



CareAcademy Class Catalog

About Us

CareAcademy's mission is to accelerate the world's transition to a caregiver-centric healthcare system by elevating caregivers and enabling excellent health outcomes. With a care enablement platform that offers accessible and engaging training content, streamlined technology solutions, and measurable insights, CareAcademy is transforming the way we train essential caregivers. Founded in 2016 and based in Boston, CareAcademy is trusted by over 2,000 home care, home health and assisted living providers. To learn more, visit www.careacademy.com.

Immediate ROI

74%

Reduction in Caregiver Turnover

Within one year, CareAcademy reduced turnover from 38% to 10%

60%

Reduction in Time Spent Onboarding New Hires

Save time and money when caregivers complete CareAcademy training

Book Demo



CareAcademy Class Catalog

Table of Contents

03	CareAcademy Core Classes
35	CareAcademy Video Library
39	CareAcademy PowerPacks
55	ANCC Accredited Licensed Professional CEUs (RN/OT/PT)
78	Positive Approach (Teepa Snow) Dementia Training
88	NAB-Approved Administrator CEUs
99	Leadership and Communication Training
104	Nursing Clinical Skills Training

Introduction to Caregiving		Hours	Class ID
Class	What Does it Mean to Be a Professional Caregiver?	1 hr	CARE0100
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	In this class, we show new and experienced caregivers how to prepare to meet clients. We discuss professionalism, how to interact with clients and their families, how to interact with teammates, and understanding advanced directives. Caregivers will also learn the importance of workplace safety, the importance of self-care, and how to protect themselves from dangers on the job.		
Objectives	Define what a professional caregiver is and what professionalism looks like. Describe the correct way to interact with clients and their families about your care responsibilities. Describe the correct way to interact with your teammates to follow your client's care plan. Identify ways to take care of yourself and keep yourself safe when working in and around the client's home.		
Class	Clients' Rights, HIPAA & Elder Abuse Prevention	1 hr	CARE0202
	<i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>		
Description	In this class, we discuss clients' privacy, security (confidentiality), and related rights. We discuss elder abuse and neglect, including how to prevent it and how to report it if it does occur. Forms of abuse include verbal, physical, emotional, sexual, and financial abuse. The class also discusses ethical behavior as it relates to being a caregiver.		
Objectives	Recognize the laws on privacy and confidentiality of client information (Health Insurance Portability and Accountability Act, or HIPAA). Apply your knowledge of client's rights when caring for an older adult. Identify the different signs of elder abuse. Apply strategies for preventing elder abuse. Report elder abuse based on the legal requirements for your state. Describe ethical behavior as it relates to being a caregiver. Identify signs of domestic abuse and child abuse.		
Class	Observation, Reporting & Documentation: Part 1	1 hr	CARE0203
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class demonstrates the importance of observing, documenting and reporting on a client's condition. Caregivers will learn techniques for objective and subjective observation, elements and types of reports, and characteristics of effective documentation.		
Objectives	Explain the importance of observation of client condition. Identify types of observation. Describe types of reports caregivers make and the elements of effective reports. Explain the importance of good documentation. Describe the characteristics of good documentation.		
Class	Observation, Reporting & Documentation: Part 2	1 hr	CARE0204
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	In this class, caregivers will learn how to look for changes in a client's condition, and the importance of reporting abnormal observations. They will learn to identify symptoms of concern and how to respond to changes in different bodily systems, in the client's vital signs, mental status, skin, nutrition, elimination, and in the client's home environment.		
Objectives	Determine necessary observations of normal and abnormal conditions. Identify signs and symptoms of concern for different bodily systems. Describe appropriate observations of a client's family and home environment.		
Class	Observation, Reporting & Documentation: Part 3	1 hr	CARE0205
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	In this class, caregivers will learn when to report on the client's condition, how to report, and the types of reports to make. The class will also cover the characteristics of effective documentation, common medical terminology used in documentation, and the dangers of inaccurate documentation.		
Objectives	Describe the types of reports caregivers make. Identify elements of effective documentation. Discuss the impact of inaccurate documentation. Identify medical terminology and abbreviations used in documentation		

Class	Vital Signs: Part 1	1 hr	CAREo206
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	In this class, caregivers will learn the role of vital signs in assessing a client's health, and the importance of accurately measuring vital signs. Caregivers will learn when to measure temperature, pulse, respiration, and blood pressure, and the normal ranges for each. The course will also cover how to monitor a client's pain.		
Objectives	Describe the five vital signs and why vital signs are important. Explain the importance of monitoring a client's body temperature. Explain the importance of monitoring a client's pulse. Explain the importance of monitoring a client's respiration. Explain the importance of monitoring a client's blood pressure. Explain the importance of monitoring a client's pain.		
Class	Vital Signs: Part 2	1 hr	CAREo207
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class teaches caregivers the techniques for measuring vital signs: temperature, pulse, respiration, blood pressure, and pain. Caregivers will learn when to measure temperature, pulse, respiration, and blood pressure, the normal ranges for each, and what to do when measurements are outside normal ranges.		
Objectives	Demonstrate how to measure a client's body temperature. Demonstrate how to measure a client's pulse. Demonstrate how to measure a client's respiration. Demonstrate how to measure a client's blood pressure. Determine how to assess a client's pain.		
Class	Body Mechanics and Injury Prevention	0.33 hr	CAREo208
Description	This class covers an overview of ergonomics, body mechanics, and body parts most prone to caregiver injury (sprains, strains, tears, soreness). It also covers proper body mechanics to use when performing ADLs to avoid common caregiver injuries.		
Objectives	Identify body parts most prone to injury as a caregiver and proper body mechanics. Identify proper body mechanics when performing common tasks and assisting with ADLs.		
Class	Honoring Your Clients' Rights, Self-Determination, and Advance Directives	0.66 hr	CAREo209
Description	Every client deserves to have their rights and care preferences honored. In this class, you will learn practices to ensure your clients' rights are honored, how to enable and protect their self-determination, and how common legal documents can be used if clients can no longer communicate their wishes.		
Objectives	Define clients' rights and the importance of confidentiality, privacy, and security of protected health information. Recognize principles of self-determination. Describe how clients can make informed decisions about advance directives.		
Class	Privacy for Canadian Home Care Workers	0.66 hr	CAREo210
Description	In this CareAcademy class, we explain provincial health privacy legislation for Canadian caregivers. Caregivers will learn how to protect clients' personal information, respect clients' rights, and practice ethical behavior when working with clients.		
Objectives	Recognize the laws on privacy and confidentiality of client information in Canada. Demonstrate knowledge of the client's rights when caring for an older adult. Describe the importance of practicing ethical behavior when working with clients.		
Class	Staying Safe Online: Protecting Yourself and Your Clients	0.75 hr	CAREo211
Description	This class will help caregivers develop the knowledge and skills necessary to protect themselves and their clients from the dangers of online activity and support safe and healthy online habits. They will learn to identify possible online scams and risks of identity theft and how to protect personal information, online accounts, and devices from cyber threats.		
Objectives	After completing this class, you will be able to: Determine the risks associated with online activity. Recognize the importance of protecting devices from malware and viruses. Identify common online scams and tactics, particularly those targeting older adults. Explain the tactics for preventing and responding to identity theft. Review strategies for educating older adults about online safety.		

Communication & Professionalism		Hours	Class ID
Class	Communicating with Older Adults	1 hr	CARE0103
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	In this CareAcademy class, we discuss strategies for communicating with older adults who have impairments such as hearing, vision, or memory loss. We also review how to apply good communication skills to manage difficult client behaviors and events.		
Objectives	Identify good communication techniques for working with older adults. Discuss additional communication techniques for older adults with physical disabilities and memory problems.		
Class	Time Management & Organization Skills	1 hr	CARE0104
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers the importance of time management. Caregivers will learn to determine priorities, set goals, and manage their personal and professional time more effectively.		
Objectives	Describe the importance of time management. Demonstrate how to determine priorities and set realistic goals. Identifying the obstacles to effective time management.		
Class	Hiring & Communicating with Caregivers	1 hr	CARE0105
Description	This class will teach family members how to hire and communicate with caregivers for older adult family members. Family members will learn the steps to follow when selecting and interviewing a caregiver. Family members will consider the financial and legal aspects of bringing a caregiver into the home, and how to maintain effective communication with caregivers.		
Objectives	Determine plans to be made prior to hiring caregivers of older adults. Identify types of caregiving services and strategies for selecting caregivers of older adults. Recognize financial and legal considerations when hiring caregivers of older adults. Describe approaches for effective communication with caregivers of older adults.		
Class	Sexual Harassment Prevention	1 hr	CARE0106
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach the caregiver how to recognize, report, and help protect themselves from sexual and other forms of harassment.		
Objectives	Define sexual harassment. Recognize sexual and other forms of harassment. Determine strategies for addressing sexual harassment.		
Class	Fraud, Waste, and Abuse (FWA) for Direct Care Workers	1 hr	CARE0107
	<i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>		
Description	This class will explore the role of aging in the twenty-first century, and explain how ageism impacts older adults. Caregivers will learn how age and illness affect the sensory and motor functions of the older adult, and how to adapt care for an older client's needs.		
Objectives	Explain the role of aging in the twenty-first century. Recognize examples of ageism. Determine how the five senses change with age. Identify the age-related physical changes that impact the care of older adults.		

Class	Providing Homecare to LGBT Older Adults	1 hr	CARE0108
Description	Have you ever wondered what is unique about working with lesbian, gay, bisexual, and transgender (LGBT) older clients, or why some LGBT people are afraid to share their identity with care providers? This course will provide information on LGBT history in the United States. You will learn how to engage LGBT clients, strategies for using affirming language, and ways to create a sense of safety for your client.		
Objectives	Apply key facts and figures about LGBT older adults. Define terminology, including words like lesbian, gay, bisexual, and transgender. Understand the impact of discrimination on LGBT older adults. Explore how to have respectful and positive interactions with LGBT clients. Determine how to reconcile your personal beliefs with your professional responsibilities. Describe best practices for organizations working LGBT older adults and caregivers. Review some of the laws and regulations that protect LGBT older adults.		
Class	Introduction to Long-Term Care	0.6 hr	CARE0109
Description	The world of long-term care includes many people and places, including different care settings and multiple team members working together to achieve the best outcomes for clients. In this class, you will learn about the various settings direct care workers (DCWs) work within and the roles and responsibilities of different types of DCWs. You will also be introduced to various members of the care team, their roles in your client's care, and how you might interact with them.		
Objectives	Define long-term care. Define the goals of long-term care. List individuals who may receive long-term care services. Describe common settings where long-term care is provided. Describe common types of long-term care services. Identify the roles and responsibilities of the members of the care team.		
Class	Fraud, Waste, and Abuse (FWA) for Direct Care Workers	0.83 hr	CARE0110
Description	In this class, you will learn how to identify, report, prevent, and correct Medicare fraud, waste, and abuse (FWA) as a direct care worker (DCW). You will also learn about the laws and regulations that apply to fraud, waste, and abuse.		
Objectives	Define fraud, waste, and abuse (FWA). Describe how Medicare FWA are harmful. Recognize FWA in the Medicare program. Identify the major laws and regulations pertaining to FWA. Recognize potential consequences and penalties associated with violations. Identify methods of preventing FWA. Describe how to report FWA. Describe how to correct FWA.		
Class	Professionalism: Communication & Cultural Competency	1 hr	CARE0113
	<i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>		
Description	This class explores the importance of communication skills for professional caregivers. You will learn to recognize cultural differences and identify strategies for communicating effectively with those whose language and cultural background differ from yours.		
Objectives	Define communication. Demonstrate good communication skills including verbal and non-verbal approaches. Define culture and how it influences an individual's worldview. Recognize cultural differences through behaviors or beliefs. Communicate effectively with those whose language background differs from yours.		
Class	Understanding Cultural Competency	0.66 hr	CARE0114
Description	This class helps caregivers recognize what cultural competency is and its role in health care. Caregivers will also learn about how assumptions and myths impact commonly marginalized groups. They will learn how to identify discriminatory language, behavior, implicit bias, and microaggressions. They will also learn how to apply strategies to address possible personal biases.		
Objectives	Define the meaning of cultural competency and its role in health care and the impact of assumptions and myths on marginalized groups. Identify examples of discriminatory language, behavior, implicit bias, and microaggressions. Recognize examples of indirect discrimination.		



CareAcademy Core Class List

CareAcademy Training Courses

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Class	Recognizing Barriers to Care	0.75 hr	CARE0115
Description	This class helps caregivers recognize the barriers that many individuals experience when seeking health care. Caregivers will learn how the social determinants of health affect health outcomes, and how physical, social, and systemic barriers impact marginalized people. They will also learn how to apply strategies to remove barriers and foster safe and welcoming care environments.		
Objectives	Describe how conditions in the environments where people are born, live, learn, work, play, worship, and age affect health outcomes. Examine the social, physical, and systemic barriers to health care that marginalized people experience. Discuss how to create a safe and welcoming care environment.		
Class	Providing Person-Centered Care	0.75 hr	CARE0116
Description	This class demonstrates how to practice person-centered care when assisting clients. Caregivers will learn the importance of getting to know their clients, fostering their independence, maintaining a least restrictive environment, and treating them with respect and dignity.		
Objectives	Describe the benefits of providing person-centered care for clients. Explain how to provide person-centered care on a daily basis to respect the client's individuality.		
Class	Problem-Solving for Direct Care Workers	0.5 hr	CARE0117
Description	This class will teach caregivers about using effective problem-solving skills. Caregivers will learn five steps to problem-solving and how to apply them across various scenarios.		
Objectives	Explain the importance of using a problem-solving method Identify five steps within an outlined problem-solving method Apply the problem-solving method to a realistic scenario Identify obstacles to effective problem-solving and ways to overcome them		

Assisting with Activities of Daily Living		Hours	Class ID
Class	Assisting with Personal Care Through ADLs <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CARE0300
Description	In this class on activities of daily living (ADLs), we touch upon how to assist older adults with activities such as transferring, bathing, grooming, dressing, toileting, and eating.		
Objectives	Define activities of daily living and the importance of personal care. Describe the strategies for assisting with personal hygiene. Describe the best practices to be followed while assisting older adults for transferring, bathing, dressing, toileting, and eating.		
Class	Assisting with Bathing <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CARE0301
Description	This class will teach caregivers how to bathe an older adult. After understanding the importance of bathing, caregivers will be instructed on how to make bathing safe and dignified.		
Objectives	Bathe an older adult. Implement strategies for safe and dignified bathing. Solve conflicts in bathing an older adult.		
Class	Assisting with Elimination Needs	1 hr	CARE0302
Description	This class will teach caregivers the reasons for bowel and bladder control and elimination problems in older adults. Caregivers will learn techniques for using appropriate equipment when assisting clients with elimination.		
Objectives	Explain reasons for bowel and bladder control and elimination problems in older adults. Identify the steps for assisting an older adult in using the toilet. Identify the steps for assisting an older adult in using a bedpan. Identify the steps for assisting an older adult in using a urinal. Describe the purpose and use of urinary catheters in older adults.		
Class	Assisting with Oral Hygiene <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CARE0303
Description	This class will teach caregivers how to assist clients with oral care. Caregivers will learn how to inspect the mouth for signs of problems, and how to provide care for clients with dental pain.		
Objectives	Describe features of the mouth. Recognize symptoms of mouth problems. Identify oral health problems caused by common medical conditions and medications. Determine caregiving techniques for clients who have dental pain.		
Class	Assisting with Oral Feeding	0.25 hr	CARE0304
Description	This class will teach direct care workers about varying levels of oral feeding assistance. Caregivers will learn how to provide different levels of oral assistance, and about beneficial modifications, adaptive devices, and choking hazards.		
Objectives	Recognize how to set up a meal for a client while identifying individual mealtime needs. Differentiate between different levels of oral feeding assistance. Identify uses of assistive devices.		

Assisting with Living Independently		Hours	Class ID
Class	Assisting with Independent Living Through IADLs <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo400
Description	In this class on instrumental activities of daily living (IADLs), we touch upon how to assist older adults with activities such as meal preparation, medication self-administration, social connections, and transportation.		
Objectives	Demonstrate an understanding of food and nutrition when assisting with meal planning for the older adult. Determine tactics for assisting older adults with self-administration of medication. Identify strategies for assisting older adults to maintain social connections. Recognize approaches for transporting older adults.		
Class	Overview of Transfers & Mobility Equipment <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo403
Description	This class will teach caregivers how to safely use lifts and mobility equipment with an older adult, as well as ways in which bed rails and alarms can be used to increase nighttime safety.		
Objectives	Identify different types of mobility equipment and their use. Explain how to safely transfer an older adult using a gait belt, slide board, or mobility device. Describe how to use a Hoyer lift to transfer an older adult. Determine how to use bed rails, monitors, and alarms to keep an older adult safe in bed.		
Class	Assisting with Range of Motion Exercises <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo404
Description	This class will discuss how joints and muscles work together, and their role in mobility. Caregivers will learn how to safely perform active and passive range of motion exercises with an older adult.		
Objectives	Describe the anatomy of joints. Explain how muscles help joints to move. Demonstrate how to perform active range of motion exercises for the older adult's upper and lower body. Demonstrate how to perform passive range of motion exercises for older adults who are bedridden.		
Class	Assisting with Activities & Recreational Therapy at Home <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo405
Description	This class will teach caregivers the importance of recreational therapy for older adults. Caregivers will learn how to safely use recreational therapy skills with clients. Caregivers will also learn how to safely lead activities for older adults with certain medical conditions.		
Objectives	Describe the importance of recreational therapy in the care of older adults. Demonstrate the caregiver's role in providing engagement opportunities for older adults. Identify safe recreational therapy activities for older adults. Explain the barriers to recreational therapy and challenges for older adults living with medical conditions.		
Class	The Importance of Proper Hydration: Supplement	0.08 hr	CAREo406
Description	This supplement covers the importance of hydration, identifying signs of dehydration and overhydration, intake and output monitoring, fluid measurement, and fluid conversion.		
Objectives	Describe the importance of hydration in older adults. Identify signs of dehydration and overhydration. Explain the purpose of intake and output measurement. Describe the process of fluid measurement and conversion.		
Class	Defensive Driving for Direct Care Workers	0.02 hr	CAREo407
Description	This class will teach caregivers basic defensive driving techniques. Caregivers will learn what defensive driving is and what it looks like on the road. They will also learn about self-awareness and ways to protect themselves and their clients before and after driving.		
Objectives	Define defensive driving. Identify eight defensive driving techniques. Identify ways that reflexes, physical changes, and medications can impact driving. Identify ways to protect yourself when driving.		

Managing Specific Health Conditions		Hours	Class ID
Class	Overview of Cancer Care	1 hr	CARE0500
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers about cancer, what is unique about cancer in an older adult, cancer treatments, cancer symptoms, and potential caregiver tasks. After understanding what cancer is and how it can affect older adults differently, caregivers will be prepared to care for older adults and specific challenges they face when diagnosed and living with cancer.		
Objectives	Define cancer. Describe cancer symptoms unique to older adults. Describe side effects of cancer and cancer treatment in older adults. Define caregiver tasks related to cancer.		
Class	Overview of Heart Disease Care	1 hr	CARE0501
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers about working with patients who have heart disease. The class focuses on how healthy living, medications, and caregiving activities work together to help the client.		
Objectives	Define heart disease. Identify common symptoms of heart disease in older adults. Explain methods for tracking and managing symptoms of heart disease. Describe a healthy diet for an older adult with heart disease.		
Class	Overview of Parkinson's Disease Care	1 hr	CARE0502
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will provide caregivers with a brief overview of Parkinson's disease, emphasize the importance of watching for worsening disease, and teach strategies to keep older adults with Parkinson's disease safe. By the end of the class, a caregiver will be able to demonstrate understanding of his or her role in the management of Parkinson's disease in older adults by listing some strategies for patient care that ensure dignity and quality of life for clients.		
Objectives	Describe the symptoms of Parkinson's disease in older adults. Describe how to manage the symptoms of Parkinson's disease. Describe a healthy diet and exercise plan for an older adult with Parkinson's disease.		
Class	Overview of Diabetes Mellitus Care	1 hr	CARE0503
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers what diabetes mellitus is, and how to identify the causes and symptoms of high and low blood sugar. Caregivers will learn to develop nutritious dietary plans for clients with diabetes.		
Objectives	Explain the causes and impact of diabetes mellitus. Describe the diet and nutrition considerations for an older adult with diabetes. Identify the causes and symptoms of low blood sugar in older adults with diabetes. Identify the causes and symptoms of high blood sugar in older adults with diabetes.		
Class	Overview of End of Life Care	1.08 hr	CARE0504
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers how to care for the physical and emotional needs of clients at the end of life and how to support the client's family members during this time. Caregivers will also learn how to support the client in the final hours of life and care for a body after death.		
Objectives	Determine appropriate responses to the emotions experienced by an older adult at the end of life. Recommend strategies for caring for the physical needs of an older adult at the end of life. Explain nutritional considerations for older adults at the end of life. Recommend ways to support family members of an older adult at the end of life. Identify signs that an older adult is in the last moments of life. Describe appropriate actions after death.		

Class	Overview of Care After Hospital Discharge	1 hr	CAREo505
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers the common reasons older adults are hospitalized and the importance of care after discharge. Caregivers will learn how to identify and care for the physical and mental changes that older adults experience after hospital discharge. Caregivers will also learn how to develop safe and effective nutrition plans for older adults after returning home from the hospital.		
Objectives	Explain common reasons why older adults are hospitalized and the importance of care after hospital discharge. Identify medical and medication changes in older adults after hospital discharge. Describe the physical changes older adults experience during hospitalization and after discharge. Develop safe and effective nutrition plans for older adults after a hospital discharge. Identify signs of mental and emotional distress in older adults after hospital discharge.		
Class	Overview of Care After a Stroke	1 hr	CAREo506
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers how to provide safe care at home to clients after a stroke. Caregivers will learn how to identify the common physical, mental, and emotional effects of a stroke. They will also learn how to help the client manage activities of daily living.		
Objectives	Identify common physical effects of a stroke. Describe how to help a client perform activities of daily living after a stroke. Identify common mental effects of a stroke. Identify common emotional effects of a stroke. Determine approaches for helping a client meet nutritional needs after a stroke.		
Class	Overview of Intellectual Disability Care	1 hr	CAREo507
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will provide an introduction to caring for adults with intellectual disabilities. Caregivers will learn to identify common causes of intellectual disability. They will also learn to assess baseline functioning of an older adult with intellectual disability. Caregivers will also learn how to recognize changes in clients with intellectual disability and determine possible reasons for those changes.		
Objectives	Define intellectual disability and identify common causes. Determine baseline functioning for an older adult with intellectual disability. Recognize changes that may occur in older adults with intellectual disability.		
Class	Gastrointestinal Issues: Heartburn, Constipation & Diarrhea	1 hr	CAREo508
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers basics of the digestive process and how digestive functions change with age. Caregivers will learn how to identify and help older adults manage gastrointestinal issues such as heartburn, constipation, and diarrhea.		
Objectives	Describe the digestive process. Explain how digestive functions change with age. Identify causes and management of heartburn. Identify causes and management of constipation. Identify causes and management of diarrhea.		

Class	Obesity & Weight Management	1 hr	CARE0509
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers the factors that contribute to obesity in older adults, and the risks of overweight and obesity. Caregivers will learn how to help older adults manage their weight with diet, meal planning, and physical activity.		
Objectives	Identify the factors that contribute to overweight and obesity in older adults. Describe the diet and nutrition requirements for an older adult with overweight or obesity. Explain meal preparation for weight management for older adults with overweight or obesity. Determine physical activities for weight management for older adults with overweight or obesity.		
Class	Overview of Arthritis Care	1 hr	CARE0511
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will help caregivers understand common types of arthritis in older adults. Caregivers will learn to recognize arthritis symptoms and how to help clients manage daily tasks.		
Objectives	Identify common types of arthritis. Describe strategies for helping older adults manage arthritis. Explain methods of supporting daily tasks for older adults with arthritis.		
Class	Advanced Heart Disease Care	1 hr	CARE0512
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class teaches caregivers the parts of the cardiovascular system and common cardiovascular conditions that affect older adults. Caregivers will learn the symptoms of cardiovascular diseases, common medications used to treat cardiovascular conditions, and how to observe and report changes in a client's condition. Caregivers will also learn how to assist clients with cardiovascular conditions with activities of daily living.		
Objectives	Identify the components of the cardiovascular system. Describe common cardiovascular diseases and conditions. Determine significant changes in the condition of a client with a cardiovascular condition. Explain how to assist a client with a cardiovascular condition to perform ADLs. Describe common medications used to treat cardiovascular conditions.		
Class	Overview of HIV/AIDS	1 hr	CARE0513
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class gives caregivers an overview of HIV infections and acquired immunodeficiency syndrome (AIDS). In this class, we discuss how to care for an older adult with HIV/AIDS, including considerations for the client's safety, health management, and nutrition.		
Objectives	Identify methods of HIV transmission and infection. Recognize the symptoms of AIDS. Describe the medications and treatments available for older adults living with HIV/AIDS. Provide the home care required for an older adult living with HIV/AIDS.		
Class	Non-Drug Pain Management	1 hr	CARE0514
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers about common causes of pain in older adults, how to determine when a client is in pain, and how to alleviate pain without using medication.		
Objectives	Describe common causes of pain in older adults. Identify when a client is in pain. Determine ways to alleviate pain in the older adult.		
Class	Assisting with Medication Self-Administration: Part 1	1 hr	CARE0515
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class prepares participants to assist clients with self-administered medications. Caregivers will learn the different types of medication and routes of delivery. They will also learn the appropriate means of storing and handling medications, and how to read prescription labels.		
Objectives	Define the meaning of medication and identify different types of medications. Differentiate routes of medication. Identify appropriate methods of storing and handling medications. Explain prescription label components and instructions.		

Class	Managing Breathing Difficulties	1 hr	CARE0516
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will help caregivers understand how breathing difficulties affect daily life for an older adult. Caregivers will be introduced to the conditions that cause breathing difficulties, and the common medication and treatments for those conditions. Caregivers will also learn how to support clients with breathing difficulties maintain daily activities and remain safe and secure in their homes.		
Objectives	Describe common causes of breathing difficulties in older adults. Identify common medications, treatments, and equipment for older adults with breathing difficulties. Recommend strategies for managing daily activities for older adults with breathing difficulties. Demonstrate safety measures and emergency management for older adults with breathing difficulties.		
Class	Overview of Skin Care & Wound Prevention	1 hr	CARE0517
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers how to inspect and protect their clients' skin. Caregivers will identify the conditions that cause changes to the skin of older adults, and learn techniques to prevent wounds and protect the skin.		
Objectives	Identify the conditions that cause changes in older adults' skin. Describe ways of taking care of the older adult's skin. Explain techniques for preventing wounds in older adults.		
Class	Assisting with Medication Self-Administration: Part 2	1 hr	CARE0518
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class prepares caregivers to assist clients with self-administered medications. Caregivers will learn how to ensure the right medications are taken by the right person, in the right amount, at the right time, and by the right route.		
Objectives	Explain the legal aspects of assisting with administering medication. Identify the five rights of medication administration. Demonstrate the process of assisting clients to take medications. Describe how to observe and document a client's self-administered medications.		
Class	Managing Respiratory Diseases	1 hr	CARE0519
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class teaches caregivers the components of the respiratory system and common respiratory conditions that affect older adults. Caregivers will learn the symptoms of respiratory diseases, and how to observe and report changes in a client's condition. Caregivers will also learn how to assist clients with respiratory conditions with activities of daily living.		
Objectives	Identify the components of the respiratory system. Describe common respiratory diseases and conditions. Determine significant changes in the condition of a client with a respiratory condition. Explain how to assist a client with a respiratory condition to perform ADLs. Describe common medications and medical devices used by clients with respiratory conditions.		
Class	Medication Administration Basics	1 hr	CARE0520
Description	This class provides caregivers with the information they need to administer non-injectable medications to their clients. Caregivers will learn techniques to safely and accurately administer medications, including applying standard precautions, reading medication orders, and following the "five rights." They will also learn the importance of reporting and documenting adverse reactions, medication refusals, and errors. The class covers step-by-step procedures for administering pills, liquids, eye, ear and nose drops, topical medications, and vaginal and rectal suppositories.		
Objectives	Explain how to ensure safe medication administration using infection control and accurate measurement techniques. Describe when and how to use five rights of medication administration. Identify potential adverse medication reactions, interactions, side effects, and contraindications. Describe when and how to accurately document the administration of medications. Demonstrate the process of administering pills, liquids, eye, ear and nose drops, topical medications, and vaginal and rectal suppositories.		

Class	Performing Catheter Care	0.75 hr	CARE0521
Description	This class will teach caregivers how to care for clients with indwelling urinary catheters. Caregivers will learn procedures for providing daily catheter care, emptying the catheter drainage bag, and changing and cleaning the catheter drainage bag.		
Objectives	Describe the correct procedure for performing routine care for clients with indwelling catheters. Describe the correct procedure for emptying a urinary catheter drainage bag. Describe the correct procedure for changing and cleaning a urinary catheter drainage bag.		
Class	Performing Ostomy Care	0.4 hr	CARE0522
Description	This class will teach caregivers how to care for clients with ileostomies and colostomies. Caregivers will learn the meaning and purpose of different types of ostomies. They will also see how empty and change ostomy appliances, and assist with related care.		
Objectives	Define the term ostomy and conditions that may require ostomies. Describe the procedures for emptying and changing ostomy pouches. Describe what to observe, document, and report when assisting a client with an ostomy. Identify the physical and emotional needs of clients with ostomies.		
Class	Understanding Tube Feeding Care	0.92 hr	CARE0523
Description	In this class, you will learn how a nurse performs routine care for clients who require tube feeding, also known as enteral nutrition. You will learn why a client may require tube feeding, how a nurse performs maintenance activities, and the complications nurses look for while providing care. Note: CareAcademy does not endorse the performance of tube feeding care by unauthorized direct care workers. Only your nurse supervisor and agency administrator can assign these tasks. Please do not perform these tasks without their express consent and authorization.		
Objectives	Explain why older adults may require tube feeding. Describe common types of tube feeding. Describe the procedures a nurse follows for delivering nutrition via feeding tube. Describe the procedure a nurse follows for caring for the gastrostomy site. Recognize common issues and complications that clients with feeding tubes may experience.		
Class	Overview of Physical Disabilities & Chronic Conditions	1 hr	CARE0524
Description	This class defines and provides examples of physical disabilities and chronic conditions. It includes information about how caregivers can help physically disabled clients including physical transfers, skincare, support surfaces, and how to assist clients with ADLs. It also discusses the social and emotional impact while providing specific examples for using person-first language and maintaining a client-first environment.		
Objectives	Define terms and identify caregiver tips related to physical disabilities and chronic conditions. Distinguish ways to adapt personal care procedures to provide adequate care based on physical disability or condition. Identify social and emotional needs of clients with physical disabilities.		
Class	Introduction to Palliative and Hospice Care	0.5 hr	CARE0525
Description	Palliative care and hospice care have specific goals that require you to approach caring for your client with a different mindset. In this class, you will learn the differences and similarities between these two types of care and how both can be beneficial for your client towards the end of life.		
Objectives	Define palliative care. Define hospice care. Explain the DCW's role when a client is receiving palliative care or hospice care.		
Class	Overview of Body Systems	1 hr	CARE0536
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers about the changes that affect the human body with age. At the end of the class, the caregiver will understand the functions and common disorders that impact different organ systems, including the musculoskeletal system, the integumentary system, the digestive system, the lung and heart systems, the urinary system, and the brain and nervous system.		
Objectives	Identify physical changes due to age and the common disorders that affect the musculoskeletal system. Identify physical changes due to age and the common disorders that affect the integumentary system. Identify physical changes due to age and the common disorders that affect the digestive system. Identify physical changes due to age and the common disorders that affect the lung and heart systems. Identify physical changes due to age and the common disorders that affect the urinary system. Identify physical changes due to age and the common diseases that affect the brain and nervous system.		

Nutrition and Meal Preparation		Hours	Class ID
Class	Overview of Nutrition & Food Preparation <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CAREo600
Description	This class discusses what appropriate nutrition looks like for an older adult and how to prepare meals that meet clients' nutritional needs. It explores food prep, modified diets, and adaptive equipment to help meet those needs. It also reviews why older adults are at risk for poor nutrition and how to assist with nutritional needs.		
Objectives	Define words that relate to nutrition. Explain why older adults are at risk for poor nutrition. Use food prep, modified diets, and adaptive equipment to meet your client's nutritional needs.		
Class	Modifying Diets to Assist with Difficulty Chewing <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo601
Description	This class will educate caregivers on the needs of older adults with altered chewing/swallowing functionality, and how to modify meals for those that require diets needing a modified texture or thickened liquids. After reviewing the needs and reasons to why a modified diet is required, the caregiver will be able to identify these potential needs and be able to modify an individual's meal to meet any modified solid or liquid texture needs.		
Objectives	Recognize signs and situations where an older adult may need a modified diet. Choose an appropriate type of dietary modification. Practice ways to decrease risk of issues with chewing and swallowing.		
Class	Planning Meals to Meet Cultural, Ethnic, Religious, and Dietary Needs	0.33 hr	CAREo602
Description	This class will teach direct care workers about different ways to plan and prepare meals to meet cultural, ethnic, religious, and specific dietary needs. Caregivers will learn how to take client preferences and dietary needs into consideration when purchasing food. Caregivers will also learn about reading food labels.		
Objectives	Recognize regional, cultural, and religious food preferences when preparing meals. Identify common diets that require modifications when preparing meals. Recognize items to consider when shopping for clients including a budget, food type, and dietary restrictions.		
Class	Basic Cooking Skills for Direct Care Workers	1 hr	CAREo603
Description	This class will teach caregivers basic cooking skills. Caregivers will learn how to read and modify recipes based on client preferences and needs. They will learn about basic cooking tools and techniques. They will also learn about food safety and different ways to involve clients who require varying levels of assistance.		
Objectives	Recognize how to read a recipe and identify how to modify it based on common dietary restrictions and personal preferences. Identify tools and techniques commonly used when cooking. Identify different ways to involve clients in meal preparation based. Recognize safe ways and temperatures to thaw and prepare different foods. Identify safe ways to store leftovers.		
Class	Kosher Meal Preparation for Direct Care Workers	1 hr	CAREo604
Description	This class will teach caregivers basic information about what it means to keep kosher. Caregivers will learn different characteristics of kosher diets and how to help clients maintain kosher kitchens. They will also learn how they can help ensure meals are kosher.		
Objectives	Identify characteristics of kosher diets. Distinguish between a kosher and non-kosher kitchen. Identify ways to ensure meals are kosher.		

Infection Control		Hours	Class ID
Class	Maintaining a Clean & Healthy Environment (Infection Control) <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CAREo700
Description	In this class, caregivers learn how to maintain a clean and healthy environment for the older adults in their lives. Topics discussed include standard precautions (also known as universal precautions), including hand hygiene and the use of personal protective equipment, and how to dispose of sharps and other contaminated materials and equipment. Also covered are methods of transmission, bloodborne pathogens and airborne diseases, transmission-based precautions, and techniques for cleaning and disinfection for infection control.		
Objectives	Identify different ways that infections can be transmitted, including bloodborne pathogens. Define infection control and explain its importance. Demonstrate appropriate practices for controlling infection. Apply strategies for cleaning and disinfecting a client's home to prevent the spread of infection.		
Class	Personal Protective Equipment for Home Care <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo705
Description	This class will provide caregivers with information on the use of personal protective equipment (PPE) for home care. They will also learn about different types of PPE, and when and how to use them.		
Objectives	Explain the role of PPE in infection control when it is appropriate to use them. Explain the different types of gloves, masks, gowns, and eye protection and when to use them. Describe how to don (put on) gloves, a mask, gowns, and eye protection. Describe how to doff (remove) gloves, a mask, gowns, and eye protection. Determine the correct sequence for donning and doffing pieces of PPE.		
Class	Overview of COVID-19 <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo706
Description	This class will provide caregivers with relevant information on the coronavirus disease 2019 (COVID-19). Caregivers will learn where to obtain reliable information about the virus, how to help prevent the virus from spreading, and how to care for themselves and their clients.		
Objectives	Describe COVID-19, its symptoms, the people most at risk of serious illness from it, and how it is transmitted. Identify reliable sources of information about COVID-19. Apply strategies for reducing the spread of the COVID-19 virus. Describe tactics for providing care to someone who has COVID-19. Explain why cleaning and disinfection is important during the COVID-19 pandemic. Suggest strategies for self-care for caregivers during the COVID-19 global pandemic.		
Class	Understanding the COVID-19 Vaccine	0.66 hr	CAREo707
Description	This class equips direct care workers to make an informed decision about the vaccine. The class provides direct care workers (DCWs) with relevant, reliable information about the vaccine and vaccination process.		
Objectives	Explain the benefits of the COVID-19 vaccine. Differentiate between facts and myths about the vaccine. Explain the vaccine distribution process. Describe the process of receiving the vaccine.		

Emergency & Safety		Hours	Class ID
Class	Emergency Procedures <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CAREo800
Description	This class discusses emergency preparedness for disasters such as severe weather, fire, floods, earthquakes, and other emergency situations. It explores how caregivers can plan for these types of emergencies, and how best to care for their clients and themselves should a disaster occur. It also reviews standard fire safety tips.		
Objectives	Demonstrate emergency and disaster preparedness (and handling of emergencies and use of emergency services). Apply standard fire safety tips in a fire emergency.		
Class	Safety Precautions & Falls Prevention: Part 1 <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CAREo802
Description	Falls are the biggest risk to older adults and, as a caregiver, you can be the first line of defense to help reduce the risk of falls. In this class, we discuss why older adults are likely to fall, identify potential dangers throughout the older adult's home, and explore falls prevention strategies to keep the older adult safe.		
Objectives	Explain why falls happen in older adults and how falls can be prevented. Evaluate each room in the older adult's house for potential risk of falls. Talk to the older adult about falls prevention and how to make it part of his or her daily routine.		
Class	Safety Precautions & Falls Prevention: Part 2 <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CAREo803
Description	In this class, we explore the common medical factors that cause older adults to fall, and review specific exercises for preventing falls. We also discuss additional safety precautions, including managing aggressive behavior when caring for an older adult, and identifying and reporting changes in the older adult's condition.		
Objectives	Discuss how medical factors can contribute to falls in older adults. Demonstrate specific exercises for the older adult that help with preventing falls. Manage aggressive behaviors that may happen when caring for an older adult. Effectively report changes in the older adult's condition. Tell the difference between emergencies that do require calling 911 and emergencies that do not.		
Class	Recognizing Fire and Medical Emergencies	0.83 hr	CAREo804
Description	This class teaches direct care workers how to recognize fire and medical emergencies and properly respond by contacting 911 when appropriate.		
Objectives	Recognize a fire emergency. Recognize a medical emergency. This includes being able to recognize: common sudden illness; choking; shock; seizure; heat-related illnesses and cold-related emergencies; head, neck, and spinal injuries; severe allergic reaction; burns; severe bleeding; and poisoning. Contact 911 when appropriate.		

Class	Performing Basic First Aid During Medical Emergencies	0.75 hr	CAREo805
Description	This class covers the correct procedures for providing basic first aid for your client for the most common medical emergencies until Emergency Medical Services arrives. Note: Completing this class will provide the learner with an understanding of basic first aid.		
Objectives	Describe the procedure for providing basic first aid to a client who is experiencing: common sudden illness; choking; shock; a seizure; heat-related illnesses and cold-related emergencies; head, neck, and spinal injuries; bone or joint injuries; severe allergic reaction; burns; severe bleeding; and poisoning.		
Class	Performing Basic First Aid During Medical Non-Emergencies	0.25 hr	CAREo806
Description	Describe the process for correctly responding to a client who experiences a common medical non-emergency: a headache; mild reactions to insect bites and stings; a muscle sprain; a strain; a minor burn; minor cuts, scrapes, and bruises; or a nosebleed. Note: Completing this class will provide the learner with an understanding of basic first aid.		
Objectives	This class teaches direct care workers how to provide basic first aid when your client experiences a common medical non-emergency. Note: Completing the class does not confer First Aid certification.		
Class	Emergency Planning and Response	1 hr	CAREo807
Description	This class discusses emergency preparedness and procedures to follow in the event of disasters such as severe weather, floods, earthquakes, and other emergency situations. It explores how direct care workers can prepare for these types of emergencies, and how best to care for their clients and themselves should a disaster occur. It also reviews standard fire prevention and safety tips.		
Objectives	Describe the importance of being prepared for emergency situations; Describe how to ensure you and your client are prepared to respond in the event of an emergency; Describe how to properly respond in the event of common weather-related emergencies; Describe how to properly respond in the event of common natural disasters; Describe common causes of fire-related emergencies; Describe how to prevent a fire-related emergency		

Caregiver Self-Care		Hours	Class ID
Class	Coping Skills for Caregivers	1 hr	CAREo900
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers about stress and the importance of taking care of themselves. Caregivers will learn coping skills for their physical and emotional health, and how to create a plan to use those skills.		
Objectives	Explain the causes of caregiver stress. Identify healthy and unhealthy coping skills for caregivers. Determine how to create a plan to manage caregiver stress.		
Class	Improving Caregiver Empathy	1 hr	CAREo901
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class introduces the concept of empathy and its importance when providing care to older adults. Participants will identify common situations that make it challenging to be empathetic, and review techniques to help build an empathetic approach. Participants will be able to describe the benefits of practicing empathy for both the client and the caregiver.		
Objectives	Define the difference between empathy and sympathy. Describe the importance of empathy for caregivers. Understand when it is difficult for caregivers to empathize with clients. Use strategies for showing empathy with clients.		
Class	Managing Job-Related Stress	1 hr	CAREo902
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will explore work-related stresses that a professional caregiver may encounter, including generational differences, family dynamics, and client conflicts. The class will provide strategies for coping with workplace conflict and how to manage grief after the death of a client.		
Objectives	Define stress and how it impacts health. Implement strategies for dealing with workplace conflicts. Identify differences between generations and types of generational conflicts. Explain the types of conflicts that caregivers experience on-the-job. Describe how professional caregivers may react to the death of a client.		
Class	Managing Grief After the Death of a Client	0.25 hr	CAREo903
Description	Grief is a normal reaction to loss that you may experience after the death of a client. In this class, you will learn how direct care workers (DCWs) may experience grief and strategies for managing grief after the death of a client.		
Objectives	Describe how professional caregivers may react to the death of a client. Describe strategies for managing grief after the death of a client.		
Class	Recognizing and Preventing Caregiver Burnout	1 hr	CAREo904
Description	Burnout is one of the most significant challenges in the healthcare industry today. Workplace stress and burnout increase the likelihood of suicide. This course will help caregivers understand the dangers of burnout, recognize the signs and symptoms in themselves and others, and apply strategies to prevent burnout and suicide. The course includes resources for support and a self-assessment quiz to assist caregivers in determining if they are experiencing burnout. Trigger Warning: This class includes content related to substance abuse, mental illness, and suicide which may be triggering for some individuals.		
Objectives	Recognize signs and symptoms of burnout. Explain causes of caregiver burnout and suicide. Describe techniques for preventing burnout and suicide. Identify resources for caregivers.		

