

# RELIAS LEARNING COURSE CROSSWALK TO THE CARF EMPLOYMENT AND COMMUNITY SERVICES STANDARDS

## RELIAS LEARNING CROSSWALK TO CARF STANDARDS

Relias Learning offers online learning, staff compliance training and continuing education for behavioral health, mental health, addiction treatment, developmental disability, community action and child welfare organizations.

Relias Learning Training Crosswalks are based on published accreditation standards. They are designed to assist organizations in the selection of courses from the Relias Learning libraries to ensure and demonstrate staff competence according to the training standards.

General staff compliance trainings should be selected to ensure the organization meets OSHA and other regulatory requirements. Staff training is only one element of a successful survey and the crosswalks are not meant to take the place of a careful review and evaluation of your program to the accreditation standards.

The courses listed in the crosswalk are a representative sample of courses available in Relias Learning libraries. It may not be necessary to choose all courses listed for a specific training standard; it is recommended that courses are chosen that closely align with the mission and services offered and the specific needs of the persons served. "Organization-Customized Course" indicates the standard requires training specific to the organization, municipality, or state.

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## Employment and Community Services Standards

July 2013-June 2014

CARF Training Standard	Essential Learning Course Equivalent	Category
<i>SECTION 1: ASPIRE TO EXCELLENCE</i>		
<b>Assess the Environment</b>		
<b>Section 1.A.6 Leadership</b>		
Education on ethical codes of conduct for personnel and other stakeholders	Corporate Compliance and Ethics	Compliance/OSHA
<b>Section 1.B.2 Governance</b>		
Board education	Essentials of an Effective Board	Executive and Board Leadership
<b>Implement the Plan</b>		
<b>Section 1.F.6 Financial Planning and Management</b>		
Provides initial and ongoing training on fiscal policies and procedures	Financial Management for Non-Financial Staff	Workforce Skills, Supervision and Management
<b>Section 1.H.4 Health and Safety</b>		
Personnel receive documented competency-based training upon hire and annually in the following areas:		
Health and safety practices	Environmental Safety in the Workplace Environmental Safety for Individuals with Developmental Disabilities Handling Food Safely Health and Safety Management Workplace Violence	Compliance/OSHA DSP Core Curriculum Compliance/OSHA DSP Core Curriculum Compliance/OSHA
Identification of unsafe environmental factors	Bioterrorism Hazardous Chemicals Client/Patient Safety: Reducing Medical Errors	Compliance/OSHA Compliance/OSHA Human Services Workforce Development
Emergency/evacuation procedures	Emergency Preparedness Fire Safety	Compliance/OSHA Compliance/OSHA
Identification and reporting of critical incidents	Risk Management in Daily Living for Individuals with Developmental Disabilities The Risk Management Process: From Identification to Monitoring Results Writing Effective Incident Reports	DSP Core Curriculum Workforce Skills, Supervision and Management DSP Core Curriculum

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 1.H.4 (cont.)</b>		
Medication management, if appropriate	Medication Management for Individuals with Developmental Disabilities Part 1 Medication Management for Individuals with Developmental Disabilities Part 2 Overview of Medications for Paraprofessionals Overview of Psychopharmacology Recognizing EPS and Tardive Dyskinesia	DSP Core Curriculum DSP Core Curriculum Paraprofessionals in Behavioral Health Behavioral Health Introductory Serious Mental Illness, Recovery and Rehabilitation
Reducing physical risk	Client/ Patient Transfers Personal Safety in the Community Predicting Violence and Threat Assessment Staying Safe in any Situation: SMART Principles	Compliance/OSHA Human Services Workforce Development Human Services Workforce Development Workforce Skills, Supervision and Management
<b>Section 1.H.10 Health and Safety</b>		
The organization implements procedures for training regarding infection prevention and infection control:		
Infections and communicable diseases	Basic Introduction to HIV/AIDS Blood-borne Pathogens HIV/AIDS Infection Prevention Full Series Influenza Prevention and Preparedness MRSA IN Behavioral Health Settings	Human Services Workforce Development Compliance/OSHA Human Services Workforce Development Compliance/OSHA Compliance/OSHA Mental Health General
Appropriate use of standard or universal precautions	Infection Prevention Part 1	Compliance/OSHA
<b>Section 1.H.11 Health and Safety</b>		
If transportation provided, training of drivers regarding the organization's transportation procedures:		
	Defensive Driving Training Rules of the Road: Driving Safely	Compliance/OSHA Compliance/OSHA
<b>Section 1.I.5 Human Resources</b>		
The organization provides personnel training at orientation and regular intervals:		
The identified competencies needed by personnel	Organization to determine needed training based on position held	
Confidentiality requirements	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	Compliance/OSHA
Customer service	Customer Relations	Compliance/OSHA
Diversity	Cultural Competence for the DSP Cultural Diversity	DSP Core Curriculum Compliance/OSHA

