Kepro®

HCQU TRAINING AND RESOURCES CATALOG

Inside this catalog

Introduction to the Kepro HCQU 3

Disclaimer 4

Certificate for Training Hours 4

Trainings for Caregivers 5-21

Training Titles and Objectives 6-20

Online Training Information 21

Trainings for Self-Advocates 22-25

Capacity Building Trainings 26

Other Resources 27-30

Rehearsal Guides 28

Informational Materials 29

Newsletters 30

Kepro HCQU Library 30

Frequently Asked Questions 31

Contact Us 32

Introduction to the Kepro HCQU

The Kepro Health Care Quality Unit (Kepro HCQU) is contracted to support the Administrative Entities, caregivers, and participants in the intellectual disability/autism (ID/A) service delivery system in the southwestern region of Pennsylvania, which includes Allegheny, Bedford, Cambria, Fayette, Greene, Somerset, Washington, and Westmoreland counties.

Our Goal

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

Our Quality

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

Keystone Peer Review Organization, Inc.is the service provider on behalf of Westmoreland County Behavioral Health and Developmental Services, Commonwealth of Pennsylvania

Disclaimer

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

Certificate for Training Hours

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

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

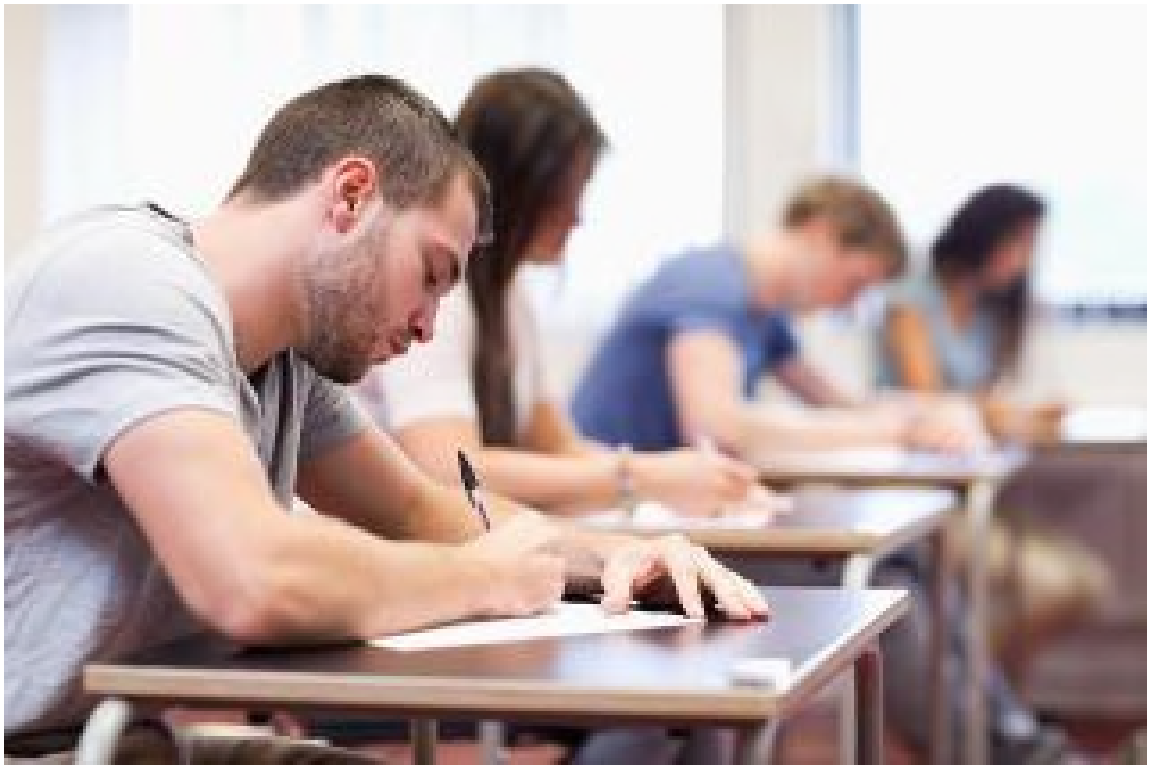
Instructor-led Trainings

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

Online Trainings

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

TRAININGS
for
CAREGIVERS



Please note:

Online trainings that are available on our website, hcqu.kepro.com, are denoted with an image of a laptop.

