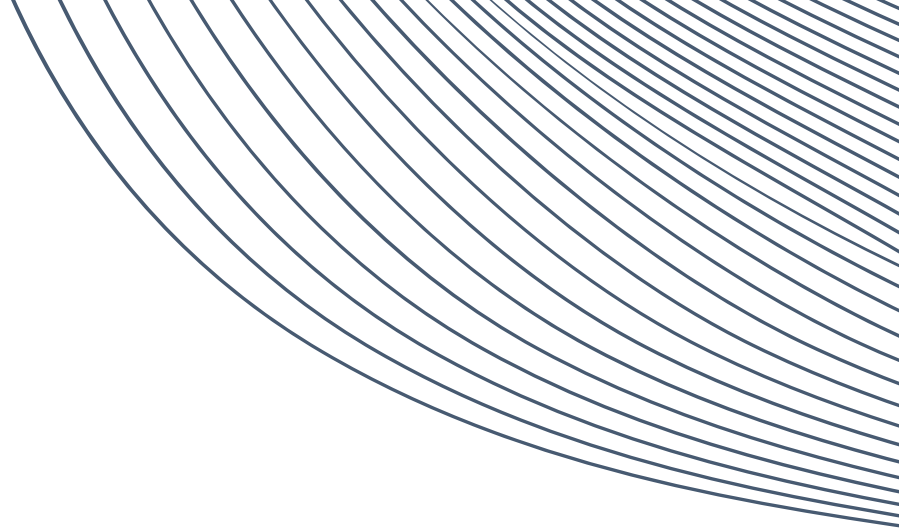




STAR FUNDAMENTALS

Course Directory

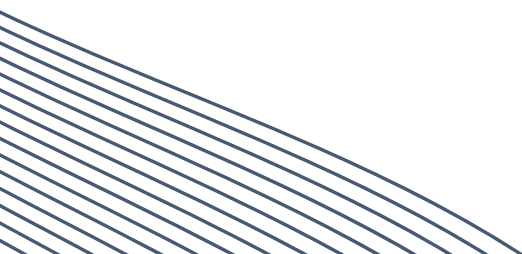
STAR Fundamentals offers a complete library of orientation and annual trainings for MN Statutes, Chapter 245D and the Positive Supports Rule (MN Rules, Chapter 9544) as well as mental health, employment support services, professional development, and diagnosis-specific topics

OUR LEARNING PROGRAM

- ✓ Compliant, person-centered, relevant content
- ✓ Engaging for adult learners
- ✓ Dedicated, local Help Desk team
- ✓ 24/7 access

 support@starsvcs.com

 starsvcs.com/onlinetraining



Inclusive Subscribers: Model Years and Terms



Click on a heading to jump directly to that section

245D & PSR Orientation (ORIEN)

Orientation courses specifically developed to meet the requirements found in [MN Statutes, Chapter 245D.09](#), and [MN Rules, Chapter 9544.0090](#)

- [Inclusive Subscribers: New Hire Orientation Term](#)

245D & PSR Annual Training (AT)

Annual training courses specifically developed to meet the requirements found in [MN Statutes, Chapter 245D.09](#), and [MN Rules, Chapter 9544.0090](#)

- [Inclusive Subscribers: Annual Training Term](#)
- [Administered Subscribers: Control Month Schedule](#)

Employment Support Services (EM)

Training courses based on the DHS Employment Specialist training requirements for Employment Exploration, Employment Support Services, Employment Development Services

Integrated Community Supports (ICS)

Courses to meet additional training requirements for Integrated Community Support (ICS) Providers ONLY if the provider has a Site-Specific Review. Courses may be applicable to other service types, although not required

Mental Health (MH)

Training on mental health diagnoses and how to support people with these conditions. Developed for staff providing services in a prospective or current Adult Mental Health certified home as designated by MN statutes

Professional Development (PDEV)

Supplemental courses for direct support professionals and supervisors to enhance their understanding and job performance

Breakout Lessons

Auxiliary term consisting of individual lessons from multi-lesson STAR Fundamentals courses, meant for review/retraining purposes. **Available to subscription customers only**

Home and Community Based Services (HCBS) Training

Orientation-level courses designed to meet national HCBS standards, excluding Minnesota-specific requirements. Minnesota-based providers should select 245D/PSR Orientation and Annual Training courses. **Available upon request for subscription customers**

Model Years & Terms

For Inclusive Subscribers

Your **Edvance360 Learning Management System (LMS)** is a standalone website and database specific to your organization. STAR uses a tool called the Mothership to push out annual STAR Terms—a “Term” is simply a group of courses—to the individual sites. Each model year may feature new courses, updates to existing courses, or both! We also audit test questions and make other improvements. Throughout the year, we push out updates due to legislative changes, new courses, bug fixes, etc.

COURSE MODEL YEARS

New model year courses are released each October and the previous year’s courses will expire from student view on April 1st of the following year. The 2026 Courses were released in October 2025. 2025 Courses not will expire until April 1, 2026. There are several months of overlap during which both are available for enrollment. You do not need to re-enroll staff currently enrolled in 2025 Courses, but you should use the 2026 Courses for new enrollments. For annual training, you may want to continue using the 2025 Courses through December 2025 and migrate to the 2026 Courses in January 2026. For orientation training, we recommend switching to 2026 Courses immediately upon release for new enrollments.

2026 COURSE TERMS

2026 courses synced from STAR are arranged into four terms:

Courses – 2026, New Hire Orientation – 2026, Annual Training – 2026, Breakout Lessons – 2026

PREVIOUS YEARS’ TERMS OF COURSES

While past years’ courses expire automatically in student view, in order to hide them in Administrator view, they need to be **deactivated**. Once deactivated, the term will no longer appear on the list of All Courses or while enrolling students. Enrolled students will no longer be able to access the term/course, so wait until all students have completed training before deactivating. Deactivated courses and terms will still appear on Offline Reportings (Transcripts). We recommend deactivating any terms that have expired to simplify Admin navigation in viewing/enrolling in courses. It’s a quick and easy process outlined in our Annual Maintenance Guide. **NEVER** delete courses or terms, even if you are no longer using them. **DELETING TERMS OR COURSES WILL RESULT IN THE DELETION OF ALL ASSOCIATED TRAINING RECORDS.**

ANNUAL MAINTENANCE

In order to keep your LMS running efficiently for Administrators, there are a few tasks to complete each year such as deactivating old terms, updating your User Training Settings, adding reminder emails to new courses, and cloning your custom content for the new year. These tasks may vary based on the LMS features your organization is using. Annual maintenance should take less than 30 minutes per year. Check out our **Annual Maintenance** guide.

CUSTOM CONTENT: CLONING STAR COURSES

We highly recommend using User Training Settings to create learning paths for your staff as opposed to cloning courses into new terms solely for organizational purposes. Cloned copies of STAR Courses will NOT receive automatic updates and will need to be updated manually. Learn more about *User Training Settings* in the **User Management and Enrollment guide**.

245D & PSR Orientation

STAR Fundamentals 245D and Positive Supports Rule orientation courses were specifically developed to meet the requirements found in [MN Statutes, Chapter 245D.09](#) and [MN Rules, Chapter 9544.0090](#). For more information, please see STAR's guide to [245D and Positive Supports Rule Orientation and Annual Training Requirements](#).

These courses are available individually as listed below and also within curated portfolios of 245D & PSR orientation courses arranged in the order of priority/due date per statute. See [New Hire Orientation](#)

Please note that STAR Fundamentals does not include First Aid, EUMR demonstration (if you allow restraints), the Medication Administration in-person demonstration, nor any company-specific training requirements such as policies and procedures. Inclusive subscription customers have the option to make their own custom content courses within their private LMS to help meet many of these requirements.

Courses – 2026

[ORIEN – Activities of Daily Living \(0.5 hrs\)](#)

[ORIEN – Data Privacy/HIPAA \(1 hr\)](#)

[ORIEN – Documentation \(0.5 hr\)](#)

[ORIEN – Fraud Prevention \(0.75 hrs\)](#)

[ORIEN – Healthy Diets \(1 hr\)](#)

[ORIEN – Instrumental Activities of Daily Living \(0.75 hrs\)](#)

[ORIEN – Mandated Reporting: Maltreatment of Minors \(1 hr\)](#)

[ORIEN – Mandated Reporting: Vulnerable Adult Maltreatment \(1.25 hrs\)](#)

[ORIEN – Medication Administration \(3.5 hrs\)*](#)

[ORIEN – Minimizing Sexual Violence \(0.5 hrs\)](#)

[ORIEN – Positive Supports Rule 2 Hour Function-Specific \(2 hr\)](#)

[ORIEN – Positive Supports Rule 4 Hour Function-Specific \(4 hrs\)](#)

[ORIEN – Positive Supports Rule Core \(7.5 hrs\)](#)**

[ORIEN – Rights \(1.5 hrs\)](#)

[ORIEN – Universal Precautions/Bloodborne Pathogens \(0.75 hrs\)](#)

Completely
Redesigned
with New
Content!



Click on a title to
view the full course
description

Bold denotes topics required for all 245D direct care staff. Staff may have additional training requirements specific to people supported or services provided.

* Medication Administration requires an additional, in-person observed skill assessment. A Medication Administration checklist is offered for the demonstration requirement, which can be completed with a RN or staff who has been deemed competent to document and complete the demonstrated observed skill assessment. Participants must complete the medication administration demonstration and person-specific training with their employer to meet the Medication Administration training requirements in 245D.

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

New Hire Orientation – 2026

Curated portfolios of 245D & PSR orientation training courses arranged in the order of priority/due date per statute. All new direct care staff would need, at a minimum, **1 – 2 – 3** for 245D & PSR orientation requirements.

