



The Corrections Online Training Collaborative (COTC) is a cooperative venture of the premier associations serving the correctional industry. The COTC association members work with the largest online staff training company in the human services sector ( Essential Learning) . COTC members have joined together to bring high quality, cost effective staff training solutions to the each association's members and other interested organizations. COTC was founded by the *American Correctional Association* and Essential Learning. In late 2009 , the *American Jail Association* joined COTC. COTC member associations recognize that their members agencies and correctional professionals need relevant, high quality, cost effective trainings. COTC association members provide content and Essential Learning builds interactive online courses and maintains the association's online training platforms .

# Corrections Staff Training

May 2010



# Corrections Staff Training Library

There are currently more inmates with mental health problems than there are patients in US psychiatric hospitals. More than 1.2 million inmates – over 50% of the entire prison population – have psychiatric diagnoses. Three quarters of these inmates also have a co-occurring substance abuse disorder that further complicates their management and rehabilitation. The number of inmates with psychiatric conditions has quadrupled in the last ten years, creating an urgent need for corrections professionals to develop an understanding and competence in dealing effectively with this very challenging prison population. Correctional facilities around the country are adopting E-Learning strategies to:

- Efficiently provide staff orientation.
- Increase compliance with state and federal regulatory training mandates.
- Prepare for and maintain American Correctional Association, Bureau of Prisons, and National Commission on Correction Healthcare accreditation.
- Expand continuing education opportunities for their staff.

The ease of accessibility, tracking employee trainings, and generating reports for compliance audits are factors that make E-Learning an ideal means to meet ongoing training, accreditation mandates, and compliance goals in your organization.

Essential Learning courses are interactive and designed to accommodate various learning styles. Courses include a post-test to measure student comprehension as well as a course survey to gather student feedback. All courses can be easily customized with additional sections and your applicable policies and procedures to accommodate your specific organizational needs.

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**Safety & Security**

Course Name	Course Description	Credit Hours	Accreditations
Co-Occurring Disorders: An Overview for Corrections Professionals	As a corrections professional, it is very likely that you have worked with a number of inmates who have co-occurring diagnoses (also called dual disorders or dual diagnosis). The term, "co-occurring diagnosis" means that a person has both a severe mental illness as well as a substance abuse disorder. This course will give the "brass tacks" about how to identify, manage, and better understand how to work effectively with offenders who have co-occurring disorders. You'll have the chance to apply what you've learned in question-and-answer as well as vignettes about real-life situations involving inmates with co-occurring disorders.	1.5	ACA
Crisis Management for Corrections Professionals	This course gives you the essential skills you need to identify the basic elements of crisis management. During this training, you will learn a framework to understand the steps in managing, intervening, and stabilizing a crisis situation in a correctional facility. Additionally, you will also gain crucial knowledge about how to assist prisoners to develop a crisis prevention plan. By taking this course and applying your knowledge to the real-life exercises you will complete, you will be better able to manage the inevitable crises that you face on the job.	2.5	ACA
Disciplining Offenders: Enforcing Rules and Regulations (ACA)	Maintaining a safe, orderly correctional facility involves careful attention to the rules and regulations about how to manage offenders. In this course, you will learn specific techniques to enforce rules and regulations so as to effectively handle serious offender incidents. This training gives you key information regarding ways to use control in enforcing rules and regulations. You will also learn how to engage in tasks that correctional officers may need to know in order to complete an offender's disciplinary hearing. Armed with this information, you will be well-prepared to appropriately enforce rules and regulations to maintain control and order at your facility.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Disciplining Offenders: Report Writing (ACA)	In this course, we examine how to write good reports. After completing this course, you should be able to write an effective report that meets the standards of both the correctional and legal professions. In corrections, your success in the profession depends largely on your ability to communicate effectively. You may witness or participate in many serious or potentially serious situations, and your documentation of exactly what occurred is crucial for future reference. Just as important, your ability to write what you saw or heard will not only increase your effectiveness but also may decrease your personal liability and reduce lawsuits.	2	ACA
Emergency Preparedness	It is important to be prepared for all types of emergencies, whether it be a natural disaster such as a fire or major storm, or a technological emergency, such as a power outage. The purpose of this course is to show you the importance of recognizing, planning and responding to an emergency situation. In this brief course, you will have an opportunity to practice what you learn in interactive exercises. This will help you be more prepared should an emergency occur at your facility.	1	ACA, ANCC, NADSP, 10, 14, 16
Emergency Preparedness in the Corrections Setting	Especially in a corrections facility, it is important to be prepared for all types of emergencies, whether it be a natural disaster such as a fire or major storm, or a technological emergency, such as a power outage. The purpose of this course is to show you the importance of recognizing, planning and responding to an emergency situation in a corrections setting. In this brief course, you will have an opportunity to practice what you learn in interactive exercises. This will help you be more prepared should an emergency occur at your facility.	1	ACA



Course Name	Course Description	Credit Hours	Accreditations
Ethical Behavior in Corrections: Best Practices (ACA)	In this course, we define the term, “ethics” and describe the two basic ethical theories. We also examine the concept of ethical or principle-based management. We define the term discretion and explain how officers can make effective ethical decisions in situations that require discretion. We discuss how principle-based management is the key to ensuring an ethical correctional institution. We will review four basic types of ethical dilemmas and three principles of ethical decision making. Finally, before making a final decision, we will discuss using ethical checklists and test our gut reaction using the bell, book, and candle technique. Making ethical decisions is often tricky, so this training includes concrete interactive exercises to help you practice what you have learned. By thinking your way through these scenarios that you may face in your own setting, this training is a giant stride toward keeping yourself – and those you supervise – safe.	3	ACA
Fire Safety	This series covers: Fire Hazards, Environmental Controls, Fire Extinguishers, Fire Procedures, Fire Alarm Procedures, and Evacuation Procedures. A Spanish version is available.	3	ACA, ANCC, NADSP, 10, 14, 16
Fire Safety in Corrections	Especially in a corrections facility, it is essential to be prepared in case of a fire. Many inmates have special needs that make them especially vulnerable in a fire emergency, thus increasing the risk of fire casualties. Corrections staff must make every effort to prevent fires from starting and must be prepared to respond if a fire breaks out. This course covers the basic elements of fire safety needed to help keep corrections facilities safe. However, you should always be familiar with and follow the policies and procedures for YOUR facility in the case of a fire.	1.5	ANCC, ACA, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Maintaining Security Part 1 (ACA)	Security is the most important part of your job as a corrections professional. Having a comprehensive security plan in place is the best way to protect everyone in a corrections facility. There are a number of precautions that can take in order to ensure that your facility is safe. Every task that you complete from conducting counts of prisoners to controlling contraband plays a vital important role in protecting all those who live and work in a corrections facility. This course gives you and overview of best practices in a security along with a series of exercises that challenge you to apply what you have learned. With this information in mind, you are certain to play a positive role in keeping your facility as safe as it can be.	2	ACA
Maintaining Security Part 2 (ACA)	Correctional officers are on the front line in managing offenders' behavior and, therefore, are responsible for preventing or stopping illegal behavior or activities from occurring. The over-arching goal of this course is to help correctional officers fulfill this responsibility by learning how to conduct effective patrols and proper searches.	2.5	ACA
Predicting Violence and Threat Assessment	This course covers two main topics; the first is predicting future violence in general and then the more specific task of assessing the validity of a verbal threat.	3	ACA, ANCC, 10, 14, 16
Security and Offender Management: Escorting and Transporting Offenders (ACA)	Correctional officers usually are responsible for supervising outside work details, as well as escorting and transporting offenders between facilities, or to and from locations inside or outside the facility. Depending upon your assignment, you may escort an offender or group of offenders by yourself or with another officer. Above all, the safety of the public is always critical. In this course, we explore how to escort and transport offenders properly.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Security and Offender Management: Preventing and Responding to Emergencies (ACA)	This course gives you concrete information about how correctional facilities plan for and respond to emergencies. By examining the correctional officer's role in preventing and responding to emergencies, you will be well prepared to keep yourself and those under your watch safe and secure.	2.5	ACA
Security and Offender Management: Preventing Escapes (ACA)	<p>Unfortunately, no correctional facility is escape-proof. Nothing brings an institution to its knees faster than when the escape alarm is sounded, the count does not clear, and an offender is discovered missing. Imagine what you might do if one the following were to happen in your facility:</p> <ul style="list-style-type: none"> <li>• You are assigned to supervise a work crew, but cannot account for one of the offenders.</li> <li>• An offender in an officer's uniform overtakes an officer and rushes out the front gate.</li> <li>• An officer discovers a breach in the perimeter fence, and an offender is missing.</li> </ul> <p>Escapes can occur not only from inside the facility, but outside the facility as well. For example:</p> <ul style="list-style-type: none"> <li>• An offender might escape by assaulting a transportation officer during a hospital visit.</li> <li>• An offender on an outside work crew manages to slip away.</li> </ul> <p>This course gives you the information you need to identify the offenders who are most prone to escape, along with in-depth details about how to deploy the equipment you need to prevent escapes. You will also learn concrete best practices regarding how to communicate with staff about a potential escape plan. By taking the interactive exercises, thinking through the vignettes, and completing the post-test questions for this course, you will be armed with the tools you need to keep yourself and your offenders safe.</p>	2.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Security and Offender Management: Supervising Offenders in Programs and on Work Details (ACA)	When you are supervising offenders during work details and activities, you must pay close attention to security measures, regardless of the type of work detail or activity. Maintaining security and good order is your primary responsibility. In this course, we will examine the correctional officer's responsibilities in supervising offenders in programs and on work details.	2	ACA
Security and Offender Management: Using Force in the Correctional Environment (ACA)	This course gives you the basics of how and when to use force with offenders in the correctional environment. By familiarizing yourself with the different levels of force, reasons for videotaping forced cell extractions, and legal bases that offender can use for lawsuits, you can be more effective and strategic in situations that call for use of force. The interactive exercises and case studies in this course give you opportunities to apply what you have learned so that you will be able to use this info in your own setting.	2	ACA
Sexual Abuse and Assault Intervention (PREA)	This course will give you the knowledge you need in order to comply with the Prison Rape Elimination Act (PREA) that was signed into law on September 3, 2003. The components of this course will be directed toward education about PREA that is needed for detention staff for day to day operations and management of sexual abuse. Focus will be on a zero tolerance standard for the incidence of rape in jails and prisons in the United States. This course will give you the information you need to identify, prevent, and manage sexual abuse/assault/rape and or sexual misconduct among inmates and between staff and inmates. Beyond learning the "letter of the law," you will learn concrete techniques that you can apply on-the-job. This training will also give you the chance to apply your knowledge in a series of interactive exercises that test your understanding of the material you will learn.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Supervising Offenders in Segregation Units (ACA)	Segregation units house violent, escape-prone, and disruptive offenders. As a supervisor of this special population of offenders, you must be well informed of the rules and regulations maintained when disciplining procedures are in place. By the end of this training, you will know the basic guidelines to follow while you're working in segregation units. You will know how to deal with verbal abuse in an effective manner. This course will also teach you basic safety and security procedures within a segregation unit. Embedded within this course are many opportunities to practice what you have learned. Vignettes, short quizzes, and other interactive exercises give you the opportunity to apply what you learn so that you can easily adapt these competencies to your own setting.	2.5	ACA