Advocacy for an Everyday Life—*2 hours*

- Discuss the importance of promoting equal treatment for people with ID/A
- State ways for caregivers to practice advocacy for people with ID/A in all interactions
- Recall ways that caregivers can help an individual to make choices and enjoy an "Everyday Life"

———

Aging: Medication Management—*1 hour*

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

———

Aging: Physical Changes and Care—*2 hours*

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

———

Aging: Retirement—*1 hour*

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

———

Allergies and Allergic Reactions—*2 hours*

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

———

Anger Management—*1 hour*

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

———

Arthritis—*1 hour*

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

———

Aspiration Pneumonia—*1 hour*

- Discuss risks, causes, and signs of aspiration
- List strategies to prevent aspiration
- Describe ways to support a person with ID/A who has aspiration pneumonia

———

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

- Identify ADHD symptoms as listed in the DSM-5
- Describe the ways that ADHD can affect people with ID/A
- List the treatments and interventions for ADHD

Autism Spectrum Disorder (ASD)—*2 hours*

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

Behavior is Communication—*2 hours*

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

Behavioral Manifestations of Pain—*2 hours*

- Define the purpose of the body's pain response
- List the three ways humans communicate pain
- Identify behaviors that may be a manifestation of pain

Bipolar Disorder—*2 hours*

- Define bipolar disorder
- Recognize symptoms of bipolar disorder
- Recall effective support strategies for a person diagnosed with ID/A and bipolar disorder

---

Body Mechanics and Back Pain—*2 hours*

- Describe proper body mechanics techniques
- Discuss risk factors related to back injury
- Recall methods for assisting individuals with ID/A to prevent back pain and injury

---

Borderline Personality Disorder (BPD)—*2 hours*

- Define borderline personality disorder (BPD)
- List symptoms and behaviors of BPD in individuals with ID/A
- Describe treatments and interventions for individuals with ID/A and BPD

Boundaries—*1 hour*

- Define the term boundaries
- Distinguish between external and internal boundaries
- Recognize healthy techniques for supporting people with ID/A without invading their boundaries

---

Bowel Management—*2 hours*

- Define normal and abnormal bowel function
- Recognize signs and symptoms of constipation, diarrhea, and incontinence
- Identify ways to maintain healthy bowel function

Cancer Supports—*2 hours*

- Recognize signs of cancer
- Identify possible side effects of cancer treatments
- Describe effective care measures to support an individual diagnosed with cancer

———————————————————————————————————————

Cerebral Palsy—*2 hours*

- Define cerebral palsy (CP)
- Describe standards of care and best practices for supporting adults with CP

———————————————————————————————————————

Chronic Kidney Disease: Basics—*2 hours*

- Understand what chronic kidney disease (CKD) is and how it affects the body
- Identify the 5 stages of CKD along with signs/symptoms and treatment
- Recall strategies to support individuals with ID/A who also have CKD

———————————————————————————————————————

Chronic Kidney Disease: Nutrition—*1 hour*

- Identify foods to incorporate into a healthy diet to manage chronic kidney disease
- Utilize a food label to determine nutritional value of food
- Support an individual with ID/A to follow a chronic kidney disease diet

———————————————————————————————————————

Chronic Kidney Disease: Complications—*1.5 hours*

- Understand what chronic kidney disease (CKD) is and how it affects the body
- Identify complications that may occur for individuals with intellectual disability/autism (ID/A) and CKD as well as treatment options
- Recall supportive strategies for individuals with ID/A and CKD

———————————————————————————————————————

Chronic Kidney Disease: Treatment—1 hour

- Understand what chronic kidney disease (CKD) is and how it affects the body
- Identify treatment options available including medications and dialysis
- Recall supportive strategies for individuals with intellectual disability/autism (ID/A) and CKD

———————————————————————————————————————

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

- Define Chronic Obstructive Pulmonary Disease (COPD)
- Identify risk factors and signs and symptoms of COPD
- Describe medical and home management techniques used to support individuals with COPD