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 1.1.5 (cont.)</b>		
Diversity (cont.)	Cultural Issues in Mental Health Treatment for Paraprofessionals Valuing Diversity in the Workplace	Paraprofessionals in Behavioral Health Workforce Skills and Development
Ethical codes of conduct	Corporate Compliance and Ethics Corporate Compliance and Ethics for Paraprofessionals Deficit Reduction Act Compliance Therapeutic Boundaries Therapeutic Boundaries for Paraprofessionals	Compliance/OSHA Paraprofessionals in Behavioral Health Workforce Skills, Supervision and Management Human Services Workforce Development Paraprofessionals in Behavioral Health
Promoting wellness of the persons served: --behavioral health  --developmental disabilities	Coordinating Primary Care Needs of People with SMI Dental and Oral Health for Individuals with MI Nutrition and Exercise for Clients with MI  Dental and Oral Health for Individuals with Developmental Disabilities Responding to the Health Care Needs of Individuals with Intellectual and Developmental Disabilities	Serious Mental Illness, Recovery and Rehabilitation Mental Health General Paraprofessionals in Behavioral Health  DSP Core Curriculum DSP Core Curriculum
Person centered practice: --behavioral health  -developmental disabilities	Person-Centered Planning  Application of the Personal Outcome Measures for Behavioral Health Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children Learning about People - Interviewing Techniques  Looking at the Data - Decision-Making around Personal Outcome Measures Assisting People with Intellectual and Developmental Disabilities in Choice Making People with Disabilities: Building Relationships and Community Membership Person Centered Planning for Individuals with Developmental Disabilities Supporting Everyday Lives for People with Disabilities	Human Services Workforce Development  Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum DSP Core Curriculum