Home Management		Hours	Class ID
Class	Light Housekeeping Techniques	1 hr	CARE1000
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	The class explores how to maintain cleanliness in the client's home and avoid the spread of infection and bacteria.		
Objectives	Identify the daily cleaning tasks that should be completed in your client's home. Apply recommended cleaning tips to the older adult's bedroom, kitchen, bathrooms, family/living room, and other areas of the house.		
Class	Basic Housekeeping Techniques	1 hr	CARE1001
Description	This class covers the essential housekeeping tasks that caregivers may perform for their clients. Caregivers will learn general tips for housekeeping, safe use of cleaning products, and how to clean and tidy different rooms within the client's home. They will also learn how to do laundry, make beds, and run errands for the client.		
Objectives	Identify the housekeeping tasks that caregivers may perform for their clients. Determine how to clean and tidy a client's bedroom, kitchen, bathroom, and family/living room. Explain how to perform specific housekeeping tasks, such as doing laundry, making beds, running errands, and pest control.		
Mental Health		Hours	Class ID
Class	Overview of Depression Care	1 hr	CARE1100
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will help caregivers understand what depression is. Caregivers will learn signs and symptoms of depression in the older adult. By the end of the course, caregivers will be able to identify who may be at risk and understand non-medical strategies to help treat depression.		
Objectives	Define depression. Identify common symptoms of depression in older adults. Identify risks for developing depression in older adults. Explain strategies for helping an older adult with depression.		
Class	Overview of Anxiety Care	1 hr	CARE1101
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will help caregivers recognize the signs and symptoms of anxiety in older adults. Caregivers will identify common types of anxiety disorders and approaches for managing anxiety in older adults.		
Objectives	Define the signs and symptoms of anxiety in older adults. Describe the most common types of anxiety disorders. Identify approaches to managing anxiety in older adults.		
Class	Overview of Mental Illness Care	1.16 hr	CARE1102
<i>Closed Captions (English) and Spanish Subtitles Available</i>			
Description	This class will teach caregivers the basics of mental illness in older adults. Caregivers will learn to identify common mental illnesses, their causes, and common treatments. Caregivers will also learn strategies for coping with the challenging behaviors of older adults with mental illnesses, and what to do if those behaviors become inappropriate.		
Objectives	Define mental illness. Identify common mental illnesses in older adults. Describe treatment options for older adults with mental illnesses. Determine strategies for managing the behaviors of older adults with mental illness.		

Class	Overview of Substance Abuse in Older Adults	0.66 hr	CARE1103
Description	Direct care workers play an important role in identifying signs of substance abuse and assisting clients who are struggling. This class teaches direct care workers how substance abuse affects older adults, how to recognize signs of substance abuse, and how they can best support their clients if they are struggling with or recovering from substance abuse.		
Objectives	Define substance abuse. Describe the difference between substance abuse and addiction. List substances that are commonly abused by older adults. Describe why older adults are at risk of developing a substance use disorder. Identify the common signs of substance abuse. Describe how to report potential signs of substance abuse. List guidelines for communicating with clients who are currently struggling with or recovering from substance abuse. Explain their role in caring for a client suffering from substance abuse.		
Class	Overview of the Effects of Behavioral Health Medications	0.5 hr	CARE1104
Description	Clients who struggle with behavioral health disorders may take medication to relieve various symptoms. These medications may cause your client to experience side effects. In this class, you will learn the purpose of common behavioral health medications, how your client is likely to respond to these medications, and how to recognize and respond when your client is experiencing side effects.		
Objectives	Describe how antidepressants, anti-anxiety medications, mood stabilizers, stimulants, and ant-psychotic medications are likely to affect your client. Recognize possible side effects caused by antidepressants, anti-anxiety medications, mood stabilizers, stimulants, and ant-psychotic medications. Respond appropriately when your client experiences side effects for medications used to treat behavioral health disorders.		
Class	Caring for Older Adults Living with Hoarding Disorder	0.5 hr	CARE1105
Description	Over time, you will likely work with clients living with hoarding disorder. In this class, you will learn about hoarding disorder, common signs and reasons people hoard, the dangers of hoarding, and safety strategies you can use to help clients who engage in hoarding.		
Objectives	Define hoarding, describe common signs of hoarding disorder, explain why older adults may engage in hoarding, describe dangers of hoarding and safety strategies to use for clients who engage in hoarding.		

Alzheimer's & Other Dementias		Hours	Class ID
Class	Introduction to Dementia Care <i>Closed Captions (English), Spanish, Hindi, Korean, Russian, and Vietnamese Subtitles Available for videos.</i>	1 hr	CARE1200
Description	This class was created for professional caregivers to understand dementia and apply recommended care strategies for supporting a client living with dementia in the client's own home. Alzheimer's disease and dementia impact many aspects of care. The caregiver's ability to modify care, recognize and work through challenges, and support themselves and the family are all vital in providing care to those with Alzheimer's and dementia.		
Objectives	Define dementia. Identify common symptoms of dementia. Describe stages of Alzheimer's disease and the symptoms experienced at each stage. Recognize dementia-related behaviors. Understand the importance of the care plan for older adults living with dementia. Recognize the impacts of dementia on the client's family. Determine how to care for an older adult in the final stage of Alzheimer's disease. Recognize types of non-medicinal therapies for dementia. Suggest environmental changes to support a client living with dementia.		
Class	Communicating with a Person with Dementia <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CARE1201
Description	This class will teach caregivers about the different stages of dementia and discuss ways to communicate with the older adult living with dementia through each stage. The goal of this class is to give caregivers more tools and confidence around effective styles of communication with older adults with memory problems.		
Objectives	Define early stage dementia and identify positive communication strategies for older adults in this stage. Describe middle stage dementia and identify positive communication strategies for older adults in this stage. Describe late stage dementia and identify positive communication strategies for older adults in this stage. Determine methods of communicating with clients living with dementia who exhibit dementia-related behaviors.		
Class	End of Life Dementia Care <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CARE1202
Description	This CareAcademy class will teach caregivers how to recognize and provide care for people living with dementia at the end of life, including strategies to manage pain and promote comfort.		
Objectives	Recognize the signs of severe dementia and end of life. Identify strategies for communicating with an older adult living with severe dementia. Determine causes of pain or discomfort in an older adult living with dementia at the end of life. Apply strategies to promote comfort in the older adult living with dementia at the end of life.		
Class	Addressing Agitation & Aggression in Dementia <i>Closed Captions (English) and Spanish Subtitles Available</i>	1 hr	CARE1203
Description	This class will help caregivers recognize agitation and aggressive behaviors in older adults living with dementia, and will provide strategies for preventing and addressing agitation and aggression.		
Objectives	Recognize causes of agitation or aggressive behavior in older adults with dementia. Identify the aggressive behaviors associated with dementia in older adults. Determine strategies for preventing agitation and aggressive behaviors in older adults with dementia. Describe tactics for managing agitated and aggressive behaviors of an older adult with dementia.		

Class	Safety in Dementia	1 hr	CARE1204
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers the importance of safety for clients living with dementia. It will also show caregivers strategies for protecting the client inside and outside the home while maintaining the client's independence.		
Objectives	Identify safety risks for older adults living with dementia. Implement accident prevention strategies in the home of an older adult living with dementia. Determine tactics for ensuring the safety of the older adult living with dementia outside the home. Consider the importance of balancing independence and safety for older adults living with dementia.		
Class	The Science of Dementia	0.5 hr	CARE1205
Description	This class will teach caregivers about the changes that affect the brain and nervous system with age. Caregivers will also learn about common diseases that cause dementia, including Alzheimer's disease, vascular dementia, Lewy body dementia, frontotemporal dementia, Parkinson's disease dementia, and mixed dementia.		
Objectives	Describe the basic structure, function, and physical changes that affect the brain and nervous system. Identify diseases that cause dementia, common symptoms, and the impact on care practices.		
Class	Parkinson's Disease Dementia	1 hr	CARE1206
	<i>Closed Captions (English) and Spanish Subtitles Available</i>		
Description	This class will teach caregivers how to identify the symptoms of Parkinson's disease and Parkinson's disease dementia, and how to care for an older adult living with Parkinson's disease dementia.		
Objectives	Recognize the relationship between Parkinson's disease and dementia. Identify the symptoms of Parkinson's disease and Parkinson's disease dementia. Describe tactics for supporting the care of an older adult living with Parkinson's disease dementia.		
Class	Person-Centered Care for Older Adults Living with Dementia	0.66 hr	CARE1207
Description	This class demonstrates how to practice person-centered care when assisting clients with dementia. Caregivers will learn how to promote dignity, independence, individuality, and choice, for their clients.		
Objectives	Describe the benefits of providing person-centered care for older adults living with dementia. Explain how to incorporate person-centered care approaches into the care of older adults living with dementia, to respect background, culture, experiences, and attitude.		
Class	Clients' Rights and Abuse Prevention for Older Adults Living with Dementia	1 hr	CARE1208
Description	In this class, caregivers will learn how to identify, prevent, and report situations of abuse, exploitation, and neglect. The class will also cover practices for ensuring the client's rights and self-determination, and how to protect confidential health information.		
Objectives	Define client's rights and the importance of confidentiality, privacy, and security of protected health information. Recognize principles of self-determination and how older adults living with dementia can make informed decisions about advance directives. Demonstrate the ability to identify, prevent, and report situations of abuse, exploitation, and neglect towards older adults living with dementia.		
Class	Addressing Dementia-Related Behaviors When Assisting with ADLs	0.25 hr	CARE1209
Description	In this class, caregivers will learn the importance of person-centered care when assisting older adults living with dementia with activities of daily living (ADLs). Caregivers will apply strategies for supporting clients throughout the progression of dementia and will identify best practices for fostering the client's dignity, independence, and choice.		
Objectives	Apply person-centered care and best practices in assisting older adults living with dementia with ADLs. Describe strategies for addressing ADLs throughout the progression of dementia. Identify situations that may trigger dementia-related behaviors.		

Class	Assisting an Older Adult Living with Dementia with Bathing	0.33 hr	CARE1210
Description	This class covers how to apply person-centered care when assisting clients living with dementia with bathing. Caregivers will learn how to adapt the client's home environment for bathing, ensure the client's dignity and independence, and techniques for assisting the client during the bathing process.		
Objectives	Apply person-centered strategies for assisting older adults living with dementia with bathing. Describe tactics for adapting the client's bathing environment. Recognize best practices for ensuring the client's dignity, independence, and choice before, during, and after bathing.		
Class	Assisting Older Adults Living with Dementia with Grooming	0.25 hr	CARE1211
Description	This class covers how to assist clients living with dementia with grooming, including haircare, shaving, skin and nail care. Caregivers will learn how to support the client during the process of grooming to ensure the client's dignity, independence, and choice.		
Objectives	Apply person-centered care strategies for assisting older adults living with dementia with grooming, including haircare, shaving, skin and nail care. Recognize best practices for supporting the client's dignity, independence, and choice during the grooming process.		
Class	Assisting Older Adults Living with Dementia with Dressing	0.25 hr	CARE1212
Description	This class covers how to apply person-centered care when assisting clients living with dementia with dressing. Caregivers will learn how to adapt the client's home environment for dressing, and how to ensure the client's dignity, independence and choice during the dressing process.		
Objectives	Apply person-centered care strategies for assisting older adults living with dementia with dressing. Describe tactics for adapting the client's home environment for dressing. Recognize best practices for maintaining the client's dignity, independence, and choice while dressing.		
Class	Assisting Older Adults Living with Dementia with Oral Hygiene	0.25 hr	CARE1213
Description	This class covers how to apply person-centered care when assisting clients living with dementia with oral hygiene. Caregivers will learn how to support the client's dignity, independence, and choice during the process of providing oral hygiene. Health considerations and adaptive equipment for oral hygiene are also covered.		
Objectives	Apply person-centered care strategies for assisting older adults living with dementia with oral hygiene. Recognize best practices for maintaining the client's dignity, independence, and choice while providing assistance with oral hygiene. Suggest adaptations and equipment for clients who need additional support during oral hygiene care.		
Class	Assisting an Older Adult Living with Dementia with Toileting	0.25 hr	CARE1214
Description	This class covers how to apply person-centered care when assisting clients living with dementia with toileting. Caregivers will learn how to adapt the client's home environment, and how to support the client's dignity, independence, and choice during the toileting process. Health considerations and adaptive equipment for toileting are also covered.		
Objectives	Apply person-centered strategies for assisting older adults living with dementia with toileting. Describe tactics for adapting the client's home environment to support toileting. Recognize best practices for ensuring the client's dignity, independence, and choice before, during, and after toileting.		
Class	Assisting an Older Adult Living with Dementia with Eating	0.25 hr	CARE1215
Description	This class covers how to apply person-centered care when assisting clients living with dementia with eating. Caregivers will learn how to support the client's dignity, independence, and choice during the dining process. Health considerations, adaptive equipment, and hand over hand assistance for eating are also covered.		
Objectives	Apply person-centered strategies for assisting older adults living with dementia with eating. Describe tactics for adapting the client's home environment to support eating. Recognize best practices for ensuring the client's dignity, independence, and choice during the dining process.		

Class	Mobility and Falls Prevention for Older Adults Living with Dementia	0.25 hr	CARE1216
Description	In this class, caregivers will learn the mobility challenges faced by persons living with dementia, how to adapt the client's home environment to prevent falls, and what steps to take if a client falls.		
Objectives	Explain why older adults living with dementia are at greater risk for falls. Describe tactics for preventing falls.		
Class	Activities for Older Adults Living with Dementia	0.33 hr	CARE1217
Description	In this class, caregivers will learn the benefits of providing activities for older adults living with dementia and how to safely provide meaningful, engaging, person-centered activities.		
Objectives	Describe basic principles and best practices for activities for older adults living with dementia. Identify and plan meaningful and engaging, person-centered activities for older adults living with dementia. Determine how to safely coordinate activities for older adults living with dementia.		
Class	Anxiety in Older Adults Living with Dementia	0.25 hr	CARE1218
Description	This class will help direct care workers recognize the signs and symptoms of anxiety in older adults living with dementia. Learners will identify approaches for managing anxiety in older adults living with dementia.		
Objectives	Recognize signs of anxiety in older adults living with dementia. Identify approaches for managing anxiety in older adults living with dementia.		

State-Specific Classes & Supplements (for Compliance)		Length	Class ID
Class	Preventing Sexual Harassment in the Workplace	2 hr	CARE0106S
Description	It's important to ensure that supervisors understand how to handle sexual harassment issues, particularly as it pertains to caregivers who are working in clients' homes. This class answers commonly asked questions about harassment and discrimination and offers useful tips for how to prevent harassment in the workplace. It provides specific guidance on how to handle employee complaints and avoid litigation. The presenter is attorney Bob King, Founder of Legally Nanny®. Mr. King is a labor and employment attorney based in Orange County, California. He served on the Board of Directors for the Home Care Association of America, and the International Nanny Association. He currently serves as the General Counsel for the Association of Premier Nanny Agencies. The California Department of Fair and Employment Housing (DFEH) requires supervisors to take 2 hours of sexual harassment prevention training. This 2-hour training, combined with CARE0106CA Sexual Harassment Report: California Supplement, will enable supervisors in California to fully meet the sexual harassment prevention training required to meet CCR Section 12950.		
Objectives	Apply federal and state guidelines governing sexual harassment, discrimination, and retaliation. Determine how to manage sexual harassment complaints and support victims. Develop strategies for preventing sexual harassment in the workplace.		
Class	Sexual Harassment Prevention: California State Supplement	0.16 hr	CARE0106CA
Description	This state-specific educational material supplements CARE0106 Sexual Harassment Prevention (for caregivers) and CARE0106S Preventing Sexual Harassment in the Workplace (for supervisors) to fully meet the sexual harassment prevention training requirement per CCR Section 12950. This supplementary document covers the reporting process, legal remedies, and how to contact the Department of Fair Employment and Housing (DFEH).		
Objectives	Recognize the sexual harassment reporting process in California.		
Class	Sexual Harassment Prevention: Delaware State Supplement	0.08 hr	CARE0106DE
Description	This state-specific educational supplement to CARE0106 Sexual Harassment Prevention provides the information to file a sexual harassment complaint with the Delaware Department of Labor (DDOL), and how to contact the DDOL. It also covers the supervisor's role in demonstrating appropriate workplace behavior.		
Objectives	Recognize the legal remedies and complaint process for sexual harassment in Delaware and the steps for filing a complaint. Access the contact information for the Delaware Department of Labor. Understand the supervisor's role in preventing and addressing sexual harassment and retaliation.		
Class	Sexual Harassment Prevention: Illinois State Supplement	0.08 hr	CARE0106IL
Description	This state-specific educational material supplements CARE0106 Sexual Harassment Prevention to fully meet the sexual harassment prevention training requirement for the state of Illinois. This supplementary document covers the complaint process, legal remedies, and how to contact the Illinois Department of Human Rights. Agencies must cover their company-specific reporting process with employees for full compliance.		
Objectives	Recognize the sexual harassment complaint filing process for Illinois. Access Illinois Department of Human Rights contact information. Identify supervisory and managerial employee responsibilities in preventing and addressing sexual harassment and retaliation.		
Class	Sexual Harassment Prevention: New York State Supplement	0.25 hr	CARE0106NY
Description	This state-specific educational material supplements CARE0106 Sexual Harassment Prevention (for caregivers) to fully meet the sexual harassment prevention training requirement per New York State and New York City requirements. This supplementary document covers the reporting process, legal remedies, and how to contact the New York Commission and Division of Human Rights. Agencies must cover their company-specific reporting process with employees for full compliance.		
Objectives	Recognize the sexual harassment reporting and investigatory process in New York State and New York City. Access local or federal complaint forms and contact information. Understand supervisory and managerial employee responsibilities in preventing and addressing sexual harassment and retaliation. Understand the basics of bystander intervention.		

Class	Sexual Harassment Prevention: New York State Supplement for Non-Care Staff	1.16 hr	CARE0106NYNCS
Description	Sexual Harassment Prevention: New York State Supplement for Non-Care Staff This state-specific educational material provides a compliant sexual harassment prevention training solution for non-care staff such as supervisors and office workers. The document links to the NY State-created full-length training video, covers the reporting process, legal remedies, and how to contact the New York Commission and Division of Human Rights. Agencies must cover their company-specific reporting process with employees for full compliance.		
Objectives	After completing this class, you will be able to: Define sexual harassment. Recognize sexual and other forms of harassment. Use strategies for addressing sexual harassment. Recognize the sexual harassment reporting and investigatory process in New York State and New York City. Access local or federal complaint forms and contact information. Understand supervisory and managerial employee responsibilities in preventing and addressing sexual harassment and retaliation. Understand the basics of bystander intervention.		
Class	Electronic Visit Verification (EVV): New York State Supplement	0.08 hr	CARE0150NY
Description	This state supplement covers New York State-specific information about Electronic Visit Verification, including ways of collecting and submitting data, and where to find EVV information for agencies, caregivers, and consumers.		
Objectives	Explain the NYS Choice Model. Describe how EVV data may be collected and submitted in New York State. Identify where to find information about EVV on the NYDOH website.		
Class	Cultural Competency Training for Licensed Healthcare Facilities	5 hr	CARE0118
Description	This class provides learners with a comprehensive overview of the necessary knowledge and skills for providing culturally competent health care. This empowers learners to have effective interpersonal and working relationships that supersede cultural differences to enable successful healthcare outcomes for clients.		
Objectives	Understand the differences between discrimination and the different types of bias Understand that the barriers to care that some face may be unique to their environment, social identity, ethnicity, disability status, socioeconomic status, adequate nutrition, and access to healthcare to name a few. Understand and reflect on the learner's social identity and how that fits with the social identity of their peers, their subordinates, and their patients or clients. Understand that culturally competent care is required to create the best health outcomes for patients and clients. Understand that cultural competency training is to ensure that healthcare providers are aware of the power dynamics in the delivery of healthcare as well as the historical perspective of how some groups of people have been treated by the healthcare delivery system.		

Class	Washington State Orientation Training	2 hr	CARE0199WA
Description	This class meets the 2-hour orientation training required for long-term care (LTC) workers in Washington state. It covers caregiver roles and responsibilities, effective communication, clients' rights, abuse awareness and prevention, and principles of observation, documentation, and reporting. This class is the first component of CareAcademy's approved Washington State Orientation and Safety (ORSA) online training program. To meet the entire 5-hour ORSA requirement, caregivers must also complete CareAcademy's 3-hour Washington State Safety Training.		
Objectives	Explain the role of aging in the twenty-first century. Define caregiver roles, responsibilities, and care settings. Describe the correct way to interact with members of the care team to follow a client's care plan. Define communication and describe tactics for effective communication. Describe approaches to dealing with conflicts. Recognize the laws on privacy and confidentiality of client information (Health Insurance Portability and Accountability Act, or HIPAA). Describe caregivers' mandated reporting responsibilities in Washington state. Identify types of observation. Describe types of reports caregivers make and the elements of effective reports. Describe the characteristics of good documentation.		
Class	Recognizing and Preventing Abuse of Older Persons: Nevada	0.16 hr	CARE0202NV
Description	This Nevada state supplement covers the legal definitions and serious occurrence reporting requirements for abuse of older adults including neglect, exploitation, isolation, and abandonment.		
Objectives	Understand the legal definitions of abuse, neglect, exploitation, isolation, and abandonment of older adults and vulnerable persons. Identify who is responsible for reporting abuse of older adults and vulnerable persons. Determine how to make a report of abuse of older adults and vulnerable persons.		
Class	Florida Law on HIV Testing and Confidentiality	0.08 hr	CARE0513FL
Description	This state supplement covers Florida's legal requirements for HIV testing; counseling and resources; client confidentiality; notifications to partners, care team or third parties; and considerations for pregnant women.		
Objectives	Understand the requirements for HIV test result notifications. Review the protections for health care personnel and confidentiality of test subjects (clients). Identify the resources available for HIV testing and counseling. Describe when to document HIV test results or refusals in a person's medical file.		
Class	New York State Law on HIV Testing and Confidentiality: Supplement	0.16 hr	CARE0513NY
Description	New York State Law on HIV Testing and Confidentiality: Supplement This state-specific educational material supplements CARE0513 Overview of HIV/AIDS (for caregivers) to fully meet the training requirements per New York State and New York City requirements. This supplementary document covers Article 27-F, which outlines HIV testing and confidentiality law. This includes who is protected under the law, individual rights, what the law requires of individuals and facilities, and exceptions. Agencies must cover their company-specific reporting process with employees for full compliance.		
Objectives	After completing this class, you will be able to: Recall who is protected under public health law Article 27-F Describe the requirements of Article 27-F Describe examples of confidential HIV-related information Describe the circumstances when a person must be offered an HIV test Explain the Article 27-F regulations related to consent and the release of information		
Class	Florida Law on Assistance with Self-Administration of Medication: Supplement	0.08 hr	CARE0515FL
Description	This state supplement covers Florida's legal requirements for assistance with self-administration of medication, including the tasks that caregivers are and are not able to perform when assisting clients.		
Objectives	Define terminology used in the Florida statute on assisting with medication self-administration. Describe the forms of medication that a caregiver may assist a client to self-administer. Identify the tasks that caregivers may and may not perform when assisting clients with self-administration of medication.		

Class	Tuberculosis Training, Testing, and Reporting Requirements: New York State Supplement	0.05 hr	CARE0519NY
Description	This state supplement covers New York State's legal requirements for tuberculosis (TB) testing, training, and reporting.		
Objectives	Identify the TB screening requirements for health care workers in New York State. Describe the TB training requirements for workers in healthcare settings in New York State. Explain the requirements for reporting TB test results in New York State.		
Class	Food Labels and Special Diets: Arizona State Supplement	0.08 hr	CARE0600AZ
Description	This supplement covers how to read food labels to assist clients when shopping for groceries. It also covers the health issues that may require medically recommended diets, and how to adapt meals for modified diets.		
Objectives	Identify the components of food labels and ingredient lists. Describe the health issues that may require a modified diet. Explain how to assist a client to comply with a medically recommended diet.		
Class	Hepatitis B and C Supplement	0.03 hr	CARE0700HEP
Description	This supplement covers the symptoms of hepatitis B (HBV) and C (HCV), how they are spread, and why vaccinations are the best protection against HBV.		
Objectives	Discuss how hepatitis B and C are transmitted. List the symptoms of hepatitis B and C. Identify the benefits of hepatitis B vaccinations.		
Class	Washington State Safety Training	3 hr	CARE0899WA
Description	This class meets the 3-hour safety training required for long-term care (LTC) workers in Washington state. It covers workplace safety, safety precautions and falls prevention, infection control measures, emergency procedures and fire safety, and observing and reporting changes in a client's condition. This class is the second component of CareAcademy's approved Washington State Orientation and Safety (ORSA) online training program. To meet the entire 5-hour ORSA requirement, caregivers must also complete CareAcademy's 2-hour Washington State Orientation Training.		
Objectives	Identify ways to take care of yourself and keep yourself safe when working in and around the client's home. Discuss strategies and tactics for preventing falls in older adults. Define infection control and explain its importance. Identify common bloodborne pathogens and other infectious diseases. Demonstrate appropriate practices for controlling infection when it occurs. Demonstrate emergency preparedness, including handling of emergencies and use of emergency services. Apply standard fire safety tips in a fire emergency. Effectively observe and report changes in the older adult's condition.		
Class	Idaho Caregiver Skills Challenge Exam	0.5 hr	CAREIDSMXM
Description	N/A		
Objectives	The Idaho Caregiver Challenge Exam enables professional caregivers with at least 24-months of experience and who successfully pass the challenge exam to opt-out of the Idaho Skills Matrix Training program.		
Class	Pennsylvania Direct Care Worker Competency Exam	0.83 hr	CAREADCWEX
Description	N/A		
Objectives	Pennsylvania Direct Care Worker Competency Exam This exam will assess your mastery of subject areas specified in PA Code §611.55.		

OASIS Training		Length	Class ID
Class	Introduction to OASIS	0.86 hr	CARE7001
Description	In this class, you will learn the purpose of the OASIS assessment and the impact it has on your home health organization. The class will introduce you to the OASIS guidance manual and the OASIS conventions you should follow when completing the OASIS assessment. You will also observe an expertly-performed OASIS assessment with tips and reminders of relevant OASIS assessment items.		
Objectives	Describe the role that OASIS plays in public reporting. Describe the impact OASIS has on home health organization finances. Explain the OASIS conventions that you should consider when completing an OASIS assessment. Explain how to score OASIS timely and accurately.		
Home Care Office Training		Length	Class ID
Class	Phone Etiquette: The First Step to Building Relationships	0.38 hr	CARE8001
Description	Using basic phone etiquette helps to build positive relationships with your clients from the very beginning. Creating a professional and supportive atmosphere helps them to feel understood and confident in your agency's ability to assist them. In this class, you will learn why phone etiquette is so vital to building relationships and techniques for making a great first impression on the phone.		
Objectives	Explain the importance of using proper phone etiquette. Explain how utilizing proper telephone etiquette helps to build a positive relationship with the caller. Explain how to perform common phone tasks using good phone etiquette. Identify examples of proper phone etiquette.		
Class	Phone Etiquette: Successfully Conducting an Initial Phone Call	0.4 hr	CARE8002
Description	People calling with questions about your agency's services may be unsure of how you can help them. They may even be unsure of their own needs. During these initial calls, it is imperative to listen to the caller to determine what they need, make them feel heard, and guide them to the best solution for their unique situation. Conducting these calls effectively can lead to a new client for your agency and the privilege of helping another family. In this class, you will learn techniques for successfully conducting these initial phone calls.		
Objectives	Describe the importance of successfully conducting an initial phone call. Describe characteristics of callers reaching out with an initial phone call. Identify effective techniques for successfully conducting an initial phone call.		
Class	Phone Etiquette: Addressing Client Concerns	0.4 hr	CARE8003
Description	Speaking with a client who has concerns about an aspect of your agency's services can be challenging. It's important to be prepared for these conversations. Learning to address the caller's concerns in a supportive and professional manner will help meet the client's needs and also prevent unnecessary frustration for you. In this class, you will learn techniques to approach these conversations with confidence and tact.		
Objectives	Explain how to be prepared for a conversation with a concerned caller. Identify techniques for effectively addressing client concerns on the phone.		
Class	Cybersecurity Basics	1 hr	CARE0212
Description	Cybersecurity Basics This class will help agency owners and their staff understand cybersecurity risks and how to protect against them. They will learn how to identify possible security attacks such as phishing and malware, and best practices for keeping devices and information secure.		
Objectives	After completing this class, you will be able to: Recognize cybersecurity risks Identify and respond to social engineering attacks Determine how to protect devices, systems, and confidential information		

Facility-Based Care		Length	Class ID
Class	Foundations for DCWs in Facility-Based Care Settings	0.75 hr	CAREg001
Description	This class will introduce direct care workers (DCWs) to assisted living facilities and other common facility-based care settings. You will learn about the services provided by common facility-based care settings, how service plans are created and modified, levels of care within assisted living facilities, and the importance of promoting independence and positive interactions with your clients.		
Objectives	Describe the services offered within assisted living and other facility-based care settings. Describe how facilities commonly determine the required level of care for their residents. Describe the difference between personal services and skilled care. Describe the purpose of the care plan. Describe how the care plan is modified. Describe the importance of promoting your client's right to independent living within a facility-based care setting. Describe the benefits of having positive interactions with your clients		
Class	Managing Relocation Stress in Facility-Based Care Settings	0.5 hr	CAREg002
Description	Moving to a new living environment can be a very stressful experience. This is especially true for older adults who may need to move unexpectedly or against their wishes. It can be even more difficult for older adults living with complicated medical conditions, such as dementia. These types of moves often lead to relocation stress, also known as transfer trauma. In this class, you will learn what causes relocation stress, how to identify it, and how to help older adults who may be experiencing relocation stress.		
Objectives	Define relocation stress. Describe the risk factors for experiencing relocation stress. Describe the common symptoms of relocation stress. Describe common strategies for alleviating relocation stress.		

Hospice Care (NEW)		Length	Class ID
Class	Introduction to Hospice Care	0.66 hr	CARE2001
Description	This class provides a comprehensive overview of hospice care, covering its definition, distinctions from other healthcare forms, and criteria for appropriateness. It also delves into certification, recertification, and discharge processes, different levels of hospice care, and stresses the vital role of an interdisciplinary team in enhancing care quality for clients and families.		
Objectives	Define hospice care. Identify key aspects of hospice care. Identify how hospice care differs from other types of healthcare. Differentiate between curative, palliative, and hospice care. Identify different types of hospice care. Identify challenges clients and their families face when transitioning from curative to end-of-life care		
Class	Providing Compassionate Care: The Hospice Team's Specialized Role	0.4 hr	CARE2002
Description	In this class, you'll explore the important role of teamwork in hospice care. You'll learn about the different team members who collaborate to provide comprehensive care and full support to clients and their families. You'll also become familiar with each team member's specific role and responsibilities. Additionally, you'll discover how effective collaborative care can help overcome the challenges that clients and their families may face.		
Objectives	Explain the importance of a interdisciplinary team in of hospice care. Identify the different professionals involved and their roles in providing comprehensive care. Describe the importance of effective team collaboration within a hospice care team		
Class	Effective Communication Strategies within the Hospice Team	0.66 hr	CARE2003
Description	This class covers communication dynamics within hospice care teams, including team meetings, decision-making, creating a positive team culture, and resolving conflicts. The course aims to equip learners with the skills necessary for effective team coordination and emphasizes the importance of collaborative efforts in enhancing client care.		
Objectives	Identify key components of effective team meetings in hospice care. Facilitate discussions that incorporate diverse team perspectives. Develop strategies to enhance client-centered collaboration in meetings. Describe methods for inclusive decision-making in hospice care teams. Implement conflict resolution techniques in team interactions.		
Class	Principles of Physical Hospice Care	0.66 hr	CARE2004
Description	This class focuses on providing hospice team members with an overview of the foundational principles of physical symptom management, pain control, and comfort care for clients in hospice care.		
Objectives	Define quality of life and the benefits of seeking comfort care. Identify and address physical symptoms and pain management. Implement effective strategies to enhance a client's physical comfort		
Class	Principles of Emotional Hospice Care	0.5 hr	CARE2005
Description	In this class, you'll learn how to support clients facing terminal illnesses and their families. We'll focus on understanding how these illnesses affect emotions, why emotional care is so important, and different ways to help manage feelings. You'll learn to recognize what someone with a terminal illness might be going through, and discover tools to provide the kind of emotional support they need.		
Objectives	Identify the signs and symptoms of emotional distress in people with terminal illness. Describe the impact of a terminal illness on mental health. Explain the importance of client-centered and family-centered emotional support. Identify strategies for addressing client's emotional care needs		

Class	Communicating with Clients in Hospice Care	1 hr	CARE2006
Description	This class delves into the essential elements of communication in hospice care, focusing on building trust, empathy, and open dialogue with hospice clients and families during various stages of hospice care. Participants will explore techniques for active listening, discussing sensitive topics, and adapting communication to changing client conditions, along with addressing the emotional, spiritual, and psychological needs of clients and families during the end-of-life phase.		
Objectives	<p>Explain the importance of initial interactions, building rapport, and setting the tone for effective communication in hospice care.</p> <p>Apply effective communication strategies as the client's condition changes, maintaining empathy and support for the family.</p> <p>Describe communication strategies that provide comfort and support during the end-of-life phase.</p>		
Class	Abuse, Neglect, and Exploitation in Hospice Care	0.66 hr	CARE2007
Description	This class offers an overview of identifying, preventing, and responding to abuse, neglect, and exploitation within hospice. It covers information on different types and signs of abuse, neglect, and exploitation. It also includes information about ethical responsibilities, proactive measures, and strategies essential to create a safe and supportive environment for hospice clients.		
Objectives	<p>Describe the various forms of abuse, neglect, and exploitation in the context of hospice care, including their respective signs and indicators for accurate identification. Identify and analyze the risk factors and vulnerabilities present in hospice patients, determining the conditions that increase their susceptibility to abuse, neglect, or exploitation. Understand the ethical considerations related to addressing instances of abuse, neglect, and exploitation in hospice care and apply appropriate responses in alignment with ethical guidelines and professional best practices.</p>		
Class	Quality Assurance and Performance Improvement	1 hr	CARE2008
Description	This class on Quality Assessment and Performance Improvement (QAPI) will provide hospice care team members with an overview of QAPI principles and key components. Learners will gain an understanding of the purpose and benefits of QAPI. The class also outlines the basic requirements and elements of a hospice QAPI program, including a focus on improved client outcomes and regulatory compliance.		
Objectives	<p>Explain the purpose and benefits of QAPI</p> <p>Explain how compliance and QAPI impact client outcomes and satisfaction</p> <p>Identify core requirements for a hospice QAPI program based on Conditions of Participation</p> <p>Recognize the role of hospice care teams in QAPI efforts and process improvement</p>		
Class	Infection Control in Hospice Care	1.17 hr	CARE2009
Description	In this class, hospice professionals learn how to maintain a clean and healthy environment for older adults. Topics discussed include standard precautions (also known as universal precautions), including hand hygiene, the use of personal protective equipment, and how to dispose of sharps and other contaminated materials and equipment. Also covered are transmission methods, bloodborne pathogens, airborne diseases, transmission-based precautions, and techniques for cleaning and disinfection for infection control. An awareness of the agency-wide program for surveillance, identification, prevention, and control and investigation of client and personnel infections is also discussed.		
Objectives	<p>Identify different ways that infections can be transmitted, including bloodborne pathogens. Define infection control and explain its importance. Demonstrate appropriate practices for controlling infection.</p> <p>Apply strategies for cleaning and disinfecting a client's home to prevent the spread of infection.</p> <p>Understand and apply proper infection control tracking and reporting procedures for the hospice agency.</p>		

Class	Clients' Rights, Self-Determination, and Advance Directives in Hospice Care	0.75 hr	CARE2010
Description	Every client deserves to have their rights and care preferences honored. In this class, you will learn practices to ensure your clients' rights are honored, how to enable and protect their self-determination, and how common Advance Directives are used if clients can no longer communicate their wishes.		
Objectives	Define clients' rights and the importance of confidentiality, privacy, and security of protected health information. Recognize principles of self-determination. Describe how clients can make informed personal health care decisions with and about advance directives.		
Class	Employee Safety and Emergency Preparedness in Hospice Care	1.25	CARE2011
Description	This class discusses emergency preparedness and procedures to follow in the event of disasters such as severe weather, floods, earthquakes, and other emergency situations. It explores how hospice agency personnel can prepare for these types of emergencies, and how best to care for their clients and themselves should a disaster occur. It also reviews standard fire prevention and safety tips. Basic home safety will be outlined as well as the resources available to each client and hospice employee.		
Objectives	Describe the importance of being prepared for emergency situations. Describe how to ensure you and your client are prepared to respond in the event of an emergency. Describe how to properly respond in the event of common weather-related emergencies. Describe how to properly respond in the event of common natural disasters. Describe common causes of fire-related emergencies. Describe how to prevent a fire-related emergency. Explain the components of a Basic Home Safety Plan and personnel safety during home visits to clients. Recognizing the warning signs and preventing workplace violence. Discuss motor vehicle safety, hazardous materials handling, and emergency plan requirements to address all-hazards based on the hospice agency's risk assessment. Educate hospice personnel on the policies/procedures of the emergency preparedness plan to include a communication plan and required testing elements for emergencies.		
Class	Grief and Loss in Hospice Care	0.66 hr	CARE2012
Description	Grief is a normal reaction to loss that you may experience after the death of a client. In this class, you will learn how hospice team members may react to the death of a client and strategies for managing grief after the death of a client. You will also review important aspects of bereavement care, bereavement program goals and requirements, and guidelines for supporting families during this challenging time.		
Objectives	Describe how professional caregivers may react to the death of a client. Describe strategies for managing grief and coping with the death of a client. Recognize important signs and symptoms of the grieving process. Identify the components of the hospice agency's bereavement services offered to clients, family members, caregivers, and hospice staff.		

