiving Services - This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. It also contains content designed to meet CMS Direct Service Workforce Core Competencies in the areas of Empowerment and Advocacy. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights. Specific company policies and procedures must be covered by your agency.</i>					
Documentation - the Who, What, Where, When and How	1.00	245D: Program Requirements	60 days	Responding to/Reporting Incidents	
<i>Documentation - the Who, What, Where, When, and How - This lesson reviews various forms of documentation that may be required on the job. Topics include documentation guidelines in compliance with Minnesota Statutes 245D and privacy regulations, as well as how to document professional, objectively and accurately. What events meet the definition of Incident and Emergency under 245D are covered. An overview of commonly used forms such as Daily Log Note, Health Progress Note, Incident Report and Funds Records will also be reviewed along with person-centered practices to enhance overall quality and care.</i>					
Fraud Prevention	0.75	245D: Program Requirements	60 days	Anti-Fraud	
<i>Fraud Prevention - In this lesson, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported. In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.</i>					
Minimizing the Risk of Sexual Violence	0.50	245D: Program Requirements	60 days	Sexual Violence	
<i>Minimizing the Risk of Sexual Violence - This lesson discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities.</i>					
Universal Precautions	0.75	245D: Program Requirements	60 days	OSHA and Safety Practices	
<i>Universal Precautions - Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness and helps to comply with OSHA requirements.</i>					
PSR Function-Specific (4 hr)	4.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	
<i>Connecting the Dots: Using Information, Interactions, and Data to Create Person-Centered Positive Supports - a four hour function-specific training for staff who develop positive support strategies and license holders, executives, managers, and owners in nonclinical roles. Topics: Functional Behavioral Assessments, How to Apply Person-Centered Planning, How to Design and Use Data Systems to Measure Effectiveness of Care, and Supervision</i>					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
4 - Medication Administration*	3.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	4.2/3.5
Medication Administration - A collection of seven lessons that explore supporting individuals with disabilities with their medication and treatment needs. This course is developed and taught by a registered nurse and helps to meet the rules and requirements of MN Statutes 245D. This course requires supplemental medication administration demonstrations with a registered nurse to complete learning on the topic.					
Lesson 1: Introduction to Medication Administration	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Introduction to Medication Administration - Understand the purpose of gaining knowledge about medication administration and about the needs of the individuals they support.</i>					
Lesson 2: Understanding Medications	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Understanding Medications - Learn the common purposes of medications and gain an understanding side effects and how they can affect the individual.</i>					
Lesson 3: Medication Administration Basics	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Medication Administration Basics - Discover the 7 Rights of Medication Administration and how to apply them while administering medication. Also gain understanding of Medication Administration Record (MAR).</i>					
Lesson 4: Charting Basics	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Charting Basics - Learn a simple and appropriate method to documenting the start, discontinuation, or change in medication, and practice transcribing medication orders. Understand when to call the licensed health care professional regarding medication transcription; and learn about and recognize other forms of charting that may be required in your program.</i>					
Lesson 5: Doctor and Dental Appointments, Orders, and Medication Storage	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Doctor and Dental Appointments, Orders, and Medication Storage - Learn about what to do when bringing an individual to see the doctor or medical professional and understand the processes needed when supporting the treatment and health care needs of individuals. Follow safe storage practices for medications at their workplace.</i>					
Lesson 6: Medication and Treatment Errors and Discrepancies	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Medications and Treatment Errors and Discrepancies - Recognize a medication discrepancy and medication error and learn how to respond when there is a medication error or discrepancy.</i>					
Lesson 7: Before You Administer	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	
<i>Before You Administer - Focus on actions before, during, and after administering medication, review the 7 Rights of Administration understand the basic procedures to be taken each time you are responsible for medication administration.</i>					
Mental Health Fundamentals	8.00	N/A	N/A	Mental Health	9.6/8
Mental Health Fundamentals - This course is intended to meet the training requirements for all staff providing services in a prospective or current mental health certified home as designated by MN statutes. Topics include: Mental Health Diagnosis (2.5 hrs); Mental Health Crisis Response and De-escalation (2 hrs); Recovery from Mental Illness (0.5 hrs); Treatment Options and Evidence-Based Practices (0.5 hrs); Medications and Side Effects (1 hr); Co-occurring Health and Substance Abuse (1 hr); Suicide Prevention (0.5 hrs); and Community Resources (0.5 hrs).					