## Medical Information for Correctional Officers

Course Name	Course Description	Credit Hours	Accreditations
Basic Introduction to HIV/AIDS	This course provides a comprehensive overview of HIV and AIDS, including the most common methods of transmission, the signs and symptoms and the difference between the infection and the disease. It is intended as a basic training for all staff on the issues related to HIV and AIDS in the healthcare setting.	2	AAMA, ACA, ANCC, CCB, NAADAC, OCDP, 10, 11, 12, 13, 14, 16, 17
Bloodborne Pathogens	This course describes the steps an employee should take if they are exposed to blood borne pathogens. This course also discusses ways to prevent the spread of germs and disease by using the correct techniques for routine hand hygiene. This course is contained within Infection Control - Full Series and Infection Control Part 2.	1	ACA, ANCC, CCB, NADSP, 10, 14, 16
Confidentiality of Health Information in Correctional Facilities	As a correctional staff member, you know that the medical record is the link between the inmate's care in the community and in the correctional institution. When a person enters the correctional facility, s/he does not give up the right to privacy or confidentiality. While communicating all necessary information in your day to day work with an inmate, it's essential you protect her/his health information. This course will assist you in maintaining the privacy of those you manage.	1.5	ACA, ANCC, 10, 14, 16
CPR Refresher	This course reviews the proper procedure for performing Adult CPR and reviews the signs and symptoms of an individual who is need of CPR.	1	ACA, NADSP

Course Name	Course Description	Credit Hours	Accreditations
First Aid in Corrections	Accidents happen. Someone chokes on an ice cube or gets stung by a bee. It is important to know how to aid a inmate suffering from a non-life-threatening injury as well as when to call contact medical services. While waiting for help to arrive, you may be able to save someone's life. This course will help you better understand and act within a variety of first aid situations. In this course, you will also have a chance to practice what you have learned through interactive exercises, which are designed to help you remember the information that you have learned.	5.5	ACA
First Aid Refresher	This course will provide a refresher training on first aid. It will help you know how to help a victim suffering from variety of non-life threatening situations as well as when to call 911.	5.5	ACA, ANCC, NADSP, 10, 14, 16
Infection Control Part 1	This course provides basic information on transmission of diseases, how to prevent transmission through use of correct precautions and how to identify, label and dispose of hazardous waste. This course is contained within Infection Control - Full Series.	2	ACA, ANCC, NADSP, 10, 14,16
Infection Control Part 2	This course describes the difference between Hepatitis B& C and the ways in which they are transmitted. It also describes the differences between HIV and AIDS and prevention methods for HIV. The risk of exposure to Tuberculosis is discussed and the use of transmission-based precautions to prevent the spread of TB. Procedures to take in the event of an exposure to a blood-borne pathogen are reviewed. This course is contained within Infection Control - Full Series.	2	ACA, ANCC, NADSP, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Intoxication and Withdrawal for Corrections Officers	<p>This course gives you a clear understanding of the importance of recognizing the need for close supervision of inmates suffering from alcohol/drug intoxication. People who appear to be under the influence of drugs and/or alcohol may actually be suffering from medical illnesses. Therefore, you need to learn how to distinguish between inmates who are intoxicated and those who have other serious medical problems. A related concern is that incarcerated individuals who are withdrawing from substances pose a serious risk to themselves and others. After completing this course, you will have concrete skills that will help you to prevent negative outcomes by observing behavior, taking proper precautions, and making appropriate referrals to the medical staff.</p>	1.5	ACA
Receiving Screening for Corrections Officers	<p>Effective health receiving for newly admitted inmates to a correctional facility is vital and essential to the facility's health care system and its safe operation.</p> <p>This course will help you develop interviewing, observation, and rapid screening skills. These skills are needed to conduct health screening at intake. The course will cover the importance and goals of health screening at intake as well as key requirements, observations and inquiries common to screening practices which meet national standards. During the course you will practice conducting a health screenings and making an appropriate dispositions. The course will prepare you to administer health screening at your facility under appropriate supervision and practice with your facility's form.</p>	2	ACA



Course Name	Course Description	Credit Hours	Accreditations
Women's Physical Health: Medical Issues, Infectious Diseases, and STDs	This training addresses on the medical health issues that are specific to women offenders. By familiarizing yourself with the components of a medical health care program along with the common medical issues, illnesses and symptoms that women offenders may have, you will know how to manage these offenders effectively. Cancer, heart disease, respiratory disease, diabetes, menstruation, pregnancy, infectious diseases, and sexually transmitted diseases are all concerns for incarcerated women, so you need to know how they impact female offenders. The interactive exercises in this course help you to apply the knowledge you gain along the way so that you will be able to use these new competencies effectively and efficiently in your facility.	3	ACA, ANCC, 10, 14, 16



## Mental Health Information for Correctional Officers

Course Name	Course Description	Credit Hours	Accreditations
Corrections and Mental Illness: An Overview for Corrections Officers (ACA)	Supervising offenders with mental disorders - especially those with a co-occurring disorder - is a challenge for correctional officers. This course examines the relationship between mental illness and mental health as well as the causes of each. During this training, you will learn the truth regarding common myths about mental illness, and you will also learn about the most common categories of mental disorders. This information will help you to more effectively work with inmates that have mental health issues.	2	ACA
Crisis Management	This course discusses the essential elements of crisis management and presents the steps for crisis intervention and stabilization. It also discusses ways to assist clients in developing an individualized crisis prevention plan.	2	ACA, ANCC, ASWB, CCB, Kentucky MFT, LBP, NAADAC, NBCC, PDH, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Grief and Loss in the Corrections Setting	Grief is something that everyone will experience at one time or another during their lifetime. When a person experiences a significant loss they are forced to deal with grief. For inmates these losses can be associated with people or things in the general community as well as losses associated with their lives in the correctional environment (death of a fellow inmate who was a long time friend). Inmates, who are already in a very stressful situation, may experience greater distress than other people when faced with problems including loss and death. As a correctional officer, you will meet inmates who have received news, witnessed events, or experienced significant personal losses and setbacks. This course will assist you in understanding the effects of grief and loss on inmates as well as those who care for them.	2	ACA



Course Name	Course Description	Credit Hours	Accreditations
Introduction to Mental Health Issues for Correctional Officers	As a correctional officer (CO), you play a key role in supporting appropriate treatment of offenders with mental disorders. Unfortunately, most COs receive very little training in this area, so this course is designed to give you concrete skills that are useful to CO's on the front-line. The competencies you will gain in this training will improve your overall awareness and responsiveness as a first responder for mentally disordered inmates. This introduction also focuses on promoting appropriate mental health referrals by COs with the aim of improving control and safety within the correctional setting. You will also be well-prepared to reduce the suffering associated with mental health concerns that go unrecognized and untreated. The scenarios and exercises you will take part in during this training will help you to apply the knowledge you gain as you work with offenders with mental health issues in your own facility.	2.5	ACA
Managing Sexual Offenders under Community Supervision	Managing sexual offenders under community supervision differs in several important ways from managing other offenders. This course is intended to provide the parole agent and/or probation officer with knowledge specific to the effective management of sexual offenders. This course will provide information about sex offender characteristics and methods for supervising sexual offenders under parole or probation in the community. You will learn how to approach supervision from a risk based perspective, with the goal of keeping the community safe while using available resources effectively. Following completion of this course you will be better equipped to understand the unique supervision needs of those persons on your caseload with a history of committing sexual abuse and sexual violence.	2.50	ACA



Course Name	Course Description	Credit Hours	Accreditations
Overview of PTSD for Corrections Officers	Post-Traumatic Stress Disorder (PTSD) is a widespread issue that afflicts men, women, and children from all walks of life. It is not uncommon for individuals to become incarcerated after experiencing a traumatic event. The information in this course is geared toward helping Correctional Officers to better understand how to work with offenders who are experiencing PTSD. It is very likely that you have encountered individuals living with PTSD in your facility, and this course gives you the basic facts you need to work effectively with these individuals. You will learn about the prevalence of PTSD, the criteria used to diagnose it, and an overview of current best practices in the treatments of PTSD. Armed with this information, you will be well-prepared to understand the role that PTSD symptoms can play in the lives of inmates.	2.5	ACA
Overview of Substance Abuse for Corrections Officers	This course describes commonly abused substances (alcohol, depressants, stimulants, opiates) in behavioral healthcare settings. It also presents strategies for promoting a drug-free workplace, effectively intervening with affected co-workers and seeking personal help.	2	ACA, ANCC, 10, 14, 16
Overview of Suicide Prevention for Corrections Professionals	This course is designed to give corrections professionals a clear understanding of the prevalence, risk factors, and prevention of suicide. The increased quantity and intensity of offenders' mental health issues has resulted in increased attempts by incarcerated individuals. In this course, you will learn about the latest research and best practices regarding suicide prevention methods with incarcerated individuals.	3.5	ACA

Course Name	Course Description	Credit Hours	Accreditations
Supervising Mentally Ill Offenders (ACA)	<p>Correctional officers have the difficult task of working on the front line with offenders who have demonstrated an inability or refusal to follow the laws of society and behave appropriately. Some offenders may be disrespectful to staff, self-absorbed, and full of anger. Other offenders may belong to gangs and participate in illegal activities such as drug trafficking and assaults. Still other offenders may find pleasure in manipulating staff and being disruptive. This course examines the difference between normal and abnormal behavior and identifies the common traits of individuals with mental disorders. It also looks at the factors in the correctional environment that influence mentally ill offenders and identifies the common signs of mental illness. Finally, it examines how to supervise these offenders effectively. Interactive exercises and vignettes throughout this training give you plenty of chances to practice applying what you have learned. Armed with these new competencies, you will be well-prepared to work safely and effectively with offenders who have mental health issues.</p>	2	ACA
The Twelve Steps	<p>This course provides an overview of the each of the twelve steps to counselors working in the addiction field. It assists professionals in developing a greater understanding of the twelve step programs and promotes empathy and understanding for participation in support groups.</p>	1	ACA , ANCC, ASWB, CCB, DCCB, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
<p>Understanding Addiction: An Overview for Corrections Professionals</p>	<p>This course gives you a clear understanding of the importance of recognizing the need for close supervision of inmates suffering from alcohol/drug intoxication. People who appear to be under the influence of drugs and/or alcohol may actually be suffering from medical illnesses. Therefore, you need to learn how to distinguish between inmates who are intoxicated and those who have other serious medical problems. A related concern is that incarcerated individuals who are withdrawing from substances pose a serious risk to themselves and others. After completing this course, you will have concrete skills that will help you to prevent negative outcomes by observing behavior, taking proper precautions, and making appropriate referrals to the medical staff.</p>	<p>2</p>	<p>ACA</p>
<p>Understanding Mental Health Treatment in the Corrections Setting (ACA)</p>	<p>With the large number of mentally ill offenders entering correctional facilities, providing treatment is becoming even more important. Many serious mental illnesses are persistent in nature, like diabetes, and require long-term treatment. Mental health staff help offenders manage their illness by treating the symptoms of their disorder(s). Once they become stable, offenders can learn how to cope with life and function successfully in society. The quizzes, interactive exercises, and short vignettes in this training will help you to work more effectively with inmates who have mental health problems.</p>	<p>2</p>	<p>ACA</p>
<p>Women Offenders and Mental Health Issues (ACA)</p>	<p>This course focuses on women's mental health disorders in correctional settings. By giving you concrete examples of myths and facts along with a national profile of women offenders and mental illness, you will gain a clear understanding of how the correctional environment affects these offenders. We also will identify the components of a comprehensive mental health program. Finally, we will discuss the common mental health disorders that women offenders may have and the role of the correctional officer in providing mental health care for them.</p>	<p>3.5</p>	<p>ACA, ANCC, 10, 14, 16</p>

