





Empowering Better Care Through Smarter Training


CareAcademy helps care providers deliver outstanding service by simplifying caregiver training, streamlining compliance, and boosting retention. Trusted by over 2,000 agencies and providers, we've trained more than 800,000 caregivers with 5.5+ million courses completed.





Why CareAcademy Works

 **74%** reduction in caregiver turnover

 **60%** less onboarding time

 State compliance and CEU-ready courses

 Mobile-first design that's great on any screen

 **Multilingual learning:** Spanish, Vietnamese, Russian, and more

Results That Matter

800k+
caregivers trained

5.5M+
courses completed

2,000+
partner agencies



Scroll Down to View the Full Class List



Highlighting Our Flagship Offerings

Program	Description	Highlights
75-Hour HHA Certification	CMS-compliant training for home health aides	Hybrid online and in-person, instructor guide and materials, skills checklists
Teepa Snow's Positive Approach to Care™	Dementia training developed with leading memory care expert	100 hours of dementia care training from Teepa Snow's PAC method, including person-centered strategies, instructor resources, and caregiver upskilling path
Specialized Certifications	Advanced skills in Dementia care, Parkinson's, Diabetes, End-of-Life care, and more	CEUs, professional development, caregiver and client confidence booster
Courses for Senior Living Staff	Hospitality, people skills, and job-specific training for senior living staff	Dining, housekeeping, resident engagement, care staff
NAB-Approved CEUs	Continuing education for assisted living administrators	Covers ethics, compliance, team leadership



“

CareAcademy's capabilities enable us to tailor training paths to individual caregiver needs, boosting overall engagement and offering advanced learning opportunities for our more experienced caregivers. This has had a tangible impact on our recruitment and retention rates, demonstrating a direct correlation between accessible training and job satisfaction.”

Christina Bell

Director of Human Resources | Caresify Home Care

Organized for Clarity and Customization

CareAcademy's class library features **550+ courses**, now simplified into grouped topics. Each course includes:

Estimated length
(15–60 mins)

Language options
(ENG, SPA, VIE, RUS,
others)

**CEU and
state-specific
compliance status**



ADL & Personal Care

Grooming, toileting,
mobility, falls



Infection Control & Safety

PPE, emergency
preparedness, hygiene



Nutrition & Wellness

Feeding, hydration,
special diets



Hospice & End-of-Life

Comfort care, dying
process, grief



Memory & Mental Health

Alzheimer's, anxiety,
redirection strategies




Leadership & Administration

Supervisory roles, ethics,
team building

Train with Purpose. Lead with Confidence.

Whether you're an agency leader looking to streamline operations or a care professional ready to grow your skills, CareAcademy delivers.

 Automate onboarding

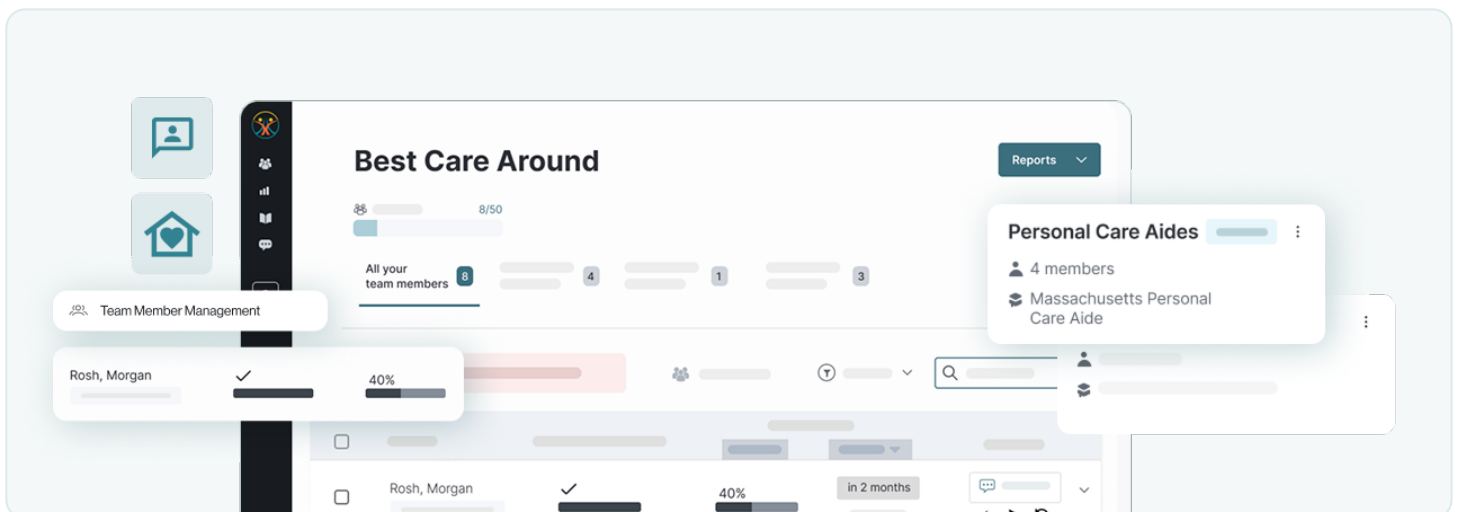
 Scale compliance

 Increase caregiver confidence and retention



Build Caregiver Confidence to Boost Retention

Boost caregiver skills with tailored training, enhancing confidence, retention, and job satisfaction.





CareAcademy Class Catalog

Table of Contents

06	CareAcademy Core Classes
63	CareAcademy Senior Living Training
73	CareAcademy Hospice Care Curriculum
78	CareAcademy People Skills Training
82	CareAcademy Video Library
89	CareAcademy PowerPacks
117	ANCC Accredited Licensed Professional CEUs (RN/OT/PT)
158	Positive Approach (Teepa Snow) Dementia Training
178	NAB- and CDSS-Approved Administrator CEUs
210	Nursing Clinical Skills Training

Alzheimer's & Other Dementias		Length	Class ID
Class	Introduction to Dementia Care <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE1200
Description	Introduction to Dementia Care 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	After completing this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE1201
Description	Communicating with a Person with Dementia This class will teach caregivers about the progression of dementia and discuss ways to communicate with the older adult living with dementia as the condition progresses. 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	By the end of this class, you will be able to: Define mild dementia and identify positive communication strategies for older adults living with mild dementia Describe moderate dementia and identify positive communication strategies for older adults living with moderate dementia Describe severe dementia and identify positive communication strategies for older adults living with severe dementia Determine methods of communicating with clients living with dementia who exhibit dementia-related behaviors.		

Class	End of Life Dementia Care <i>Spanish Subtitles Available</i>	60 mins	CARE1202
Description	End of Life Dementia Care 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	By the end of this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE1203
Description	Addressing Agitation and Aggression in Dementia 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	By the end of this class, you will be able to: Recognize causes of agitation or aggressive behavior in older adults living with dementia. Identify the aggressive behaviors associated with dementia in older adults. Determine strategies for preventing agitation and aggressive behaviors in older adults living with dementia. Describe tactics for addressing agitated and aggressive behaviors in older adults living with dementia.		
Class	Safety in Dementia <i>Spanish Subtitles Available</i>	60 mins	CARE1204
Description	Safety in Dementia 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	By the end of this class, you will be able to: 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	30 mins	CARE1205
Description	The Science of Dementia 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	After completing this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE1206
Description	Parkinson's Disease Dementia This class will teach caregivers how to identify the symptoms of Parkinson's disease and Parkinson's disease dementia. Caregivers will learn how to care for an older adult living with Parkinson's disease dementia.		
Objectives	By the end of this class, you will be able to: 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	40 mins	CARE1207
Description	Person-Centered Care for Older Adults Living with Dementia This class demonstrates how to practice person-centered care when assisting clients living with dementia. Caregivers will learn how to promote dignity, independence, individuality, and choice, for their clients.		
Objectives	After completing this class, you will be able to: 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	60 mins	CARE1208
Description	Clients' Rights and Abuse Prevention for Older Adults Living with Dementia 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	After completing this class, you will be able to: 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	15 mins	CARE1209
Description	Addressing Dementia-Related Behaviors When Assisting with ADLs 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	After completing this class, you will be able to: 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	20 mins	CARE1210
Description	Assisting an Older Adult Living with Dementia with Bathing 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	After completing this class, you will be able to: 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	15 mins	CARE1211
Description	Assisting Older Adults Living with Dementia with Grooming 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	After completing this class, you will be able to: 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	15 mins	CARE1212
Description	Assisting Older Adults Living with Dementia with Dressing 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	After completing this class, you will be able to: 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	15 mins	CARE1213
Description	Assisting Older Adults Living with Dementia with Oral Hygiene 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	After completing this class, you will be able to: 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	15 mins	CARE1214
Description	Assisting an Older Adult Living with Dementia with Toileting 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	After completing this class, you will be able to: 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	15 mins	CARE1215
Description	Assisting an Older Adult Living with Dementia with Eating 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	After completing this class, you will be able to: 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	15 mins	CARE1216
Description	Mobility and Falls Prevention for Older Adults Living with Dementia 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	After completing this class, you will be able to: 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	20 mins	CARE1217
Description	Activities for Older Adults Living with Dementia 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	After completing this class, you will be able to: 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	15 mins	CARE1218
Description	Anxiety in Older Adults Living with Dementia 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	After completing this class, you will be able to: Recognize signs of anxiety in older adults living with dementia Identify approaches for managing anxiety in older adults living with dementia		

Assisting with Activities of Daily Living		Length	Class ID
Class	Assisting with Personal Care Through ADLs <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0300
Description	Assisting with Personal Care Through ADLs In this class on activities of daily living (ADLs), we touch upon how to assist older adults with activities such as transferring to and from a bed to chair, wheelchair, or commode; bathing; grooming; dressing; toileting; and eating.		
Objectives	After completing this class, you will be able to: Define activities of daily living and the importance of personal care. Describe the strategies for assisting older adults with mobility, repositioning, and transfers to and from bed to a chair, wheelchair, or commode. Describe the strategies for assisting with personal hygiene. Describe the best practices to be followed while assisting older adults with transferring, bathing, dressing, toileting, and eating.		

Class	Assisting with Bathing <i>Spanish Subtitles Available</i>	60 mins	CARE0301
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Description Assisting with Bathing | This class was created to help caregivers learn how to bathe an older adult. After understanding the importance of bathing, caregivers will explore how to make bathing safe and dignified. They will also identify the challenges unique to bathing assistance to how to navigate them.

Objectives After completing this class, you will be able to: Bathe an older adult. Implement strategies for safe and dignified bathing. Solve conflicts that come up while bathing an older adult.

Class	Assisting with Elimination Needs <i>Spanish Subtitles Available</i>	60 mins	CARE0302
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Description Assisting with Elimination Needs | 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 By the end of this class, you will be able to: 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>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0303
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Description Assisting with Oral Hygiene | This class will teach caregivers how to assist clients with oral care. Caregivers will learn how to inspect the mouth for signs of problems. They will also learn how to provide care for clients who have dental pain.

Objectives By the end of this class, you will be able to: 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	15 mins	CARE0304
Description	Assisting with Oral Feeding 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	After completing this class, you will be able to: 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.		

Class	Skin Care Basics	15 mins	CARE0305
Description	Skin Care Basics Our skin gets thinner and drier as we age, so it can tear or get sores more easily. In this class you'll learn simple ways to keep an older adult's skin clean, soft, and safe. We'll show you how to spot early signs of trouble, give relaxing rubs that boost circulation, prevent pressure sores, and know when to tell a supervisor about changes. With these skills you can protect fragile skin and help your client stay comfortable and healthy.		
Objectives	After completing this class, you will be able to: Identify common skin changes, risk factors, and early warning signs of skin breakdown in older adults. Explain safe daily skin-care steps Explain simple prevention techniques to help protect fragile skin from sores and injuries.		

Assisting with Living Independently		Length	Class ID
Class	Assisting with Independent Living Through IADLs <i>Spanish Subtitles Available</i>	60 mins	CARE0400
Description	Assisting with Independent Living Through IADLs In this class on instrumental activities of daily living (IADLs), we touch upon how to assist older adults with activities such as meal preparation, grocery shopping, medication self-administration, social connections, and transportation.		
Objectives	By the end of this class, you will be able to: Develop meal plans demonstrating an understanding of food and nutrition. Describe strategies for grocery shopping with a client that consider their preferences, needs, and budgeting factors. 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>Spanish Subtitles Available</i>	60 mins	CARE0403
Description	Overview of Transfers & Mobility Equipment 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	After completing this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE0404
Description	Assisting with Range of Motion Exercises 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	By the end of this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE0405
Description	Assisting with Activities & Recreational Therapy at Home 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	By the end of this class, you will be able to: 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	5 mins	CARE0406
Description	The Importance of Proper Hydration: Supplement This supplement covers the importance of hydration, identifying signs of dehydration and overhydration, intake and output monitoring, fluid measurement, and fluid conversion.		
Objectives	After completing this class, you will be able to: 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	20 mins	CARE0407
Description	Defensive Driving for Direct Care Workers 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	After completing this class, you will be able to: 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.		
Class	Overview of Mechanical Lifts	15 mins	CARE0408
Description	Overview of Mechanical Lifts This class will demonstrate how to safely use Hoyer lifts and other types when transferring a care recipient.		
Objectives	After completing this class, you will be able to: Describe how to use a Hoyer lift to transfer a care recipient. Safely demonstrate and execute a pull-to-stand lift. Understand best practices to reduce risk and injury when using lifts.		

Class	IADLs: Assisting with Self-Administered Medications	15 mins	CARE0409
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Description IADLs: Assisting with Self-Administered Medications | This class prepares caregivers to assist clients with self-administered medications. It covers best practices to ensure safety and accuracy, including the Five Rights of Medication Administration, the difference between medication administration and self-administration, and the importance of proper storage, documentation, and error reporting. By understanding these core principles, caregivers can confidently support clients in managing their own medications while adhering to legal and agency guidelines.

Objectives After completing this class, you will be able to: Differentiate between medication administration and medication self-administration, including the caregiver's role and legal limitations Explain the Five Rights of Medication Explain proper infection control practices and storage guidelines to maintain medication safety and effectiveness Identify the appropriate steps to take when errors occur, including immediate reporting and documentation according to agency and state regulations

Caregiver Self-Care		Length	Class ID
Class	Coping Skills for Caregivers <i>Spanish Subtitles Available</i>	60 mins	CARE0900

Description Coping Skills for Caregivers | 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 By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0901
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Description Improving Caregiver Empathy | This class will introduce 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 By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0902
Description	Managing Job-Related Stress 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	By the end of this class, you will be able to: 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	15 mins	CARE0903
Description	Managing Grief After the Death of a Client 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	After completing this class, you will be able to: 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	60 mins	CARE0904
Description	Recognizing and Preventing Caregiver Burnout 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. Do not continue with the class if it causes emotional distress or discomfort. Note: The term "caregiver" is used throughout this class, which refers to any care provider in any care setting.		
Objectives	After completing this class, you will be able to: Recognize signs and symptoms of burnout Explain causes of caregiver burnout and suicide Describe techniques for preventing burnout and suicide Identify resources for caregivers		
Communication & Professionalism		Length	Class ID

Class	Communicating with Older Adults <i>Spanish Subtitles Available</i>	60 mins	CARE0103
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Description Communicating with Older Adults | Having conversations with an older adult can sometimes be hard, especially if he or she has an impairment such as hearing loss or memory loss. In this CareAcademy class, you will learn good communication techniques for working with older adults with these types of impairments. You will also learn how to manage difficult client behaviors and events by applying good communication skills.

Objectives After completing this class, you will be able to: Identify good communication techniques for working with older adults. Discuss additional communication techniques for older adults with sensory and/or memory problems.

Class	Time Management and Organizational Skills <i>Spanish Subtitles Available</i>	60 mins	CARE0104
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Description Time Management and Organizational Skills | 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 By the end of this class, you will be able to: Describe the importance of time management. Demonstrate how to determine priorities and set attainable goals. Identifying the obstacles to effective time management.

Class	Hiring & Communicating with Caregivers	60 mins	CARE0105
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Description Hiring & Communicating with Caregivers | 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 After completing this class, you will be able to: 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 <i>Russian and Spanish Subtitles Available</i>	60 mins	CARE0106
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Description Sexual Harassment Prevention | This class will teach the caregiver how to recognize, report, and protect themselves from sexual harassment and other forms of harassment.

Objectives By the end of this class, you will be able to: Define sexual harassment. Recognize sexual and other forms of harassment. Use strategies for addressing sexual harassment.

Class	Preventing Sexual Harassment in the Workplace	120 mins	CARE0106S
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Description Preventing Sexual Harassment in the Workplace | 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 By the end of the class, you will be able to: 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	Working with an Aging Population <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0107
Description	Working with an Aging Population 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	By the end of this class, you will be able to: 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	60 mins	CARE0108
Description	Providing Homecare to LGBT Older Adults 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	After completing this class, you will be able to: 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. Review some of the laws and regulations that protect LGBT older adults. Describe best practices for organizations working LGBT older adults and caregivers.		

Class	Introduction to Long-Term Care	35 mins	CARE0109
Description	Introduction to Long-Term Care 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	After completing this class, you will be able to: 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 the common types of long-term care services. Identify the roles and responsibilities of the members of the care team.		
Class	Medicare Fraud, Waste, and Abuse (FWA) for Direct Care Workers	50 mins	CARE0110
Description	Medicare Fraud, Waste, and Abuse (FWA) for Direct Care Workers 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	After completing this class, you will be able to: 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 <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0113
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Description Professionalism: Communication & Cultural Competency 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 or cultural background differs from yours.

Objectives By the end of this class, you will be able to: 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 or cultural background differs from yours.

Class	Understanding Cultural Competency <i>Russian Subtitles Available</i>	40 mins	CARE0114
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Description Understanding Cultural Competency | 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 After completing this class, you will be able to: 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

Class	Recognizing Barriers to Care	45 mins	CARE0115
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Description Recognizing Barriers to Care | 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 After completing this class, you will be able to: 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	45 mins	CARE0116
Description	Providing Person-Centered Care 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	After completing this class, you will be able to: 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	30 mins	CARE0117
Description	Problem-Solving for Direct Care Workers 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	After completing this class, you will be able to: 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		
Class	Introduction to Managing Challenging Behaviors	25 mins	CARE0121
Description	Introduction to Managing Challenging Client Behaviors In this class, caregivers will learn practical strategies to prevent, de-escalate, and manage verbally or physically aggressive behaviors. The course focuses on person-centered approaches, effective communication techniques, and non-pharmacological interventions that promote safety, dignity, and respect for both caregivers and care recipients.		
Objectives	After completing this class, you will be able to: Identify potential causes and triggers behind challenging behaviors in older adults. Demonstrate calm, empathetic communication strategies using positive statements and "I" messages. Apply non-forceful de-escalation techniques to manage verbally or physically aggressive behaviors. Implement safety measures and flexible routines to reduce agitation and support older adults with cognitive impairments. Explain when and how to seek additional support or escalate care for ongoing or severe behaviors.		