1 – Mandated Reporting and Maltreatment (2.25 hrs)

- [ORIEN – Mandated Reporting: Maltreatment of Minors \(1 hr\).](#)
- [ORIEN – Mandated Reporting: Vulnerable Adult Maltreatment \(1.25 hrs\).](#)

2 – Positive Supports Rule Core (7.5 hrs)

- [ORIEN – Positive Supports Rule Core \(7.5 hrs\)**](#)

3 – Orientation for Direct Care Staff (5 hrs)

3 – Orientation for Managers (9 hrs)

There are separate Direct Care Staff and Manager versions of the **3 – Orientation** portfolio due to an additional PSR requirement for managers. **Staff should take the version appropriate for their job role.**

- [ORIEN – Data Privacy/HIPAA \(1 hr\).](#)
- [ORIEN – Rights \(1.5 hrs\).](#)
- [ORIEN – Documentation \(0.5 hr\).](#)
- [ORIEN – Fraud Prevention \(0.75 hrs\).](#)
- [ORIEN – Minimizing Sexual Violence \(0.5 hrs\).](#)
- [ORIEN – Universal Precautions/Bloodborne Pathogens \(0.75 hrs\).](#)
- **Additional PSR 4 hr Function-Specific requirement for Manager-version only**
 - [ORIEN – Positive Supports Rule 4 Hour Function-Specific \(4 hrs\).](#)

CRS: ADLs, IADLs, Healthy Diet (2.25 hrs)

Additional 245D orientation topics required for Community Residential Setting staff, if required by the Support Plan and as it relates to the person receiving services

- [ORIEN – Activities of Daily Living \(0.5 hrs\).](#)
- [ORIEN – Instrumental Activities of Daily Living \(0.75 hrs\).](#)
- [ORIEN – Healthy Diets \(1 hr\).](#)

Medication Administration (3.5 hrs)

- [ORIEN – Medication Administration \(3.5 hrs\)*](#)

SMI: Crisis Response and Suicide Prevention (2 hrs)

Additional 245D orientation topics required if supporting people with a Serious Mental Illness (SMI) diagnosis. **Note: These topics are included in AMH Certification: Mental Health Fundamentals**

- [MH – Crisis Response, De-escalation, and Resolution \(1 hr\).](#)
- [MH – Suicide Prevention and Response \(1 hr\).](#)

AMH Certification: Mental Health Fundamentals (7.5 hrs)

This course is intended to meet the orientation training requirements for all staff providing services in a prospective or current Adult Mental Health certified home as designated by MN statutes.

- [MH – Crisis Response, De-escalation, and Resolution \(1 hr\).](#)
- [MH – Suicide Prevention and Response \(1 hr\).](#)
- [MH – Anxiety Disorders and Obsessive-Compulsive Related Disorders \(0.75 hrs\).](#)
- [MH – Mood Disorders \(0.75 hrs\).](#)
- [MH – Personality Disorders \(0.75 hrs\).](#)
- [MH – Psychotic Disorders \(0.5 hrs\).](#)
- [MH – Substance Use Disorders \(1.5 hrs\).](#)
- [MH – Trauma and Stressor-Related Disorders \(0.75 hrs\).](#)
- [MH – Psychotropic Medications \(0.5 hrs\).](#)

NOTE: The content of these courses is IDENTICAL to the content found in the standalone courses in Courses – 2026. Courses are merely grouped together for ease of registration/onboarding. This term was added as a convenience for Inclusive subscribers and is typically used for New Hire enrollments for Administered subscribers.



245D & PSR Annual Training

STAR Fundamentals 245D and Positive Supports Rule annual training courses were specifically developed to meet the requirements found in [MN Statutes, Chapter 245D.09](#), and [MN Rules, Chapter 9544.0090](#). For more information, please see STAR's guide to [245D and Positive Supports Rule Orientation and Annual Training Requirements](#).

These courses are available individually as listed below and in a separate term of Annual Training courses to facilitate annual training control months for Inclusive subscription customers. This Annual Training term also includes "portfolio" versions of required 245D & PSR Annual Training for providers who train during a single month rather than throughout the year as well as an annual training copy of *AMH Certification: Mental Health Fundamentals*. **See [Annual Training Term](#)**

For Administered subscription customers, all staff are automatically registered in required annual trainings on a pre-determined schedule. See [Control Month Schedule](#)

Annual trainings are designed for seasoned staff and shorter in length than their orientation counterparts with an emphasis on the "gray areas". Scenarios are changed each course model year. While the regulation portion of the trainings remain the same, the scenarios offer a different perspective each year.

Courses – 2026

[AT – Annual Fraud Statement Acknowledgement](#)

[AT – Refresher: Bloodborne Pathogens/Universal Precautions \(0.5 hrs\)](#)

[AT – Refresher: Data Privacy/HIPAA \(0.5 hrs\)](#)

[AT – Refresher: Mandated Reporting and Maltreatment \(0.75 hrs\)](#)

[AT – Refresher: PSR Core and Function-Specific for Managers \(4.25 hrs\)](#)

[AT – Refresher: PSR Core for Direct Care Staff \(4 hrs\)](#)

[AT – Refresher: Minimizing Sexual Violence \(0.5 hrs\)](#)

[AT – Refresher: Rights \(0.5 hrs\)](#)

Updated
Scenarios
for 2026!



Click on a title to
view the full course
description

NOTE: There are two different **Positive Supports Rule Refreshers**. One is for direct care staff, which only covers the topic requirements in the 8 hour Core. The other is for people who are managers, which covers the topics contained in both the 8 hour Core and the 4 hour Function-Specific for managers requirement. Staff should be enrolled in **ONLY ONE** of the courses based on their job role. **It is your responsibility to ensure your staff are taking the correct course. Administered subscription customers will be asked to select a job role at the time of registration.**

Please note that STAR Fundamentals does not include First Aid, EUMR demonstration (if you allow restraints), the Medication Administration in-person demonstration, nor any company-specific training requirements such as policies and procedures. Inclusive subscription customers have the option to make their own custom content courses within their private LMS to help meet many of these requirements.

Annual Training – 2026

A separate term of Annual Training courses to facilitate annual training control months for Inclusive subscription customers. Also includes “portfolio” versions of required 245D & PSR Annual Training for providers who train during a single month rather than throughout the year as well as an annual training copy of *AMH Certification: Mental Health Fundamentals*.

245D & PSR Annual Training for Direct Care Staff (6.75 hrs)

245D & PSR Annual Training for Managers (7 hrs)

There are separate Direct Care Staff and Manager versions of the annual training portfolios due to differing PSR requirements. Staff should take the version appropriate for their job role

- AT – Refresher: Mandated Reporting and Maltreatment (0.75 hrs)
- AT – Annual Fraud Statement Acknowledgement
- AT – Refresher: Bloodborne Pathogens/Universal Precautions (0.5 hrs)
- AT – Refresher: Data Privacy/HIPAA (0.5 hrs)
- AT – Refresher: Rights (0.5 hrs)
- AT – Refresher: Minimizing Sexual Violence (0.5 hrs)
- **PSR Refresher – one (1) based on job role**
 - AT – Refresher: PSR Core and Function-Specific for Managers (4.25 hrs)
 - AT – Refresher: PSR Core for Direct Care Staff (4 hrs)

AMH Certification: Mental Health Fundamentals (7.5 hrs)

This course is intended to meet the training requirements for all staff providing services in a prospective or current Adult Mental Health (AMH) certified home as designated by MN statutes

- MH – Crisis Response, De-escalation, and Resolution (1 hr)
- MH – Suicide Prevention and Response (1 hr)
- MH – Anxiety Disorders and Obsessive-Compulsive Related Disorders (0.75 hrs)
- MH – Mood Disorders (0.75 hrs)
- MH – Personality Disorders (0.75 hrs)
- MH – Psychotic Disorders (0.5 hrs)
- MH – Substance Use Disorders (1.5 hrs)
- MH – Trauma and Stressor-Related Disorders (0.75 hrs)
- MH – Psychotropic Medications (0.5 hrs)

AT – Annual Fraud Statement Acknowledgement

AT – Refresher: Bloodborne Pathogens/Universal Precautions (0.5 hrs)

AT – Refresher: Data Privacy/HIPAA (0.5 hrs)

AT – Refresher: Mandated Reporting and Maltreatment (0.75 hrs)

AT – Refresher: PSR Core and Function-Specific for Managers (4.25 hrs)

AT – Refresher: PSR Core for Direct Care Staff (4 hrs)

AT – Refresher: Rights (0.5 hrs)

AT – Refresher: Sexual Violence (0.5 hrs)

NOTE: These annual training courses are IDENTICAL to those in Courses – 2026. This term can be used to set Control Month dates or be used if an additional copy of a course is needed for retraining purposes. This term was added as a convenience for Inclusive subscribers.

Control Month Schedule

For Administered Subscribers

Courses open for staff to begin training at midnight on the 1st of the month. Staff will also be notified via email and reminded weekly until complete.

Program Requirement Topics	Scheduled Month for Annual Training
<u>AT - Refresher: Mandated Reporting and Maltreatment (0.75 hrs).</u>	January
Maltreatment policies and PAPP, if applicable	January Provider Responsibility
<u>AT - Refresher: Rights (0.5 hrs).</u>	February
<u>AT - Refresher: Bloodborne Pathogens/Universal Precautions (0.5 hrs).</u>	March
<u>AT - Refresher: PSR Core for Direct Care Staff (4 hrs).</u>	June
<u>AT - Refresher: PSR Core and Function-Specific for Managers (4.25 hrs).</u>	June
Simulated experiences of administering and receiving manual restraint procedures allowed by the license holder on an emergency basis, <u>if EUMR is allowed by company policy.</u>	June Provider Responsibility, if restraints allowed
<u>AT - Refresher: Sexual Violence (0.5 hrs).</u>	September
<u>AT - Refresher: Data Privacy/HIPAA (0.5 hrs).</u>	October
<u>AT - Annual Fraud Statement Acknowledgement</u>	December

Please note that STAR Fundamentals does not include the annual Basic First Aid requirement (or every other year for two-year certification courses) or demonstration of allowed restraints (if your company permits), nor any company-specific training requirements such as CPR, person-specific trainings, and other trainings such as policy updates.



Employment Support Services

Training courses based on the DHS Employment Specialist training requirements for Employment Exploration, Employment Support Services, and Employment Development Services

Courses – 2026

[EM – Benefits Planning \(0.75 hrs\)](#)

[EM – Job Development and Negotiation \(2.5 hrs\)](#)

[EM – Job Search Planning \(1.75 hrs\)](#)

[EM – Post Employment Supports \(1.5 hrs\)](#)



Click on a title to
view the full course
description

Integrated Community Supports

Courses to meet additional training requirements for Integrated Community Support (ICS) Providers ONLY if the provider has a Site-Specific Review. Courses may be applicable to other service types, although not required

Courses – 2026

[ICS – Community Integration \(0.5 hrs\)](#)

[ICS – Supporting Skill Development \(0.5 hrs\)](#)

[ICS – The Four Community Living Service Categories \(0.25 hrs\)](#)

Mental health diagnoses and how to support people with these conditions. Developed for staff providing services in a prospective or current Adult Mental Health certified home as designated by MN statutes.