Anxiety Disorders	1.00	N/A	N/A	Mental Health	
<i>Getting Past the Fear: Understanding Anxiety Disorders - Anxiety disorders are the most common mental health diagnosis, affecting approximately 40 million adults in a given year. There are several forms of anxiety including Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Phobias, Panic Attacks, and PTSD. This lesson helps learners understand what it is like for individuals diagnosed with anxiety disorders, including the characteristics, treatment, symptom management, and how to provide person-centered, positive support.</i>					
Mood Disorders	1.00	N/A	N/A	Mental Health	
<i>Why Can't You Just Be Happy? Understanding Mood Disorders - Mood disorders are the second largest diagnostic type of mental illness. This lesson will explore the diagnoses of Major Depression, Dysthymia, and Bipolar Disorder and what it is like for individuals who live with these diagnoses. Learners will understand the characteristics, cycles, symptoms, and treatment of these diagnoses as well as how they can provide positive supports for individuals using evidence-based resources.</i>					
Personality Disorders	1.00	N/A	N/A	Mental Health	
<i>Perception and Reality: Understanding Personality Disorders - This lesson will look at the ten primary personality disorders and help learners understand their characteristics, cycles, and symptoms using illustrative examples. Participants will learn about treatment, support options, and evidence-based resources for individuals who have a diagnosed personality disorder.</i>					
Psychotic Disorders	1.00	N/A	N/A	Mental Health	
<i>Looking Past the Myths: Understanding Psychotic Disorders - According to the National Institute of Mental Health, over 2.4 million adults are diagnosed with a psychotic disorder. This lesson helps learners understand the characteristics, cycles, and symptoms of Schizophrenia, Paranoid Schizophrenia, and other psychotic disorders, along with successful, evidence-based treatment strategies and resources. Myths and facts about psychotic disorders will be addressed to help the learner provide positive, person-centered support.</i>					
Co-Occurring Substance Abuse and Mental Health	1.00	N/A	N/A	Mental Health	
<i>Co-occurring Substance Abuse and Mental Health - Addiction and chemical dependency affects 20 million American. Learners gain an understanding of substance abuse and common mental health diagnoses that occur alongside addiction and chemical dependency. This lesson explores resources, treatment, support solutions, and best practices for working with individuals with co-occurring addiction and mental health disorders.</i>					
Psychotropic Medications	1.00	N/A	N/A	Mental Health	
<i>Psychotropic Medications: Understanding Uses and Side Effects - Many individuals with mental health diagnoses take one or more psychotropic medications to help treat their symptoms. This lesson explores the basics of psychotropic medications and their uses, along with common side effects. Knowledge about medication and treatment options help the learner provide quality care to individuals with mental health diagnoses.</i>					
Crisis Response and Behavioral Intervention	0.75	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Crisis Response	
<i>Crisis Response and Behavioral Intervention - Preparing for and understanding crisis response and de-escalation techniques is important when working with individuals with mental health diagnoses. This lesson explores behavioral challenges and mental health crisis. Learners will receive information on the best ways to proactively respond to crisis and behaviors, while using evidence-based, person-centered supports.</i>					
Values and Principles of Crisis Response	0.75	N/A	N/A	Mental Health	
<i>Values and Principles of Crisis Response - A strong framework of understanding is key to effective mental health crisis response. This lesson teaches the values and principles of crisis response to ensure successful, person-centered intervention. Learners will understand how to respond proactively in a crisis and will utilize evidence-based resources and documents.</i>					
Suicide: Prevention and Response	0.50	245D: SMI Diagnosis	Prior to Assuming Responsibilities	Suicide Prevention	
<i>Understanding Suicide: Prevention and Response - This lesson explores the topics of mental health and suicide, and the stigma surrounding it. There are many factors that impact a person's mental health and risk of suicide. Understanding and identifying suicide warning signs is key to successful intervention and response when supporting individuals through recovery of mental illness.</i>					

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Benefits Planning: Common Myths about Work and Benefits Common Myths about Work and Benefits - People with disabilities can work in competitive, integrated employment. The myths that a person can't work, will lose money and benefits and not be able to keep a job are busted in this course.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	03./0.25
Benefits Planning: Disability Benefits Basics Disability Benefits Basics - One of your roles is to help people navigate their disability benefits along with their employment. Understanding the resources available is one of the best ways to support the person. This course will also identify a few key considerations that you should be aware of to better assist the person.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.3/0.25
Benefits Planning: Introduction to Disability Benefits 101 Website Introduction to Disability Benefits 101 Website - Learn the different resources for you and the person you support to use in understanding how work will impact their benefits.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	03./0.25
Job Development: Action Steps for Job Negotiation Action Steps for Job Negotiation - Job negotiation and creating jobs for a person is a skill that involves your action in seeing opportunities, creating connections and building relationships that are beneficial for employers and for the person you support. This course looks at specific steps you can take to negotiate a job that brings a person into integrated and competitive employment opportunities.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	03./0.25
Job Development: Creating Stand-out Resumes and Cover Letters Creating Stand-out Resumes and Cover Letters - Support a person in making the best impression possible as they seek out employment.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Job Development: Developing Relationships and Job Networking Developing Relationships and Job Networking - Developing relationships and networking with businesses is one of the best ways to help a person find a successful job placement. This course looks at the specific skills and actions that you can take to improve your ability to connect people and companies and explore potential opportunities for employment for the people you support.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	03./0.25