Class	Essentials of Cultural Competency	20 mins	CARE0122
Description	Essentials of Cultural Competency In this class, you'll learn how to recognize and respect cultural differences while caring for older adults. From how people prefer to be greeted, to food and religious customs, to how they express pain or understanding, this class will help you become a more thoughtful and effective caregiver.		
Objectives	After completing this class, you will be able to: Describe how cultural beliefs can affect communication and behavior in caregiving. Identify respectful ways to respond to different traditions, customs, and preferences. Apply clear communication skills with clients who speak a different first language		

Emergency & Safety		Length	Class ID
Class	Emergency Procedures <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0800
Description	Emergency Procedures 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	By the end of this class, you will be able to: Demonstrate emergency preparedness, including 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>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0802

Description	Safety Precautions & Falls Prevention: Part 1 The class is the first half of a two-part series for professional caregivers. In Part 1, you will learn about the factors that cause falls in older adults and tips for preventing falls. In Part 2, you will learn about additional safety precautions that you should be aware of in your work, and how to identify and report any safety issues.		
Objectives	After completing this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE0803
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Description Safety Precautions & Falls Prevention: Part 2 | The class is the second half of a two-part series for professional caregivers. In Part 1, you will learn about the factors that cause falls in older adults and tips for preventing falls. In Part 2, you will learn about additional safety precautions that you should be aware of in your work. These include managing older adults with aggressive behavior, and identifying and reporting changes in the older adult's condition.

Objectives After completing this class, you will be able to: 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	50 mins	CARE0804
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Description Recognizing Fire and Medical Emergencies | This class teaches direct care workers how to recognize fire and medical emergencies and properly respond by contacting 911 when appropriate.

Objectives After completing this class, you will be able to: 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	45 mins	CARE0805
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Description Performing Basic First Aid During Medical Emergencies | 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. d

Objectives After completing this class, you will be able to: 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	15 mins	CARE0806
Description	Performing First Aid During Medical Non-Emergencies This class teaches direct care workers how to provide basic first aid when your client experiences a common medical non-emergency. Note: Completing this class will provide the learner with an understanding of basic first aid.		
Objectives	After completing this class, you will be able to: 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.		
Class	Emergency Planning and Response <i>Russian Subtitles Available</i>	60 mins	CARE0807
Description	Emergency Planning and Response 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	After completing this class, you will be able to: 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		
Class	Workplace Violence Awareness and Prevention	35 mins	CARE0809
Description	Workplace Violence Awareness and Prevention This class will teach about workplace violence, including definitions and information about Workplace Violence Prevention Plans (WVPP). It will also include information about different types of violence that direct care workers may encounter, ways to avoid it, and what to do if they encounter it.		
Objectives	After completing this class, you will be able to: Define and explain workplace violence Identify different types of workplace violence Define and participate in the employer's workplace violence prevention plan without fear of reprisal Identify the basic components of an incident log Identify how to respond, record, and report a workplace violence incident Identify de-escalation technique		

Class	Environmental Factors for Preventing Falls in Older Adults	25 mins	CARE0810
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Description Environmental Factors for Preventing Falls in Older Adults | This class examines environmental factors that contribute to falls in older adults' homes. By exploring each room, from the bedroom and bathroom to the living room, kitchen, and hallways, learners will identify common hazards and practical solutions. The course also addresses transitional areas and strategies to help older adults maintain balance when getting in and out of cars. Through hands-on tips and best practices, you will be better equipped to reduce fall risks and promote safer living environments.

Objectives After completing this class, you will be able to: Evaluate each room in an older adult's home to identify potential fall hazards Describe practical modifications that can reduce the likelihood of falls in each area. Explain strategies to maintain safe mobility

Home Care Office Training	Length	Class ID
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Class	Cybersecurity Basics	60 mins	CARE0212
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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

Class	Phone Etiquette - The First Step to Building Relationships	23 mins	CARE8001
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Description Phone Etiquette: The First Step to Building Relationships | 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 After completing this class, you will be able to: 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	24 mins	CARE8002
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Description Phone Etiquette: Successfully Conducting an Initial Phone Call | 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 After completing this class, you will be able to: 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	24 mins	CARE8003
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Description Phone Etiquette: Addressing Client Concerns | 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 After completing this class, you will be able to: Explain how to be prepared for a conversation with a concerned caller Identify techniques for effectively addressing client concerns on the phone

Home Health Aide Exam	Length	Class ID
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Class	CareAcademy HHA Knowledge Exam	60 mins	CAREHHAXM-01
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Description This end-of-program knowledge exam assesses the participant's knowledge of the material learned in the CareAcademy HHA Certification Program. The exam contains 100 questions, generated from a bank of 150, divided across 10 topics.

Class	CareAcademy HHA Knowledge Exam - Instructor Version/Answer Key	60 mins	CAREHHAXMKEY-01
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Description This answer key for the end-of-program knowledge exam for the CareAcademy HHA Certification Program includes the correct and incorrect responses for the entire bank of 150 questions, in the order of the 10 topics in the exam.

Home Management		Length	Class ID
Class	Light Housekeeping Techniques <i>Spanish Subtitles Available</i>	60 mins	CARE1000
Description	Light Housekeeping Techniques We created this CareAcademy class to help professional caregivers like you maintain cleanliness in your client's home and avoid the spread of infection and bacteria.		
Objectives	By the end of this class, you will be able to: 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	60 mins	CARE1001
Description	Basic Housekeeping Techniques 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	After completing this class, you will be able to: 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.		
Infection Control		Length	Class ID

Class	Maintaining a Clean & Healthy Environment (Infection Control) <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0700
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Description Maintaining a Clean & Healthy Environment (Infection Control) | 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 After completing this course, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE0705
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Description Personal Protective Equipment for Home Care | 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 After completing this class, you will be able to: 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>Russian and Spanish Subtitles Available</i>	60 mins	CARE0706
Description	Overview of COVID-19 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. Note: A similar version of this content was first published on March 20, 2020 as the 30-minute class COVID-19: A Guide for Direct Care Workers.		
Objectives	After completing this class, you will be able to: 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	40 mins	CARE0707
Description	Understanding the COVID-19 Vaccine 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	After completing this class, you will be able to: 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.		
Introduction to Caregiving		Length	Class ID

Class	What Does it Mean to Be a Professional Caregiver? <i>Spanish Subtitles Available</i>	60 mins	CARE0100
Description	What Does it Mean to Be a Professional Caregiver? 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 advance 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	By the end of this class, you will be able to: 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 <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0202
Description	Clients' Rights, HIPAA & Elder Abuse Prevention In this CareAcademy class, we discuss clients' confidentiality, privacy, and related rights. We also discuss elder abuse and neglect, including how to prevent it and how to report it if it does occur.		
Objectives	By the end of this class, you will be able to: 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 and Documentation: Part 1 <i>Spanish Subtitles Available</i>	60 mins	CARE0203
Description	Observation, Reporting and Documentation: Part 1 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	By the end of this class, you will be able to: 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 and Documentation: Part 2 <i>Spanish Subtitles Available</i>	60 mins	CARE0204
Description	Observation, Reporting and Documentation: Part 2 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	By the end of this class, you will be able to: 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 and Documentation: Part 3 <i>Spanish Subtitles Available</i>	60 mins	CARE0205
Description	Observation, Reporting and Documentation: Part 3 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0206
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Description Vital Signs: Part 1 | 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 By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0207
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Description Vital Signs: Part 2 | 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 By the end of this class, you will be able to: 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	20 mins	CARE0208
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Description Body Mechanics and Injury Prevention | 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 After completing this class, you will be able to: 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	40 mins	CARE0209
Description	Honoring Your Clients' Rights, Self-Determination, and Advance Directives 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	After completing this class, you will be able to: 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	Clients' Rights and Privacy for Canadian Caregivers	40 mins	CARE0210
Description	Clients' Rights and Privacy for Canadian Caregivers 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	After completing this class, you will be able to: 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	45 mins	CARE0211
Description	Privacy and Information Security - Protecting Your Clients 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		

Class	Overview of Cancer Care <i>Spanish Subtitles Available</i>	60 mins	CARE0500
Description	Overview of Cancer Care This class will teach caregivers about cancer, what is unique about cancer in an older adult, cancer treatments, and cancer symptoms. After understanding what cancer is and how it can affect older adults differently, caregivers will be prepared to care for older adults and the specific challenges they face when diagnosed and living with cancer.		
Objectives	After completing this class, you will be able to: Define cancer Describe how cancer affects older adults Identify common cancer treatments and possible side effects in older adults Recognize cancer symptoms unique to older adults		
Class	Overview of Heart Disease Care <i>Spanish Subtitles Available</i>	60 mins	CARE0501
Description	Overview of Heart Disease Care 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	After completing this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0502
Description	Overview of Parkinson's Disease Care 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0503
Description	Overview of Diabetes Mellitus Care 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	By the end of this class, you will be able to: Explain the causes and impact of diabetes mellitus. Describe the diet and nutrition needs of 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0504
Description	Overview of End of Life Care 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0505
Description	Overview of Care After Hospital Discharge This class will teach caregivers the common reasons older adults are hospitalized and the importance of care after discharge. Caregivers will learn how 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0506
Description	Overview of Care After a Stroke 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0507
Description	Overview of Intellectual Disability Care 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0508
Description	Gastrointestinal Issues: Heartburn, Constipation & Diarrhea This class will teach caregivers basics of the digestive process and how digestion changes with age. Caregivers will learn how to identify and help older adults manage gastrointestinal issues such as heartburn, constipation, and diarrhea.		
Objectives	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0509
Description	Obesity & Weight Management 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0511
Description	Overview of Arthritis Care 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	By the end of this class, you will be able to: • 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0512
Description	Advanced Heart Disease Care 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0513
Description	Overview of HIV/AIDS 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	After completing this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0514
Description	Non-Drug Pain Management 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0515
Description	Assisting with Medication Self-Administration: Part 1 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0516
Description	Managing Breathing Difficulties 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0517
Description	Overview of Skin Care & Wound Prevention 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	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0518
Description	Assisting with Medication Self-Administration: Part 2 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, by the right route.		
Objectives	By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE0519
Description	Managing Respiratory Diseases 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	By the end of this class, you will be able to: 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	60 mins	CARE0520
Description	Medication Administration Basics 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	After completing this class, you will be able to: 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	45 mins	CARE0521
Description	Performing Catheter Care 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	After completing this class, you will be able to: 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	25 mins	CARE0522
Description	Performing Ostomy Care 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	After completing this class, you will be able to: 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	55 mins	CARE0523
Description	Understanding Tube Feeding Care 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	After completing this class, you will be able to: 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	45 mins	CARE0524
Description	Overview of Physical Disabilities & Chronic Conditions 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	After completing this class, you will be able to: 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	30 mins	CARE0525
Description	Introduction to Palliative and Hospice Care Palliative care and hospice care have specific goals and 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 toward the end of life.		
Objectives	After completing this class, you will be able to: Define palliative care Define hospice care Explain the DCW's role when a client is receiving palliative care or hospice care		

Class	Using Home Oxygen: Safe Practices for Caregivers	10 mins	CARE0526
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Description Using Home Oxygen: Safe Practices for Caregivers | Oxygen therapy is a critical part of care for individuals with chronic respiratory conditions. This course provides non-medical caregivers with the knowledge and skills needed to safely assist clients who use home oxygen. Caregivers will learn about different oxygen delivery systems, proper set-up and administration, and essential safety precautions to prevent hazards. The course will also cover common issues like nasal dryness, best practices for handling oxygen tanks and concentrators, and how to follow the care plan to ensure clients receive the correct oxygen levels.

Objectives After completing this class, you will be able to: Identify the different types of home oxygen delivery systems, including oxygen tanks and concentrators. Explain how to properly set up and administer oxygen according to a client's care plan. Recognize key safety precautions to prevent fire hazards when handling oxygen equipment. Address common client concerns, such as nasal dryness, and recommend safe, water-based solutions. Describe the importance of keeping a backup oxygen supply in case of power outages or equipment failure.

Class	Preventing Contractures	10 mins	CARE0527
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Description Preventing Contractures | Muscles and joints can tighten and "lock" after a stroke or long periods of sitting, turning simple tasks, like dressing or walking, into daily struggles. In this short course you'll learn what contractures are, why they form, and the easy steps caregivers can take to stop them before they start.

Objectives After completing this class, you will be able to: Identify joints most at risk for contractures Recognize early warning signs of contractures Explain basic contracture-prevention skills Explain how to apply, monitor, and safely remove common support devices while protecting the client's skin.

Class	Overview of Body Systems & Medical Terminology <i>Spanish Subtitles Available</i>	60 mins	CARE0536
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Description Overview of Body Systems and & Medical Terminology | 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 By the end of this class, you will be able to: 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.

Mental Health		Length	Class ID
Class	Overview of Depression Care <i>Spanish Subtitles Available</i>	60 mins	CARE1100

Description Overview of Depression Care | 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 After completing this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	60 mins	CARE1101
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Description Overview of Anxiety Care | 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 By the end of this class, you will be able to: 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 <i>Spanish Subtitles Available</i>	70 mins	CARE1102
Description	Overview of Mental Illness Care 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	After completing this class, you will be able to: 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	40 mins	CARE1103
Description	Overview of Substance Abuse in Older Adults 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	After completing this class, you will be able to: 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	35 mins	CARE1104
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Description Overview of the Effects of Behavioral Health Medications | 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 After completing this class, you will be able to: 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	30 mins	CARE1105
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Description Caring for Older Adults Living with Hoarding Disorder | 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 After completing this class, you will be able to: Defining 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

Nutrition and Meal Preparation		Length	Class ID
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Class	Overview of Nutrition & Food Preparation <i>Hindi, Korean, Russian, Spanish, and Vietnamese Subtitles Available</i>	60 mins	CARE0600
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Description Overview of Nutrition & Food Preparation | 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 By the end of this class, you will be able to: 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>Spanish Subtitles Available</i>	60 mins	CARE0601
Description	Modifying Diets to Assist with Difficulty Chewing 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	After completing this class, you will be able to: 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	Preparing Meals to Meet Cultural, Ethnic, Religious, and Dietary Needs	20 mins	CARE0602
Description	Preparing Meals to Meet Cultural, Ethnic, Religious, and Dietary Needs 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	After completing this class, you will be able to: 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	60 mins	CARE0603
Description	Basic Cooking Skills for Direct Care Workers 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	After completing this class, you will be able to: 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. Recognize safe ways and temperatures to thaw and prepare different foods. Identify safe ways to store leftovers.		

Class	Kosher Meal Prep for Direct Care Workers	23 mins	CARE0604
Description	Kosher Meal Preparation for Direct Care Workers 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	After completing this class, you will be able to: Identify characteristics of kosher diets Distinguish between a kosher and non-kosher kitchen Identify ways to ensure meals are kosher		

OASIS Training		Length	Class ID
Class	Introduction to OASIS	52 mins	CARE7001
Description	Introduction to OASIS 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	After completing this class, you will be able to: 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.		

Recruitment, Onboarding, and Retention		Length	Class ID
Class	Effective Caregiver Recruitment	35 mins	ROAR0101
Description	Effective Caregiver Recruitment This class will help recruitment and hiring staff explore strategies to build a strong, dedicated caregiving team. It explores caregiver roles, recruitment methods, ways to identify ideal candidates, and how to master the interview process. It also will discuss legal considerations as well as ways for technology to help find care talent.		
Objectives	After completing this class, you will be able to: Identify challenges surrounding caregiver recruitment List essential characteristics of ideal caregivers Identify how to write compelling job descriptions Identify how to develop and implement targeted recruitment strategies using a variety of channels		

Class	Onboarding New Caregivers for Success	25 mins	ROAR0102
Description	Onboarding New Caregivers for Success This class helps equip administrators and onboarding staff with essential knowledge and skills to effectively onboard new caregivers in various care settings. It includes information about creating onboarding plans that address unique needs of home care and facility-based environments. It will address setting clear expectations, aligning with organizational values, ensuring legal and compliance adherence, establishing effective communication channels, and fostering employee engagement to reduce turnover.		
Objectives	After completing this class, you will be able to: Design tailored onboarding plans for different care settings Set clear performance expectations aligned with organizational values Implement legal and compliance considerations in onboarding Establish effective communication and feedback mechanisms Enhance caregiver engagement and retention through onboarding		
Class	Retaining Quality Caregivers	35 mins	ROAR0103
Description	Retaining Quality Caregivers This class will prepare administrators and other staff with essential strategies to use when addressing caregiver turnover. It explores common reasons for turnover and strategies to offset turnover such as career advancement opportunities and ways to engage and motivate employees. It includes information about creating supportive work environments through open communication, DEI initiatives, and work-life balance programs.		
Objectives	After completing this class, you will be able to: Identify common reasons why caregivers leave their positions in long-term care settings Develop strategies to improve caregiver retention through career advancement, training, and development opportunities List strategies to engage and motivate caregivers Identify ways to foster open communication and a healthy work-life balance for caregivers		

State-Specific Classes & Supplements (for Compliance)	Length	Class ID
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Class	Sexual Harassment Prevention: California State Supplement	10 mins	CARE0106CA
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Description Sexual Harassment Prevention: California State Supplement | 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 By the end of this class, you will be able to: Recognize the sexual harassment reporting process in California.

Class	Sexual Harassment Prevention: Delaware State Supplement	5 mins	CARE0106DE
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Description Sexual Harassment Prevention: Delaware State Supplement | 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 By the end of this class, you will be able to: 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	5 mins	CARE0106IL
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Description Sexual Harassment Prevention: Illinois State Supplement | 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 By the end of this class, you will be able to: Recognize the sexual harassment complaint filing process for Illinois. Access Illinois contact information. Identify supervisory and managerial employee responsibilities in preventing and addressing sexual harassment and retaliation.