Video Library	Length	Class ID
Class Video: Hand Hygiene	03:42	VID0001
Class Video: Donning and Doffing Gloves	01:59	VID0002
Class Video: Assistance with Bedpan Use	04:00	VID0003
Class Video: Tub Bath or Shower	02:16	VID0004
Class Video: Oral Hygiene	01:47	VID0005
Class Video: Assisting with Medication Self-Administration: The Five Rights	03:28	VID0006
Class Video: Assisting an Older Adult to Walk Safely	00:43	VID0007
Class Video: Assisting an Older Adult to Fall Safely	01:04	VID0008
Class Video: Assisting an Older Adult to Transfer Using a Gait Belt	02:50	VID0009
Class Video: Assisting an Older Adult to Transfer from a Wheelchair to a Car	01:57	VID0010
Class Video: Moving an Older Adult Up in Bed	00:56	VID0011
Class Video: Assisting an Older Adult to Sit at the Side of the Bed	01:55	VID0012
Class Video: Proper Body Mechanics & Safety	01:07	VID0013
Class Video: Reporting the Client's Condition	04:08	VID0014
Class Video: Incident Reports	02:01	VID0015
Class Video: Characteristics of Good Documentation	02:28	VID0016
Class Video: Reporting Emergencies	04:55	VID0017
Class Video: Understanding Your Client's Rights	03:46	VID0018
Class Video: Client Confidentiality	04:12	VID0019
Class Video: Health Care Proxy	00:59	VID0020
Class Video: Living Will	00:59	VID0021
Class Video: Setting Clear Goals and Priorities	10:44	VID0022
Class Video: Signs and Symptoms of Anxiety	05:36	VID0023
Class Video: Signs and Symptoms of Depression	05:36	VID0024
Class Video: Determining Normal vs. Abnormal Conditions	01:56	VID0025
Class Video: Documentation Problems	04:31	VID0026
Class Video: How to Administer Oral Liquids	02:27	VID0027
Class Video: Active Range of Motion for the Upper Body	03:12	VID0028
Class Video: Taking a Tympanic Temperature	01:41	VID0029
Class Video: Dealing with Conflict	04:33	VID0030
Class Video: What is Empathy?	06:58	VID0031
Class Video: HIV Transmission and Infection	07:02	VID0032
Class Video: Defining Abuse, Exploitation, and Neglect	02:02	VID0033
Class Video: Types of Elder Abuse	03:05	VID0034
Class Video: Preventing Elder Abuse	02:24	VID0035
Class Video: Objective Observations: Senses	03:04	VID0036
Class Video: Subjective Observations	02:22	VID0037
Class Video: Reporting Elder Abuse	02:01	VID0038
Class Video: Advance Directives	01:43	VID0039
Class Video: Supporting a Client with Mental Illness	10:14	VID0040
Class Video: Diagnosis and Treatment of Mental Illness	05:56	VID0041
Class Video: Assisting with Physical Needs at the End of Life	07:23	VID0042

Class	Video: Assisting with Emotional Needs at the End of Life	06:52	VID0043
Class	Video: Last Moments of Life	02:06	VID0044
Class	Video: Immediately After Death	02:22	VID0045
Class	Video: What is Dementia?	02:52	VID0046
Class	Video: Keeping an Older Adult with Dementia Safe at Home	10:19	VID0047
Class	Video: The Integumentary System	03:25	VID0048
Class	Video: The Musculoskeletal System	03:35	VID0049
Class	Video: The Cardiovascular System	02:50	VID0050
Class	Video: Monitoring Clients with Cardiovascular Conditions	06:07	VID0051
Class	Video: The Brain and Nervous System	08:14	VID0052
Class	Video: The Respiratory System	02:49	VID0053
Class	Video: Monitoring Clients with Respiratory Conditions	06:41	VID0054
Class	Video: The Endocrine System	02:57	VID0055
Class	Video: The Reproductive System	02:00	VID0056
Class	Video: The Urinary System	02:18	VID0057
Class	Video: The Digestive System	03:46	VID0058
Class	Video: Recognizing When a Modified Diet is Needed	05:53	VID0059
Class	Video: Basics of Food and Nutrition	04:48	VID0060
Class	Video: Observing and Monitoring Nutrition	01:33	VID0061
Class	Video: Food and Liquid Texture Modifications	07:29	VID0062
Class	Video: Understanding Temperature	03:17	VID0063
Class	Video: Taking an Oral Temperature	04:10	VID0064
Class	Video: How to Report Temperature	01:25	VID0065
Class	Video: Understanding Pulse	03:14	VID0066
Class	Video: Taking a Pulse	06:12	VID0067
Class	Video: Understanding Respiration	01:50	VID0068
Class	Video: Taking Respirations	01:29	VID0069
Class	Video: Understanding Blood Pressure	02:39	VID0070
Class	Video: Taking Blood Pressure	06:05	VID0071
Class	Video: Observing and Reporting Pain	02:49	VID0072
Class	Video: Assessing Pain	05:08	VID0073
Class	Video: Physical and Verbal Cues of Pain	07:23	VID0074
Class	Video: Heat and Ice for Treating Pain	03:18	VID0075
Class	Video: Assistance with Urinal Use	02:26	VID0076
Class	Video: Observing the Urinary System	01:21	VID0077
Class	Video: Understanding Prescription Labels	03:13	VID0078
Class	Video: Purpose and Types of Medications	08:49	VID0079
Class	Video: Observing and Documenting Medication Self-Administration	03:28	VID0080
Class	Video: Storing and Handling Medications	01:31	VID0081
Class	Video: Assisting with the Use of Oxygen	03:49	VID0082
Class	Video: What is a Stroke?	02:30	VID0083
Class	Video: What is Parkinson's Disease?	04:32	VID0084
Class	Video: Assisting an Older Adult to Transfer Using a Mobility Device	02:15	VID0085

Class	Video: Assisting an Older Adult to Transfer Using a Slide Board	02:09	VID0086
Class	Video: Assisting with Hoyer Lifts	03:42	VID0087
Class	Video: Assisting with Mobility Devices	03:00	VID0088
Class	Video: Assisting with Wheelchairs	03:22	VID0089
Class	Video: Active Range of Motion for the Lower Body	02:02	VID0090
Class	Video: Passive Range of Motion	03:27	VID0091
Class	Video: Emptying a Urinary Catheter Drainage Bag	03:14	VID0092
Class	Video: Changing and Cleaning a Urinary Catheter Drainage Bag	04:37	VID0093
Class	Video: Determining Normal vs. Abnormal Skin Conditions	00:51	VID0094
Class	Video: Skin and Wound Care	03:59	VID0095
Class	Video: Preventing Contractures	01:27	VID0096
Class	Video: Understanding Tuberculosis	07:31	VID0097
Class	Video: Caring for a Client with Active Tuberculosis	05:16	VID0098
Class	Video: How to Perform Digital Stimulation	05:07	VID0099
Class	Video: Providing Assistance with Oral Feeding	06:02	VID0100
Class	Video: Defining Long-Term Care	02:29	VID0101
Class	Video: Defining Scope of Practice	01:49	VID0102
Class	Video: Direct Care Workers and the Care Team	02:21	VID0103
Class	Video: Understanding Restraints	05:03	VID0104
Class	Video: Understanding Tube Feeding Using a Syringe (Bolus Method)	04:25	VID0105
Class	Video: Understanding Tube Feeding Using a Gravity Drip Method	05:13	VID0106
Class	Video: Understanding Tube Feeding Using a Feeding Pump	05:12	VID0107
Class	Video: Cleaning the Gastrostomy Site	02:44	VID0108
Class	Video: Electronic Visit Verification (EVV)	03:43	VID0109
Class	Video: Understanding Human Sexuality	06:20	VID0110
Class	Video: Overview of Human Needs	04:15	VID0111
Class	Video: Emergency Planning and Response: Your Role as a Direct Care Worker	01:47	VID0112
Class	Video: Assisting Your Client with Making an Evacuation Plan	04:31	VID0113
Class	Video: Emergency Kits: Preparing a Stay at Home Kit	03:01	VID0114
Class	Video: Emergency Kits: Preparing an Evacuation Kit	02:24	VID0115
Class	Video: Evacuating Your Client	04:00	VID0116
Class	Video: Providing Perineal Care	03:23	VID0117
Class	Video: Introduction to Substance Abuse in Older Adults	02:31	VID0118
Class	Video: Identifying Substance Abuse	03:19	VID0119
Class	Video: Caring for a Client with a Substance Use Disorder	03:14	VID0120
Class	Video: Bathing a Client in Bed	06:22	VID0121
Class	Video: Introduction to Antidepressants	02:28	VID0122
Class	Video: Introduction to Anti-Anxiety Medications	02:51	VID0123
Class	Video: Introduction to Mood Stabilizers	02:04	VID0124
Class	Video: Introduction to Antipsychotic Medication	03:46	VID0125
Class	Video: Assisting with Hearing Aid Use and Care	04:25	VID0126
Class	Video: Providing Skin Care	04:31	VID0127
Class	Video: Providing Fingernail Care	03:56	VID0128
Class	Video: The Importance of Positive Client Interactions	03:08	VID0129



CareAcademy Core Class List

CareAcademy Training Courses

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Class	Video: Social Determinants of Health	03:16	VID0130
Class	Video: Cultural Competency	01:48	VID0131
Class	Video: Cultural Competency: Common Myths	03:39	VID0132
Class	Video: Microaggressions	02:28	VID0133
Class	Video: Introduction to Relocation Stress	02:42	VID0134
Class	Video: Introduction to Palliative Care	04:18	VID0135
Class	Video: Introduction to Hospice Care	04:05	VID0136

CareAcademy PowerPacks		Min	Class ID
Class	Responding to an Incident PowerPack	25:00 min	PPAK0001
Description	<p>Responding to an Incident PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Responding to a Fall Responding to a Fall: Part 1: (1:06) In this video, you will learn the importance of knowing what to do after witnessing or finding an individual after a fall. Responding to a Fall: Part 2: (4:33) This video covers the steps you should follow after you witness or find an individual who has fallen. * Responding to Vomiting Responding to Vomiting: Part 1: (1:28) In this video, you will learn about the importance of knowing how to respond, document, and report when caring for an individual who is vomiting. Responding to Vomiting: Part 2: (5:24) This video covers the steps involved in responding to, documenting, and reporting when caring for an individual who is vomiting. * Responding to Fainting Responding to Fainting: Part 1: (1:35) In this video, you will learn about some of the reasons individuals faint and why it is important to know how to respond. Responding to Fainting: Part 2: (6:18) In this video, you will learn the steps you should follow when responding to an individual who is actively fainting or who has already fainted. * Responding to Seizures Responding to Seizures: Part 1: (1:12) In this video, you will learn why seizures occur and what they look like. Responding to Seizures: Part 2: (3:47) This video covers the steps you should follow when responding to an individual experiencing a seizure. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Responding to a Fall Responding to a Fall: Part 1: Identify the importance of understanding what to do after an individual falls. Responding to a Fall: Part 2: Identify the steps to take after an individual falls. * Responding to Vomiting Responding to Vomiting: Part 1: Identify the importance of knowing how to respond and the supplies necessary when caring for an individual who is vomiting. Responding to Vomiting: Part 2: Identify the steps and supplies necessary when caring for an individual who is vomiting. * Responding to Fainting Responding to Fainting: Part 1: Identify why an individual might faint and the importance of responding to an individual who faints. Responding to Fainting: Part 2: Identify the steps to follow when responding to an individual who is actively fainting or who has already fainted. * Responding to Seizures Responding to Seizures: Part 1: Identify why seizures occur and what they look like. Responding to Seizures: Part 2: Identify the steps to follow when responding to an individual experiencing a seizure. 		

Class	Assistive Devices PowerPack	38:00 min	PPAK0002
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Description Assistive Devices PowerPack | This PowerPack includes videos on the following topics:

- * **Using Assisting Devices** | Introduction to Assistive Devices: (1:46) This video introduces you to the purpose of assistive devices. Using Assistive Devices: Part 1: (6:19) In this video, you will learn how to prepare assistive devices for use. You will also learn how to correctly use a gait belt to safely assist an individual with standing and ambulation. Using Assistive Devices: Part 2: (7:32) In this video, you will learn how to assist an individual with various assistive devices, including canes, crutches, walkers, and wheelchairs. Using Assistive Devices: Part 3: (3:42) In this video, you will learn how to assist an individual with a swivel or rotating disk and bed rails.
- * **Assisting with Dressing, Bathing, and Elimination Aids** | Assisting with Dressing, Bathing and Elimination Aids: Part 1: (1:05) In this video, you will gain an understanding of the significance of assisting individuals with dressing, bathing, and elimination aids, including the necessary supplies required to carry out these tasks effectively. Assisting with Dressing, Bathing and Elimination Aids: Part 2: (5:28) In this video, you will learn how to assist with dressing, bathing, and elimination aids.
- * **Using Anti-Pressure Positioning Devices** | Using anti-pressure positioning devices: Part 1: (2:24) In this video, you will learn about the importance of using anti-pressure positioning devices. You will also learn about the different types of devices and how to use them properly. Using anti-pressure positioning devices: Part 2: (4:42) In this video, you will learn how to properly use anti-pressure positioning devices for the upper body. Using anti-pressure positioning devices: Part 3: (4:19) In this video, you will learn how to properly use anti-pressure positioning devices for the lower body.

Objectives After viewing the videos, you will be able to:

- * **Using Assisting Devices** | Introduction to Assistive Devices: Describe the purpose of assistive devices. Using Assistive Devices: Part 1: Describe how to check the condition of assistive devices. Describe the correct process for safely using a gait belt to assist an individual to stand. Describe the correct process for safely using a gait belt to assist an individual to ambulate. Using Assistive Devices: Part 2 Describe how to correctly assist an individual with a cane. Describe how to correctly assist an individual with crutches. Describe how to correctly assist an individual with a walker. Describe how to correctly assist an individual with a wheelchair. Using Assistive Devices: Part 3 Describe how to correctly assist an individual with a swivel or rotating disk. Describe how to correctly assist an individual with bed rails.
- * **Assisting with Dressing, Bathing, and Elimination Aids** | Assisting with Dressing, Bathing and Elimination Aids: Part 1 Explain the importance of providing assistance with dressing, bathing, and elimination aids to individuals under care. Identify the necessary supplies for providing assistance with dressing, bathing, and elimination aids. Assisting with Dressing, Bathing and Elimination Aids: Part 2 Explain the procedure to assist with dressing, bathing, and elimination aids.
- * **Using Anti-Pressure Positioning Devices** | Using anti-pressure positioning devices: Part 1: Explain the importance of using anti-pressure positioning devices. Identify different types of anti-pressure positioning devices. Using anti-pressure positioning devices: Part 2: Describe the procedure to properly use anti-pressure positioning devices for the upper body. Identify different types of anti-pressure positioning devices used for the upper body. Using anti-pressure positioning devices: Part 3: Describe the procedure to properly use anti-pressure positioning devices for the lower body. Identify different types of anti-pressure positioning devices used for the lower body.

Class	Basic Care Skills PowerPack	19:00 min	PPAK0003
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Description Basic Care Skills PowerPack | This PowerPack includes videos on the following topics:

* **Measuring Height and Weight** | Measuring Height and Weight: Part 1: In this video, you will learn about the importance and supplies necessary for measuring an individual's height and weight. Measuring Height and Weight: Part 2: In this video you will learn how to measure the height of an individual based on their mobility status. Measuring Height and Weight: Part 3: In this video you will learn how to measure the weight of an individual based on their mobility status.

* **Measuring Intake and Output** | Measuring the intake of foods and fluid and the individuals output: Part 1: In this video, you will learn about the significance of measuring an individual's intake of food and fluids and output accurately, as well as the necessary supplies. Measuring the intake of foods and fluid and the individuals output: Part 2: In this video, you will learn how to measure and record an individual's intake of food and fluids. Measuring the intake of foods and fluid and the individuals output: Part 3: This video provides a comprehensive guide on how to measure and record output.

Objectives After viewing the videos, you will be able to:

* **Measuring Height and Weight** | Measuring Height and Weight: Part 1: Identify why measuring individual height and weight and the necessary supplies is important Measuring Height and Weight: Part 2: Identify the steps necessary to measure the height of an individual based on their mobility status Measuring Height and Weight: Part 3: Identify the steps necessary to measure the weight of an individual based on their mobility status

* **Measuring Intake and Output** | Measuring the intake of foods and fluid and the individuals output: Part 1: Explain the significance of measuring an individual's food and fluid intake and output Identify the supplies required for measuring food and fluid intake and output Measuring the intake of foods and fluid and the individuals output: Part 2: Identify how to accurately measure and record an individual's intake of food and fluids Identify the supplies required for measuring and recording intake Measuring the intake of foods and fluid and the individuals output: Part 3: Identify proper techniques and methods for measuring and recording output Identify the supplies required for measuring and recording output

Class	CNA Certification Exam Prep PowerPack	44:00 min	PPAK0004
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Description CNA Certification Exam Prep PowerPack | This PowerPack includes videos on the following topics:

* **CNA Certification Exam Prep** | CNA Certification Exam Prep: Intro: (1:08) In this video, you will learn the importance of preparing for the CNA certification exam, including tips, strategies and test-taking techniques. CNA Certification Exam Prep: Part 1: (12:49) In this video, you will learn how to prepare for your CNA certification exam, both before and on the day of the exam. The video also covers general examination guidelines to prepare learners who have trained for various roles. CNA Certification Exam Prep: Part 2: (8:04) In this video, you will learn the best practices for preparing for written or oral certification exams and the basics of written exams. CNA Certification Exam Prep: Part 3: (8:23) In this video, you will learn how to prepare for the skills portion of your CNA certification exam.

Objectives After viewing the videos, you will be able to:

* **CNA Certification Exam Prep** | CNA Certification Exam Prep: Intro: Describe the importance of being prepared for the CNA certification exam. CNA Certification Exam Prep: Part 1: Explain effective strategies to prepare for the CNA certification exam. Identify general examination guidelines for taking certification exams. CNA Certification Exam Prep: Part 2: Explain the basics of written exams. Identify key strategies for preparing for written or oral certification exams. CNA Certification Exam Prep: Part 3: Identify the structure and format of the skills portion of the CNA certification exam. Explain practical tips and strategies for preparing for the skills portion of the exam.

Class	Cultural Competency PowerPack	32:00 min	PPAK0005
Description	<p>Cultural Competency PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Communicating with Nonnative English Speakers Communicating with Nonnative English Speakers: Part 1: (1:10) This video introduces you to the importance of clear and effective communication when caring for individuals whose primary language is not English. Communicating with Nonnative English Speakers: Part 2: (4:00) In this video, you will learn strategies for effective communication with individuals whose primary language is not English. * Caring for Individuals Identifying as LGBTQ+ Caring for Individuals Identifying as LGBTQ+: Interview: (15:50) In this video, Cory Grandinetti discusses the importance of LGBTQ+ awareness and cultural competency and shares guidelines for providing compassionate and respectful care for individuals who identify as LGBTQ+. * Caring for Individuals Identifying as LGBTQ+: Part 1: (1:46) This video introduces you to the importance of providing competent and respectful care to individuals who identify as LGBTQ+. Caring for Individuals Identifying as LGBTQ+: Part 2: (9:29) In this video, you will learn important terminology and strategies that will enable you to provide competent and respectful care to individuals who identify as LGBTQ+. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Communicating with Nonnative English Speakers Communicating with Nonnative English Speakers: Part 1 Describe the importance of clear and effective communication when caring for individuals whose primary language is not English. Communicating with Nonnative English Speakers: Part 2 Describe strategies for effective communication with individuals whose primary language is not English. * Caring for Individuals Identifying as LGBTQ+ Caring for Individuals Identifying as LGBTQ+: Interview Describe the importance of LGBTQ+ awareness and cultural competency. Describe common guidelines for providing compassionate and respectful care for individuals who identify as LGBTQ+. Caring for Individuals Identifying as LGBTQ+: Part 1 Describe the importance of providing competent and respectful care to individuals who identify as LGBTQ+. Caring for Individuals Identifying as LGBTQ+: Part 2 Define terms that are relevant to ensuring competent and respectful care to individuals who identify as LGBTQ+. Describe strategies for providing competent and respectful care to individuals who identify as LGBTQ+. 		
Class	Cancer Care PowerPack	12:00 min	PPAK0006
Description	<p>Cancer Care PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Cancer Care Cancer Care: Part 1: (01:24) This video introduces cancer and caring for individuals with cancer. Cancer Care: Part 2: (10:12) In this video, you will learn how to care for individuals with cancer, including recognizing and managing the side effects of chemotherapy and radiation, making dietary adjustments, and assessing and managing the overall condition. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Cancer Care Cancer Care: Part 1: Identify what cancer is and the importance of strategies for caring for individuals with cancer. Cancer Care: Part 2: Identify strategies when caring for individuals with cancer and undergoing chemotherapy or radiation therapy. 		
Class	Diabetes Care PowerPack	08:00 min	PPAK0007
Description	<p>Diabetes Care PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Diabetes Care Diabetes Care: Part 1: (1:49) In this video, you will learn about what diabetes is and how it impacts the body. Diabetes Care: Part 2: (3:42) This video covers steps to take to help manage an individual's blood sugar. Diabetes Care: Part 3: (2:54) This video covers information about things to monitor individuals who have diabetes. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Diabetes Care Diabetes Care: Part 1 Identify what diabetes is and how it impacts the body. Diabetes Care: Part 2: Identify the steps necessary to help manage an individual's blood sugar. Diabetes Care: Part 3: Identify different things to monitor when caring for an individual with diabetes. 		

Class	Client Health and Safety PowerPack	25:00 min	PPAK0008
Description	<p>Client Health and Safety PowerPack Note: CareAcademy classes are designed to deliver top-quality educational solutions applicable across various health care settings, including home care, community care, and skilled level care settings. The concepts taught in our content, such as "Rounds and Bed Checks," are intended to provide a comprehensive understanding of the subject matter. This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Prevent Falls Fall Prevention: Part 1: In this video, you will learn about how common and dangerous falls can be. Fall Prevention: Part 2: This video covers how to identify and modify environments to prevent falls. Fall Prevention: Part 3: This video covers ways to prevent individuals from falling. * Promoting Physical Activity Promoting Physical Activity: Part 1: In this video, you will learn about the importance of promoting physical activity and the supplies necessary. Promoting Physical Activity: Part 2: This video covers steps to follow in order to promote physical activity. * Safety in the Healthcare Setting Safety in the Healthcare Setting: Part 1: In this video, you will learn about the importance of safety in the healthcare setting. Safety in the Healthcare Setting: Part 2: In this video, you will learn how to manage safety when providing care by inspecting the individual's environment. Safety in the Healthcare Setting: Part 3: In this video, you will learn about healthcare equipment and appliance safety and, how to check equipment and appliances to identify any potential hazard. * Rounds and Bed Checks Rounds and Bed Checks: Part 1: In this video, you will learn about what it means to "do rounds" and to perform "bed checks". Rounds and Bed Checks: Part 2: This video will cover the steps to follow when you "do rounds" and when you perform a "bed check." 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Fall Prevention Fall Prevention: Part 1 Identify the risks associated with falls. Fall Prevention: Part 2 Identify how to identify risks and how to modify environments to prevent falls. Fall Prevention: Part 3 Identify specific steps to take in order to prevent individuals from falling. * Promoting Physical Activity Promoting Physical Activity: Part 1 Identify the importance of promoting physical activity and the supplies necessary. Promoting Physical Activity: Part 2 Identify the steps to follow to promote physical activity. * Safety in the Healthcare Setting Safety in the Healthcare Setting: Part 1 Describe the importance of safety in the healthcare setting. Safety in the Healthcare Setting: Part 2 Identify how to inspect the individual's environment for potential risks or safety hazards when providing care. Safety in the Healthcare Setting: Part 3 Explain the importance of checking equipment and appliances. Identify potential hazards in healthcare equipment and appliances. * Rounds and Bed Checks Rounds and Bed Checks: Part 1 Identify the importance of "doing rounds" and performing "bed checks." Rounds and Bed Checks: Part 2 Identify the steps necessary to "do rounds" and to perform "bed checks." 		

Class	Housecleaning PowerPack	22:00 min	PPAK0009
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Description Housecleaning PowerPack | This PowerPack includes videos on the following topics:

- * **Housecleaning: Products and Schedule** | Housecleaning: Products & Schedule: Part 1: (1:28) In this video, you will learn about the importance of maintaining a clean environment and the necessary supplies. Housecleaning: Products & Schedule: Part 2: (4:57) This video covers general cleaning guidelines and different types of cleaning products. Housecleaning: Products & Schedule: Part 3: (2:06) This video covers techniques to use to prioritize and develop a cleaning schedule.
- * **Housecleaning: Organizing and Decluttering** | Housecleaning: Organizing & Decluttering: Part 1: (1:26) In this video, you will learn about decluttering and organizing living spaces and necessary supplies. Housecleaning: Organizing & Decluttering: Part 2: (3:21) This video covers steps to take when decluttering and organizing living spaces. Housecleaning: Organizing & Decluttering: Part 3: (2:37) This video covers the steps necessary to organize and declutter the bathroom.
- * **Housecleaning by Area** | Housecleaning by Area: Part 1: (1:04) In this video, you will learn about the importance of cleaning living areas and the necessary supplies. Housecleaning by Area: Part 2: (4:33) This video covers steps to take to clean an environment by living area.

Objectives After viewing the videos, you will be able to:

- * **Housecleaning: Products and Schedule** | Housecleaning: Products & Schedule: Part 1: Identify why it is important to maintain a clean environment and the supplies necessary. Housecleaning: Products & Schedule: Part 2: Identify general cleaning guidelines and types of cleaning products. Housecleaning: Products & Schedule: Part 3: Identify steps to prioritize and develop a cleaning schedule.
- * **Housecleaning: Organizing and Decluttering** | Housecleaning: Organizing & Decluttering: Part 1: Identify why it is important to declutter and organize living spaces and determine the supplies necessary. Housecleaning: Organizing & Decluttering: Part 2: Identify the steps necessary to organize and declutter living spaces. Housecleaning: Organizing & Decluttering: Part 3: Identify the steps necessary to organize and declutter the bathroom.
- * **Housecleaning by Area** | Housecleaning by Area: Part 1: Identify the importance of cleaning living areas and the necessary supplies. Housecleaning by Area: Part 2: Identify the steps necessary to clean an environment by living area.

Class	Infection Control PowerPack	19:00 min	PPAK0010
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Description Infection Control PowerPack | This PowerPack includes videos on the following topics:

- * **Transmission-Based Precautions** | Transmission-Based Precautions: Part 1: (2:39) In this video, you will learn about the importance of transmission-based precautions, its three main types, and the correct usage of each. You will also learn about the necessary supplies to effectively implement transmission-based precautions. Transmission-Based Precautions: Part 2: (2:25) In this video, you will learn how to use transmission-based precautions. Transmission-Based Precautions: Part 3: (4:00) This video provides an in-depth understanding of the three main types of transmission-based precautions and how to use them.
- * **Standard Precautions** | Standard Precautions: Part 1: (1:24) In this video, you will learn about standard precautions, their definition, purpose in preventing infection transmission, importance in maintaining them, and the essential supplies needed for their proper application. Standard Precautions: Part 2: (3:25) This video covers when standard precautions should be used, an overview of different types of personal protective equipment (PPE), and a demonstration of the proper technique for donning PPE.
- * **Using Masks and Goggles** | Using Masks and Goggles: Part 1: (1:26) In this video you will learn the importance of properly putting on, removing, and disposing of masks and goggles. Using Masks and Goggles: Part 2: (4:06) This video explains when, and how to proper don, remove, and dispose of masks and goggles.

Objectives After viewing the videos, you will be able to:

- * **Transmission-Based Precautions** | Transmission-Based Precautions: Part 1 Identify the importance of transmission-based precautions Explain the three main types of transmission-based precautions and their appropriate use Identify the necessary supplies to effectively implement transmission-based precautions Transmission-Based Precautions: Part 2: Explain how to use transmission-based precautions Transmission-Based Precautions: Part 3: Identify the appropriate usage of each type of transmission-based precaution Describe the necessary supplies required to implement each transmission-based precautions effectively.
- * **Standard Precautions** | Standard Precautions: Part 1 Explain standard precautions and their importance preventing the transmission of infections Identify the essential supplies required to apply standard precautions Standard Precautions: Part 2 Describe when standard precautions should be used Identify the different types of personal protective equipment (PPE) and their appropriate use. Explain the correct techniques for donning PPE.
- * **Using Masks and Goggles** | Using Masks and Goggles: Part 1: Explain the importance of proper donning, removal, and disposal of masks and goggles Using Masks and Goggles: Part 2: Determine the appropriate circumstances for applying techniques for donning, removal, and disposal of masks and goggles Describe proper techniques for donning, removal, and disposal of masks and goggles.

Class	Food Safety PowerPack	09:00 min	PPAK0011
Description	Food Safety PowerPack This PowerPack includes videos on the following topics: * Food Safety Food Safety: (1:26) In this video, you will learn the importance of food safety. Safe Food Prep: (4:26) This video covers information about safe food handling. Safe Food Storage: (3:01) This video covers information about storing food safely.		
Objectives	After viewing the videos, you will be able to: * Food Safety Food Safety: Identify why food safety is important. Safe Food Prep: Identify how you can safely handle food. Safe Food Storage: Identify ways to store food safely.		
Class	Personal Care Tasks PowerPack	34:00 min	PPAK0012
Description	Personal Care Tasks PowerPack This PowerPack includes videos on the following topics: * Standard Tasks to Begin and End Care Standard Tasks to Begin and End Care: Part 1: (0:54) In this video, you will learn about the standard procedures that should be followed before and after providing care, as well as the necessary equipment and supplies needed for these tasks. Standard Tasks to Begin and End Care: Part 2: (2:41) This video provides a step-by-step guide on how to prepare for providing care, including an overview of standard tasks that should be performed before care, as well as a list of necessary equipment and supplies. Standard Tasks to Begin and End Care: Part 3: (1:34) In this video, you will learn about post-care tasks that you should perform, along with an overview of the necessary supplies and equipment needed to carry out these tasks. * Applying Compression Devices Applying Compression Devices: Part 1: (01:47) This video introduces compression stockings and sequential compression devices (SCDs). Applying Compression Devices: Part 2: (03:16) In this video, you will learn the procedure for applying compression stockings (aka TED hose). Applying Compression Devices: Part 3: (03:13) In this video, you will learn the procedure for applying sequential compression devices (SCDs). * Assisting with Dressing Assisting with Dressing: Introduction: (1:24) This video introduces you to the task of assisting with dressing an individual. Assisting with Dressing the Lower Half of the Body: (4:31) In this video, you will learn how to properly assist an individual with dressing the lower half of their body. Assisting with Dressing the Top Half of the Body: (2:16) In this video, you will learn how to properly assist an individual with dressing the top half of their body. * Assisting with Undressing Assisting with Undressing: Part 1: (1:48) In this video, you will learn about the importance of individuals having the choice to change their clothing and the supplies necessary. You will also learn about emotions that you and the individual may feel. Assisting with Undressing: Part 2: (2:44) This video covers the steps to follow when assisting individuals with undressing. Assisting with Undressing: Part 3: (2:15) This video covers the steps to follow when assisting individuals with undressing the top half of the body. * Providing Backrubs Providing Backrubs: Part 1: (1:03) In this video, you will learn about the importance of administering enema and suppositories. You will also learn about the necessary supplies required to carry out these tasks effectively. Providing Backrubs: Part 2: (4:51) This video covers the steps to take before, during, and after providing a backrub.		
Objectives	After viewing the videos, you will be able to: * Standard Tasks to Begin and End Care Standard Tasks to Begin and End Care: Part 1: Identify the standard procedures that should be followed before and after providing care. List the necessary equipment and supplies needed for these procedures. Standard Tasks to Begin and End Care: Part 2: Identify the standard tasks that should be performed before providing care. List the necessary equipment and supplies needed before providing care. Explain the steps required to perform before providing care. Video title: Standard Tasks to Begin and End Care: Part 3: Identify the tasks that need to be performed after providing care. List the necessary supplies and equipment required to complete post-care tasks. Explain the steps required to perform after providing care. * Applying Compression Devices Applying Compression Devices: Part 1: Identify the equipment needed to apply compression stockings and sequential compression devices (SCDs). Video title: Applying Compression Devices: Part 2: Describe the procedure for applying knee-high compression stockings. Video title: Applying Compression Devices: Part 3: Describe the procedure for applying sequential compression devices (SCDs). * Assisting with Dressing Assisting with Dressing: Introduction Identify the equipment needed to assist an individual with dressing. Assisting with Dressing the Lower Half of the Body: Describe the correct process for assisting an individual with dressing the lower half of the body. Assisting with Dressing the Top Half of the Body: Describe the correct process for assisting an individual with dressing the top half of the body. * Assisting with Undressing Assisting with Undressing: Part 1: Identify the importance of assisting individuals with undressing and the supplies necessary. Assisting with Undressing: Part 2: Identify the steps to follow when assisting individuals to undress. Assisting with Undressing: Part 3: Identify the steps to follow when assisting individuals with undressing the top half of the body. * Providing Backrubs Video title: Providing Backrubs: Part 1: Identify benefits associated with backrubs and supplies necessary. Providing Backrubs: Part 2: Identify the necessary steps before, during, and after providing a backrub.		

Class	Personal Hygiene PowerPack	44:00 min	PPAK0013
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Description Personal Hygiene PowerPack | This PowerPack includes videos on the following topics:

- * **Providing Fingernail and Foot Care** | Introduction to Providing Fingernail and Foot Care: (1:30) This video introduces you to the importance of proper fingernail and foot care. Providing Hand Care: (3:30) In this video, you will learn how to provide hand care for an individual. Providing Foot Care: (4:04) In this video, you will learn how to provide foot care for an individual. Providing Fingernail and Toenail Care: (3:26) In this video, you will learn how to provide fingernail and toenail care for an individual.
- * **Assisting with Shaving** | Assisting with Shaving: Part 1: (1:41) This video covers why it is important to learn the correct method for shaving with safety and electric razors, and identifies the supplies needed for shaving. Assisting with Shaving: Part 2: (6:24) In this video, you will learn how to assist an individual with shaving with a safety razor and an electric razor.
- * **Assisting with Shampooing in Bed** | Assisting with Shampooing in Bed: Part 1: (1:23) There are many reasons an individual may need assistance with shampooing. This video introduces the procedure and describes the supplies needed for shampooing. Assisting with Shampooing in Bed: Part 2: (5:05) In this video, you will learn how to assist an individual with shampooing their hair in bed, and what to document and report.
- * **Assisting with Denture Care** | Assisting with Denture Care: Part 1: (1:30) In this video, you will learn about the importance of dentures and proper mouth care. Assisting with Denture Care: Part 2: (5:03) This video covers the steps necessary to provide individuals with denture care.
- * **Making an Occupied and Unoccupied Bed** | Making an Occupied & Unoccupied Bed: Part 1: (1:16) In this video, you will learn how to make an occupied and unoccupied bed. You will also learn about the necessary supplies. Making an Occupied & Unoccupied Bed: Part 2: (3:20) This video covers steps and reminders involved with removing linens from an occupied bed and steps necessary to make hospital corners. Making an Occupied & Unoccupied Bed: Part 3: (3:31) In this video, you will learn how to make an occupied bed. Making an Occupied & Unoccupied Bed: Part 4: (1:39) In this video, you will learn how to make an unoccupied bed.

Objectives After viewing the videos, you will be able to:

- * **Providing Fingernail and Foot Care** | Introduction to Providing Fingernail and Foot Care: Identify the equipment needed to provide fingernail and foot care. Providing Hand Care: Describe the correct steps for providing hand care for an individual. Providing Foot Care: Describe the correct steps for providing foot care for an individual. Providing Fingernail and Toenail Care: Describe the correct steps for providing fingernail and toenail care for an individual.
- * **Assisting with Shaving** | Assisting with Shaving: Part 1: Identify the supplies needed to shave an individual with a safety razor. Assisting with Shaving: Part 2: Demonstrate how to assist an individual to shave with a safety and an electric razor.
- * **Assisting with Shampooing in Bed** | Assisting with Shampooing in Bed: Part 1: Identify the supplies needed to shampoo an individual's hair in bed. Assisting with Shampooing in Bed: Part 2: Demonstrate how to assist an individual to shampoo their hair in bed.
- * **Assisting with Denture Care** | Assisting with Denture Care: Part 1: Identify the importance of denture care and supplies necessary for care. Assisting with Denture Care: Part 2: Identify the steps to follow when providing denture care.
- * **Making an Occupied and Unoccupied Bed** | Making an Occupied & Unoccupied Bed: Part 1: Identify the benefits of a freshly made bed and the supplies necessary to make a bed. Making an Occupied & Unoccupied Bed: Part 2: Identify the steps involved in removing linens from an occupied bed and steps to make hospital corners. Making an Occupied & Unoccupied Bed: Part 3: Identify the steps involved in making an occupied bed. Making an Occupied & Unoccupied Bed: Part 4: Identify the steps involved in making an unoccupied bed.

Class	Clients' Rights PowerPack	21:00 min	PPAK0014
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Description Clients' Rights PowerPack | This PowerPack includes videos on the following topics:

- * **Right to Information** | Right to Information: Part 1: (0:59) In this video, you will learn about the individual's right to information and how it is important that you are aware of the information that you can and cannot share with individuals. Right to Information: Part 2: (2:36) This video covers patient rights and different rights to information including rights to knowing certain information about you.
- * **Right to Participate in Activities** | Right to Participate in Activities: Part 1: (1:13) In this video, you will learn about the importance of understanding an individual's right to participate in activities with their family and friends. Right to Participate in Activities: Part 2: (3:03) This video covers the rights that individuals have and ways their family and friends can play a crucial role in their life.
- * **Right to Refuse Care** | Right to Refuse Care: Part 1: (0:48) In this video, you will learn about the individual's right to refuse care. Right to Refuse Care: Part 2: (3:33) This video covers information about an individual's legal rights to refuse care and different types of legal documents.
- * **Right to Security of Personal Possessions** | Right to Security of Personal Possessions: Part 1: (1:18) In this video, you will learn about the importance of an individual's right to secure their personal possession. Right to Security of Personal Possessions: Part 2: (2:57) This video covers ways you can ensure the safety of an individual's personal possession.
- * **Individual's Right to Resolve Grievances and Disputes** | Individual's Right to Resolve Grievances and Disputes: Part 1: (1:18) In this video, you will learn about the important of an individual's right to resolve grievances and disputes. Individual's Right to Resolve Grievances and Disputes: Part 2: (1:50) This video covers the rights an individual has to request grievances or file a dispute. Individual's Right to Resolve Grievances and Disputes: Part 3: (1:31) This video covers how to assist resolving grievances and disputes.
- * **Advocating for Others** | Advocating for Others: Part 1: (0:52) In this video, you will learn about advocating for individuals under care. Advocating for Others: Part 2: (4:43) This video covers strategies to advocate for individuals' right to provide informed consent.

Objectives After viewing the videos, you will be able to:

- * **Right to Information** | Right to Information: Part 1 Identify individual rights to information and the importance of awareness surrounding what you can and cannot share with individuals. Right to Information: Part 2: Identify what patient rights are and different rights to information that individuals have.
- * **Right to Participate in Activities** | Right to Participate in Activities: Part 1: Explain the importance of recognizing an individual's right to participate in activities with their family and friends. Right to Participate in Activities: Part 2 Identify an individual's right to participate in activities with their family and friends Describe how an individual's family and friends can play a crucial role in their life.
- * **Right to Refuse Care** | Right to Refuse Care: Part 1 Identify what it means for an individual to use their right to refuse care. Right to Refuse Care: Part 2 Identify legal documents related to refusal of care and individual rights.
- * **Right to Security of Personal Possessions** | Right to Security of Personal Possessions: Part 1: Identify the importance of an individual's right to secure their personal possession. Right to Security of Personal Possessions: Part 2: Describe ways you can ensure the safety of an individual's personal possessions.
- * **Individual's Right to Resolve Grievances and Disputes** | Individual's Right to Resolve Grievances and Disputes: Part 1: Identify the importance of an individual's right to resolve grievances and disputes. Individual's Right to Resolve Grievances and Disputes: Part 2: Identify the rights an individual has to request grievances or file a dispute. Individual's Right to Resolve Grievances and Disputes: Part 3: Describe ways to assist in grievance and disputes resolution
- * **Advocating for Others** | Advocating for Others: Part 1: Explain the importance of advocating for individuals under care. Advocating for Others: Part 2: Identify the strategies to advocate for an individual's right to provide informed consent.

Class	Effective Communication PowerPack	31:00 min	PPAK0015
Description	Effective Communication PowerPack This PowerPack includes videos on the following topics: <ul style="list-style-type: none"> * Building Relationships Building Relationships: Part 1: (1:27) This video introduces the importance of building positive relationships with individuals. Building Relationships: Part 2: (4:58) In this video, you will learn how to develop healthy relationships with individuals in your care. * Active Listening Active Listening: Part 1: (1:43) This video highlights the importance of listening to clients actively. Active Listening: Part 2: (2:13) In this video you will see actively listening techniques useful to improve overall communication. Active Listening: Part 3: (3:27) In this video you will learn about how to ask effective questions to gain information. Active Listening: Part 4: (1:47) In this video, you will learn about using plain language when speaking with clients. * Communicating with Friends and Family Communicating with Friends and Family: Part 1: (1:27) This video introduces the importance of communication with friends and family regarding their loved one. Communicating with Friends and Family: Part 2: (3:52) In this video, you will learn how and when to communicate with family and friends within the healthcare setting. * Verbal and Nonverbal Communication Verbal and Nonverbal Communication: Part 1: (1:20) This video highlights the importance of good communication, both nonverbal and verbal. Verbal and Nonverbal Communication: Part 2: (4:50) In this video, you will learn how to become an effective verbal communicator. Verbal and Nonverbal Communication: Part 3: (4:02) In this video, you will learn how to become an effective nonverbal communicator. 		
Objectives	After viewing the videos, you will be able to: <ul style="list-style-type: none"> * Building Relationships Building Relationships: Part 1: Identify the importance of building positive relationships with individuals, especially those you are providing care for. Building Relationships: Part 2: Identify strategies for developing healthy relationships with individuals in your care. * Active Listening Active Listening: Part 1: Identify reasons for actively listening to clients. Active Listening: Part 2: Identify active listening strategies. Active Listening: Part 3: Provide examples of effective questions to ask to gain information. Active Listening: Part 4: Identify ways to modify language used to aid active listening. * Communicating with Friends and Family Communicating with Friends and Family: Part 1: Identify the importance of understanding how and when to communicate with family and friends of someone you are caring for. Communicating with Friends and Family: Part 2: Identify who you can communicate with, and how and when you should communicate with family and friends. * Verbal and Nonverbal Communication Verbal and Nonverbal Communication: Part 1: Identify why it is important to have good communication with individuals you're caring for. Verbal and Nonverbal Communication: Part 2: Identify methods to ensure you communicate effectively when using verbal communication. Verbal and Nonverbal Communication: Part 3: Identify methods to ensure you communicate effectively when using nonverbal communication. 		

Class	Repositioning and Movement PowerPack	33:00 min	PPAK0016
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Description Repositioning and Movement PowerPack | This PowerPack includes videos on the following topics:

* **Positioning an Individual on Their Side in Bed** | Positioning an Individual on Their Side in Bed: Part 1: (1:28) This video introduces you to the task of positioning an individual on their side in bed. Positioning an Individual on Their Side in Bed: Part 2: (4:17) In this video, you will learn how to position an individual on their side in bed from the supine position. You will also learn how to ensure the individual is comfortable after repositioning. Positioning an Individual on Their Side in Bed: Part 3: (3:09) In this video, you will learn how to position an individual on their side in bed using the logrolling technique.

* **Repositioning an Individual to Prevent Pressure Ulcers** | Repositioning an Individual to Prevent Pressure Ulcers: Part 1: (1:28) This video defines pressure ulcers and describes the importance of repositioning individuals to prevent pressure ulcers. Repositioning an Individual to Prevent Pressure Ulcers: Part 2: (3:55) In this video, you will learn the steps to correctly turn and reposition an individual in bed to prevent pressure ulcers. You will also learn other strategies to prevent pressure ulcers.

* **Repositioning a Seated Individual** | Repositioning a Seated Individual: Part 1: (2:47) This video describes the reasons for repositioning an individual in a wheelchair. Repositioning a Seated Individual: Part 2: (3:13) In this video, you will learn how to reposition a weight-bearing individual in a wheelchair using a gait belt. Repositioning a Seated Individual: Part 3: (2:20) In this video, you will learn how two people can reposition partial weight-bearing, non-weight bearing, and obese individuals in wheelchairs.

* **Adjusting Bed Height and the Head of the Bed** | Adjust Bed Height and the Head of the Bed: Part 1: (1:43) In this video, you will learn how to adjust an individual's bed height and head. Adjust Bed Height and the Head of the Bed: Part 2: (6:31) This video covers the steps necessary to adjust the bed height and the head of the bed.