———————————————————————————————————————

Communicating Effectively with Healthcare Providers—*2 hours*

- Describe the roles of a caregiver before, during, and after healthcare appointments
- Recall approaches designed to facilitate communication between people with ID/A and their healthcare providers, including pertinent information to report
- List techniques to increase an individual's comfort level when attending a healthcare appointment

———————————————————————————————————————

Communication: Positive Techniques—*2 hours*

- List benefits of positive communication
- Discuss negative communication techniques
- Recall positive communication techniques

Communication: Understanding and Improving—*2 hours*

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

Communication Devices—*2 hours*

- Discuss the benefits of using communication devices
- Describe how to support individuals who use communication devices
- List various communication devices

Congestive Heart Failure (CHF)—*2 hours*

- Define Congestive Heart Failure (CHF) and identify risk factors
- Identify symptoms of CHF
- Recall methods of support for individuals with CHF

Coronavirus COVID-19—*1 hour*

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

Dementia: Beginning Stages—*2 hours*

- Identify how symptoms of dementia may appear in individuals with ID/A
- Identify the benefits of using the early detection screening tool
- Recall strategies to support individuals with ID/A and dementia

---

Dementia: Middle and End Stages—*2 hours*

- Identify how symptoms of middle and end stages of dementia may appear in individuals with ID/A
- Recall strategies to support individuals with ID/A with middle to end stage dementia
- Recognize personal strategies for caregivers supporting an individual with ID/A and dementia to manage stress

---

Dental Disease Prevention—*2 hours*

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

Depressive Disorders—*2 hours*

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

Desensitization—*2 hours*

- Describe the signs and symptoms of anxiety associated with fears
- Define desensitization
- List possible triggers for anxiety in people with ID/A
- Design an appropriate desensitization program as a tool to help individuals with their fears

———

Diabetes: Basics—*2 hours*

- Identify the effects of food and insulin on blood sugar
- Discuss symptoms of hypoglycemia and hyperglycemia
- Recall effective methods for supporting someone with ID/A diagnosed with diabetes

———

Diabetes: Complications—*2 hours*

- Recognize the common complications from diabetes
- Identify ways to prevent/minimize complications
- Review the standards of care for person with ID/A and diabetes

———

Diabetes: Medications—*2 hours*

- List considerations when planning daily activities and meals for a person taking medication for diabetes
- Identify how symptoms of low blood sugar (hypoglycemia) may appear in people with ID/A
- Understand specific information related to medications and best standards of care to treat diabetes

———

Diabetes: Nutrition—*2 hours*

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

———

Dialectical Behavioral Therapy (DBT)—*2 hours*

- Define Dialectical Behavior Therapy (DBT)
- Recall four skill models used in DBT
- List DBT strategies for caregivers

———

Digestive Disorders: Lower Gastrointestinal Tract— *2 hours*

- Recognize signs and symptoms of common lower GI disorders
- Recall supportive measures for individuals with lower GI disorders
- Identify behavioral signs of pain from lower GI disorders

———

Digestive Disorders: Upper Gastrointestinal Tract—*2 hours*

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

Down Syndrome / Trisomy 21—*2 hours*

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

Dual Diagnosis: ID and Mental Illness—*2 hours*

- Define ID, mental illness, and dual diagnosis
- Recall challenges in diagnosing mental disorders in people with ID
- Discuss effective techniques for supporting people with dual diagnosis

---

Dysphagia—*2 hours*

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

Eating Disorders: Pica and Rumination Disorder —*1 hour*

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

---

Emergency Care: When to Seek—*2 hours*

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

---

Emergency Preparedness—*2 hours*

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

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

- Define emotions and feelings
- Discuss strategies for regulating one's feelings
- Describe how ESR strategies can be helpful for individuals with ID/A

Executive Functioning—*2 hours*

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

---

Exercises for the Mind and Body: Use it or Lose it!—*2 hours*

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

Fall Prevention—*1 hour*

- Identify external and internal causes of falls
- Recognize complications of falls
- Describe methods to prevent falls

Fatal Five—*2 hours*

- Identify reasons people with ID/A may be at risk for the Fatal Five
- Describe strategies to prevent the Fatal Five from occurring
- Discuss the reasons the risk of the Fatal Five may increase in the elderly population and as people with ID/A age