Class	Sexual Harassment Prevention: Maine State Supplement	2 mins	CARE0106ME
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Description Sexual Harassment Prevention: Maine State Supplement | This state-specific educational material supplements CARE0106 Sexual Harassment Prevention. It covers the process of contacting the Maine Human Rights Commission and filing a complaint of sexual harassment. It includes information on an individual's rights as protected by Maine law and the roles and responsibilities of supervisors during the sexual harassment complaint proceedings.

Objectives After completing this class, you will be able to: Contact the Maine Human Rights Commission to file a complaint of sexual harassment Describe your rights as an individual in Maine as a filer of a legitimate complaint of sexual harassment Describe the role of the supervisor in preventing and pursuing complaints of sexual harassment

Class	Sexual Harassment Prevention: New York State Supplement	10 mins	CARE0106NY
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Description Sexual Harassment Prevention: New York State Supplement | 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 By the end of this class, you will be able to: 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	70 mins	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	Cultural Competency Training for Nevada Licensed Healthcare Facilities (For Spanish Learners)	300 mins	CARE0118
Description	Cultural Competency Training for Healthcare Facilities 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	After completing this class, you will be able to: 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	Cultural Competency Training for Nevada Licensed Healthcare Facilities	240 mins	CARE0120
Description	Cultural Competency Training for Healthcare Facilities 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. Note: A Spanish version of this class is available: CARE0118 Cultural Competency Training for Nevada Licensed Healthcare Facilities (For Spanish Learners).		
Objectives	After completing this class, you will be able to: 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	Electronic Visit Verification (EVV): New York State Supplement	4 mins	CARE0150NY
Description	Electronic Visit Verification (EVV): New York State Supplement 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	After completing this supplement, you will be able to: 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	Washington State Orientation Training	120 mins	CARE0199WA
Description	Washington State Orientation Training 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	By the end of this class, you will be able to: 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	10 mins	CARE0202NV
Description	Recognizing and Preventing Abuse of Older Persons: Nevada 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	After completing this class, you will be able to: 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	Texas HB300: Protecting Texans' Sensitive Health Information Beyond HIPAA	30 mins	CARE0213TX
Description	Texas HB 300: Protecting Texans' Sensitive Health Information Beyond HIPAA In this class, you will learn what Texas's HB 300 is and how it applies to your work as a care provider. You'll understand how to abide by the law and keep your care recipient's private health information safe, as required by Texas. You'll also learn about the main differences between TX HB 300 and the Federal Health Information Privacy and Accountability Act, or HIPAA.		
Objectives	After completing this class, you will be able to: Describe what is TX HB300, and to whom does it apply Explain the key details and requirements of Texas's HB300 and how they're different from HIPAA. Recognize scenarios where the mandates in Texas's HB300 must be applied. Illustrate how this impacts Direct Care Workers and Home Care Attendants in Texas.		
Class	Florida Law on HIV Testing and Confidentiality: Supplement	10 mins	CARE0513FL
Description	Florida Law on HIV Testing and Confidentiality: Supplement 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	After completing this class, you will be able to: 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	10 mins	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	3 mins	CARE0515FL
Description	Florida Law on Assistance with Self-Administration of Medication: Supplement 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	After completing this class, you will be able to: 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	3 mins	CARE0519NY
Description	Tuberculosis Training, Testing, and Reporting Requirements: New York State Supplement This state supplement covers New York State's legal requirements for tuberculosis (TB) testing, training, and reporting.		
Objectives	After completing this supplement, you will be able to: 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	5 mins	CARE0600AZ
Description	Food Labels and Special Diets: Arizona State Supplement 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	After completing this supplement, you will be able to: 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	5 mins	CARE0700HEP
Description	Hepatitis B and C: Supplement 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	After completing this class, you will be able to: Discuss how hepatitis B and C are transmitted. List the symptoms of hepatitis B and C. Identify the benefits of hepatitis B vaccinations.		
Class	Workplace Violence Awareness and Response: California Requirements (CA SB 553)	20 mins	CARE0808CA
Description	Workplace Violence Awareness and Response: California Requirements (CA SB 553) This class will teach about workplace violence as it addresses amendments to bill SB553 regarding workplace hazard training. The course covers definitions and requirements of Section 6401.9 as required by the Code of Civil Procedure. It also includes information about reporting workplace violence incidents or concerns to your employer or law enforcement without fear of reprisal.		
Objectives	After completing this class, you will be able to: Define and explain workplace violence Identify different types of workplace violence Identify requirements within Section 6401.9 of the Labor Code Define and participate in the employer's workplace violence prevention plan without fear of reprisal Identify the basic components of an incident log Identify how to respond, record, and report a workplace violence incident		

Class	Washington State Safety Training	180 mins	CARE0899WA
Description	Washington State Safety Training 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	By the end of this class, you will be able to: 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	Washington HCA Online Core Basic Training	2280 mins	CARE0999WA
Description	Washington HCA Online Core Basic Training This Washington HCA Online Core Basic Training is an online 38-hour program approved by the Washington Department of Social and Health Services (DSHS) as part of your Home Care Aid certification training.		
Objectives	There are 14 Core Basic (CB) modules in this training program. Each CB module will have its own learning objectives.		
Class	Link to Florida Department of Elder Affairs One-Hour Training on Alzheimer's Disease and Related Dementias	1 mins	CARE1219FL
Description	Link to Florida Department of Elder Affairs One-Hour Training on Alzheimer's Disease and Related Dementias This class provides a link to the required one-hour class on the FL DOEA website. Completing this class in the CareAcademy platform does not indicate that the learner completed the required DOEA one-hour class. Learners must view the video on the DOEA website, retrieve their certificate of completion, and share it with their employer for full compliance.		
Objectives	N/A		

Class	CareAcademy DE HHA Knowledge Exam	60 mins	CAREDEHHAXM-01
Description	This end-of-program knowledge exam assesses the participant's knowledge of the material learned in the CareAcademy DE HHA Certification Program. The exam contains 100 questions divided across 10 topics.		
Class	CareAcademy DE HHA Knowledge Exam - Instructor Version/Answer Key	60 mins	CAREDEHHAXMKEY-01
Description	This answer key for the end-of-program knowledge exam for the CareAcademy Delaware HHA Certification Program includes the correct and incorrect responses for the entire bank of 149 questions, in the order of the 10 topics in the exam.		
Class	Idaho Caregiver Skills Challenge Exam		CAREIDSMXM
Description	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	50 mins	CAREPADCWEX
Description	Pennsylvania Direct Care Worker Competency Exam This exam will assess your mastery of subject areas specified in PA Code §611.55.		

Senior Living DCW Training		Length	Class ID
Class	Foundations for DCWs in Facility-Based Care Settings	45 mins	CARE9001
Description	Foundations for DCWs in Facility-Based Care Settings 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	After completing this class, you will be able to: 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	30 mins	CARE9002
Description	Managing Relocation Stress in Facility-Based Care Settings 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	After completing this class, you will be able to: 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		
Class	Mobility Equipment in Facility-Based Care Settings	15 mins	CARE9003
Description	Mobility Equipment in Facility-Based Care Settings This class will discuss how to assist residents by using different mobility aids, such as gait belts, walkers, rollators, canes, and wheelchairs.		
Objectives	After completing this class, you will be able to: Identify mobility equipment and how to use them properly. Safely transfer an older adult using a gait belt, rollator, and other mobility devices.		

Class	Transfers in Facility-Based Care Settings	15 mins	CARE9004
Description	Transfers in Facility-Based Care Settings This class will teach caregivers how to assist residents in moving up in their beds or sitting on its side. It will also discuss how to safely transfer residents using different mobility devices.		
Objectives	After completing this class, you will be able to: Properly assist residents when moving up in their beds and sitting on the side of it. Understand how leg roll is executed properly and safely. Correctly and safely use different mobility devices such as gait belts, walkers, canes, and slide boards. Follow basic guidelines when transferring residents to or from their bed to a wheelchair.		
Class	Lifts in Facility-Based Care Settings	15 mins	CARE9005
Description	Lifts in Facility-Based Care Settings This class will demonstrate how to safely use Hoyer lifts and other types when transferring a resident.		
Objectives	After completing this class, you will be able to: Describe how to use a Hoyer lift to transfer a resident. Safely demonstrate and execute a pull-to-stand lift. Understand best practices to reduce risk and injury when using lifts.		
Class	Bed Rails and Safety Equipment in Facility-Based Care Settings	15 mins	CARE9006
Description	Bed Rails and Safety Equipment in Facility-Based Care Settings This class will explain how bed rails and other safety equipment can increase nighttime safety for residents in facility-based care settings.		
Objectives	After completing this class, you will be able to: Understand what bed rails are, their use, and possible risks. Utilize other safety equipment, such as monitors and alarms, to keep an older adult safe in bed and at nighttime.		
Senior Living Staff Training		Length	Class ID

Class	Quality Assurance and Performance Improvement (QAPI) for SNFs	35 mins	CARE1401
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Description QAPI in SNFs This class will help staff gain knowledge and skills to implement and sustain effective QAPI programs in skilled nursing facilities. The course explores the five elements of QAPI, strategies for handling complaints and feedback, and methods for ensuring QAPI success through survey readiness, documentation, staff competency, and infection control.

Objectives After completing this class, you will be able to: Explain the importance of a structured, ongoing QAPI approach Identify how data-drive decisions improve care outcomes Recognize proactive problem-solving techniques in quality implement Describe the role of resident-centered care in QAPI Identify leadership's role in successful QAPI implementation

Class	Introduction to Housekeeping in Senior Living	20 mins	CLEAN0101
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Description Introduction to Housekeeping in Senior Living | Introduction to Housekeeping in Senior Living offers a comprehensive overview of how housekeeping is essential in senior living settings. It creates a safe and welcoming environment for those who live and work there and maintains their health, safety, and well-being.

Objectives After completing this class, you will be able to: Recognize the importance of housekeeping in maintaining a clean, safe, and comfortable environment for residents. Identify and describe housekeeping essential cleaning tools, standards, and procedures. Demonstrate cleaning practices and critical tasks for operational efficiency. Adopt sustainable cleaning practices in housekeeping.

Class	Housekeeping Safety and Compliance Essentials	20 mins	CLEAN0102
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Description Housekeeping Safety and Compliance Essentials | Housekeeping Safety and Compliance Essentials provides a comprehensive overview of crucial safety protocols and regulatory standards for housekeepers. They will understand how to maintain a clean, hazard-free environment while following safety standards, infection control guidelines, and best practices to ensure the well-being of residents and staff in senior living.

Objectives After completing this class, you will be able to: Outline safety procedures, regulatory requirements, and methods for cleaning chemicals, emphasizing infection control's significance in maintaining safety and compliance. Review the purpose and benefits of standard operating procedures (SOPs) and how quality control contributes to effective housekeeping. Recognize the importance of clear procedures and the role of quality control in achieving successful housekeeping outcomes.

Class	Resident Interaction and Communication in Housekeeping	20 mins	CLEAN0103
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Description Resident Interaction and Communication in Housekeeping | This class introduces methods for positively interacting and communicating with residents when performing housekeeping duties. It covers effective communication skills and customer service etiquette to enhance resident satisfaction in senior living settings when housekeeping. Additionally, it includes basic observational skills to recognize and report signs of challenging scenarios with residents, as well as how to identify and manage difficult situations and special circumstances in order to create a hospitable environment during interactions with residents.

Objectives After completing this class, you will be able to: Demonstrate effective communication skills and customer service etiquette to enhance resident satisfaction in senior living settings specific to housekeeping activities. Apply best practices to create a hospitable environment during interactions with residents in common spaces and private rooms. Identify and manage difficult situations and special circumstances, including communicating with residents with auditory/visual issues or dementia. Describe the basic observational skills to recognize signs of hoarding, physical changes, and potential abuse or neglect, and understand the reporting process to ensure resident safety.

Class	Infection Control and Prevention for Senior Living Housekeepers	20 mins	CLEAN0104
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Description Infection Control and Prevention for Senior Living Housekeepers | Infection Control and Prevention for Senior Living Housekeepers equips housekeeping staff with essential knowledge and practical skills for effective infection control. They will learn its importance and explore core principles, cleaning techniques, and best practices for sanitizing high-risk and high-touch areas, enhancing cleanliness, and ensuring a safe senior living environment.

Objectives After completing this class, you will be able to: Define infection control and its importance in senior living settings Explain the key principles of infection control and how they can effectively prevent infections. Identify and apply effective cleaning practices on high-risk and high-touch areas within the community. Understand advanced infection control practices and how they can impact the overall environment in special circumstances.

Class	Specialized Cleaning Techniques in Senior Living	30 mins	CLEAN0105
Description	Specialized Cleaning Techniques in Senior Living This class provides essential knowledge and skills for maintaining a clean, safe, and hygienic environment in senior living communities. It includes information about various types of cleaning equipment, including their maintenance and safety protocols. It also covers information about regular and deep cleaning for effective use of disinfectants and sanitizers. Additionally, the class outlines the processes involved in managing basic laundry services and waste management.		
Objectives	After completing this class, you will be able to: Identify and describe the types of cleaning equipment used in senior living communities, including their maintenance and safety protocols. Understand the difference between regular and deep cleaning to properly use disinfectants and sanitizers. Explain the types of waste generated in senior living communities and the proper segregation, disposal methods, and safety precautions for waste handling. Outline the processes involved in supporting and managing basic laundry services in a senior living community.		
Class	Safe Food Handling for Dining Service Staff	30 mins	DINE0100
Description	Safe Food Handling for Dining Service Staff This class will teach dining service staff about safe food handling. They will learn about foodborne illnesses and about how to identify outbreaks. They will learn about different types of food contamination and ways food handlers and proper hygiene can prevent it. They will also learn about safe food temperatures, cooking, and storage. They will also learn about cross-contamination, how to avoid it, and proper cleaning and sanitation.		
Objectives	After completing this class, you will be able to: Define foodborne illness Identify three categories of environmental hazards Differentiate between appropriate and inappropriate kitchen attire List essential hygiene practices to follow in the kitchen Identify the temperature "danger zone" Identify ways to prevent cross-contamination in the kitchen and self-service areas Differentiate between cleaning and sanitizing		

Class	Overview of Food Allergens for Dining Service Staff	20 mins	DINE0101
Description	Overview of Food Allergens for Dining Service Staff This class will teach dining service staff about allergic reactions in dining settings. They will learn about common food allergens and symptoms. They will also learn about cross-contact and how to prevent it. In addition, they will learn about safety measures that should be taken in the kitchen and ways the team should work together.		
Objectives	After completing this class, you will be able to: Identify common symptoms of an allergic reaction Define cross-contact Identify information that staff should be aware of when handling food List the steps to prepare food safely for residents with allergies		
Class	Introduction to Senior Living Hospitality for Dining Staff	20 mins	DINE0102
Description	Introduction to Senior Living Hospitality for Dining Staff This class offers an overview of the role of hospitality within senior living facilities and essential knowledge and skills for creating exceptional dining experiences within senior living facilities. It explores fundamental principles of hospitality and the key elements that contribute to positive dining environments.		
Objectives	After completing this class, you will be able to: Define hospitality and its importance within senior living environments Identify strategies for creating a positive dining experience that enhances residents' quality of life Identify the importance of ambiance and atmosphere in dining experiences Identify what meal service looks like		
Class	Delivering Person-Centered Dining Service in Senior Living	25 mins	DINE0103
Description	Delivering Person-Centered Dining Service in Senior Living This class explores ways to provide person-centered care in dining services, such as modifying menus and providing flexible dining options, social interaction roles in dining, and how to foster culturally sensitive dining experiences.		
Objectives	After completing this class, you will be able to: Define person-centered care in the dining services Identify different ways to promote social interaction in dining Be culturally sensitive to enhance the dining experience Identify how preferences and dietary needs impact menus		

Class	Effective Communication for Senior Living Dining Staff	30 mins	DINE0104
Description	Effective Communication for Senior Living Dining Staff This class introduces ways to communicate with residents effectively. It includes information about the impact that clear and compassionate communication can have on dining experiences. It also explores active listening and how to clarify resident preferences and needs. It includes information about how to involve families in dining decision-making.		
Objectives	After completing this class, you will be able to: Identify ways to build positive rapport with residents and staff Identify ways to actively listen with empathy and compassion Identify nonverbal communication cues List effective communication strategies		
Class	Problem-Solving and Customer Service Skills in Senior Living Dining	25 mins	DINE0105
Description	Problem-Solving and Customer Service Skills in Senior Living Dining This class introduces problem-solving and customer service skills. It includes information about common challenges in senior living dining facilities. It also includes problem-solving techniques. There is information about customer service strategies and how to anticipate customer needs and preferences.		
Objectives	After completing this class, you will be able to: Identify common dining challenges in senior living facilities List problem-solving techniques Identify ways to anticipate client needs and preferences		
Class	Collaborative Dining Service: Team Dynamics	15 mins	DINE0106
Description	Collaborative Dining Service: Team Dynamics This class explains how team dynamics are essential to dining in senior living. It will discuss an overview of effective teamwork, excelling in tasks and responsibilities, and collaborative support to one another during busy times or in emergencies.		
Objectives	After completing this class, you will be able to: Understand and foster teamwork to enhance dining experiences Handle and excel at managing delegated tasks & responsibilities Provide support to the team during busy times or emergencies		

Class	Collaborative Dining Service: Kitchen and Dining Process	15 mins	DINE0107
Description	Collaborative Dining Service: Kitchen and Dining Process In this class, staff will understand the kitchen and dining process, including the meal service process. Staff will learn effective communication between the kitchen and dining room staff and how to overcome gaps and challenges.		
Objectives	After completing this class, you will be able to: Explain the different stages of the kitchen and dining process, including meal service flow. Describe the importance of communication between kitchen and dining room staff. Identify and resolve communication issues that may impact dining service.		
Class	Collaborative Dining Service: Cultivating Interdepartmental Relationships	10 mins	DINE0108
Description	Collaborative Dining Service: Cultivating Interdepartmental Relationships This class teaches staff to foster interdepartmental relationships for exceptional dining service and experience. This collaboration keeps things running smoothly, helps residents feel well cared for, and ultimately makes everyone's job easier.		
Objectives	After completing this class, you will be able to: Understand how collaboration between departments contributes to a positive dining experience for residents. Identify specific ways different departments can work together to ensure smooth operations. Recognize the value of interdepartmental teamwork in achieving resident satisfaction.		
Class	Safety and Emergency Procedures: Dining Areas	30 mins	DINE0109
Description	Safety and Emergency Procedures: Dining Areas This class introduces safety and emergency procedures within dining areas. It covers common hazards and safety concerns and an overview of regulatory guidelines and standards. It also discusses the importance of establishing clear emergency procedures, cleanliness and hygiene standards, and safety protocols.		
Objectives	After completing this class, you will be able to: Identify common hazards and safety concerns Identify regulatory guidelines and standards within senior living facility dining areas Identify the importance of safety protocols		

Class	Fundamentals of Resident Engagement Programs	30 mins	LIFE0101
Description	Fundamentals of Resident Engagement Programs Fundamentals of Resident Engagement Programs provides an in-depth introduction to the concepts around a comprehensive resident engagement program in senior living communities. Resident Engagement plays a crucial role in senior living, as it not only creates a welcoming environment for those who live there but leads to improved mental health, reduced feelings of loneliness, and a sense of community and purpose among residents.		
Objectives	After completing this class, you will be able to: Understand their key roles and responsibilities, emphasizing the importance of professionalism and a resident-first philosophy. Learn how to communicate and collaborate effectively with residents, family members, volunteers, and other staff. Design and implement programs tailored to residents' interests and abilities, including physical fitness, spiritual well-being, cognitive exercises, and social events. They will also monitor engagement levels and adjust activities accordingly. Demonstrate basic knowledge of safety protocols and regulatory standards.		
Class	Specialized Resident Engagement Programming	40 mins	LIFE0102
Description	Specialized Resident Engagement Programming The Specialized Resident Engagement Program class introduces the concept of implementing a resident engagement program for lower-functioning residents in your care. It will teach techniques for tailoring activities and interventions to meet residents' specific needs, improve their quality of life, reduce feelings of isolation and helplessness, and promote dignity and self-worth.		
Objectives	After completing this class, you will be able to: Understand and describe the principles of The Eden Alternative, Snoezelen Method, and Montessori Method for supporting cognitively impaired residents. Create tailored resident engagement programming/activities that incorporate elements from the three methodologies to meet the diverse needs and interests of cognitively impaired residents. How to incorporate the three methodologies to create a safe, and inviting environment for cognitively impaired residents.		