* **Transferring an Individual into a Bathtub or Shower** | Transferring an Individual into a Bathtub or Shower: Part 1: (1:58) This video introduces the initial things you should consider before transferring an individual to a bathtub or shower. Transferring an Individual into a Bathtub or Shower: Part 2: (3:24) In this video, you will learn the proper steps to take while preparing an individual to transfer to a bathtub or shower. Transferring an Individual into a Bathtub or Shower: Part 3: (5:49) In this video, you will learn the steps for transferring an individual into and out of a bathtub or shower. You will also learn how to assist an individual during bathing or showering.

Objectives After viewing the videos, you will be able to:

* **Positioning an Individual on Their Side in Bed** | Positioning an Individual on Their Side in Bed: Part 1: Describe the importance of properly positioning an individual on their side in bed. Positioning an Individual on Their Side in Bed: Part 2: Describe the correct process for positioning an individual on their side in bed from the supine position. Describe the steps to take to ensure an individual is comfortable after being positioned on their side in bed. Positioning an Individual on Their Side in Bed: Part 3: Describe the correct process for positioning an individual on their side in bed using the logrolling technique. Explain why you would use the logrolling technique.

* **Repositioning an Individual to Prevent Pressure Ulcers** | Repositioning an Individual to Prevent Pressure Ulcers: Part 1: Define pressure ulcers. Describe the importance of properly repositioning individuals to prevent pressure ulcers. Repositioning an Individual to Prevent Pressure Ulcers: Part 2: Describe the correct process for turning and repositioning an individual in bed to prevent pressure ulcers. Describe strategies for preventing pressure ulcers.

* **Repositioning a Seated Individual** | Repositioning a Seated Individual: Part 1 Explain the reasons for repositioning an individual. Repositioning a Seated Individual: Part 2 Demonstrate how to reposition an individual in a wheelchair using a gait belt. Repositioning a Seated Individual: Part 3 Demonstrate how two people can reposition an individual in a wheelchair.

* **Adjusting Bed Height and the Head of the Bed** | Adjust Bed Height and the Head of the Bed: Part 1: Identify why it is important to adjust an individual's bed height and head of the bed. Adjust Bed Height and the Head of the Bed: Part 2: Identify the steps necessary to adjust bed height and the head of the bed.

* **Transferring an Individual into a Bathtub or Shower** | Transferring an Individual into a Bathtub or Shower: Part 1: Describe common things to consider before transferring an individual to a bathtub or shower. Transferring an Individual into a Bathtub or Shower: Part 2: Explain the steps you should take to prepare an individual to transfer to a bathtub or shower. Transferring an Individual into a Bathtub or Shower: Part 3: Describe the steps for transferring an individual into and out of a bathtub or shower. Describe the steps for how to assist an individual during bathing or showering.

Class	Post-Orthopedic Surgery Care PowerPack	06:00 min	PPAK0017
Description	Post-Orthopedic Surgery Care PowerPack This PowerPack includes videos on the following topics: * Post-Orthopedic Surgery Care Post-Orthopedic Surgery Care: Part 1: (1:53) This video will introduce you to assisting clients after knee and hip surgery. Post-Orthopedic Surgery Care: Part 2: (3:55) In this video, you will learn how to assist individuals with pain, mobility, and activities of daily living after knee and hip surgery.		
Objectives	After viewing the videos, you will be able to: * Post-Orthopedic Surgery Care Post-Orthopedic Surgery Care: Part 1 Identify the equipment needed to assist individuals after orthopedic surgery Post-Orthopedic Surgery Care: Part 2: Describe how to assist individuals in completing activities of daily living after knee or hip surgery		
Class	Prosthetics & Orthotics Care PowerPack	08:00 min	PPAK0018
Description	Prosthetics & Orthotics Care PowerPack This PowerPack includes videos on the following topics: * Prosthetic and Orthotic Device Care Prosthetic and Orthotic Device Care: Part 1: (2:04) This video introduces caregivers to the types and purposes of prosthetic and orthotic devices and the equipment needed to apply and care for the devices. Prosthetic and Orthotic Device Care: Part 2: (6:11) In this video, you will learn how to put on, take off, and care for prosthetic and orthotic devices. You will also learn what information to observe and document.		
Objectives	After viewing the videos, you will be able to: * Prosthetics & Orthotic Device Care Prosthetic and Orthotic Device Care: Part 1: Identify the equipment needed to apply a prosthetic device. Prosthetic and Orthotic Device Care: Part 2: Demonstrate how to apply, remove, and care for prosthetic and orthotic devices.		
Class	Coughing & Deep Breathing PowerPack	08:00 min	PPAK0019
Description	Coughing & Deep Breathing PowerPack This PowerPack includes videos on the following topics: * Coughing & Deep Breathing Coughing & Deep Breathing: Part 1: (1:22) In this video, you will learn about the benefits of coughing, deep breathing exercises, and necessary supplies. Coughing & Deep Breathing: Part 2: (6:02) This video covers the steps involved when assisting individuals with coughing and breathing exercises.		
Objectives	After viewing the videos, you will be able to: * Coughing & Deep Breathing Coughing & Deep Breathing: Part 1: Identify the benefits of coughing and deep breathing exercises and the supplies necessary. Coughing & Deep Breathing: Part 2: Identify the steps to follow when assisting individuals with coughing and breathing exercises.		
Class	Post-Stroke Care PowerPack	10:00 min	PPAK0020
Description	Post-Stroke Care PowerPack This PowerPack includes videos on the following topics: * Post-Stroke Care Post-Stroke Care: Part 1: (1:43) This video introduces the impact of strokes on individuals and the importance of being familiar with strategies to provide care. Post-Stroke Care: Part 2: (5:02) In this video, you will learn how to recognize stroke symptoms and strategies to use when caring for someone living with long-term effects from a stroke. Post-Stroke Care: Part 3: (3:34) In this video, you will learn how to care for an individual who has suffered a stroke.		
Objectives	After viewing the videos, you will be able to: * Post-Stroke Care Post-Stroke Care: Part 1 Identify the impact of strokes and the importance of care strategies. Post-Stroke Care: Part 2: Identify stroke symptoms using FAST and strategies to care for individuals with long-term effects from a stroke. Post-Stroke Care: Part 3: Identify ways to provide care for an individual who has suffered a stroke		

Class	Developmental and Intellectual Disabilities PowerPack	25:00 min	PPAK0021
Description	Developmental and Intellectual Disabilities Care PowerPack This PowerPack includes videos on the following topics: * Developmental and Intellectual Disability Care Caring for Individuals Living with Developmental/Intellectual Disabilities: Interview: (13:57) In this video, a mother of a disabled child shares her experiences around providing care for her daughter and the do's and don'ts for others caring for individuals living with a developmental/intellectual disability. Caring for Individuals Living with Developmental/Intellectual Disabilities: Part 1: (2:29) This video introduces the importance of providing care for individuals living with developmental/intellectual disabilities in a dignified, compassionate way. Caring for Individuals Living with Developmental/Intellectual Disabilities: Part 2: (3:57) In this video, you will learn strategies for providing effective care for individuals living with developmental/intellectual disabilities. Communicating with Nonverbal Individuals Living with Developmental/Intellectual Disabilities: (5:00) In this video, you will learn strategies to effectively communicate with a nonverbal individual living with developmental/intellectual disabilities.		
Objectives	After viewing the videos, you will be able to: * Developmental and Intellectual Disabilities Caring for Individuals Living with Developmental/Intellectual Disabilities: Interview: Describe how you can provide effective and compassionate care for an individual living with developmental/intellectual disabilities. Caring for Individuals Living with Developmental/Intellectual Disabilities: Part 1: Describe the importance of caring for individuals living with developmental/intellectual disabilities in a dignified, compassionate way. Caring for Individuals Living with Developmental/Intellectual Disabilities: Part 2: Describe strategies for providing effective care for individuals living with developmental/intellectual disabilities. Communicating with Nonverbal Individuals Living with Developmental/Intellectual Disabilities: Describe strategies to effectively communicate with a nonverbal individual living with developmental/intellectual disabilities.		

Class	Medication Administration: Enemas & Suppositories PowerPack	11:00 min	PPAK0022
Description	Administering Enemas and Suppositories PowerPack This PowerPack includes videos on the following topics: * Administering Enemas and Suppositories Administering Enemas and Suppositories: Part 1: (1:44) In this video, you will learn about the importance of administering enema and suppositories. You will also learn about the necessary supplies required to carry out these tasks effectively. Administering Enemas and Suppositories: Part 2: (5:11) In this video, you will learn how to administer a cleansing enema. Administering Enemas and Suppositories: Part 3: (4:21) In this video, you will learn how to administer a suppository.		
Objectives	After viewing the videos, you will be able to: * Administering Enemas and Suppositories Administering Enemas and Suppositories: Part 1: Explain the importance of administering enema and suppositories. Identify the impact of strokes and the importance of care strategies. Administering Enemas and Suppositories: Part 2: Describe the process to administer a cleansing enema. Administering Enemas and Suppositories: Part 3: Describe the process to administer a suppository.		

Class	Assisting with Toileting PowerPack	34:00 min	PPAK0023
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Description Assisting with Toileting PowerPack This PowerPack includes videos on the following topics:

- * **Toileting Assistance with a Portable Toilet or Commode** | Toileting Assistance with a Portable Commode or Toilet: Part 1: (1:32) This video introduces the importance and procedures to safely assist a client when using the toilet or portable commode. Toileting Assistance with a Portable Commode or Toilet: Part 2: (5:44) In this video, you will learn how to safely assist clients with toileting using both a portable commode and a standard toilet, from the initial approach and safety precautions to disposal and post-procedure documentation.
- * **Changing a Soiled Brief** | Changing a Soiled Brief: Part 1: (1:27) In this video, you will learn about incontinence and the importance of changing soiled briefs. Changing a Soiled Brief: Part 2: (4:12) This video covers the necessary supplies and steps when changing soiled briefs.
- * **Bladder and Bowel Training** | Bladder and Bowel Training: Part 1: (1:41) In this video, you will learn about the importance of bladder and bowel training. You will also learn about the necessary supplies for bladder and bowel training. Bladder and Bowel Training: Part 2: (4:57) In this video, you will learn how to assist with bladder and bowel training.
- * **Specimen Collection** | Specimen Collection: Part 1: (1:59) In this video, you will learn about the importance and regulations surrounding collecting specimens and necessary supplies. Specimen Collection: Part 2: (6:26) This video covers the steps involved with collecting a urine specimen. Specimen Collection: Part 3: (5:28) This video covers the steps and supplies necessary when collecting a stool and sputum specimen.

Objectives After viewing the videos, you will be able to:

- * **Toileting Assistance with a Portable Toilet or Commode** | Toileting Assistance with a Portable Commode or Toilet: Part 1: Explain the importance of safely assisting a client when using the toilet or portable commode while displaying empathy. Toileting Assistance with a Portable Commode or Toilet: Part 2: Identify the procedures and safety precautions for assisting clients with toileting, choosing between a portable commode or standard toilet based on the individual's condition and capabilities. Identify the essential post-procedure protocols, including waste disposal, documentation, reporting, and ensuring the client's comfort.
- * **Changing a Soiled Brief** | Changing a Soiled Brief: Part 1: Identify what incontinence is and why it is important to change soiled briefs. Changing a Soiled Brief: Part 2: Identify the supplies necessary and steps involved when changing soiled briefs.
- * **Bladder and Bowel Training** | Bladder and Bowel Training: Part 1: Explain the importance of bladder and bowel training. Identify the necessary supplies and equipment required for successful bladder and bowel training. Bladder and Bowel Training: Part 2: Describe the techniques for assisting with bladder and bowel training.
- * **Specimen Collection** | Specimen Collection: Part 1: Identify the importance of specimen collection and necessary supplies. Specimen Collection: Part 2: Identify the steps involved with collecting a urine specimen. Specimen Collection: Part 3: Identify the supplies necessary and the steps involved in collecting a stool and sputum specimen.

Class	Work Readiness PowerPack	28:00 min	PPAK0024
Description	<p>Work Readiness PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * How to be Work Ready How to be Work Ready: Part 1: (0:54) In this video, you will learn about how you can ensure you are ready for the workplace. How to be Work Ready: Part 2: (3:19) This video covers steps that you can take to prepare for your initial meeting when starting at a new workplace. * Work Ready: Appearance and Work Bag Work Ready: Appearance & Work Bag: Part 1: (1:21) In this video, you will learn about the importance of preparing yourself for work, including supplies to keep in your work bag. Work Ready: Appearance & Work Bag: Part 2: (2:16) This video covers steps to take to ensure you dress appropriately and professionally and what to include in your bag. * Effective Problem Solving Effective Problem Solving: Part 1: (1:27) In this video, you will learn about the importance of effective problem solving. Effective Problem Solving: Part 2: (2:06) In this video, you will learn how to evaluate possible solutions. Effective Problem Solving: Part 3: (1:31) In this video, you will learn techniques to generate potential solutions. Effective Problem Solving: Part 4: (1:28) In this video, you will learn how to analyze a problem. Effective Problem Solving: Part 5: (1:38) In this video, you will learn how to define a problem statement. * Care Pledge Care Pledge: Part 1: (1:00) In this video, you will learn about the importance of taking a care pledge as a caregiver. Care Pledge: Part 2: (1:19) In this video, you will learn about the essential components that should be included in your care pledge as a caregiver. * Care Plans Care Plans: Part 1: (1:22) In this video, you will learn about the importance of care plans. Care Plans: Part 2: (4:02) This video covers how to use care plans to prioritize tasks and provide individualized care. * Initial Meeting Initial Meeting: Part 1: (1:00) In this video, you will learn about preparing for the initial meeting with the individual you will be caring for and the necessary supplies. Initial Meeting: Part 2: (2:50) This video covers steps that you can take to prepare for your initial meeting. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * How to be Work Ready How to be Work Ready: Part 1: Identify what you can do to ensure you are ready for the workplace. How to be Work Ready: Part 2: Identify steps to take to prepare for your initial meeting when starting at a new workplace. * Work Ready: Appearance and Work Bag Work Ready: Appearance & Work Bag: Part 1: Identify items that you should keep in your work bag. Work Ready: Appearance & Work Bag: Part 2: Identify steps to take to ensure you dress appropriately and professionally and items to include in your bag. * Effective Problem Solving Effective Problem Solving: Part 1: Identify the importance of effective problem solving. Effective Problem Solving: Part 2: Describe techniques to evaluate possible solutions. Effective Problem Solving: Part 3: Describe strategies to generate potential solutions. Effective Problem Solving: Part 4: Describe strategies to effectively analyze a problem. Effective Problem Solving: Part 5: Describe strategies to define a problem statement. * Care Pledge Care Pledge: Part 1: Describe the importance of taking a care pledge as a caregiver. Care Pledge: Part 2: Identify the essential components of a care pledge as a caregiver. Care Plans Care Plans: Part 1: Identify why care plans are important and what is included in them. Care Plans: Part 2: Identify how to use a care plan to prioritize tasks and provide individualized care. * Initial Meeting Initial Meeting: Part 1: Identify the supplies necessary to prepare for the initial meeting with the individual you will be caring for. Initial Meeting: Part 2: Identify the steps to prepare for your initial meeting. 		

Class	Caregiver Health and Safety PowerPack	34:00 min	PPAK0025
Description	<p>Caregiver Health and Safety PowerPack This PowerPack includes videos on the following topics:</p> <ul style="list-style-type: none"> * Workers' Rights Workers' Rights: Part 1: (3:15) In this video, you will learn about what workers' rights are and why it is important to understand them. Workers' Rights: Part 2: (0:53) This video covers three different types of rights that you are entitled to as a worker. * A Short-Staffed Workplace A Short-Staffed Workplace: Part 1: (1:44) In this video, you will learn about how to manage your time and tasks while short-staffed. A Short-Staffed Workplace: Part 2: (5:15) This video covers signs that your workplace is short-staffed and ways to manage your time effectively when working with a limited staff. * Self-Care for Caregivers Self-Care for Caregivers: Part 1: (2:07) In this video, you will learn about the importance of self-care for caregivers. Self-Care for Caregivers: Part 2: (7:26) This video covers ways you can practice self-care as a caregiver. You will also learn to recognize the common signs of burnout. * Setting Boundaries with Individuals in Your Working Relationships Setting Boundaries with Individuals in Your Working Relationships: Part 1: (1:30) In this video, you will learn about boundaries and the importance of setting them in your professional relationships with individuals. Setting Boundaries with Individuals in Your Working Relationships: Part 2: (6:54) This video covers how to set boundaries for the individuals you provide care for. * The Importance of Self-Advocacy in the Workplace The Importance of Self-Advocacy in the Workplace: Part 1: (1:14) In this video, you will learn why advocating for yourself in the workplace is essential. The Importance of Self-Advocacy in the Workplace: Part 2: (3:14) In this video, you will learn your rights as a caregiver, how to advocate for yourself if you're asked to do work outside your scope of practice, and how to report a violation. 		
Objectives	<p>After viewing the videos, you will be able to:</p> <ul style="list-style-type: none"> * Workers' Rights Workers' Rights: Part 1: Identify what workers' rights are and why they're important to understand. Workers' Rights: Part 2: Identify the types of rights that workers are entitled to. * A Short-Staffed Workplace A Short-Staffed Workplace: Part 1: Identify ways to manage time and tasks while short-staffed. A Short-Staffed Workplace: Part 2: Identify signs that a workplace is short-staffed and ways to manage time effectively. * Self-Care for Caregivers Self-Care for Caregivers: Part 1: Identify the importance of self-care for caregivers. Self-Care for Caregivers: Part 2: Identify common signs of burnout. Describe self-care practices to prevent burnout. * Setting Boundaries with Individuals in Your Working Relationships Setting Boundaries with Individuals in Your Working Relationships: Part 1: Explain what are boundaries in working relationships. Identify the importance of setting boundaries with individuals in a working relationship. Setting Boundaries with Individuals in Your Working Relationships: Part 2: Identify strategies to set boundaries for the individuals you provide care for. * The Importance of Self-Advocacy in the Workplace The Importance of Self-Advocacy in the Workplace: Part 1: Understand the importance of advocating for yourself in the workplace. The Importance of Self-Advocacy in the Workplace: Part 2: Demonstrate you understand your rights and know how to advocate for yourself in the workplace. 		

310 hours of Registered Nurse CEUs Accredited by ANCC

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Hours

Course ID

Course **Lung Cancer**

6 hr

WIMEo620

Nursing | Occupation Therapy | Physical Therapy

Description Lung cancer is the third most common cancer in the United States and has the highest mortality rate. This course provides information on lung cancer, including non-small cell lung cancer, adenocarcinoma, and mesotheliomas. Learn about signs, treatments, and therapies per stage, as well as recurrence.

Objectives Discuss the epidemiology of lung cancer. Describe the pathophysiology of lung cancer. Recognize the risk factors and etiology of lung cancer. Explain the clinical manifestations and assessment of the patient with lung cancer. Comprehend the types and staging of primary lung cancer. Summarize the primary lung cancer treatment modalities. Discuss the elements of rehabilitation therapy. Identify the complications that can result from lung cancer. Explain common palliative care treatments. Describe survivorship and follow-up care for patients and their families.

Categories *Clinical Application; Cancer (Oncology); Hospice (Death and Dying); Respiratory-Pulmonary Nursing*

Course **Diabetes in Children and Adolescents: Symptoms and Management**

5 hr

WIMEo659

Nursing | Occupation Therapy | Physical Therapy

Description Diagnosing, treating, and managing type 1 and type 2 diabetes in children and adolescents, including medical complications, challenges, and transitioning from pediatric to adult diabetes care.

Objectives Review the prevalence of type 1 and type 2 diabetes in children and adolescents. Describe the diagnosis of diabetes in children and adolescents. Summarize diabetes treatment and management strategies in youth. Explain the medical complications associated with diabetes in children and youth. Outline the common challenges facing children with diabetes and their families. Explain the issues faced by adolescents with diabetes. Discuss the transition from pediatric to adult diabetes care.

Categories *Diabetes (Endocrinology); Pediatrics*

Course **Clinical Care for the Heart Failure Patient**

5 hr

WIMEo675

Nursing | Occupation Therapy | Physical Therapy

Description Learn about the causes, signs, symptoms, and treatment of cardiac failure, patient care, and cardiac rehabilitation.

Objectives Describe heart failure. Summarize the epidemiology of heart failure. Discuss the pathophysiology and etiology of heart failure. Explain the relationship between heart failure and comorbidities. List diagnostic methods to determine presence and severity. Describe pharmacologic and nonpharmacologic treatment measures for heart failure. Explain the multidisciplinary approach to cardiac rehabilitation. Discuss patient education strategies to prevent recurrence and rehospitalization.

Categories *Cardiovascular (Cardiology); Pharmacy*

Course **Medical Errors: Prevention and Patient Safety**

7 hr

WIMEo678

Nursing | Occupation Therapy | Physical Therapy

Description Comprehensive overview of preventing medical errors in the practice setting, including the most common medical errors and strategies to prevent them. Covers evidence-based interventions, the importance of communication, patient safety standards, and the role of organizational systems.

Objectives Define medical errors and associated terminology. Discuss the scope of medical errors in the U.S. healthcare environment. Describe the causes of medical errors. Review the most common medical errors and strategies to prevent them. Summarize the elements of effective clinical communication and documentation. Identify populations with special vulnerability to medical errors. Describe various initiatives of the patient safety movement in healthcare. Discuss healthcare accrediting agency standards and goals as they relate to preventing medical errors. Outline institutional strategies to identify and reduce the risk of medical errors.

Categories *Critical Care; Emergency Nursing; Ethical, Legal Issues; IV Therapy/Parenteral Nutrition; Perioperative Nursing; Professional Issues, Career Management; Workplace Safety (OSHA) & Accident Prevention*

Course	Prevention of Medical Errors for Florida Healthcare Professionals	2 hr	WIMEo679
	<i>Nursing</i>		
Description	REQUIRED: This course fulfills the 2-hour Florida requirement for reporting and prevention of medical errors. Covers preventing medical errors in the practice setting and Florida's medical error reporting requirements.		
Objectives	Define medical errors and associated terminology. Describe factors that impact the occurrence of medical errors. Review the most common medical errors and processes to improve patient outcomes. Identify populations with special vulnerability to medical errors. Discuss Florida's statutory requirements for addressing medical errors.		
Categories	<i>Critical Care; Emergency Nursing; Ethical, Legal Issues; Home Health; IV Therapy/Parenteral Nutrition; Leadership, Management; Perioperative Nursing; State-Mandated CE; Workplace Safety (OSHA) & Accident Prevention</i>		
Course	Prevention of Medical Errors for Florida Occupational Therapy	2 hr	WIMEo680
	<i>Occupation Therapy</i>		
Description	REQUIRED FOR FLORIDA OT/OTA: This course fulfills the 2-hour requirement for reporting and prevention of medical errors. Covers preventing medical errors in the practice setting, common medical errors, and Florida's medical error reporting requirements. Approved by the Florida Board of Occupational Therapy.		
Objectives	Define medical errors and associated terminology. Discuss common causes of medical errors. Describe root cause analysis. Summarize the elements of effective communication and documentation. Outline contraindications and indications for occupational therapy management. Discuss the pharmacological components of occupational therapy and patient management. State Florida's statutory requirements for addressing medical errors.		
Categories	<i>Clinical Application; State-Mandated CE</i>		
Course	Best-Practice Prescribing and Drug Diversion Training for West Virginia Nurses (3 Hours)	3 hr	WIMEo682
	<i>Nursing</i>		
Description	REQUIRED FOR WEST VIRGINIA NURSES: Fulfills the requirement of 3 contact hours of continuing education for drug diversion training and best practice prescribing of controlled substances for West Virginia nurses.		
Objectives	Discuss the scope of prescription drug misuse and diversion. Identify components of responsible prescribing practices for opioid medications. Summarize the CDC Guideline for Prescribing Opioids for Chronic Pain. Describe the West Virginia Safe and Effective Management of Pain (SEMP) Guidelines. Explain various strategies designed to prevent prescription drug misuse and diversion. Discuss considerations for the use of the opioid antagonist naloxone.		
Categories	<i>State-Mandated CE; Pharmacy; Pain & Pain Management</i>		
Course	Best-Practice Prescribing and Drug Diversion Training for West Virginia Nurses (1 Hour)	1 hr	WIMEo683
	<i>Nursing</i>		
Description	REQUIRED FOR WEST VIRGINIA NURSES: Fulfills the requirement of 1 contact hour of continuing education for best-practice prescribing of controlled substances and drug diversion training for West Virginia nurses.		
Objectives	Discuss the scope of prescription drug misuse and diversion. Identify components of responsible prescribing practices for opioid medications. Discuss considerations for the use of the opioid antagonist naloxone.		
Categories	<i>State-Mandated CE; Pharmacy; Pain & Pain Management</i>		

Course	Prescription Drug and Controlled Substance Abuse: Opioid Diversion and Best-Practice Prescribing	3 hr	WIMEo684
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	This 3-contact-hour continuing education course shows nurses and other healthcare practitioners how prescription drug abuse can be prevented and why it is so common. Learn more about the current opioid and prescribed drug abuse epidemic and challenges in managing chronic pain for a better patient outcome. Meets Florida, Massachusetts, Nevada, New Jersey, Rhode Island and Texas requirements.		
Objectives	Identify components of responsible opioid prescribing practices and reasonable standards of care. Discuss the CDC guidelines for safe prescribing of opioids. Explain strategies designed to prevent prescription drug misuse and diversion. Describe considerations for the use of the opioid antagonist naloxone. Recognize chemical dependency and impairment in the workplace. Discuss nonpharmacologic interventions for pain.		
Categories	<i>Clinical Application; Pain & Pain Management; Pharmacy; State-Mandated CE; Substance Abuse; Special Considerations; Clinical Application; OT Service Delivery</i>		
Course	Pain and Symptom Management for Michigan Nurses: Opioid Misuse, Abuse, and Diversion	2 hr	WIMEo685
	<i>Nursing</i>		
Description	REQUIRED FOR MICHIGAN NURSES: This course fulfills the requirement for 2 contact hours in pain and symptom management for each MI nursing license renewal. Understanding and responding to misuse, abuse, and diversion of prescribed pain medications assessing risk; commonly abused/diverted drugs; interventions and Michigan initiatives aimed at addressing and preventing the problem. Fulfills requirement for 2 hours in pain and symptom management for nurses licensed in Michigan.		
Objectives	Discuss pain and the experience of pain. Outline the elements of a comprehensive pain assessment. Describe pharmacologic and nonpharmacologic interventions for pain. Summarize issues concerning the use of controlled substances in pain management.		
Categories	<i>Pain & Pain Management; Pharmacy; State-Mandated CE</i>		
Course	Substance Abuse Education for Delaware Nurses: Drug Diversion Training and Best-Practice Prescribing	3 hr	WIMEo686
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	MANDATORY DELAWARE NURSING CEU. Fulfills the requirement for 3 contact hours of continuing nursing education on substance abuse for DE nurses, focusing on prescription drug abuse and diversion, challenges in managing chronic pain, and best practices for prescribing controlled substances. ANCC-accredited provider; accepted by the Delaware Board of Nursing.		
Objectives	Describe components of responsible opioid prescribing. Summarize the CDC and Delaware guidelines for safe prescribing of opioids. Explain strategies designed to prevent prescription drug misuse and diversion. Identify considerations for the use of the opioid antagonist naloxone. Discuss chemical dependency and impairment in the workplace		
Categories	<i>Ethical, Legal Issues; Leadership, Management; Pain & Pain Management; Pharmacy; State-Mandated CE; Substance Abuse</i>		
Course	Child Abuse Mandated Reporter Training for New York State	2 hr	WIMEo687
	<i>Nursing</i>		
Description	REQUIRED FOR NEW YORK MANDATED REPORTERS: This course fulfills the requirement for training in identifying and reporting child abuse, child maltreatment, and child neglect for mandated reporters in New York State. Approved by NYSED.		
Objectives	Define terminology related to child abuse according to New York State law. Recognize physical and behavioral indicators of physical abuse, neglect, and sexual abuse. Describe New York State requirements and processes for mandated reporters of suspected cases of child abuse and maltreatment. Explain the requirements for placing a child into protective custody. Discuss the legal protections afforded mandated reporters and the consequences for failing to report.		
Categories	<i>State-Mandated CE; Pediatrics; Ethical, Legal Issues; Emergency Nursing; Abuse, Neglect & Violence</i>		

Course	Identifying and Reporting Child Abuse, Neglect, and Trafficking	2.5 hr	WIMEo688
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Physical and behavioral indicators of child abuse, child neglect, and child trafficking. Understanding risks and protective factors, strategies for responding to victim's disclosures, and reporting suspected child maltreatment.		
Objectives	Define terminology related to child abuse. Explain the risk and protective factors contributing to child abuse and neglect. Recognize physical and behavioral indicators of abuse, neglect, and trafficking. Summarize strategies for responding to victims' disclosures. Describe situations in which mandated reporters must report suspected cases of child maltreatment. Discuss the consequences for failing to report suspected child abuse.		
Categories	<i>Abuse, Neglect & Violence; Pediatrics; Ethical, Legal Issues; Emergency Nursing</i>		
Course	Prostate Cancer: Current Approaches in Nursing Care and Patient Management	4 hr	WIMEo689
	<i>Nursing</i>		
Description	Risk factors and prevalence of prostate cancer, steps in the diagnostic process, and treatment options including benefits, risks, and side effects. Also outlines the nurse's role in management and care during treatment and post-treatment.		
Objectives	Review the risk factors and prevalence of prostate cancer. Describe the steps in the prostate cancer diagnostic process. Summarize treatment options for prostate cancer, including benefits, risks, and side effects. Outline the nurse's role in management and care during treatment. Discuss the nurse's role in helping manage the long-term sequelae experienced by the prostate cancer patient post-treatment.		
Categories	<i>Cancer (Oncology); Male Health (Urology); Pharmacy; Sexuality Through the Lifespan</i>		
Course	Novel Coronaviruses including COVID-19: Mutations, Variants, and Vaccines	1 hr	WIMEo692
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Understand novel coronaviruses, how they impact people, and what can be done to prevent spread. Covers pathophysiology, coronavirus mutations, and vaccines.		
Objectives	Explain the etiology of novel coronaviruses. Describe the pathophysiology of novel coronaviruses. Discuss coronavirus mutations. Identify the types of vaccines used in the prevention of novel viruses.		
Categories	<i>Infection Control/Public Health</i>		
Course	Asthma Patient Care	10 hr	WIMEo693
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Increase your knowledge of how to plan, deliver, and evaluate evidence-based preventative and therapeutic care for patients at risk for asthma and patients who have asthma.		
Objectives	Define "asthma" and its types. Discuss the impacts of asthma. Review the pathophysiology, signs and symptoms, etiology, and contributing factors related to the development of asthma. Describe the diagnostic process and assessment of asthma severity. Review the pharmacologic and nonpharmacologic treatments for asthma. Describe the management of acute asthma attacks. Summarize the elements of long-term asthma management. Identify the roles of respiratory, physical, and occupational therapy in the long-term management of asthma. Describe complications of asthma. Discuss asthma care for special populations.		
Categories	<i>Respiratory-Pulmonary Nursing; Pharmacy; Emergency Nursing</i>		

Course	Cardiac Patient Care: Coronary Artery Disease (CAD)	9 hr	WIMEo698
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Caring for patients with or at risk for CAD. Course covers pathophysiology, clinical forms, risk factors and prevention measures, assessment and diagnosis, complications and comorbidities, emergency treatment, and management of acute and chronic coronary artery disease.		
Objectives	Describe the anatomy and normal blood circulation of the heart. Review the pathophysiology of CAD. Differentiate between the major clinical presentations of CAD. Discuss nonpreventable and preventable risk factors. Identify the signs, symptoms, and clinical test outcome criteria used to screen and diagnose coronary artery disease. State the principles underlying the acute management of the disease. Explain the components of a comprehensive plan of care and monitoring for patients with chronic CAD.		
Categories	<i>Emergency Nursing; Critical Care; Cardiovascular (Cardiology); Clinical Application</i>		
Course	Work-Related Stress: Preventing Burnout, Compassion Fatigue, and Vicarious Trauma	3.5 hr	WIMEo699
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Causes, symptoms, stages, management, and prevention of work-related stress, and components of a healthy workplace.		
Objectives	Define "stress." Describe the potential health impacts of stress. Differentiate between burnout, compassion fatigue, and vicarious trauma as work-related stressors. Discuss individual and organizational strategies to minimize the effects of work-related stress. Explain how stress contributes to suicidal ideation.		
Categories	<i>Professional Issues; Career Management; Leadership, Management; Workplace Safety (OSHA) & Accident Prevention; Psychiatric/Mental Health Nursing</i>		
Course	Sexually Transmitted Infections (STIs) and Diseases (STDs): A Growing Epidemic	3 hr	WIMEo701
	<i>Nursing</i>		
Description	Diagnosis and care for patients at risk or with sexually transmitted diseases/infections. Course covers the status of STIs in the U.S., the National Strategic Plan, challenges in controlling the spread, and impact of COVID-19.		
Objectives	Summarize the status of STIs in the United States. Discuss the STI National Strategic Plan. Analyze the screening, diagnosis, and care of the patient with a major STI identified as affecting population health. Identify the challenges in controlling the spread of STIs. Describe the impact of COVID-19 on the development, identification, and treatment of STIs.		
Categories	<i>Infection Control/Public Health; Sexuality Through the Lifespan</i>		
Course	Diabetes Care: Prevention and Clinical Care of Diabetic Foot Ulcers	9 hr	WIMEo702
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Care for individuals at risk for developing foot ulcers as a complication of diabetes; assessing and treating patients with diabetic foot ulcers, including foot assessment, off-loading, management, and amputation.		
Objectives	Identify the prevalence and impacts of diabetic foot ulcers. Describe the elements of an interdisciplinary approach to care. Discuss the importance of effective patient teaching. Summarize the importance of preventive measures for diabetic foot care. Describe the role of diabetic peripheral neuropathy and Charcot osteoarthropathy in the development of diabetic foot ulcers. List the steps that comprise a foot assessment in patients with diabetes. Summarize the management program for patients with diabetic foot ulcers. Describe the important components of off-loading in the prevention and treatment of diabetic foot ulcers. Discuss amputation as it relates to diabetic foot ulcers.		
Categories	<i>Clinical Application; Diabetes (Endocrinology); Clinical Application</i>		

Course	Bioterrorism and Weapons of Mass Destruction: Emergency Preparedness for Nevada Nurses	4 hr	WIME0703
	<i>Nursing</i>		
Description	REQUIRED FOR NEVADA RN/LPN: Fulfills Nevada bioterrorism CE requirement. Prepare for and respond effectively to an act of bioterrorism involving WMDs, methods of protection for nurses and patients, and the role of HAN and NVHAN.		
Objectives	Describe terrorism and weapons of mass destruction. Identify appropriate personal protective equipment. Discuss preparedness and response to biological, chemical, and nuclear agents. Review signs and symptoms of exposure to and emergency treatment for patients exposed to biological, chemical, and nuclear agents. Describe syndromic surveillance and reporting procedures. Explain the Health Alert Network.		
Categories	<i>Emergency Nursing; State-Mandated CE</i>		
Course	Dementia: Alzheimer's Disease Patient Care	10 hr	WIME0704
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Learn about risk factors, possible preventive measures, clinical manifestations, and the disease process of Alzheimer's disease. Increase your knowledge of appropriate therapeutic interventions and strategies for addressing the effects of the disease, and methods of providing effective support for caregivers.		
Objectives	Summarize the epidemiological and societal impacts of Alzheimer's disease. Describe the pathophysiology of Alzheimer's disease. List risk factors and possible preventive measures for Alzheimer's disease. Identify the signs, symptoms, and diagnostic steps for the disease. Discuss available pharmacologic and medical therapies. Summarize strategies in the rehabilitation and care of persons with Alzheimer's disease. Identify interventions in managing problem behaviors. Describe effective support for families and caregivers. Discuss ethical, legal, and end-of-life considerations.		
Categories	<i>Hospice (Death and Dying); Elder Health (Gerontology); Abuse, Neglect & Violence; Clinical Application</i>		
Course	Pediatric Abusive Head Trauma CE for Kentucky Nurses: Prevent and Report Shaken Baby Syndrome	1.5 hr	WIME0705
	<i>Nursing</i>		
Description	REQUIRED FOR KENTUCKY NURSES: Fulfills the Kentucky Board of Nursing CE requirement for 1.5 hours of continuing education on recognizing and preventing pediatric abusive head trauma (PAHT), including shaken baby syndrome.		
Objectives	Define "pediatric abusive head trauma." Recognize the risk factors for head injuries resulting from abuse. Describe the mechanisms of injury, clinical presentation, history gathering, physical assessment, and diagnosis of pediatric AHT. Distinguish between accidental and abusive head trauma in the pediatric population. Discuss resources for prevention of pediatric AHT. Summarize Kentucky reporting requirements for suspected child abuse and neglect.		
Categories	<i>State-Mandated; Pediatrics; Ethical, Legal Issues; Abuse, Neglect & Violence</i>		
Course	Pediatric Abusive Head Trauma: Child Abuse Prevention: Shaken Baby Syndrome	3 hr	WIME0706
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Recognition and prevention of pediatric AHT. Definition and terminology, risk factors, presentation, assessment, and diagnosis; intervention and prevention strategies; reporting.		
Objectives	Define "pediatric abusive head trauma." Recognize the risk factors for head injuries resulting from abuse. Describe the mechanisms of injury, clinical presentation, history gathering, physical assessment, and diagnosis of pediatric AHT. Distinguish between accidental and abusive head trauma in the pediatric population. Identify immediate and long-term treatments and interventions for children presenting with pediatric AHT. Discuss resources for prevention of pediatric AHT. Summarize reporting requirements for suspected child abuse and neglect.		
Categories	<i>Abuse, Neglect & Violence; Pediatrics; Ethical, Legal Issues; Clinical Application</i>		

Course	Chronic Obstructive Pulmonary Disease (COPD): Patient Management	6 hr	WIME0707
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Causes and current treatments for COPD. Covers the characteristics and causes of COPD, functional effects, preventive measures, lifestyle changes, long-term treatment planning, interventions, and acute exacerbations.		
Objectives	Discuss the characteristics of COPD. Describe the physiology of normal lungs vs. lungs damaged by COPD. Identify the causes, functional effects, and preventive measures for COPD. Summarize the characteristic clinical findings in a patient presenting with COPD. Outline the lifestyle changes and pulmonary rehabilitation components of a long-term treatment plan. Describe pharmacologic, oxygen therapy, and surgical interventions for COPD. Discuss acute exacerbations of COPD and their treatment.		
Categories	<i>Clinical Application; Cardiovascular (Cardiology); Critical Care; Emergency Nursing; Pharmacy; Respiratory-Pulmonary Nursing; Medical</i>		
Course	Obesity in America: Management and Treatment in Children, Adolescents, and Adults	9 hr	WIME0709
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	The United States is in an obesity epidemic. This course focuses on prevention for overweight and obesity. Often, the disease starts in childhood, continues through adolescence, and remains prevalent in adulthood. This continuing education course highlights the comorbidities and consequences and explains the effects of anti-obesity stigma. Strategize with your patients to prevent, manage, and treat this condition successfully.		
Objectives	Describe the prevalence and impact of overweight and obesity in U.S. adults, children, and adolescents. Examine the pathogenesis and etiology of overweight and obesity. Discuss the comorbidities and consequences of obesity. Explain the psychosocial effects of stigma and weight bias. Describe components of assessment for overweight or obesity. Summarize strategies for management and treatment of overweight and obesity in adults, children, and adolescents. Discuss considerations in caring for the bariatric patient. Outline ways to prevent overweight and obesity in all age groups.		
Categories	<i>Clinical Application; Cardiovascular (Cardiology); Case Management (CCMC-Approved Courses); Diabetes (Endocrinology); Elder Health (Gerontology); Emergency Nursing; Home Health; Nutrition, Weight Control; Pediatrics; Pharmacy; Respiratory; Pulmonary Nursing; Clinical Application; Foundational Knowledge</i>		
Course	Wound Care	10 hr	WIME0710
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Types of wounds and phases of wound healing; assessment, treatment, and management of acute and chronic wounds. Covers infection, impediments to healing, care for specific types of wounds, advanced treatment modalities, and patient education.		
Objectives	Describe the role of the skin. Discuss the types of wounds and the wound healing process, including the phases of wound healing. List the steps in treating acute wounds. Explain what is included in a detailed wound assessment. Summarize the various wound cleansing techniques and dressing options. Recognize the signs and symptoms of wound infection. Identify impediments to wound healing. Discuss wound care for specific types of wounds and special populations. Describe advanced wound care treatment modalities. Review patient and caregiver wound care education.		
Categories	<i>Critical Care; Diabetes (Endocrinology); Elder Health (Gerontology); Emergency Nursing; Home Health; Hospice (Death and Dying); Infection Control/Public Health; Nutrition; Weight Control; Pain & Pain Management; Rehabilitation</i>		