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 1.1.5 (cont.)</b>		
-developmental disabilities (cont.)	Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part II: Adult and Senior Years  The Power of Personal Outcome Measures  Using Personal Outcome Measures in Planning for People	DSP Core Curriculum  DSP Core Curriculum  Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management
Personal privacy	HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions	Compliance/OSHA
Reporting of suspected abuse and neglect	Abuse  Elder Abuse  Identifying and Preventing Child Abuse and Neglect  Identifying and Preventing Dependent Adult Abuse and Neglect	Human Services Workforce Development  Older Adults  Children, Youth and Families  Human Services Workforce Development
Rights of the persons served	Client/Patient Rights	Compliance/OSHA
Rights of personnel	Discrimination in the Workplace: What Supervisors Need to Know  FLSA: What Supervisors Needs to Know  FMLA – What Supervisors Need to Know  Sexual Harassment/Discrimination –Prevention for Employees	Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management  Workforce Skills, Supervision and Management  Compliance/OSHA
Unique needs of the persons served	Courses should be selected based on the characteristics and needs of persons served	
<b>SECTION 2: QUALITY INDIVIDUALIZED SERVICES AND SUPPORTS</b>		
<b>Section 2.A.13 Program/Service Structure</b>		
Personnel are trained in the use of positive interventions.		
	Crisis Management  Crisis Management for Paraprofessionals  Crisis Intervention for Individuals with Developmental Disabilities  Overview of the Principles of Positive Behavior Support for Direct Support Professionals  WRAP One on One	Human Services Workforce Development  Paraprofessionals in Behavioral Health  DSP Core Curriculum  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 2.A.13 (cont.)</b>		
Personnel are trained in the use of positive interventions (cont.)	WRAP Values and Ethics: Mental Health Recovery and WRAP WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP: Early Warning Signs WRAP: Triggers and Triggers Action Plan WRAP: When Things are Breaking Down Action Plan	Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 2.A.14 Program/Service Structure</b>		
If restrictions are placed on the rights of a person served, staff members are trained in their use.		
	Organization-Customized Course	
<b>Section 2.G.10 Children and Adolescents Specific Population Designation</b>		
Personnel receive training, as appropriate to the service:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention Overview of the Principles of Positive Behavior Support for Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Learning styles	Basic Communication and Conflict Management Skills	DSP Core Curriculum
Social and emotional needs	Recovery Promoting Relationships Supporting Everyday Lives for People with Disabilities	Human Services Workforce Development DSP Core Curriculum
The effects of separation and placement on children	Grief and Loss	Human Services Workforce Development
Health and nutrition	Dental and Oral Health for Individuals with Developmental Disabilities Nutrition and Exercise for Children's Services Paraprofessionals Nutrition and Exercise for Clients with MI	DSP Core Curriculum Paraprofessionals Working with Children Paraprofessionals in Behavioral Health
Applicable legal issues	Identifying and Preventing Child Abuse and Neglect	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 2.G.10 (cont.)</b>		
Methods of communication	Alternative Communication Strategies	DSP Core Curriculum
	Therapeutic Communications	Human Services Workforce Development
Crisis situations	Crisis Management	Human Services Workforce Development
	Crisis Intervention for Individuals with Developmental Disabilities	DSP Core Curriculum
Family support practices	Family Assessment and Intervention	Human Services Workforce Development
	Overview of Family Psychoeducation: Evidence-Based Practices	Human Services Workforce Development
	Engaging Fathers in Children's Lives Part 1: An Overview	Children, Youth and Families
	Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice	Children, Youth and Families
	Engaging Fathers in Children's Lives Part 3: Advanced Techniques	Children, Youth and Families
	Making Parenting Matter Part 1	Children, Youth and Families
Making Parenting Matter Part 2	Children, Youth and Families	
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles	Children, Youth and Families
Other Specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 2.H.5 Older Adults Specific Population Designation</b>		
Staff members are trained in aging processes		
	Age-Specific Care	Human Services Workforce Development
	Alzheimer's Disease	Older Adults
	Depression in Late Life	Older Adults
	Developmental Milestones and Common Mental Health Issues of Adults and Seniors	Older Adults
<b>SECTION 3: EMPLOYMENT AND COMMUNITY SERVICES</b>		
<b>Section 3.A Employment Planning Services (EPS)</b> <b>Section 3.B Evaluation Services (Comprehensive Vocational Services (CVE) &amp; Targeted Employment Screening (TES))</b> <b>Section 3.C Community Employment Services (Job Development (CES:JD), Employment Supports (CES:ES), Personnel Services to Employers (CES:PSE))</b> <b>Section 3.D Self-Employment Services (SES)</b> <b>Section 3.E Employee Development Services (EDS)</b> <b>Section 3.F Employment Skills Training Services (EST)</b> <b>Section 3.G Organizational Employment Services (OES)</b> <b>Section 3.H Affirmative Business Enterprise (ABE)</b>		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3: Employment And Community Services (cont.)</b>		
These courses are relevant to agencies providing various types employment services		
	Creating Community Careers Part 1: Introduction to Customized Employment	Employment Support
	Creating Community Careers Part 2: Discovering Personal Genius	Employment Support
	Creating Community Careers Part 3: Customized Job Development	Employment Support
	Creating Community Careers Part 4: Interest-Based Negotiation for Customized Employment	Employment Support
	Creating Community Careers Part 5: Systematic Instruction	Employment Support
	Customized Self-Employment Part 1: An Introduction	Employment Support
	Customized Self-Employment Part 2: Discovering Personal Genius for Self-Employment	Employment Support
	Customized Self-Employment Part 3: Business Feasibility, Marketing, and Sales	Employment Support
	Customized Self-Employment Part 4: Business Plan Development	Employment Support
	Customized Self-Employment Part 5: Business Financial Planning and Benefits Planning	Employment Support
	Employment Support for Individuals with Developmental Disabilities	DSP Core Curriculum
	Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding	Workforce Skills, Supervision and Management
	Evidence-Based Practices in Supported Employment Part 2: Supporting Employed Consumers	Workforce Skills, Supervision and Management
<b>Section 3.I.10 Child and Youth Services (CYS)</b>		
Personnel receive training that covers, as appropriate to the services:		
Child growth and development	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior support skills	Best Practices: Behavior Support and Intervention Overview of the Principles of Positive Behavior Support for Direct Support Professionals	Children, Youth and Families DSP Core Curriculum
Learning styles	Communication Skills and Conflict Management for Children's Services Paraprofessionals Basic Communication and Conflict Management Skills Therapeutic Communications	Paraprofessionals Working with Children DSP Core Curriculum Human Services Workforce Development
Social and emotional needs	People with Disabilities: Building Relationships and Community Membership Strength Based Perspectives for Children's Services Paraprofessionals	DSP Core Curriculum Paraprofessionals Working with Children