Hospice Training		Length	Class ID
Class	Introduction to Hospice Care	40 mins	CARE2001
Description	Introduction to Hospice Care 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	After completing this class, you will be able to: 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	25 mins	CARE2002
Description	Providing Compassionate Care: The Hospice Team's Specialized Role 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	After completing this class, you will be able to: 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	40 mins	CARE2003
Description	Effective Communication Strategies within the Hospice Care Team 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	After completing this class, you will be able to: 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	40 mins	CARE2004
Description	Principles of Physical Hospice Care 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	After completing this class, you will be able to: 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	30 mins	CARE2005
Description	Principles of Emotional Hospice Care 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	After completing this class, you will be able to: 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	60 mins	CARE2006
Description	Communicating with Clients in Hospice Care 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	After completing this class, you will be able to: Explain the importance of initial interactions, building rapport, and setting the tone for effective communication in hospice care. Apply effective communication strategies as the client's condition changes, maintaining empathy and support for the family. Describe communication strategies that provide comfort and support during the end-of-life phase.		
Class	Abuse, Neglect, and Exploitation in Hospice Care	40 mins	CARE2007
Description	Abuse, Neglect, and Exploitation in Hospice Care 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	After completing this class, you will be able to: 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.		

Class	Quality Assurance and Performance Improvement (QAPI)	60 mins	CARE2008
Description	Quality Assurance and Performance Improvement (QAPI) 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	After completing this class, you will be able to: Explain the purpose and benefits of QAPI Explain how compliance and QAPI impact client outcomes and satisfaction Identify core requirements for a hospice QAPI program based on Conditions of Participation Recognize the role of hospice care teams in QAPI efforts and process improvement		
Class	Infection Control in Hospice Care	70 mins	CARE2009
Description	Infection Control in Hospice Care 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	After completing this class, you will be able to: 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. Understand and apply proper infection control tracking and reporting procedures for the hospice agency.		

Class	Clients' Rights, Self-Determination, and Advance Directives in Hospice Care	45 mins	CARE2010
Description	Clients' Rights, Self-Determination, and Advance Directives in Hospice Care 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	After completing this class, you will be able to: 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	70 mins	CARE2011
Description	Employee Safety and Emergency Preparedness in Hospice Care 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	After completing this class, you will be able to: 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	40 mins	CARE2012
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Description Grief and Loss in Hospice Care | 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 After completing this class, you will be able to: 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.

People Skills		Length	Class ID
Class	People Skills: Effective Listening	30 mins	PPL0001
Description	People Skills: Effective Listening Regardless of your role in long-term care, strong listening skills are crucial for building trust, ensuring client well-being, and fostering positive working relationships. This class will help you learn best practices for effective listening to improve your communication with clients, families, and colleagues.		
Objectives	After completing this class, you will be able to: Identify the key benefits of effective listening in long-term care settings Identify ways to actively listen with empathy and compassion. Differentiate between active listening and passive listening. Describe techniques for active listening, including nonverbal cues and open-ended questions. Apply active listening strategies to various communication scenarios in long-term care.		
Class	People Skills: Giving and Receiving Feedback	25 mins	PPL0002
Description	People Skills: Giving and Receiving Feedback Effective feedback is a powerful tool for growth, learning, and improvement in any work environment. This class will equip staff working in long-term care settings, from caregivers and office staff to administrators, with the skills to give and receive feedback constructively. You'll learn how to deliver clear and specific feedback that fosters positive change and supports both professional development and client well-being. Additionally, you'll explore strategies for receiving feedback receptively and using it as an opportunity for personal growth.		
Objectives	After completing this class, you will be able to: Distinguish between constructive and destructive feedback. Identify the key benefits of effective feedback in long-term care settings. Develop a framework for giving clear, specific, and actionable feedback. Apply effective communication techniques for delivering feedback constructively to colleagues and clients/residents. Describe strategies for receiving feedback receptively and using it for personal and professional growth.		

Class	People Skills: Cultivating Empathy and Compassion	30 mins PPL0003
Description	People Skills: Cultivating Empathy and Compassion In long-term care, empathy and compassion are essential for providing excellent care. This class will help all staff, from caregivers and office personnel to administrators, develop these important qualities in their daily interactions.	
Objectives	After completing this class, you will be able to: Define empathy and compassion in the context of long-term care. Identify the key benefits of empathy and compassion for clients, families, and staff. Apply techniques to build rapport and create a sense of connection with clients, clients' families, and colleagues from diverse backgrounds. Develop methods for responding to challenges and anxieties with compassion.	
Class	People Skills: Building Trust and Rapport	25 mins PPL0004
Description	People Skills: Building Trust and Rapport The ability to build trust with customers is integral for everyone working in long-term care. Care recipients and their loved ones rely on you and your organization to be trustworthy, as they entrust you with what's most important – their or their loved one's health and well-being. In this class, you will learn techniques and tips for building trust and rapport with customers so they feel comfortable with you and your organization, ultimately creating a more positive, supportive, and healthful environment for everyone involved.	
Objectives	After completing this class, you will be able to: Recognize the impact of phrasing and word choice when communicating with customers Use appropriate words and phrases when communicating with customers (e.g., what to say vs. what not to say) Recognize the impact of tone of voice when communicating with customers Use an appropriate tone of voice when communicating with customers Apply techniques to help customers feel comfortable and trustful of you and your organization	
Class	People Skills: Helping Upset Customers	25 mins PPL0005
Description	People Skills: Helping Upset Customers The ability to tactfully and effectively address customer concerns is critical across roles and care settings in long-term care. This class will equip you with practical tips to support customers in a professional and supportive manner, limit customer frustration, and help you get on a path to issue resolution.	
Objectives	After completing this class, you will be able to: Explain how to be prepared for a conversation with an upset customer Identify techniques for letting customers feel heard Identify techniques for effectively addressing a customer's concern	

Class	People Skills: Setting Expectations	35 mins PPL0006
Description	People Skills: Setting Expectations By setting clear expectations with care recipients, their families, and colleagues, you can enhance collaboration, create a more supportive and trusting environment, and enable more positive outcomes. This class will equip you with practical strategies for setting expectations effectively in various long-term care settings.	
Objectives	After completing this class, you will be able to: Explain the importance of setting clear expectations Apply tips for setting expectations in a variety of scenarios in long-term care Identify ways to improve communication to set clearer expectations	
Class	People Skills: Promoting Teamwork and Collaboration	35 mins PPL0007
Description	People Skills: Promoting Teamwork and Collaboration In long-term care, highly collaborative and effective teams can achieve remarkable outcomes together. Regardless of whether you hold a managerial position or contribute as an individual team member, you have the power to significantly enhance your team's collaboration. By actively nurturing a sense of unity, partnership, and shared purpose, you can unlock the full potential of what your team can accomplish.	
Objectives	After completing this class, you will be able to: Explain how teamwork improves care quality and outcomes in home and facility settings. Identify key behaviors that promote team unity. Recognize and address barriers to collaboration. Use communication techniques to build trust and open dialogue in diverse teams. Apply strategies to create a culture of trust and accountability for better patient outcomes. Positively influence team dynamics by fostering collaboration as a new manager or team member.	
Class	People Skills: Leading Through Influence In Long Term Care	30 mins PPL0008
Description	People Skills: Leading Through Influence In Long Term Care Achieving success requires influencing and motivating those around you even when you lack formal authority. Influential individuals excel at gaining cooperation, communicating effectively, and implementing ideas and change. Leading Through Influence in Long-Term Care will inspire you to cultivate deeper connections and relationships with others in your organization.	
Objectives	After completing this class, you will be able to: Define Influence and Its Importance in Long-Term Care Identify Key Traits of Influential Leaders in Care Settings Demonstrate the Ability to Influence Across Different Roles and Care Settings Analyze the Role of Trust and Relationship-Building in Influence	

Class	People Skills: Motivating Your Team	25 mins PPL0009
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Description	People Skills: Motivating Your Team In the fast-paced and demanding world of long-term care, leaders face unique challenges when it comes to keeping their teams motivated and engaged. Whether you're managing caregivers, administrative staff, or support teams in home care, home health, or facility-based care settings, inspiring your team is critical to delivering quality care and maintaining staff satisfaction.
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Objectives	After completing this class, you will be able to: Identify Key Motivators Across Diverse Teams Create a Positive Work Environment in Any Care Setting Recognize and Celebrate the Success of a Multidisciplinary Team. Foster Engagement and Job Satisfaction to Improve Care Outcomes
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Video Library		Length	Class ID
Class	Video: Hand Hygiene	4 mins	VID0001
Class	Video: Donning and Doffing Gloves	2 mins	VID0002
Class	Video: Assistance with Bedpan Use	4 mins	VID0003
Class	Video: Tub Bath or Shower	2 mins	VID0004
Class	Video: Oral Hygiene	2 mins	VID0005
Class	Video: Assisting with Medication Self-Administration: The Five Rights	4 mins	VID0006
Class	Video: Assisting an Older Adult to Walk Safely	1 mins	VID0007
Class	Video: Assisting an Older Adult to Fall Safely	1 mins	VID0008
Class	Video: Assisting an Older Adult to Transfer Using a Gait Belt	3 mins	VID0009
Class	Video: Assisting an Older Adult to Transfer from a Wheelchair to a Car	2 mins	VID0010
Class	Video: Moving an Older Adult Up in Bed	1 mins	VID0011
Class	Video: Assisting an Older Adult to Sit at the Side of the Bed	2 mins	VID0012
Class	Video: Proper Body Mechanics & Safety	1 mins	VID0013
Class	Video: Reporting the Client's Condition	4 mins	VID0014
Class	Video: Incident Reports	2 mins	VID0015
Class	Video: Characteristics of Good Documentation	4 mins	VID0016
Class	Video: Reporting Emergencies	5 mins	VID0017
Class	Video: Understanding Your Client's Rights	4 mins	VID0018
Class	Video: Client Confidentiality	4 mins	VID0019
Class	Video: Health Care Proxy	1 mins	VID0020
Class	Video: Living Will	1 mins	VID0021

Class	Video: Setting Clear Goals and Priorities	11 mins	VID0022
Class	Video: Signs and Symptoms of Anxiety	5 mins	VID0023
Class	Video: Signs and Symptoms of Depression	5 mins	VID0024
Class	Video: Determining Normal vs. Abnormal Conditions	2 mins	VID0025
Class	Video: Documentation Problems	5 mins	VID0026
Class	Video: How to Administer Oral Liquids	3 mins	VID0027
Class	Video: Active Range of Motion for the Upper Body	3 mins	VID0028
Class	Video: Taking a Tympanic Temperature	2 mins	VID0029
Class	Video: Dealing with Conflict	5 mins	VID0030
Class	Video: What is Empathy?	7 mins	VID0031
Class	Video: HIV Transmission and Infection	7 mins	VID0032
Class	Video: Defining Abuse, Exploitation, and Neglect	2 mins	VID0033
Class	Video: Types of Elder Abuse	3 mins	VID0034
Class	Video: Preventing Elder Abuse	3 mins	VID0035
Class	Video: Objective Observations: Senses	3 mins	VID0036
Class	Video: Subjective Observations	3 mins	VID0037
Class	Video: Reporting Elder Abuse	2 mins	VID0038
Class	Video: Advance Directives	2 mins	VID0039
Class	Video: Supporting a Client with Mental Illness	10 mins	VID0040
Class	Video: Diagnosis and Treatment of Mental Illness	6 mins	VID0041
Class	Video: Assisting with Physical Needs at the End of Life	7 mins	VID0042
Class	Video: Assisting with Emotional Needs at the End of Life	7 mins	VID0043
Class	Video: Last Moments of Life	2 mins	VID0044

Class	Video: Immediately After Death	2 mins	VID0045
Class	Video: What is Dementia?	3 mins	VID0046
Class	Video: Keeping an Older Adult with Dementia Safe at Home	10 mins	VID0047
Class	Video: Integumentary System	4 mins	VID0048
Class	Video: Musculoskeletal System	4 mins	VID0049
Class	Video: The Cardiovascular System	3 mins	VID0050
Class	Video: Monitoring Clients with Cardiovascular Conditions	6 mins	VID0051
Class	Video: The Brain and Nervous System	8 mins	VID0052
Class	Video: The Respiratory System	3 mins	VID0053
Class	Video: Monitoring Clients with Respiratory Conditions	7 mins	VID0054
Class	Video: The Endocrine System	3 mins	VID0055
Class	Video: The Reproductive System	2 mins	VID0056
Class	Video: The Urinary System	2 mins	VID0057
Class	Video: The Digestive System	4 mins	VID0058
Class	Video: Recognizing When a Modified Diet is Needed	6 mins	VID0059
Class	Video: Basics of Food and Nutrition	5 mins	VID0060
Class	Video: Observing and Monitoring Nutrition	2 mins	VID0061
Class	Video: Food and Liquid Texture Modifications	8 mins	VID0062
Class	Video: Understanding Temperature	3 mins	VID0063
Class	Video: Taking an Oral Temperature	4 mins	VID0064
Class	Video: How to Report Temperature	2 mins	VID0065
Class	Video: Understanding Pulse	3 mins	VID0066
Class	Video: Taking a Pulse	6 mins	VID0067

Class	Video: Understanding Respiration	2 mins	VID0068
Class	Video: Taking Respirations	2 mins	VID0069
Class	Video: Understanding Blood Pressure	3 mins	VID0070
Class	Video: Taking Blood Pressure	6 mins	VID0071
Class	Video: Observing and Reporting Pain	3 mins	VID0072
Class	Video: Assessing Pain	5 mins	VID0073
Class	Video: Physical and Verbal Cues for Pain	8 mins	VID0074
Class	Video: Heat and Ice for Treating Pain	3 mins	VID0075
Class	Video: Assistance with Urinal Use	3 mins	VID0076
Class	Video: Observing the Urinary System	2 mins	VID0077
Class	Video: Understanding Prescription Labels	3 mins	VID0078
Class	Video: Purpose and Types of Medications	9 mins	VID0079
Class	Video: Observing and Documenting Medication Self-Administration	4 mins	VID0080
Class	Video: Storing and Handling Medications	2 mins	VID0081
Class	Video: Assisting with the Use of Oxygen	4 mins	VID0082
Class	Video: What is a Stroke?	3 mins	VID0083
Class	Video: What is Parkinson's Disease?	5 mins	VID0084
Class	Video: Assisting an Older Adult to Transfer Using a Mobility Device	2 mins	VID0085
Class	Video: Assisting an Older Adult to Transfer Using a Slide Board	2 mins	VID0086
Class	Video: Assisting with Hoyer Lifts	4 mins	VID0087
Class	Video: Assisting with Mobility Devices	3 mins	VID0088
Class	Video: Assisting with Wheelchairs	4 mins	VID0089
Class	Video: Active Range of Motion for the Lower Body	2 mins	VID0090

Class	Video: Passive Range of Motion	4 mins	VID0091
Class	Video: Emptying a Urinary Catheter Drainage Bag	3 mins	VID0092
Class	Video: Changing and Cleaning a Urinary Catheter Drainage Bag	5 mins	VID0093
Class	Video: Determining Normal vs. Abnormal Skin Conditions	1 mins	VID0094
Class	Video: Skin and Wound Care	4 mins	VID0095
Class	Video: Preventing Contractures	2 mins	VID0096
Class	Video: Understanding Tuberculosis	8 mins	VID0097
Class	Video: Caring for a Client with Active Tuberculosis	5 mins	VID0098
Class	Video: How to Perform Digital Stimulation	5 mins	VID0099
Class	Video: Providing Assistance with Oral Feeding	6 mins	VID0100
Class	Video: Defining Long-Term Care	2 mins	VID0101
Class	Video: Defining Scope of Practice	2 mins	VID0102
Class	Video: Direct Care Workers and the Care Team	2 mins	VID0103
Class	Video: Understanding Restraints	5 mins	VID0104
Class	Video: Understanding Tube Feeding Using a Syringe (Bolus Method)	4 mins	VID0105
Class	Video: Understanding Tube Feeding Using the Gravity Drip Method	5 mins	VID0106
Class	Video: Understanding Tube Feeding Using a Feeding Pump	5 mins	VID0107
Class	Video: Cleaning the Gastrostomy Site	3 mins	VID0108
Class	Video: Electronic Visit Verification (EVV)	4 mins	VID0109
Class	Video: Understanding Human Sexuality	6 mins	VID0110
Class	Video: Overview of Basic Human Needs	4 mins	VID0111
Class	Video: Emergency Planning and Response: Your Role as a Direct Care Worker	2 mins	VID0112
Class	Video: Assisting Your Client with Making an Evacuation Plan	5 mins	VID0113