Course	Pain Management: Assessment and Patient Care for Nurses and Other Healthcare Professionals	8 hr	WIME0711
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	8-contact-hour pain management continuing education course covers understanding the experience of pain, providing appropriate assessment, ethical interventions for pain, and opioid misuse, abuse, and diversion. Applicable for nursing, occupational therapy, physical therapy, and other healthcare professionals.		
Objectives	Explain the experience and physiology of pain. Outline the elements of a comprehensive pain assessment. Describe pharmacologic and nonpharmacologic interventions and self-management strategies. Discuss the roles and guidelines for prescribers, nursing, occupational therapy, and physical therapy in pain management. Discuss the issues of opioid misuse, abuse, and diversion and drug-seeking behaviors. Consider issues involved in pain management for palliative and end-of-life care. Relate ethical concerns in pain management.		
Categories	<i>Clinical Application; Cancer (Oncology); Critical Care; Emergency Nursing; Home Health; Hospice (Death and Dying); Pain & Pain Management; Pharmacy; Substance Abuse; Clinical Application; Foundational Knowledge; OT Service Delivery</i>		
Course	Breast Cancer: Types, Treatment, and Survivorship Care	4 hr	WIME0712
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Types and categories of breast cancer, approaches to prevention, assessing risk, screening and diagnosis methods, treatments and possible side effects, survivorship care, and end-of-life issues.		
Objectives	Review the types of breast cancer and its diagnosis and staging. Summarize the different treatments for breast cancer and their possible side effects. Discuss lifestyle management for individuals with breast cancer. Summarize the major components of survivorship care for breast cancer. Describe the implications and management of breast cancer recurrence.		
Categories	<i>Clinical Application; Cancer (Oncology); Pharmacy; Sexuality Through the Lifespan; Clinical Application; Foundational Knowledge; OT Service Delivery</i>		
Course	Diabetes Type 1: Current Approaches in Patient Management for Individuals Diagnosed with Type 1 Diabetes	2.5 hr	WIME0713
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Caring for patients with type 1 diabetes. Identify health effects of T1DM, learn evidence-based treatment guidelines and management strategies. Covers acute and chronic complications and interventions to treat them.		
Objectives	Describe the impact of type 1 diabetes. Discuss the pathogenesis of T1DM. Summarize the diagnostic process for T1DM. Explain current management strategies for type 1 diabetes. Identify acute and chronic complications and interventions to prevent these complications.		
Categories	<i>Clinical Application; Cardiovascular (Cardiology); Diabetes (Endocrinology); Emergency Nursing; Laboratory-Diagnostic Tests & Procedures; Nutrition, Weight Control; Pharmacy; Patient Assessment; Special Considerations; Clinical Application</i>		
Course	Stroke: Comprehensive Acute Stroke Care	9 hr	WIME0714
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Stroke CEU for nurses and other healthcare providers. Stroke prevention, signs and symptoms. Different types of stroke, NIHSS stroke scale, prehospital/ED evaluation, nursing care, treatment, management, and initial rehabilitation goals.		
Objectives	Review stroke epidemiology. Identify risk factors, triggers, and effects of stroke. Discuss major classifications, including pathophysiology and clinical presentation. Describe the components of prehospital and emergency department evaluation and management. Discuss the guidelines for early treatment and management of patients with acute stroke. Identify the complications and associated interventions that may occur during the intensive care unit (ICU) care of acute stroke patients. Summarize hospital nursing management for stroke patients beyond 24 hours. Identify assessment, interventions, and goals of physical, occupational, and speech-language stroke rehabilitation in the acute setting. List actions to be taken in the prevention of secondary stroke.		
Categories	<i>Clinical Application; Cardiovascular (Cardiology); Critical Care; Emergency Nursing; Neurology; Strokes; Pharmacy; Rehabilitation; Medical; Patient Assessment; Clinical Application</i>		

Course	Health and Behavior: Techniques to Facilitate Change in Patients	2 hr	WIME0715
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Identify practical strategies for helping people change their health-related behaviors. Covers techniques to facilitate change in patients, models of change, and factors affecting change. Applicable CEU for nursing, occupational therapy, and physical therapy.		
Objectives	Explain the concept of a change agent. Discuss outcome-driven change. Describe the stages of the Transtheoretical (Stages of Change) Model. Explain various other models of change. Identify factors affecting an individual's ability to change. Describe communication techniques that healthcare professionals use to facilitate behavioral change.		
Categories	<i>Clinical Application; Alternative & Complementary Medicine; Cardiovascular (Cardiology); Diabetes (Endocrinology); Elder Health (Gerontology); Home Health; Nutrition, Weight Control; Pain & Pain Management; Psychiatric/Mental Health Nursing; Rehabilitation; Respiratory-Pulmonary Nursing; Substance Abuse; Clinical Application; Professional Issues</i>		
Course	Healthcare Considerations for the Pregnant and Postpartum Patient: Normal Changes, Complications, and Implications for Care	3.5 hr	WIME0717
	<i>Nursing</i>		
Description	Common pregnancy complications: Signs and symptoms, medical management and nursing care, maternal and fetal implications arising from the most prevalent complications, patient teaching.		
Objectives	Describe the ways in which pregnancy affects patient care. Differentiate normal from abnormal lab values in pregnancy. Identify signs and symptoms indicating possible pregnancy complications. Discuss the medical management and nursing care typically provided in response to the most common complications of pregnancy. Summarize relevant patient teaching offered to patients with gestational diabetes. Name the complications that can arise when amniotic membranes rupture prematurely. Discuss issues related to preterm labor and birth. List the most common postpartum complications.		
Categories	<i>Emergency Nursing; Pregnancy; Medical; Obstetrics, Infants, and Children</i>		
Course	End-of-Life, Palliative, and Hospice Care	7 hr	WIME0719
	<i>Nursing</i>		
Description	Differences between palliative care and hospice care, ethical and legal principles in end-of-life care, pain management, care needs for special populations, effective communication with patient and family, care during final hours and postmortem.		
Objectives	Discuss the need for end-of-life care in the United States. Differentiate between palliative care and hospice care. Explain legal and ethical principles in end-of-life care. Discuss the essential elements of effective communication with patient and family. List pain management interventions for the dying patient. Identify the psychosocial and support needs of the patient and family. Describe the end-of-life care needs of special populations. Explain the care of the patient just prior to and following their death.		
Categories	<i>Cancer (Oncology); Critical Care; Elder Health (Gerontology); Home Health; Hospice (Death and Dying); Pharmacy; Psychiatric/Mental Health Nursing</i>		
Course	Understanding Mental Illness for All Healthcare Professionals: Integrating Physical and Mental Health Care	3 hr	WIME0720
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Understand the signs, symptoms, and behaviors of mental health disorders in patients being seen for mental health conditions, and learn about effective responses. Covers common myths and stigmatization of mental disorders.		
Objectives	Identify concerns healthcare professionals express about caring for patients with physical health conditions who also exhibit mental disorders. Summarize primary mental health disorders, including their signs, symptoms, patient behaviors, and treatment modalities. Describe effective strategies for responding to and caring for patients with mental disorders.		
Categories	<i>Clinical Application; Emergency Nursing; Home Health; Pharmacy; Psychiatric/Mental Health Nursing; Substance Abuse; Clinical Application; Foundational Knowledge</i>		

Course	LGBTQ Cultural Competence Training approved for Washington, DC	2 hr	WIME0721
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Washington, DC, required LGBTQ cultural competence training. This course fulfills the requirement for 2 hours of continuing education pertinent to cultural competency or specialized clinical training that focuses on lesbian, gay, bisexual, transgender, or questioning (LGBTQ+) patients for licensed health professionals in Washington, DC. Discuss culturally competent care, patient privacy, legal issues, health risk factors, and clinical implications.		
Objectives	Describe terminology that is inclusive and respectful of the LGBTQ+ community. Summarize health disparities, health risk factors, and clinical implications specific to members of the LGBTQ+ community. Discuss legal issues associated with quality care for LGBTQ+ patients. Identify best practices regarding collecting and protecting patient information for LGBTQ+ patients. Discuss elements of culturally competent care for LGBTQ+ patients, including physical space, informational materials, patient communication, and staff training. Examine the intersection of oppression, discrimination, and cultural biases in order to provide nondiscriminatory care.		
Categories	<i>State-Mandated CE; Critical Care; Emergency Nursing; Ethical, Legal Issues; Home Health; Hospice (Death and Dying); Male Health (Urology); Professional Issues, Career Management; Psychiatric/Mental Health Nursing; Sexuality Through the Lifespan; State; Mandated CE; Professional Issues; State-Mandated CE</i>		
Course	Sexual Harassment Training for Illinois Healthcare Professionals	1 hr	WIME0722
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	FULFILLS ILLINOIS REQUIREMENT: Types and forms of sexual harassment in the workplace, actions to take, how to report sexual harassment in Illinois, whistleblower protections. Fulfills the 1-hour CE requirement in Illinois for all licensed healthcare professionals.		
Objectives	Define sexual harassment according to the Illinois Human Rights Act. Identify examples of the types and forms of unlawful sexual harassment. Describe appropriate actions that a victim or witness to sexual harassment in the workplace may take. Explain how to report sexual harassment within one's place of employment and to outside entities. Discuss whistleblower protection laws for employees who report sexual harassment. Summarize the responsibilities of employers to prevent, investigate, and correct sexual harassment.		
Categories	<i>Clinical Application; State-Mandated CE; Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Leadership, Management; Workplace Safety (OSHA) & Accident Prevention; Clinical Application; Professional Issues</i>		
Course	Recognizing Impairment in the Workplace for Florida Nurses	2 hr	WIME0723
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	MANDATORY FLORIDA NURSING CEU. Recognizing and responding to signs and behaviors that may be associated with impairment in the workplace. Includes information on treatment programs, Florida IPN, and Florida law regarding reporting suspected impairment.		
Objectives	Identify risk factors and signs of impairment in the workplace. Discuss barriers to early identification of impaired nurses. Understand Florida laws pertaining to impaired practice by nurses. Summarize the essential steps to report or refer a nurse who may be impaired. Identify treatment programs for impaired nurses in Florida. Describe employer initiatives aimed at prevention and early identification of impairment in the workplace.		
Categories	<i>Emergency Nursing; Ethical, Legal Issues; Leadership, Management; Professional Issues, Career Management; State-Mandated CE; Substance Abuse; Workplace Safety (OSHA) & Accident Prevention</i>		

Course	Non-Cancer Pain Management for New Mexico Advanced Practice Nurses	5 hr	WIME0724
	<i>Nursing</i>		
Description	MANDATORY NURSING CEU FOR NEW MEXICO ADVANCED PRACTICE NURSES (APRN): This nursing continuing education course fulfills the requirement for 5 hours of CE on the management of non-cancer pain for advanced practice nurses in New Mexico. Covers pain assessment, strategies and interventions for treating and managing pain, NM Board of Nursing rules for managing chronic pain with controlled substances, and issues related to opioid prescribing, use, abuse, and diversion.		
Objectives	Explain the experience and physiology of pain. Outline the elements of a comprehensive pain assessment. Describe pharmacologic and nonpharmacologic interventions and self-management strategies to treat non-cancer pain. Discuss the guidelines for prescribing opioids for pain management. Discuss the issues of opioid misuse, abuse, and diversion and drug-seeking behaviors.		
Categories	<i>Critical Care; Emergency Nursing; Home Health; Hospice (Death and Dying); Pain & Pain Management; Pharmacy; State-Mandated CE; Substance Abuse</i>		
Course	Pain Management for Oregon Nurses and Other Healthcare Professionals	6 hr	WIME0725
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	MANDATORY OREGON PAIN MANAGEMENT CEU FOR NURSES AND OTHER HEALTHCARE PROFESSIONALS: This course fulfills 6 of the 7 hours of pain management CE required of many licensed healthcare professionals in Oregon (the additional 1 hour must be taken from the Oregon Pain Management Commission). Covers pain assessment, interventions, and self-management strategies; roles and guidelines for nursing, occupational therapy, and physical therapy; issues regarding opioid use.		
Objectives	Explain the experience and physiology of pain. Outline the elements of a comprehensive pain assessment. Describe pharmacologic and nonpharmacologic interventions and self-management strategies. Discuss the roles and guidelines for prescribers, nursing, occupational therapy, and physical therapy in pain management. Discuss the issues of opioid misuse, abuse, and diversion and drug-seeking behaviors.		
Categories	<i>Clinical Application; State-Mandated CE; Cancer (Oncology); Critical Care; Emergency Nursing; Home Health; Hospice (Death and Dying); Pain & Pain Management; Pharmacy; State-Mandated CE; Substance Abuse; Clinical Application; Foundational Knowledge; OT Service Delivery; State-Mandated CE</i>		
Course	Implicit Bias Training for Nurses and Other Healthcare Professionals	2 hr	WIME0726
	<i>Nursing, Paramedic/EMT, Mandatory, OT and PT</i>		
Description	Implicit biases are deeply ingrained attitudes and stereotypes that affect our judgments and behaviors, often unconsciously. In healthcare settings, these biases can have a significant impact on patient outcomes, healthcare disparities, and overall quality of care. This continuing education (CEU) course aims to equip nurses and other healthcare professionals with the knowledge, skills, and strategies to recognize and address implicit biases, ultimately promoting culturally competent and equitable care. Meets mandates for many states including CA, IL, KY, MI.		
Objectives	Define implicit bias, including examples of biased behavior. Describe the impact of implicit bias on disparities in healthcare outcomes. Identify strategies intended to remedy the negative impact of implicit bias.		
Categories	<i>Professional Issues; Ethical, Legal Issues; Leadership, Management; Professional Issues; Career Management; Professional Issues</i>		

Course	Fall Prevention: Interventions for Balance Problems and Risks	3 hr	WIME0727
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Accidental falls are the second most common cause of unintentional death worldwide. Learn about risk factors for falls and their impacts on the patient and medical team. This course covers prevention and interventions for falls in clinical and home settings and is offered for nursing, OT, and PT CEU.		
Objectives	Discuss the impact of falls on patients, clinicians, caregivers, and facilities. Summarize the components involved in maintaining balance. Understand the primary roles of the interdisciplinary team members in managing patients at risk of impaired balance and falls. Identify common risk factors for balance impairments and increased falls. Describe how to assess a patient for increased risk of falls. Discuss appropriate fall prevention and risk mitigation strategies for individuals at increased risk of falling in both clinical and community settings.		
Categories	<i>Clinical Application; Elder Health (Gerontology); Emergency Nursing; Home Health; Neurology, Strokes; Orthopedic Nursing; Rehabilitation; Workplace Safety (OSHA) & Accident Prevention; Clinical Application; OT Service Delivery</i>		
Course	Prevention of Medical Errors for Florida Physical Therapy	2 hr	WIME0728
	<i>Physical Therapy</i>		
Description	MANDATORY FOR FLORIDA PT/PTA. Fulfills the 2-hour FL requirement for reporting and prevention of medical errors for physical therapists and assistants. Covers preventing medical errors in the practice setting, populations of special vulnerability, strategies and interventions, root cause analysis, and Florida's medical error reporting requirements.		
Objectives	Define medical errors and associated terminology. Discuss common causes of medical errors. Describe root cause analysis. Summarize the elements of effective communication and documentation. Outline contraindications and indications for physical therapy management. Discuss the pharmacological components of physical therapy and patient management. State Florida's statutory requirements for addressing medical errors.		
Categories	<i>Clinical Application; State-Mandated CE</i>		
Course	Cultural Competency, including Caring for LGBTQ+ Patients	2 hr	WIME0729
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Required CEU for Nevada and Oregon. 2-contact-hour course on cultural competency and implicit (unconscious) bias. Examines how to provide effective and respectful care for patients belonging to a variety of different populations, including LGBTQ cultural competence training for those identifying as LGBTQ+ (lesbian, gay, bisexual, transgender, or questioning/queer). Discusses reducing discrimination and/or stigmatization, culturally competent care, best practices for patient information, health risk factors, and clinical implications. Nevada: This course meets the 2-hour NV Board of Nursing requirement for cultural competency, diversity, equity, and inclusion for all licensed RNs, LPNs, APRNs, CRNAs. This course will provide 2 contact hours of continuing nursing education credit (CEU) and is acceptable for all other professions required to take the course. Oregon: This course meets OR's Board of Nursing requirement only if provided by your employer. Contact us to enroll today.		
Objectives	Discuss elements of culturally competent care among different populations. Describe terminology that is inclusive and respectful of the LGBTQ+ community. Summarize health disparities, health risk factors, and clinical implications specific to members of the LGBTQ+ community. Identify best practices regarding collecting and protecting patient information for LGBTQ+ patients. Discuss elements of culturally competent care for LGBTQ+ patients, including physical space, informational materials, patient communication, and staff training. Examine the intersection of oppression, discrimination, and implicit biases in order to provide non-discriminatory care.		
Categories	<i>Clinical Application; Professional Issues; Critical Care; Emergency Nursing; Home Health; Hospice (Death and Dying); Male Health (Urology); Professional Issues, Career Management; Psychiatric/Mental Health Nursing; Sexuality Through the Lifespan; Clinical; Application; Professional Issues</i>		

Course	Pressure Injuries: Risk Assessment and Prevention Measures	5 hr	WIME0730
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	This wound care continuing education course covers risk assessment and prevention measures for pressure injuries. Impacts, risk factors, measuring risk, actions to prevent pressure injuries, and prevention in special populations are all discussed. Applicable CEU for nursing, occupational therapy, and physical therapy.		
Objectives	Discuss the impacts of pressure injuries. Explain the risk factors for developing pressure injuries. Describe the processes for conducting risk assessments and measuring risk associated with pressure injuries. Identify actions to help prevent pressure injuries. Analyze actions to prevent pressure injuries in special populations.		
Categories	<i>Clinical Application; Diabetes (Endocrinology); Elder Health (Gerontology); Home Health; Infection Control/Public Health; Neurology, Strokes; Nutrition, Weight Control; Orthopedic Nursing; Pain & Pain Management; Rehabilitation; Foundational Knowledge; OT Service Delivery</i>		
Course	Sexual Harassment Training	1 hr	WIME0731
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Types and forms of sexual harassment in the workplace, actions to take, how to report sexual harassment, whistleblower protections.		
Objectives	Define sexual harassment. Identify examples of the types and forms of unlawful sexual harassment. Describe appropriate actions that a victim or witness to sexual harassment in the workplace may take. Explain how to report sexual harassment within one's place of employment and to outside entities. Discuss whistleblower protection laws for employees who report sexual harassment. Summarize the responsibilities of employers to prevent, investigate, and correct sexual harassment.		
Categories	<i>Clinical Application; Professional Issues; Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Professional Issues, Career Management; Workplace Safety (OSHA) & Accident Prevention; Special Considerations</i>		
Course	Assessment, Treatment, and Management: Suicide Prevention Training Program for Washington Healthcare Professionals (6 Hours)	6 hr	WIME0732
	<i>Nursing</i>		
Description	6-hour mandatory suicide prevention training for Washington. The following professions are required to take six hours on suicide assessment, treatment, and management: social workers, licensed mental health professionals, nurses, marriage and family therapists, naturopaths, osteopathic physicians/surgeons/physician assistants, physicians and physician assistants, psychologists, and retired active licensees of the above professions. Wild Iris Medical Education, Inc.'s training approval number is TRNG.TG.6072274-SUIC. This course is also approved for pharmacists.		
Objectives	Review the language and common beliefs regarding suicide. Discuss the epidemiology and etiology of suicidal behavior. Summarize the risk and protective factors for suicide. Describe the process of assessment and determination of level of risk for suicide. Outline the management and treatment modalities that may be used for persons at risk for suicide. Identify public health approaches for suicide prevention. Discuss ethical dilemmas that arise in relation to suicide prevention and intervention efforts.		
Categories	<i>Clinical Application; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; State-Mandated CE; Clinical Application</i>		

Course	Telephone Triage: Best Practices and Systems for Telehealth Nursing	2 hr	WIME0733
	<i>Nursing</i>		
Description	5-contact-hour telephone triage nursing CEU course on the essential aspects of good communication, decision-making, and the use of tools, guidelines, and telephone triage protocols for nurses. Triage nurse education for telehealth assessments, applicable for RNs and nurse practitioners. Also covers the importance of documentation and addresses appropriate telephone nursing care and common risk management issues.		
Objectives	Define telephone triage and related terminology. Discuss the components of a high-quality telephone triage system. Summarize the essential aspects of effective communication required for telephone triage. Identify how telephone triage decision-making is influenced by rules of thumb, distractors, and cognitive biases. Describe mnemonic tools used in patient and symptom assessment. List the essentials of safe, effective, and appropriate documentation specific to telephone triage care. Discuss the use of telephone guidelines and patient disposition. Summarize common risk management issues in telephone triage practice.		
Categories	<i>Telephone Nursing</i>		
Course	Recognizing Impairment in the Workplace	2 hr	WIME0734
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Recognizing and responding to signs and behaviors that may be associated with impairment in the workplace. Includes information on risk factors, prevention, barriers to early identification of impairment, reporting issues, and interventions.		
Objectives	Identify risk factors and signs of impairment in the workplace. Recognize barriers to early identification of impaired nurses. Summarize the essential steps to report or refer a nurse who may be impaired. Discuss the intervention and discipline process related to impaired practice. Describe employer initiatives aimed at prevention and early identification of impairment in the workplace.		
Categories	<i>Clinical Application; Emergency Nursing; Ethical, Legal Issues; Leadership, Management; Professional Issues; Career Management; Substance Abuse; Workplace Safety (OSHA) & Accident Prevention; Clinical Application</i>		
Course	COVID-19: The Impact of a Pandemic on Mental Health	1 hr	WIME0735
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Free nursing CEU course. Understand and learn ways to mitigate the mental health impacts of a pandemic. Review recent pandemics, including coronavirus (COVID-19) issues. This course focuses on preventing and addressing stress and anxiety during this unprecedented crisis and focuses on strategies for mental well-being.		
Objectives	Define the term "pandemic." Describe the psychological effects of a widespread infectious illness and effects unique to healthcare workers. Summarize strategies to reduce mental health impacts among healthcare workers. Discuss the "duty of care" concept.		
Categories	<i>Clinical Application; Infectious Disease; Professional Issues; Critical Care; Emergency Nursing; Infection Control/Public Health; Psychiatric/Mental Health Nursing; Workplace Safety (OSHA) & Accident Prevention; Medical; Special Considerations; Clinical Application; Foundational Knowledge; Infectious Disease</i>		

Course	Workplace Violence and Safety: Prevention and Solution Strategies	3 hr	WIME0736
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Continuing education course discussing types of workplace violence and safety, including bullying, harassment, and abuse. Identify risk factors in the healthcare industry, vertical and lateral violence, safety hazards, and measures for dealing with aggressive persons. 3 contact hours of CEU for nursing, occupational therapy, physical therapy, and EMS personnel.		
Objectives	Describe the various types of workplace violence. Discuss the impact of workplace violence. Identify risk factors for workplace violence. Summarize how to respond to workplace violence. Describe employer responsibilities in responding to violence in the workplace. Identify essential components of a workplace violence program and barriers to its implementation.		
Categories	<i>Professional Issues; Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Home Health; Leadership, Management; Professional Issues, Career Management; Workplace Safety (OSHA) & Accident Prevention; Special Considerations; Professional Issues</i>		
Course	HIV/AIDS Training for Washington Healthcare Professionals (7 Hours)	7 hr	WIME0738
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	This course covers transmission of HIV and infection control, Washington laws concerning confidentiality and testing, clinical manifestations and treatment, psychosocial issues, and legal and ethical issues.		
Objectives	Discuss the epidemiology of HIV infection in the United States and in Washington State. Explain HIV/AIDS etiology and pathogenesis. Summarize the risk factors for transmission of HIV. Discuss processes and regulations for HIV testing and counseling. Describe the clinical manifestations and initial evaluation of HIV-infected patients. Identify antiretroviral therapy and patient care management guidelines for HIV/AIDS. Summarize preventive and control measures for HIV/AIDS. Describe psychosocial and mental health issues associated with HIV/AIDS. Explain legal and ethical issues pertaining to HIV in Washington State.		
Categories	<i>Clinical Application: Infectious Disease; Critical Care: Elder Health (Gerontology); Emergency Nursing; Ethical, Legal Issues; Home Health: Hospice (Death and Dying); Infection Control/Public Health: Male Health (Urology); Psychiatric/Mental Health Nursing; Respiratory: Pulmonary Nursing; State-Mandated CE; Clinical Application: Foundational Knowledge; Infectious Disease</i>		
Course	HIV/AIDS Training for Washington Healthcare Professionals (4 Hours)	4 hr	WIME0739
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	4 hours of HIV/AIDS training for healthcare workers in Washington State. Course covers transmission and infection control, legal and ethical issues, psychosocial issues, and WA reporting requirements. This course contains important information specific to Washington State and is no longer mandated for licensure.		
Objectives	Discuss the epidemiology of HIV infection in the United States and in Washington State. Explain HIV/AIDS etiology and pathogenesis. Summarize the risk factors for transmission of HIV. Summarize preventive and control measures for HIV/AIDS. Describe psychosocial and mental health issues associated with HIV/AIDS. Explain legal and ethical issues pertaining to HIV in Washington State.		
Categories	<i>Clinical Application: Infectious Disease; Critical Care: Elder Health (Gerontology); Emergency Nursing; Ethical, Legal Issues; Home Health; Hospice (Death and Dying); Infection Control/Public Health; Male Health (Urology); Psychiatric/Mental Health Nursing; Respiratory-Pulmonary Nursing; State-Mandated CE; Clinical Application: Foundational Knowledge; Infectious Disease</i>		
Course	HIV/AIDS for Florida Healthcare Professionals	1 hr	WIME0740
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	MANDATORY FLORIDA HIV/AIDS CEU. 1-hour continuing education course for nursing, OT, PT, and select other FL health providers. FL BON approved. Course covers incidence, etiology, stages, and Florida testing-related requirements. See approved licenses before taking this Florida mandatory course.		
Objectives	Discuss the incidence of HIV/AIDS in Florida. Outline the etiology and stages of HIV infection. Describe modes of transmission for HIV. Summarize Florida's HIV testing-related requirements.		
Categories	<i>Critical Care; Elder Health (Gerontology); Emergency Nursing; Ethical, Legal Issues; Gastrointestinal Tract (Gastroenterology); Home Health; Hospice (Death and Dying); Infection Control/Public Health; Male Health (Urology); Nutrition, Weight Control; Pain & Pain Management; Sexuality Through the Lifespan; State-Mandated CE</i>		

Course	HIV/AIDS Training and Education for Healthcare Professionals	3 hr	WIME0741
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	3-hour continuing education course on HIV/AIDS training for nursing, occupational therapy, and other health professions. This online CEU covers HIV etiology and epidemiology, risk factors for transmission, HIV testing and counseling, clinical manifestations, antiretroviral therapy, patient care management guidelines, and preventive and control measures.		
Objectives	Discuss HIV and the epidemiology of HIV infection in the United States. Explain HIV/AIDS etiology. Summarize the risk factors for transmission of HIV. Describe HIV testing and counseling. Describe the clinical manifestations of HIV. Identify antiretroviral therapy and patient care management guidelines for HIV/AIDS. Summarize preventive and control measures for HIV/AIDS.		
Categories	<i>Critical Care; Elder Health (Gerontology); Emergency Nursing; Ethical, Legal Issues; Home Health; Hospice (Death and Dying); Infection Control/Public Health; Male Health (Urology); Nutrition, Weight Control; Pain & Pain Management; Respiratory-Pulmonary Nursing; Sexuality Through the Lifespan; Substance Abuse</i>		
Course	A Look at Suicide: Prevention Training Program for Washington Healthcare Professionals (3 Hours): Screening and Referral	3 hr	WIME0742
	<i>Occupational Therapy Physical Therapy</i>		
Description	3-hour mandatory suicide prevention training approved by the Washington State Department of Health. The following professions are required to take three hours of suicide prevention CE on suicide screening and referral: certified counselors and advisers, chemical dependence professionals, chiropractors, occupational therapists and assistants, physical therapists and assistants, and dental hygienists. This course meets the minimum requirements for pharmacists and dentists. Wild Iris Medical Education, Inc.'s training approval number is TRNG.TG.60722274-SUIC.		
Objectives	Discuss the epidemiology and etiology of suicidal behavior. Summarize the risk and protective factors for suicide. Describe the process of assessment and determination of level of risk for suicide. Identify suicide prevention strategies. Discuss ethical dilemmas that arise in relation to suicide prevention and intervention efforts.		
Categories	<i>Clinical Application; State-Mandated CE; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; State-Mandated CE; Clinical Application; Foundational Knowledge; State-Mandated CE</i>		
Course	Suicide Intervention and Prevention	6 hr	WIME0744
	<i>Nursing Paramedic/EMT Occupational Therapy Physical Therapy</i>		
Description	6-hour suicide prevention CEU. Discuss suicide intervention and prevention, including assessment and treatment modalities for suicidal behavior, management of patients at risk for suicide with major depression, and other risk factors.		
Objectives	Review the language and common beliefs regarding suicide. Discuss the epidemiology and etiology of suicidal behavior. Summarize the risk and protective factors for suicide. Describe the process of assessment and determination of level of risk for suicide. Outline the management and treatment modalities that may be used for persons at risk for suicide. Identify public health approaches for suicide prevention. Discuss ethical dilemmas that arise in relation to suicide prevention and intervention efforts.		
Categories	<i>Clinical Application; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; Patient Assessment; Special Considerations; Clinical Application; OT Service Delivery</i>		
Course	Suicide Prevention and Screening	1 hr	WIME0745
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	REQUIRED IN CT. Overview of screening and prevention strategies for patient suicide risk during routine office visits. Learn about screening recommendations and tools for suicide risk and prevention and appropriate actions to refer patients for further assessment and treatment. Course evaluates risk factors and common warning signs for suicide. An important course and topic for all nurses and healthcare professionals. Meets Connecticut DPH Suicide Prevention Training requirement for RNs and LPNs.		
Objectives	Summarize risk and protective factors for suicide. Describe the process of screening for suicide risk. Discuss suicide prevention strategies.		
Categories	<i>Clinical Application; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; Clinical Application; Foundational Knowledge</i>		

Course	Suicide Risk Assessment and Prevention among Veterans	2 hr	WIME0746
	<i>Nursing</i>		
Description	2-hour nursing CEU course on how to assess and determine risk for suicide among veterans. Includes prevention strategies, management of at-risk patients, and an overview of treatment guidelines.		
Objectives	Discuss the epidemiology of suicidal behavior among veterans. Summarize the etiology, risk, and protective factors for suicide. Describe mental health issues related to suicide by military personnel. Discuss how clinicians can recognize suicide risk. Summarize the steps involved in assessing an at-risk individual. Discuss patient disposition according to level of risk.		
Categories	<i>Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; State-Mandated CE</i>		
Course	Florida Laws and Rules for Nursing	2 hr	WIME0748
	<i>Nursing</i>		
Description	FLORIDA MANDATORY NURSING CEU. This continuing education course for nurses fulfills the Florida Board of Nursing (FBON) requirement on laws and rules. The 2-hour CE course covers the Florida Nurse Practice Act, levels of nursing practice, delegation to unlicensed assistive personnel, and ethics and discipline related to nursing practice.		
Objectives	Describe the role of the Florida Board of Nursing. Contrast the Florida Board of Nursing with nursing professional organizations and the Florida Nurses Association. Discuss the levels of nursing practice in Florida. Explain the factors for safe delegation to unlicensed assistive personnel. Identify the requirements for renewing a nursing license in Florida. Explain how the nursing Code of Ethics guides nursing practice. Discuss Florida nursing law violations and subsequent disciplinary/rehabilitation actions.		
Categories	<i>Ethical, Legal Issues; Leadership, Management; Professional Issues, Career Management; State-Mandated CE</i>		
Course	Nursing Jurisprudence and Ethics for Texas: Standards of Nursing Practice	2 hr	WIME0749
	<i>Nursing</i>		
Description	MANDATORY TEXAS NURSING CEU. Fulfills Texas BON requirement for continuing education on nursing jurisprudence and nursing ethics. 2-contact-hour CNE course covers standards of nursing practice in Texas; the Nursing Practice Act; and ethics, laws, and rules.		
Objectives	Discuss the Texas Board of Nursing and the Texas Nursing Practice Act. Identify the levels of nursing practice in Texas. Discuss the factors for safe delegation to unlicensed assistive personnel. Define the standards and scope of nursing practice in Texas. Discuss Texas nursing law violations and disciplinary actions. Summarize the principles of nursing ethics. Describe professional boundaries as related to nursing practice.		
Categories	<i>Ethical, Legal Issues; Professional Issues, Career Management</i>		
Course	Domestic Violence Education for Kentucky Nurses	3 hr	WIME0750
	<i>Nursing</i>		
Description	Mandatory Kentucky Nursing CEU. Understand the impact of domestic violence, abuse, and intimate partner violence (IPV) and the role of the Kentucky nurse in identifying and responding to patients presenting with known or suspected domestic violence signs and symptoms, including mandatory KY reporting and referral.		
Objectives	Identify the different types of domestic violence. Describe who is affected by domestic violence. Discuss the healthcare implications and adverse effects of domestic violence. List common risk factors, lethality issues, and dynamics of abuse. Recognize the signs and symptoms of domestic violence. Discuss appropriate documentation in cases of suspected domestic violence. Summarize Kentucky's mandatory reporting, information sharing, and referral requirements. Identify community resources and victim services and protections. Explain a model protocol that addresses domestic violence.		
Categories	<i>Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Home Health; State-Mandated CE</i>		

Course	Posttraumatic Stress Disorder (PTSD)	2 hr	WIME0751
	<i>Nursing Physical Therapy</i>		
Description	REQUIRED IN CT. Posttraumatic Stress Disorder Training. 2-contact-hour course on understanding the impact of PTSD and trauma. Learn how to be prepared and intervene appropriately. Covers assessment, diagnosis, treatment, and prevention of the disorder. CEU applicable for nursing and other healthcare providers. Meets Connecticut DPH PTSD requirement for RNs and LPNs.		
Objectives	Define posttraumatic stress disorder (PTSD). Summarize the epidemiology and etiology of PTSD. Identify risk factors for developing PTSD. Identify the symptoms and diagnostic criteria. Discuss appropriate assessment and diagnosis of patients with suspected PTSD. Describe current interventions and outcome goals for patients.		
Categories	<i>Clinical Application; Professional Issues; Emergency Nursing; Psychiatric/Mental Health Nursing; Clinical Application; Professional Issues</i>		
Course	Domestic Violence Education for Florida Nurses	2 hr	WIME0752
	<i>Nursing</i>		
Description	MANDATORY FLORIDA NURSING CEU: RN/LPN/CNS/ARNP. CNE course covers care for victims of domestic violence, health effects on adult and child victims, legal remedies for protection, lethality and risk issues, available community resources and victim services, and reporting requirements in Florida. Florida Board of Nursing approved provider.		
Objectives	Differentiate between the clinical presentation of COVID-19 and seasonal flu. Explain the incubation, period of contagion, and transmission for SARS-CoV-2 and influenza viruses. Discuss infection prevention measures. Describe patient education considerations for influenza and COVID-19. Explain concerns surrounding seasonal flu vaccine and routine immunizations during the COVID-19 pandemic.		
Categories	<i>Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Home Health; Home Health; State-Mandated CE</i>		
Course	Domestic Violence Education	2 hr	WIME0753
	<i>Nursing Occupation Therapy Physical Therapy</i>		
Description	Domestic Violence Training. 2-contact-hour CEU course covering the types and dynamics of domestic violence. Topics include the health effects on adult and child victims, lethality and risk issues, assessment, documentation, and reporting. Applicable for nursing, occupational therapy, physical therapy, and EMS personnel.		
Objectives	Identify the different types of domestic violence. Describe who is affected by domestic violence. Discuss the healthcare implications and adverse effects of domestic violence. List common risk factors, lethality issues, and dynamics of abuse. Recognize the signs and symptoms of domestic violence. Discuss appropriate documentation and reporting in cases of suspected domestic violence. Identify community resources and victim services and protections. Explain a model protocol that addresses domestic violence.		
Categories	<i>Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Home Health</i>		
Course	Mental Health Crisis Intervention and Support for Patients	5 hr	WIME0754
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	CEU course for nursing and other health professions. This 5-hour behavioral health continuing education course covers types of mental health crises, the crisis intervention process, and ethical and legal issues. Learn assessment and de-escalation techniques for patients experiencing a crisis or mental health emergency associated with depression, anxiety, substance use, and mental health disorders.		
Objectives	Review types of crises, mental health emergencies, and how to recognize them. Describe the crisis intervention process and models of intervention. Summarize the assessment and management of a patient experiencing a mental health crisis. Discuss the appropriate care for patients experiencing a crisis related to substance use or a mental illness. Identify ethical and legal matters regarding mental health issues.		
Categories	<i>Clinical Application; Critical Care; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; Substance Abuse; Medical; Clinical Application; OT Service Delivery</i>		

Course	Infection Control Training for New York State Healthcare Professionals	4 hr	WIME0755
	<i>Nursing</i>		
Description	NEW YORK STATE MANDATED INFECTION CONTROL COURSE. NYSED- and NYSDOH-approved 4-contact-hour training covers infection prevention, infection control practices and procedures, barriers, PPE, safe environment principles, and preventing transmission of infectious disease to and from healthcare workers. Must be taken every four years.		
Objectives	Summarize the principles and practices of infection prevention and control. Describe the modes and mechanisms of the transmission of pathogenic organisms, including the chain of infection. Discuss engineering and work practice controls designed to reduce patient and healthcare worker exposure to infectious materials. Identify barriers and personal protective equipment for protection from exposure to potentially infectious material. Describe the principles and practices for cleaning, disinfection, and sterilization in the healthcare environment. Identify occupational health strategies for preventing the transmission of bloodborne and other pathogens to and from healthcare workers. Recognize suspected sepsis and methods to prevent it.		
Categories	<i>Infection Control; Infectious Disease; Emergency Nursing; Home Health; Infection Control/Public Health; State-Mandated CE; Workplace Safety (OSHA) & Accident Prevention; Infection Control; Infectious Disease</i>		
Course	Forensic Evidence Collection for Texas Nurses: Sexual Assault Survivor Examination Guidelines	2 hr	WIME0756
	<i>Nursing</i>		
Description	MANDATORY TEXAS NURSING CEU. Fulfills the 2-hour continuing nursing education (CNE) requirement for Texas nurses practicing in an emergency department setting. Course covers assessment, forensic evidence collection procedures, documentation, and providing testimony.		
Objectives	Identify key points of the Texas Evidence Collection Protocol for sexual assault. List the types of sexual assault forensic exams. Discuss elements of patient-centered care. Describe the sexual assault evidence kit (SAEK). Outline the steps involved in collecting forensic evidence. Explain how best to document and photograph evidence. Summarize the means used to preserve the integrity and security of evidence of a sexual assault.		
Categories	<i>Abuse, Neglect & Violence; Emergency Nursing; Ethical, Legal Issues; Psychiatric/Mental Health Nursing; State-Mandated CE</i>		
Course	Diabetes Type 2: Prevention, Symptoms, and Treatment	7 hr	WIME0757
	<i>Nursing Physical Therapy</i>		
Description	Type 2 diabetes continuing education. 7-contact-hour CEU course offering a comprehensive overview of DMT2, including diabetes prevention, causes, symptoms, risk factors, and treatment.		
Objectives	Describe the incidence, prevalence, costs, and groups at risk of developing type 2 diabetes. Review the underlying causes of diabetes. Discuss prevention strategies for persons at risk of developing type 2 diabetes. Describe the assessment and screening criteria used to diagnose patients. Review current goals of treatment for persons with type 2 diabetes. Describe the components of a diabetes self-management education plan, including lifestyle interventions and nutrition management. Review medications and metabolic surgery options. Discuss the most common and serious complications associated with type 2 diabetes and their effective treatment interventions.		
Categories	<i>Clinical Application; Diabetes (Endocrinology); Emergency Nursing; Home Health; Nutrition, Weight Control; Pharmacy; Clinical Application; Foundational Knowledge</i>		

Course	Bloodborne Pathogens Training: OSHA's Bloodborne Pathogens Standard	2 hr	WIME0758
	<i>Nursing Paramedic/EMT Occupational Therapy Physical Therapy</i>		
Description	This course covers the annual requirements for bloodborne pathogens training as outlined by the Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labor, OSHA 29 CFR 1910.1030. BBP continuing education course for nursing and other healthcare professionals. Covers the four (4) basic requirements of OSHA's bloodborne pathogens standards and precautions. Includes 2023 CDC recommendations on information on transmission and protection; HBV, HCV, and HIV; personal protective equipment (PPE) and procedures. This course covers the requirements for bloodborne pathogens training as outlined by the Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labor, OSHA 29 CFR 1910.1030.		
Objectives	State the OSHA definition for blood and other potentially infectious materials (OPIM). Summarize the employer requirements of OSHA's Bloodborne Pathogens Standard. Describe the chain of infection as it applies to bloodborne diseases. Identify bloodborne diseases of concern to healthcare providers in the United States. Discuss how Standard Precautions protect against bloodborne pathogens. Discuss types of personal protective equipment, work practices, and engineering controls that reduce risk of exposure to bloodborne pathogens. Summarize employer and employee actions to be taken in case of an occupational exposure to a bloodborne pathogen.		
Categories	<i>Clinical Application; Infection Control; Infectious Disease; Critical Care; Emergency Nursing; Home Health; Infection Control/Public Health; Workplace Safety (OSHA) & Accident Prevention; Medical; Clinical Application; Foundational Knowledge; Infection Control; Infectious Disease</i>		
Course	Incontinence: Patient Care and Treatment	3.5 hr	WIME0759
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	Discuss different types of urinary and bowel incontinence in male and female patients. Learn about symptoms, causes, patient assessment, care, and treatment. This CEU course is applicable to nursing, OT, and PT.		
Objectives	Discuss the impact of incontinence on individuals. Identify the different types and causes of incontinence. Describe the process of conducting a urinary incontinence assessment. Summarize treatment options for urinary incontinence. Discuss assessment, diagnosis, and interventions for bowel incontinence.		
Categories	<i>Clinical Application; Elder Health (Gerontology); Home Health; Male Health (Urology); Pediatrics; Rehabilitation; Clinical Application; Foundational Knowledge; OT Service Delivery</i>		
Course	Human Trafficking Prevention Training for Texas Healthcare Practitioners	3 hr	WIME0760
	<i>Nursing Mandatory Occupational Therapy Physical Therapy</i>		
Description	Texas Health and Human Services Commission (HHSC) approved training course in accordance with Texas Occupations Code as of November 17, 2023 for nurses and other healthcare practitioners to meet the TX requirement to recognize, intervene, and report suspected human trafficking.		
Objectives	Define the concepts and elements that constitute human trafficking. Recognize the dynamics and vulnerability factors for human trafficking. Articulate the scope and impacts of human trafficking. Identify the "red flags" that may indicate human trafficking. Describe assessment tools and strategies that can be used in clinical settings to identify human trafficking victims. Discuss the importance of using a trauma-informed approach when screening victims of human trafficking. Explain the role and actions that healthcare professionals can take to respond and follow up with patients who are trafficked. List human trafficking resources, including contact information.		
Categories	<i>Clinical Application; State-Mandated CE; Abuse, Neglect & Violence; Emergency Nursing; State-Mandated CE; Clinical Application; Foundational Knowledge; Professional Issues; State-Mandated CE</i>		