Job Development: Introduction to Job Development Introduction to Job Development - Job development is a process of creating an individualized plan that supports a person's interests, skills and talents as a way toward achieving integrated, competitive employment. Developing employment involves creating a vocational profile and supporting the person through the process of getting a job.	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.9/0.75
Job Development: Understanding Job Accommodations Understanding Job Accommodations - Some of the individuals you support may need additional supports to successfully do their job. These can be small changes or assistive devices that make certain tasks more effective and work more accessible. Job accommodations are something you should know in order to support a person in their employment.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Job Development: Writing Progress Reports Writing Progress Reports - When working with a job seeker in the process of job development you need to track the progress they are making in meeting their employment goals. Keeping track of the opportunities they are exploring, the skills they are gaining, and the jobs they are applying to involves organization, documentation and evaluation.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	03./0.25
Job Search Planning: Introduction to Employment Support and Exploration Introduction to Employment Support and Exploration - This course provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.9/0.75
Job Search Planning: Introduction to Strengths Perspective Introduction to Strengths Perspective - This course examines the strengths perspective and the actions you can take to highlight a person's interests, talents, and skills.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Job Search Planning: Job Exploration and Discovery Job Exploration and Discovery - This course provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Med Admin: Before You Administer Before You Administer - Focus on actions before, during, and after administering medication, review the 7 Rights of Administration understand the basic procedures to be taken each time you are responsible for medication administration.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.6/0.5
Med Admin: Charting Basics Charting Basics - Learn a simple and appropriate method to documenting the start, discontinuation, or change in medication, and practice transcribing medication orders. Understand when to call the licensed health care professional regarding medication transcription; and learn about and recognize other forms of charting that may be required in your program.	0.75	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.9/0.75
Med Admin: Doctor and Dental Appointments, Orders, and Medication Storage Doctor and Dental Appointments, Orders, and Medication Storage - Learn about what to do when bringing an individual to see the doctor or medical professional and understand the processes needed when supporting the treatment and health care needs of individuals. Follow safe storage practices for medications at their workplace.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.6/0.5

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Med Admin: Introduction to Medication Administration Introduction to Medication Administration - Understand the purpose of gaining knowledge about medication administration and about the needs of the individuals they support.	0.25	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	03./0.25
Med Admin: Medication Administration Basics Medication Administration Basics - Discover the 7 Rights of Medication Administration and how to apply them while administering medication. Also gain understanding of Medication Administration Record (MAR).	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.6/0.5
Med Admin: Medications and Treatment Errors and Discrepancies Medications and Treatment Errors and Discrepancies - Recognize a medication discrepancy and medication error and learn how to respond when there is a medication error or discrepancy.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.6/0.5
Med Admin: Understanding Medications Understanding Medications - Learn the common purposes of medications and gain an understanding side effects and how they can affect the individual.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Medication Administration	0.6/0.5
Post Employment Supports: Developing Strategies for Workplace Supports Developing Strategies for Workplace Supports - Once a person has a job, there are key actions and strategies that you can take to maintain continued and successful employment of the person you support. Your role as an employment specialist once a person is hired will vary depending on the person you support and the place they work.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Post Employment Supports: Introduction to Post Employment Supports Introduction to Post Employment Supports - Employment support is not just about finding a job. It is about keeping and maintaining a job and continuing to create an environment that fosters inclusion within the workplace and community.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
Post Employment Supports: Monitoring and Evaluation Monitoring and Evaluation - This course looks at the task of monitoring successful employment, including evaluating the employment relationship. You will learn different techniques you can use to measure job satisfaction and best support the person.	0.50	245D: Individual Service Recipient Needs	Prior to Assuming Responsibilities	Employment	0.6/0.5
PSR 2 Hr FS: Evaluation of Training Evaluation of Training - Training is an essential piece of helping your company and staff be more person-centered. If you are going to be the best support to individuals with disabilities, you need to have a well-trained staff that is ready to be person-centered. This course will help you evaluate your training practices to ensure that you are preparing your staff to be person-centered.	0.25	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	03./0.25
PSR 2 Hr FS: Leading a Person-Centered Organization Leading a Person-Centered Organization: Embracing Change - Embracing and leading through change can be daunting. This course is designed for managers, supervisors, executives and license holders will help you evaluate and learn more about your role in a being a leader and innovator in the person-centered movement.	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	0.6/0.5