Class	Video: Emergency Kits: Preparing a Stay at Home Kit	3 mins	VID0114
Class	Video: Emergency Kits: Preparing an Evacuation Kit	2 mins	VID0115
Class	Video: Evacuating Your Client	4 mins	VID0116
Class	Video: Providing Perineal Care	3 mins	VID0117
Class	Video: Introduction to Substance Abuse in Older Adults	3 mins	VID0118
Class	Video: Identifying Substance Abuse	3 mins	VID0119
Class	Video: Caring for a Client with a Substance Use Disorder	3 mins	VID0120
Class	Video: Bathing a Client in Bed	6 mins	VID0121
Class	Video: Introduction to Antidepressants	3 mins	VID0122
Class	Video: Introduction to Anti-Anxiety Medications	3 mins	VID0123
Class	Video: Introduction to Mood Stabilizers	2 mins	VID0124
Class	Video: Introduction to Antipsychotic Medication	4 mins	VID0125
Class	Video: Assisting Clients with Hearing Aid Use and Care	4 mins	VID0126
Class	Video: Providing Skin Care	4 mins	VID0127
Class	Video: Providing Fingernail Care	4 mins	VID0128
Class	Video: The Importance of Positive Client Interactions	3 mins	VID0129
Class	Video: Social Determinants of Health	3 mins	VID0130
Class	Video: Cultural Competency	2 mins	VID0131
Class	Video: Cultural Competency: Common Myths	4 mins	VID0132
Class	Video: Microaggressions	3 mins	VID0133
Class	Video: Introduction to Relocation Stress	3 mins	VID0134
Class	Video: Introduction to Palliative Care	4 mins	VID0135
Class	Video: Introduction to Hospice Care	4 mins	VID0136

Class	Video: Understanding Bladder and Bowel Normal and Abnormal Function	5 mins	VID0137
Class	Video: Assistance with Toilet Needs	3 mins	VID0138
Class	Video: Purposes and Uses of Urinary Catheters	1 mins	VID0139
Class	Video: Constipation: Causes, Management & Medical Care	5 mins	VID0140
Class	Video: Behavior Management Skills	6 mins	VID0141

PowerPack	Length	Class ID
Class Responding to an Incident PowerPack	25 mins	PPAK0001

Description Responding to an Incident PowerPack | This PowerPack includes videos on the following topics: 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 After viewing the videos, you will be able to: 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 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 mins 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 mins PPAK0003

Description

Basic Care Skills PowerPack | This PowerPack includes videos on the following topics: Measuring Height and Weight | Measuring Height and Weight: Part 1: (1:17) 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: (3:45) 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: (7:50) 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: (1:02) 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: (3:08) 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: (2:14) 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 mins PPAK0004
Description	<p>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. 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.</p>	
Objectives	<p>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.</p>	

Class	Cultural Competency PowerPack	32 mins PPAK0005
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Description Cultural Competency PowerPack | This PowerPack includes videos on the following topics: 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 After viewing the videos, you will be able to: 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 mins PPAK0006
Description	Cancer Care PowerPack This PowerPack includes videos on the following topics: 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	After viewing the videos, you will be able to: 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	8 mins PPAK0007
Description	Diabetes Care PowerPack This PowerPack includes videos on the following topics: 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	After viewing the videos, you will be able to: 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 mins PPAK0008
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Description 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: Prevent Falls | Fall Prevention: Part 1: (0:51) In this video, you will learn about how common and dangerous falls can be. Fall Prevention: Part 2: (3:39) This video covers how to identify and modify environments to prevent falls. Fall Prevention: Part 3: (2:48) This video covers ways to prevent individuals from falling. Promoting Physical Activity | Promoting Physical Activity: Part 1: (1:18) In this video, you will learn about the importance of promoting physical activity and the supplies necessary. Promoting Physical Activity: Part 2: (3:50) This video covers steps to follow in order to promote physical activity. Safety in the Healthcare Setting | Safety in the Healthcare Setting: Part 1: (1:47) In this video, you will learn about the importance of safety in the healthcare setting. Safety in the Healthcare Setting: Part 2: (3:43) 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: (2:44) 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: (1:26) In this video, you will learn about what it means to "do rounds" and to perform "bed checks". Rounds and Bed Checks: Part 2: (2:19) This video will cover the steps to follow when you "do rounds" and when you perform a "bed check."

Objectives After viewing the videos, you will be able to: 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 mins 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 mins 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 properly 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	9 mins	PPAK0011
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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 mins PPAK0012
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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. 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). Applying Compression Devices: Part 2 Describe the procedure for applying knee-high compression stockings. 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 | 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 mins 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 shaving. 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 mins 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 possession. 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 mins PPAK0015
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Description Effective Communication PowerPack | This PowerPack includes videos on the following topics: 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: 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 mins 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	6 mins	PPAK0017
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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	8 mins 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	8 mins 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 mins 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 Care PowerPack	25 mins	PPAK0021
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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	Administering Enemas and Suppositories PowerPack	11 mins PPAK0022
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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 mins 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 mins PPAK0024
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Description Work Readiness PowerPack | This PowerPack includes videos on the following topics: 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 After viewing the videos, you will be able to: 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 mins PPAK0025
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Description Caregiver Health and Safety PowerPack | This PowerPack includes videos on the following topics: 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 After viewing the videos, you will be able to: 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.

330 hours of Registered nurse CEUs Accredited by ANCC Powered by: Wild Iris Medical Education		Length	Class ID
Class	Lung Cancer <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	6 hrs	WIME0620
Description	Lung Cancer 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	After completing this class, you will be able to: 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.		
Class	Pain and Pain Symptom Management for Michigan Nurses <i>Job Roles: Nursing</i>	2 hrs	WIME0685
Description	Pain and Pain Symptom Management for Michigan Nurses 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	After completing this class, you will be able to: 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.		

Class	Pediatric Abusive Head Trauma: Child Abuse Prevention: Shaken Baby Syndrome <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0706
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Description Pediatric Abusive Head Trauma: Child Abuse Prevention: Shaken Baby Syndrome | Recognition and prevention of pediatric AHT. Definition and terminology, risk factors, presentation, assessment, and diagnosis; intervention and prevention strategies; reporting.

Objectives After completing this class, you will be able to: 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.

Class	Obesity in America: Management and Treatment in Children, Adolescents, and Adults <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	9 hrs WIME0709
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Description Obesity in America: Management and Treatment in Children, Adolescents, and Adults | 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 After completing this class, you will be able to: 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.

Class	Wound Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	10 hrs	WIME0710
Description	Wound Care 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	After completing this class, you will be able to: 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.		
Class	Pain Management: Assessment and Patient Care for Nurses and Other Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	8 hrs	WIME0711
Description	Pain Management: Assessment and Patient Care for Nurses and Other Healthcare Professionals 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	After completing this class, you will be able to: 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.		

Class	Breast Cancer: Types, Treatment, and Survivorship Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	4 hrs WIME0712
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Description Breast Cancer: Types, Treatment, and Survivorship Care | 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 After completing this class, you will be able to: 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.

Class	Stroke: Comprehensive Acute Stroke Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	9 hrs WIME0714
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Description Stroke: Comprehensive Acute Stroke Care | 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 After completing this class, you will be able to: 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.

Class	Health and Behavior: Techniques to Facilitate Change in Patients <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs	WIME0715
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Description Health and Behavior: Techniques to Facilitate Change in Patients | 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 After completing this class, you will be able to: 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.

Class	Pregnancy Complications: Medical Management, Nursing Care, and Patient Teaching <i>Job Roles: Nursing</i>	3.5 hrs	WIME0717
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Description Pregnancy Complications: Medical Management, Nursing Care, and Patient Teaching | Common pregnancy complications: Signs and symptoms, medical management and nursing care, maternal and fetal implications arising from the most prevalent complications, patient teaching.

Objectives After completing this class, you will be able to: 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.

Class	End-of-Life, Palliative, and Hospice Care <i>Job Roles: Nursing</i>	7 hrs WIME0719
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Description End-of-Life, Palliative, and Hospice Care | 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 After completing this class, you will be able to: 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.

Class	Understanding Mental Illness for All Healthcare Professionals: Integrating Physical and Mental Health Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0720
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Description Understanding Mental Illness for All Healthcare Professionals: Integrating Physical and Mental Health Care | 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 After completing this class, you will be able to: 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.

Class	LGBTQ Cultural Competence Training approved for Washington, DC <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0721
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Description LGBTQ Cultural Competence Training approved for Washington, DC | REQUIRED FOR WASHINGTON, DC: 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.

Objectives After completing this class, you will be able to: 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.

Class	Sexual Harassment Training for Illinois Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs WIME0722
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Description Sexual Harassment Training for Illinois Healthcare Professionals | 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 After completing this class, you will be able to: 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.

Class	Recognizing Impairment in the Workplace for Florida Nurses <i>Job Roles: Nursing</i>	2 hrs	WIME0723
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Description Recognizing Impairment in the Workplace for Florida Nurses | REQUIRED FOR FLORIDA RN/LPN/ARNP/CNS: Fulfills requirement for 2 hours of CE on recognizing and responding to signs and behaviors that may be associated with impairment in the workplace.

Objectives After completing this class, you will be able to: 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.

Class	Non-Cancer Pain Management for New Mexico Advanced Practice Nurses <i>Job Roles: Nursing</i>	5 hrs	WIME0724
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Description Non-Cancer Pain Management for New Mexico Advanced Practice Nurses | 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 After completing this class, you will be able to: 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.

Class	Pain Management for Oregon Nurses and Other Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	6 hrs	WIME0725
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Description Pain Management for Oregon Nurses and Other Healthcare Professionals | 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 After completing this class, you will be able to: 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.

Class	Implicit Bias Training for Nurses and Other Healthcare Professionals	2 hrs	WIME0726
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Description Implicit Bias Training for Nurses and Other Healthcare Professionals | Identify the characteristics of implicit bias, its possible impacts on healthcare outcomes, and strategies aimed at reducing implicit bias in the healthcare setting. Meets mandates for many states including CA, IL, KY, MI.

Objectives After completing this class, you will be able to: 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.

Class	Fall Prevention: Interventions for Balance Problems and Risks <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs	WIME0727
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Description Fall Prevention: Interventions for Balance Problems and Risks | 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 After completing this class, you will be able to: 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.

Class	Cultural Competency, including Caring for LGBTQ+ Patients <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0729
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Description Cultural Competency, including Caring for LGBTQ+ Patients | 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 After completing this class, you will be able to: 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 nondiscriminatory care.

Class	Pressure Injuries: Risk Assessment and Prevention Measures <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	5 hrs	WIME0730
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Description Pressure Injuries: Risk Assessment and Prevention Measures | Assessment, prevention, and treatment of pressure injuries, including risk factors, staging, wound treatment, factors affecting healing, and documentation. 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 After completing this class, you will be able to: 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.

Class	Sexual Harassment Training <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs	WIME0731
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Description Sexual Harassment Training | Types and forms of sexual harassment in the workplace, actions to take, how to report sexual harassment, whistleblower protections.

Objectives After completing this class, you will be able to: 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.

Class	Assessment, Treatment, and Management: Suicide Prevention Training Program for Washington Healthcare Professionals (6 Hours) <i>Job Roles: Nursing</i>	6 hrs	WIME0732
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Description Assessment, Treatment, and Management: Suicide Prevention Training Program for Washington Healthcare Professionals (6 Hours) 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.60722274-SUIC. This course is also approved for pharmacists.

Objectives After completing this class, you will be able to: 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.

Class	Telephone Triage: Best Practices and Systems for Telehealth Nursing <i>Job Roles: Nursing</i>	5 hrs	WIME0733
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Description Telephone Triage: Best Practices and Systems for Telehealth Nursing Components of telephone triage systems, essential aspects of communication, decision-making, tools for patient and symptom assessment, documentation, guidelines, and risk management issues.

Objectives After completing this class, you will be able to: 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.

Class	Recognizing Impairment in the Workplace <i>Job Roles: Nursing</i>	2 hrs WIME0734
Description	Recognizing Impairment in the Workplace Recognizing risk factors and signs of impairment in the workplace and understanding how to respond appropriately, including barriers to early identification of impaired nurses, reporting/referring, interventions, and prevention initiatives.	
Objectives	After completing this class, you will be able to: 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.	
Class	COVID-19: The Impact of a Pandemic on Mental Health <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs WIME0735
Description	COVID-19: The Impact of a Pandemic on Mental HealthUnderstand the psychological effects of a widespread infectious illness, including effects unique to healthcare workers; learn strategies to reduce impacts on mental health among yourself, and coworkers.	
Objectives	After completing this class, you will be able to: 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.	

Class	Workplace Violence and Safety: Prevention and Solution Strategies <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0736
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Description Workplace Violence and Safety: Prevention and Solution Strategies | 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 After completing this class, you will be able to: 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.

Class	HIV/AIDS Training for Washington Healthcare Professionals (7 Hours) <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	7 hrs WIME0738
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Description HIV/AIDS Training for Washington Healthcare Professionals (7 Hours) | 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 After completing this class, you will be able to: 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.

Class	HIV/AIDS Training for Washington Healthcare Professionals (4 Hours)	4 hrs	WIME0739
Description	HIV/AIDS Training for Washington Healthcare Professionals (4 Hours) Washington HIV/AIDS Training. 4-hour continuing education course on HIV/AIDS for healthcare practitioners. Instant online certificate. Start Now!		
Objectives	After completing this class, you will be able to: 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.		
Class	HIV/AIDS for Florida Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs	WIME0740
Description	HIV/AIDS for Florida Healthcare Professionals MANDATORY FLORIDA HIV/AIDS CEU. 1-hour continuing education course for nursing, OT, PT, and select other FL health providers. FL BON approved. The course covers incidence, etiology, stages, and Florida testing-related requirements. See approved licenses before taking this Florida mandatory course.		
Objectives	After completing this class, you will be able to: 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.		

Class	HIV/AIDS Training and Education for Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0741
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Description HIV/AIDS Training and Education for Healthcare Professionals | 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 After completing this class, you will be able to: 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.

Class	A Look at Suicide: Prevention Training Program for Washington Healthcare Professionals (3 Hours): Screening and Referral <i>Job Roles: Occupation Therapy and Physical Therapy</i>	3 hrs WIME0742
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Description A Look at Suicide: Prevention Training Program for Washington Healthcare Professionals (3 Hours): Screening and Referral | 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 After completing this class, you will be able to: 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.

Class	Suicide Intervention and Prevention <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	7 hrs WIME0744
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Description Suicide Intervention and Prevention | 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 After completing this class, you will be able to: 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.

Class	Suicide Prevention and Screening <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs WIME0745
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Description Suicide Prevention and Screening | 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. The 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 After completing this class, you will be able to: Summarize risk and protective factors for suicide. Describe the process of screening for suicide risk. Discuss suicide prevention strategies.

Class	Suicide Risk Assessment and Prevention among Veterans <i>Job Roles: Nursing</i>	2 hrs WIME0746
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Description Suicide Risk Assessment and Prevention among Veterans | 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 After completing this class, you will be able to: 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.

Class	Florida Laws and Rules for Nursing <i>Job Roles: Nursing</i>	2 hrs WIME0748
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Description Florida Laws and Rules for Nursing | 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 After completing this class, you will be able to: 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.

Class	Nursing Jurisprudence and Ethics for Texas: Standards of Nursing Practice <i>Job Roles: Nursing</i>	2 hrs	WIME0749
Description	Nursing Jurisprudence and Ethics for Texas: Standards of Nursing Practice REQUIRED FOR TEXAS NURSES Fulfills Texas Board of Nursing CNE requirement relating to the ethics, laws, and rules that govern nursing practice in the state of Texas.		
Objectives	After completing this class, you will be able to: 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.		
Class	Domestic Violence Education for Kentucky Nurses <i>Job Roles: Nursing</i>	3 hrs	WIME0750
Description	Domestic Violence Education for Kentucky Nurses REQUIRED FOR KENTUCKY NURSES: Fulfills KY requirement. Dynamics of domestic violence and its effects on adult and child victims, risk and lethality issues, signs and symptoms, documentation, and KY resources and reporting requirements.		
Objectives	After completing this class, you will be able to: 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.		

Class	Posttraumatic Stress Disorder (PTSD) <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0751
Description	Posttraumatic Stress Disorder (PTSD) Increase your understanding of PTSD and your ability to intervene appropriately in assessment, diagnosis, treatment, and prevention of the disorder, especially with patients who are military veterans.	
Objectives	After completing this class, you will be able to: 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.	
Class	Domestic Violence Education for Florida Nurses <i>Job Roles: Nursing</i>	2 hrs WIME0752
Description	Domestic Violence Education for Florida Nurses 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	After completing this class, you will be able to: Define “domestic violence” according to Florida law. 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 Florida’s mandatory reporting, information sharing, and referral requirements. Identify community resources and victim services and protections.	

Class	Domestic Violence Education <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0753
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Description Domestic Violence Education | 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 After completing this class, you will be able to: 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.

Class	Mental Health Crisis Intervention and Support for Patients <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	5 hrs WIME0754
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Description Mental Health Crisis Intervention and Support for Patients | 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 After completing this class, you will be able to: 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.

Class	Infection Control Training for New York State Healthcare Professionals <i>Job Roles: Nursing</i>	4 hrs WIME0755
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Description Infection Control Training for New York State Healthcare Professionals | 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. Special Accreditation: Wild Iris Medical Education, Inc., is approved as a provider of infection control and barrier precautions training by the New York State Education Department, provider ID #IC138, and the New York State Department of Health, provider ID #OT10601.

Objectives After completing this class, you will be able to: 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.

Class	Forensic Evidence Collection for Texas Nurses: Sexual Assault Survivor Examination Guidelines <i>Job Roles: Nursing</i>	2 hrs WIME0756
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Description Forensic Evidence Collection for Texas Nurses: Sexual Assault Survivor Examination Guidelines | REQUIRED FOR TEXAS NURSES Fulfills the 2-hour continuing education requirement for Texas nurses practicing in an ED setting regarding forensic evidence collection.

Objectives After completing this class, you will be able to: 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.

Class	Diabetes Type 2: Prevention, Symptoms, and Treatment <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	7 hrs WIME0757
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Description Diabetes Type 2: Prevention, Symptoms, and Treatment | 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 After completing this class, you will be able to: 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.