## Special Needs Offenders

Course Name	Course Description	Credit Hours	Accreditations
Domestic Violence, Abuse, and Women Offenders	In this course, you will learn about violence against girls and women with a specific focus on the different types (emotional, physical, sexual) of abuse and their long-term effects. Many incarcerated girls and women have experienced intimate partner violence (also known as domestic violence), so you will be better equipped to work with them if you understand the cycle of domestic violence and why women stay in abusive relationships. Armed with this information, you will be much more likely to more effectively the girls and women in your facility.	2.5	ACA, ANCC, 10, 14, 16
Effective Communication for Correctional Supervisors: How to Hear and be Heard	Supervisors must rely upon their staff to complete tasks so that they meet - and exceed - performance standards. The key to ensuring that this process flows smoothly is effective communication. The over-arching goal of this course is to help correctional supervisors learn how to communicate with their staff on a daily basis. By taking this course, you will gain important insight into the fundamentals of successful communication, gender roles in communication, and active listening. Armed with this information, you will be able to communicate more effectively with your staff. key words: ACA, corrections, correctional, communication, supervisor, manager	2	ACA
Legal Issues and Women Offenders	People are living longer in the USA and the population in correctional facilities is aging. What do these changes mean for correctional professionals? In this course you will learn about the mental and physical health issues faced by the older inmate, how their adjustment in corrections is complicated by physical challenges they face, and key strategies you can use to more effectively promote their adjustment at your facility.	2	ACA, ANCC, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Managing Adult and Juvenile Offenders with Chronic Illness	In your role as a correctional officer/youth care worker, you are called upon to work with juveniles/adults with chronic illnesses. Your knowledge and comfort level dealing with the unique challenges that such individuals face has important implications for your safety, as well as the safety of that individual. In this course, you will learn how a chronic illness is different from other illnesses. You will also receive information about the most common chronic illnesses, along with specific ways to handle the situations associated with them. By completing the interactive exercises and real-world examples in this training, you will be well on your way to working as effectively as possible with adult and juvenile offenders with chronic illness.	2.00	ACA
Managing Inmates and Juveniles who Require Accommodations for Disabilities	As a correctional staff member, you are tasked on a daily basis to manage offenders with a variety of different disabilities. In this course, you will learn the basics of how the Americans with Disabilities Act (ADA) define a disability. You will also learn about the types of hearing, visual, physical, learning, developmental, and mental disabilities commonly encountered in facilities, including specific techniques to help manage them. This course will also describe common accommodations that are often made for inmates/juveniles with disabilities. Finally, we will address how ADA is involved and issues of meeting compliance. With this knowledge you'll become more effective in working with disabled offenders.	2	ACA, ANCC, 10, 14, 16
Mothers in Correctional Facilities	Mothers who are incarcerated present a special set of circumstances, so this interactive training several key factors for you to understand. By being familiar with factors including bonding, separation from children, and the presence of other caregivers in these offenders' lives, you will be better prepared to work effectively with mothers in correctional facilities.	1.5	ACA, ANCC, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
<p>Safe Management of Gay, Lesbian, Bisexual, Transgender, and Intersex Individuals in Corrections</p>	<p>Correctional officers provide custody, care, and control for all inmates regardless of race, religion, or sexual orientation. Inmates who are members of the Lesbian, Gay, Bisexual, Transgender, and Intersex community (LGBTQI) present unique challenges for correctional staff. When we try to define their sexual/romantic orientation, we often encounter various problems in pinning down this definition. Roughly 67% of LBGTQI inmates report being sexually assaulted, making them among the most vulnerable in the prison population. The information in this course will help you to will keep LGBTQI individuals safe along with the other inmates and staff at your facility. Through interactive games and quizzes, this course will teach you to feel more competent and confident working with LGBTQI individuals including adults, adolescents, and adults.</p>	<p>1.5</p>	<p>ACA, ANCC, 10, 14, 16</p>
<p>Understanding Women Offenders</p>	<p>Since 1995, the number of women offenders in prisons and jails has increased faster than the number of male offenders. Women in correctional settings may have special needs, so in order to effectively supervise them, you need to understand those needs- and how to manage them appropriately. This training gives correctional officers key information about women offenders with an emphasis on how these offenders create different challenges than male offenders.</p>	<p>2.5</p>	<p>ACA, ANCC, 10, 14, 16</p>



Course Name	Course Description	Credit Hours	Accreditations
Women Offenders and the Correctional Environment	This course addresses the issues that women offenders face in the correctional environment. You will review the operations of women's facilities and the role that each of the operations plays in providing for the safe, effective, humane operation of the facility. Although facilities may have different names for these operations - and may have some operations that are not included in the course - they will have similar functions. If your facility has operations that are not described in the course, you will need to identify how they fit into the other operations discussed. After covering operations, you will explore the similarities and differences in providing security and supervision for male and women offenders with a focus on how to provide gender-responsive solutions. By taking this training, you will be able to clearly describe benefits of women having work assignments, explain program services offered in women's facilities, and identify the important role of community involvement to incarcerated women.	2	ACA

**Medical and Mental Health Staff**

Course Name	Course Description	Credit Hours	Accreditations
Achieving Recovery For Those You Serve Through the Effective Use of WRAP	This course provides an overview about the different ways recovery is defined, how to use WRAP® to develop cooperative relationships and treatment plans with those you serve and, the importance of peers' participation in treatment. **Audio/Video Required	1	ACA, ANCC, ASWB, CCB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
Addiction: A Biopsychosocial Model	This course presents an overview of mind-altering drugs and the concept of instant gratification as they relate to abuse and addiction. It describes biological, psychological and social types of risk factors and how they relate to the cycle of addiction and discusses the progressive symptoms and stages of abuse and addiction.	3	ACA , ANCC, APA, ASWB, BREI, CCB, DCCB, IAODAPCA, Kentucky MFT, MSACCB, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Adopting A Primary Short Term Care Treatment Model	Increasingly behavioral health organizations are co-locating or providing services in primary care offices. These new arrangements can be difficult for staff coming from a mental health organization. What is the fundamental shift in how services are delivered that needs to be made? How do you introduce staff to the brief, short-term intervention model used in primary care? How do you mentor and support staff working in a new environment, at a different pace and in a different style? Learn how to excite your staff and your community about this new opportunity. **Audio/Video Required	1	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
All About WRAP® Including an Overview of the Research Findings and Values and Ethics	This webinar given by Dr. Mary Ellen Copeland reviews the fundamentals of WRAP and identifies the values and ethics of mental health recovery and WRAP. This video course also cites research findings that support WRAP. **Audio/Video Required	1	ACA, ANCC, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Alzheimer's Disease	This course covers the prevalence, risk factors and diagnostic criteria associated with Alzheimer's disease. It provides a review of brain anatomy thought to be involved in the progression of the disease and discusses the state of current research into causes and cures. It also discusses the effects the disease has on caregivers.	4	ACA, ANCC, APA, ASWB, CCB, Kentucky MFT, MN-MFT, NBCC, OASAS, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Anxiety Disorders: Diagnosis and Treatment	This course provides a comprehensive review of the diagnostic criteria and prevalence of the most commonly occurring anxiety disorders. The course discusses in detail the key elements in the evaluation process. Effective treatment modalities including medications are also covered, as well as trends for future research.	2	ACA, ANCC, ASWB, CCB, Kentucky MFT, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
ASAM Patient Placement Criteria	This course covers three main areas: The history leading to the development of the placement criteria, the theoretical foundations, the assessment dimensional criteria and levels of care training.	2	ACA, ANCC, APA, ASWB, BREI, CCB, DCCB, HADAD, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Beck Depression Inventory-II® In Health & Human Service Settings	The Beck Depression Inventory-II (BDI-II) is a widely-used self-report instrument that targets key areas of consumer concerns. This brief survey is the industry standard as a brief assessment that quickly and effectively supplements the information that clinicians have at hand to gain an understanding of consumers' functioning. In this course, you gain an in-depth understanding of how the BDI-II should - and should not- be used in health and human services settings. You will learn when to use the BDI-II as well as how to administer, score and interpret it. Interactive exercises and vignettes that apply what you learn help you really "drill into" the material so you can apply it in your work setting.	1.5	ACA, ANCC, ASWB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Bipolar Disorder	This course provides a comprehensive discussion of bipolar disorder, including symptoms, criteria for diagnosis, and theories about causation, suicide rates, and treatment options. It describes the most common medications used in treatment and effective psychosocial interventions. It also provides highly relevant information about diagnosis in children and adolescents.	4	ACA, ANCC, APA, ASWB, CCB, MN-MFT, NAADAC, NASW, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Co-Occurring Disorders	This course is intended to provide you an understanding of the relationship between co-occurring substance use and mental health disorders. Along the way, you will learn techniques to effectively assess consumers with Co-Occurring Disorders as well as strategies for understanding and enhancing consumer motivation for change. By taking this course, you will familiarize yourself with current developments in integrated treatments for Co-Occurring Disorders. You will have the opportunity to apply your new knowledge using interactive exercises, vignettes, and by responding to questions about what you've learned. Armed with this knowledge about current strategies for assessment and treatment, you will be able to provide consumers with high quality integrated care for Co-Occurring Disorders.	3	ACA, ANCC, ASWB, CCB, CCMC, DCCB, HADAD, IAODAPCA, MA-MFT, MCBAP, MSACCB, NAADAC, NASW, NBCC, OASAS, OCDP, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Cognitive Behavioral Therapy	This 2.5 hour course discusses the development and the principles of cognitive behavioral therapy and explains the application of CBT to client who present with various issues including addiction, depression, anxiety, adjustment issues and personality disorders.	2.5	ACA, ANCC, APA, ASWB, CCB, LBP, NBCC, OASAS, OK-LMFT, OK-LPC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16