---

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

- State the cause of fetal alcohol spectrum disorders (FASD)
- Recall the effects that alcohol consumption has on a fetus
- Cite strategies for supporting people with FASD who also have an intellectual disability

---

Foodborne Illnesses—*2 hours*

- Describe the symptoms and treatments for foodborne illnesses
- Recall safe food-handling principles
- Discuss strategies to support people with ID/A to manage and prevent foodborne illnesses

---

Generalized Anxiety Disorder (GAD)—*1.5 hours*

- Define generalized anxiety disorder
- Cite possible triggers for anxiety
- List ways to support a person who has ID/A and GAD

Genetic Syndromes—*2 hours*

- Discuss that ID/A may be part of a genetic syndrome, and support plans for people with a genetic syndrome must be individualized
- Recall common medical conditions that are attributed to select genetic syndromes
- List measures to support people with genetic syndromes

Grief and Loss—*1 hour*

- Define grief
- Identify the stages of grief
- Recall appropriate interventions for people with ID/A who are grieving

---

Hearing and Visual Impairments—*2 hours*

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

---

Heart Disease—*2 hours*

- Define heart disease
- Recognize signs and symptoms of heart disease
- Identify lifestyle choices that promote heart healthy living to support people with ID/A

Heart: Congenital Defects—*1 hour*

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

Heart Healthy Nutrition—*2 hours*

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

---

Health Insurance Portability and Accountability Act (HIPAA)—*2 hours*

- Define HIPAA and state its purpose
- List Protected Health Information (PHI)
- Apply HIPAA principles to daily work situations

Hoarding Disorder—*2 hours*

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

---

Hospital Discharge Planning for Providers—*1 hour*

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

Hypertension—*2 hours*

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

ID/A Overview—*1 hour*

- Define ID/A
- Describe risk factors for potential abuse
- List current supports and services for people with ID/A

Infectious Diseases: Bloodborne Pathogens—*1 hour*

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

Infectious Diseases: General Infections—*2 hours*

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

———

Infectious Diseases: Resistant Organisms—*1 hour*

- Define antibiotic resistance and identify major multidrug-resistant organisms (MDROs)
- Discuss how to protect against MDROs
- Recognize the importance of becoming familiar with the agency's policies and procedures to reduce the spread of MDROs

———

Intermittent Explosive Disorder (IED)—*2 hours*

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

———

Lifesharing: Community Participation—*2 hours*

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

———

Lifesharing: Family Dynamics—*1 hour*

- Describe the initiative for lifesharing and how it affects the dynamics of family systems
- List strategies that individuals and families can use to successfully transition to lifesharing

———

Medical Care Facilities: Appropriate Use—*2 hours*

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

———

Medication Administration: Preventing Errors—*2 hours*

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

———

Medications: Purposes, Types, and Effects—*1 hour*

- Describe the uses and effects from medications
- Discuss the effects of medications for people with ID/A and the elderly
- List resources for information on medications

Men's Health Issues—*2 hours*

- Identify areas of concern specific to men's health
- Discuss treatments and supportive measures for these diseases and conditions
- List ways to support and promote men's health for men with ID/A

Mobility and Adaptive Interventions—*2 hours*

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

Neurological Diseases—*1.5 hours*

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

---

Nutrition—*2 hours*

- Identify the definition of nutrition
- Discuss why nutrition is important for good health
- List ways to support individuals with ID/A when making healthy food choices

---

Obsessive Compulsive Disorder (OCD)—1 hour

- Recognize key features of obsessive-compulsive disorder (OCD)
- Recall how OCD affects people with ID/A
- Identify support techniques for managing OCD in people with ID/A

Oppositional Defiant Disorder (ODD)—*2 hours*

- Define oppositional defiant disorder (ODD)
- List symptoms associated with ODD
- Recall treatments and methods to support individuals with ID/A who have ODD

Osteoporosis—*2 hours*

- Recognize factors that increase the risk for osteoporosis in people with ID/A
- Describe ways to prevent osteoporosis in people with ID/A
- Identify methods to safely care for individuals with ID/A who have osteoporosis

---

Pain Management—*2 hours*

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

Personal Hygiene—*2 hours*

- Identify techniques and benefits of good personal hygiene
- Describe respectful, safe, and suitable personal hygiene practices
- List ways to support independence in establishing a good personal hygiene routine