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.I.10 (cont.)</b>		
The effects of separation and placement on children	Attachment Disorders and Treatment Approaches  Grief and Loss	Children, Youth and Families  Human Services Workforce Development
Health and nutrition	Nutrition and Exercise for Children's Services Paraprofessionals	Paraprofessionals Working with Children
Applicable legal issues	Identifying and preventing Child Abuse and Neglect	Children, Youth and Families
Methods of communication	Alternative Communication Strategies  Communication Skills and Conflict Management for Children's Services Paraprofessionals  Basic Communication and Conflict Management Skills	DSP Core Curriculum  Paraprofessionals Working with Children  DSP Core Curriculum
Crisis situations	Calming Children in Crisis  Crisis Intervention for Individuals with Developmental Disabilities	Children, Youth and Families  DSP Core Curriculum
Family support practices	Family Assessment and Intervention  Safety Crisis Planning For At-Risk Adolescents and Their Families	Human Services Workforce Development  Children, Youth and Families
Family systems theory	Brief Strategic Family Therapy Part 1: Theory and Principles  Brief Strategic Family Therapy Part 2: Clinical Techniques	Children, Youth and Families  Mental Health General
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 3.J.7 Family-Based/Shared Living Supports</b>		
Foster family providers receive training to meet the identified needs of the persons served that covers:		
Human growth and development and how to best support it	Developmental Stages: Infancy through Adolescence	Children, Youth and Families
Behavior supports	Best Practices: Behavior Support and Intervention  Calming Children in Crisis  Overview of the Principles of Positive Behavior Support for Direct Support Professionals  Supportive Strategies for Promoting Positive Behavior in Youth: Module 1	Children, Youth and Families  Children, Youth and Families  DSP Core Curriculum  Children, Youth and Families
Learning styles	Basic Communication and Conflict Management Skills	DSP Core Curriculum
Cultural diversity	Cultural Competence for the DSP  Cultural Issues in Mental Health Treatment for Paraprofessionals	DSP Core Curriculum  Paraprofessionals in Behavioral Health
Applicable legal issues	Identifying And Preventing Child Abuse And Neglect	Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.J.7 (cont.)</b>		
Methods of communication	Alternative Communication Strategies Basic Communication and Conflict Management Skills Therapeutic Communications	DSP Core Curriculum DSP Core Curriculum Human Services Workforce Development
Physical limitations and accommodations needed, if applicable	Organization-Customized Course	
Parenting skills, when needed	Making Parenting Matter Part 1 Making Parenting Matter Part 2	Children, Youth and Families Children, Youth and Families
Other specific needs	Courses should be selected based on the characteristics and needs of persons served	
<b>Section 3.R.2 Support Services for Autism Spectrum Disorder</b>		
Training is provided for staff on:		
Understanding ASD as a pervasive developmental disorder	Autism Overview Psychological Assessment of ASD	Developmental Disability General Developmental Disability General
Evidence-based/generally accepted interventions for ASD	CBT for Adult Asperger Syndrome Changing ASD By Creating Positive Behaviors Ways to Support Individuals with Autism	Developmental Disability General Developmental Disability General Developmental Disability General
Needs of families with children with ASD	Mental Wellness: A Critical Element in the New DD Service	Developmental Disability General
Methods to integrate medical services, behavioral treatment, and community services/supports provided to persons with ASD	Effective Behavior Support for Individuals with HFA and Asperger's Treatment of Behavioral Health Problems for Individuals with ASD	Developmental Disability General Developmental Disability General
Communication techniques	Alternative Communication Strategies Social Skills Training with Children and Adolescents with Autism Spectrum Disorders	DSP Core Curriculum Developmental Disability General
<b>Section 3.S.2 Behavioral Consultation Services (BCS)</b>		
The direct services staff involved in the person's life are trained on specific behavioral change strategies/techniques		
	Wrap One on One Best Practices: Behavior Support and Intervention Calming Children in Crisis	Serious Mental Illness, Recovery and Rehabilitation Children, Youth and Families Children, Youth and Families