Course Name	Course Description	Credit Hours	Accreditations
Cognitive Processing Therapy for PTSD in Veterans & Military Personnel	In this course we will review one of the most effective treatments for individuals who have PTSD: Cognitive Processing Therapy (CPT). CPT is an evidence-based, short-term treatment for PTSD. A form of cognitive-behavioral treatment, CPT uses predominantly cognitive therapy techniques to treat PTSD; treatment may or may not include a written trauma account. The CPT protocol may be applied individually or in groups. While most people who are exposed to a trauma recover naturally, a significant minority do not. Understanding and competence in treating post-traumatic stress disorder is therefore an important skill for mental health providers. Taking this course is a first step towards becoming competent in using CPT to treat PTSD.	2.5	ACA, ANCC, APA, ASWB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
Cultural Awareness in Corrections	This course is an introduction to understanding the various components of cultural competence and how they apply to corrections professionals. Although the corrections setting is highly controlled, the offenders and staff alike come from highly diverse backgrounds. Having an understanding of the role of culture- and incorporating that knowledge into your every day work will help you to work more effectively with virtually anyone. This training gives you general principles as well as specific applications that are intended to mirror the people and situations you face on the job.	1.5	ACA
Cultural Issues in Mental Health Treatment	This course reviews the confluence of clinical, social, cultural, organizational and financial reasons for minority groups being underserved by the mental health and human services systems. It discusses the ethnic and racial groups that constitute underserved populations and describes their changing demographics. The course reviews five culturally-specific psychiatric syndromes or idioms of distress and discusses the epidemiology and utilization of mental health services among the major racial/ethnic groups. The course also discusses social and cultural barriers to accessing mental health and human services.	3	ACA, ANCC, APA, ASWB, CCB, CBADP, CCMC, HADAD, IAODAPCA, Kentucky MFT, MA-MFT, MCBAP, MSACCB, NAADAC, NASW, NBCC, OCDP, OK-LMFT, OK-LPC, PDH, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Developmental Milestones and Common Mental Health Issues of Adults and Seniors	This course is intended to provide you with an overview of the developmental milestones and common disorders associated with adults and seniors. Unfortunately, many courses on "human development" in mental health focus on birth through adulthood, without much of a focus on the richness of the experiences later in life. For this reason, this course will cover issues relevant to both adults and seniors, but will give an extra emphasis on factors related to geriatric psychology.	1.5	ACA, ANCC, APA, ASWB, CCB, NBCC, OASAS, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Diagnosing Substance Use Issues in Older Adults	This course defines levels of alcohol use and discusses risk and protective factors. It also describes signs, symptoms and criteria for diagnosing alcohol and other substance abuse problems. The course also discusses substance abuse screening and provides examples of screening tools available for use by clinicians. Additionally, co-occurring disorders and differential diagnosis are covered in this course.	4	ACA, ANCC, APA, ASWB, BREI, CBADP, CCB, CCMC, DCCB, HADAD, IAODAPCA, Kentucky MFT, MA-MFT, MCBAP, MSACCB, NAADAC, NADC, NASW, NBCC, OASAS, OCDP, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Dialectical Behavioral Therapy: Advanced Techniques	<p>In this course, you will gain key knowledge about the theory and treatment components of Dialectical Behavioral Therapy (DBT) in both inpatient and outpatient settings. The information you will learn by taking this training will help you identify consumers who will benefit most from this intensive treatment.</p> <p>You will also learn the basics of conceptualizing psychological functioning and treatment in a DBT framework. In order to ethically apply these principles in therapy, you must have appropriate training and supervision in addition to taking this course. The knowledge you will gain in this training will go a long way toward increasing your understanding of how to apply best DBT practices in your own setting.</p>	2.5	ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Dialectical Behavioral Therapy: An Introduction	In this course, you will gain key knowledge about the theory and treatment components of Dialectical Behavioral Therapy (DBT). The information you will learn by taking this training will help you to identify consumers who will benefit most from this intensive treatment. You will also learn the basics of conceptualizing psychological functioning and treatment in a DBT framework.	1.5	ACA, ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Effective Educational Strategies	This course discusses effective skills and techniques for teaching people who are recovering from severe and persistent mental illness. It explains psychoeducation and contrasts it with group therapy. The course also describes how to use pre and post knowledge assessments to measure outcomes and demonstrate progress toward measurable objectives.	4	ACA, ANCC, ASWB, CCB, LBP, MCBAP, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Effective Response in Crisis Intervention	This video course discusses techniques for managing crisis situations and reviews the phases of a psychiatric crisis as well as reviewing the assessment of risk factors for suicide. *** Audio/Video Required	1.5	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16



Course Name	Course Description	Credit Hours	Accreditations
<p>Engaging Fathers in Children's Lives Part 3: Advanced Techniques</p>	<p>This course is the third in a series of three trainings geared toward helping those working with children and families to do so in a way that keeps fathers engaged in the process.</p> <p>The information in this course builds on material in the first two courses so it is recommended that the courses be taken sequentially. This training addresses advanced techniques that will assist you in engaging fathers in the lives of their children.</p> <p>In this course, you will participate in skill-building training, and gain a greater competency for communicating with the fathers you work with. As you master these skills you will be able to more easily commit to treating fathers and mothers equally in your practice.</p> <p>A series of interactive exercises and multimedia drills will help you to practice what you learn in this course. As you master these skills, you will be able to more easily commit to treating fathers and mothers equally in your practice.</p> <p>The material in this course is based on the National Family Preservation Network's Advanced Fatherhood Training Curriculum: Building Skills &amp; Best Practice.</p> <p>** Flash player is required in order to view this course.</p>	<p>3</p>	<p>ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>



Course Name	Course Description	Credit Hours	Accreditations
Epidemiology of PTSD in Military Personnel and Veterans	Since 2001, there have been over 1.65 million deployments in support of Operation Enduring Freedom (OEF) and Operation Iraqi Freedom (OIF) with approximately 33,000 service members wounded in action and 4,700 total deaths. Service Members have faced unprecedented multiple deployments with potential repeated exposure to life-threatening or traumatic situations. The course will help to ensure successful post-deployment reintegration and to promote optimal health and functioning by providing mental health providers training in assessing, diagnosing and treating Post- traumatic Stress Disorder and other comorbid conditions experienced by Service Members and Veterans.	2.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
GAF Training	Learning to use clinical assessments to fill out your own impressions of your consumers can set you apart as an exceptional clinician. The Global Assessment of Functioning (GAF) scale is a near-universal indicator that is intended to give a snapshot of an individual's functioning. However, many of those responsible for assigning GAF scores have not had formal training in it- resulting in frequent discrepancies among clinicians' GAF ratings for the same individual. This course gives you step-by-step instruction about how to appropriately use the GAF, and includes a series of vignettes in which you learn to apply your knowledge and get immediate feedback. You'll leave this course with concrete knowledge and techniques to more consistently assess consumers in your own setting.	2	ACA, ANCC, ASWB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Gambling Addiction	Substance abuse counselors, mental health therapists, primary care physicians, and social service workers are increasingly confronted with consumers who are in need of services that address problem gambling issues. This course gives an overview of problem gambling screening, assessment, referral, and treatment information.	2	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Grief and Loss	As a health care provider, you are bound to encounter grief and grieving individuals on a fairly regular basis. Grieving the loss of a loved one is always unique to the individual who is experiencing the loss. Hence, there is no "correct" way to deal with loss, and no set amount of time that an individual is expected to grieve. This course reviews the grieving process, stages of grief, and how to help adults and children cope effectively cope with grief.	2	ACA, ANCC, APA, ASWB, CCB, LBP, NAADAC, NBCC, OCDP, OK-LMFT, OK-LPC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Illness Management and Recovery-- Evidence Based Practices	This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. This course reviews how to help people to set and pursue personal goals and to implement action strategies in their everyday lives.	2.5	ACA, ANCC, APA, ASWB, CCB, CCMC, CRCC, LBP, MA-MFT, NASW, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Illness/Wellness Management and Recovery Part 1	This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. This course reviews how to help people to set and pursue personal goals and to implement action strategies in their everyday lives. **Audio/Video Required	1.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16



Course Name	Course Description	Credit Hours	Accreditations
Illness/Wellness Management and Recovery Part 2	Illness Management and Recovery (IMR) is a program that teaches people with severe mental illness how to manage their psychiatric disorder in collaboration with others in the context of setting and pursuing personally meaningful goals. This institute will describe the theoretical and empirical basis for the IMR/WMR program followed by review of the logistics, curriculum, and teaching methods employed. Tools for helping people set and track personal recovery goals, and for evaluating gains in self-management skills will be highlighted, and examples of teaching strategies will be provided on video. Recent research on the IMR/WMR program will be described, as well as adaptations of the program to address special issues. This part 2 of a 2 part video presentation. **Audio/Video Required	1.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16
Implementing SAMHSA Evidence Based Practices	Recovery has become the guiding paradigm for providers serving people with disabling mental illnesses. There is, however, limited consensus on the definition of recovery which results in challenges to providers seeking to create recovery-focused organizations. Join in a discussion about the role of evidence-based practices in “making recovery real” at the provider level and hear practical strategies for using evidence-based practices to transform service delivery and create recovery-oriented organizations. **Audio/Video Required	1	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Improving Substance Abuse Treatment Compliance	This course is designed to help clinicians and treating agencies better understand and address the problem of poor compliance among clients who have substance abuse disorders, including those with dual disorders. It discusses types of compliance problems and their effects on the client, family and professional caregiver or treatment system. The course provides strategies and techniques for improving treatment compliance.	3	ACA, ANCC, APA, ASWB, BREI, CCB, CCMC, CRCC, DCCB, IAODAPCA, Kentucky MFT, MA-MFT, MSACCB, NAADAC, NBCC, OASAS, OCDP, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Integrated Treatment for Co-Occurring Disorders Part 1--EBP	This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. Specifically, Integrated Treatment for Co-Occurring Disorders Part 1 is for people who have co-occurring disorders, mental illness and a substance abuse addiction. This course reviews a treatment approach which helps people recover by offering both mental health and substance abuse services at the same time and in one setting. In Part 1, the stages of treatment are discussed along with how to develop a treatment plan with clients.	3	ACA, ANCC, APA, ASWB, BREI, CCB, CCMC, CRCC, DCCB, HADAD, LBP, MA-MFT, MN-MFT, NAADAC, NBCC, OASAS, OCDP, OK-LMFT, OK-LPC, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Integrated Treatment for Co-Occurring Disorders Part 2--EBP	This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. Specifically, Integrated Treatment for Co-Occurring Disorders Part 2 is for people who have co-occurring disorders, mental illness and a substance abuse addiction. This course reviews a treatment approach which helps people recover by offering both mental health and substance abuse services at the same time and in one setting. In Part 2, how to use substance abuse counseling techniques with clients and how to implement effective relapse prevention strategies are discussed in depth.	2	ACA, ANCC, APA, ASWB, BREI, CCB, CCMC, CRCC, DCCB, HADAD, LBP, MA-MFT, MN-MFT, NAADAC, NBCC, OASAS, OCDP, OK-LMFT, OK-LPC, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Integrated Treatment for Persons with Dual Diagnosis	This video course, one of the monthly Breakfast Learning Series presentations offered by CBH, presents a detailed review of treating clients with a Dual Diagnosis using specific principles and a Four-Quadrant treatment model. The course also reviews several mental disorders associated with Dual Diagnosis. **Audio/Video Required.	2	ACA, ANCC, APA, ASWB, CCB, MSACCB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Managing Offender Resistance	This course is intended to give you a clear understanding of how offenders develop and sustain resistance in treatment. Research and theory have shown that individuals who routinely break the law tend to have similar thought processes that motivate their behavior. In this interactive course, you will learn about those patterns as well as how they can hinder progress in treatment. Armed with the information about best clinical practices with incarcerated individuals, you will be able effectively use concrete techniques to effectively manage treatment with even the most resistant offenders.	2	ACA, ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
Mental and Physical Health Issues for Older Inmates	People are living longer in the USA and the population in corrections is aging. What do these changes mean for correctional professionals? In this course you will learn about the mental health issues faced by the older inmate, how their adjustment in corrections is also complicated by physical challenges they face and key strategies you can use to more effective promote their adjustment at your facility.	2	ACA, ANCC, 10, 14, 16
Methamphetamine: Effects, Trends, and Treatment	The course provides a comprehensive overview of the drug methamphetamine including how the drug is created, the short and long term effects of meth abuse, recent law enforcement trends for manufacturing and trafficking, and the physical and psychological nature of methamphetamine dependence. It also describes treatment options and outcomes including the Matrix Model Intensive Outpatient Program. **Audio/Video Required.	1.5	ACA, ANCC, APA, ASWB, CCB, IAODAPCA, MSACCB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Course Name	Course Description	Credit Hours	Accreditations
Motivational Interviewing for Corrections Professionals	In this course, you will learn about the philosophy, principles and practice of motivational interviewing (MI) with offenders in a correctional setting. After gaining valuable information about how MI was developed to motivate behavioral change, you will take part in interactive exercises that show you specific strategies for dealing with offender resistance. MI techniques are evidence-based best practices in working with highly resistant incarcerated individuals- learn how to "roll with offender resistance" and watch the change happen!	2.5	ACA, ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
MRSA in Behavioral Health Settings	This interactive course gives you in-depth knowledge of methicilin- resistant Staphylococcus aureas (MRSA), its prevalence in healthcare settings, specific ways to prevent the transmission of infection, the link between antimicrobial resistance and MRSA risk factors, and the critical role of hand hygiene in preventing transmission. MRSA prevention resources are also presented. The course is intended for healthcare professionals and other staff who are in contact with patients, families, and visitors in inpatient and outpatient behavioral health settings.	1.5	AAMA, ACA, ANCC, 10, 14, 16
Older Adults and Mental Health	This six-hour course reviews mental disorders in older adults including assessment, diagnosis, prevention, and treatment. Special attention is devoted to depression in the aging population, as well as anxiety disorders, schizophrenia, and substance abuse. Additionally, the course describes services available for older adults including community-based care and social supports.	6	ACA, ANCC, APA, ASWB, CCB, NBCC, PDH, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Overview of Mental Health Issues in Older Adults	This course describes the normal life cycle tasks and the cognitive capacity, changes, human potential and the creativity involved in aging. Symptoms related to depression as well as use of alcohol, chemical dependence and use or misuse of medication is discussed.	3	ACA, ANCC, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Overview of Mood Disorders in Adults	This course discusses common mood disorders in adults, explores symptoms of and types of depression, discusses treatment modalities for mood disorders, and reviews the cognitive behavioral approach.	1	ACA, ANCC, CCB, NAADAC, NASW, OASAS, OCDP, PDH, 10, 11, 12, 13, 14, 16, 17
Overview of Personality Disorders	This course provides an overview of personality disorders including information about engagement, assessment, crisis stabilization, long term care, and a continuum of care for clients. Special attention is given to three specific personality disorders: borderline, antisocial, and narcissistic.	4	ACA, ANCC, CCB, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Overview of Psychopharmacology	This course describes four major categories of medications by their generic and trade names (brand names used by pharmaceutical companies): anti-psychotics, mood stabilizers, antidepressants and anti-anxiety medications. It presents information about clinical indications, dosages and side effects. Medications that specifically affect children, the elderly, and women during the reproductive years are also discussed.	4	ACA, ANCC, APA, ASWB, BREI, CBADP, CCB, CCMC, IAODAPCA, Kentucky MFT, MA-MFT, MCBAP, NAADAC, NASW, NBCC, OCDP, PDH, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Overview of Severe Persistent Mental Illness	This course is intended to be an introduction to severe and persistent mental illness. It discusses the group of psychiatric disorders that are considered major mental disorders otherwise referred to as severe and persistent mental illness. The course addresses the symptoms, as well as the myths associated with severe mental illness and the use of medications in the treatment of severe persistent mental illness. The course also describes the difference between treatment and rehabilitation as it relates to severe mental illness using the model of the Recovery Pyramid. This is an excellent course for administrative staff and Board Members.	1.5	ACA, ANCC, CCB, NASW, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Overview of Suicide Prevention	This course is designed for professionals in the prevention, addictions, mental health, and related fields. The nature of the topic of suicide prevention also makes this course relevant to community members, including the gatekeepers identified in this course (healthcare workers, school personnel, protective service workers, law enforcement, members of faith communities, program planners, volunteers, and juvenile justice personnel) and any community members who have been touched by suicide. The content is adapted from the National Strategy for Suicide Prevention which is published on the Substance Abuse and Mental Health Services Administration website (SAMHSA).	3.5	ACA, ANCC, APA, APCB, ASWB, CCB, LBP, NASW, NBCC, OASAS, OK-LMFT, OK-LPC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Panic Disorder: Diagnosis and Treatment	This course reviews the prevalence and risk factors associated with panic disorder. The course discusses the clinical presentation of panic disorder and co-occurring illnesses as well as the efficacies of treatment modalities and most commonly prescribed medications.	2	ACA, ANCC, ASWB, CCB, NAADAC, NASW, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Positive Psychology	This course describes the current state of research and practice in Positive Psychology. In addition to providing an overview of how this movement has developed, the material gives concrete examples of assessment techniques, seminal research, Martin Seligman's VIA Signature Strengths typology, and clinical applications of Positive Psychology. **Audio/Video Required	1	ACA, ANCC, APA, ASWB, CCB, LBP, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Post Traumatic Stress Disorder (PTSD)	This course discusses the prevalence and diagnostic criteria for PTSD; it discusses treatments for PTSD including psychotherapy and medication as well as PTSD in children and adolescents.	3	ACA, ANCC, APA, ASWB, CCB, HADAD, LBP, NBCC, OASAS, OK-LMFT, OK-LPC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16