Physical Distress: Recognizing the Signs—*2 hours*

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

---

Poison Control and Prevention—*2 hours*

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

---

Positive Approaches: An Overview—*2 hours*

- Describe Positive Approaches
- List the four areas of the Positive Approaches paradigm
- Identify ways to better support a person with challenging behaviors

---

Positive Approaches: Debriefing—*2 hours*

- Define debriefing
- List reasons why debriefing is useful
- Cite how the I ESCAPE model is used in the debriefing process

---

Positive Approaches: De-escalation—*2 hours*

- Identify triggers and signs of escalation
- Discuss situations in which direct de-escalation is needed
- Recall techniques and strategies to help a person de-escalate

---

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

- Define post-traumatic stress disorder (PTSD)
- Describe PTSD symptoms in those with ID/A
- Identify treatment options for people with ID/A and PTSD

Prader-Willi Syndrome (PWS)—*2 hours*

- Define Prader-Willi Syndrome (PWS)
- Recall signs / symptoms of PWS
- List ways to support someone with PWS

Pressure Injuries—*2 hours*

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

Psychotropic Medication—*2 hours*

- Describe principles of safe use of psychotropic medications in people with ID/A
- Recall pertinent data to share with the physician about the person's response to psychotropic medication
- List methods for supporting individuals with ID/A who are prescribed psychotropic medications

Relationship Building—*2 hours*

- Recall the importance of teaching people with ID/A about relationships
- Identify the reasons relationships are important to one's health and well-being
- List strategies for teaching people with ID/A about relationships

---

Relaxation—*1-1.5 hours*

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

Safety: Tips for Summer—*2 hours*

- List specific safety concerns related to summertime
- Discuss the importance of planning safe summer activities
- Describe ways to maintain safety during summer activities

Safety: Tips for Winter

In development; please contact the Kepro HCQU for status.

Schizophrenia—*2 hours*

- Define schizophrenia with regard to causes, symptoms, and stages
- Describe challenges associated with identifying symptoms of schizophrenia in people with ID/A
- Recall treatment options and care strategies for supporting individuals with ID/A diagnosed with schizophrenia

---

Seizure Overview—*2 hours*

- Discuss signs and symptoms of seizure activity
- Identify effective support strategies and emergency medical treatment for people with ID/A who experience seizure activity
- Recall documentation techniques for fully communicating seizure activity

---

Self-Determination Workshop—*2 hours*

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

---

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

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

Sensory Processing Differences in ID/A and Mental Health—*2 hours*

- Define types of sensory processing differences
- Identify basic characteristics that can be associated with sensory processing differences
- Recognize effective methods for supporting an individual with a sensory processing differences

Sexuality: Education—Tools for Talking about It—*2 hours*

- Discuss the concept of sexuality
- Identify components of sexuality
- List strategies for talking about sexuality to people with ID/A

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

- Recognize negative messages people with ID/A may receive about sexuality
- Recall similarities and differences among people with and without disabilities regarding sexuality and relationships
- Cite individual's rights regarding sexuality

Skin Care—*1 hour*

- Identify risk factors for impaired skin integrity
- Recall care guidelines that support skin health and integrity
- Describe effective methods for educating individuals with ID/A about skin care

---

Skin: Common Problems—*2 hours*

- List common skin problems
- Describe the best defense against infectious disease and many skin disorders
- Identify strategies for supporting individuals with ID/A who have skin problems

---

Sleep Apnea—*1 hour*

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

Standard Precautions—*1 hour*

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

---

Stress Management—*2 hours*

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

Stroke—*2 hours*

- Describe the signs of a stroke
- Identify tools caregivers can use to support an individual who has had a stroke

---

Surgery Care—*2 hours*

- Describe how to prepare an individual with ID/A for surgery
- Discuss methods for pain management
- List responsibilities in caring for someone after surgery

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

- Recognize the difference between objective and subjective language
- Identify the elements that should be included in the description of a situation
- Describe the importance of documenting and reporting incidents

———

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

- Recall the role of the caregiver in assisting the psychiatrist to support people with ID/A and mental illness
- Discuss the basic premises about mental illness
- Describe potential symptoms using objective language