Class	Bloodborne Pathogens Training: OSHA's Bloodborne Pathogens Standard <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0758
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Description Bloodborne Pathogens Training: OSHA's Bloodborne Pathogens Standard | 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.

Objectives After completing this class, you will be able to: 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.

Class	Incontinence: Patient Care and Treatment <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs	WIME0759
Description	Incontinence: Patient Care and Treatment 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	After completing this class, you will be able to: 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.		
Class	Human Trafficking Prevention Training for Texas Healthcare Practitioners <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs	WIME0760
Description	Human Trafficking Prevention Training for Texas Healthcare Practitioners 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. This course is approved by the Texas Health and Human Services Commission (HHSC).		
Objectives	After completing this class, you will be able to: 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.		

Class	Infection Control: Preventing and Controlling Infectious Diseases, including COVID-19 <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	6 hrs WIME0761
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Description Infection Control: Preventing and Controlling Infectious Diseases, including COVID-19 | 6-hour infection control training CEU course for nursing, occupational therapy, and other healthcare professionals. The 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 After completing this class, you will be able to: 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.

Class	Metabolic Syndrome: Risk, Diagnosis, and Treatment <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0764
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Description Metabolic Syndrome: Risk, Diagnosis, and Treatment | Metabolic syndrome CEU course on symptoms, causes, and risk factors. For nursing and occupational therapy. 1.5 ANCC/AOTA contact hours. Discuss patient assessment, diagnosis, and management. Identify prevention strategies, lifestyle changes, and complications such as diabetes and coronary artery disease.

Objectives After completing this class, you will be able to: Describe the group of patient characteristics that make up metabolic syndrome. Discuss the causes and risk factors of metabolic syndrome, including comorbid conditions. Discuss how to recognize metabolic syndrome and diagnostic parameters. Outline management strategies for the treatment of metabolic syndrome. Explain recommended lifestyle changes for prevention of metabolic syndrome.

Class	Human Trafficking: Victim Recognition and Intervention for Healthcare Professionals <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0765
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Description Human Trafficking: Victim Recognition and Intervention for Healthcare Professionals | 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 After completing this class, you will be able to: 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.

Class	Human Trafficking Training for Florida Nurses and Other Healthcare Professionals: Identifying Victims of Human Trafficking <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	2 hrs WIME0766
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Description Human Trafficking Training for Florida Nurses and Other Healthcare Professionals: Identifying Victims of Human Trafficking | REQUIRED FOR FLORIDA RN/LPN/ARNP/CNS Fulfills the requirement for 2 hours of CE on human trafficking. Course includes how to recognize indicators of human trafficking, assessment tools, trauma-informed approach in screening, and reporting obligations for mandated reporters in Florida. Florida Board of Nursing provider #NCE3403. Accepted by the Florida Board of Respiratory Therapy. CE Broker Provider #50-2174.

Objectives After completing this class, you will be able to: 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.

Class	Human Trafficking Training for Michigan Healthcare Professionals: Identifying Victims of Human Trafficking <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0767
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Description Human Trafficking Training for Michigan Healthcare Professionals: Identifying Victims of Human Trafficking | REQUIRED FOR MICHIGAN NURSES/OTs/PTs Fulfills the requirement for training in human trafficking. Covers types, venues, and dynamics of human trafficking; warning signs and indicators of human trafficking that may be observed in patients in healthcare settings; mandated reporter obligations and reporting suspected human trafficking in Michigan.

Objectives After completing this class, you will be able to: 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.

Class	Elder Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	10 hrs WIME0768
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Description Elder Care | 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 hospice.

Objectives After completing this class, you will be able to: 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.

Class	Older Adult and Geriatric Care for Texas Nurses <i>Job Roles: Nursing</i>	2 hrs	WIME0769
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Description Older Adult and Geriatric Care for Texas Nurses | 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 After completing this class, you will be able to: 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.

Class	Cultural Competency Training	4 hrs	WIME0771
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Description Cultural Competency Training | Effective and respectful care of patients belonging to different populations. This course includes health risk factors and clinical implications, as well as best practices regarding patient information, communication, and legal issues. Meets 2024 Nevada BON requirement as per AB267.

Objectives After completing this class, you will be able to: Examine the intersection of oppression, discrimination, and implicit biases in order to provide nondiscriminatory care. Discuss elements of culturally competent care for patients of all races, ethnicities, and religions, including how a patient's race, ethnicity, or religion may contribute to various healthcare-related considerations. Discuss elements of culturally competent care for LGBTQ+ patients, including physical space, informational materials, patient communication, and staff training. Discuss elements of culturally competent care for children and older adults, including best practices for communicating effectively. Discuss elements of culturally competent care for veterans, including trauma-informed care. Discuss elements of culturally competent care for patients with mental illness, including common stigmas about people with mental illness. Discuss elements of culturally competent care for patients with a disability, including the use of people-first language.

Class	Medical Errors and Adverse Events: Prevention and Reduction <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	7 hrs	WIME0772
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Description Medical Errors and Adverse Events: Prevention and Reduction| Comprehensive overview of preventing medical errors and adverse events 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 After completing this class, you will be able to: 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.

Class	Ethics, Laws, and Regulations for California Physical Therapy <i>Job Roles: Physical Therapy</i>	2 hrs	WIME0774
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Description Ethics, Laws, and Regulations for California Physical Therapy | REQUIRED FOR CALIFORNIA PT/PTA: This course fulfills the continuing competency requirement on ethics, laws, and regulations pertaining to physical therapy practice in California.

Objectives After completing this class, you will be able to: 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.

Class	Ethics and Law in Occupational Therapy Practice <i>Job Roles: Occupation Therapy</i>	3 hrs WIME0775
Description	Ethics and Law in Occupational Therapy Practice Course covers the AOTA Occupational Therapy Code of Ethics, including its seven Core Values, six Principles, and associated Standards of Conduct. Fulfills the requirements for GA, NC, OH, and CA mandates for ethics CE; applies to OTs/OTAs in other states.	
Objectives	After completing this class, you will be able to: 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.	
Class	Novel Coronaviruses including COVID-19: Mutations, Variants, and Vaccines <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	1 hrs WIME0776
Description	Novel Coronaviruses including COVID-19: Mutations, Variants, and Vaccines Discuss etiology and pathophysiology of novel coronaviruses, variants, and mutations and their impact on patient health. Review different types of vaccines, including for COVID-19, for the prevention of transmission and infection control.	
Objectives	After completing this class, you will be able to: 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.	

Class	Clinical Care for the Heart Failure Patient <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	5 hrs WIME0777
Description	Clinical Care for the Heart Failure Patient 5-contact-hour online CEU course on clinical care for patients with heart failure. Learn more about cardiac failure (formerly called congestive heart failure or CHF), including the types, causes, signs, symptoms, treatment options, and cardiac rehabilitation. Includes American Heart Association (AHA) guidelines.	
Objectives	After completing this class, you will be able to: Describe heart failure. Summarize the epidemiology of heart failure. Discuss the pathophysiology and etiology of heart failure. Explain the comorbidities of heart failure. 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. Describe end-of-life care for the patient with heart failure.	
Class	Prevention of Medical Errors for Florida Healthcare Professionals <i>Job Roles: Nursing</i>	2 hrs WIME0778
Description	Prevention of Medical Errors for Florida Healthcare Professionals REQUIRED: SEE APPROVED LICENSES 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	After completing this class, you will be able to: Define “medical errors” and associated terminology. Describe the most common medical errors and strategies to prevent them. Identify institutional strategies to reduce medical errors. Discuss Florida’s statutory requirements for addressing medical errors.	

Class	Prevention of Medical Errors for Florida Occupational Therapy <i>Job Roles: Occupation Therapy</i>	2 hrs	WIME0779
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Description Prevention of Medical Errors for Florida Occupational Therapy | 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 After completing this class, you will be able to: Define “medical errors” and associated terminology. Discuss common causes of medical errors and root cause analysis. Review the most common medical errors and strategies to prevent them. Summarize the elements of effective communication and documentation. Outline contraindications and indications for occupational therapy management. Discuss Florida’s statutory requirements for addressing medical errors.

Class	Prevention of Medical Errors for Florida Physical Therapy <i>Job Roles: Physical Therapy</i>	2 hrs	WIME0780
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Description Prevention of Medical Errors for Florida Physical Therapy | REQUIRED FOR FLORIDA PT/PTA This course fulfills the 2-hour Florida requirement for reporting and prevention of medical errors. Approved by the FL Board of Physical Therapy Practice. Note: We are currently awaiting the FPTA approval number for this course, from Wild Iris, which we expect to receive imminently. We appreciate your patience and assure you that we are doing everything possible to update this information in our system and course certificate without delay.

Objectives After completing this class, you will be able to: Define “medical errors” and associated terminology. Discuss common causes of medical errors and root cause analysis. Review the most common medical errors and strategies to prevent them. Summarize the elements of effective communication and documentation. Outline contraindications and indications for physical therapy management. Discuss the pharmacologic components of physical therapy and patient management. Discuss Florida’s statutory requirements for addressing medical errors.

Class	Asthma Patient Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	10 hrs WIME0781
Description	Asthma Patient Care Asthma Patient Care. 10-contact-hour continuing education course on asthma signs and symptoms, diagnosis and assessment, pharmacologic treatments, long-term management, complications, breathing difficulty, and managing attacks. Applicable for nursing, occupational therapy, and other practitioners.	
Objectives	After completing this class, you will be able to: 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 pharmacologic and nonpharmacologic treatments for asthma. Describe the management of acute asthma attacks/exacerbations. 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.	
Class	Diabetes in Children and Adolescents: Symptoms and Management <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0782
Description	Diabetes in Children and Adolescents: Symptoms and Management Type 1 and type 2 diabetes diagnoses in youth are increasing. Learn about prediabetes, symptoms, and patient management for T1D and T2D in children and adolescents.	
Objectives	After completing this class, you will be able to: 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 adolescents. Outline the common challenges facing youth with diabetes and their families. Discuss the transition from pediatric to adult diabetes care.	

Class	Respiratory Viruses: 2024-2025 Vaccine Update: Influenza, COVID-19, RSV, and Pneumonia	1 hrs	WIME0783
Description	Respiratory Viruses: 2024-2025 Vaccine Update: Influenza, COVID-19, RSV, and Pneumonia 2024-2025 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	After completing this class, you will be able to: 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 most current guidelines for respiratory syncytial virus (RSV) vaccines.		
Class	Work-Related Stress: Preventing Burnout, Compassion Fatigue, and Vicarious Trauma <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	4 hrs	WIME0784
Description	Work-Related Stress: Preventing Burnout, Compassion Fatigue, and Vicarious Trauma 4-hour CEU course on managing work-related stress and burnout prevention. Identify different types of work stressors common to nurses and other healthcare professionals. Learn about creating a healthy workplace setting, the effects of stress on the body, and symptoms and stages of burnout. Identify individual and organizational prevention strategies and actions for responding to burnout, compassion fatigue, and vicarious trauma. Applicable for nurses, occupational therapists, physical therapists, and EMS personnel.		
Objectives	After completing this class, you will be able to: 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.		

Class	Child Abuse Mandated Reporter Training for New York State: Identifying and Reporting Child Abuse and Maltreatment <i>Job Roles: Nursing</i>	2 hrs	WIME0785
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Description Child Abuse Mandated Reporter Training for New York State: Identifying and Reporting Child Abuse and Maltreatment | New York State Education Department (NYSED) Mandate: The NYSED now mandates all nurses and other licensed healthcare practitioners who have previously completed the one-time NYS Mandated "Identification and Reporting of Child Abuse and Maltreatment" course to COMPLETE A NEWLY UPDATED TRAINING PROGRAM by April, 1, 2025. As of January 2024, NY Social Services Law Paragraph 413 was amended to require additional coursework that includes protocols to reduce implicit bias in decision-making processes, strategies for identifying adverse childhood experiences, and guidelines to assist in recognizing signs of abuse or maltreatment while interacting virtually.

Objectives After completing this class, you will be able to: Understand the impacts of trauma and adverse childhood experiences (ACEs). Identify protective factors against trauma. Discuss implicit bias and its relationship to child welfare. Summarize New York definitions pertaining to child abuse and maltreatment. Recognize indicators of child maltreatment and abuse, including in a virtual setting. Describe New York State reporting requirements, including calling the Statewide Central Register (SCR) and filing the Form LDSS-2221A. Discuss the legal protections afforded mandated reporters and the consequences for failing to report.

Class	Cardiac Patient Care: Coronary Artery Disease (CAD) <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	9 hrs	WIME0786
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Description Cardiac Patient Care: Coronary Artery Disease (CAD) | Coronary Artery Disease (CAD) CEU course on caring for patients with or at risk. Cardiac patient care continuing education covers risk factors for heart disease and heart attack, prevention measures, assessment and diagnosis, complications and comorbidities, emergency treatment, and management.

Objectives After completing this class, you will be able to: 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. Analyze actions taken to manage acute disease. Explain the components of a comprehensive plan of care and monitoring for patients with chronic CAD.

Class	Bioterrorism and Weapons of Mass Destruction: Emergency Preparedness for Nevada Nurses <i>Job Roles: Nursing</i>	4 hrs	WIME0789
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Description Bioterrorism and Weapons of Mass Destruction: Emergency Preparedness for Nevada Nurses | Fulfills 4-hour Nevada nursing CEU bioterrorism training requirement relating to the medical consequences of an act of terrorism that involves the use of a weapon of mass destruction (WMD). Prepare for and respond effectively to an act of bioterrorism, including methods of protection for NV nurses (RN/LPN) and patients, and the role of HAN and NVHAN.

Objectives After completing this class, you will be able to: Describe terrorism and weapons of mass destruction (WMDs) Identify appropriate personal protective equipment (PPE) to be used when treating patients potentially or actually exposed to biological, chemical, and nuclear agents 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 (HAN), including its purpose and the features unique to the Nevada HAN

Class	Best-Practice Prescribing and Drug Diversion Training for West Virginia Nurses <i>Job Roles: Nursing</i>	3 hrs	WIME0790
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Description Best-Practice Prescribing and Drug Diversion Training for West Virginia Nurses | 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 After completing this class, you will be able to: 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.

Class	Prescription Drug and Controlled Substance Abuse: Opioid Diversion and Best-Practice Prescribing <i>Job Roles: Nursing</i>	3 hrs	WIME0791
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Description Prescription Drug and Controlled Substance Abuse: Opioid Diversion and Best-Practice Prescribing| Factors contributing to misuse/abuse of prescribed pain medications; most commonly abused and/or diverted drugs; managing chronic pain and CDC guidelines for prescribing opioids for chronic pain; best practices for prescribing controlled substances.

Objectives After completing this class, you will be able to: 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 Recognize chemical dependency and impairment in the workplace Describe considerations for the use of the opioid antagonist naloxone Discuss nonpharmacologic interventions for pain

Class	Substance Abuse Education for Delaware Nurses: Drug Diversion Training and Best-Practice Prescribing <i>Job Roles: Nursing</i>	3 hrs	WIME0792
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Description Substance Abuse Education for Delaware Nurses: Drug Diversion Training and Best-Practice Prescribing | REQUIRED FOR DELAWARE RN/LPN: Fulfills the requirement for 3 contact hours of continuing education on substance abuse for nurses in Delaware, focusing on prescription drug abuse and diversion, challenges in managing chronic pain, and best practices for prescribing controlled substances.

Objectives After completing this class, you will be able to: Identify components of best-practice prescribing for opioid medications. Summarize the CDC and Delaware Guideline for Prescribing Opioids for Chronic Pain. Explain various strategies designed to prevent prescription drug misuse and diversion. Describe considerations for the use of the opioid antagonist naloxone. Discuss chemical dependency and impairment in the workplace

Class	Dementia: Alzheimer's Disease Patient Care <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	10 hrs WIME0793
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Description Dementia: Alzheimer's Disease Patient Care | 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 After completing this class, you will be able to: Summarize the epidemiological and societal impacts 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.

Class	Identifying and Reporting Child Abuse, Neglect, and Trafficking <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	3 hrs WIME0794
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Description Identifying and Reporting Child Abuse, Neglect, and Trafficking | This online course covers recognizing indicators of child abuse, child neglect, and child maltreatment for physical, sexual, and psychological abuse, and recognizing child trafficking. Includes risk factors, interventions, and mandated reporting requirements and procedures. Applicable for nursing, occupational therapy, physical therapy, and EMS personnel.

Objectives After completing this class, you will be able to: 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.

Class	Diabetes Care: Prevention and Clinical Care of Diabetic Foot Ulcers <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	9 hrs	WIME0795
Description	Diabetes Care: Prevention and Clinical Care of Diabetic Foot Ulcers 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	After completing this class, you will be able to: 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.		
Class	Chronic Obstructive Pulmonary Disease (COPD): Patient Management <i>Job Roles: Nursing, Occupation Therapy, and Physical Therapy</i>	6 hrs	WIME0796
Description	Chronic Obstructive Pulmonary Disease (COPD): Patient Management 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	After completing this class, you will be able to: 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.		

Class	Pediatric Abusive Head Trauma CE for Kentucky Nurses: Prevent and Report Shaken Baby Syndrome <i>Job Roles: Nursing</i>	1.5 hrs	WIME0798
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Description Pediatric Abusive Head Trauma CE for Kentucky Nurses: Prevent and Report Shaken Baby Syndrome | 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 After completing this class, you will be able to: Define “pediatric abusive head trauma” (AHT). 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, including controversies surrounding diagnosis. Summarize primary, secondary, and tertiary resources for prevention of pediatric AHT. Discuss Kentucky reporting requirements for suspected child abuse and neglect.

Class	Dementia: Alzheimer's Disease Diagnosis, Treatment, and Care	1 hrs	WIME0800
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Description Dementia: Alzheimer's Disease Diagnosis, Treatment, and Care 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 After completing this class, you will be able to: Identify the warning signs and symptoms of dementia. Describe the elements involved in diagnosing Alzheimer's disease. Discuss current treatments. Outline management and care for individuals with AD. Identify effective communication strategies for patients with AD.