Course Name	Course Description	Credit Hours	Accreditations
Prolonged Exposure Therapy for PTSD for Veterans and Military Service Personnel	In this course we will review one of the most effective treatments for individuals who have PTSD, "Prolonged Exposure Therapy" (PE). Understanding and exhibiting competence in working with symptomatic trauma survivors is a critical skill for clinicians. Knowing how to effectively treat individuals who have been exposed to potentially traumatic events such as sexual assault/abuse, physical assault/abuse, natural disasters, motor vehicle accidents and combat will enable you to meet the clinical needs of many individuals. This course will provide you with a basic understanding of Prolonged Exposure Therapy and is a good first step towards becoming competent in the use of PE techniques in your practice.	2	ACA, ANCC, APA, ASWB, CCB, LBP, NAADAC, NBCC, OCDP, OK-LMFT, OK-LPC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Recognizing EPS and Tardive Dyskinesia	This course is intended for non-medical behavioral health service providers who work with clients who are taking antipsychotic medications. The course describes medication induced movement disorders including tardive dyskinesias, extrapyramidal syndromes and neuroleptic malignant syndrome. It emphasizes the importance of awareness and early intervention in reducing the impact of these side effects.	1.5	ACA, ANCC, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Relapse Prevention Services	This course examines the issue of relapse in the treatment of substance abuse and discusses approaches to helping clients identify high-risk areas in the recovery process. It explains the clinical issues related to relapse prevention in the treatment of chemical dependency and discusses the major approaches currently in practice.	3	ACA, ANCC, APA, ASWB, BREI, CCB, DCCB, IAODAPCA, Kentucky A&D, Kentucky MFT, MSACCB, NAADAC, NBCC, PDH, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
Relapse Prevention Services Part 1: Best Practices	As a practitioner who works with individuals that have substance use issues, you know that relapse is a frequent component of the recovery process. In this course, you will learn about different relapse prevention strategies that you can apply after—or in conjunction with—primary treatment. These strategies focus on strengthening consumers’ overall coping abilities by training them to anticipate the possibility of relapse, while also modifying their lives to reduce their exposure to high-risk situations. Through this course’s interactive exercises and real-life scenarios, you will learn to be more confident and effective in your attempts to reduce you’re consumer’s likelihood of a relapse. This training is the first in a two-part series.	4	ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Relapse Prevention Services Part 2: Cultural and Programmatic Issues	As a substance abuse treatment practitioner, you know that relapse is a frequent part of the recovery process. This training—the second in a two-part series—covers best practices to use when integrating relapse prevention services into your treatment approach. The first course covered the theoretical basis of relapse prevention as well as different relapse prevention strategies you can incorporate into your treatment approach. This second part focuses on how you can adapt your relapse prevention approach to meet the needs of special populations such as women, minorities, adolescents, and gays and lesbians. This course also discusses specific steps you need to take to implement a relapse prevention program, ultimately helping you to feel more confident and effective as you work with consumers in recovery.	3	ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
Resilience and SPMI	This course reviews the concept of resiliency and how certain factors influence a person's resilience, especially individuals with a SPMI. It also describes strategies for enhancing resilience in this population.	2	ACA, ANCC, APA, ASWB, CCB, LBP, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Schizophrenia and Medications	This course discusses the groups of symptoms common to schizophrenia and the symptoms within each group. It identifies the medications used to treat schizophrenia and their side effects, risks and benefits. The content is from the courses, Understanding Schizophrenia and Overview of Psychopharmacology.	1.5	ACA, ANCC, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Stress Management for Mental Health Professionals	This course explains the sources and types of stress unique to mental health professionals and the physiological mechanisms of stress. It identifies symptoms of stress and discusses several stress management/prevention techniques that can also be used in working with clients. It provides an opportunity for clinicians to assess their own levels of stress through the Compassion Fatigue Inventory.	2	ACA, ANCC, ASWB, CCB, Kentucky MFT, NAADAC, NBCC, OCDP, PDH, SCAPPA, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17
Structured Group Therapy	This course provides tailored strategies for working in group modality with people who are recovering from severe, persistent mental illness. This course discusses the difference between group therapy and psychoeducation as well as the process of group development and gives guidance on how to determine skill competency. **Audio/Video Required	2	ACA, ANCC, ASWB, CCB, NAADAC, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Structured Group Therapy Part 2	This course is the second in a two-part series that gives you foundational tools to facilitate therapeutic interactions in your group therapy sessions. Learning to identify the most effective practices in group work will empower you to use skills to make your sessions more productive. This training matches concrete intervention strategies with examples of how you can apply what you have learned in your own setting. Interactive exercises and vignettes challenge you to apply the new competencies you will gain in this course.	2	ACA, ANCC, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Course Name	Course Description	Credit Hours	Accreditations
Suicide Prevention and Risk Reduction: What Mental Health Practitioners Need to Know	This course provides foundational material on what mental health and substance abuse counselor practitioners need to know to reduce risks associated with the assessment and management of suicidal consumers. Participants will learn about the scope of the problem of suicide in America, the basic epidemiology of suicidal behaviors, and why developing social policy targeting suicide prevention has significant implications for practice. The video lectures address the new goals for patient safety published by the Joint Commission on the Accreditation of Healthcare Organizations, and outlines the 11 major goals of the National Strategy for Suicide Prevention. **Audio/Video Required	2	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OASAS, OCDP, SCAPPA, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
Treating Substance Abuse in Older Adults	This course explains the role of the clinician in developing treatment goals and assessing treatment effectiveness. It discusses barriers to recognizing and treating alcohol and drug problems and ways to treat such problems. It includes guidelines for treating older adults, terminating treatment and staffing treatment programs. The course also addresses special issues such as prescription drug misuse and abuse and heavy drinking.	4	ACA, ANCC, APA, ASWB, BREI, CBADP, CCB, DCCB, IAODAPCA, Kentucky MFT, MA-MFT, MSACCB, NAADAC, NADC, NBCC, OASAS, OCDP, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Understanding Borderline Personality Disorder	This course reviews the prevalence, diagnostic criteria and symptoms of Borderline Personality Disorder. It discusses key evaluation elements and effective therapeutic treatments. It also discusses the medications used to supplement treatment.	2	ACA, ANCC, ASWB, CCB, NAADAC, NASW, NBCC, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Understanding Schizophrenia	This course presents the clinical characteristics of schizophrenia and its relationship to violence, substance abuse, nicotine and suicide. It discusses genetics, chemical defects of the brain and physical abnormality of the brain as possible causal factors. It provides an overview of treatment modalities and patient support systems.	3	ACA, ANCC, ASWB, CCB, Kentucky MFT, NASW, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16