———

Thyroid Disorders—*2 hours*

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

———

Trauma: Beyond Words—*2 hours*

- Define trauma
- List symptoms of trauma
- Discuss helpful strategies when supporting a person with ID/A who has experienced trauma

———

Trauma and Attachment Disorders—*2 hours*

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

———

Traumatic Brain Injury (TBI)—*2 hours*

- List signs and symptoms of traumatic brain injury (TBI)
- Recall measures for preventing TBI
- Describe methods to support an individual with ID/A and TBI

———

Urinary Tract Infection (UTI)—*2 hours*

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

———

Weight Management—*2 hours*

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

Wellness Overview—*2 hours*

- Define wellness
- Recall 8 dimensions of wellness
- Identify methods to promote wellness for individuals with ID/A

Women's Health Issues—*2 hours*

- Identify women's health issues
- Discuss lifestyle choices that enhance the quality of health for women
- Describe ways to support women with ID/A to address health related concerns

ONLINE TRAININGS

The Kepro HCQU offers online trainings on a wide variety of physical and behavioral health topics. To access a Kepro HCQU online training, please go to hcqu.kepro.com.

- Verify that browser "pop-up blocker" settings allow pop-up windows for this site, because the online trainings are displayed in a pop-up window.
- Click on the **Training** tab at the top of the page.
- Click on the ***Online Training Registration*** link in the left-hand column.
- After entering information, click *Submit*. A registration code for the selected online training module will be displayed in a new window.
  - Saving the registration code gives you unlimited access to the training without re-registering.
  - Each registration code is specific to a person and a training; separate registration is required for each training to be completed.
- Click on the registration code link.
  - To access the training at a later time, click on the ***Online Training Startup*** link and enter the saved registration code.
- Click on the *START TRAINING* button to display and begin the training.
  - If you do not see the training window, you might need to minimize other windows to find it.
- Click *Next* to page through the training content and test questions.
- Click *Submit* when finished.
  - A score of 70% or higher is required to obtain a training certificate.
  - Review the training content and re-take the test as many times as needed to score 70% or higher.
- Upon successful completion of an online training test, a printable certificate for training hour(s) will be generated.
  - Be sure to print or save the certificate when it is generated; otherwise, the training will need to be retaken to access the certificate again.
- Participant feedback is important to us. Please follow the prompts to complete an evaluation form at the end of each training.

TRAININGS for SELF-ADVOCATES

Exercise is Fun!

Healthy Eating

Friends

Abuse: Avoiding Financial Abuse (for Self-Advocates)—*1 hour*

- Learn what financial abuse means and the skills needed to protect money and belongings.

Celiac Disease (for Self-Advocates)—*1 hour*

- Learn what celiac disease is

Community—New Rules (COVID-19) (for Self-Advocates*)—1 hour*

- Talk about ways to stay safe while in the community by physical/social distancing and wearing masks

---

Community Activities: Finding Fun (for Self Advocates/Dual Diagnosis)—*50 minutes*

- Learn how to find fun activities in your community

Community Activities: Rules for Getting Around Safely (for Self-Advocates)—*1 hour*

- Learn rules to stay safe while out in the community

Community Activities—Shopping (for Self-Advocates/Dual Diagnosis*)—50 minutes*

- Learn tips and tools to help make shopping in the community a positive experience.

Coronavirus (for Self-Advocates)—*1 hour*

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

Diabetes and Me: What is Diabetes? (for Self-Advocates)—*1 hour*

- Learn what it means to have diabetes

Diabetes and Me: Healthy Foods (for Self-Advocates)—*1 hour*

- Learn about the healthiest foods and drinks to keep the right amount of sugar in the body

---

Diabetes and Me: Taking Care of My Body (for Self-Advocates)—*1 hour*

- Learn how to take care of my body with diabetes.

Diabetes and Me: Taking My Medications (for Self-Advocates)—*1 hour*

- Learn the importance of taking medications for diabetes.

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

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

Emergencies: How to Get Help (for Self-Advocates)—*1 hour*

- Learn how to get help in an emergency

Empathy (for Self-Advocates)—*1 hour*

- Learn that empathy means understanding that other people have feelings.

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

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

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

- Learn how to keep from falling

Friends (for Self-Advocates)—*1 hour*

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

---

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

- How to build healthy relationships with coworkers.