PSR 2 Hr FS: Person-Centered Management and Decision Making Tools Person-Centered Management and Decision Making Tools - In order to be truly person-centered with the individuals you support, your organization needs to embrace a person-centered philosophy that includes everyone in your company. Using person-centered tools in the management of your organization you will be able to help the people you support and your staff discover their passion and purpose.	1.25	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 2hr Function-Specific	1.5/1.25
PSR 4 Hr FS: Applying Person-Centered Planning Applying Person-Centered Planning - This course will explore how to apply person-centered plans. No matter what your position is in the field, person-centered planning and thinking is important. Being person-centered is more than just talking about plans and completing them, it is about implementing and applying these plans to improve the quality of the person's daily life- and you are a part of that process.	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	1.2/1
PSR 4 Hr FS: Data Systems Data Systems - In the services and supports that you provide, are you meeting the goals of person-centered planning? Are you getting the intended results? What is the bigger picture? Every day you deal with data, both big and small, as you work on positive support strategies and outcomes for the people your company supports. Data can be collected in a way that is easy and meaningful, and give you better insight into what is working and not working in your person-centered planning.	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	1.2/1
PSR 4 Hr FS: Functional Behavior Assessment Functional Behavior Assessment - This course will help you utilize information about a person to identify their preferences and create person-centered supports, services and goals. A functional behavior assessment (FBA) is a tool you can use to evaluate the many components of an individual's life to develop a theory as to what is causing a behavior or reaction that is either harmful to the individual or others, that may create roadblocks in meeting their goals. This course will help you understand FBAs and the role they play in person-centered supports.	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	1.2/1
PSR 4 Hr FS: Supervision, Coaching and Support Supervision, Coaching, and Support: Maintaining a Person-Centered Organization - The people who directly work with the individuals you support have an essential impact on quality of life and fulfillment of goals. It is your job to encourage effective communication with the person and the person's support team. As you work to implement person-centered practices and tools within your organization, supporting, coaching and mentoring your staff through the orientation process and beyond will strengthen your mission and values and the work you do.	1.00	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR 4hr Function-Specific	1.2/1

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
PSR Core: Avoiding Power Struggles	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Avoiding Power Struggles - This course discusses the topic of power struggles and how to avoid them when providing direct support services. It includes how to identify power struggles, avoiding power struggles, strategies to stop power struggles, and the skill of active listening.					
PSR Core: Building Trusting Relationships	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Building Trusting Relationships - In this course, staff learn about relationships building with the people they support, and others. It discusses steps for how to build and sustain trusting relationships with the people. Additionally, it discusses some of the unique challenges a person may face when building relationships with the people they support and how to successfully navigate these situations.					
PSR Core: Cultural Competence	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Cultural Competence - This course was designed to help staff demonstrate understanding in the area of cultural competence. Students learned the definition of culture and cultural competence, how cultural competence is an important part of person-centered support and strategies to improve their cultural competence.					
PSR Core: De-escalation Techniques	0.75	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.9/0.75
De-escalation Techniques - This course focuses on de-escalation techniques and their value. It also includes principles of positive support strategies, such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior.					
PSR Core: Foundations of Person-Centered Services	0.50	245D: Program Requirements	60 days	Person-Centered Practices	0.6/0.5
Foundations of Person-Centered Services - This course discussed the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and how they apply to direct support services provided by the staff person. It includes that the license holder must provide services in response to the person's identified needs, interests, preferences, and desired outcomes as specified in the coordinated service and support plan and the Coordinated Service and Support Plan Addendum. It also includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when implementing treatment plans and responsibilities assigned to the license holder. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.					
PSR Core: Permitted Actions and Procedures	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Permitted Actions and Procedures - This course reviews staff's responsibilities related to permitted actions and procedures under Minnesota Statutes, section 245D.06, subdivision 7 and Mn Rules Chapter 9544.0050. Staff learn the instructional techniques and intervention procedures they are permitted to use when supporting a person who receives 245D services. Additionally, staff are taught about the intermittent use of the actions and procedures, and also about the use on a continuous basis that requires documentation in a person's CSSP Addendum.					
PSR Core: Personal Staff Accountability and Staff Self-Care After Emergencies	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Personal Staff Accountability and Staff Self-Care After Emergencies - This course discusses personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles as a direct support professional and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and we how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.					