Course Name	Course Description	Credit Hours	Accreditations
Understanding the Addictive Process	<p>This course reviews the addictive process and the stages of addiction, and explores how the addictive process creates the addictive personality. This material is presented with the assumption there is no such thing as an “addictive personality” in the way that most people think of it, this being that there is a personality that exists within the person long before they start to use or act out, that later in their life causes them become an addict. Research has clearly proven that this is not the case.</p> <p>This course examines the addictive process and how this process affects personality and a person's relationships with others. Therefore, when reference is made to an addictive personality or the "addict," the idea addressed is the personality created by the illness of addiction, not a personality that has existed long before the person ever started to act out.</p>	3	ACA, ANCC, ASWB, BREI, CCB, DCCB, IAODAPCA, MSACCB, NAADAC, NBCC, OCDP, SCAPPA, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Understanding the Effects of Substance Abuse-EBP	This course is based on content developed by The Substance Abuse and Mental Health Services Administration (SAMHSA). It is part of six Evidence-Based Practice Implementation Resource Kits by SAMHSA to encourage the use of evidence-based practices in mental health. Specifically, this course focuses on understanding the short term and long term effects of substance abuse including alcohol, cannabis, and stimulants.	2.5	ACA, ANCC, APA, APCB, ASWB, CBADP, CCB, DCCB, HADAD, LBP, MA-MFT, NAADAC, NBCC, OASAS, OCDP, PCB, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Working with Incarcerated Persons: An Overview for Corrections Professionals	This course is the first in a two-part series regarding how to understand the criminal mind. In this course, you will learn about the “Three C’s” (conditions, choice, and cognition) that relate to the initiation and continuation of criminal behavior. Furthermore, you will also gain valuable knowledge about eight patterns of criminal thinking that characterize individuals who have criminal lifestyles. This course includes a number of vignettes, examples, and interactive exercises that illustrate real-world examples of criminals’ own experiences.	2.5	ACA, ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Working with Incarcerated Persons: Best Practices in Treatment	This course is intended to give you a clear understanding of ways in which criminal thinking develops, continues, and results in antisocial behavior. The information is broken down into three sections. In the first section, you will be introduced to criminal thinking, and the eight styles of thinking that support criminal behavior. Next, we will focus on treatment approaches, and specific interventions for each of the eight thinking styles. In the final section, we will review what you have learned.	2	ACA, ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
WRAP One on One	This course is an overview of the Wellness Recovery Action Plan (WRAP) <sup>®</sup> written by Mary Ellen Copeland. WRAP was developed by a group of people who experience mental health difficulties. It is designed for people who are working with one person at a time to develop a WRAP plan. It is not a guide to facilitating WRAP groups. Upon completion of this course you will be able to work with individuals one at a time to guide, advise, support and encourage another person (patients, clients, peers, friends, family members) as they develop a Wellness Recovery Action Plan using the values and ethics that have evolved as people have used this mental health recovery innovation.	3	ACA , ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, USpra-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
WRAP: Advance Directive/Crisis Mgt Plan	This course will walk you, step by step through the process of supporting an individual who is developing a mental health advance directive or crisis plan. In this course the words crisis plan and advance directive are used interchangeably - they refer to the same document. This course focuses on advance directives and crisis plans for mental health issues. However, these plans can be designed to address medical issues as well. The same form can be used and each section of the plan can include responses to both issues. This course is complimentary to, but not a substitute for, any part of Wellness Recovery Action Plan Facilitator training as offered by the Copeland Center for Wellness and Recovery <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a> .	3	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, USpra-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
WRAP: Creating a Wellness Toolbox	This 2.5 hour course is an in-depth view of creating a Wellness Toolbox which is the first step in developing a Wellness Recovery Action Plan (WRAP®) as described in writings by Mary Ellen Copeland. WRAP® is a self-directed planning process for identifying wellness and recovery resources and then using those resources to develop a personal guide to successful living. Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator.	2.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
WRAP: Developing a Daily Maintenance Plan	This course is specifically about the Daily Maintenance Plan (Section 1) of the Wellness Recovery Action Plan (WRAP®) developed by and for people who experience mental health difficulties and written by Mary Ellen Copeland. Note: This course is not the same as a WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. For more information on facilitator training, go to <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a>	1.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
WRAP: Early Warning Signs	This course covers an in-depth review of Early Warning Signs and Early Warning Signs Action Plan, the third section of the Wellness Recovery Action Plan as described in various resources developed by Mary Ellen Copeland. WRAP® is a popular and effective self-directed process for maintaining personal wellness and for helping you to feel better when you are not feeling well.	3.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, OCDP, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
WRAP: Triggers and Triggers Action Plan	This 2 hour course is an in-depth review of Triggers and Triggers Action Plan, the second section of the Wellness Recovery Action Plan as described in various resources developed by Mary Ellen Copeland. WRAP® is a popular and effective, self-directed process for maintaining personal wellness, and for helping yourself feel better when you are not feeling well. Note: This course is not the same as the WRAP® facilitator training and does not qualify you to be a Certified WRAP® Group Facilitator. If you plan to lead a WRAP® group or develop a WRAP® program, please go to <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a> .	2	ACA, ANCC, ASWB, CCB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17



Course Name	Course Description	Credit Hours	Accreditations
WRAP: When Things are Breaking Down Action Plan	This course is an in-depth review of When Things Are Breaking Down and Action Plan, the fourth section of the Wellness Recovery Action Plan (WRAP®) as described in various resources developed by Mary Ellen Copeland. WRAP® is a popular and effective, self- directed process for maintaining personal wellness, and for helping yourself feel better when you are not feeling well. This course is complimentary to, but not a substitute for, any part of Wellness Recovery Action Plan Facilitator training as offered by the Copeland Center for Wellness and Recovery <a href="http://www.copelandcenter.com">http://www.copelandcenter.com</a> .	2	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, USPRA-CPRP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17

## Medical Staff

Course Name	Course Description	Credit Hours	Accreditations
Abdominal Assessment -QL	This module includes a comprehensive guide to performing abdominal assessment. The abdominal assessment module identifies the 4 quadrants, reviews the system according to: look, listen, and feel, and offers genitourinary and reproductive system assessment tips as well. It has the goal of facilitating knowledge and confidence in your daily assessment of the abdomen.	1	ACA, ANCC, 10, 14, 16
Abnormal Neurological Findings	This module presents a comprehensive guide to abnormal neurological findings. It offers tips in distinguishing normal and abnormal findings as well as relating these to possible causes and/or diagnoses. Potential effects of medications and vague patient presentations that may or may not be neurological in nature are also discussed and presented via a real life case scenario.	1	ACA, ANCC, 10, 14, 16
Adult Cardiovascular Assessment	This module discusses the fundamental components of a basic cardiovascular assessment including an evaluation of the skin, capillary refill, heart rate, and blood pressure. It also reviews signs and symptoms associated with hypertension and hypotension, as well as indications for orthostatic blood pressure testing. Treatment of chest pain and the role of cardiac accessories (pacemakers, implantable defibrillators, etc.) are also discussed. This course has the goal of facilitating knowledge and confidence in your daily cardiovascular assessment.	4.1	ACA, ANCC, 10, 14, 16
Chest Pain Assessment	Chest Pain Assessment discusses the role of the coronary arteries with chest pain, along with typical and atypical symptoms. History taking interview tips and special assessment considerations for the patient with chest pain are also offered.	1	ACA, ANCC, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Extremity Assessment-QL	This module includes a comprehensive guide to performing an extremity assessment. Extremity Assessment discusses the components and timing of the extremities assessment during the physical assessment. Risk factors and vulnerable populations for skin breakdown are also offered.	1	ACA, ANCC, 10, 14, 16
General Survey and Vital Signs	General Survey and Vital Signs discusses respirations, blood pressure, pulse, skin assessment and capillary refill. Organization tips, the components of proper preparation, and normal parameters for adult vital signs are also described. An opportunity to integrate general survey and vital signs assessment and critical thinking ability by the use of a presented case scenario is given as well.	1	AAMA, ACA, ANCC, 10, 14, 16
HIV/AIDS	This course provides comprehensive information on the HIV/AIDS connection including the symptoms of HIV infection and the diagnostic criteria for AIDS. It also includes a detailed discussion on the theories of immune system deficiency and treatment and prevention of the disease. This course also explores the prevalence and risk factors associated with minority and special populations. In addition, information about clinical research initiatives for HIV vaccines is included.	7	ACA, ANCC, APA, ASWB, BREI, CCB, CCMC, HADAD, IAODAPCA, MA-MFT, MCBAP, MSACCB, NAADAC, NASW, NBCC, OASAS, OCDP, PCB, SCAPPA, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Myocardial Ischemia and Injury	This module includes a review of the coronary arteries and their function. The material compares myocardial ischemia and injury, angina, unstable angina, and myocardial infarction. Atypical chest pain symptoms commonly seen in women, the elderly and silent MI patients are also reviewed. The author relates real life experiences at the bedside to the underlying physiology to promote the development of critical thinking skills.	2.7	ACA, ANCC, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Nursing Health Assessment in Corrections	<p>Comprehensive health assessments (both initial and periodic evaluations) are a common component of correctional health care. By conducting a thorough initial health assessment, you establish an inmate/patient's baseline health status. Periodic health assessments provide interval updates for routine preventive health interventions. During the health assessment, you collect and record baseline information in order to:</p> <ul style="list-style-type: none"> <li>• Describe the inmate/patient's physical and mental health status</li> <li>• Physically examine the inmate/patient</li> <li>• Screen for communicable diseases</li> <li>• Initiate and implement new treatment protocols/plans in a safe and timely manner</li> </ul> <p>This course is designed for nurses, and will enhance your knowledge and skills in performing health assessments. By completing this training, you will gain more confidence in taking a detailed clinical history, and will have a deeper understanding of the correct examination techniques for each of the organ systems.</p>	2	ACA, ANCC, 10, 14, 16
Other Common Causes of Chest Pain	<p>This module compares and differentiates non-cardiac causes of chest pain including pulmonary embolus, pneumonia, chest wall pain, chest trauma, GERD, pancreatitis, GI pain, drug abuse, and anxiety. Cardiac causes of chest pain such as pericarditis and heart valve problems are also offered. The symptoms associated with the various causes of chest pain are also discussed. Other Common Causes of Chest Pain has the goal of facilitating knowledge and confidence in the care of the patient with chest pain.</p>	2.5	ACA, ANCC, 10, 14, 16
Patient Interview Techniques	<p>Patient Interview Tips includes a comprehensive guide to performing a patient interview. This module features tips for efficient and effective interview and communication skills in order to elicit information and build patient rapport.</p>	1	AAMA, ACA, ANCC, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Preventing Needlestick Injury	This course has been written according to the standards of the CDC (Center for Disease Control & Prevention), NIOSH (National Institute for Occupational Safety & Health) and OSHA bloodborne pathogens standard [29 CFR 1910.1030]. This course will provide essential knowledge regarding prevalence, devices, and circumstances most common in needlestick injuries as well as methods of prevention and post-exposure evaluation.	2	ACA, ANCC, 10, 14, 16
Respiratory Assessment	This module includes a comprehensive guide to performing respiratory assessment. Respiratory Assessment offers methods used to distinguish normal and abnormal findings in respiratory assessment and relates the findings to possible causes, the potential effects of medications and other components to consider when performing the respiratory assessment. Documentation tips are also offered.	1	ACA, ANCC, 10, 14, 16
Respiratory Assessment-Expanded	This module includes a comprehensive guide to performing respiratory assessment. Respiratory Assessment features tips and methods to employ when performing airway assessment, lung auscultation, and pulse oximetry. Pneumothorax, chest tubes, and care of the patient with a chest tube are offered as well. This course has the goal of facilitating knowledge and confidence in your daily respiratory assessment.	3	ACA, ANCC, 10, 14, 16
Understanding Blood Pressure and Orthostatic Blood Pressure	This module describes how blood pressure works, differentiates hypertension and hypotension, and also offers the indications for orthostatic BP monitoring.	1	ACA, ANCC, 10, 14, 16