Getting Along with Peers (for Self-Advocates)—*50 minutes*

- Learn skills to help with getting along with peers

Getting Along with People at Home (for Self-Advocates)—*50 minutes*

- Learn how to get along with the people who live with you

Getting Along with Your Boss (for Self-Advocates) —*50 minutes*

- Learn ways to get along with your boss at work

Grief and Loss: What Happens to Me? (for Self-Advocates)—*1 hour*

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

---

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

- Learn how to choose healthy foods

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

- Learn how to live a healthy life

High Blood Pressure (for Self-Advocates)—*1 hour*

- Learn what blood pressure is
- Learn ways to keep your blood pressure healthy

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

- Learn about being in the hospital

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

- Learn how to stay safe from germs as you work.

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

- Learn ways to stay safe in the kitchen

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

- Learn about menopause

Mental Illness and Recovery (for Self-Advocates/Dual Diagnosis)—*1 hour*

- Learn about Mental Illness
- Learn about Recovery and its parts
- Talk to caregivers about recovery

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

- Learn about pain and how to feel better

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

- Learn why it's important to be clean
- Learn ways to get clean

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

- Learn what personal space means to you and others

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

- Learn different types of relationships
- Learn different kinds of touch that go along with each type of relationship

---

Relaxation (for Self-Advocates)—1 hour

- Learn how to relax

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

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

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

- Learn ways to stay safe and healthy during the winter

Self-Control: Dealing with Your Feelings (for Self-Advocates)—*50 minutes*

- Learn ways to manage your feelings

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

- Learn the names of our sexual and reproductive body parts and what they do.

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

- Learn ways to get a good night's sleep

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

- Learn how to take care of your teeth

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

- Learn ways to get to a healthy weight

Working with Customers (for Self-Advocates) —*50 minutes*

- Learn ways to work with customers while at your job

CAPACITY BUILDING TRAININGS

Contact the HCQU to inquire about trainings available to build capacity within community organizations and the ID/A service system to improve access to community healthcare services, resources, and quality supports for people with ID/A (for example, *ID/A Overview for Police and First Responders*, and *Ultrasound Strategies for People with ID/A).*

OTHER RESOURCES

Resources are available for download at *hcqu.kepro.com*
Click on the Resources tab to select.

REHEARSAL GUIDES

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

- Blood Work
- Cataract Surgery Recovery
- Colonoscopy
- Coronavirus Test
- Cystoscopy
- Dentist Visits
- Dexa Bone Scan
- Doctor Visits
- EEG
- EKG
- Getting a Shot
- Getting a Shot—COVID-19 Addendum
- Gynecology Exam
- Hearing and Ear Exam
- IV Therapy
- Mammogram
- MRI
- Prostate Exam
- Reducing the Spread of Infection
- Sleep Study
- Surgery Care
- Swallow Test
- Transitioning into the Community after a Pandemic
- Ultrasound
- Upper GI Test
- Vision and Eye Exam
- Wearing a Mask
- X-Ray

Rehearsal guides are available for download at ***hcqu.kepro.com***
Click on the Resources/Rehearsal Guides tab to select.

INFORMATIONAL MATERIALS

General

- Kepro HCQU Brochure
- Kepro HCQU Training Catalog
- Kepro HCQU Online Training Brochure
- Provider to Provider Pre-Admission Transition Checklist
- Complex Technical Assistance Referral Form
- Various health resources from state, federal, and other health agencies, if applicable

Care Guides

- Behavior is Communication: Strategies for Understanding Challenging Behaviors
- Caring for People with Medical Needs: A Resource for Developing Care Guides
- Person-Directed Language: A Guide to Becoming Person Directed
- Sexuality Resources
- Sexuality Resources for People with ID/A *(Western HCQU's collaboration)*

Coronavirus (COVID-19)

- Coronavirus Test Rehearsal Guide
- COVID-19: How to Talk about COVID-19 with Self-Advocates
- COVID-19: Infection Control Fact Sheet
- COVID-19: Personal Protective Equipment Factsheet
- COVID-19: Vaccine Hesitancy Fact Sheet
- Getting a Shot Rehearsal Guide with COVID-19 Addendum
- Reducing the Spread of Infection Rehearsal Guide
- Transitioning into the Community after a Pandemic Rehearsal Guide
- Wearing a Mask Rehearsal Guide
- Coronavirus (COVID-19) resources from state and federal health agencies, if applicable