Courses – 2026

[MH – Anxiety Disorders and Obsessive-Compulsive Related Disorders \(0.75 hrs\)](#)

[MH – Borderline Personality Disorder \(0.5 hrs\)](#)

[MH – Crisis Response, De-escalation, and Resolution \(1 hr\)](#)

[MH – Hoarding Disorders \(0.5 hrs\)](#)

[MH – Mood Disorders \(0.75 hrs\)](#)

[MH – Personality Disorders \(0.75 hrs\)](#)

[MH – Psychotic Disorders \(0.5 hrs\)](#)

[MH – Psychotropic Medication \(0.5 hrs\)](#)

[MH – Substance Use Disorders \(1.5 hrs\)](#)

[MH – Suicide Prevention and Response \(1 hr\)](#)

[MH – Trauma and Stressor-Related Disorders \(0.75 hrs\)](#)

**Completely
Redesigned
with New
Content!**

New Hire Orientation – 2026 Annual Training – 2026

AMH Certification: Mental Health Fundamentals (7.5 hrs)

This course has been designed to meet the training requirements for staff providing services in an Adult Mental Health (AMH) certified home as designated by MN statutes.

- [MH – Crisis Response, De-escalation, and Resolution \(1 hr\)](#)
- [MH – Suicide Prevention and Response \(1 hr\)](#)
- [MH – Anxiety Disorders and Obsessive-Compulsive Related Disorders \(0.75 hrs\)](#)
- [MH – Mood Disorders \(0.75 hrs\)](#)
- [MH – Personality Disorders \(0.75 hrs\)](#)
- [MH – Psychotic Disorders \(0.5 hrs\)](#)
- [MH – Substance Use Disorders \(1.5 hrs\)](#)
- [MH – Trauma and Stressor-Related Disorders \(0.75 hrs\)](#)
- [MH – Psychotropic Medications \(0.5 hrs\)](#)



**Click on a title to
view the full course
description**

Supplemental courses for direct support professionals and supervisors to enhance their understanding and job performance

Courses – 2026

[PDEV – Autism Spectrum Disorder: An Overview \(0.75 hrs\)](#)

[PDEV – Autism Spectrum Disorder: Support Strategies \(0.75 hrs\)](#)

[PDEV – Communication Skills \(0.5 hrs\)](#)

[PDEV – Dementia: An Introduction \(0.25 hrs\)](#)

[PDEV – Dementia: Support Techniques and Stages \(0.5 hrs\)](#)

[PDEV – Diabetes: An Introduction for DSPs \(1 hr\)](#)

[PDEV – Epilepsy and Seizure Disorders \(0.75 hrs\)](#)

[PDEV – Fetal Alcohol Spectrum Disorders \(1 hr\)](#)

[PDEV – Fetal Alcohol Spectrum Disorders: Keys for Support \(0.5 hrs\)](#)

[PDEV – Five Misconceptions of Being Person-Centered \(0.25 hrs\)](#)

[PDEV – Low Vision \(0.75 hrs\)](#)

[PDEV – Professional Boundaries \(1.75 hrs\)](#)

[PDEV – Ten Things Not to Say...Physical Disability and/or Mobility Limitation \(0.5 hrs\)](#)



Click on a title to
view the full course
description

Auxiliary term consisting of individual lessons from multi-lesson STAR Fundamentals courses, meant for review/retraining purposes. **Available to subscription customers only**

Breakout Lessons – 2026

- [EM – Benefits Planning L1: Common Myths about Work and Benefits \(0.25 hrs\)](#)
- [EM – Benefits Planning L2: Introduction to Disability Benefits 101 Website \(0.25 hrs\)](#)
- [EM – Benefits Planning L3: Disability Benefits Basics \(0.25 hrs\)](#)
- [EM – Job Development and Negotiation L1: Introduction to Job Development \(0.75 hrs\)](#)
- [EM – Job Development and Negotiation L2: Developing Relationships and Job Networking \(0.25 hrs\)](#)
- [EM – Job Development and Negotiation L3: Action Steps for Job Negotiation \(0.25 hrs\)](#)
- [EM – Job Development and Negotiation L4: Understanding Job Accommodations \(0.5 hrs\)](#)
- [EM – Job Development and Negotiation L5: Writing Progress Reports \(0.25 hrs\)](#)
- [EM – Job Development and Negotiation L6: Creating Stand-out Resumes and Cover Letters \(0.5 hrs\)](#)
- [EM – Job Search Planning L1: Introduction to Employment Support and Exploration \(0.75 hrs\)](#)
- [EM – Job Search Planning L2: Job Exploration and Discovery \(0.5 hrs\)](#)
- [EM – Job Search Planning L3: Introduction to Strengths Perspective \(0.5 hrs\)](#)
- [EM – Post Employment Supports L1: Introduction to Post Employment Supports \(0.5 hrs\)](#)
- [EM – Post Employment Supports L2: Developing Strategies for Workplace Supports \(0.5 hrs\)](#)
- [EM – Post Employment Supports L3: Monitoring and Evaluation \(0.5 hrs\)](#)
- [MH – Substance Use Disorders L1: Introduction to Substance Use Disorder \(0.75 hrs\)](#)
- [MH – Substance Use Disorders L2: Substance Use and Co-Occurring Disorders \(0.25 hrs\)](#)
- [MH – Substance Use Disorders L3: Substance Use Treatment \(0.5 hrs\)](#)
- [ORIEN – Medication Administration L1: Introduction to Medication Administration \(0.5 hrs\)](#)
- [ORIEN – Medication Administration L2: Medication Administration Rights and Responsibilities \(0.75 hrs\)](#)
- [ORIEN – Medication Administration L3: Before, During, and After Administration \(0.5 hrs\)](#)
- [ORIEN – Medication Administration L4: Medication Documentation and Transcription \(0.75 hrs\)](#)
- [ORIEN – Medication Administration L5: Medication Errors \(0.5 hrs\)](#)
- [ORIEN – Medication Administration L6: Additional Considerations \(0.5 hrs\)](#)



Click on a title to
view the full course
description

[Continued on next page >>](#)

[« Continued from previous page](#)

Breakout Lessons – 2026

[ORIEN – PSR 2 hr Function-Specific L1: Person-Centered Tools for Organizational Management \(0.5 hrs\)](#)

[ORIEN – PSR 2 hr Function-Specific L2: Leading a Person-Centered Organization \(0.5 hrs\)](#)

[ORIEN – PSR 2 hr Function-Specific L3: Evaluation of Training for Organizational Leaders \(0.25 hrs\)](#)

[ORIEN – PSR 2 hr Function-Specific L4: Including Staff in Organizational Decisions \(0.75 hrs\)](#)

[ORIEN – PSR 4 hr Function-Specific L1-2: Applying Person-Centered Planning \(1 hr\)](#)

[ORIEN – PSR 4 hr Function-Specific L3-4: Functional Behavior Assessments \(1 hr\)](#)

[ORIEN – PSR 4 hr Function-Specific L5-6: Designing and Using Data Systems \(1 hr\)](#)

[ORIEN – PSR 4 hr Function-Specific L7-8: Supervising and Coaching Staff \(1 hr\)](#)

[ORIEN – PSR Core L01: Positive Supports Rule Overview and Person-Centered History \(0.5 hrs\)](#)

[ORIEN – PSR Core L02: Permitted Actions and Procedures \(0.5 hrs\)](#)

[ORIEN – PSR Core L03: Building Trusting Relationships \(0.5 hrs\)](#)

[ORIEN – PSR Core L04: De-escalation Techniques \(0.75 hrs\)](#)

[ORIEN – PSR Core L05: Cultural Competence \(0.5 hrs\)](#)

[ORIEN – PSR Core L06: Prohibited Procedures I: The Fundamentals \(0.5 hrs\)](#)

[ORIEN – PSR Core L07: Foundations of Person-Centered Services \(0.5 hrs\)](#)

[ORIEN – PSR Core L08: Prohibited Procedures II: The Details \(0.75 hrs\)](#)

[ORIEN – PSR Core L09: Positive Support Strategies \(0.5 hrs\)](#)

[ORIEN – PSR Core L10: Restricted Procedures I: EUMR and PSTP Overview \(0.75 hrs\)](#)

[ORIEN – PSR Core L11: Avoiding Power Struggles \(0.5 hrs\)](#)

[ORIEN – PSR Core L12: Restricted Procedures II: Required Information \(0.75 hrs\)](#)

[ORIEN – PSR Core L13: Personal Staff Accountability and Staff Self-Care After Emergencies \(0.5 hrs\)](#)

[PDEV – Professional Boundaries L1: Professional Boundaries for Human Services \(0.75 hrs\)](#)

[PDEV – Professional Boundaries L2: Professional Boundaries with the People We Support \(0.5 hrs\)](#)

[PDEV – Professional Boundaries L3: Professional Boundary Crossings and Violations \(0.5 hrs\)](#)



Home and Community Based Services

Orientation-level courses designed to meet national HCBS standards, excluding Minnesota-specific requirements. Minnesota-based providers should select 245D/PSR Orientation and Annual Training courses.

Available upon request for subscription customers

Home and Community Based Services – 2026

[Foundations of Person-Centered Services \(0.5 hrs\)](#)

[Fraud Prevention \(0.75 hrs\)](#)

[HCBS Rights \(1 hr\)](#)

[HIPAA \(0.75 hrs\)](#)

[Maltreatment of Minors \(0.75 hrs\)](#)

[Universal Precautions \(0.75 hrs\)](#)

[Vulnerable Adult Maltreatment \(1 hr\)](#)



Click on a title to
view the full course
description

ORIEN – Activities of Daily Living (0.5 hrs)

245D: Individual Service Recipient Needs | ADLs

Prior to assuming responsibilities, if required by Support Plan and as it relates to the person receiving services

Activities of Daily Living (ADLs) are vital areas of personal care support that Direct Support Professionals (DSPs) are often required to provide. This course will focus on defining and describing various ADLs supports such as grooming, bathing, dressing, oral care, hair care, bathroom support, transferring, and eating. With an emphasis on person-centered supports, DSPs will learn how to respect preferences while maintaining safety and dignity.

ORIEN – Data Privacy/HIPAA (1 hr)

245D: Program Requirements | MN Data Privacy/HIPAA

Due within 60 days of hire

This course contains the data privacy requirements according to sections 13.01 to 13.10 and 13.46, the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), and staff responsibilities related to complying with data privacy practices.

ORIEN – Documentation (0.5 hrs)

245D: Program Requirements | Responding to/Reporting Incidents

Due within 60 days of hire

In this course, students will learn why documentation is important as well as how to document professionally, objectively, and accurately. The 245D specific definition of an incident is reviewed as well as the importance of having a person-centered approach to documentation. An overview of types of forms Direct Support Professionals may encounter is discussed including daily log notes, health progress notes, outcomes, and financial logs.