**Supervision and Management of Staff**

Course Name	Course Description	Credit Hours	Accreditations
Analyzing Performance and Corrective Action Plans	Have you ever heard this type of conversation? "My employee just doesn't seem to get it, she still doesn't do it right". "Well she must need training". This course provides you with a way to determine why the employee is not performing the task and select the right solution.	2	ACA, ANCC, CCB, HRCI, NADSP, 10, 14, 16
Civil Liability and the Disciplinary Process in Corrections (ACA)	Supervisors are responsible for preventing lawsuits and liability that may arise not only from their actions but also their staff's actions. The over-arching goal of this course is to help correctional supervisors understand the legal issues involved in supervising staff. In this training, you will learn about reasons why offenders may bring lawsuits, civil law, and specific steps to take in order to avoid liability in offender lawsuits. You will also gain in-depth knowledge about best practices in discipline, the concept of corrective discipline, and disciplinary procedures. The information you will gain by taking this training will help to prepare you to effectively supervise your staff so as to minimize exposure to lawsuits and legal liability.	3	ACA
Coaching and Mentoring in the Workplace	Welcome to Coaching and Mentoring in the Workplace! This course is designed to review a process that anyone responsible for coaching can use to improve the coachee's performance.	1	ACA, ANCC, CCB, HRCI, NADSP, 10, 14, 15, 16
Conflict Management for Correctional Supervisors (ACA)	This interactive training covers five methods of dealing with conflict. In addition to learning about how to manage conflict, you will also complete an assessment instrument to help you identify your preferred style of dealing with conflict. That information will help you to understand how to avoid and reduce the potential for conflict in the workplace.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Discrimination and Sexual Harassment in Correctional Facilities (ACA)	Supervisors are responsible for preventing lawsuits and liability that may arise not only from their actions but also their staff's actions. In this course, you will learn about the critical legal issues that correctional supervisors need to understand regarding supervising staff. By knowing how to act in accordance with federal legislation designed to prohibit discrimination and sexual harassment, you and your staff will be much more likely to recognize and preventing these issues.	2	ACA, ANCC, 10, 14, 16
EEOC & ADA: What Supervisors Need to Know	Discrimination is an issue that has profound ethical, legal, and personal implications for any organization. This course discusses the types of employment discrimination including Title VII of the Civil Rights Act, Equal Pay discrimination, Age discrimination and the provisions of the Americans with Disabilities Act (ADA). Armed with this information, you will be better able to identify and to deal with discrimination in the workplace.	1.5	ACA, CCB, HRCI
Effective Interpersonal Communication for Correctional Supervisors (ACA)	In this course, we examine both verbal and non-verbal interpersonal communication skills you need as a correctional supervisor. Some key non-verbal techniques covered in this interactive course include how to position yourself, what your posture communicates, and how to use various visual cues to gauge a person's mood. You will also learn concrete verbal skills regarding how to reinforce behavior, making requests to get appropriate responses, and framing questions with staff who are reluctant to speak openly. Finally, this training covers examples of how to apply these interpersonal skills effectively in the types of situations that correctional supervisors face on a daily basis.	2.5	ACA
Effective Interviewing Techniques	Selecting new employees is a task that is vitally important in attracting the best and brightest employees to your organization. This course frames interviews as an interpersonal process and addresses concrete Do's and Don'ts to optimize the experience.	2.5	ACA, ANCC, CCB, HRCI, NADSP, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Ethical Standards for Corrections Supervisors (ACA)	This course gives you clear guidelines about how to avoid some potential ethical pitfalls. It also offers you a number of chances to practice what you learn with quizzes and scenarios designed to help you apply this information in your own facility.	1.5	ACA
FLSA: What Supervisors Need to Know	Compensation for the work you do is very likely to be a key part of what takes you to the office each day. This course gives you a basic overview of the Fair Labor Standards Act (FLSA), which sets standards for the basic minimum wage and overtime pay. The FLSA affects most private and public employment settings, and requires employers to pay covered employees who are not otherwise exempt at least the federal minimum wage and overtime pay. You will also review the guidelines on exempt versus non-exempt status, compensable time, and recordkeeping requirements.	1.5	ACA, CCB, HRCI, PDH
FMLA--What Supervisors Need to Know	Family structure and parental roles have changed a lot over the past fifty years, and so have the laws about when employees can take time for their families. This course gives you an overview of what supervisors need to know about the Federal Family Medical Leave Act (FMLA) including how it affects organizations as well as how to implement it. You will gain valuable information on qualifying events and how requests should be handled within the organization.	1	ACA, CCB, HRCI, PDH
Hiring and Developing Your Staff	This course discusses the general principles for effectively managing the staff recruitment and development function. The course provides a comprehensive description of the recruiting, screening and selection process and the elements of an effective staff training and development program.	3	ACA, AHIMA, ANCC, CCB, HRCI, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Legal and Effective Interviewing	Bringing new talent into your organization is a key way that you can set your agency apart from the rest of the industry. However, even if you can attract the best and brightest, interviewers who don't know the facts can turn the interview into a fiasco- or get the entire organization into legal hot water! In this course, you will gain key information about specific legal boundaries to consider when interviewing a prospective candidate. You'll first review the fundamentals of behavioral interviewing, learn how to identify red flags, and address concrete techniques to effectively evaluate candidates. Beyond keeping the process legal, you will also be prepared to attend to the fine points of candidates so you can make the best possible hiring decision.	4	ACA, ANCC, HRCI, 10, 14, 16
Managing Teams	This course discusses the value, nature and focus of teams. It explores the stages of the team lifecycle and provides comprehensive information on the effective use of teams for problem solving and goal setting in achieving positive results in a behavioral health organization. It is recommended for entry level and middle management supervisors.	3	ACA, ANCC, CCB, HRCI, NADSP, NAHQ, 10, 14, 16
Managing Time, Energy, and Staff (ACA)	Your advancement to a supervisory position represents a dramatic change from your work as a line officer. Your duties now include planning, organizing, directing, and controlling the efforts of your staff. There may be times when you feel overwhelmed by the complex expectations that are now placed upon you as a supervisor. With experience and practice, you will be able to manage these demands by effectively balancing your workload- both on the job and at home. This course helps you to understand how you currently spend your time, and gives you specific tools to manage your time more effectively. Time management is an essential skill for any manager or supervisor, so the competencies you will gain in this course give you what you need to perform up to your potential.	2	ACA, ANCC, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Overview of Staff Misconduct in the Correctional Setting (ACA)	Misconduct can occur in any profession that has standards and expected rules of behavior. Correctional officers have a great deal of power over offenders' daily lives and occasionally may be tempted to abuse that power. A few officers give into their frustration and anger and cross the boundary of professionalism into misconduct. Some officers fall prey to misconduct because they are under peer pressure from unethical colleagues, while other officers become ensnared in an offender's manipulation. This course gives you the fundamentals you need to understand misconduct, manipulation, and ways to be sure that you are behaving ethically and in keeping with you facility's policies.	1.5	ACA
Senior Management Strategies Following Suicide in Corrections	As a senior manager in corrections, you are expected to direct operations following a suicide incident. There are critical tasks that you must complete, all of which have important legal and administrative ramifications. Although the specific protocols and mandates at each facility will vary, this course will describe these tasks and help you to be prepared in the unfortunate event of a suicide at your facility.	2	ACA
Sexual Harassment Prevention Training for Supervisors	This course describes the important aspects about sexual harassment in the workplace. It defines the types of conduct that constitute sexual harassment, the remedies available and strategies to prevent sexual harassment in the workplace. Our course is highly interactive, and challenges the trainee with questions that assess learning and provides skill building activities to assess the supervisors' application and understanding of the content learned.	2	ACA, ANCC, HRCI, 10, 14, 16
Strategies for Reducing Suicides in the Jails	This course describes the key elements for a suicide prevention program in the jail setting. It discusses the characteristics and prevalence of inmate suicide and explains the legislative mandates and standards of care related to suicide prevention in jails. **Audio/Video Required.	1.5	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Supervising a 21st Century Correctional Workforce (ACA)	In this course, you will learn about the four primary groups or cohorts (people born in the same general time span), of individuals in the correctional workplace: "Veterans," "Baby Boomers," "Generation X-ers," and the "Young Adults" sometimes called "Generation Y." Your staff may not "fit" exactly into a particular group and may have traits from another group. Generational differences can be a challenge when supervising subordinates from different cohorts, so this training gives key information regarding values and characteristics of each one along with clear strategies intended to help you as a supervisor.	2.00	ACA
Supervising Offenders: Crisis Communication Skills (ACA)	In the criminal justice system - especially in corrections - the word "crisis" brings up images of riots, hostage situations, escapes, as well as other types of violence and disruption. On the other hand, offenders generally view crises differently than correctional staff and of course respond to crises differently, too. The offenders that you oversee are likely to consider a crisis to be anything that affects them by interfering with what they want to do and when they want to do it. The nature of their confinement is frustrating, so many offenders exist in a daily state of crisis, deprived of their freedom and the loss of all that is important to them. In this course, you will learn about the three levels of a crisis along with specific techniques to manage emotionally-charged offenders in crisis. You will also gain competency in applying the "Drama Triangle" approach to managing offenders. By continuing to develop skills that enable you to understand, prevent, and react to crisis, you will be able to maintain a safer environment.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Supervising Offenders: Nonverbal Communication Skills (ACA)	<p>Effective communication is the basic foundation for working effectively with a broad range of inmates as well as colleagues. Both your verbal and nonverbal communication styles play important roles in your interactions. In addition to learning key points regarding verbal communication, you will also gain competency in the following nonverbal skills:</p> <ul style="list-style-type: none"> <li>-Proper positioning</li> <li>-Accurate observation</li> <li>-Effective listening</li> </ul> <p>The insights you will gain in this course will allow you to maximize the nonverbal parts of your communications with inmates.</p>	2	ACA
Supervising Offenders: Staff Roles and Communication (ACA)	<p>As a correctional officer, you are the backbone of a correctional facility. How you carry out your duties significantly influences the behavior of offenders on a daily basis along with the safety and security of your facility. This course will help you to learn the fundamentals of your role as a CO along with the necessary skills to supervise offenders effectively. By completing the information and interactive elements of this training, you will have a clearer understanding of your duties on the job.</p>	2.5	ACA
Supervising Offenders: Verbal Communication Skills (ACA)	<p>Correctional officers are the backbone of any correctional facility. How you carry out your duties significantly influences offenders' behavior of offenders as well as the ongoing safety and security of the facility. This training gives you key information about the basic roles of a correctional officer as well along with the skills you need to have in order to supervise offenders effectively. By learning about verbal communication skills—responding, asking questions, handling requests, and decision-making, you will be prepared to work more effectively with your colleagues and offenders alike.</p>	2	ACA



Course Name	Course Description	Credit Hours	Accreditations
The Transition to Correctional Supervisor (ACA)	This course begins by explaining the goals, history and various styles of supervision that exist. Then it goes on to discuss the specific roles and duties of a supervisor working in a correctional facility. Embedded within this course are many opportunities to practice what you have learned. Vignettes, short quizzes, and other interactive exercises give you the opportunity to apply what you learn so that you can easily adapt these competencies to your own setting.	4	ACA