Fatal Five

- Choking/Aspiration
- Constipation
- Dehydration
- Infection
- Seizures
- Special Edition 2018 HCQU CARES - "The Fatal Four"
- Various health resources from state, federal, and other health agencies, if applicable

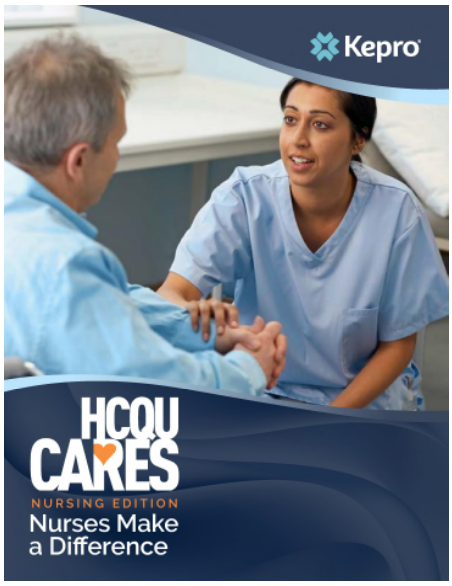
Wellness

- Activity Book #1 for Self-adv—Let's Keep it Clean!
- Activity Book #2 for Self-adv—Let's Eat Healthy!
- Activity Book #3 for Self-adv—Let's Be Safe in the Kitchen!
- Activity Book #4 for Self-adv—Let's Think and Create!
- Activity Book #5 for Self-adv—Let's Move!
- Activity Book #6 for Self-adv—Celebrate Me!
- Oxygen: Supplemental Use Fact Sheet
- Skin Care: Preventing Pressure Injuries Booklet (All HCQUs)
- Sleep Hygiene Fact Sheet
- Various health resources from state, federal, and other health agencies, if applicable

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

NEWSLETTERS

Copies of the most recent editions of the *HCQU CARES* newsletters are available for download at *hcqu.kepro.com*. Click on the Resources/Newsletters tab to select.



Kepro HCQU LIBRARY

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

To inquire about borrowing HCQU resources, send your question via the *Contact Us* section of the HCQU website by going to *hcqu.kepro.com*.

FREQUENTLY ASKED QUESTIONS

- ***What should I do if unable to access the online training for which I registered?***
  Verify that pop-up blocker settings allow pop-up windows for the site and try again. After changing browser settings, it might be necessary for you to close and re-open the browser window for the changes to take effect.

- ***What if the pop-up blocker settings allow pop-up windows for this site, but the online training still does not appear?***
  Sometimes the online training window opens *behind* windows that are already open. Minimize open windows and look for an additional browser icon in the tool bar at the bottom of the screen. Click on it to bring up the online training window.

- ***How much do HCQU trainings cost?***
  Trainings offered by the Kepro HCQU are **free**. There is no cost or fee associated with any of our trainings, regardless of topic or format.

- ***How do I know what trainings the HCQU has scheduled?***
  The Kepro HCQU lists trainings that are open to the public on its website. Click on *Trainings* at the top of the page to view this list.

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

- ***What should I do if I registered for a HCQU training but cannot attend?***
  To unregister for a training, please call 1-724-864-0715 or send an email to hcqu_pa@kepro.com.

- ***How will I know if a HCQU training for which I registered is cancelled?***
  If a training is cancelled, the presenter or Kepro HCQU representative will contact the provider, who will alert registrants of the cancellation. To check if a training is cancelled, please go to the Kepro HCQU's website and click on *Trainings* near the top of the page. A notice of a cancellation will be appear in red for each training cancelled.

- ***How can I save an online training certificate to print at a later time?***
  In the "Print" dialog box:
  1. Select Adobe (PDF).
  2. Click Advanced.
  3. Click the box next to "Print as Image"
  4. Click OK to close "Advanced Print Setup" dialog box.
  5. Click OK to print to PDF file.

CONTACT US

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

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

Thank you

For taking the time to view this edition of the Kepro HCQU Training and Resources Catalog!

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