ORIEN – Fraud Prevention (0.75 hrs)

245D: Program Requirements | Anti-Fraud

Due within 60 days of hire

In this course, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported. In taking this course, the learner attested to reviewing and understanding following statement: It is a federal crime to provide materially false information on service billings for medical assistance or services provided under a federally approved waiver plan as authorized under Minnesota Statutes, sections 256B.0913, 256B.0915, 256B.092, and 256B.49.

ORIEN – Healthy Diets (1 hr)

245D: Individual Service Recipient Needs | Healthy Diet

Prior to assuming responsibilities, if required by Support Plan and as it relates to the person receiving services

This course helps direct support professionals to explore the connection between nutrition, physical health, and mental well-being while providing practical tools to support healthy living. Learners will discover the core principles of balanced eating, safe food handling, and mindful choices that promote overall wellness. The course emphasizes person-centered support, encouraging positive guidance when helping others make healthy decisions. Learners will leave with simple, actionable strategies to build and maintain lifelong healthy habits they can use for themselves and promote for the people they support.

ORIEN – Instrumental Activities of Daily Living (0.75 hrs)

245D: Individual Service Recipient Needs | IADLs

Prior to assuming responsibilities, if required by Support Plan and as it relates to the person receiving services

Direct Support Professionals provide support to people in many areas of life, including Instrumental Activities of Daily Living (IADLs). IADLs are not support with basic physical needs. Rather, they are the skills that allow people navigate life and function throughout their day such as support with shopping, finances, navigating the community, cooking, and more. In this course, we will define Instrumental Activities of Daily Living, explore what each IADL includes, and provide techniques that can help a Direct Support Professional provide competent, person-centered support in the areas of IADLs.

ORIEN – Mandated Reporting: Maltreatment of Minors (1 hr)

245D: Program Requirements | Maltreatment of Adults and Children

Due within 72 hours of initial direct contact

This course provides information to help the people who support minors to be able to identify, prevent, and report maltreatment. It describes who is considered a minor, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5)– Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect. This course also contains sections 245A.66 and chapter 260E governing maltreatment reporting and service planning for children, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota's Maltreatment of Minors Act and emphasizes the importance of staff's role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.

ORIEN – Mandated Reporting: Vulnerable Adult Maltreatment (1.25 hrs)

245D: Program Requirements | Maltreatment of Adults and Children

Due within 72 hours of initial direct contact

This course provides information to help the people who support vulnerable adults to be able to identify, prevent, and report vulnerable adult maltreatment. It describes who is considered a vulnerable adult, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5) Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect according to law and agency rules. Recognizes signs of abuse including the inappropriate use of restraints and works to prevent them. This course also contains sections 245A.65 and 626.557 governing maltreatment reporting and service planning for vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota's Vulnerable Adult Act and emphasizes the importance of staff's role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.

ORIEN – Medication Administration (3.5 hrs)*

245D: Individual Service Recipient Needs | Medication Administration

Due prior to assuming responsibilities

This course provides the fundamental knowledge to help Direct Support Professionals (DSPs) under their role in supporting people with their medication and treatment needs. This course is developed and taught by registered nurses and helps to meet the training requirements in MN Statutes 245D. It includes information regarding the critical importance of effectively supporting a person with medications and treatments, and the responsibilities a DSP has regarding medication administration, assistance, and understanding self-administration. It reviews effective strategies to support medication administration such as the seven rights of administration, proper documentation, transcription, medication error prevention and error reporting, monitoring for side-effects, and the importance of person-centered support. ***Participants MUST additionally complete medication administration demonstration and person-specific training with their employer to meet the Medication Administration training requirements in 245D.**

L1: Intro to Medication Administration (0.5 hrs)

This lesson explores the importance of a DSP's role in providing medication-related support. Participants will understand why proper training specific to each person they support is crucial, and also learn about the importance of person-centered support. Learners will explore the basics of understanding medications and treatments, including the different forms in which they can be administered, and learn the classifications and types of medications/treatments available. Additionally, the importance of monitoring for side-effects and medication effectiveness is explained.

L2: Medication Administration Rights and Responsibilities (0.75 hrs)

This lesson reviews the three types of medication-related supports as defined by MN Statute, Chapter 245D. Learners explore their responsibilities related to understanding and implementing those supports in a compliant and person-centered manner. Participants learn the seven rights of medication administration, discover the importance of how to read and understand prescription labels, and explore common medical abbreviations they may encounter as they provide medication-related support.

L3: Before, During, and After Administration (0.5 hrs)

This lesson explores the processes a Direct Support Professional must complete before, during, and after medication administration. Learners will understand the importance of hand washing, learn when glove use is required, and how to appropriately remove gloves. Participants will explore how to prepare the medication for administration, the ABCs of medication administration, and the importance of completing the triple check process before administration. Additionally, how to provide person-centered support while ensuring the medication is administered effectively is discussed. Finally, participants learn how to properly document that the medication administration occurred.

L4: Medication Documentation and Transcription (0.75 hrs)

This lesson explores how and where to document medication-related information. Learners will explore the different ways of documenting medications and health-related information and understand documentation standards for medication set-up and medication administration. Additionally, participants will learn how to transcribe standard orders for, new, changed, or discontinued medication orders, as well as PRN and over-the-counter medications for hand-written Medication Administration Records. While the potential use of electronic medication records will be discussed, these exact processes are not explained due to the differences in software options.

L5: Medication Errors (0.5 hrs)

In this lesson, participants will learn about the different types of medication-related errors and how to prevent them. Learners will also explore approaches to use when medication refusals occur, and how to report refusals, medication errors, and self-administration concerns.

L6: Additional Considerations (0.5 hrs)

In this lesson, participants will explore how to package medications when the person is away from their support, recognize how to store medications safely and learn about controlled substances and best practices related to their administration. Additionally, learners will understand how to properly dispose of medications. Finally, the importance of assisting the person with their health-related appointments will be discussed.

ORIEN – Minimizing Sexual Violence (0.5 hrs)

245D: Program Requirements | Sexual Violence

Due within 60 days of hire

This course discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities.

ORIEN – Rights (1.5 hrs)

245D: Program Requirements | Service Recipients Rights

Due within 60 days of hire

This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. It also contains content designed to meet CMS Direct Service Workforce Core Competencies in the areas of Empowerment and Advocacy. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights. Specific company policies and procedures must be covered by your agency.

ORIEN – Universal Precautions/Bloodborne Pathogens (0.75 hrs)

245D: Program Requirements | OSHA and Safety Practices

Due within 60 days of hire

Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness and helps to comply with OSHA requirements.

ORIEN – Positive Supports Rule 2 Hour Function-Specific (2 hrs)

9544: The Positive Supports Rule | PSR 2 hr Function-Specific

Due prior to assuming responsibilities

A two hour function-specific training for license holders, executives, managers and owners in nonclinical roles from the Positive Supports Rule. Topics: Creating Buy-In – including staff in organization decisions; Leading with purpose and passion – creating leadership teams worth following; Turning person-centered thinking and practices into organizational action; Evaluating organizational training – measuring change and outcomes for persons receiving services

L1: Person-Centered Tools for Organizational Management (0.5 hrs)

This lesson illustrates how implementing Person-Centered Thinking and Practices can greatly improve not only your company culture, but also positively impact your overall operations. Learners are introduced to a variety of Person-Centered tools that, when used, can positively impact your organization. Whether the intended results are focused on a person achieving their dreams, helping an organization innovate, or ensuring everyone's voice feels heard at your agency, this lesson shows the power of using person-centered tools in a variety of ways

L2: Leading a Person-Centered Organization (0.5 hrs)

People with key positions within organizations have the ability to chart the course for incorporating person-centered practices into their agencies. This lesson invites leaders to examine their passion for our field. It encourages the agency decision makers to explore their role in person-centered support and examines the foundational qualities of strong leadership.

L3: Evaluation of Training for Organizational Leaders (0.25 hrs)

Training is an essential piece of helping your company and staff be competent in their jobs and to also be more person-centered. This lesson will review four ways you can evaluate your training to help improve results for your employees, and most importantly, ensure the people you support have staff who are well trained and put person-centered support at the heart of everything they do.

L4: Including Staff in Organizational Decisions (0.25 hrs)

Collaboration is a key part of any successful team and your role as a manager includes ensuring the voices of your staff are heard. While it can be difficult and time consuming to include additional people in decision making, the result of having buy-in and staff who feels valued, are worth the potential obstacles. This lesson explores strategies to create a culture of engagement, where teams at all levels feel heard and respected, and using the insights gathered to improve company processes, procedures, and service delivery.

ORIEN – Positive Supports Rule 4 Hour Function-Specific (4 hrs)

9544: The Positive Supports Rule | PSR 4 hr Function-Specific

Due prior to assuming responsibilities

A four hour function-specific training for staff who develop positive support strategies and license holders, executives, managers, and owners in nonclinical roles. Topics: Functional Behavioral Assessments, How to Apply Person-Centered Planning, How to Design and Use Data Systems to Measure Effectiveness of Care, and Supervision

L1-2: Applying Person-Centered Planning (1 hr)

These lessons will explore what person-centered planning is and why it is important to the person supported, the staff, and the company that provides services. They includes the history of person-centered planning, descriptions of various planning methods, how person-centered planning can create powerful change, and why it is important to the people we support and our organizations. We will discuss the steps to applying person-centered planning and reviewing them for effectiveness by following six steps. We will also review these steps in the context of following a man named “Caison” to illustrate the power of person-centered planning in the lives of those who are a part of the process.

L3-4: Functional Behavior Assessments (1 hr)

These lessons will help you understand Functional Behavior Assessments (FBAs) and the role they play in person-centered support, including the requirements in MN Rule 9544.0040. They will discuss each of the steps required for its completion, including best practices and practical tips for conducting a thorough and effective FBA. We'll take a closer look at the process of conducting a Functional Behavior Assessment (FBA) through the lens of following a Designated Coordinator, Neena, as she takes the lead to complete an FBA for a person she supports, Caison. By using their story to illustrate the FBA process, learners will gain a greater understanding of how the FBA process could be practically implemented in the work they do with the people they support.

L5-6: Designing and Using Data Systems to Measure the Effectiveness of Support (1 hr)

These lessons explore how to implement the person-centered information in a way that can be measured to ensure positive support are effective. Participants will learn why data is important, various data collection methods, and how it can be collected in a way that is meaningful to the person's quality of life. We will dive deeper into assessing the impact of care and support, with a specific focus on following how this directly applies to a person supported by the name of “Caison.” Learners will gain a greater understanding of how to provide ongoing review and evaluation of outcomes' effectiveness, and learn methods behind implementing these outcomes, including the importance of staff training.