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.S.2 (cont.)</b>		
Staff are trained on specific behavioral change strategies/techniques (cont.)	Communication Skills and Conflict Management for Children's Services Paraprofessionals Crisis Management Basic Communication and Conflict Management Skills Externalizing Disorders: Disruptive Youth Principles of Positive Behavior Support for Children's Services Paraprofessionals Strategies for Supervisors: Reducing Restraint and Seclusion Supportive Strategies for Promoting Positive Behavior in Youth: Module 1 Supportive Strategies for Promoting Positive Behavior in Youth: Module 2 Supportive Strategies for Promoting Positive Behavior in Youth: Module 3 WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP One on One WRAP: Triggers and Triggers Action Plan WRAP: When Things Are Breaking Down Action Plan	Paraprofessionals Working with Children Human Services Workforce Development DSP Core Curriculum Children, Youth and Families Paraprofessionals Working with Children Children, Youth and Families Children, Youth and Families Children, Youth and Families Children, Youth and Families Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 3.S.21 Behavioral Consultation Services (BCS)</b>		
Training in the use of adaptive devices and equipment is provided to personnel when applicable		
	Organization-Customized Course	
<b>Section 3.T.3 Comprehensive Benefits Planning (CBP)</b>		
All new benefits planning specialists are trained on competency in:		
Technology options, disability specific concerns, legislation related to benefits, services, state provincial and federal programs, informed choices about work, work incentive programs, health benefits from government and employers, resources available for tax-related questions or issues		
Legislations related to benefits	Social Security Disability Benefits and Work: Address Fears and be Part of the Solution Supplemental Security Income and Work: Address Fears and be Part of the Solution	
Service provision ethics	Corporate Compliance and Ethics	Compliance/OSHA

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.V.2 Personal Supports Services (PSS)</b>		
Personnel receive training that includes:		
Promoting consumer-directed supports and advocating for the needs of persons served	Assisting People with Intellectual and Developmental Disabilities in Choice Making  Principles and Practices of Effective Direct Supports  WRAP One on One	DSP Core Curriculum  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation
Guidelines for participating in the service planning for persons served, when applicable	Person-Centered Planning  Person Centered Planning for Individuals with Developmental Disabilities	Human Services Workforce Development  DSP Core Curriculum
Where appropriate, supportive therapeutic techniques	Basic Communication and Conflict Management Skills  Therapeutic Communications	DSP Core Curriculum  Human Services Workforce Development
Safety training in: - First Aid/CPR  -Biohazards	First Aid Refresher CPR Refresher  Blood-borne Pathogens Hazardous Chemicals	Compliance/OSHA Compliance/OSHA  Compliance/OSHA Compliance/OSHA
- Physical hazards  -Body mechanics, if applicable	Environmental Safety for Children's Services Paraprofessionals  Environmental Safety for Individuals with Developmental Disabilities  Fire Safety  Environmental Safety in the Workplace	Paraprofessionals Working with Children  DSP Core Curriculum  Compliance/OSHA  Compliance/OSHA
If transportation provided, where applicable: - proper seat restraints/ car seat installation - Wheelchair tie-downs -Safe driving techniques	Organization-Customized Course Organization-Customized Course Defensive Driving Training Rules of the Road: Driving Safely	Compliance/OSHA Compliance/OSHA
<b>Section 3.V.4 Personal Supports Services (PSS)</b>		
Training in the use of adaptive devices and equipment is provided to personnel when applicable		
	Organization-Customized Course	
<b>Section 3.Z.4 Home and Community Services (HCS)</b>		
Personnel demonstrate competencies in the delivery of home and community services, including:		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 3.Z.4 (cont.)</b>		
Addressing the unique needs of persons served	Courses should be selected based on the characteristics and needs of persons served	
Communication with persons served and their families/support systems	Therapeutic Communications	Human Services Workforce Development
Communication with other providers serving the persons served	Case Management for Paraprofessionals	Paraprofessionals in Behavioral Health
Facilitating active involvement of the persons served and families/support systems in the service delivery process	Person-Centered-Planning  Person Centered Planning for Individuals with Developmental Disabilities  Using Personal Outcome Measures in Planning for People	Human Services Workforce Development  DSP Core Curriculum  Workforce Skills, Supervision and Management
Facilitating behavioral supports	Best Practices: Behavior Support and Interventions  Overview of the Principles of Positive Behavior Support for the Direct Support Professional  WRAP One on One	Children, Youth and Families  DSP Core Curriculum  Serious Mental Illness, Recovery and Rehabilitation
Facilitating cognitive interventions	Alzheimer's Disease  Systematic Instruction Strategies	Older Adults  DSP Core Curriculum
Handling developmental/life transitions	Age-Specific Care  Developmental Stages: Infancy through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part I: Birth through Adolescence  Supporting Quality of Life for a Person with Developmental Disabilities Part II: Adult and Senior Years	Human Services Workforce Development  Children, Youth and Families  DSP Core Curriculum  DSP Core Curriculum
Knowledge of community resources	Organization-Customized Course	
Recognition and reporting of suspected abuse and neglect	Identifying And Preventing Child Abuse And Neglect  Identifying and Preventing Dependent Adult Abuse and Neglect	Children, Youth and Families  Human Services Workforce Development
Setting and maintaining professional boundaries	Therapeutic Boundaries for Paraprofessionals	Paraprofessionals in Behavioral Health
<b>SECTION 4: PSYCHOSOCIAL REHABILITATION PROGRAMS</b>		
<b>Section 4.A.19 Program/Service Structure</b>		
Competency-based training and assessment of personnel providing direct services includes:		