Course	Infection Control: Preventing and Controlling Infectious Diseases, Including COVID-19	6 hr	WIME0761
	<i>Nursing Paramedic/EMT Occupational Therapy Physical Therapy</i>		
Description	6-hour infection control training CEU course for nursing, occupational therapy, and other healthcare professionals. Course includes infection prevention and control practices, coronavirus (COVID-19) considerations, the chain of infection, standard and transmission-based precautions, barriers and use of personal protective equipment (PPE), and strategies for preventing the spread of infectious disease to healthcare workers and patients.		
Objectives	Summarize the goals of infection prevention and control. Describe pathogenic organisms and the chain of infection. Explain methods to prevent the spread of infection. Discuss engineering, work practice, and environmental controls that protect against healthcare-associated infections. Identify barriers and personal protective equipment for protection from exposure to potentially infectious material. Discuss efforts designed to minimize the risk of occupational exposures to infectious diseases. Recognize suspected sepsis and methods to prevent it.		
Categories	<i>Infection Control; Infectious Disease; Emergency Nursing; Home Health; Infection Control/Public Health; Workplace Safety (OSHA) & Accident Prevention; Medical; Special Considerations; Foundational Knowledge; Infection Control; Infectious Disease</i>		
Course	Respiratory Viruses: 2023-2024 Vaccine Update: Influenza, COVID-19, RSV, and Pneumonia	1 hr	WIME0762
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	2023-2024 respiratory virus CEU course discussing current CDC vaccine recommendations for seasonal flu (influenza), COVID-19 (Coronavirus), RSV, and pneumonia. Covers important new updates for the respiratory virus season for best patient outcomes.		
Objectives	Identify changes made to the vaccine-related recommendations for influenza. Discuss the most current recommendations for COVID-19 vaccination. Explain the recommendations for pneumococcal vaccination. Discuss the newly approved vaccines for respiratory syncytial virus (RSV).		
Categories	<i>Clinical Application; Infection Control; Infectious Disease; Home Health; Infection Control/Public Health; Pediatrics; Pharmacy; Respiratory-Pulmonary Nursing; Telephone Nursing; Clinical Application; Foundational Knowledge</i>		
Course	Dementia: Alzheimer's Disease Diagnosis, Treatment, and Care	1 hr	WIME0763
	<i>Nursing Mandatory Occupational Therapy Physical Therapy</i>		
Description	Fulfills IL and RI Alzheimer's and dementia training requirements. 1-contact-hour course on Alzheimer's disease. Discuss diagnosis, stages, and medical and pharmacological treatments for cognitive and memory-related Symptoms. Learn about providing appropriate care and management of the AD patient and managing challenging behaviors.		
Objectives	Describe the diagnosis of Alzheimer's disease. Discuss pharmacologic and medical treatments. Outline management and care for individual's with AD. Identify effective communication strategies for patients with AD.		
Categories	<i>Clinical Application; Abuse; Neglect & Violence; Case Management (CCMC-Approved Courses); Elder Health (Gerontology); Hospice (Death and Dying); Clinical Application; Foundational Knowledge; OT Service Delivery</i>		
Course	Human Trafficking: Victim Recognition and Intervention for Healthcare Professionals	3 hr	WIME0765
	<i>Nursing Paramedic/EMT Occupational Therapy Physical Therapy</i>		
Description	Human trafficking is a growing trend across the United States. Take our training to understand the types of trafficking and to learn how to recognize warning signs. Identify potential child and adult victims and the requirements and resources for intervening and reporting.		
Objectives	Describe the different types of human trafficking. Recognize factors that place persons at risk for human trafficking victimization. Articulate the extent to which human trafficking occurs. Describe assessment tools for and indicators of human trafficking. Discuss the importance of using a trauma-informed approach when screening victims of human trafficking. Explain procedures for sharing information with patients related to human trafficking. Identify the mechanisms for reporting suspected human trafficking.		
Categories	<i>Professional Issues; Abuse, Neglect & Violence; Emergency Nursing; Special Considerations; Clinical Application; Foundational Knowledge; Professional Issues</i>		

Course	Human Trafficking Training for Florida Nurses: Identifying Victims of Human Trafficking	2 hr	WIME0766
	<i>Nursing</i>		
Description	Required for all FL Nurses. Discusses recognizing human trafficking, assessment tools, trauma-informed approach to screening, and reporting obligations for mandated reporters in Florida. Accepted by the Florida Board of Nursing. This course fulfills the Florida requirement for nursing and respiratory therapy professionals for 2 hours of continuing education on human trafficking. Florida Board of Nursing provider #NCE3403. Accepted by the Florida Board of Respiratory Therapy. CE Broker Provider #50-2174.		
Objectives	Describe the different types of human trafficking. Recognize risk factors for human trafficking. Articulate the scope and extent of human trafficking. Describe assessment tools and strategies that can be used in clinical settings to identify human trafficking victims. Discuss the importance of using a trauma-informed approach when screening victims of human trafficking. Explain procedures for sharing information with patients related to human trafficking. Describe referral options for legal and social services that can assist victims of human trafficking. Identify the use of hotlines and other mechanisms for reporting suspected human trafficking in Florida.		
Categories	<i>Abuse, Neglect & Violence; Emergency Nursing; State-Mandated CE</i>		
Course	Human Trafficking Training for Michigan Healthcare Professionals: Identifying Victims of Human Trafficking	3 hr	WIME0767
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	MANDATORY Human Trafficking Training for MICHIGAN HEALTHCARE PROFESSIONALS. Human trafficking CEU for Michigan to understand the types of trafficking, including forced labor and sexual exploitation. Identify warning signs for child and adult victims and the requirements and resources for reporting.		
Objectives	Describe the different types of human trafficking. Recognize factors that place persons at risk for human trafficking victimization. Articulate the extent to which human trafficking occurs. Describe assessment tools for and indicators of human trafficking. Discuss the importance of using a trauma-informed approach when screening victims of human trafficking. Explain procedures for sharing information with patients related to human trafficking. Describe referral options for legal and social services that can assist victims of human trafficking. Identify the use of hotlines and other mechanisms for reporting suspected human trafficking in Michigan.		
Categories	<i>Clinical Application; State-Mandated CE; Abuse, Neglect & Violence; Emergency Nursing; State-Mandated CE; Clinical Application; Foundational Knowledge; Professional Issues; State-Mandated CE</i>		
Course	Elder Care	10 hr	WIME0768
	<i>Nursing Occupational Therapy Physical Therapy</i>		
Description	Goals and models of care for older adults; physical, cognitive, psychosocial, and functional changes of aging; medication use; supporting family caregivers; legal and ethical considerations for elder care; elder abuse; end-of-life care. Comprehensive CEU course on elder care and geriatric care. 10-contact-hour course on the physiologic, cognitive, and psychosocial changes of aging. Topics include assessment, goals of care, balance and fall risks, medication use and misuse in seniors, elder abuse, and end-of-life care, including		
Objectives	Summarize the models and goals of care for the older adult. Discuss the major age-related physiologic changes impacting older adults and related assessment and management recommendations. Describe cognitive and psychosocial changes impacting the health of older individuals and related management recommendations. Identify assessment tools and strategies to address functional limitations of the older adult. Explain the risks, safety, and management of medications for older adults. Relate strategies for supporting family caregivers of elders. Discuss legal and ethical considerations in the care of the older adult. Review the assessment and management of elder abuse victims. Clarify the principles that guide end-of-life care.		
Categories	<i>Clinical Application; Abuse, Neglect & Violence; Elder Health (Gerontology); Ethical, Legal Issues; Psychiatric/Mental Health Nursing; Foundational Knowledge; OT Service Delivery; Professional Issues</i>		

Course Older Adult and Geriatric Care for Texas Nurses

2 hr

WIME0769

Nursing

Description REQUIRED FOR TEXAS NURSES Fulfills the requirement for nurses whose practice includes older adult or geriatric populations. Covers major age-related physiologic and cognitive changes impacting older adults and related prevention and health maintenance; includes overview of mental health issues, elder abuse, and end-of-life care.

Objectives Discuss the major age-related physiologic changes impacting older adults and related management recommendations. Describe cognitive changes impacting the health of older individuals and related management recommendations. Describe mental health issues of older individuals. Review the assessment and management of elder abuse victims. Clarify the principles that guide end-of-life care.

Categories *Elder Health (Gerontology); Ethical, Legal Issues; Psychiatric/Mental Health Nursing*

Course Ethics, Laws, and Regulations for California Physical Therapy

2 hr

WIME0774

Physical Therapy

Description MANDATORY FOR CA PT/PTA. This 2-hour CE course fulfills the continuing competency requirement on ethics, laws, and regulations pertaining to physical therapy practice in California. Includes the American Physical Therapy Association Code of Ethics for the Physical Therapist and Standards of Ethical Conduct for the Physical Therapist Assistant.

Objectives Define "ethics." Summarize the fundamental ethical principles generally associated with the practice of healthcare. Discuss the American Physical Therapy Association's (APTA) "Code of Ethics for the Physical Therapist." Discuss APTA's "Standards of Ethical Conduct for the Physical Therapist Assistant." Outline the basis and sources of law in the United States. Discuss the elements of the California Physical Therapy Practice Act. Identify how civil and criminal law apply to the practice of physical therapy.

Categories *Professional Issues; State-Mandated CE*

Course Ethics and Law in Occupational Therapy Practice

3 hr

WIME0775

Occupational Therapy

Description Ethics and Law for Occupational Therapists (OT) and Occupational Therapy Assistants (OTA). This course fulfills the mandate in Georgia, North Carolina, Ohio, and California regarding ethics continuing education and also applies to occupational therapists/assistants in other states. Covers the AOTA Occupational Therapy Code of Ethics, including its seven Core Values, six Principles, and associated Standards of Conduct.

Objectives Identify the meaning of ethics and ethical theories. Discuss the Core Values, Principles, and Standards of Conduct of the "AOTA Occupational Therapy Code of Ethics." Describe how civil and criminal laws apply to the practice of occupational therapy.

Categories *Professional Issues; State-Mandated CE*

Teepa Snow's Positive Approach to Care		Hours	Class ID
Class	Teepa Snow PAC Skills Make the Difference	1.5 hr	PAC0001
Description	This person-centered, practical, and hands-on video shows the benefits of Positive Approach® methods for persons living with dementia. After reviewing core skills and practices, you will witness Margaret, John, Gordon, Bob, Alice, and Edna, as they benefit from the Positive Approach to Care strategies. Observe the acknowledgment, respect, and dignified support that each person receives with world-renowned dementia care expert Teepa Snow. The care interactions she demonstrates will confirm the value of using specific, interpersonal cues and skills to improve the quality and outcome of care. See for yourself why Positive Approach to Care Skills Make the Difference!		
Objectives	Identify the function of at least one part of the brain that may affect behaviors or abilities in those living with dementia or care partners. Identify common mistakes related to language and showing an agenda when approaching someone living with dementia. Recognize the need for care-partnering skills including the Positive Physical Approach (PPA) technique to approach and connect, and the Hand-under-Hand technique to guide and assist PLwD. Describe the reason for and use of Teepa's five "I'm Sorry" phrases. Recognize the utility of a GEMS dementia progression classification system and identify the six GEMS states by name and order. Notice selected PAC Skills being used with a variety of skill levels and GEMS states. Identify at least one PAC skill or strategy that would improve interactions or outcomes while getting someone to stand up, assisting someone with eating, assisting someone with self-care, and waking someone up		
Class	Teepa Snow Meaningful Activities	0.5 hr	PAC0002
Description	This session is designed to help care providers create days that have meaning for the person living with dementia as well as themselves. There are four types of activities that we engage in every day to make our lives feel complete and comfortable. The focus of this segment is to guide those who would provide programs and opportunities in how to put together a schedule that balances out purposeful activities, leisure activities, self-care, home care activities, and rest and restoration. The session uses lecture and video clips to explore examples of each of these for people living with dementia from early stages to end of life.		
Objectives	Identify the four general categories of activities that people engage in each day. List at least one example of a passive and active leisure/fun activity. Recognize a self-care activity for their bodies. State one reason sleep is important for people. Use another word for work.		
Class	Teepa Snow Advanced Care Skills in Late-Stage Dementia	2 hr	PAC0003
Description	Are you caring for a person living in the late stages of dementia? Whether you work in skilled, hospice, or in a home care setting, this program is a must-see for anyone who seeks to provide the most comfort, dignity, and quality of life to the person living with dementia. This program offers step-by-step instructions and hands-on skills for a variety of late stage care needs, all based on Positive Approach® techniques to help care partners handle even the most complex situations and reduce their risk of injury.		
Objectives	Calmly get a person out of bed while protecting their back. Safely transfer a person from bed to wheelchair. Safely transfer a person from bed to wheelchair, using a Sara lift. Bathe and dress a person in bed while protecting their dignity. Assist with eating and drinking, using the most compassionate care techniques.		
Class	Teepa Snow The Art of Caregiving	2.25 hr	PAC0004
Description	This session was created to help you demystify resistance and become a better detective. The goal of this session is to help you build skills and empower you as care partners. Teepa will demonstrate effective approaches to bathing, eating, dressing, transfers, and how to respond to certain types of reactions commonly exhibited by persons living with dementia.		
Objectives	Demonstrate hands-on care partnering techniques to ease daily tasks, such as difficulty with ambulation, bathing, eating, transfers, and dressing. Demonstrate the ideal way to approach and interact with a person living with dementia. Discuss why a patient's life history, personal preferences, and personality traits matter. Explore the need for stress management and the importance of caring for yourself. Identify ways to minimize resistance and increase positive interactions. Identify different types of dementia, such as Vascular dementia, Lewy Body Dementia, and Frontotemporal dementia. Learn the five emotional and five physical unmet needs that cause negative reactions when someone has dementia and limited verbal communication.		

Class	Teepa Snow Dementia Care Provision	3.5 hr	PAC0005
Description	Dementia changes everything, including the effectiveness of many standard health care practices, procedures, and protocols. This poignant training video will teach providers and practitioners how to reduce risk in professional settings and medical models of care when working with people living with dementia. Staff behavior can make a critical difference when working with resistant behaviors, limited understanding and comprehension, or the inability to communicate personal unmet needs. Learn tried-and-true, non-pharmacological care approaches and skill techniques developed by Teepa Snow that will dramatically reduce resistance to care, physical and emotional distress, distress-related falls or accidents, evasion, exit-seeking or elopement attempts, and on-the-job staff injuries.		
Objectives	Describe brain changes as dementia progresses. Describe care partnering skills including the Positive Physical Approach (PPA) technique to approach and connect, and the Hand-under-Hand® technique to guide and assist PLwD. Describe the importance and value of building positive relationships between PLwD and care partners and adapt communication strategies to connect and engage in ways that are helpful. Recognize and describe the difference between beginning an interaction between care partner and PLwD using Positive Physical Approach (PPA) versus beginning an interaction with a task-focused agenda and list some benefits of using PPA.		
Class	Teepa Snow Brain Changes	0.33 hr	PAC0006
Description	This segment provides a brief and concise review of human brain function and what changes when someone starts to develop active symptoms of dementia. The core of the brain is compared to the prefrontal cortex, followed by a review of various sensory processing centers. Finally, the combined impact of chemical and structural changes in the brain is covered briefly to highlight the ever-changing nature of a person's abilities.		
Objectives	State a difference between the limbic system and the prefrontal cortex. Identify at least one function of the prefrontal cortex that is changed with most dementias. List at least two changes in visual abilities that happen when someone is living with dementia. Notice what language-related abilities may still be available to someone living with dementia. Describe at least one possible reason a person who has experienced brain changes is at greater risk for injuries related to movement or sensation changes. Understand the importance that the combination of chemical and structural changes in the brain has for people living with dementia, in order to appreciate varying abilities, as well as emotional vs. factual new memories.		
Class	Teepa Snow Challenging Behaviors	0.25 hr	PAC0007
Description	The purpose of this session is to provide guidance and structure when trying to cope with challenging situations. The primary focus of the program is to introduce the concept of puzzle solving, rather than blaming the person living with dementia for experiencing symptoms of dementia and expressing distress or attempting to communicate despite limitations in language, functional skills, impulse control, or logic and thinking abilities. Within this segment, a case will be presented, with a resolution of the problem provided by using PAC skills, environmental modification, and redirection of use of time for the person living with dementia.		
Objectives	Recognize challenging behaviors as an expression of unmet needs or an effort to communicate distress. Identify at least two possible triggers of distress that are not caused by the person. Indicate the value of using and working with others to better understand the situation prior to determining cause. Identify a piece of personal information in the case study that helped to explain what the person was doing.		
Class	Teepa Snow Becoming Dementia Aware	3.5 hr	PAC0008
Description	The Becoming Dementia Aware course provides a foundational session that provides learners with the most accurate and current information and care techniques for the different types of dementia, including Alzheimers. This course is specifically designed for individual care partners that are looking to gain dementia Awareness, Knowledge, Skills, and Competency (AKSC).		
Objectives	Understand the value and importance of early recognition of the changes in function that signal the onset of a dementing illness. Acknowledge that people living with dementia are GEMS, precious and unique, who simply need the right care and setting to shine. Identify some key differences between normal aging changes versus the onset of dementia. Identify the nine key steps for successfully approaching and engaging a person with dementia using a Positive Physical Approach. Recognize some typical symptoms of dementia. Create a Specific, Measurable, Attainable, Realistic, and Timely goal (SMART goal).		

Class	Teepa Snow Challenging Behaviors in Dementia Care	3 hr	PAC0009
Description	Anger, physical resistance, swearing, hallucinations, and sexually undesired or surprising actions are just a few examples of the challenging situations that can occur when a person is living with dementia. As a care provider, any of these behaviors can leave you feeling distressed, hurt, embarrassed, and unappreciated.		
Objectives	Identify which physical and emotional needs may be causing challenging situations. Explore how to figure out the problem, ease the discomfort, and calm the person in distress. Demonstrate the hands-on techniques to connect and comfort using visual, verbal, physical, emotional, and spiritual communication. Discuss how to create a deeper and more meaningful care approach by using Teepa's Six Pieces of the Puzzle.		
Class	Teepa Snow Creating Quality of Life in Dementia Care	2.5 hr	PAC0010
Description	A dementia diagnosis does not mean that one's ability to enjoy life disappears in a flash. However, as the disease progresses and abilities decline, sustaining a high quality of life can be challenging for both the person living with dementia as well as the care partner (or provider). Offering support and providing care can rob both parties of what is needed to find pleasure, meaning, and value in living well as a partnership.		
Objectives	Create a meaningful life in an in-home care setting. Develop ways to balance your day and your partner's schedules and routines. Determine how to integrate fun, fitness, and rest routines for an engaging life. Determine ways to offer support while encouraging independence as long as possible		
Class	Teepa Snow Dental Care for People with Dementia	2.5 hr	PAC0011
Description	Dental care, immensely important to a person's overall health, becomes more and more challenging for caregivers as the patient's dementia progresses. Learn effective techniques to handle challenging situations and provide the best dental care for a person with dementia, including but not limited to Alzheimer's, Lewy Body or Frontotemporal Dementia.		
Objectives	Identify causes for common dental care issues and how to overcome them. Describe common changes in behavior and communication that are the result of structural and chemical changes in the brain. Identify how changes in motor skills create problems for oral hygiene. Discuss the impact that vision has on care techniques when working with a person living with dementia. Identify verbal, visual, auditory, touch, and tactile cues that might improve cooperation. Take steps to create a more calming environment through changes to lighting, temperature, and more. Identify techniques and tools to adapt oral care techniques in an effort to increase cooperation and improve dental care results. Demonstrate an effective approach technique to optimize successful interaction and intervention with people who are living with dementia.		
Class	Teepa Snow Designing a Supportive Dementia Care Environment	2.5 hr	PAC0012
Description	Are you caring for a person living with dementia in their home? Did you know that you can set up the environment to support both of you? A well designed and supportive setting can help the person in your care maintain abilities and an optimal activity level for as long as possible. These options, if used correctly, can positively impact the quality of life for you and the person in your care.		
Objectives	Determine ways to optimize your living space to offer a high quality of life with dementia, for both you and the person in your care. Identify where to find the right supportive resources. Develop balanced routines that reduce stress and encourage working as a team.		
Class	Teepa Snow The Art of Caring (Español)	1.75 hr	PAC0013
Description	Translated in Spanish, this session was created to help you demystify resistance and become a better detective. The goal of this session is to help you build skills and empower you as care partners. Teepa will demonstrate effective approaches to bathing, eating, dressing, transfers, and how to respond to certain types of reactions commonly exhibited by persons living with dementia.		
Objectives	Demonstrate hands-on care partnering techniques to ease daily tasks, such as difficulty with ambulation, bathing, eating, transfers, and dressing. Demonstrate the ideal way to approach and interact with a person living with dementia. Discuss why a patient's life history, personal preferences, and personality traits matter. Explore the need for stress management and the importance of caring for yourself. Identify ways to minimize resistance and increase positive interactions. Identify different types of dementia, such as Vascular dementia, Lewy Body Dementia, and Frontotemporal dementia. Learn the five emotional and five physical unmet needs that cause negative reactions when someone has dementia and limited verbal communication.		

Class	Teepa Snow End of Life Care & Letting Go	2 hr	PAC0014
Description	Learn to recognize a patient's progression into the final stages of dementia and provide the best care with Teepa Snow's hands-on, disease-level appropriate techniques. In this 2 hour training program, Teepa explains how to connect with someone in late stage dementia, how to recognize and manage pain, and how to help the care team grieve the loss and celebrate the person's life.		
Objectives	Identify signs that the disease has progressed into its final stages and discuss how to provide effective comfort care. Demonstrate how to communicate without words through visual, auditory, and physical connection. Recognize physical changes and the importance of primitive reflexes. Identify techniques for a consistent positive approach. Define and differentiate between advanced directives, living will, DNR orders, palliative, and hospice care. Discuss the importance of giving the person living with dementia permission to pass without giving up on them.		
Class	Teepa Snow Filling the Day with Meaning	2 hr	PAC0015
Description	Use engaging activities to give back moments of joy, happiness, and an improved quality of life. Learn the difference between simple entertainment and engaging projects that stimulate brain activity. Filling the Day with Meaning specializes on challenging cases, such as individuals with early onset dementia. This two and a half hour workshop is full of indispensable ideas and tips empowering you to give back moments of joy.		
Objectives	Learn what makes an activity engaging and valuable. Discuss how to create an inviting and safe environment. Learn how to set up an effective activity schedule. Learn which key activities to consider at different Gems states. Learn how to successfully handle challenging cases, such as patients with early onset, tendencies for elopement, distress, falls, and more. Learn how to get your loved one, or any person living with dementia, to feel needed. Find resources needed to succeed. Learn how to build care partner skills.		
Class	Teepa Snow How to Get Your Staff Engaged in Better Care Techniques	2.5 hr	PAC0016
Description	Have you had trouble motivating your staff to learn, embrace, and regularly use new skills? Do you love Teepa Snow's dementia care methods, but don't know how to best implement them within your organization? Changing peoples' set behaviors and a groups' culture of care is not an easy task. Get practical tips, techniques, and recommended strategies from Teepa so you can find the best and most effective way to change your staff's mindset, actions, and enthusiasm towards the most compassionate care techniques available today. Learn how to create true culture change, and positively impact the quality of care and life for those living with dementia.		
Objectives	Build skills to change staff behavior toward individuals with dementia. Propel your managerial techniques from traditional supervising to effective coaching. Determine ways to best guide staff during challenging behaviors and care situations.		
Class	Teepa Snow Improving Communications in Dementia Care	5.25 hr	PAC0017
Description	Nothing is more challenging in dementia care than effective communication. Have you had trouble getting a loved one to a screening, or aren't sure how to communicate when there is a need to stop driving? This in-depth, hands-on workshop with internationally recognized dementia care expert Teepa Snow offers the skills necessary to tackle these crucial conversations and safeguard your loved one.		
Objectives	Demonstrate strategies for partnering with a person living with dementia when change is needed. Discuss the best approach for screening or medical attention. Explore strategies for communicating with your loved one when there is a need to stop driving. Discuss how to help families near or far recognize symptoms and move past denial of changing needs.		

Class	Teepa Snow Improving Emergency Services for Dementia Patients	2 hr	PAC0018
Description	Recognizing symptoms of dementia and knowing how to reduce stress and resistance of people affected with the disease during precarious situations is vital for emergency personnel. Improving Emergency Services for Dementia Patients shows law enforcement officers, firefighters, EMTs, 911 dispatchers, and emergency room personnel how to best handle challenging behaviors and issues related to abuse or neglect.		
Objectives	Describe symptoms of dementia that impact care initiation and provision. Recognize behaviors that are indicative of dementia and may require special approaches and handling. Use selected techniques that reduce distress, encourage acceptance of assistance, and improve outcomes for both the person with the condition, family members, and care providers and yourselves.		
Class	Teepa Snow In-Home Dementia Care: Tips & Techniques	5 hr	PAC0019
Description	Caring for your loved one living with a form of dementia in the home setting can create challenges those on the outside can only imagine. Without a strong support system and hands-on skills, this very difficult job can easily leave caregivers feeling stressed, overwhelmed, and isolated.		
Objectives	Describe practical tips and ideas to problem-solve existing challenging situations for a more joyous care partnering relationship. Demonstrate how to prepare visitors and family members for more meaningful visits. Create calming surroundings to reduce the risk of sundowning or other distressing reactions. Apply Teepa's Six Pieces of the Puzzle™ and GEMS® methods to discover your loved one's retained skills and interests, thereby creating a positive and more fulfilling care environment for both of you.		
Class	Teepa Snow It's All in Your Approach	2.25 hr	PAC0020
Description	In "It's All In Your Approach," Teepa Snow, a nationally acclaimed Alzheimer's and dementia care specialist, teaches her students how a person with dementia perceives his/her environment and how to properly adapt one's own behavior to increase communication and the patient's quality of life. Learn techniques to improve communication, mutual understanding, better manage distress, and much more.		
Objectives	Discriminate between forgetfulness in normal aging versus Alzheimers, Lewy Body Dementia (LBD), Fronto-Temporal Dementia (FTD), Vascular Dementia, Delirium, and Depression. Demonstrate Teepa's Positive Physical Approach™ (PPA™) to decrease the risk of distress. Discuss commonly occurring behaviors and recommended and preferred responses. Appreciate the importance of the cueing sequence Visual-Verbal-Touch that is especially important during later stages of the disease. Identify the important steps of approaching a person with dementia in an effective and helpful manner.		
Class	Teepa Snow Lewy Body Dementia	3 hr	PAC0021
Description	Lewy Body Dementia (LBD), the second most prevalent form of dementia, is regularly misdiagnosed and particularly challenging for care partners and those living with the condition. Knowing about LBD-specific medication interactions is critical to best protect your loved one or person living with LBD, and practical solutions for challenging situations will help you increase mutual understanding.		
Objectives	Describe the most common symptoms that are associated with Lewy Body Dementia. Compare and contrast Alzheimer's, Parkinson's, Vascular, and Lewy Body Dementias. Discuss current recommendations for treatment and care of individuals with LBD based on the unique challenges this condition presents.		

Class	Teepa Snow Living at Home with Mid to Later Stage Dementia	1.75 hr	PAC0022
Description	Are you caring for someone living with dementia that is starting to struggle with figuring out the world around them? Offering home care support for someone with mid to later stage dementia can be tough. Get Teepa Snow's techniques for managing the environment, tasks, objects, and interactions to offer the greatest help and quality of life.		
Objectives	Offer the most gentle yet effective personal care assistance that builds trust. Evaluate mobility and skills needed in and around the home for safety. Identify the right balance between assisting and encouraging the person to do as much as possible on their own. Set up the home environment to reduce safety risks. Create activities that make the person feel needed and valued.		
Class	Teepa Snow Maintain Your Brain: Dementia Risk Reduction & Life After Diagnosis	2.5 hr	PAC0023
Description	More and more people in the U.S. are diagnosed with dementia. Most of us fear developing this disease, but few know how to actively reduce their risk. Learn about risk factors, brain exercises, physical and cognitive activity, nutrition and diet. Know about important lifestyle choices affecting brain health even after diagnosis.		
Objectives	Describe the effects of dementia on the brain. Understand your risk of developing dementia. Discover the top three lifestyle choices that affect your dementia risk. Explore the connection between the heart and brain. Discover brain-friendly nutrition and diet choices. With your partner, discuss additional lifestyle choices that can affect brain health. Recognize early warning signs such as changes in memory, thinking, judgments, personality, speech, sleep, or appetite. Discover how you can continue to enjoy your life even if you have been diagnosed.		
Class	Teepa Snow Practical Tips for Better Living with Parkinson's Disease	4.5 hr	PAC0024
Description	Did you know that you can actively impact the course of Parkinson's disease (PD)? What you do and what you know can positively affect the quality of life for you and the person living with PD. Join neurologist Dean Sutherland, MD, Ph.D., and occupational therapist Teepa Snow, MS, OTR/L, FAOTA, for two engaging and information-packed workshops. This comprehensive Parkinson's disease "toolkit" will leave you informed, inspired, and ready to practice your new skills for a better life with PD.		
Objectives	Discuss who gets Parkinson's disease, and how it is diagnosed. Identify signs and symptoms of Parkinson's disease. Explain medications and treatments that can offer relief. Explain how exercise and support groups can help those with Parkinson's disease. Outline what helps, what hurts and what gets in the way of support those with Parkinson's disease. Demonstrate how rhythm and movement can overcome freezing and rigidity. Use visual and physical cues to guide and model care routines.		
Class	Teepa Snow Progression of Dementia	2.5 hr	PAC0025
Description	Know which state of dementia your loved one or resident experiences to customize your caregiving techniques. In this two-hour training program, Progression of Dementia, Teepa Snow explains the appropriate levels of care needed during different states, which types of reactions to expect, appropriate activity programs, and much more.		
Objectives	Recognize the importance of matching the care support and cueing needed to the combination of lost and retained abilities of the person living with dementia to optimize quality of life for all involved. Describe typical progression patterns for changing abilities in combination with support and environmental changes that foster the best performance while providing safety mechanisms and support that is typically needed. Understand why patients in later dementia states can't relax their muscles, and how to safely handle them to reduce the risk of bruising. Understand the impact of changes in brain function on behavior, communication and interaction skills, visual processing, functional abilities, memory, reasoning, and decision-making abilities as dementia progresses, emphasizing what is available and preserved. Discuss the impact of changes in brain function on behavior, communication and interaction skills, visual processing, functional abilities, and decision-making abilities.		

Class	Teepa Snow Senior Care Options: Insider's Tips for Selecting the Best Care Level for Changing Abilities	2.5 hr	PAC0026
Description	Do you have a loved one receiving care at home, living in a senior care community, or are you wondering if it might be time to transition into one? Are you unsure which care level to choose? How can you tell if the current care your person receives isn't sufficient anymore? There are many different senior care options available, and unless you have worked in the field you are likely to be unsure which choice would be best.		
Objectives	Name which three factors are the pillars of a supportive care environment. Determine why and how to consider your loved one's personality traits when evaluating care levels. Apply the Four Fs and Four Ss to ensure your loved one's needs are being met. List which financial and medical considerations are crucial for long-term success. List which different care approaches need to be considered.		
Class	Teepa Snow Spirituality in Dementia Care	4.75 hr	PAC0027
Description	Have you struggled to meet the spiritual needs of a family member living with dementia? Do you run a faith-based organization and would like to know how to best help a person living with dementia and their families stay connected to their community of faith? Learn with dementia expert Teepa Snow and Reverend Linn Possell about basic spiritual needs throughout life, what may or may not change when someone is living with dementia and how to best meet those needs.		
Objectives	Identify which spiritual needs remain when a person is in the midst of brain change. Describe how to connect with the spirit of someone living with dementia to create a soul-to-soul relationship. Support family members better manage feelings of guilt, sadness, or grief. Explain how to offer the highest quality of life by focusing on what the person living with dementia is still able to do.		
Class	Teepa Snow The Inevitable Hospital Stay—How to Advocate for Your Loved One with Dementia	2.75 hr	PAC0028
Description	You might not think that your loved one living with dementia will need to go to the hospital. But unfortunately, most people living with dementia will require multiple stays as the disease progresses. Not because of the dementia, but because of an increase in falls, hip fractures, pneumonia, other conditions, or injuries. Dementia is rarely the primary diagnosis in a hospital, but offers special challenges that can significantly affect a person's hospital stay and treatment outcome. Learn with Teepa Snow why being prepared is key to advocating for your loved one when he or she no longer can.		
Objectives	Discuss with family members and how to work as a team with the hospital staff. Ask the right questions and make the best choices when speaking with the doctor. Discuss drugs that are commonly prescribed in hospitals that can have severe side effects for a person living with dementia. List what to bring to the hospital to create the best environment and reduce agitation. Detect pain and find comforting solutions. Understand why it is important to have a standing order for Tylenol rather than a PRN. Understand why having a feeding tube is not the best outcome. Discuss with your partner who should be in the hospital with your loved one and should they be there in shifts for full coverage.		
Class	Teepa Snow The Journey of Dementia	3.5 hr	PAC0029
Description	This program is designed to help those caring for someone who is experiencing problems with thinking, memory, language, or behavior. It will help learners see the difference between normal aging changes that happen to everyone and the changes they may be noticing in the person they are trying to help. This program will take you from the beginning to the end of the disease process, providing you with strategies to minimize or reduce the risk of negative outcomes.		
Objectives	Recognize the value of self-health and wellness when providing care for someone living with dementia. Describe techniques and strategies that can impact the hospital experience for people living with dementia. Identify typical changes in functional and communication abilities that signal a progression in the condition and a need for revisions of care, environmental supports, and programming. Discuss where care partners need to focus their attention and resources for improved interactions and care experiences at the beginning, mid-point, and end of the disease. Compare and contrast normal aging changes and early signs and symptoms of various dementias.		

Class	Teepa Snow Understanding Frontotemporal Dementias	2.75 hr	PAC0030
Description	Frontotemporal Dementias (FTDs), an umbrella term for a range of disorders affecting the frontal and temporal lobes of the brain, are particularly challenging for families and professional caregivers. Odd, often impulsive behaviors and potential loss of language are just a few symptoms causing frustration and anxiety.		
Objectives	Explain why proper screenings truly matter, and where to get them. Name causes and symptoms of different types of FTDs. Describe which changes happen in the brain, and how they affect the person living with FTD. Determine ways to deal with challenging behaviors without sacrificing the relationship. Recognize which medications can help or potentially cause harm. Explain how to best manage the disease with current treatment options. Describe why supportive communication and a Positive Physical Approach™ are vital to offer the greatest quality of life, for the person with FTD and care partner alike.		
Class	Teepa Snow Understanding Vascular Dementia	2.5 hr	PAC0031
Description	Vascular dementia (VaD) has symptoms that are both gradual and sudden in onset. These shifts in function can be unpredictable and change a person's reactions to their surroundings. Learn with Teepa Snow, founder of Positive Approach® to Care, and Linn Possell, Certified Master Coach, about the causes of VaD, how it affects the brain, and about early signs of change in cognition. The goal is to help you build skills, meet needs, and address symptoms that affect the reactions of a person living with VaD.		
Objectives	Describe the early signs of change in cognition and a person's reactions in VaD. Explain why VaD's progression is unpredictable and varied. Identify care partnering skills you will want to build for your person with VaD. Determine which unmet needs and symptoms might affect a person's reactions, and how to best address them to offer care and comfort.		
Class	Teepa Snow Why, When and How to Seek Professional Senior Care—Your Guide to Making the Right Choice	2.25 hr	PAC0032
Description	Are you caring for a senior whose abilities seem to be changing? As a loving and devoted caregiver or family member of someone living with dementia, it is important to know when it's time to seek professional care or look for a senior care community. Being a 30+ year senior care veteran, Teepa Snow offers the honest, no-nonsense insights needed to make the right choice. Learn how to recognize the tell-tale signs when it might be time to transition to another level of care, and get her time-tested communication tips to reduce the chance of conflict when it's time to talk about this with the person living with dementia and other members of the family.		
Objectives	Determine the best level of care and the level of skill required of the staff. Develop ways to set up a smooth transition. Identify which likes and dislikes are important to know about the person living with dementia. Apply the Four Fs and Four Ss to ensure your loved one's needs are being met.		
Class	Teepa Snow Seeing it From the Other Side: Part 1	2.5 hr	PAC0033
Description	In this first of a multi-part series, watch as Teepa takes you through three responses to dementia and what happens when a care partner shows his or her agenda. She also demonstrates normal aging versus not-normal aging in older adults. Knowing the difference between these two is key in providing the best possible care and planning for the future. You will learn a bit about the changes to expect in the right and left sides of the brain as well as what that might look like related to changes you might see in the person.		
Objectives	Identify the 3 typical responses to the experience of living with dementia. Explain how care partners can make respectful and effective choices that set everyone up for a positive journey. Determine what is normal or not normal in aging due to health conditions or the onset of dementia. Describe right and left brain function and the impact they have on communication, caregiving, comprehension of speech and language ability.		

Class	Teepa Snow Seeing it From the Other Side: Part 2	2.5 hr	PAC0034
Description	The second in a multi-part series takes you deeper into the condition of dementia with Teepa Snow. She will help you understand what dementia is and how it relates to failures within the brain. While she does discuss brain failure and what is lost, she also looks at how to use what remains using her GEMS® model to discuss the progression of dementia. In this DVD, you will also get an introduction to her positive connection methods including Positive Physical Approach™ and Hand-under-Hand™ as a technique to assist with personal tasks.		
Objectives	Determine if challenges are due to dementia and the importance of finding an “ability” baseline. Describe what causes dementia and what does it mean to live, function, and thrive with brain failure. Explain Teepa’s GEMS™ the person-centered dementia classification model defining “states” of changing cognitive and physical ability. Explain the risk-reducing and effective care partner techniques of Positive Physical Approach™ and Hand-under-Hand™.		
Class	Teepa Snow Seeing it From the Other Side: Part 3	1.5 hr	PAC0035
Description	The third in a multi-part series takes you deeper into the condition of dementia with Teepa Snow. She will help you understand what dementia is and how it relates to failures within the brain. While she does discuss brain failure and what is lost, she also looks at how to use what remains using her GEMS® model to discuss the progression of dementia. In this class, you will dig deeper into the GEMS® model to understand the progression of dementia in a more positive way.		
Objectives	Describe the brain’s Limbic System and why individuals living with dementia are fighting, afraid, or hiding things. Demonstrate innovative person-centered habits and care behaviors that create positive emotional connection and physical interaction. Demonstrate how to use Hand-under-Hand™ technique to leverage maintained brain function and skill ability when helping someone eat. Discuss the many challenging behaviors associated with dementia which are typically the consequence of unidentified and unmet needs.		
Class	Teepa Snow Seeing it From the Other Side: Part 4	2.25 hr	PAC0036
Description	The fourth in the multi-part series focuses on noticing and screening for early changes in ability. It also highlights techniques and strategies to provide support and establish helpful relationships during the early phase, the Diamond GEMS state of mind, when brain function is still clear and sharp, with decreasing flexibility for changes.		
Objectives	Outline screening tools that are the most effective for providing helpful information about the possibility of the early signs of brain changes. Determine ways to help guide a person who unwilling to be screened toward the possibility of agreeing to participate in a screening. Demonstrate ways to effectively help de-escalate a distressed person. Identify ways to help care teams when abilities are just beginning to change. Identify changes in a person’s abilities that can cause the care partner to become distressed.		
Class	Teepa Snow The art of Alzheimer’s care: innovative strategies (Français)	4 hr	PAC0037
Description	At the invitation of the Alzheimer Society of Montreal, Teepa Snow, a renowned specialist in cognitive disorders, shows how affected people perceive the world, and how caregivers and health professionals can adapt their approaches to promote better communication and improve everyone’s quality of life. Interpreted in French, this five-hour course examines in-depth person-centered care techniques.		
Objectives	Explain how a person living with dementia perceives the world. Determine how care partners can change and adapt their own behavior to improve quality of life for everyone involved. Determine how care partners can improve communication. Explain person-centered care techniques that professionals and family members can use.		

Class	Teepa Snow Dementia and the LGBTQ Community: A Discussion with Professionals	1 hr	PAC0038
Description	This recorded webinar explores the impact of being a member of the LGBTQ community living with dementia. Also, experience a discussion about members of the LGBTQ community who are providing support and service to people with dementia who are not a part of that community. Additionally, learn about issues that might arise if planning is not undertaken before competence is questioned.		
Objectives	Discuss unique elements of being a member of the LGBTQ community who is living with dementia. Recognize different aspects of being a member of the LGBTQ community who is caring for those who may not be. Understand possible situations in care planning specific to the LGBTQ community.		
Class	Teepa Snow Sexuality and Intimacy for Professional Care Partners	1.75 hr	PAC0039
Description	This recorded webinar focuses on the impact of dementia on sexuality and intimacy. Since dementia results in a wide variety of brain changes, the ability to be intimate with others and expressions of sexuality are typically impacted at multiple points throughout progression. Unfortunately, these brain changes can lead to actions that are viewed by some as 'inappropriate sexual advances.' In this webinar, explore the changes that relate to social behaviors, disinhibition, sensory processing, and cognitive abilities to help understand how and why intimacy and sexuality are affected. Also, learn a more helpful and healthy approach to coping with situations involving sexuality or intimacy when someone is living with dementia.		
Objectives	Describe typical brain changes in the progression of dementia. Discuss the ways in which these brain changes may impact sexuality and intimacy. Identify healthy approaches to situations involving sexuality or intimacy in dementia care.		
Class	Teepa Snow Dementia and Developmental Disabilities: What's Happening	1.5 hr	PAC0040
Description	For the first time in history, people living with developmental disabilities and intellectual disabilities since childhood are experiencing full life spans. As this happens, we are recognizing a growing and special population of people who are living with dementia. In this webinar, explore awareness of early symptoms of dementia in this population. Learn about supports and options that will be helpful, and gain knowledge of approaches that make a difference.		
Objectives	Understand situations and challenges specific to people with developmental and intellectual disabilities who may be living with dementia. Describe examples of early dementia symptoms in this population. Discuss several supports and approaches that may be used to help those living with dementia and other disabilities.		