L7-8: Supervising and Coaching Staff (1 hr)

These lessons focus on what it means to be a great supervisor and how to train your staff well. It includes 8 essential qualities of being a successful supervisor including practical tips for success. We will also discuss the importance of staff training and how to improve your training to ensure your staff are not only learning, but also engaged. We'll also focus on coaching and developing staff and evaluating their performance and will review practical techniques for learners to increase their confidence in motivating, improving and coaching their teams. They also include best practices for providing constructive feedback and how performance evaluations can be a tool to help create an environment that reflects your company's unique values and mission.

ORIEN – Positive Supports Rule Core (7.5 hrs)**

9544: The Positive Supports Rule | PSR Core

Due prior to assuming responsibilities

This course provides staff the important knowledge of how to work with the people they support in a positive and supportive manner. It includes the required topics as listed in MN Rule 9544.0090 Subp. 1. It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)–(8) and 245D.061 Subd. 9, clause (4), items (i–viii), excluding (iii). Specific topics include: de-escalation techniques and their value; principles of person-centered service planning and delivery as identified in section 245D.07, subdivision 1a, and how they apply to direct support service provided by the staff person; principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior; the safe and correct use of manual restraint on an emergency basis according to 245D.061; staff responsibilities related to restricted and permitted actions and procedures under 245D.06, subdivisions 6 and 7; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder; cultural competence; personal staff accountability and staff self-care after emergencies; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to avoid power struggles; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; the communicative intent of behaviors; relationship building; the safe and correct use of manual restraint on an emergency basis according to the requirements in 245D.061, and what constitutes the use of restraints, time out, and seclusion, including chemical restraint; staff responsibilities related to prohibited procedures under 245D.06, subd. 5, why such procedures are not effective for reducing or eliminating symptoms or undesired/interfering behavior, and why such procedures are not safe.

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

Continued on next page >>

[<< Continued from previous page](#)

ORIEN – Positive Supports Rule Core (7.5 hrs)**

9544: The Positive Supports Rule | PSR Core

Due prior to assuming responsibilities

L01: Positive Supports Rule Overview and Person-Centered History (0.5 hrs)

This lesson provides an overview of MN Rules Chapter 9544 also known as the Positive Supports Rule. Additionally, it discusses the history of disability services and the evolution of person-centered supports. It reviews the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and MN Rules 9544.0030 Subp.2 and 3 and how they apply to direct support services provided by the staff person.

L02: Permitted Actions and Procedures (0.5 hrs)

This lesson reviews staff's responsibilities related to permitted actions and procedures under MN Statutes, section 245D.06, subdivision 7 and MN Rules Chapter 9544.0050. Staff learn the instructional techniques and intervention procedures they are permitted to use when supporting a person who receives 245D services. Additionally, staff are taught about the intermittent use of the actions and procedures, and also about the use on a continuous basis that requires documentation in a person's Support Plan Addendum.

L03: Building Trusting Relationships (0.5 hrs)

In this lesson, staff learn about relationships building with the people they support, and others. It discusses steps for how to build and sustain trusting relationships with the people. Additionally, it discusses some of the unique challenges a person may face when building relationships with the people they support and how to successfully navigate these situations.

L04: De-escalation Techniques (0.75 hrs)

This lesson focuses on de-escalation techniques and their value. It also includes principles of positive support strategies, such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior.

L05: Cultural Competence (0.5 hrs)

This lesson was designed to help staff demonstrate understanding in the area of cultural competence. Students learned the definition of culture and cultural competence, how cultural competence is an important part of person-centered support and strategies to improve their cultural competence.

L06: Prohibited Procedures I: The Fundamentals (0.5 hrs)

This is the first of two lessons regarding staff responsibilities related to prohibited procedures under MN Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.

[Continued on next page >>](#)

[<< Continued from previous page](#)

ORIEN – Positive Supports Rule Core (7.5 hrs)**

9544: The Positive Supports Rule | PSR Core

Due prior to assuming responsibilities

L07: Person-Centered Foundations (0.5 hrs)

This lesson discussed the principles of person-centered services planning and delivery as identified in MN Statutes Section 245D.07, subdivision 1a, and how they apply to direct support services provided by the staff person. It includes that the license holder must provide services in response to the person's identified needs, interests, preferences, and desired outcomes as specified in the coordinated service and support plan and the Coordinated Service and Support Plan Addendum. It also includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when implementing treatment plans and responsibilities assigned to the license holder. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.

L08: Prohibited Procedures II: The Details (0.75 hrs)

This is the second of two lessons regarding staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5 and the prohibitions and restrictions in MN Rules 9544.0060. The two lessons must both be taken to complete the topic requirements. The lessons include what constitutes the use of prohibited procedures including that staff are prohibited from using chemical restraints, mechanical restraints, manual restraints, time out, seclusion, or any other aversive or deprivation procedures, as a substitute for adequate staffing, for a behavioral or therapeutic program to reduce or eliminate behavior, as punishment, or for staff convenience. It also includes why such procedures are not effective for reducing or eliminating symptoms or undesired behavior, and why such procedures are not safe.

L09: Positive Support Strategies: Supporting a Person as a Unique Individual (0.5 hrs)

This lesson reviews the principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior. It also discusses the Positive Support Strategies implementation requirements in MN Rules 9544, including their documentation and review.

L10: Restricted Procedures I: EUMR and PSTP Overview (0.75 hrs)

This is the first of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.

[Continued on next page >>](#)

[<< Continued from previous page](#)

ORIEN – Positive Supports Rule Core (7.5 hrs)**

9544: The Positive Supports Rule | PSR Core

Due prior to assuming responsibilities

L11: Avoiding Power Struggles (0.5 hrs)

This lesson discusses the topic of power struggles and how to avoid them when providing direct support services. It includes how to identify power struggles, avoiding power struggles, strategies to stop power struggles, and the skill of active listening.

L12: Restricted Procedures II: Required Information (0.75 hrs)

This is the second of two lessons that discusses staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivisions 6. The two lessons must both be taken to complete the topic requirements. It also includes what constitutes the use of restraint; the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061; the situations in which staff must contact 911 services in response to an imminent risk of harm to the person or others; the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan; the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person; alternatives to manual restraint procedures, including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others; how to properly identify thresholds for implementing and ceasing restrictive procedures; how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia; the physiological and psychological impact on the person and the staff when restrictive procedures are used; and the communicative intent of behaviors.

L13: Personal Staff Accountability and Staff Self-Care After Emergencies (0.5 hrs)

This lesson discusses personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles as a direct support professional and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.

AT – Annual Fraud Statement Acknowledgement

245A | Fraud Statement Acknowledgement

Required annually

Annually, Medicaid providers must document that staff providing a service have reviewed a statement to ensure their staff understand the requirements to accurately bill and document their service. These documentation requirements are a condition of billing Minnesota Department of Human Services (DHS) for Medicaid reimbursement. The required statement for staff to review is held in this course.

AT – Refresher: Bloodborne Pathogens/Universal Precautions (0.5 hrs)

245D: Program Requirements | OSHA and Safety Practices

Required annually

This course provides a refresher for the protection and safety when there is a possibility of exposure to bodily fluids. This training refers to diagnosis, symptoms and treatment of HIV, Hepatitis B and Hepatitis C. This course uses example scenarios to illustrate potential situations of exposure. This includes precautions for transmission prevention, work site requirements, medical evaluation, follow up and confidentiality. This training helps comply with OSHA requirements.

AT – Refresher: Data Privacy/HIPAA (0.5 hrs)

245D: Program Requirements | MN Data Privacy/HIPAA

Required annually

This course is an annual refresher covering the state and federal privacy regulations. This course uses scenario-based interactions to refresh your knowledge on data privacy. Information includes rights as well as privacy safeguards. This course meets the general training requirements on Minnesota Data Privacy and HIPAA. Specific company policies and procedures must be covered by your agency.

AT – Refresher: Mandated Reporting and Maltreatment (0.75 hrs)

245D: Program Requirements | Maltreatment of Adults and Children

Required annually

This course contains sections 245A.65, 245A.66, and 626.557 and chapter 260E governing maltreatment reporting and service planning for children and vulnerable adults, and staff responsibilities related to protecting persons from maltreatment and reporting maltreatment. It includes Minnesota's Vulnerable Adult Act and Maltreatment of Minors Act and emphasizes the importance of staff's role as a mandated reporter. It also provides practical application scenarios and real life stories to help the learner deepen their understanding of their crucial role in helping to prevent and respond to suspected or witnessed maltreatment.

AT – Refresher: Minimizing Sexual Violence (0.5 hrs)

245D: Program Requirements | Sexual Violence

Required annually

This course discusses the required 245D topic of strategies to minimize the risk of sexual violence including concepts of healthy relationships, consent, and bodily autonomy of people with disabilities. In addition to discussing the core topics, this course also uses scenario-based interactions to refresh experienced staff in the Minimizing Sexual Violence requirement.

AT – Refresher: Rights (0.5 hrs)

245D: Program Requirements | Service Recipient Rights

Required annually

This course contains the service recipient rights and staff responsibilities related to ensuring the exercise and protection of those rights according to the requirements in section 245D.04. Additionally, it discusses the different areas of life in which people have rights, regardless of disability, and what direct support staff can do to help the people they support assert and uphold these rights.