Positive Approach to Care (Teepa Snow) Package Class List

Teepa Snow's Positive Approach to Care		Length	Class ID
Class	Teepa Snow PAC Skills Make the Difference	1.5 hrs	PAC0001
Description	<p>PAC Skills Make the Difference Learning Kit 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!</p>		
Objectives	<p>By the end of this class, you will be able to: 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</p>		
Class	Teepa Snow Meaningful Activities	0.5 hrs	PAC0002
Description	<p>Meaningful Activities 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.</p>		
Objectives	<p>By the end of this class, you will be able to: 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</p>		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Advanced Care Skills in Late-Stage Dementia	2 hrs	PAC0003
Description	Teepa Snow Advanced Care Skills in Late-Stage Dementia 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	By the end of this class, you will be able to: 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 hrs	PAC0004
Description	The Art of Caregiving 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	By the end of this class, learners will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Dementia Care Provision	3.5 hrs	PAC0005
Description	<p>Teepa Snow Dementia Care Provision 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.</p>		
Objectives	<p>By the end of the class, you will be able to: 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.</p>		
Class	Teepa Snow Brain Changes	0.33 hrs	PAC0006
Description	<p>Teepa Snow Brain Changes 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.</p>		
Objectives	<p>By the end of this class, you will be able to: 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.</p>		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Challenging Behaviors	0.25 hrs	PAC0007
Description	Teepa Snow Challenging Behaviors 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	By the end of this class, you will be able to: 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 hrs	PAC0008
Description	Teepa Snow Becoming Dementia Aware 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 Alzheimer's. This course is specifically designed for individual care partners that are looking to gain dementia Awareness, Knowledge, Skills, and Competency (AKSC).		
Objectives	By the end of this class, you will be able to: 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).		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Challenging Behaviors in Dementia Care	3 hrs	PAC0009
Description	Teepa Snow Challenging Behaviors in Dementia Care 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	By the end of this class, you will be able to: 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 hrs	PAC0010
Description	Teepa Snow Creating Quality of Life in Dementia Care 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Dental Care for People with Dementia	2.5 hrs	PAC0011
Description	Teepa Snow Dental Care for People with Dementia 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	By the end of this class, you will be able to: 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 hrs	PAC0012
Description	Teepa Snow Designing a Supportive Dementia Care Environment 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow The Art of Caring (Español)	1.75 hrs	PAC0013
Description	Teepa Snow The Art of Caring (Español) 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	By the end of this class, you will be able to: 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 hrs	PAC0014
Description	Teepa Snow End of Life Care & Letting Go 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 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Filling the Day with Meaning	2 hrs	PAC0015
Description	Teepa Snow Filling the Day with Meaning 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	By the end of this class, you will be able to: 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 hrs	PAC0016
Description	Teepa Snow How to Get Your Staff Engaged in Better Care Techniques 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Improving Communications in Dementia Care	5.25 hrs	PAC0017
Description	Teepa Snow Improving Communications in Dementia Care 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	By the end of this class, you will be able to: 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 hrs	PAC0018
Description	Teepa Snow Improving Emergency Services for Dementia Patients 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow In-Home Dementia Care: Tips & Techniques	5 hrs	PAC0019
Description	Teepa Snow In-Home Dementia Care: Tips & Techniques 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	By the end of this class, you will be able to: 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 hrs	PAC0020
Description	Teepa Snow It's All in Your Approach 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	By the end of this class, you will be able to: Discriminate between forgetfulness in normal aging versus Alzheimer's, Lewy Body Dementia (LBD), Frontotemporal 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Lewy Body Dementia	3 hrs	PAC0021
Description	Teepa Snow Lewy Body Dementia 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	By the end of this class, you will be able to: 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 hrs	PAC0022
Description	Teepa Snow Living at Home with Mid to Later Stage Dementia 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Maintain Your Brain: Dementia Risk Reduction & Life After Diagnosis	2.5 hrs	PAC0023
Description	Teepa Snow Maintain Your Brain: Dementia Risk Reduction & Life After Diagnosis 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	By the end of this class, you will be able to: 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 hrs	PAC0024
Description	Teepa Snow Practical Tips for Better Living with Parkinson's Disease 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Progression of Dementia	2.5 hrs	PAC0025
Description	Teepa Snow Progression of Dementia 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	By the end of this class, you will be able to: 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 Gems 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 to Selecting the Best Care Level for Changing Abilities	2.5 hrs	PAC0026
Description	Teepa Snow Senior Care Options: Insider's Tips for Selecting the Best Care Level for Changing Abilities 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Spirituality in Dementia Care	4.75 hrs	PAC0027
Description	Teepa Snow Spirituality in Dementia Care 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	By the end of this class, you will be able to: 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 hrs	PAC0028
Description	Teepa Snow The Inevitable Hospital Stay—How to Advocate for Your Loved One with Dementia 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow The Journey of Dementia	3.5 hrs	PAC0029
Description	Teepa Snow The Journey of Dementia 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	By the end of this class, you will be able to: 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 hrs	PAC0030
Description	Teepa Snow Understanding Frontotemporal Dementias 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 that cause frustration and anxiety.		
Objectives	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Understanding Vascular Dementia	2.5 hrs	PAC0031
Description	Teepa Snow Understanding Vascular Dementia 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	By the end of this class, you will be able to: 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 hrs	PAC0032
Description	Teepa Snow Why, When and How to Seek Professional Senior Care—Your Guide to Making the Right Choice 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Seeing it From the Other Side: Part 1	2.5 hrs PAC0033
Description	Teepa Snow Seeing it From the Other Side: Part 1 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	By the end of this class, you will be able to: 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 hrs PAC0034
Description	Teepa Snow Seeing it From the Other Side: Part 2 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	By the end of this class, you will be able to: 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™.	

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow Seeing it From the Other Side: Part 3	1.5 hrs	PAC0035
Description	Teepa Snow Seeing it From the Other Side: Part 3 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	By the end of this class, you will be able to: 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 hrs	PAC0036
Description	Teepa Snow Seeing it From the Other Side: Part 4 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	By the end of this class, you will be able to: 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.		

Positive Approach to Care (Teepa Snow) Package Class List

Class	Teepa Snow The Art of Alzheimer's Care: Innovative Strategies (Français)	4 hrs PAC0037
Description	Teepa Snow The Art of Alzheimer's Care: Innovative Strategies (Français) 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	By the end of this class, you will be able to: 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 hrs PAC0038
Description	Teepa Snow Dementia and the LGBTQ Community: A Discussion with Professionals 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	By the end of this class, you will be able to: 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 hrs	PAC0039
Description	Teepa Snow Sexuality and Intimacy for Professional Care Partners 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	By the end of this class, you will be able to: 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 hrs	PAC0040
Description	Teepa Snow Dementia and Developmental Disabilities: What’s Happening 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	By the end of this class, you will be able to: 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.		

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

96.5 hours of NAB Approved Admin CEUs		Length	Class ID
Class	[Administrator: NAB CEU]: Accessibility: Its more than the Americans with Disabilities Act	2.25 hrs	NAB0001
Description	<p>Accessibility: Its more than the Americans with Disabilities Act 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.</p>		
Objectives	<p>Upon the completion of this program the participant will be able to: 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.</p>		
Class	[Administrator: NAB CEU]: Alzheimer's & Dementia	2 hrs	NAB0002
Description	<p>Alzheimer's & Dementia 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.</p>		
Objectives	<p>Upon the completion of this program the participant will be able to: 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.</p>		

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Class	[Administrator: NAB CEU]: A Guide to Abuse	1.25 hrs NAB0003
Description	A Guide to Abuse 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	Upon the completion of this program the participant will be able to: 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.	
Class	[Administrator: NAB CEU]: Assisted Living Medications	1.25 hrs NAB0004
Description	Assisted Living Medications 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	Upon the completion of this program the participant will be able to: 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.	

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Class	[Administrator: NAB CEU]: Basics of Medical Ethics and Advance Directives	1.25 hrs NAB0005
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Description Basics of Medical Ethics and Advance Directives | 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 Upon the completion of this program the participant will understand: 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.

Class	[Administrator: NAB CEU]: Be Prepared for a Disaster	1.5 hrs NAB0006
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Description Be Prepared for a Disaster | 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 Upon the completion of this program the participant will be able to: 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.

Class [Administrator: NAB CEU]: Biological and Chemical Warfare 3.5 hrs NAB0007

Description Biological and Chemical Warfare | 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 Upon the completion of this program the participant will be able to: Understand the history of Biological and Chemical Warfare, the agents themselves and the signs and symptoms of exposure. Understand how to treat and evacuate their residents and develop a plan for this purpose, should they need it in the future.

Class [Administrator: NAB CEU]: The Neurological Effects of Caffeine 3.5 hrs NAB0008

Description The Neurological Effects Of Caffeine | 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 Upon the completion of this program the participant will be able to: Understand the types of stimulants, the effects, the chemicals involved, the adverse effects and the benefits and risks. Understand how these stimulants affect our sleep, activities and thought process. Understand their nutrition components, pharmacology, how caffeine effects the brain and the neurological effects on the brain.

Class	[Administrator: NAB CEU]: Cool Tools for Collaboration	2 hrs	NAB0009
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Description	Cool Tools for Collaboration 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.
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Objectives	Upon the completion of this program the participant will be able to: 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.
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Class	[Administrator: NAB CEU]: Understanding COPD	2 hrs	NAB0010
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Description	Understanding COPD 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.
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Objectives	Upon the completion of this program the participant will be able to: Understand the disease process, signs and symptoms, diagnostic tests, misconceptions, treatment, therapy, and prognosis of emphysema, chronic bronchitis and chronic asthma.
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Class	[Administrator: NAB CEU]: Death & Dying in Today's Society	1 hrs NAB0011
Description	<p>Death & Dying in Today's Society 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: 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.</p>	
Class	[Administrator: NAB CEU]: Ethics, Are They Important and Why?	2 hrs NAB0012
Description	<p>Ethics, Are They Important and Why? 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: Understand the importance of ethics. 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. Understand how to ask questions during an interview to find out about someone's ethics. Understand how ethics is communicated in the workplace, and how important professionalism and self-regulation are both to the other employees and the company. Understand phone and computer ethics, and how to move up in the company. Understand how to deal with the younger generation, as their ethics are different. Understand what a medical dilemma is, and see some examples and questions to ask should they have a medical dilemma</p>	

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Class	[Administrator: NAB CEU]: Falls in the Elderly	2.75 hrs NAB0013
Description	<p>Falls in the Elderly 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: 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.</p>	
Class	[Administrator: NAB CEU]: How Important is Leadership in Long Term Care?	2 hrs NAB0014
Description	<p>How Important is Leadership in Long Term Care? 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: Understand the different leadership styles, theories, qualities, behaviors, and coaching skills of a good leader. Understand how to build an effective healthcare team, and how to develop and sustain nursing leadership. Understand how to hire effectively.</p>	

Class	[Administrator: NAB CEU]: How to Manage Depression in the Elderly	0.5 hrs	NAB0015
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Description How to Manage Depression in the Elderly | 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 Upon the completion of this program the participant will be able to: 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.

Class	[Administrator: NAB CEU]: Infection Control and Standard Precautions	4.5 hrs	NAB0016
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Description Infection Control and Standard Precautions | 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 Upon the completion of this program the participant will be able to: 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.

Class	[Administrator: NAB CEU]: Managing and Communicating with Dementia Residents	3 hrs	NAB0017
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Description Managing and Communicating with Dementia Residents | 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 Upon the completion of this program the participant will be able to: Understand the management and communication with dementia residents. 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.

Class [Administrator: NAB CEU]: Medical Ethics in LTC 2.25 hrs NAB0018

Description Medical Ethics in LTC | 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 Upon the completion of this program the participant will be able to: 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. Conduct self-evaluation against standard ethical benchmarks for long term care for the elderly

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Class	[Administrator: NAB CEU]: Medication Management and Administration	2.25 hrs NAB0019
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Description Medication Management and Administration 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 Upon the completion of this program the participant will be able: Understand the number of medication errors, problems of medication errors, the many causes of medication errors, and will be able to identify the solutions.

Class	[Administrator: NAB CEU]: Medication Errors: Can Be Deadly	0.75 hrs NAB0020
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Description Medication Errors: Can Be Deadly | 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 Upon the completion of this program the participant will be able to: Identify types of medication and medical errors. Identify how medication errors happen, how frequently and the cost of those errors. Know what has been done to prevent future errors. Understand why there is so much secrecy and blame and what attitudes and changes need to be made.

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

Class	[Administrator: NAB CEU]: Mental Illness in the Elderly	3.5 hrs	NAB0021
Description	Mental Illness in the Elderly 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	Upon the completion of this program the participant will be able to: Understand the different types of mental illness. Understand the signs and symptoms. Understand the treatment and management of all the different mental illnesses.		
Class	[Administrator: NAB CEU]: Understanding Trends in LTC	1.5 hrs	NAB0022
Description	Understanding Trends in LTC 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	Upon the completion of this program the participant will be able to: Understand how long term care is changing, what those changes are and what future changes may occur.		

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

Class	[Administrator: NAB CEU]: Performance Appraisal	1.75 hrs NAB0023
Description	<p>Performance Appraisals 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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</p>	
Class	[Administrator: NAB CEU]: Resident Relations in LTC	0.75 hrs NAB0024
Description	<p>Resident Relations in LTC 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: 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”.</p>	

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

Class	[Administrator: NAB CEU]: Residents' Rights in LTC	1.25 hrs	NAB0025
Description	Residents' Rights in LTC 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	Upon the completion of this program the participant will be able to: Understand the caregiver's role in understanding and implementing the residents' rights. Determine what rights a resident has, and how to accommodate these rights. Understand the role and need for a plan of care, advance directives and the role of the ombudsman.		
Class	[Administrator: NAB CEU]: Resource Conservation for the LTC Administrator	1.5 hrs	NAB0026
Description	Resource Conservation for the LTC Administrator 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	Upon the completion of this program the participant will be able: 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.		

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

Class	[Administrator: NAB CEU]: Stress, Stress, and More Stress	1.5 hrs	NAB0027
Description	Stress, Stress, and More Stress! 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	Upon the completion of this program the participant will be able to: Identify stressors in the workplace, learn how to relieve stress, how important humor is in the workplace, how to and manage stress. Understand how to handle stressful situations with employees, co-workers. Identify signs & symptoms of stress in their employees and what to do about stress in the workplace. Organize and reduce stress in their own environment both personal and professional.		
Class	[Administrator: NAB CEU]: The Science of Aging	6 hrs	NAB0028
Description	The Science of Aging 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	Upon the completion of this program the participant will be able to: Understand the objective of longevity science. Understand how 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. Understand the society in which we live and alert us to certain processes and problems that we may experience as we grow into old age.		

Class	[Administrator: NAB CEU]: TIA & Stroke	2.25 hrs NAB0029
Description	TIA & Stroke 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	Upon the completion of this program the participant will be able: Understand the physiology and pathophysiology of the neurologic system. List the basic types and different causes of a stroke. Discuss the clinically 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.	
Class	Admins: Use of Restraints and Behavioral Management	0.5 hrs NAB0030
Description	Use of Restraints and Behavioral Management 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	Upon the completion of this program the participant will be able to: Identify the different types of restraints, attitudes about restraints, use of restraints, complications and dangers of restrains and alternatives to restraints.	

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Class	[Administrator: NAB CEU]: Violence in the Workplace	0.75 hrs NAB0031
Description	<p>Violence in the Workplace 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.</p>	
Objectives	<p>Upon the completion of this program the participant will be able to: 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.</p>	
Class	[Administrator: NAB CEU]: Activities in LTC	1.25 hrs NAB0032
Description	<p>Admins: Activities in LTC 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	

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Class	[Administrator: NAB CEU]: A Guide to Housekeeping	1.25 hrs NAB0033
Description	<p>Admins: A Guide to Housekeeping 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	
Class	[Administrator: NAB CEU]: A Guide to Maintenance	2.75 hrs NAB0034
Description	<p>Admins: A Guide to Maintenance 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	

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Class	Admins: CCRCs: A Bridge Across Generations	1.25 hrs NAB0035
Description	Admins: CCRCs: A Bridge Across Generations 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	Upon the completion of this program the participant will understand: 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.	
Class	[Administrator: NAB CEU]: Nutrition in LTC Facilities	3.25 hrs NAB0036
Description	Admins: Nutrition in LTC Facilities 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	Upon the completion of this program the participant will understand: 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.	

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Class	[Administrator: NAB CEU]: Safety in the Workplace	1 hrs NAB0037
Description	Admins: Safety in the Workplace 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	Upon the completion of this program the participant will understand: 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.	

Class	Admins: Security in LTC Facilities	1 hrs NAB0038
Description	<p>Admins: Security in LTC Facilities 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	

Registered ADMIN CEUs Approved by National Association of Long Term Care Administrator Boards

Class	[Administrator: NAB CEU]: Transportation in LTC	0.75 hrs NAB0039
Description	<p>Admins: Transportation in LTC 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	
Class	[Administrator: NAB CEU]: Understanding HIPAA and its Ethics	2 hrs NAB0040
Description	<p>Admins: Understanding HIPAA and its Ethics 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.</p>	
Objectives	<p>Upon the completion of this program the participant will understand: 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.</p>	

Class	[Administrator: NAB CEU]: An Operational Perspective into LTC Dining	1 hrs NAB0041
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Description Admins: An Operational Perspective into LTC Dining 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, his 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 Upon the completion of this program the participant will understand: 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.

Class	[Administrator: NAB CEU]: When Should We Renovate?	1 hrs NAB0042
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Description Admins: When Should We Renovate? | 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 Upon the completion of this program the participant will understand: 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.

CDSS-Approved		Length	Class ID
Class	[CDSS-Approved Admin Training] Abuse, Neglect, and Mandated Reporting	120 mins	CDSS0101

Description Abuse, Neglect, and Mandated Reporting | Mandatory reporting ensures timely intervention to protect vulnerable individuals, such as children, the elderly, and dependent adults, from abuse, neglect, and exploitation. It creates a legal obligation for certain professionals and individuals to report suspected abuse or neglect to the appropriate authorities, aiming to promote safety, prevent harm, and uphold the rights and well-being of at-risk populations. The purpose of mandated reporting specifically related to the elderly is to protect older adults from abuse, neglect, and exploitation, ensuring their safety, dignity, and well-being. Elderly individuals are often more vulnerable due to physical, cognitive, or emotional impairments, making them susceptible to harm in various settings, including their homes or care facilities.