96.5 hours of NAB Approved Admin CEUs		Hours	Course ID
Course	Accessibility: Its more than the Americans with Disabilities Act	3 hr	NAB0001
Description	Accessibility is often described in terms of overcoming impediments for physically disabled individuals as specified by the requirements of the Americans with Disabilities Act of 1990. These requirements are often considered synonymous with the requirements of accessibility. While these mandated regulations are certainly part of the broader accessibility question, they reflect only a portion of the true intent of long-term care accessibility. Accessibility is more than overcoming physical barriers. It is overcoming a wide range of issues including financial and social barriers as well as emotional and physical impediments.		
Objectives	Describe accessibility in a long-term care environment. Describe the intent of the Americans with Disabilities Act of 1990. Discuss the responsibilities of long-term care facilities relating to Limited English Proficient individuals. Discuss what accessibility accommodations should be expected by residents and staff of a long-term care facility.		
Course	Alzheimer's & Dementia	2.25 hr	NAB0002
Description	Mid-to-late stage Alzheimer's and dementia can present challenging behavior problems. Patients often feel anger, confusion, fear and sadness, which can present itself in aggressive and sometime violent behavior. Enhance your ability to care for these residents by: recognizing characteristics of a confused resident, identifying common behavior problems, stating common interventions for positive behavioral outcomes, listing the three stages of Alzheimer's disease, describe how to interact with a confused resident and identifying at least three ways to care for the confused resident.		
Objectives	Recognize characteristics of a confused resident. Identify common behavior problems. State common interventions for positive behavioral outcomes. List the three stages of Alzheimer's disease. Describe how to interact with a confused resident. Identifying at least three ways to care for the confused resident.		
Course	An Administrators Guide to Abuse	1.5 hr	NAB0003
Description	Several years ago, "Help me, I've fallen and can't get up", was an expression used as a marketing tool by an emergency response system company to demonstrate the vulnerability of elders during falls and other health emergencies. It has, to some generations, become a symbol of this vulnerability and the importance of maintaining constant vigilance for the well being of long-term care residents. This care includes not only the elderly, but also the physically as well as mentally disabled.		
Objectives	Define abuse and give examples of various types of abuse. Describe the appropriate procedures for responding to incidences of abuse, neglect and misappropriation of property. Discuss some possible causes of abuse. Discuss some of the methods of investigating abuse. Describe what management can do to prevent abuse. Discuss what can be done to prevent retribution towards an individual reporting an abusive situation. Identify potential resident abusers.		
Course	Assisted Living Medications	1.5 hr	NAB0004
Description	Adults over the age of 65 buy 30% of all prescription drugs and 40% of all over-the-counter drugs. However, many drug companies are still in the process of adopting measures to ensure drugs are appropriate for the elderly (such as including elderly subjects in drug studies). Upon completion of this program, participants should be able to understand the caregiver's role in medication management for assisted living residents, define the importance of awareness, observation, and reporting in medication management, identify the guidelines for monitoring medication management and describe the purpose and possible side effects of the most common medications.		
Objectives	Understand the Caregiver's role in medication management for assisted living residents. Define the importance of a Caregivers awareness, observation, and reporting in medication management. Identify the guidelines for observing, reporting and monitoring in medication management. Describe the purpose, effects, and possible side effects of the most common medications.		

Course	Basics of Medical Ethics and Advance Directives	1.5 hr	NAB0005
Description	Medical ethics is a system of moral principles that apply values to the practice of clinical medicine and in scientific research. An advance directives is a legal document in which a person specifies what actions should be taken for their health if they are no longer able to make decisions for themselves. Upon completion of this program, participants will have a better understand of the importance of confidentiality, the duties, responsibilities and requirements of health care professionals, when disclosures are appropriate, how advance care planning differs from advance directives, advanced directives currently available and the legality of advance directives.		
Objectives	What it means to be a professional and the difference between a business and profession. What confidentiality is, the duties, responsibilities and requirement. When are disclosures inappropriate, appropriate and the difference between how advance care planning differs from advance health directives. The goals and expected outcomes of an advance directive.		
Course	Be Prepared for a Disaster	1.75 hr	NAB0006
Description	Be Prepared has been the Boy Scout motto for approximately one hundred years. As nursing home administrators, we should take note of this slogan and apply it to the daily administration of our facilities. Being prepared is more than having the right tools to meet any contingency. Being prepared is also having the right attitude, the right training and the right forethought to meet and hopefully overcome potential challenges. This is no less true in the healthcare environment than it is in the life of a scout. There are no problems in the healthcare business... just challenges. It is the administrator's task to be prepared to meet those challenges.		
Objectives	Describe the necessity of developing emergency plans. Develop a facility emergency preparedness plan. Understand the difference between various severe weather conditions. Describe basic building construction relative to life safety issues. Explain the necessity of maintaining strong control and communications during emergency situations. Explain the need for a strong chain of command during emergency conditions. Discuss the events necessary to minimize anxiety during a bomb or terrorist threat. Describe the concerns relative to resident elopement. Discuss some of the causes of workplace violence. Discuss the dangers of a hazardous material incident.		
Course	Biological and Chemical Warfare	4.25 hr	NAB0007
Description	Biological and chemical warfare--also known as germ warfare--is the use of biological toxins or infectious agents such as bacteria, viruses, and fungi with the intent to kill or incapacitate humans, animals or plants as an act of war. Upon completion of this program, participants will know and understand the history of biological and chemical warfare, identify different biological and chemical agents, understand the most common biological agents, recognize the signs and symptoms of exposure, and establish procedures to diagnose, treat isolate and decontaminate.		
Objectives	Understand the history of Biological and Chemical Warfare, the agents themselves and the signs and symptoms of exposure. They will also know how to treat and evacuate their residents and develop a plan for this purpose, should they need it in the future.		
Course	The Neurological Effects Of Caffeine	4.25 hr	NAB0008
Description	Most caffeine consumed comes from dietary sources such as coffee, tea, cola drinks, and chocolate. These popular items can impact sleep, memory, cognition, wakefulness, mood, performance, and more. Coffee is enjoyed by millions of people around the world and is one of the most extensively researched components in the diet. New studies are regularly being added to the already large body of scientific research. Taken overall, the research indicates that moderate coffee consumption (typically 3-5 cups per day) fits well with a healthy balanced diet and active lifestyle.		
Objectives	Understand the types of stimulants, the effects, the chemicals involved, the adverse effects and the benefits and risks. They will understand how these stimulants affect our sleep, activities and thought process. They will understand their nutrition components, pharmacology, how caffeine effects the brain and the neurological effects on the brain.		

Course	Cool Tools for Collaboration	2.75 hr	NAB0009
Description	The prime objective of collaboration is to achieve the goals of an organization more effectively and efficiently. The purpose of the collaborative process is to define how collaboration happens and to communicate an organization's values, operations and decision making processes. Collaboration is a working practice whereby individuals work together to a common purpose to achieve business benefit. Collaboration arrangements, nevertheless is an important tool in the efficient and effective management of nursing homes by staff and its administrators. Moreover, research shows that because of the complexity of medical care, coupled with the inherent limitations of human performance, it is critically important that clinicians and their staff have standardized communication tools to create an environment in which individuals can speak up and express concerns. Hence, the adoption of standardized tools and behaviors of collaboration is a very effective strategy in enhancing teamwork and reducing risks, thereby providing quality patient care to patients in the nursing homes.		
Objectives	Understand the components of successful team work. Know how to build a collaborative work environment. Identify the traits collaboration pro leader. Understand the advantages and dis-advantages of collaboration.		
Course	Understanding COPD	3 hr	NAB0010
Description	COPD stands for Chronic Obstructive Pulmonary Disease. Emphysema, damaged or enlarged air sacs, and chronic bronchitis, inflammation of the bronchial tube lining, are the two most common conditions that contribute to COPD. Asthma is the narrowing and swelling of the airways, which produces extra mucus. These breathing related issues become increasingly common among the elderly as the respiratory muscles weaken with age. Upon completion of the training, participants should be able to understand the disease process, signs and symptoms, diagnostic tests, misconceptions, treatment, therapy, and prognosis.		
Objectives	Understand the disease process, signs and symptoms, diagnostic tests, misconceptions, treatment, therapy, and prognosis of emphysema, chronic bronchitis and chronic asthma.		
Course	Death & Dying in Today's Society	1.5 hr	NAB0011
Description	The concept of death is often more "real" to the elderly, many of whom say they "take each day as it comes." Understanding the notions and emotions of patients in relation to death is an important aspect of managing their care. Upon completion of the training, participants should be able to understand their own attitudes towards death and dying, generally how to identify residents' attitudes towards death and dying, support individual residents nearing death, and understand the signs of approaching death.		
Objectives	Understand their own attitudes towards death and dying. Understand residents' attitudes towards death and dying, support individual resident when death is approaching and understand the signs of approaching death.		
Course	Ethics, Are They Important and Why?	3 hr	NAB0012
Description	Ethics are moral principles that govern a person's behavior or the conducting of an activity. Ethics in the medical field, especially dealing with the care of another human being, are of the utmost importance. Upon completion of this course, participants will be able to understand the importance of ethics, ask questions to identify residents' ethical principles, communicate ethics in the workplace, establish ethical behavior among their colleagues and identify medical dilemmas. Additionally, the course provides examples of medical dilemmas and how they were dealt with.		
Objectives	Understand the importance of ethics. They will realize the importance of ethical behavior and how ethics plays a large part in the operation of a nursing home, medical facility, business and also one's personal life. They will understand how to ask questions during an interview to find out about someone's ethics. They will understand how ethics is communicated in the workplace, and how important professionalism and self-regulation are both to the other employees and the company. They will understand phone and computer ethics, and how to move up in the company. They will understand how to deal with the younger generation, as their ethics are different. They will also understand what a medical dilemma is, and see some examples and questions to ask should they have a medical dilemma		

Course	Falls in the Elderly	3.5 hr	NAB0013
Description	A fall can be defined as "unintentionally coming to rest on the ground or other lower level with or without consciousness." Age-related changes and disease have an impact on an older person's ability to maintain balance. Falls in the elderly population remain an increasing and ongoing problem. Cognitive impairment, various medications and changes in a person's environment all appear to contribute to increased risk of falls. Falls in the older population are public health and community problems with adverse physical, medical, psychological, social and economic consequences. Some of the consequences are disability and deformity, curtailment of routine social activities, fear of repeated falls, cost of medical care associated with injuries and loss of income.		
Objectives	Identify and understand the severity of falls in the elderly. Identify the cost involved in falls. Understand methods to minimize falls. Be familiar with the assistive devices for ambulation. Identify the causes of falls and prevention of falls. Be aware of the new developments in research to prevent falls.		
Course	How Important is Leadership in Long Term Care?	3 hr	NAB0014
Description	The influence of leaders on nursing home care and culture is an important issue in health care. Previous nursing home care studies linked staff management to nursing home care quality. Nursing home managers and leaders need to be knowledgeable about their residents' medical conditions and be capable of providing quality care. In addition to addressing resident-specific needs, nursing home managers must have effective leadership qualities, conduct employee screenings or talent assessments prior to hiring and train staff on proper care and attitude when dealing with resident needs and ailments. Thus, knowledge of leadership skills and how to work with teams is important in the provision of health care as well as ways of becoming an effective leader.		
Objectives	Understand the different leadership styles, theories, qualities, behaviors, and coaching skills of a good leader. They will know how to build an effective healthcare team, and how to develop and sustain nursing leadership. They will also know how to hire effectively.		
Course	How to Manage Depression in the Elderly	1 hr	NAB0015
Description	Depression is not a normal part of aging. However, major depression affects approximately 10-20% of the world's population in the course of a lifetime. The National Institute of Mental Health has called depression among the elderly a "serious public health concern." 25% of elderly people experience periods of persistent sadness that lasts two weeks or longer. In nursing homes, approximately 20% of the residents are clinically depressed. Upon completion, participants should be able to recognize the signs and symptoms of depression, characteristics, treatment, medication, and prognosis.		
Objectives	Recognize the signs and symptoms of depression in elders. Identify 3 risk factors for developing depression. Identify suicide as a possible consequence of untreated depression. Utilize the SAD PERSON scale as a tool for suicide assessment in elders. Differentiate depression from dementia in elders. Describe 2 interventions for the treatment of depression.		
Course	Infection Control and Standard Precautions	5.5 hr	NAB0016
Description	It is estimated that 5% to 10% of hospitalized patients acquire an infection after admission to hospital. It has also been shown that patients with hospital acquired infection remain in hospital longer on average than patients without infection, with the longest hospital stay and highest costs associated with multiple infections. Hospital acquired infection is a serious health hazard as it leads to increased patients' morbidity and mortality, length of hospital stay and cost associated with hospital stay. Hence, it is important to minimize the risk of spread of infection to patients and staff in hospital by implementing good infection control program and universal precautions.		
Objectives	Identify the different modes of transmission, host residence, incubation periods of organisms, susceptibility of a person to various infections and types of communicable diseases. Implement proper measures for the prevention of spread of infection. Define principles and procedures of sterilization, sanitation, and disinfectants in long-term care. Understand the importance of an effective infection prevention program. Characterize the regulations and standards of the Government Infection Prevention Program. Identify the acute or chronic hospital associated infections in long-term patient care settings. Properly approach the outbreak recognition, analysis, and management.		

Course	Managing and Communicating with Dementia Residents	3.75 hr	NAB0017
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Description Dementia is a very common disease seen all around the world among elderly population. However, managing and communicating with dementia residents can be very difficult. Gaining a knowledge of dementia, causes of dementia, stages and types of dementia, medications and therapies of dementia and much more will help you be able to better management dementia residents and safely deal with the complications that dementia residents face.

Objectives Understand the management and communication with dementia residents. They will be able to gain a general knowledge on what is dementia, causes of dementia, stages and types of dementia, signs and symptoms of dementia, diagnosis of dementia, medications and therapies of dementia, prevention of dementia, management of dementia residents, complications that dementia residents can face, psychological aspects of dementia patients, communication of the dementia patients and dementia care plans and outcomes.

Course	Medical Ethics in LTC	3 hr	NAB0018
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Description Aging is one of the inevitabilities of our existence. Generation upon generation, our societies have practiced the long-held tradition of taking care of the elderly as an appreciation for their role they played in giving birth, raising, and nurturing the younger generation. Indeed, taking care of the elderly has always been considered not only as an obligation but an extremely noble endeavor to which those who undertake it receive immense blessings that surpass any material benefit. Times have changed since the days of our forefathers. The hassles and baffles of modernity have reduced the number and influence of extended family members and as such have ensured that there is need to have alternative long-term care facilities away from homes which would meet the growing needs of an increasingly isolated aging population. Indeed, many societies have adapted well to this challenge of having inadequate home or domestic support for the elderly by establishing long term care facilities for the elderly. Although some families have managed to establish their own home care facilities for their elderly parents, grandparents and relatives, the increased complexity in terms of the needs of the elderly has meant that professional backup is necessary

Objectives Have a deeper understanding of the unique needs of the Elderly people in long term care. Comprehend ethical issues that surround long-term care of the elderly people. Demonstrate their knowledge of various ethical challenges and their appropriate response. Demonstrate mastery of decision-specific capacity to the elderly in long term care. Demonstrate masterly application of ethical and legal principles in the analysis and interpretation of complex matters relating to long term care of the elderly. Manifest a deeper understanding of ethics, bioethics, nursing ethics and ethical dilemma associated with long term care for the elderly. Manifest a deeper understanding of the boundary between professional ethics and personal values as far as long-term care for the elderly is concerned. Demonstrate ability to apply professional ethics and relevant decision-making models to ethical dilemma in the long-term care practice for the elderly. Be able to conduct self-evaluation against standard ethical benchmarks for long term care for the elderly

Course	Medication Errors: An Overview	3 hr	NAB0019
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Description Medication safety is one a major focus of the healthcare world. Unfortunately, however, many patients suffer from medication errors and as a result suffer serious complications, even death. By learning more about medication errors as it relates to patient safety and quality of care, healthcare administrators and clinicians can increase their ability to reduce complications and problems that result from medication errors. Errors can occur at any step along the way, from prescribing to the ultimate provision of the drug to the patient. Administering, recommending and/or prescribing a medication requires knowledge, technical skills and judgment. By understand as much as possible about medications, healthcare professionals, will be able to improve client care environment systems and structures that support and facilitate safe medication practice.

Objectives Understand the number of medication errors, problems of medication errors, the many causes of medication errors, and will be able to identify the solutions.

Course	Medication Errors: Can Be Deadly	1 hr	NAB0020
Description	The Institute of Medicine's report in 1999 "To Err Is Human" brought to the forefront of public attention the millions of injuries and nearly 100,000 deaths attributed to medical errors annually. While medication errors can often be harmless, many errors have the potential to cause patient harm or worse lead to death. Research in non-medical domains have emphasized human factors and systems approaches to understanding and preventing errors and accidents. Using the models, system- focused, multi-disciplinary approaches have been useful for categorizing serious errors. Most errors occur during the ordering and the administration phases of the medication process. We can reduce medication error related patient harm and deaths by improving our understanding of medical errors and developing prevention strategies and prevention systems.		
Objectives	Identify types of medication and medical errors. They will be able to identify how medication errors happen, how frequently and the cost of those errors. They will know what has been done to prevent future errors. They will understand why there is so much secrecy and blame and what attitudes and changes need to be made.		
Course	Mental Illness in the Elderly	4.25 hr	NAB0021
Description	Mental health and emotional well-being are as important in older age as at any other time of life. Most older people have good mental health, but older people are more likely to experience events that affect emotional well-being, such as bereavement or disability. Studies show that seniors are at greater risk of some mental disorders and their complications than younger people, and many of these illnesses can be accurately diagnosed and treated. Assessing the mental health needs of older people requires an understanding of the complex interaction between specific medical conditions and social circumstances. Many people don't understand mental illness or even acknowledge its existence. Some seniors are ashamed or frightened by their symptoms or believe that they are an inevitable part of aging. Often, seniors, their loved ones and friends, and even their doctors fail to recognize the symptoms of treatable mental illness.		
Objectives	The different types of mental illness. The signs and symptoms. The treatment and management of all the different mental illnesses.		
Course	Modern Trends in LTC	2 hr	NAB0022
Description	Modern medicine has made it possible for people to live longer with illnesses, thus creating a need for care. It is much more difficult for families to take care of loved ones who are elderly. The life expectancy has increased and many people have aging parents when they themselves are retired and have ailments. What is to be done with the changing trends in LTC?		
Objectives	Understand how long term care is changing, what those changes are and what future changes may occur.		
Course	Performance Appraisals	2 hr	NAB0023
Description	A performance appraisal also referred to as a performance review, performance evaluation, (career) development discussion or employee appraisal is a method by which the job performance of an employee is documented and evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organizations. Companies and managers use a number of common appraisal methods to assess employee performance. Each technique has pros and cons. To determine which technique works best for a certain business, one needs to understand the purposes of appraising performance. A performance appraisal should motivate an employee to better performance by helping him understand why he needs to move away from poor performance or toward critical objectives. As in many other areas of business management, experts stand divided between the pros and cons of performance appraisals. Hence, understanding the process and methods of conducting a performance appraisal is essential to draw out its strengths and weaknesses.		
Objectives	Purpose of performance appraisals. Evaluating and motivating (development). Steps in performance appraisal process. Performance appraisals methods and forms. Methods of collecting data. Basic performance appraisal techniques. Who should assess performance? How a performance appraisal could be effective. Pros of performance appraisals. Cons of performance appraisals.		

Course	Resident Relations in Long-Term Care	1.25 hr	NAB0024
Description	At the core of healthcare is a desire to help people. Unfortunately, many care professionals struggle to build strong or meaningful relationships with residents or patients. Additionally, residents sometimes struggle building meaningful relationships with each other. Understanding the generations served in long-term care facilities can help healthcare professionals better serve and care for patients and residents and promote healthier relationships in long-term care.		
Objectives	Define the generations served in long-term care facilities. Define the generations that serve in long-term care facilities. Understand the areas that need to be addressed in caring for residents. Discuss the concept of diversity in long-term care facilities. Explain the concept of "knowing your resident".		
Course	Residents' Rights in Long Term Care	1.5 hr	NAB0025
Description	Healthcare professionals have an important role in implementing and ensuring residents rights are respected. And understanding and determination of what rights a resident has and how to accommodate these rights can help healthcare professionals in this most important effort.		
Objectives	Understand the caregiver's role in understanding and implementing the residents' rights, will be able to determine what rights a resident has, and how to accommodate these rights. They will understand the role and need for a plan of care, advance directives and the role of the ombudsman.		
Course	Resource Conservation for the LTC Administrator	1.75 hr	NAB0026
Description	The responsibilities of a long-term care administrators are varied, but generally include the oversight of the physical, emotional, and mental condition of residents or patients entrusted to their care. Their responsibilities do not, of course, end with resident care, but also include a wide range of other activities including the financial well-being of the facility, the safety and security of the physical plant as well as the occupants of the facility, whether they are staff, residents or visitors. Beyond this, however, with some training and good old-fashioned common sense, administrators can easily become conservation professionals in addition to healthcare professionals.		
Objectives	Discuss the concept of environmental sustainability. Discuss the advantages and disadvantages of different types of fuels. Describe some of the methods to minimize the use of water. Explain some of the most efficient methods of laundering. Describe the LEED program. Describe various types of insulation. Discuss air quality in long-term care facilities.		
Course	Stress, Stress, and More Stress!	1.75 hr	NAB0027
Description	Handling stressful situations with employees, co-workers and residents/patients or their family members can be daunting and scaring. Being able to identify stressors in the workplace and in staff or co-workers, how to relieve stress, how important humor is in the workplace and what to do about stress in the workplace can be extremely important, even the key, to creating a successful and not stressful work environment.		
Objectives	Identify stressors in the workplace, learn how to relieve stress, how important humor is in the workplace, how to and manage stress. They will also learn how to handle stressful situations with employees, co-workers. They will be able to identify signs & symptoms of stress in their employees and what to do about stress in the workplace. How to organize and reduce stress in their own environment both personal and professional.		

Course	The Science of Aging	6.5 hr	NAB0028
Description	Aging is a syndrome of changes that are deleterious, progressive, universal and thus far irreversible. It represents the accumulation of changes in a human being over time, encompassing physical, psychological, and social change. As with anything, the more we learn about a subject the better equipped we become at handling its various challenges and surprises. The Science of Aging truly is fascinating and worth detailed study.		
Objectives	The objective of longevity science is not to engineer people to live 200 years or more. It is to add to the good years of life, to strengthen the older population's physical and mental capacities for full functioning, and to allow mature adults to age with health, vitality, and to contribute to their families, communities, and to their unique individual life goals. After all, the study of the elderly and the aging will not only help in understanding the society in which we live, it also alerts us to certain processes and problems that we may experience as we grow into old age.		
Course	TIA & Stroke	3 hr	NAB0029
Description	Management of patients with a risk of stroke has always been an important issue for healthcare professionals. To improve the patient outcomes, healthcare providers must focus on the potential benefits of improving stroke management at the primary and secondary levels. Improve their systems, training and incorporating good teamwork with interdisciplinary cooperation is key to responding quickly and correctly to strokes and executing the rehabilitation of a stroke patient.		
Objectives	Understand the physiology and pathophysiology of the neurologic system. List the basic types and different causes of a stroke. Discuss the clinical assessment of a stroke. Discuss the diagnostic assessment and laboratory monitoring of a stroke. Clearly identify the important points for the prevention of a stroke. Discuss and develop rehabilitation plans. Educate patients and families on the prevention of a stroke.		
Course	Use of Restraints and Behavioral Management	1 hr	NAB0030
Description	Ensuring the safety of residents/patients is a high priority for healthcare professionals. What is the best way to ensure safety? There are various types of restraints- including belts, vests, bed rails and specialized chairs that have commonly been used in the past to prevent falls and injuries. But understanding when and why we use restraints, different type of restraints, attitudes about restraints, complications of restraints and what can be done to avoid restraints is key to ensuring safety is actually increased.		
Objectives	Identify the different types of restraints, attitudes about restraints, use of restraints, complications and dangers of restrains and alternatives to restraints.		
Course	Violence in the Workplace	1 hr	NAB0031
Description	Violence has been with us from the beginning of time. One can only look back at the history of mankind to see how acts of Violence has unfortunately been used as the answer to many of our problems. This should never be the case in our workplace environment. By defining the meaning of workplace violence, identify causes of workplace violence, discuss methods of confronting workplace violence and understanding the importance of educating staff on workplace violence we can reduce the risk and tragedy of violence in the workplace.		
Objectives	Define the meaning of workplace violence. Identify causes of workplace violence. Describe various ways of preparing for potential workplace violence. Discuss methods of confronting workplace violence.		

Course	Activities in LTC	1.25 hr	NAB0032
Description	Bingo is a wonderful game. It allows players to use their cognitive skills in an exciting but limited manner. The element of chance is always present, and the social interaction between players nurtures and strengthens relationships. But can long-term care facilities do more to mentally and socially enable residents? Long-term care can potentially create extended periods of inactivity for residents. However, through imagination and ingenuity by staff, family, and residents, the activity venues of a long-term care facility can become the shining star in the organization's programming.		
Objectives	Discuss the six aspects of wellness. Describe various means of communicating with residents. Explain how technology can enhance long-term care activity programs. Describe a wide range of fitness and wellness activities. Discuss various options that focus on the spiritual wellness of residents. Discuss the importance of food in an effective activities program. Explain the need to document a resident's participation in activities. Discuss the need for specific equipment. Describe some "imported" activities. Discuss the importance of resident and staff feedback.		
Course	An Administrators Guide to Housekeeping	1.25 hr	NAB0033
Description	One of the first impressions visitors and prospective residents have of a long-term care facility is its actual or perceived cleanliness. No matter how friendly a receptionist or how helpful the marketing representative is, future residents and their families may have second thoughts about the quality of care a facility offers if they feel uncomfortable sitting in a dirty or sticky chair with apparent signs of neglect. Although most people do not inspect a facility with white gloves and a magnifying glass, almost all will be very observant of the perceived attention, or inattention, given to the cleanliness of the facility. Learn the importance of housekeeping and tips and tricks for improving the facility's cleanliness.		
Objectives	Describe the characteristics of an excellent Housekeeping Supervisor. Describe the duties of a long-term care housekeeper. Discuss the safety precautions associated with housekeeping chemicals. Describe basic cleaning techniques for various types of rooms and spaces. Discuss the importance of scheduling in long-term care housekeeping. Explain methods of ensuring good housekeeping quality within a facility.		
Course	An Administrators Guide to Maintenance	2.75 hr	NAB0034
Description	Successful administrators of long-term care facilities are caring men and women who enjoy working with people and providing for the welfare and comfort of their residents. Many, but not all, of these caring individuals come from backgrounds with direct patient contact. Few are engineers. Most administrators have little or no experience in the "hard sciences" of engineering and lack any significant knowledge in maintaining the physical part of their long-term care facility. Insulation "R-Factors," plumbing "P"-traps, and heating, ventilation, and cooling (HVAC) systems are as foreign to the average administrator as speaking a foreign language.... and to many.. more boring!!! Increase your understanding of the various aspects of facility maintenance.		
Objectives	Define and explain the principles of a good preventive maintenance program. Define and be comfortable with basic maintenance terminology. Define the purpose of equipment material history. Discuss long-term capital equipment replacement. Better understand the need for specific types of maintenance personnel. Discuss the advantages and disadvantages of outsourcing maintenance work. Describe in basic terms how buildings are heated and cooled. Explain the importance of quality assurance and a good inspection program. Discuss the challenges of good customer care in maintenance.		
Course	CCRCs: A Bridge Across Generations	1.25 hr	NAB0035
Description	The Continuing Care Retirement Community (CCRC) has become an attractive alternative to the traditional institutionalized nursing home environment. The concept of the CCRC presents many positive aspects to the aging process, both psychologically and physically. These communities, among many other attributes, allow a graceful psychological transition into the "golden years" of retirement while simultaneously ensuring that the physical needs of the elderly are met. There are, however, many challenges in designing and staffing these communities in the years ahead.		
Objectives	Define the aging process. Define the concept of Continuing Care Retirement Community. Identify important considerations to be made when choosing a Continuing Care Retirement Community. Discuss the organizational structure of a Continuing Care Retirement Community. Identify some of the challenges in Continuing Care Retirement Community industry.		

Course	Nutrition in LTC Facilities	3.25 hr	NAB0036
Description	The key to good health lies in maintaining balanced food nutrition. Healthy eating is getting the precise amount of protein, fat, carbohydrates, vitamins, and minerals needed to maintain good health. Medical and governmental establishments published various nutrition guides to educate the public on what they should eat to promote health. One of these prominent designs led to a new direction which advanced the formulation of the "food pyramid." A food pyramid or diet pyramid is a pyramid-shaped diagram representing the optimal number of servings to be eaten daily from each basic food group. The food pyramid calls for a person to eat a balance of foods to get the nutrients and calories needed to maintain a healthy weight.		
Objectives	Understand the need for good nutrition. Understand the food pyramid and the five major food groups. Identify the aspects of a healthy diet. Understand the conditions of healthy and unhealthy diets and comprehend food serving sizes.		
Course	Safety in the Workplace	1 hr	NAB0037
Description	As all good managers understand, a well-trained and dedicated workforce is the key to any successful enterprise. It doesn't occur by accident. As employers, we need to regularly demonstrate our sincere concern for all our employees, recognizing their individual differences and acknowledging the need for professional cohesion. One of the most dramatic demonstrations of such caring is in the area of safety, which (as has been said) is everyone's business, from the Chief Executive Officer to the newest certified nursing assistant, housekeeper, or dining utility man. The significance of a good safety program is far-reaching. With such a safety program firmly in place, employees will not only feel that their employers care about their well-being but will recognize that each of them has a vital role in the facility's overall mission. If only one team member is absent due to a safety-related accident, it will directly affect the remaining employees' workload.		
Objectives	Identify the importance of safety in the workplace. Discuss positional and individual responsibilities of employees relative to facility safety. Describe the duties of a facility Safety Manager. Describe the function of the facility Safety Manager. Describe the function of a sound facility safety program. Briefly describe the Voluntary Protection Program and its importance.		
Course	Security in LTC Facilities	1 hr	NAB0038
Description	Every healthcare facility employee is responsible to residents/patients, other staff, and visitors to keep them safe from criminal and dangerous activities. Additionally, facility management is responsible for protecting the physical plant from fire, vandalism, and other detrimental occurrences. Common sense drives the majority of security decisions within a long-term care facility. However, some guidelines should be respected when developing a sound security program within any organization, and additional items unique to the healthcare facilities should be considered, like the configuration of the existing physical plant, availability of funding and staffing, and, of course, the overall community environment in which the facility is located.		
Objectives	Discuss the purpose of a security force within a long - term care environment. Describe basic security measures that can be taken to safeguard a facility. Describe various methods of staffing a facility security force. Discuss the concept of a full-time employee for scheduling purposes. Describe the various duties of security forces within a long-term care environment. Discuss some of the tools available to security staff personnel. Discuss the prevention and investigation of criminal acts within a facility. Discuss the implications of resident elopement. Discuss the duties of the security staff in the event of internal disruption or violence in the workplace.		

Course	Transportation in LTC	0.75 hr	NAB0039
Description	Resident transportation is a vital part of any long-term care operation. Whether the organization is a skilled nursing facility or a continuing care retirement community, the need for adequate and appropriate transportation is dictated by essential resident considerations and state and federal statutes. For example, the federal Health and Human Services Requirements for Long-term Care Facilities, 42 CFR Part 483, Subpart B in part states that the facility must "assist the resident by arranging for transportation to and from the dentist's office..." While this specific requirement does not dictate a need for the facility to operate and maintain transportation, it is responsible for arranging transportation for specific medical necessities.		
Objectives	Discuss the overriding need for long-term care transportation. Describe various types of vehicles used in long-term care organizations. Explain how long-term care drivers are deemed qualified to drive. Describe the advantages of various forms of transportation over other forms. Discuss the "rules of the road" for motorized carts. Discuss procedures for reporting vehicular accidents. Explain the need to plan for vehicular replacement. Discuss the need for specific equipment for non-ambulatory residents. Describe the parking needs of a long-term care facility. Discuss emergency transportation requirements.		
Course	Understanding HIPAA and its Ethics	2 hr	NAB0040
Description	HIPAA stands for Health Insurance Portability and Accountability Act. At its core, HIPAA is an issue of medical ethics. Properly following HIPAA laws is vital to the integrity and success of any healthcare organization. A patient's privacy is paramount. A breach of this information breaks the law, and strict penalties exist. Disclosing personal information about a client is illegal and unethical. Every company should have policies and continuously review them with all personnel.		
Objectives	Understand the purpose of HIPAA and the privacy rule. Understand why all entities must comply. Understand the term "protected health information." Understand the rules for using and disclosing protected health information. Understand the notice of privacy practices and the client's rights.		
Course	What's Cooking? An Operational Perspective into LTC Dining	1 hr	NAB0041
Description	Although Dining Services are currently the second major factor when prospective residents choose a long-term care facility, it may be one of the most misunderstood entities within the healthcare industry. Typically, this misunderstanding is a misplaced familiarity with the craft. For example, who has ever prepared a meal? Of course, anyone can theoretically prepare a meal for themselves, but to do so for a "family" the size of an average long-term care facility is a more serious challenge.		
Objectives	Describe some of the characteristics of the generations served in facilities. Discuss some of the ways that managers can relate to residents. Describe some financial challenges met by Dining Managers. Demonstrate an understanding of labor challenges within dining services. Discuss some of the unique venue challenges in dining services. Discuss menu cycles. Discuss empathy versus apathy when managing employees. Discuss the advantages and disadvantages of contract management.		
Course	When Should We Renovate?	1 hr	NAB0042
Description	Sometimes the decision as to whether or not a long-term care facility should renovate its physical plant becomes a question of necessity rather than one of choice. The senior care industry is a dynamic environment that requires constant attention to market trends, technological advances, and customer desires. But deciding to renovate is much easier said than done. Learning this process's challenges and best practices will help you successfully navigate facility renovations.		
Objectives	Understand the Role of the Administrator in Renovations, the construction Funding, the Architect's Role, the Design Process, the Delivery System, the Construction Contract, the Construction Management, the relationships between contractor and staff, the relationship between the contractor and residents, safety in the workplace and taking ownership.		

Leadership and Communication Training		Length	Course ID
Course	Dynamic Leadership: Introduction	2:01	LEAD0001
Description	Dynamic Leadership is about working to build a performance culture. Having this type of culture keeps attrition low and performance high. This skill focuses on sharing the vision, aligning on goals, developing trust, and advancing the individuals personally and professionally that you are responsible for. When done right, the ROI and retention of your team are top notch.		
Objectives	Identify essential elements of dynamic leadership.		
Course	Dynamic Leadership: Key Leadership Qualities	10:14	LEAD0002
Description	There are many different qualities that make up strong leaders, it's nearly impossible to name them all. Some leaders get by on charisma alone, some succeed due to their strong work ethic, and others have multiple different factors in place. While we can't cover every quality of strong leadership, we are going to cover off on some of the most common qualities that are exemplified in an effort to produce a performance culture.		
Objectives	Learn how to identify a leader and the important role they play in an organization. Learn the strongest qualities of great leaders. Learn how the stability or the instability of your organization or team can impact your leadership.		
Course	Dynamic Leadership: Developing Trust	13:09	LEAD0003
Description	How do you build trust with a team or employee? What are the key concepts to ensure you are earning and retaining their trust? Trust is a fundamental part of employee retention, but more important is being able to get strong performance out of the employee or team.		
Objectives	Learn the importance of trust for employee retention as well as team productivity. Learn how trust impacts performance, and how a lack of trust can effect you employees, company and even your customers. Learn some strategies for building trust.		
Course	Dynamic Leadership: Creating Buy-In	10:18	LEAD0004
Description	This skill focuses on obtaining support and agreement from others for a specific end goal so that they want to achieve that goal themselves. Learn to how to get buy-in from others to ensure they move the ball forward.		
Objectives	Learn how employee cooperation plays a role in change management. Learn to engage your team emotionally to create buy-in. Learn to identify how your idea can be of benefits to your team.		
Course	Dynamic Leadership: Communicating Why	10:17	LEAD0005
Description	Why do you follow a leader? What gets you excited to work towards a common goal? A leader lacking the "why" that is clearly communicated can be the demise of a business. How do you ensure this doesn't happen? What are the best ways to communicate the why and how do you ensure it's aligned on and that your team is bought in. Doesn't matter if its a team of 2 or 2000, this is such a crucial skill.		
Objectives	Learn how communicating why lays out strategy for your team. Learn why this is critical to the success of your company. Learn the best ways to communicate why to ensure your team is bought in.		
Course	Dynamic Leadership: Key Training Principles	10:51	LEAD0006
Description	To train someone effectively, don't focus on what is being trained; focus on how to approach a training plan, how to facilitate a training, how to identify the key learning styles and how you ensure the training works.		
Objectives	Learn what effective training is. Learn how to prepare the training. Learn how to design individual sessions. Learn common pitfalls of training. Learn how effective training impacts your business.		
Course	Dynamic Leadership: Coaching to Peak Performance	09:38	LEAD0007
Description	Coaching is one of the four styles of leadership. It's most well known for helping develop the skills, mindset, or confidence needed to increase both skill and commitment to a task or goal. This skill focuses on the process used to coach someone as well as the tact needed to truly make a shift in skill or paradigm for the individual being coached.		
Objectives	Learn how to set goals that will help you successfully coach your employees over time. Learn how to use the 4-step model (prep, do, feedback, follow up) to coach your employees and improve your organization. Learn to implement the framework and coach effectively.		

Course	Dynamic Leadership: Effective Meetings	08:53	LEAD0008
Description	Meetings should serve a purpose for an organization and should be outcome driven. Without this, you are literally spending money to have a group of people in a room to walk out with zero outcomes. What makes a meeting great? This skill helps to identify when a meeting is needed and the components that make it successful (i.e., structure, participants, content).		
Objectives	Learn to track and benchmark performance both on an individual and team level. Learn to set goals that align with the goals of both the organization and the individual. Learn to create a plan of action and hold people responsible to their commitments. Learn how to structure your meetings for success.		
Course	Dynamic Leadership: Accountability Meetings	11:40	LEAD0009
Description	What's the balance between micromanagement and leadership? Accountability meetings. Use these meetings to move initiatives or metrics; create a scheduled meeting time to hold tension on both sides.		
Objectives	Learn to track and benchmark performance both on an individual and team level. Learn to set goals that align with the goals of both the organization and the individual. Learn to create a plan of action and hold people responsible to their commitments. Learn how to structure your meetings for success.		
Course	Dynamic Leadership: Employee Development Planning	10:12	LEAD0010
Description	It is important that each employee continues to receive development on their core skills. This skill is about laying out a clear development plan; including how to set it up and structure it to ensure the employee gets the proper amount of development.		
Objectives	Learn how development planning plays a role in the developmental growth within your organization. Learn how development planning benefits both the company and the employee. Learn to align an employee's development plan with your company's needs. Learn to choose the right leadership style based on someone's experience and commitment with the task.		
Course	Dynamic Leadership: Summary	02:25	LEAD0011
Description	Becoming a great leader requires dedication to the craft. You may have natural charisma or be sociable enough to get by in the early stages of your leadership. But you have to be ready to make the right decisions for the organization and sometimes that doesn't make you popular with your team. How you handle that says more about your leadership skills than anything else.		
Objectives	Summarize key elements of dynamic leadership.		
Course	Impactful Communication: Introduction	02:02	LEAD0012
Description	Impactful Communication involves many active skills, such as speaking, writing, reading, and listening. When utilized properly, Impactful Communication results in a strong culture, strengthened relationships, and a well-balanced work environment.		
Objectives	Identify essential elements of impactful communication.		
Course	Impactful Communication: Setting Proper Expectations	08:47	LEAD0013
Description	Most think the performance and retention of individuals come from leadership post training. The reality is that the majority of the time, expectations are not set clear enough in the interview process. It is important to set expectations for the role, leadership, and future growth early and set a clear understanding of what will be tolerated.		
Objectives	Learn how setting expectations can impact your organization. Learn how aligned, clear expectations impact ROI within the organization. Learn how to set clear and communicate expectations clearly.		
Course	Impactful Communication: Communication Rules	07:46	LEAD0014
Description	Communication Rules is a skill that is centered around making people aware of how and when they can get in touch with you so that the best communication channel is always used. Establishing a set of rules (or guidelines) that you adhere to causes a lot less miscommunication, and a lot more impactful communication.		
Objectives	Learn what communication rules are and how they make a difference. Learn the most common channels and their pain points. Learn how to set establish your rules and get others to follow them.		