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 4.A.19 (Cont.)</b>		
Areas that reflect the specific needs of the person served	Courses should be selected based on the characteristics and needs of persons served	
Clinical skills that are appropriate to the position	A Culture-Centered Approach to Recovery Barriers to Recovery Goals, Values and Guiding Principles of psychosocial Rehabilitation Promoting Recovery in Mental Health Treatment Understanding Recovery	Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
Person-centered plan development	Documenting the Treatment Planning Process Person-Centered Planning	Human Services Workforce Development Human Services Workforce Development
Interviewing skills	Family Assessment and Intervention Motivational Interviewing	Human Services Workforce Development Human Services Workforce Development
Program-related research-based treatment approaches	Evidence-Based Practices in Supported Employment Part 1: Principles and Practices for Job Finding Evidence-Based Practices in Supported Employment Part 2: Supporting Employed Consumers Illness Management and Recovery: Evidence-Based Practices Integrated Treatment for Co-Occurring Disorders Part 1--EBP Integrated Treatment for Co-Occurring Disorders Part 1--EBP Overview of Assertive Community Treatment: Evidence-Based Practices Overview of Family Psychoeducation: Evidence-Based Practices WRAP One on One	Workforce Skills, Supervision and Management Workforce Skills, Supervision and Management Mental Health General Mental Health General Mental Health General Serious Mental Illness, Recovery and Rehabilitation Human Services Workforce Development Serious Mental Illness, Recovery and Rehabilitation
<b>Section 4.B.2 Medication Use</b>		
Personnel providing direct service to receive ongoing training regarding medications		
	Overview of Medications for Paraprofessionals Overview of Psychopharmacology Recognizing EPS and Tardive Dyskinesia	Paraprofessionals in Behavioral Health Behavioral Health Introductory Serious Mental Illness, Recovery and Rehabilitation

CARF Training Standard	Essential Learning Course Equivalent	Category
<b>Section 4.C.2 Nonviolent Practices</b>		
Direct service or front-line personnel receive documented initial and ongoing competency-based training:		
2. All direct service or front line personnel receive initial and on-going training:	Crisis Management WRAP: Advance Directive/Crisis Mgt Plan WRAP: Creating a Wellness Toolbox WRAP: Developing a Daily Maintenance Plan WRAP: Early Warning Signs WRAP: Triggers and Triggers Action Plan WRAP: When Things Are Breaking Down Action Plan	Human Services Workforce Development Serious Mental Illness, Recovery and Rehabilitation Serious Mental Illness, Recovery and Rehabilitation
<b>Section 4.C.3 Nonviolent Practices</b>		
Personnel involved in the direct administration of seclusion or restraint receive documented initial and ongoing competency-based training.		
	Organization-Customized Course	