Objectives After completing this class, you will be able to: Define the legal and ethical responsibilities of mandated reporters Define who are mandated reporters Identify the specific reporting requirements under California law for Residential Care Facilities for the Elderly (referred to through this course as RCFEs) and Adult Residential Facilities (referred to through this course as ARF) staff Explain the types of abuse, neglect, and exploitation that must be reported Provide practical guidance on how to recognize signs of abuse and how to file a report Discuss the consequences of failing to report and protections for reporters

Class	[CDSS-Approved Admin Training] Assisted Living Medications	120 mins	CDSS0102
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Description Assisted Living Medications | 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). While you may not be the aide responsible for actually supervising the medication, you need to be aware of each resident's medication. Understanding generally and specifically the different medications of each resident will help you play a more active role in their well-being, behavior, and safety.

Objectives After completing this class, you will be able to: Understand the Caregiver's role in medication management for assisted living residents. Define the importance of a caregiver's 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 used for the elderly population.

Class	[CDSS-Approved Admin Training] CCRC's: A Bridge Across Generations	120 mins	CDSS0103
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Description CCRC's: A Bridge Across Generations | The Continuing Care Retirement Community (CCRC) has become an attractive alternative to the traditional institutionalized nursing home environment. The concept of the CCRC, while having gradually evolved over the last forty to fifty years, presents many positive aspects to the aging process, both psychologically as well as physically. These communities, among many other attributes, allow a graceful psychological transition into the “golden years” of retirement while simultaneously ensuring that the very real physical needs of the elderly are met. There are, however, many challenges in designing and staffing these communities in the years ahead.

Objectives After completing this class, you will be able to: Describe the concept of a Continuing Care Retirement Community Identify the population currently as well as projected to be served by Continuing Care Retirement Communities Discuss the organizational structure of a Continuing Care Retirement Community Identify some important considerations to be made when choosing a Continuing Care Retirement Community Identify some of the challenges that lie ahead in the Continuing Care Retirement Community industry

Class	[CDSS-Approved Admin Training] Enhancing Family Involvement and Managing Family Dynamics	120 mins	CDSS0104
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Description Enhancing Family Involvement and Managing Family Dynamics | This course emphasizes the vital role of family involvement in Residential Care Facilities for the Elderly (RCFE) and Adult Residential Facilities (ARF). Participants will examine strategies to boost family engagement in resident care and foster stronger partnerships between families and care teams. The course teaches effective communication techniques, tools for overcoming common challenges in family dynamics, and methods for resolving conflicts with empathy and professionalism. By integrating these strategies, administrators and their staff will enhance resident outcomes, build family trust, and establish a supportive environment.

Objectives After completing this class, you will be able to: Recognize the significance of family involvement in resident care and family members' contribution to enhancing the resident experience. Learn practical strategies and acquire tools to promote meaningful family participation. Recognize and navigate everyday challenges related to family dynamics. Develop communication skills to manage conflicts and foster positive relationships.

Class	[CDSS-Approved Admin Training] Falls in the Elderly	180 mins	CDSS0105
Description	<p>Falls in the Elderly 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.</p>		
Objectives	<p>After completing this class, you will be able to: Identify the most common risk factors that predispose the elderly to fall. Identify the interventions intended to reduce the incidence of falls in elderly people. Describe the common assistive devices and their proper use. Determine the effects of interventions intended to reduce the incidence of falls in elderly people.</p>		
Class	[CDSS-Approved Admin Training] How to Manage Depression in the Elderly	60 mins	CDSS0106
Description	<p>How to Manage Depression in the Elderly 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.</p>		
Objectives	<p>After completing this class, you will be able to: Understand the basic needs of human beings Be able to recognize the signs and symptoms of depression Additionally, be able to identify the characteristics, treatment, medication, and prognosis of individuals suffering from depression</p>		

Class	[CDSS-Approved Admin Training] Infection Control	180 mins	CDSS0107
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Description Infection Control | There is a risk of infectious diseases spreading among the residents of long-term care facilities. Infectious diseases in long-term care facilities include endemic infections, sudden outbreaks, colonization, and infection with antimicrobial-drug resistant microorganisms. Several models of infection control programs are employed in long-term care settings. All preventive measures need to address the shifting complexity of care in these settings like the excessive use of invasive devices in geriatrics. The predictable rise of elderly population in the future makes preventive strategies of infection in long-term care setting a priority.

Objectives After completing this class, you will be able to: 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.

Class	[CDSS-Approved Admin Training] Managing and Communicating with Dementia Residents	240 mins	CDSS0108
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Description Managing and Communicating with Dementia Residents | 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. This four-hour live course is designed to meet the requirements toward the recertification of RCFE and ARF Administrators. This course will provide a comprehensive overview of how to manage and communicate with residents who have a dementia diagnosis. Additionally, this course will impress upon the learner the importance of understanding the causes of dementia, stages and types of dementia, medications and therapies of dementia and ultimately how this knowledge will help the learner better communicate with and help the sometimes-challenging behaviors of dementia residents.

Objectives After completing this class, you will be able to: Understand the management and communication required to care for individuals with dementia. Obtain a general knowledge on what is dementia, causes of dementia, stages and types of dementia, signs and symptoms of dementia and risk factors of dementia. Understand the process of diagnosing dementia and the medications and therapies of dementia. Learn techniques for the early detection of dementia and how to delay progression. Identify and respond to the complicated psychological aspects of dementia patients. Be capable of building a dementia care plan.

Class	[CDSS-Approved Admin Training] Medical Ethics in LTC	180 mins	CDSS0109
Description	<p>Medical Ethics in LTC Throughout history, taking care of the elderly has always been considered not only an obligation, but an extremely noble endeavor. However, changes in society have reduced the number of extended family members willing to care for aging loved ones in their own homes. 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. However, we still have much to learn about the best approach to caring for loved ones in long-term care facility.</p>		
Objectives	<p>After completing this class, you will be able to: Comprehend ethical issues that surround long-term care of the elderly people Demonstrate a knowledge of various ethical challenges and their appropriate response Demonstrate 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 boundaries between professional ethics and personal values in so 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</p>		
Class	[CDSS-Approved Admin Training] Performance Appraisals	120 mins	CDSS0110
Description	<p>Performance Appraisals 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. 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. Understanding the process and methods of conducting a performance appraisal is essential to draw out its strengths and weaknesses.</p>		
Objectives	<p>After completing this class, you will be able to: Understand the purpose and importance of performance appraisals Identify the steps and methods of conducting effective performance appraisals Identify who, when, and how of performance appraisals Understand the pros and pitfalls of performance appraisals</p>		

Class	[CDSS-Approved Admin Training] Residents' Rights	120 mins	CDSS0111
Description	Residents' Rights Residential care facilities in California, including Residential Care Facilities for the Elderly (RCFEs) and Adult Residential Facilities (ARFs), are entrusted with the care and well-being of vulnerable adults. Ensuring that residents' rights are respected, protected, and upheld is central to providing high-quality care in these settings. This course will explore the rights afforded to California RCFE and ARF residents, examining the legal framework, the key rights afforded residents, enforcement mechanisms, and implications for care delivery		
Objectives	After completing this class, you will be able to: An understanding of the legal frameworks governing Residential Care Facilities for the Elderly (RCFEs) and Adult Residential Facilities (ARFs) in California, including relevant statutes, regulations, and licensing requirements. Identify and articulate the key rights afforded to residents in RCFEs and ARFs, including rights to dignity, privacy, quality care, and freedom from abuse and neglect. Know the enforcement mechanisms regulatory agencies utilize to monitor compliance with resident rights protections, including inspections, investigations, citations, and penalties. Understand the implications of respecting and protecting resident rights for care delivery in RCFEs and ARFs, including person-centered care approaches, staff training, and continuous quality improvement initiatives. Participants should feel equipped with the knowledge and skills necessary to apply resident rights protections in their professional practice within RCFE and ARF settings, promoting dignity, safety, and well-being for residents.		
Class	[CDSS-Approved Admin Training] Transportation in LTC	60 mins	CDSS0112
Description	Transportation in LTC Resident transportation is a vital part of any long-term care operation. Essential resident considerations and state and federal statutes dictate the need for adequate and appropriate transportation. This course will help administrators understand the facility's role in adequately meeting the regulatory requirements to meet residents' transportation needs.		
Objectives	After completing this class, you will be able to: 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 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.		

Class	[CDSS-Approved Admin Training] Understanding Dementia, Alzheimer's Disease & Other Mental Illnesses	240 mins	CDSS0113
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Description Understanding Dementia, Alzheimer's Disease & Other Mental Illnesses | Mental health and emotional well-being are as important in older age as at any other times of life. As we age, we are more likely to deal with health conditions or experience events that affect our mental health. Studies show that seniors are at a much greater risk of some mental health disorders and their complications when compared with younger people, most notably Alzheimer's Disease and other related Dementias. 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 even ashamed or frightened by their symptoms or believe that they are an inevitable part of aging. This course will explore all the above and much more.

Objectives After completing this class, you will be able to: Gain a general knowledge of Dementia and Mental Illness as it affects older adults Know the different types of mental health disorders in older people Identify the signs and symptoms of Dementia generally, Alzheimer's Disease, and other mental illnesses Understand anxiety in older adults as a result of dementia and mental health Learn the treatment and management of all the different mental illnesses

Class	[CDSS-Approved Admin Training] Understanding the American's with Disabilities Act	120 mins	CDSS0114
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Description Understanding the Americans with Disabilities Act | Accessibility is often described as 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 many financial and social barriers and emotional and physical impediments.

Objectives After completing this class, you will be able to: 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 individuals with Limited English Proficiency. Discuss when a facility may fall under an "undue hardship" consideration. Discuss what accessibility accommodations should be expected by residents and staff of a long-term care facility.

Class	[CDSS-Approved Admin Training] Creating a Safe and Inclusive Environment for LGBTQ+ Residents	60 mins	CDSS0115
Description	<p>Creating a Safe and Inclusive Environment for LGBTQ+ Residents In today's evolving healthcare and long-term care environments, understanding aging adults' diverse identities and experiences is essential for providing person-centered, compassionate care. Among the most underserved and often misunderstood populations are older adults who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ+). This course explores cultural competency and sensitivity as it applies to this population, focusing on the unique challenges faced by LGBTQ+ elders, best practices for inclusive care, and how RCFE (Residential Care Facilities for the Elderly) and ARF (Adult Residential Facilities) administrators and staff can promote dignity, equity, and quality of life.</p>		
Objectives	<p>After completing this class, you will be able to: Understand the unique challenges and needs of LGBTQ+ older adults. Define cultural competency and apply it in long-term care environments. Use respectful and inclusive language and practices. Recognize and respond to discrimination in care settings.</p>		
Class	[CDSS-Approved Admin Training] Confidentiality, HIPAA Compliance, and Ethical Responsibilities	120 mins	CDSS0116
Description	<p>Confidentiality, HIPAA Compliance, and Ethical Responsibilities This course offers administrators and staff of Residential Care Facilities for the Elderly (RCFEs) and Adult Residential Facilities (ARFs) essential knowledge and practical guidance on confidentiality, HIPAA compliance, and the ethical responsibilities of administrators and staff in residential care settings. Participants will learn what constitutes Protected Health Information (PHI), how to identify and prevent common privacy violations, and the importance of safeguarding resident confidentiality in everyday interactions. Through real-life scenarios and best practice recommendations, the course emphasizes the legal and ethical standards necessary to foster a culture of trust, dignity, and professionalism in long-term care environments.</p>		
Objectives	<p>After completing this class, you will be able to: Define confidentiality (HIPAA) and understand its relevance in residential care settings. Identify the types of protected health information (PHI). Understand the ethical and legal responsibilities related to handling PHI. Recognize potential HIPAA violations and how to prevent them. Apply best practices for maintaining confidentiality and privacy in RCFE and ARF settings.</p>		

Nursing Clinical Skills		Length	Class ID
Class	Nursing Skills: Hand Hygiene	10 mins	CLNCL0001
Description	Nursing Skills: Hand Hygiene 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	After completing this class, you will be able to: 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		
Class	Nursing Skills: Sterile Field and Sterile Gloving	22 mins	CLNCL0002
Description	Nursing Skills: Sterile Field and Sterile Gloving 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	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Intravenous (IV) Therapy Preparation and IV Push Medications	54 mins	CLNCL0003
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Description Nursing Skills: Intravenous (IV) Therapy Preparation and IV Push Medications | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Applying Restraints	35 mins	CLNCL0004
Description	Nursing Skills: Applying Restraints 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	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Seizure Precautions and Management	11 mins	CLNCL0005
Description	Nursing Skills: Seizure Precautions and Management 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	After completing this class, you will be able to: 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.		

Class **Nursing Skills: Bed Bathing and Making an Occupied Bed** 47 mins CLNCL0006

Description Nursing Skills: Bed Bathing and Making an Occupied Bed | 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 After completing this class, you will be able to: 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.

Class **Nursing Skills: Perineal Care** 19 mins CLNCL0007

Description Nursing Skills: Perineal Care | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Oral Hygiene for Bedridden Patients	29 mins	CLNCL0008
Description	Nursing Skills: Oral Hygiene for Bedridden Patients 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	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Nasopharyngeal and Oropharyngeal Suctioning	108 mins	CLNCL0009
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Description Nursing Skills: Nasopharyngeal and Oropharyngeal Suctioning | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Chest Tube Care	29 mins	CLNCL0010
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Description Nursing Skills: Chest Tube Care | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Intravenous (IV) Catheter Insertion and Removal	46 mins	CLNCL0011
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Description Nursing Skills: Intravenous (IV) Catheter Insertion and Removal | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Feeding a Patient	7 mins	CLNCL0012
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Description Nursing Skills: Feeding a Patient | In this course, Samantha Rhea will guide you through all of the relevant aspects of feeding a patient (nursing).

Objectives After completing this class, you will be able to: 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.

Class	Nursing Skills: Indwelling Catheters	14 mins CLNCL0013
Description	Nursing Skills: Indwelling Catheters In this course, Samantha Rhea will guide you through all of the relevant aspects of indwelling catheters (nursing).	
Objectives	<p>After completing this class, you will be able to: 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.</p>	

Class	Nursing Skills: Enema Administration	22 mins	CLNCL0014
Description	Nursing Skills: Enema Administration In this course, Samantha Rhea will guide you through all of the relevant aspects of enema administration (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Ostomy Pouching Systems	48 mins	CLNCL0015
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Description Nursing Skills: Ostomy Pouching Systems | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Using Safe and Effective Transfer Techniques	43 mins	CLNCL0016
Description	Nursing Skills: Using Safe and Effective Transfer Techniques 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	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Pressure-induced Injuries	26 mins	CLNCL0017
Description	Nursing Skills: Pressure-induced Injuries In this course, Samantha Rhea will guide you through all of the relevant aspects of pressure-induced injuries (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Essential Concepts for Wound Care	14 mins CLNCL0018
Description	Nursing Skills: Essential Concepts for Wound Care In this course, Samantha Rhea will guide you through all of the relevant aspects of essential concepts for wound care (nursing).	
Objectives	After completing this class, you will be able to: 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.	

Class	Nursing Skills: Postoperative Care	44 mins CLNCL0019
Description	Nursing Skills: Postoperative Care 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	After completing this class, you will be able to: 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.	
Class	Nursing Skills: Postmortem Care	6 mins CLNCL0020
Description	Nursing Skills: Postmortem Care In this course, Samantha Rhea will guide you through all of the relevant aspects of postmortem care (nursing).	
Objectives	After completing this class, you will be able to: 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.	

Class	Nursing Skills: Medication Administration	101 mins	CLNCL0021
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Description Nursing Skills: Medication Administration | 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 After completing this class, you will be able to: 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.

Class	Nursing Skills: Central Line Care	20 mins	CLNCL0022
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Description Nursing Skills: Central Line Care | In this course, Samantha Rhea will guide you through all of the relevant aspects of central line care (nursing).

Objectives After completing this class, you will be able to: 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.

Class	Nursing Skills: Tracheostomy Care	21 mins	CLNCL0023
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Description Nursing Skills: Tracheostomy Care | In this course, Samantha Rhea will guide you through all of the relevant aspects of tracheostomy care (nursing).

Objectives After completing this class, you will be able to: 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.

Class	Nursing Skills: Surgical Staple Removal	12 mins	CLNCL0024
Description	Nursing Skills: Surgical Staple Removal In this course, Samantha Rhea will guide you through all of the relevant aspects of surgical staple removal (nursing).		
Objectives	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Suture Removal	12 mins	CLNCL0025
Description	Nursing Skills: Suture Removal In this course, Samantha Rhea will guide you through all of the relevant aspects of suture removal (nursing).		
Objectives	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Urine Specimen Collection from an Indwelling Catheter	19 mins	CLNCL0026
Description	Nursing Skills: Urine Specimen Collection from an Indwelling Catheter In this course, Samantha Rhea will guide you through all of the relevant aspects of urine specimen collection from an indwelling catheter (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Finger-stick Blood Glucose Level	17 mins	CLNCL0027
Description	Nursing Skills: Finger-stick Blood Glucose Level In this course, Samantha Rhea will guide you through all of the relevant aspects of finger-stick blood glucose level (nursing).		
Objectives	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Gowns and Personal Protective Equipment (PPE)	20 mins	CLNCL0028
Description	Nursing Skills: Gowns and Personal Protective Equipment (PPE) In this course, Samantha Rhea will guide you through all of the relevant aspects of gowns and personal protective equipment (PPE) (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Admission History Assessment	29 mins	CLNCL0029
Description	Nursing Skills: Admission History Assessment In this course, Samantha Rhea will guide you through all of the relevant aspects of admission history assessment.		
Objectives	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Drain Management	11 mins	CLNCL0030
Description	Nursing Skills: Drain Management In this course, Samantha Rhea will guide you through all of the relevant aspects of drain management (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Blood Collection Process: Venipuncture	18 mins	CLNCL0031
Description	Nursing Skills: Blood Collection Process: Venipuncture In this course, Samantha Rhea will guide you through all of the relevant aspects of the blood collection process: venipuncture (nursing).		
Objectives	After completing this class, you will be able to: 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.		
Class	Nursing Skills: Blood Administration	15 mins	CLNCL0032
Description	Nursing Skills: Blood Administration In this course, Samantha Rhea will guide you through all of the relevant aspects of blood administration (nursing).		
Objectives	After completing this class, you will be able to: 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.		

Class	Nursing Skills: Vital Signs	105 mins CLNCL0033
Description	Nursing Skills: Vital Signs In this course, Samantha Rhea will guide you through all of the relevant aspects of vital signs (nursing).	
Objectives	<p>After completing this class, you will be able to: 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.</p>	