Course	Impactful Communication: Keys to Successful Emails	08:14	LEAD0015
Description	There's nothing more frustrating than sending out an important email and not getting a single response. Did people even read it? Why aren't you getting the feedback you need? This skill teaches you how to ensure your emails get read, how to ensure the email information is retained, and how to ensure you get the responses that you need.		
Objectives	Learn how much unproductive emails are controlling your day. Learn how to structure your emails to get the responses you need. Learn four email hacks that will help you stay productive and efficient with your emails.		
Course	Impactful Communication: Graduated Learning	06:56	LEAD0016
Description	Graduated learning is the art of providing only a little information at a time so that the person can digest the development and learning slowly. Often, people want to reach the end result overnight. However, providing too much too quickly can overwhelm some people. By slowly working towards it and giving them only what they need to know when developing them can help ensure they get there faster.		
Objectives	Learn why providing only a little information at a time improves long- term skill and knowledge retention. Learn how graduated learning allows the recipient to absorb, practice, and retain information with greater success. Learn the four main learning styles in the adult learning cycle.		
Course	Impactful Communication: Effective Listening	10:28	LEAD0017
Description	What does it mean to actually listen? This skill can be so easy to understand but so difficult to actually implement. It's not only about how the individual makes sure they are listening and seeking to understand but more importantly to ensure the other person knows that they are being listened to. Take it a step further and acknowledge that many are terrible at this skill so it can be hard to be a great listener when the person on the other side can't reciprocate. This leads to misunderstandings, conflicts, etc. Focus on how to help people through the skill of effective listening on this module.		
Objectives	Learn why listening is the key to effective communication. Learn why effective listening is the most important communication skill to master. Learn best practices for effective listening.		
Course	Impactful Communication: How to Be Assertive	07:06	LEAD0018
Description	So often people struggle to be assertive. Most come from a preference of passive or aggressive. What is the difference? What is the tact or way to approach people where it comes off as assertive? Why is it vital to be assertive in business if it is sales, leadership or other roles? This is one of the most underutilized skills in business.		
Objectives	Learn the difference between passive or aggressive behaviors and the importance of being assertive. Learn some examples of assertive tact. Learn how to be assertive when working with others.		
Course	Impactful Communication: Healthy Conflict	08:01	LEAD0019
Description	Conflict in business is unavoidable, yet so often people try to avoid it. It's important to remember that healthy conflict leads to a healthy culture. This skill teaches you how to resolve conflict between individuals in a way that allows them to express their frustration while working to strengthen relationships and move forward in a constructive manner.		
Objectives	Learn how to deal with conflict in a healthy way. Learn the importance of conflict and how it can be used to strengthen relationships. Learn three steps to handling conflict in a healthy way.		
Course	Impactful Communication: Public Speaking	07:17	LEAD0020
Description	Effective public speaking skills can allow you to impact a larger number of people by leveraging your message to a larger audience. Being comfortable communicating in this manner gives you greater leverage and allows you to demonstrate your leadership to your team. What tactics can you use to ensure your message is clear, dynamic and exciting? This skill teaches you how to prepare yourself to speak to a group.		
Objectives	Learn why people dread public speaking and the value of overcoming their fears. Learn to focus on your message, set clear outcomes, and other best practices. Learn some games and additional activities to get over your fear of public speaking.		
Course	Impactful Communication: Summary	02:59	LEAD0021
Description	Becoming a better communicator helps you in multiple areas of your life. Your job, your friends, your spouse, your kids, your parents, or even when dealing with customer service. It's the communication that is driving the results you're looking for.		
Objectives	Summarize key elements of impactful communication.		

Course	Customer Service: Introduction	06.28	LEAD0022
Description	An effective customer service strategy is not just about answering the phone. It's about providing value to the customer throughout their entire experience with your company. Don't just "deal with your customers". Help them and offer solutions that could enhance their experience with you. Be the best version of yourself, available to them from the start!		
Objectives	Learn the difference between Customers Support and Customer Service. Learn why it's more valuable to keep a customer than replace one. Uncover why "dealing with customers" is not an effective strategy.		
Course	Customer Service: Etiquette	07.51	LEAD0023
Description	Customer Service Etiquette provides the tools to help you quickly and easily speak with your customers so that they feel comfortable and build trust with your company. Learn how to phrase, apply tone, and speak clearly so that you can best communicate with your customers.		
Objectives	Learn how to choose the words you say and the words you don't say. Discover several tips for utilizing proper tone when talking to a customer. Learn how to slow down and enunciate when a customer is having difficulty understanding you.		
Course	Customer Service: Know Your 'Pathy	05.12	LEAD0024
Description	If you're feeling apathetic towards your customer's pain points, it's time to take a step back and deploy sympathy or empathy. The difference between sympathy & empathy is subtle, but it can be the difference between customer satisfaction and customer disappointment.		
Objectives	Learn the difference between Apathy, Sympathy, and Empathy. Learn a variety of Sympathy statements and when to use them. Learn how to apply Empathy when Sympathy isn't enough.		
Course	Customer Service: What I Can Do	06.37	LEAD0025
Description	Customer satisfaction is important. That's why we're working on the 80% of customer frustration within our control. Instead of making them do things and telling them what we cannot do for them, make their life easier by being proactive and taking control.		
Objectives	Learn how to focus on the 80% of customer frustration within your control. Learn how to share what you can do instead of making the customer do something. Learn how to improve the customer experience by sharing what you can do instead of what you can't.		
Course	Customer Service: Happy to Help	04.20	LEAD0026
Description	Happy to Help is the ultimate customer service tool. By learning how to begin the customer engagement with a proper introduction, you will see a huge increase in customer satisfaction.		
Objectives	Learn how to properly introduce yourself at the beginning of a customer interaction. Learn how to take control within the first 30-seconds of the conversation. Discover how to empathize with the customer to become credible versus a barrier.		
Course	Customer Service: Inbound & Outbound Conversations	06.50	LEAD0027
Description	One of the biggest reasons a customer tries to take control is because they have assumed that you won't. You can change that assumption by showing that you're both competent and capable during inbound conversations and outbound conversations.		
Objectives	Learn a tool to help keep control on inbound interactions. Learn how to start out your outbound interactions and stay in control. Learn the reason why customers try to take control of a conversation instead of letting you.		
Course	Customer Service: Proper Email & Chat Etiquette	04.26	LEAD0028
Description	Keep your personal touch in a digital communication channel. These simple tips make sure that your team members are staying efficient while your customers are getting the help they need.		
Objectives	Learn to avoid jargon and industry language. Learn how acronyms can be misinterpreted. Learn to greet the customer and explain things in detail.		

Course	Customer Service: Digital Ping-Pong	04.41	LEAD0029
Description	The goal of email or chat is to have a quick exchange of information that leads to a decision being made or an action being taken. Discover how to resolve in as few dialogue exchanges as possible and reduce your digital ping-pong conversations.		
Objectives	Learn how to solve customer issues in fewer exchanges. Learn how to answer anticipatory questions to reduce another question. Learn how to leverage Materials & FAQ's to assist in customer satisfaction.		
Course	Customer Service: Using Canned Responses	05.14	LEAD0030
Description	Canned responses, while efficient, aren't a replacement for actual customer service. Spend the time to modify your canned responses and update them as time goes on to ensure that they are meeting the needs of your customers. When you spend time giving your canned responses a personal touch, your customers will feel that those responses are more personal to them.		
Objectives	Learn how using your name and a signature builds credibility. Learn how to craft a variety of responses for multiple situations. Learn to develop concise responses that allow you time to research and provide a more detailed response.		
Course	Customer Service: Helping Upset Customers	13.54	LEAD0031
Description	Customers will be frustrated no matter what we do, 20% of the time. By learning to remove your ego and turn conflicts into problems, you can limit your customer's frustration. This course is a collection of tips on how to help your customers stay rational towards a solution.		
Objectives	Learn how to let them talk and feel heard. Learn how to come together and agree on something. Learn how to reduce the repetitive complaint and work towards a resolve.		
Course	Customer Service: Customer Service Summary	03.57	LEAD0032
Description	Review the items you can control and how to manage the customers that have escalated frustration. Put yourself in a winning position by remembering that you are dealing with people, not widgets. Put a focus on these skills and build a loyal customer base.		
Objectives	Learn to focus on the proactive customer service tactics over the reactive. Learn to never accuse, excuse, or confuse the customer. Learn to always follow-up when you say you will.		

Skilled Nursing Training		Length	Course ID
Course	Nursing Skills: Hand Hygiene	10:19	CLNCL0001
Description	Gain a Better Understanding of Hand Hygiene in Nursing! With this online course, you can acquire exam-relevant knowledge about hand hygiene in nursing—starting with washing and sanitizers, leading to the details of correct hand hygiene, such as removing jewelry and moisturizing.		
Objectives	Specify 5 moments for hand hygiene. List 3 materials required for handwashing. Describe the steps of handwashing using soap and water. Describe the steps of hand hygiene using a hand sanitizer. Assess the things to do and not to do regarding hand hygiene		
Course	Nursing Skills: Sterile Field and Sterile Gloving	21:51	CLNCL0002
Description	Gain a Better Understanding of the Sterile Field and Sterile Gloves! With this online course, you can acquire exam-relevant knowledge about the sterile field and sterile glove use in nursing—starting with the correct opening of sterile equipment, leading to the proper use of sterile gloves and special considerations for working in a sterile field.		
Objectives	List the materials required to open a sterile kit. Identify 4 things to inspect before opening a sterile kit. Describe the steps to opening a sterile kit. Describe the steps to opening a sterile pack. List the material(s) required to put on sterile gloves. Describe the steps for donning sterile gloves. Identify 4 violations of a sterile field. List 5 tips for successful maintenance of a sterile field.		
Course	Nursing Skills: Intravenous (IV) Therapy Preparation and IV Push Medications	53:56	CLNCL0003
Description	Gain a Better Understanding of Intravenous (IV) Therapy Preparation and IV Push Medications! With this online course, you can acquire exam-relevant knowledge about intravenous therapy preparation and IV push medications in nursing—starting with the preparation of the IV bag, leading to the different ways to administer IV medications and special considerations after administration.		
Objectives	List 2 examples of primary/maintenance/continuous fluids. Identify a reason when glass bottles are preferred over plastic bags for the administration of medication. List 5 materials required for intravenous bag preparation. Specify the use of vented tubing for the administration of fluid/medication by glass bottles. Describe the steps for intravenous (IV) therapy preparation. Specify the frequency of changing the IV tubing in most facilities. List 5 considerations for intravenous bag preparation. Describe the steps to take before the administration of an IV push medication. List 4 materials required for the administration of an intravenous (IV) bolus medication through an intermittent vascular access. Describe the steps for the administration of an IV bolus medication through an intermittent vascular access. Recognize the contraindications of administration of an IV bolus medication through an insertion site. List 4 materials required for the administration of an intravenous (IV) bolus medication through an intermittent continuous infusion line. Describe the steps for the administration of an IV bolus medication through an intermittent continuous line. List 4 materials required for the administration of a secondary medication infusion. Describe the steps of administering a secondary medication infusion. Assess the steps to follow post-administration of intravenous (IV) medication therapy. List 6 complications of IV therapy.		
Course	Nursing Skills: Applying Restraints	35:29	CLNCL0004
Description	Gain a Better Understanding of Applying Restraints! With this online course, you can acquire exam-relevant knowledge about applying nonbehavioral restraints for your patient's safety—starting with indications for the need for restraints, followed by instructions on using quick-release knots and different forms of restraints, including wrist restraints and restraint beds.		
Objectives	Compare non-behavioral and behavioral restraints. Define a physical restraint and a chemical restraint. Specify the goal of all client-safety plans. Evaluate special considerations before applying restraints. Specify things to document during the use of restraints. List prerequisite(s) for the application of quick-release knots. Describe the steps for the application of quick-release knots. Recount tips for the successful application of quick-release knots. List prerequisite(s) for the application of non-behavioral wrist restraints. Describe the steps for the application of non-behavioral wrist restraints. List prerequisite(s) for the application of restraint mittens. Describe the steps of applying restraint mittens. Specify the main purpose of a restraint bed. Describe the steps of using a restraint bed. Identify 9 features of safe restraint care. Recognize special considerations for death in restraints. Specify 4 potential complications of restraints. Review tips for successful use of restraints.		

Course	Nursing Skills: Seizure Precautions and Management	10:34	CLNCL0005
Description	Gain a Better Understanding of Seizure Precautions and Management in Nursing! With this online course, you can acquire exam-relevant knowledge about seizure precautions and management—starting with a set of equipment that you should have ready in case of seizures, leading to the actual management during and after a seizure, followed by the potential complications of a seizure.		
Objectives	Define seizure precautions. Identify clients that are at high risk for seizures. List 5 prerequisites to provide seizure safety for high-risk clients. Describe the nursing management of a client during and after a generalized seizure. Describe postictal state. Describe the steps of postictal management of a seizure. Identify 4 potential complications of seizures.		
Course	Nursing Skills: Bed Bathing and Making an Occupied Bed	46:32	CLNCL0006
Description	Gain a Better Understanding of Bed Bathing and Making an Occupied Bed! With this online course, you can acquire exam-relevant knowledge about bed bathing and making an occupied bed—starting with preparations for the procedure, and leading to detailed instructions on how to bathe a patient in bed and change the linen of an occupied bed, which may be necessary after bed bathing.		
Objectives	List 8 prerequisites of bed bathing. Review the tips before preparing a client for bed bathing. Recount the steps of preparation of bed bathing. Describe the steps of bathing the face, head, and neck. Describe the steps of bathing the anterior and posterior body, and genitalia. Assess the post-procedure steps of bed bathing. Recount the tips for bed bathing a client. Review the steps of bathing the following areas of the body: face, head, and neck, anterior body, and posterior body and genitalia. Recount the steps bathing the genitalia of a male client and a female client. Review the post-procedure steps of bed bathing. Recount special considerations while bed bathing a client. List 3 prerequisites of making an occupied bed. Describe the preparation steps of making an occupied bed. Describe the steps of changing bed linens. Recount tips for making an occupied bed. Review the steps of changing the bed linens. Recognize things to ensure after completion of the procedure. Recount special considerations while making an occupied bed.		
Course	Nursing Skills: Perineal Care	18:56	CLNCL0007
Description	Gain a Better Understanding of Perineal Care! With this online course, you can acquire exam-relevant knowledge about perineal care—starting with preparation of the necessary equipment, and leading to detailed instructions on how to perform perineal care on both women and men, as well as special considerations concerning hygiene and patient comfort.		
Objectives	List 4 prerequisites for providing perineal care. Describe the steps of preparation for perineal care. Review the steps of preparation for perineal care. Describe the steps of providing perineal care for a female client. Describe the steps for providing perineal care for a male client. Recount tips for successful perineal care for a male client. Describe the post-procedure steps of perineal care. Recognize special considerations for perineal care.		
Course	Nursing Skills: Oral Hygiene for Bedridden Patients	28:48	CLNCL0008
Description	Gain a Better Understanding of Oral Hygiene for Bedridden Patients! With this online course, you can acquire exam-relevant knowledge about oral hygiene for bedridden patients—starting with patients who can still perform oral hygiene themselves, and leading to instructions on how to provide oral care for unconscious clients, as well as the use of oral care kits that make use of suction devices.		
Objectives	Specify 3 benefits of oral care. Identify the client groups to whom oral care is particularly important. List 6 prerequisites for oral care. Recount the steps of preparation for oral care. Describe the steps of supervising oral care for a bedridden client. Describe the post-procedure steps of supervising oral care. List 7 prerequisites to provide oral care for an unconscious client. Review the steps of preparation for oral care. Describe the steps of providing oral care to a debilitated or comatose client. Recount the post-procedure steps of providing oral care for an unconscious client. List prerequisites for cleaning dentures. Recount the steps of preparation for cleaning dentures. Describe the steps of cleaning dentures. Recount the post-procedure steps of cleaning dentures. Recount special considerations for providing denture care. List prerequisites for using oral care kits. Recount the steps of preparation for using oral care kits. Describe the steps of using oral care kits. Describe the post-procedure steps of using oral care kits. Review special considerations for supervising/providing oral care to clients.		

Course	Nursing Skills: Nasopharyngeal and Oropharyngeal Suctioning	1:48:25	CLNCL0009
Description	Gain a Better Understanding of Nasopharyngeal and Oropharyngeal Suctioning! With this online course, you can acquire exam-relevant knowledge about nasopharyngeal and oropharyngeal suctioning—starting with indications for the use of suctioning in the oral and nasal cavities, followed by preparation of the equipment and detailed instructions on the procedure.		
Objectives	List prerequisites for nasopharyngeal and oropharyngeal suctioning. Describe the pre-procedural steps of nasopharyngeal and oropharyngeal suctioning. Describe the steps of nasopharyngeal and oropharyngeal suctioning. Recount precautionary measures to follow while doing nasopharyngeal and oropharyngeal suctioning. Review the pre-procedural steps of nasopharyngeal and oropharyngeal suctioning. Describe the post-procedure steps of nasopharyngeal and oropharyngeal suctioning. Identify 3 potential complications of nasopharyngeal and oropharyngeal suctioning. Review the tips for successful nasopharyngeal and oropharyngeal suctioning. Describe the location of the gastric tube when inserted in the body. Identify 4 potential uses of a gastric tube. List the 2 common types of gastric tubes. Describe the features and uses of the Salem Sump tube. Describe the difference between an orogastric and a nasogastric tube. Describe the features and uses of the Dobhoff gastric tube. Describe where the nasogastric tube is inserted into the body. List the pre-procedure steps for nasogastric tube insertion. List the materials required for nasogastric tube insertion. Describe the steps for nasogastric tube insertion. Describe the 2 scenarios in which the nurse should stop inserting a nasogastric tube. Recall the purpose of the air vent on the Salem Sump tube and specify how it should be positioned. Identify the 2 methods of enteral tube feeding. Identify the materials needed for bolus and continuous enteral tube feeding. Identify the features of a Lopez valve. Describe client positioning and head of bed height when administering tube feeding. Recall the materials required to administer a tube feeding by bolus. Describe the steps to administer a tube feeding by bolus. Describe the process of initiating continuous tube feeding. List the materials required to administer medications through an enteral feeding tube. Identify the pre-procedure steps for medication administration through an enteral feeding tube. Recall the types of medication that can be administered through an enteral feeding tube. Identify best practice for administering medication through an enteral feeding tube. Identify 4 potential complications of medication administration via enteral feeding tubes. Describe gastric decompression. List the supplies needed for gastric decompression via nasogastric tube. List the pre-procedure steps for gastric decompression via nasogastric tube. List the steps for gastric decompression via nasogastric tube. Identify the suction setting typically used for gastric decompression via nasogastric tube. Identify the special considerations for gastric depression via nasogastric tube. List the materials required for nasogastric tube removal. List the pre-procedure steps for nasogastric tube removal. List the steps for nasogastric tube removal. List the post-procedure steps for nasogastric tube removal. Identify the differences between a percutaneous endoscopic gastrostomy (PEG) tube and a nasogastric (NG) tube. Describe the anatomy of a PEG tube. Describe the steps for caring for the PEG tube site. Identify 11 potential complications for client's with PEG tubes.		
Course	Nursing Skills: Chest Tube Care	29:14	CLNCL0010
Description	Gain a Better Understanding of Chest Tube Care! With this online course, you can acquire exam-relevant knowledge about chest tube care—starting with indications for the insertion of a chest tube, followed by correct monitoring and care of a chest tube to avoid infections and the correct method of documentation.		
Objectives	Identify the sites of chest tube placement for different purposes. Describe the structure of modern chest drainage systems. Compare the structures of wet and dry suction types. Describe the assessment of a potential air leak. Specify 3 indications of chest tube insertion. List prerequisites for the setup of a chest tube system. Recount the pre-procedure steps for setting up a chest tube system. Describe the steps for setting up a wet suction chest tube system and a dry suction chest tube system. Describe the post-procedure steps for setting up a chest tube system. Identify the parts of the chest tube setup that are sterile. Recount the pre-procedure steps for chest tube monitoring and care. Recount the post-procedure steps for chest tube monitoring and care. Describe the steps for monitoring and care of a wet and a dry suction chest tube. Compare the structures of wet suction and dry suction chest tubes. Specify 6 things to document regarding the chest tubes. Identify 6 possible complications of chest tubes.		

Course	Nursing Skills: Intravenous (IV) Catheter Insertion and Removal	46:07	CLNCL0011
Description	Get a Better Understanding About Intravenous (IV) Catheter Insertion and Removal! With this online course, you will achieve exam-relevant knowledge about intravenous catheter insertion and removal for nursing—starting with an introduction and pre-procedure preparations, leading to the correct attachment of the extension tubing and what to keep in mind when removing the IV catheter.		
Objectives	List the 4 pieces of equipment needed to insert an intravenous (IV) catheter. Name the 5 components included in an IV start kit. Describe the pre-procedure steps of IV catheter insertion. Describe the steps of IV insertion. Assess the method to apply a tourniquet. Recognize whether the inner wrist area can be used as an IV-insertion site. Explain why IV catheter insertion is started distally and then moved proximally. Explain the various methods on how to advance an IV catheter. Explain the angle that a vein should be punctured and why this is important. Describe the benefits of utilizing the one-handed method when advancing an IV catheter. Describe the steps involved in attaching an extension tubing. Recount 2 measures used to protect an IV site. Recognize the steps to be followed upon completing an IV catheter insertion. Describe the 5 measures used to care for and maintain an IV site. Name the 2 items that are required to remove an IV catheter. List the pre-procedure steps in the removal of an IV catheter. Describe the steps in the removal of an IV catheter. Recognize the steps to be followed upon removal of an IV catheter. Describe the 3 possible complications of an IV catheter insertion. Recount the tips for successful insertion and removal of an IV catheter.		
Course	Nursing Skills: Feeding a Patient	06:32	CLNCL0012
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of feeding a patient (nursing).		
Objectives	Describe the materials needed to safely feed a client. Explain how a nurse would prepare a client for feeding. Recognize potential complications during a feeding with a client.		
Course	Nursing Skills: Indwelling Catheters	1:14:27	CLNCL0013
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of indwelling catheters (nursing).		
Objectives	Differentiate the terms "indwelling catheter" and "intermittent catheterization". List indications for an indwelling catheter. Describe the pre-procedure process for insertion of an indwelling catheter. Determine the optimal client positioning for catheter insertion. Define a catheter. List supplies required for catheter insertion. List supplies included in a foley catheter insertion kit. Explain the procedure of catheter insertion in a female client. Describe how to maintain sterility during catheter insertion. Learn the useful tips related to catheter insertion in a female client. Demonstrate the procedure of catheter insertion in a female client. Explain the procedure of catheter insertion in a male client. Demonstrate the procedure of catheter insertion in male clients. Learn helpful tips related to catheter insertion in a male clients. Determine the difference in placement of a catheter in the bladder for a male client. Explain the post-procedure process of catheter insertion. Demonstrate the use of the catheter securement device. Describe how to prevent urine back up in the catheter. Demonstrate the use of the catheter drainage bag. Recognize the proper placement of the catheter collection bag. List six potential complications that can occur with indwelling catheter insertion. Explain the pre-procedure for female indwelling catheter removal. List the supplies needed for catheter removal. Demonstrate the procedure for female indwelling catheter removal. Learn the important tips to be applied in performing catheter removal for a female client. Explain the pre-procedure for male indwelling catheter removal. Demonstrate the procedure for male indwelling catheter removal. Describe five special considerations for clients with an indwelling catheter. Determine what nursing interventions can reduce rates of catheter acquired urinary tract infection (CAUTI). Demonstrate knowledge about the important steps that need to be done after catheter removal.		
Course	Nursing Skills: Enema Administration	22:00	CLNCL0014
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of enema administration (nursing).		
Objectives	Identify the purpose of enema administration. List different types of enema solutions. Identify equipment needed for enema administration. Learn the pre-procedure and considerations for setting up the enema. Demonstrate the pre-procedure of enema administration. Learn the procedure for inserting an enema. Identify the risks associated with enema administration. Develop communication skills related to enema administration. State the most important instruction for the client during the procedure. Demonstrate the procedure of enema administration. Identify factors that affect the client's ability to retain the enema solution. Learn the tips for effective enema administration. List enema solutions and alternatives that are best for each client. Identify potential complications that can occur with enema administration.		

Course	Nursing Skills: Ostomy Pouching Systems	48:17	CLNCL0015
Description	Gain a Better Understanding of Ostomy Pouching Systems! With this online course, you can acquire exam-relevant knowledge about ostomy pouching systems—starting with assessment of the stoma for skin irritations or leakage, followed by indications for when an ostomy bag needs to be emptied, as well as the procedure and considerations of emptying and applying a new bag.		
Objectives	Define what an ostomy is. Specify the main purpose of an ostomy. Recognize the difference between the three types of ostomies. Describe what a stoma is. Identify 6 indications for an ostomy. Identify the nursing care needed for an ostomy. Describe the measures of skincare for ostomies. Identify 6 things to look for while assessing a stoma. Recognize when to empty an ostomy bag. Describe the steps for emptying an ostomy bag. Recount the steps for cleaning an ostomy bag. Specify how frequently to empty an ostomy bag. Identify the important nursing care after emptying the ostomy bag. Specify the purpose of burping an ostomy bag. Describe and demonstrate the steps for burping an ostomy bag. State the most important thing to remember before burping an ostomy bag. Describe the pre-procedure steps for changing an ostomy pouch. List the 4 prerequisites for changing an ostomy pouch. Describe the steps for changing an ostomy pouch. Compare the structures of a one-piece pouch and a two-piece pouch. Identify the prerequisites for changing an ostomy pouch. Specify the purpose(s) of the stoma paste and barrier powder. Demonstrate the pre-procedure steps for changing an ostomy pouch. Describe the post-procedure steps for changing an ostomy pouch. Describe the detailed documentation for ostomy. Recognize special considerations for a client with an ostomy pouch. Recognize the daily and lifestyle changes of a client with ostomy. Recount dietary tips for a client with an ostomy pouch to prevent bloating.		
Course	Nursing Skills: Using Safe and Effective Transfer Techniques	43:04	CLNCL0016
Description	Gain a Better Understanding of Using Safe and Effective Transfer Techniques in Nursing! With this online course, you can acquire exam-relevant knowledge about using safe and effective transfer techniques—starting with an introduction to body mechanics, as the correct technique will not only make work easier but also safer for our own body as well as the patient's. The course then leads to preparations and techniques for different situations when a patient may need to be moved.		
Objectives	Specify the importance of proper body mechanics. Describe the following body mechanics: push, pull, stooping, and carrying. Describe logrolling and specify its importance. Describe the pre-procedure, procedure, and post-procedure steps of logrolling a client. Identify the reasons for logrolling a client. Describe the steps of pulling a client up in bed. List prerequisite(s) for using a gait belt. Recount how to properly ambulate a client using a gait belt. Describe the reasons a client may dangle on the side of the bed. Describe how to prepare for transferring a client and equipment required. Explain the steps to assist a client to dangle on the side of the bed. Describe the steps of transferring clients from bed to chair or wheelchair. Identify the following mobility equipment/devices and specify their use(s): bariatric bed, lifts, trapeze, slide board, mattress overlays, hover mat, client steady, reclining chairs, wheelchairs, crutches, and canes.		
Course	Nursing Skills: Pressure-induced Injuries	26:24	CLNCL0017
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of pressure-induced injuries (nursing).		
Objectives	Define a pressure injury. Identify areas of the body at risk for pressure injury when prone, supine and side-lying. List factors that increase risk for developing a pressure injury. Identify the five different layers of tissue a pressure injury can affect. Differentiate the four stages of pressure injury. Define a deep tissue injury. Explain when a pressure injury is considered unstageable. Learn how to prevent a pressure injury. Describe the nursing responsibilities related to pressure injury care. Explain how to assess a client's risk for developing a pressure injury. List nursing interventions related to pressure injury prevention. List devices that can be used to prevent a pressure injury.		

Course	Nursing Skills: Essential Concepts for Wound Care	1:13:50	CLNCL0018
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of essential concepts for wound care (nursing).		
Objectives	Identify five different types of tape and state the indications for each. Identify two different types of IV dressings and the indications for each. Identify the features and indications for antimicrobial foam dressings. Identify the different types of common dressing supplies and the indications for each. Identify the 3 phases of wound healing. List the potential causes of delayed wound healing. Identify the treatment goals for clients with wounds. List the three areas of wound assessment. List the characteristics of a wound assessment. Describe the seven different types of wounds. Describe the 3 different types of wound tissue. Describe the process of wound measurement. Describe the different characteristics of wound exudate. Identify abnormal wound assessment findings. Recall the 3 areas of wound assessment. Recall how to measure wound depth. Recall how to describe wound location. List what to include when documenting the description of a wound bed. Describe 3 potential wound edge complications. Identify what to include when documenting the description of the peri-wound. Identify the purpose of wound irrigation. Identify three situations when wound irrigation is warranted. List the materials needed for wound irrigation. List the pre-procedure steps for wound irrigation. List the steps for wound irrigation. Recall the components of wound assessment. Recall how to measure a wound. Describe how to dress a wound following wound irrigation. List the post-procedure steps for wound irrigation. Identify possible complications of wound irrigation. Identify four special considerations for wound irrigation. Identify the purpose of a wound culture. List the steps for how to culture a wound. List the materials needed to collect a wound culture. Identify 4 wound culture errors to avoid. Recall how to irrigate a wound. Identify 3 therapies for extensive and hard to heal wounds. Describe the benefits and characteristics of vacuum assisted wound care. Identify the indications for hyperbaric wound treatment. Describe the purpose of compression stockings and bandages.		
Course	Nursing Skills: Postoperative Care	44:10	CLNCL0019
Description	Gain a Better Understanding of Postoperative Care in Nursing! With this online course, you can acquire exam-relevant knowledge about postoperative care—starting with different assessments necessary after surgery, leading to how to support the patient's mobility as soon as possible and the selection of pain medication after surgery.		
Objectives	List prerequisite(s) for postoperative splinting. Describe and demonstrate the steps of postoperative splinting. State the importance of coughing after chest or abdominal surgery. List prerequisite(s) for incentive spirometry. Describe the pre-procedure and procedure steps of incentive spirometry. Recount the post-procedure steps of incentive spirometry. Identify the use of incentive spirometry. Tell the significance of performing the incentive spirometry after surgery. Describe progressive ambulation. Specify things to assess before moving a client out of bed. Perform and demonstrate bed exercises needed for a client before getting out of bed. Recount the nursing role in assisting a client to dangle at the bedside. Specify safety and mobilization devices that assist a client to stand. Describe the nursing role in assisting a client to stand. Recognize the safety measures while assisting a client to walk. Demonstrate how to assist client in dangling at the bedside, standing and walking out of bed. Describe the following pain assessment tools: numeric rating scale, Wong-Baker faces pain scale, face, legs, activity, cry, consolability (FLACC) scale, and pain assessment in advanced dementia (PAINAD) scale. Specify examples of non-pharmacological pain interventions. Recognize the importance of pain assessment. Describe the principles for the selection of pain medication. List and describe 4 factors to consider during reassessment of pain. Tell the significance of pain medication selection. Recognize the risk of thromboembolism in postoperative clients. Specify 2 devices that are used perioperatively to reduce the risk of thromboembolism. Compare sequential compression devices (SCDs) and anti-embolism stockings. Recount tips for successful application of SCDs and anti-embolism stockings.		
Course	Nursing Skills: Postmortem Care	06:09	CLNCL0020
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of postmortem care (nursing).		
Objectives	List the supplies needed to correctly care for a client after death. Explain how a nurse would care for a client after death. Describe special considerations when caring for a client after death.		

Course Nursing Skills: Medication Administration

1:41:16

CLNCL0021

Description Get a Better Understanding About Medication Administration in Nursing! With this online course, you will achieve exam-relevant knowledge about medication administration in nursing—starting with the seven rights of medication administration, leading to the different forms of administration (e.g., oral, topical, subcutaneous) and what things to keep in mind post-procedure.

Objectives Describe the 7 rights of drug administration. Recognize patients' rights regarding drug administration. Identify the 6 routes of drug administration. Describe the pre-procedural steps of medication administration. Identify the 3 checks done before administering a medication. Recognize 2 examples of patient identifiers before medication administration. Recount 2 patient identifiers before administering a medication if the patient is unable to verify his identity. Specify the 3 points to educate the patient before administering a medication. List the 3 prerequisites for the administration of an oral medication. Recognize the 7 rights of medication administration. Describe the steps in administering an oral medication. Cite an example of a medication administered by the sublingual route. Describe the method of administering a sublingual medication. Recount 4 tips for the safe administration of an oral medication. List the 2 prerequisites for the administration of a topical medication. Describe the steps in the administration of a topical medication. Recount 4 tips for the safe administration of a topical medication. List the 2 prerequisites for the administration of transdermal medications. Describe the steps in administering transdermal medications. Recount 5 tips for the safe administration of transdermal medications. List the 3 prerequisites for the administration of inhaled medications. Describe the steps in the administration of inhaled medications using a metered-dose inhaler. Describe the 2 types of inhalers and state their uses. Recount 4 tips for the safe administration of inhaled medications. List the 4 prerequisites for the administration of ocular medications. Describe the steps in the administration of ocular medications. Recount 3 tips for the safe administration of ocular medications. List the 3 prerequisites for the administration of otic medications. Describe the steps in the administration of otic medications. Specify the technique to straighten the ear canal while administering an otic medication in an adult and a child. Recount 4 tips for the safe administration of otic medications. List the 5 prerequisites for the administration of subcutaneous medications. Recognize the relationship between the gauge of a needle and its diameter. Identify the common sites for subcutaneous injections. Describe the steps in the administration of subcutaneous medications. Specify the use of an orange-capped syringe. Specify the method to safely recap a needle without sustaining a needlestick injury. Describe the steps to draw the drug out of a vial into a syringe. List 4 tips for the safe administration of subcutaneous medications. List the 5 prerequisites for the administration of intramuscular medications. Identify the 4 common sites for intramuscular injections. Describe the steps in the administration of intramuscular medications. Identify the 2 factors to be considered during needle selection. Specify the needle gauge commonly used for an intramuscular injection. State the needle lengths commonly used for an intramuscular injection. Describe the steps in withdrawing medication from a vial for intramuscular administration. Specify the angle to position the syringe while administering an intramuscular injection. Identify the landmark to administer an intramuscular injection in the deltoid muscle. Recount 5 tips for the safe administration of an intramuscular medication. Describe the steps of the Z-track method for intramuscular injections. Recognize the role of aspirating blood during an intramuscular injection and evaluate whether this practice is currently in use. Describe the post-procedural steps following medication administration.

Course Nursing Skills: Central Line Care

20:27

CLNCL0022

Description In this course, Samantha Rhea will guide you through all of the relevant aspects of central line care (nursing).

Objectives List supplies required for central line blood sampling. Explain the different parts of a central line. List different venous sites for a central line. Demonstrate the pre-procedure process to central line blood sampling. Demonstrate the procedure of blood sampling from a central line. Explain how to appropriately cleanse a central line port prior to blood sampling.

Course Nursing Skills: Tracheostomy Care

21:29

CLNCL0023

Description In this course, Samantha Rhea will guide you through all of the relevant aspects of tracheostomy care (nursing).

Objectives Define the tracheostomy. Demonstrate the use of emergency equipment in the case of a compromised tracheostomy. Explain the pre-procedure of tracheostomy care. State the most important assessment that a nurse should do prior to tracheostomy care. List supplies required for tracheostomy care. Learn tips for providing tracheostomy care. Explain and perform the procedure of tracheostomy care. Explain the post-procedure of tracheostomy care. Identify potential complications associated with tracheostomy care. Recognize special consideration when performing tracheostomy care.

Course	Nursing Skills: Surgical Staple Removal	13:29	CLNCL0024
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of surgical staple removal (nursing).		
Objectives	List supplies required for staple removal. Explain the pre-procedure of staple removal. Explain the assessment of surgical incisions. Learn the tips for staple removal. Demonstrate how to clean a surgical incision. Demonstrate the procedure of staple removal. Demonstrate the use of adhesive strips for wound approximation. Explain the post-procedure of staple removal. Identify potential complications associated with staple removal.		
Course	Nursing Skills: Suture Removal	11:53	CLNCL0025
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of suture removal (nursing).		
Objectives	Describe the equipment that is needed for suture removal. Explain the steps in preparing the client for suture removal. Describe assessment of the incision site prior to suture removal. List the steps in performing suture removal. Describe steps to perform after sutures are successfully removed. Explain the importance of applying an adhesive strip after suture removal. Explain the post procedure steps after suture removal. Describe possible complications with sutures.		
Course	Nursing Skills: Urine Specimen Collection from an Indwelling Catheter	19:19	CLNCL0026
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of urine specimen collection from an indwelling catheter (nursing).		
Objectives	Understand the abbreviation CAUTI. List factors that increase risk for developing a catheter acquired urinary tract infection. Identify potential complications associated with catheter acquired urinary tract infection. Learn nursing interventions used to prevent catheter acquired urinary tract infection. Explain when indwelling catheter removal is appropriate. Explain contraindications for removal of an indwelling catheter. List supplies required for urine specimen collection from an indwelling catheter. Explain the pre-procedure for urine specimen collection from an indwelling catheter. Demonstrate and explain the procedure of collecting a urine specimen from an indwelling catheter.		
Course	Nursing Skills: Finger-stick Blood Glucose Level	16:35	CLNCL0027
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of finger-stick blood glucose level (nursing).		
Objectives	List the supplies needed to perform finger-stick blood glucose testing. Explain the steps that need to be taken prior to testing a client's blood glucose. Explain the difference between hypo and hyperglycemia. Explain the steps that need to be performed to identify the client and prepare the blood glucose machine for testing. Describe the steps when performing finger-stick glucose monitoring. Describe the different expirations on test and control vials. Explain how often a glucose machine needs to be cleaned. Explain the importance of monitoring accurate blood glucose levels. Describe the different frequencies that a blood glucose are typically checked.		
Course	Nursing Skills: Gowns and Personal Protective Equipment (PPE)	19:57	CLNCL0028
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of gowns and personal protective equipment (PPE) (nursing).		
Objectives	List the different types of personal protective equipment. Describe the steps for donning personal protective equipment. Explain why wearing personal protective equipment properly is essential. Explain, in order, the steps for removing personal protective equipment. Describe the difference between the two methods of personal protective equipment removal. Explain when a mask should be removed when removing personal protective equipment. Describe the difference between the different isolation precautions. Explain how the nurse knows when a client has a specific isolation		

Course	Nursing Skills: Admission History Assessment	29:05	CLNCL0029
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of admission history assessment.		
Objectives	Outline the steps to take upon the arrival of a new patient. Recall what identifiers can be used to confirm patient identity. List the systems involved in a head to toe assessment. Describe how to appropriately review orders from a health care provider. List the questions involved in obtaining a client health history. Explain how to indicate a client has an allergy. Differentiate between an advanced directive and code status. Describe 10 different safety screening tools used to tailor care to the client, prevent additional injury to the client, or refer the client to other services if necessary. Identify what information should be obtained when discussing home medications. Describe the importance of taking inventory of the client's belongings upon arrival. List the components of an education plan for a new client. List the components of a care plan for a client. Explain why discharge planning is started upon a client's arrival.		
Course	Nursing Skills: Drain Management	10:41	CLNCL0030
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of drain management (nursing).		
Objectives	Explain why closed-wound drains are vital to wound healing. Describe the 2 different types of closed-wound drains typically utilized for surgical wounds. Explain the difference between a Jackson-Pratt and Hemovac drain. Outline the pre-procedure steps to manage a closed-wound drain. Outline the procedure steps for managing a closed-wound drain. Describe why it is important assess both the insertion site and color of drainage in the drain. Explain the difference between serous, sanguineous, serosanguineous, and purulent drainage. Outline the post-procedure steps for managing a closed-wound drain. Explain why it is vital to document the amount of output from a closed-wound drain. Describe important nursing considerations while caring for a closed-wound drain.		
Course	Nursing Skills: Blood Collection Process: Venipuncture	17:30	CLNCL0031
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of the blood collection process: venipuncture (nursing).		
Objectives	Identify scenarios in which you would not perform venipuncture on a client's arm. Identify the correct needle gauge to use for venipuncture. List the correct order of blood collection tubes to draw. List the materials required for venipuncture. Recall the pre-procedure steps for venipuncture. Recall the steps for performing venipuncture.		
Course	Nursing Skills: Blood Administration	14:53	CLNCL0032
Description	In this course, Samantha Rhea will guide you through all of the relevant aspects of blood administration (nursing).		
Objectives	Outline the pre-procedure steps for administration of blood products. List the special equipment that is required to administer blood products. Explain the signs and symptoms of a blood transfusion reaction. Explain why it is important to check for religious preferences before administration of blood products. Outline the correct order of steps for administration of blood products. Explain what steps the two-person verification process includes. Explain why the two-person verification process is important. Identify when a patient should be assessed before, during, and after a blood administration. Outline the steps for post-procedure blood administration post blood administration. Explain why it is important for the nurse to continue to assess the patient's vital signs, cardiovascular, and respiratory status.		

Course Nursing Skills: Vital Signs

1:44:38

CLNCL0033

Description In this course, Samantha Rhea will guide you through all of the relevant aspects of vital signs (nursing).

Objectives Identify the 5 vital signs considered to be a "full set of vitals". Identify the component commonly referred to as the "sixth vital sign". Describe why vital signs are collected and how they are used. Recall the guidelines for measuring vital signs. Describe the client teaching required for vital signs. Identify the components of recording vital signs. Identify the safety guidelines for collecting vital signs. Identify the normal temperature range. Identify the importance of collecting temperature. List the different ways to determine body temperature. Recall the importance of normal body temperature. List the factors affecting body temperature. Recall when a fever is a cause for concern for an adult client. Identify potential causes of abnormal temperatures. Describe the steps for taking an oral temperature. Describe the steps for taking a temporal temperature. Describe the steps for taking a tympanic temperature. Describe the steps for taking a rectal temperature. Describe the steps for taking an axillary temperature. Identify the normal range for heart rate. Describe what information can be gathered from a client's pulse. Recall the physiology of heart rate. Identify potential causes of an abnormal pulse. Identify the components of a pulse assessment. List the points on the body where the pulse can be assessed. Describe how to take a radial pulse. Describe how to take an apical pulse. Describe the different characteristics of a pulse. Identify the normal range for respiratory rate for different age groups. Define tidal volume. Identify the 3 components of assessing ventilation. Identify factors influencing respirations. List potential alterations in breathing patterns. Describe the steps to assess respiratory rate. Identify what is considered a normal blood pressure. Define arterial blood pressure. List factors affecting arterial blood pressure. Identify the stages of hypertension according to the American Heart Association. Describe the differences between hypertension and hypotension. Define orthostatic hypotension and describe how it can be assessed. Identify modifiable and nonmodifiable risk factors for hypertension. Identify how to determine appropriate blood pressure cuff size. Describe the steps for taking a manual blood pressure. Describe how to find the systolic and diastolic values when taking a manual blood pressure. Identify alternative methods of measuring blood pressure. Identify benefits and disadvantages of self-measuring blood pressure. Describe when a manual blood pressure is required. Describe how oxygen saturation is measured and the various devices that can be utilized for measurement. Explain the different kinds of pulse oximeter levels and how the various levels impact a client. List what can impact oxygen saturation levels and why oxygen levels are impacted in those various scenarios. Describe the steps on how to utilize a pulse oximeter. List the various considerations when utilizing a pulse oximeter.

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