AT – Refresher: PSR Core and Function-Specific for Managers (4.25 hrs)

9544: The Positive Supports Rule | PSR Core/4 hr Function-Specific

A minimum of 4 hours on Core and 4 hr Function-Specific topics required annually for managers

This course includes the required topics as listed in MN Rule 9544.0090 Subp. 1 (Core training) and 9544.0090 Subp. 2, item A (Function-Specific). It also includes the requirements in MN Statute 245D.09 Subd. 4, clause (6)–(8) and 245D.061 Subd. 9, clause (4), items (i–viii), excluding (iii). The training discusses the importance of avoiding power struggles, positive de-escalation techniques, alternatives to restraints, relationship building, the communicative intent of behaviors and causes of behavior including events and environmental factors. Positive support strategies including positive behavior supports, the relationship between staff interactions as well as the environment. The importance of providing person-centered service planning and delivery and how they apply to the direct support services provided by staff. Understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Cultural competence. Personal staff accountability and staff self-care after emergencies. Staff responsibilities related to the restricted and permitted actions and procedures. What constitutes the use of restraint including chemical restraint, time out, and seclusion. The safe and correct use of manual restraints on an emergency basis according to MN Statute 245D.06. Staff responsibilities related to prohibited procedures under section 245D.06 subd.5 or successor provisions, why such procedures are not effective for reducing or eliminating symptoms or interfering behavior, and why the procedures are not safe. Identifying thresholds for implementing and ceasing restrictive procedures. The situations in which staff must contact 911 in response to an imminent risk of harm to the person or others. The procedures and forms staff must use to monitor and report the use of restrictive interventions that are a part of a PSTP. The procedure and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with person. The physiological and psychological impact on the person and staff when restrictive procedures are used. How to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia. Function Specific: functional behavior assessments; how to apply person-centered planning; how to design and use data systems to measure effectiveness of care; and supervision, including how to train, coach, and evaluate staff and encourage effective communication with the person and the person's support team. In order to meet the training requirements in MN Statute 245D.061 and 245D.09, staff must additionally demonstrate competency and be trained in their employer's specific EUMR policy and engage in simulated experiences of administering and receiving manual restraint procedures allowed by the license holder on an emergency basis, as well as, any person-specific treatment plans and responsibilities assigned to the license holder

Continued on next page >>

[<< Continued from previous page](#)

AT – Refresher: PSR Core and Function-Specific for Managers (4.25 hrs)

9544: The Positive Supports Rule | PSR Core/4 hr Function-Specific

A minimum of 4 hours on Core and 4 hr Function-Specific topics required annually for managers

L1: Person-Centered Services, Planning, and Relationship Building (0.5 hrs)

This lesson provides guidance and insights for managers to enhance their understanding of person-centered service planning and delivery and how they apply to direct support services provided by staff and managers. This includes review of person-centered tools and how managers can apply person-centered planning in their role as a leader in their organization. Additionally, learners will gain information on how to build healthy, trusting relationships with the people they support.

L2: Understanding the People You Support and Cultural Competence (0.75 hrs)

This lesson reviews how to develop skills to understand the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Additionally, cultural competence, including discovering, understanding, and implementing cultural preferences is discussed.

L3: Positive Support Strategies and Designing and Using Data Systems (0.5 hrs)

This lesson will focus on vital components of positive support strategies and how to design and use data systems to measure the effectiveness of care. Topics discussed include: positive support strategies, collaboration, the relationship between staff's interaction and a person's behavior, avoiding power struggles, communicative intent of behavior, causes of negative behavior including the environment, and designing and using data systems to measure effectiveness of care.

L4: De-escalation Techniques (0.5 hrs)

This lesson reviews de-escalation techniques and their value. It also includes alternatives to manual restraint procedures including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others.

L5: Permitted Actions and Prohibited Procedures (0.5 hrs)

This lesson reviews permitted actions as allowed by MN Statute, chapter 245D and the Positive Supports Rule. It also reviews prohibited procedures included in MN Statute, chapter 245D and the Positive Supports Rule. Learners will gain a greater understanding regarding what constitutes the use of restraint, including chemical restraint, time out, and seclusion, and situations to call 911 when there is imminent risk of harm. Additionally, staff responsibilities related to permitted actions and prohibited procedures and why prohibited procedures are not effective for reducing or eliminating interfering behaviors is discussed.

L6: Restricted Procedures and the Functional Behavior Assessment (0.75 hrs)

This lesson reviews the two types of restricted procedures included in Chapter 245D and the Positive Supports Rule: EUMRs and PSTPs. It includes the discussion of the safe and correct use of EUMR, the physiological and psychological impact on the person and staff when using a restricted procedure, and how to properly identify thresholds for implementing and ceasing restrictive procedures. In addition, we will be reviewing the process of completing a Functional Behavior Assessment

[Continued on next page >>](#)

[<< Continued from previous page](#)

AT – Refresher: PSR Core and Function-Specific for Managers (4.25 hrs)

9544: The Positive Supports Rule | PSR Core/4 hr Function-Specific

A minimum of 4 hours on Core and 4 hr Function-Specific topics required annually for managers

L7: Monitoring and Reporting Procedures (0.25 hrs)

This lesson will discuss the situations to call 911 in response to imminent risk of harm to person/others, the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person, and how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia.

L8: A Manager's Guide to Coaching, Supervision, Staff Training, and Evaluation (0.5 hrs)

This lesson focuses on the aspect of a manager's job related to being an effective leader. We will review supervising, training, coaching, and evaluation of staff including how to encourage effective communication with the people you support and their support team.

L9: Staff Accountability and Self-Care After Emergencies (0.25 hrs)

This lesson reviews personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.

AT – Refresher: PSR Core for Direct Care Staff (4 hrs)

9544: The Positive Supports Rule | PSR Core

A minimum of 4 hours on Core topics required annually for direct care staff

This course provides staff the important knowledge of how to work with the people they support in a positive and supportive manner. It includes the required topics as listed in MN Rule 9544.0090 Subp. 1. It also includes the requirements in MN Statute 245D 245D.09 Subd. 4, clause (6)–(8) and 245D.061 Subd. 9, clause (4), items (i–viii), excluding (iii). The training discusses the importance of avoiding power struggles, positive de-escalation techniques, alternatives to restraints, relationship building, the communicative intent of behaviors and causes of behavior including events and environmental factors. Positive support strategies including positive behavior supports, the relationship between staff interactions as well as the environment. The importance of providing person-centered service planning and delivery and how they apply to the direct support services provided by staff. Understanding of the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Cultural competence. Personal staff accountability and staff self-care after emergencies. Staff responsibilities related to the restricted and permitted actions and procedures. What constitutes the use of restraint including chemical restraint, time out, and seclusion. The safe and correct use of manual restraints on an emergency basis according to MN Statute 245D.06. Staff responsibilities related to prohibited procedures under section 245D.06 subd.5 or successor provisions, why such procedures are not effective for reducing or eliminating symptoms or interfering behavior, and why the procedures are not safe. Identifying thresholds for implementing and ceasing restrictive procedures. The situations in which staff must contact 911 in response to an imminent risk of harm to the person or others. The procedures and forms staff must use to monitor and report the use of restrictive interventions that are a part of a PSTP. The procedure and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with person. The physiological and psychological impact on the person and staff when restrictive procedures are used. How to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia. In order to meet the training requirements in MN Statute 245D.061 and 245D.09, staff must additionally demonstrate competency and be trained in their employer's specific EUMR policy and engage in simulated experiences of administering and receiving manual restraint procedures allowed by the license holder on an emergency basis, as well as, any person-specific treatment plans and responsibilities assigned to the license holder.

[Continued on next page >>](#)

[<< Continued from previous page](#)

AT – Refresher: PSR Core for Direct Care Staff (4 hrs)

9544: The Positive Supports Rule | PSR Core

A minimum of 4 hours on Core topics required annually for direct care staff

L1: Understanding the People You Support and Cultural Competence (0.75 hrs)

This lesson reviews how to develop skills to understand the person as a unique individual and how to implement treatment plans and responsibilities assigned to the license holder. Additionally, cultural competence, including discovering, understanding, and implementing cultural preferences is discussed.

L2: Building Trusting Relationships and Person-Centered Services (0.5 hrs)

This lesson reviews principles of person-centered service planning and delivery as identified in Minnesota Statutes, section 245D.07, subdivision 1a, and how they apply to direct support services provided by staff. Additionally, it explores how to build relationships and establish a trusting relationship with the people you support.

L3: Positive Support Strategies and Designing and Avoiding Power Struggles (0.75 hrs)

This lesson explores the Positive Supports Rule Core and 245D annual training requirement of principles of positive support strategies such as positive behavior supports, the relationship between staff interactions with the person and the person's behavior, and the relationship between the person's environment and the person's behavior. Additionally, how to avoid power struggles, and the communicative intent of behaviors are discussed. It also reviews techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others, and the communicative intent of behaviors

L4: De-escalation Techniques (0.5 hrs)

This lesson reviews de-escalation techniques and their value. It also includes alternatives to manual restraint procedures including techniques to identify events and environmental factors that may escalate conduct that poses an imminent risk of physical harm to self or others.

L5: Permitted Actions and Prohibited Procedures (0.5 hrs)

This lesson reviews permitted and prohibited procedures including: what constitutes the use of restraint, including chemical restraint, time out, and seclusion; staff responsibilities related to permitted actions and procedures under Minnesota Statutes, section 245D.06, subdivision 7; staff responsibilities related to prohibited procedures under Minnesota Statutes, section 245D.06, subdivision 5; and why the procedures are not effective for reducing or eliminating symptoms or interfering behavior; and why the procedures are not safe.

L6: Restricted Procedures (0.5 hrs)

This lesson reviews staff responsibilities related to restricted actions and procedures under Minnesota Statutes, section 245D.06, subdivision 6, the safe and correct use of manual restraint on an emergency basis according to Minnesota Statutes, section 245D.061, the procedures and forms staff must use to monitor and report use of restrictive interventions that are part of a positive support transition plan, how to properly identify thresholds for implementing and ceasing restrictive procedures, and the physiological and psychological impact on the person and the staff when restrictive procedures are used.

[Continued on next page >>](#)

[<< Continued from previous page](#)

AT – Refresher: PSR Core for Direct Care Staff (4 hrs)

9544: The Positive Supports Rule | PSR Core

A minimum of 4 hours on Core topics required annually for direct care staff

L7: Monitoring and Reporting Procedures (0.25 hrs)

This lesson will discuss the situations to call 911 in response to imminent risk of harm to person/others, the procedures and requirements for notifying members of the person's expanded support team after the use of a restrictive intervention with the person, and how to recognize, monitor, and respond to the person's physical signs of distress, including positional asphyxia.

L8: Staff Accountability and Self-Care After Emergencies (0.25 hrs)

This lesson reviews personal staff accountability and staff self-care after emergencies. It helps the learner understand personal responsibility in their roles and how their words and actions can affect the people we support. It also discusses how to take care of yourself, and how we can help take care of others in times of stress. It includes techniques for managing stress, increasing coping skills, and how to positively take care of yourself after an emergency situation.

EM – Benefits Planning (0.75 hrs)

245D: Individual Service Recipient Needs | Employment

Due prior to assuming responsibilities

This course provides Employment Specialists with information about federal and state benefit program rules, associated work incentives and how they apply to the person's situation. Topics include the common myths about benefits and work, the resources and tools that are available, including the Disability Benefits 101 (DB101) website and estimator tool to find and utilize information helpful to a person seeking employment. This class also helps Employment Specialists reach the demonstration examples for DHS competencies including providing accurate information about benefits and work, increasing their usage of tools and other resources, and gaining confidence in navigating benefits and programs available to a person.

L1: Common Myths about Work and Benefits (0.25 hrs)

People with disabilities can work in competitive, integrated employment. The myths that a person can't work, will lose money and benefits and not be able to keep a job are busted in this lesson.