PSR Core: Positive Supports Rule Overview and Person-Centered History	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Positive Supports Rule Overview and Person-Centered History - This course provides an overview of MN Rules Chapter 9544 also known as the Positive Supports Rule. Additionally, it discusses the history of disability services and the evolution of person-centered supports. It reviews the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and MN Rules 9544.0030 Subp.2 and 3 and how they apply to direct support services provided by the staff person.					
PSR Core: Positive Support Strategies	0.50	9544: Positive Supports Rule	Prior to Assuming Responsibilities	PSR Core	0.6/0.5
Positive Support Strategies: Supporting a Person as a Unique Individual - This course reviews the principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior. It also discusses the Positive Support Strategies implementation requirements in MN Rules 9544, including their documentation and review.					
PSR Core: Prohibited Procedures I: The Fundamentals	0.5	245: Program Requirements	60 days	Prohibited Procedures	0.6/0.5
Prohibited Procedures Part I: The Fundamentals - This is the first of two courses regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two courses must both be taken to complete the topic requirements. The courses include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.					
PSR Core: Prohibited Procedures II: The Details	0.75	245D: Program Requirements	60 days	Prohibited Procedures	0.9/0.75
Prohibited Procedures Part II: The Details - This is the second of two courses regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two courses must both be taken to complete the topic requirements. The courses include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.					
PSR Core: Restricted Procedures I: EUMR and PSTP Overview	0.75	245D: Program Requirements	60 days	EUMR	0.9/0.75
Restricted Procedures I: EUMR and PSTP Overview - This is the first of two courses that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two courses must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.					
PSR Core: Restricted Procedures II: Required Information	0.75	245D: Program Requirements	60 days	EUMR	0.9/0.75
Restricted Procedures II: Required Information - This is the second of two courses that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two courses must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.					



Home and Community Based Services (Federal HCBS Standards, not MN-Specific)—2022

Title	Hours	Source	New Hire	Type	CEUs Nurse/SW
Foundations of Person-Centered Services Foundations of Person-Centered Services - This course teaches the foundations of person-centered services. It includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when providing support services. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.	0.50	245D: Program Requirements	60 days	Person-Centered Practices	0.6/0.5
Fraud Prevention Fraud Prevention - In this course, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported.	0.75	245D: Program Requirements	60 days	Anti-Fraud	0.9/0.75
HCBS Rights HCBS Rights - This course provides information regarding the empowerment and advocacy of the rights of people who receive HCBS supports including Civil Rights and the standards set in the Medicaid HCBS Final Regulation 42 CFR 441.710. It uses scenarios and interactive examples to help illustrate the skills a Direct Support Professional will need to empower and advocate with the people they support to ensure their rights are protected. It also discussed the rights modification process. This course is designed to help meet the CMS Core Competency area of Empowerment and Advocacy (5)(b) Supports the individual to advocate for him or herself by encouraging the individual to speak up for his or herself. (e) Tells the individual and his or her family their rights and how they are protected.	1.00	245D: Program Requirements	60 days	Service Recipient Rights	1.2/1
HIPAA HIPAA - This course includes a description of HIPAA rights, how to identify HIPAA violations when working in an HCBS setting, and what to do if a violation is suspected. Additionally, HIPAA myths are discussed to ensure understanding of responsibilities under the rules and regulations of HIPAA. Relevant terminology and abbreviations within the scope of HIPAA are explained. This course is designed to meet the HCBS DSW Core Competency area Professionalism and Ethics (6) (f) Maintains confidentiality in all spoken and written communication, and follows in the rules in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).	0.75	245D: Program Requirements	60 days	MN Data Privacy/HIPAA	0.9/0.75
Maltreatment of Minors Maltreatment of Minors - This course provides information to help the people who support minors to be able to identify, prevent and report maltreatment. It describes who is considered a minor, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5)- Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect.	0.75	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	0.9/0.75
Universal Precautions Universal Precautions - Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness.	0.75	245D: Program Requirements	60 days	OSHA and Safety Practices	0.9/0.75
Vulnerable Adult Maltreatment Vulnerable Adult Maltreatment - This courses provides information to help the people who support vulnerable adults to be able to identify, prevent and report vulnerable adult maltreatment. It describes who is considered a vulnerable adult, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5) Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect according to law and agency rules. Recognizes signs of abuse including the inappropriate use of restraints and works to prevents them.	1.00	245D: Program Requirements	72 hours	Maltreatment of Adults and Children	1.2/1

These courses are available upon request.