L2: Introduction to Disability Benefits 101 Website (0.25 hrs)

Learn the different resources for you and the person you support to use in understanding how work will impact their benefits.

L3: Disability Benefits Basics (0.25 hrs)

One of your roles is to help people navigate their disability benefits along with their employment. Understanding the resources available is one of the best ways to support the person. This lesson will also identify a few key considerations that you should be aware of to better assist the person.

EM – Job Search Planning (1.75 hrs)

245D: Individual Service Recipient Needs | Employment

Due prior to assuming responsibilities

This course is designed for employment specialists in the role of employment exploration and employment support services. This class provides an introduction to employment supports and exploration activities, including encouraging informed choice, self determination and active participation throughout the employment process. Employment specialists will also learn key takeaways on highlighting a person's strengths, interests, and talents.

L1: Introduction to Employment Support and Exploration (0.75 hrs)

This lesson provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.

L2: Job Exploration and Discovery (0.5 hrs)

This lesson provides a big picture look at what you do in job explorations and employment supports and why you do it. You will learn the necessary concepts to influence the actions you will take in job exploration and discovery.

L3: Introduction to Strengths Perspective (0.5 hrs)

This lesson examines the strengths perspective and the actions you can take to highlight a person's interests, talents, and skills.

EM – Job Development and Negotiation (2.5 hrs)

245D: Individual Service Recipient Needs | Employment

Due prior to assuming responsibilities

This course helps Employment Specialists learn their crucial role in the Job Development and Negotiation Services. Topics include helping a person in the job search process, marketing the person's skills to potential employers, researching and creating opportunities for the person, organizing information gathered (e.g. create a list of employers by industry and location), develop relationships with the business, and negotiate accommodations and conditions (e.g. hours, wages, tasks, breaks, orientation). It also helps Employment Specialists reach the demonstration examples for DHS competencies including negotiating a job and provisions of supports, create terms of employment based on the person's interests, skills and conditions he/she needs for success, writing progress reports, and helping the person create resumes and cover letters.

L1: Introduction to Job Development (0.75 hrs)

Job development is a process of creating an individualized plan that supports a person's interests, skills and talents as a way toward achieving integrated, competitive employment. Developing employment involves creating a vocational profile and supporting the person through the process of getting a job.

L2: Developing Relationships and Job Networking (0.25 hrs)

Developing relationships and networking with businesses is one of the best ways to help a person find a successful job placement. This lesson looks at the specific skills and actions that you can take to improve your ability to connect people and companies and explore potential opportunities for employment for the people you support.

L3: Action Steps for Job Negotiation (0.25 hrs)

Job negotiation and creating jobs for a person is a skill that involves your action in seeing opportunities, creating connections and building relationships that are beneficial for employers and for the person you support. This lesson looks at specific steps you can take to negotiate a job that brings a person into integrated and competitive employment opportunities.

L4: Understanding Job Accommodations (0.5 hrs)

Some of the individuals you support may need additional supports to successfully do their job. These can be small changes or assistive devices that make certain tasks more effective and work more accessible. Job accommodations are something you should know in order to support a person in their employment.

L5: Writing Progress Reports (0.25 hrs)

When working with a job seeker in the process of job development you need to track the progress they are making in meeting their employment goals. Keeping track of the opportunities they are exploring, the skills they are gaining, and the jobs they are applying to involves organization, documentation and evaluation.

L6: Creating Stand-out Resumes and Cover Letters (0.5 hrs)

Support a person in making the best impression possible as they seek out employment.

EM – Post Employment Supports (1.5 hrs)

245D: Individual Service Recipient Needs | Employment

Due prior to assuming responsibilities

Although a lot of emphasis is put on finding a job, the process of maintaining a job is just as important. This course will help Employment Specialists support and maintain a person's employment, and ensure the employee is included in work activities and treated like all other employees. These lessons will look at how to manage travel and transportation, perform comprehensive job analysis (i.e., breaking down jobs into smaller tasks) and how to develop strategies for workplace supports. This class also helps Employment Specialists reach the demonstration examples for DHS competencies.

L1: Introduction to Post Employment Supports (0.5 hrs)

Employment support is not just about finding a job. It is about keeping and maintaining a job and continuing to create an environment that fosters inclusion within the workplace and community.

L2: Developing Strategies for Workplace Supports (0.5 hrs)

Once a person has a job, there are key actions and strategies that you can take to maintain continued and successful employment of the person you support. Your role as an employment specialist once a person is hired will vary depending on the person you support and the place they work.

L3: Monitoring and Evaluation (0.5 hrs)

This lesson looks at the task of monitoring successful employment, including evaluating the employment relationship. You will learn different techniques you can use to measure job satisfaction and best support the person.

ICS – Community Integration (0.5 hrs)

Community integration should be a primary focus for all direct support professionals. In this course, we will explore what community integration truly is, why it is important, ideas of how to expand community integration for the people who are being supported, and ways to overcome barriers to community integration. Join us to increase awareness of community integration and spark new ideas to help the people we support fully participate in their communities.

ICS – Supporting Skill Development (0.5 hrs)

A critical aspect of the support most DSPs provide is helping a person develop or retain skills. However, many DSPs are left to figure out how to support someone in skill development on their own. In this course, we will explore fundamentals of this important part of being a DSP including crucial components of considering learning styles, skill development basic concepts, outside of the box techniques, and more, all with the emphasis on providing person-centered support to achieve the desired outcome the person wants.

ICS – The Four Community Living Service Categories (0.25 hrs)

Individualized Home Supports and Integrated Community Supports services are built around providing support and/or training in four different community living service categories. What are these categories and how do you support people in these different areas? This course will break down each community living service category, provide examples of the options for each, and review differences between supporting vs. training in these areas.

MH – Anxiety Disorders and Obsessive-Compulsive Related Disorders (0.75 hrs)

This course provides an overview of anxiety disorders and obsessive-compulsive related disorders, including their causes, symptoms, evidence based treatment options, and recovery. Learners will explore the differences between normal worry and clinical anxiety, and gain insight into common anxiety diagnoses and obsessive-compulsive related disorders. The course also includes practical support strategies, coping techniques, and real-life scenarios to enhance understanding and response. The training emphasizes how to recognize signs of the diagnoses, provide effective support, and provides additional community resources a learner can access for support.

MH – Borderline Personality Disorder (0.5 hrs)

One of the most challenging personality disorders to support is Borderline Personality Disorder. This course explores the characteristics, causes, and symptoms to give the learner a better understanding on the reality of the disorder and how it impacts a person's life. People with Borderline Personality Disorder can be supported to live successful lives through the use of evidence-based treatment along with person-centered practices and support.

MH – Crisis Response, De-escalation, and Resolution (1 hr)

In this course, learners will explore critical elements of supporting people experiencing mental health crises and how to avoid future crises. Participants will gain practical skills to recognize warning signs, apply de-escalation techniques, and respond effectively and compassionately. This course covers the causes of crisis, proactive prevention techniques, person-centered responses, crisis resolution, and how to connect people with effective resources.

MH – Hoarding Disorders (0.5 hrs)

You may support someone in their own home or in a residential setting that has hoarding behaviors that are adversely affecting their life: collecting items to excess, having piles of items stacked to the ceiling, or someone who has an inability to part with items or throw things away. Hoarding Disorder is often misunderstood as a mental illness and can pose many challenges for the person and their support team. This course will look at the characteristics of Hoarding Disorder and the treatment, recovery, and support strategies that can be used to help support a person to overcome their need to hoard.

MH – Mood Disorders (0.75 hrs)

This training is designed to help learners recognize, understand, and support people living with mood disorders. The course reviews the symptoms, causes, and treatment options, while emphasizing person-centered support strategies. Participants will learn how to promote recovery, connect people to additional resources, and respond appropriately during mental health challenges. This training empowers participants to be compassionate allies in the mental health journey of those they support.

MH – Personality Disorders (0.75 hrs)

This training is designed to help learners recognize, understand, and support people living with personality disorders. The course explores the definition, causes, and characteristics of the ten personality disorder types, organized into three diagnostic clusters. Participants will learn about effective treatment approaches, including psychotherapy methods like CBT and DBT, and strategies for providing respectful, person-centered support while maintaining healthy boundaries. By completing this course, participants will gain practical tools to foster trust, reduce stigma, gain resources, and promote recovery and wellbeing for those they support.

MH – Psychotic Disorders (0.5 hrs)

This training is designed to help learners understand what psychotropic medications are, their purposes, and how they affect mood, behavior, thoughts, and perception. The course covers the different classes of psychotropic medications—including antipsychotics, mood stabilizers, antidepressants, anti-anxiety medications, stimulants, and sedatives, as well as over the counter, and off-label uses. Participants will also learn about the potential for side effects and the importance of monitoring and reporting these appropriately. By the end of the course, staff will have the knowledge and tools to support people safely and effectively while implementing person-centered approach.

MH – Psychotropic Medications (0.5 hrs)

This training is designed to help learners understand what psychotropic medications are, their purposes, and how they affect mood, behavior, thoughts, and perception. The course covers the different classes of psychotropic medications—including antipsychotics, mood stabilizers, antidepressants, anti-anxiety medications, stimulants, and sedatives, as well as over the counter, and off-label uses. Participants will also learn about the potential for side effects and the importance of monitoring and reporting these appropriately. By the end of the course, staff will have the knowledge and tools to support people safely and effectively while implementing person-centered approach.

MH – Substance Use Disorders (1.5 hrs)

This three-lesson course offers a comprehensive introduction to Substance Use Disorder (SUD). In the first lesson, participants will explore its complexities, causes, symptoms, and the different types of substances often involved. The second lesson will allow learners to gain insight into the relationship between SUD and co-occurring mental health conditions, as well as techniques for providing effective, person-centered support. The final lesson covers best practices for treatment methods, emphasizing culturally informed care and various approaches like behavioral therapy, 12-step programs, medication support, and more. By the end, participants will have enhanced their knowledge and increased their understanding of how to support people on their recovery journey.

L1: Introduction to Substance Use Disorder (0.75 hrs)

This lesson provides an introduction to the topic of Substance Use Disorder (SUD) to help learners understanding the complexities of this disease. Participants learn valuable information including the types substance use disorders, potential causes of SUD, types of substances that are often abused, the stages of substance use, and how to identify the symptoms of SUD. Additionally, learners will understand the basics of how to effectively offer person-centered support to encourage recovery.

L2: Substance Use and Co-Occurring Disorders (0.25 hrs)

This lesson provides an in-depth understanding of the complex relationship between substance use disorders and co-occurring mental health conditions. Participants learn the potential causes of substance use and co-occurring disorders, as well as effective support techniques. It also includes guidelines to develop a successful therapeutic relationship to help the person succeed on the path to recovery.

L3: Substance Use Treatment (0.5 hrs)

This lesson provides an overview of best practices for treatment methods to address substance use disorders. It covers a range of treatment approaches, emphasizing person-centered, culturally informed care that focuses on both brain function and behavior. Participants will learn about various treatment methods, including behavioral therapy, 12 step programs, medication support options, and ensuring support for co-occurring disorders. Through this lesson, individuals gain the knowledge needed to help support people in their recovery journey, understand the challenges and barriers, and explore principles for effective treatment and long-term success.

MH – Suicide Prevention and Response (1 hr)

This course provides learners with the knowledge and tools needed to recognize and respond to suicide risk with compassion and confidence. Participants will explore the complex reasons behind suicidal thoughts and behaviors, identify warning signs, and debunk common myths and misconceptions. The training emphasizes prevention and protective strategies, intervention techniques, and community resources, including crisis lines and mental health support services. Through personal stories and evidence-based practices, learners will gain insight into how to support people and foster hope and connection.

MH – Trauma and Stressor-Related Disorders (0.75 hrs)

This course provides insight into trauma and stressor-related disorders, exploring how stressful or traumatic experiences can lead to diagnosable mental health conditions. Learners will examine specific diagnoses within this category, including PTSD, acute stress disorder, and adjustment disorders, along with their causes, symptoms, and treatment options. Emphasis is placed on recognizing risk factors, creating supportive environments, and applying person-centered support.

PDEV – Autism Spectrum Disorder: An Overview (0.75 hrs)

This overview of Autism Spectrum Disorder (ASD) provides valuable insights into the diverse experiences and needs of people on the Autism Spectrum. It explores the complexities a person living with ASD may experience including areas such as communication, social/emotional awareness, sensory sensitivities, and more. Using a blend of research, videos of self-advocates describing their experience, and informative descriptions of how the characteristic of ASD may impact a person's life, learners will gain the tools needed to foster understanding and inclusivity through a person-centered perspective. With this knowledge, participants will be better equipped to foster meaningful connections and help promote positive growth in their support of people living with Autism.

PDEV – Autism Spectrum Disorder: Support Strategies (0.75 hrs)

Supporting people with Autism Spectrum Disorder (ASD) in ways that are effective for the person and positively promote independence are critical components in providing quality support. This course dives into practical proactive and reactive techniques, sensory support strategies, communication aids, environmental modifications, and more, which can help the person live the life they desire. Including evidence-based practices, videos of self-advocates sharing their experiences, and scenario-based learning, learners will gain insights into person-centered approaches that foster independence and promote positive interactions.

PDEV – Communication Skills (0.5 hrs)

Forming relationships and connecting with people is an important part of your job. This course will help you enhance and think about the communication skills you use with your coworker and the people you support.

PDEV – Dementia: An Introduction (0.25 hrs)

This course will introduce dementia, including symptoms and causes. Learners build a foundation of understanding this diagnosis, beginning with the specific impacts and support strategies for individuals experiencing dementia.

PDEV – Dementia: Support Techniques and Stages (0.5 hrs)

This course will help you understand the progression of dementia and provide person-centered support techniques to provide the person with quality care. It will give the learner a sense of what life is like for a person with dementia and related diagnoses, and how to best support the person at the various stages of the disease. Learners will also gain an understanding of specific techniques they can use as they support a person with dementia.

PDEV – Diabetes: An Introduction for DSPs (1 hr)

This course includes the basics of diabetes with the Direct Support Professional in mind. Learners will discover what diabetes is, the main types of diabetes, symptoms of hyper/hypoglycemia, insulin monitoring and delivery methods, person-centered practices, and more. Also included in this course are interviews with people who live with diabetes, as well as Direct Support Professionals who share their experiences of supporting someone who lives with diabetes.

PDEV – Epilepsy and Seizure Disorders (0.75 hrs)

This course will help you understand more about Epilepsy and seizure disorders. You will identify the common symptoms as well as explore how it impacts the lives of the people you support. You will be more prepared to support and respond to a person before, during and after a seizure and will learn more about the treatment and supports that can be used to help a person with Epilepsy or a seizure disorder.

PDEV – Fetal Alcohol Spectrum Disorders (1 hr)

Fetal Alcohol Spectrum Disorders (FASD) occur in approximately one of every 100 births nationally and is one of the leading causes of intellectual disabilities in the United States. This course is designed to help participants learn more about Fetal Alcohol Spectrum Disorders as well as the behavioral, physical, and mental characteristics that are commonly associated with the diagnosis. Additionally, this class will discuss common misconceptions about FASD and provide insight into this diagnosis and its effect on the individual.

PDEV – Fetal Alcohol Spectrum Disorders: Keys for Support (0.5 hrs)

The Substance Abuse and Mental Health Services Administration (SAMHSA) has developed eight key components that individuals who support someone with FASD should keep in mind. These are key concepts that work most effectively when supporting someone with FASD. They are: concrete, consistency, repetition, routine, simplicity, specifics, structure and supervision.

PDEV – Five Misconceptions of Being Person-Centered (0.25 hrs)

This course explores five ways people misunderstand what it means to be person-centered. Gain wisdom from our person-centered planners and facilitators and start to explore your own views and misconceptions about responding to a person's preferences and dreams.

PDEV – Low Vision (0.75 hrs)

Participants in this course gain a better understanding of how vision loss and low vision affects persons supported and to learn ways to support people with low vision in a positive way. The course covers diagnoses associated with vision loss, assistive devices and resources, and how to support someone in a person-centered way.

PDEV – Professional Boundaries (1.75 hrs)

This three-lesson course explores professional boundaries in the context of people who work in the Human Services field. In the first lesson, learners will understand what professional boundaries are, why they are important, and basics regarding how to implement and maintain healthy boundaries. The second lesson specifically explores professional boundaries as it applies to the relationship between Direct Support Professionals and the people they support. Learners will discover the unique ways professional boundaries must be established and maintained between a support staff and the people they support and why these boundaries are important. Finally, participants will take their understanding of professional boundaries and apply it to identify situations when a boundary is crossed or violated. With the ability to identify when a boundary has been crossed or violated, participants will explore actions that can be taken to address the occurrence.

L1: Professional Boundaries for Human Services (0.75 hrs)

This lesson explores the basics of professional boundaries in the context of people who work in the Human Services field. Learners will understand what professional boundaries are, why they are important, and basics regarding how to implement and maintain healthy boundaries. Participants will also learn about five main types of professional boundaries. Additionally, students will be given tools to recognizing the signs of appropriate boundaries and also how to identify poor professional boundaries.

L2: Professional Boundaries with the People We Support (0.5 hrs)

This lesson specifically explores professional boundaries as it applies to the relationship between DSPs and the people they support. Learners will discover the unique ways professional boundaries must be established and maintained between a support staff and the people they support and why these boundaries are important, including specific examples.

L3: Professional Boundary Crossings and Violations (0.5 hrs)

In this lesson, learners will take their understanding of professional boundaries and apply it to be able to identify situations when a boundary is crossed or violated. With the ability to identify when a boundary has been crossed or violated, participants will explore actions that can be taken to address the occurrence.

PDEV – Ten Things Not to Say...Physical Disability and/or Mobility Limitation (0.5 hrs)

When working with people with a physical disability or a mobility impairment, we sometimes make mistakes in the things we say and do to try to support them. This course will look at some of the common things people say, and how to correct them by being more person-centered and understanding.

Foundations of Person-Centered Services (0.5 hrs)

This course teaches the foundations of person-centered services. It includes techniques for how to understand the person as a unique individual and strategies for how to take a person-centered approach when providing support services. It reviews person-centered tools such as Important To/Important For; Good Day/Bad Day; One-Page Profiles; the importance of person-centered language; and more.

Fraud Prevention (0.75 hrs)

In this course, the complexities of fraud, including its prevention and reporting are discussed. Learners review types of fraud they may encounter in their work at an HCBS setting including improper service billing, fraud related to inaccurate reporting of hours worked, fraud which could happen to the personal funds and property of people supported, and more. The course includes best practices for proactive fraud prevention, real life examples, and resources of where suspected fraud can be reported.

HCBS Rights (1 hr)

This course provides information regarding the empowerment and advocacy of the rights of people who receive HCBS supports including Civil Rights and the standards set in the Medicaid HCBS Final Regulation 42 CFR 441.710. It uses scenarios and interactive examples to help illustrate the skills a Direct Support Professional will need to empower and advocate with the people they support to ensure their rights are protected. It also discussed the rights modification process. This course is designed to help meet the CMS Core Competency area of Empowerment and Advocacy (5)(b) Supports the individual to advocate for him or herself by encouraging the individual to speak up for his or herself. (e) Tells the individual and his or her family their rights and how they are protected.

HIPAA (0.75 hrs)

This course includes a description of HIPAA rights, how to identify HIPAA violations when working in an HCBS setting, and what to do if a violation is suspected. Additionally, HIPAA myths are discussed to ensure understanding of responsibilities under the rules and regulations of HIPAA. Relevant terminology and abbreviations within the scope of HIPAA are explained. This course is designed to meet the HCBS DSW Core Competency area Professionalism and Ethics (6) (f) Maintains confidentiality in all spoken and written communication, and follows in the rules in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Maltreatment of Minors (0.75 hrs)

This course provides information to help the people who support minors to be able to identify, prevent and report maltreatment. It describes who is considered a minor, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5)– Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect.

Universal Precautions (0.75 hrs)

Direct support workers may come into contact with blood, bodily fluids, or infectious material in their job of supporting people. In this course, universal precautions for the prevention of bloodborne pathogen transmission will be explored, including definitions and concepts, exposure incidents, and the impact of bloodborne diseases. This class meets the core competency area of safety and supporting health and wellness.

Vulnerable Adult Maltreatment (1 hr)

This courses provides information to help the people who support vulnerable adults to be able to identify, prevent and report vulnerable adult maltreatment. It describes who is considered a vulnerable adult, types of maltreatment they may face, warning signs to look for, as well as real life examples to aid in recognizing suspected maltreatment. This course outlines how to appropriately prevent and report suspected maltreatment and the employee's responsibility as a mandated reporter. CMS Core Competency areas reviewed: Safety (5) Abuse and Neglect: Demonstrates the ability to identify, prevent and report situation of abuse, exploitation, and neglect according to law and agency rules. Recognizes signs of abuse including the inappropriate use of restraints and works to prevents them.