## Workplace Issues

Course Name	Course Description	Credit Hours	Accreditations
Attitudes at Work	An employee's attitude at work impacts performance, office culture, and the overall success of an organization. Unfortunately, an employee's attitude is often overlooked and considered a factor that is uncontrollable and unchangeable. Because of this perception, poor attitudes can easily infect the workplace and cause significant problems for both the employees and the organization as a whole. This course will give you valuable information about the importance of employees' attitudes in an organization, how certain attitudes can be promoted or changed, and how to create a workplace environment that fosters helpful attitudes.	2	ACA, ANCC, CCB, HRCI, NADSP, NC-DCD, 10, 14, 15, 16
Drugs in the Workplace	This course describes commonly abused substances (alcohol, depressants, stimulants, opioids) in behavioral healthcare settings. It also presents strategies for promoting a drug-free workplace, effectively intervening with affected co-workers and seeking personal help.	1	ACA, ANCC, APCB, ASWB, CCB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17
Effective Communication in the Workplace	This course gives an overview of verbal and nonverbal communication at work. You will learn about how communication works, how it can break down, and how you can improve the likelihood that you can be more effective in your interactions at work. A key aspect of this course is the use of interactive exercises that involve learning more about active listening and explaining yourself effectively at work.	1.5	ACA, ANCC, CCB, NADSP, 10, 14, 16
Problem Solving: Solutions in the Workplace	You are bound to take part in problem solving during the course of your workday. Problems are a normal and an expected part of work. But how often do you apply the same dead-end solutions to reoccurring problems? This course will give you valuable information about the common obstacles to effective problem solving at work. You will also learn some concrete creative problem-solving techniques that minimize the likelihood of frustrating recurrence of problems.	2	ACA, ANCC, CCB, NADSP, NC-DCD, 10, 14, 15, 16



Course Name	Course Description	Credit Hours	Accreditations
Professional Ethics in Corrections (ACA)	<p>In this course, we discuss corrections' path toward becoming a profession. We examine the six traits of emerging professions, the seven traits of dynamic and growing professions, and the evolution, the history, of professional corrections. We also examine the six qualities of professionals. Finally, we identify the goals of correctional facilities and the roles of correctional officers.</p>	3	ACA
Sexual Harassment / Discrimination Prevention for Employees	<p>In order to be successful in the modern day workforce, you need to be equipped with the best, most up-to-date information available about best practices. Beyond keeping current on the technical requirements of your job, you also need to know how to interact with your coworkers and consumers in a way that helps everyone to feel comfortable and safe. The information you will learn in this course includes a comprehensive review of sexual harassment and discrimination policies for employees in a variety of settings (There is also another course tailored specifically to Supervisors and Managers). In this course, you will gain key knowledge about:</p> <ul style="list-style-type: none"> <li>• behaviors that constitute sexual harassment</li> <li>• remedies available</li> <li>• strategies to prevent sexual harassment in the workplace</li> </ul> <p>Along the way, you will have the opportunity to take part in interactive exercises that challenge you to apply the material you learn to real-life situations you might encounter in your own organization. Armed with this information, you'll be well on your way to making sure that you -and your coworkers - are doing everything possible to prevent sexual harassment and discrimination.</p>	2.5	ACA, ANCC, BREI, CCB, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Sexual Harassment in the Correctional Setting (ACA)	This training explores how sexual harassment is a specific form of sexual misconduct. Like overall staff misconduct, increased media coverage and important legal decisions have raised our awareness of the effects of sexual harassment in the workplace. Most, if not all, correctional agencies have policies that forbid sexual harassment and explain how to respond to it if it occurs. Indeed, many agencies have a zero tolerance policy against this type of behavior. By taking this course, you will gain a foundational understanding of best - and worst - practices regarding sexual harassment in the correctional setting.	1.5	ACA
Sexual Misconduct in the Correctional Setting (ACA)	One of the most troublesome occurrences in a correctional setting involves inappropriate behavior between offenders and staff. In the past, this problem was often ignored, dismissed, or "swept under the rug" by correctional administrators. This training is filled with concrete examples of sexual misconduct involving staff and offenders. In addition to specific "how to" suggestions for managing these situations, you will also learn how sexual misconduct with an inmate is a flagrant abuse of power over someone who is generally powerless. The quizzes, games, and interactive exercises in this course challenge you to apply your new learning so you will be prepared to use the knowledge you gain in your own facility.	2	ANCC, ACA, 10, 14, 16
Stress Management in the Workplace	This course is intended to give you an understanding of the causes, experience, and management of stress in the workplace. Of course, lots of different things cause stress, and the way that people experience stress can be very widely so it's important to recognize that the information here will not apply equally to everyone. However, everyone has some level of stress to deal with at some point in their lives, and when that time comes it may be important to address how it impacts work performance as well as other areas of life.	2	ACA, ANCC, CCB, NADSP, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Supervision and Leadership	In this course, you will familiarize yourself with different types of supervision and leadership, and learn several characteristics of effective leaders. Upon completion, you will understand how to communicate effectively with your team and resolve conflict in the workplace. You will also learn effective techniques for excellence in supervision and leadership, and how to apply these techniques to benefit yourself and your team. Other topics include transitioning into a leadership position, and how proper delegation can make you more effective and efficient. You will discover how providing effective leadership is one of the most important aspects of being a supervisor.	2	ACA, ANCC, CCB, HRCI, 10, 14, 16
Teamwork: The Fundamentals	This course will give you valuable information about building better teams, becoming a good team player, and creating a culture within the workplace that can foster teamwork.	2	ACA, ANCC, CCB, NC-DCCD, 10, 14, 15, 16
Understanding Substance Abuse Problems in the Workplace	This course is intended to give you an understanding of the competencies needed to identify and to appropriately manage employees with substance abuse issues. Substance abuse - particularly in the office - carries a stigma that can make it difficult to ask for help or to take steps to assist an impaired co-worker. In this course, you will learn about the current prevalence of substance abuse in the U.S. workforce as well as concrete ways that substance abuse is a problem for the organization, co-workers, the person her/himself, and the person's loved ones. You will also learn about important considerations to take if you are concerned that an employee is having difficulty with substances.	2.5	ACA, ANCC, CCB, NADSP, HRCI, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Valuing Diversity in the Workplace	In today's increasingly diverse workplace, recognizing and valuing diversity has never been more important for an organization's success. The differences and similarities that we share with our colleagues contribute to the successes and difficulties we experience. The key to valuing differences is to be appropriate about recognizing them so that they don't hold us back from performing at the highest level possible. In this course, you will learn about your own attitudes toward diversity along with specific skills to work effectively with other employees who have different backgrounds and training.	2.5	ACA, ANCC, CCB, HRCI, NADSP, NC-DCD, 10, 14, 16
Working with Difficult People	This course shows you how to identify and to manage a common issue at work- difficult people. You will learn about the people, situations, and interactions that can result in having a difficult time at work. The information presented in this course covers new ways to think about how to deal more effectively with difficult people and situations at work- by changing your thinking and trying some new approaches.	2.5	AAMA, ACA, ANCC, CCB, NADSP, HRCI, 10, 14, 16

## Computer Skills

Course Name	Course Description	Credit Hours	Accreditations
Microsoft Office Excel 2003 Level 1	In this course, you will familiarize yourself with the basic features of Microsoft Excel 2003, including entering text and formulas, moving data, formatting worksheet appearance, and manipulating charts. Beginning with opening a workbook, you will progress to using the Office Clipboard to cut, copy, and paste items. Other topics you will learn include understanding formulas and functions, working with columns and rows, using absolute references, and printing worksheets. Harness the power of Excel to keep yourself organized and efficient!	5	None- Information Only
Microsoft Office Excel 2007 Level 1	This course provides an introduction to Microsoft Office Excel 2007. It covers basic spreadsheet features and acquaints you with Excel's tools. Students will learn to manage workbooks, work with cells and cell data, format and print worksheets, create and revise formulas, work with basic functions, use fills to save data entry time, and create and modify charts from worksheet data. You will also be introduced to the main interface changes of Microsoft Office 2007, such as the Ribbon, Quick Access toolbar, and the Mini toolbar. Finally, you will also learn how to access and use the Excel Help feature.	7	None- Information Only
Microsoft Office Outlook 2003 Level 1	This course introduces you to Microsoft Office Outlook 2003. As you will see, this course looks at Outlook as a personal information management system for all your communication and scheduling needs. You will see how to easily create, send, and receive e-mail messages. The course also outlines detailed, step-by-step instructions about how to add and organize all your contact information and effectively manage your time with the calendar feature. You'll be amazed how much more productive you can be when you take advantage Outlook 2003.	7	None- Information Only



Course Name	Course Description	Credit Hours	Accreditations
Microsoft Office Outlook 2007 Level 1	<p>This basic course will introduce you to Microsoft Office Outlook 2007. You will learn how to create, send, preview, read, reply to, and forward e-mail messages. They'll also learn about recalling messages, attaching files to messages, resending messages, marking messages as unread, deleting messages, organizing messages into folders, and previewing and printing messages. Besides teaching these basic mail management skills, the course looks at Outlook as a personal information management system. It examines how to add and organize contact information and how to manage time with the Calendar. Specifically, you will learn about adding new contacts, modifying contact records, and saving and modifying Electronic Business Cards. They'll also learn to schedule appointments, create recurring events, mark items as private, add tasks in the new To-Do Bar, update the status of tasks, mark tasks as complete, and create and modify notes. Finally, the Junk E-mail Filter will be explored, teaching skills such as emptying the Junk E-mail folder and specifying safe and blocked senders.</p>	7	None- Information Only
Microsoft Office PowerPoint 2003 Level 1	<p>PowerPoint is the industry standard for making professional, effective presentations. In this course, you will be introduced to the basic features of Microsoft Office PowerPoint 2003. Beyond simply entering information on slides, you will also master the art of designing PowerPoint presentations that include examples, illustrations, and interactive exercises. Creating presentations from scratch using slide layouts and design templates is a snap once you learn how to use the AutoContent wizard. You'll also learn how to use clip art, drawing tools, develop and edit tables, and prepare presentations for printing. Finally, you will also cover other topics including formatting text and working in the Slide, Outline, and Notes panes. Take your presentation skills to the next level by mastering PowerPoint 2003.</p>	6	None- Information Only

Course Name	Course Description	Credit Hours	Accreditations
Microsoft Office PowerPoint 2007 Level 1	This course provides an introduction to the basic features of Microsoft Office PowerPoint 2007. You will learn how to design PowerPoint presentations on your computer through examples and interactive exercises. You will learn about the key interface changes of Microsoft Office 2007, namely the Ribbon, Quick Access toolbar, Mini toolbar, and galleries. You will also discover how to create presentations from scratch using templates, as well as learn about slide layouts, themes, and slide masters. In addition, you will learn how to navigate through presentations, save presentations, preview slide shows, check spelling, use bulleted and numbered lists, and use clip art and shapes to enhance presentations. You will also be shown how to create and edit tables, as well as how to prepare a presentation for printing. Other topics that will be covered include formatting text and working in the Slides and Outline tabs, as well as in the Notes pane.	6	None- Information Only
Microsoft Office Word 2003 Level 1	Office Word 2003, as well as introduce you to some of its new features. You will learn time-saving “tricks of the trade” that will help you create, edit, and modify text-based documents easily. Other skills will learn include: examining the working screen, creating new documents, changing font attributes, selecting and replacing, copying, or moving text, applying and clearing character styles, modifying bodies of text, working with headers and footers, using smart tags, accessing spelling and grammar checks, managing files, understanding and using Save As, previewing and printing documents. Armed with a solid foundation in word processing skills, your electronic and hardcopy documents will be more secure, accessible, replicable, and will have a professional format.	6	None- Information Only



Course Name	Course Description	Credit Hours	Accreditations
Microsoft Office Word 2007 Level 1	This course will familiarize you with key introductory features of Microsoft Office Word 2007, as well as some of its new interface features like the Ribbon, Mini toolbar, Quick Access toolbar, contextual tabs, and galleries. You will learn the tricks to help you create, edit, and modify text-based documents easily. The skills taught include examining the working screen; navigating, creating, and saving documents; changing font attributes; copying, moving, and replacing text; applying and clearing character styles; modifying paragraphs with alignment choices, borders, shading, and bullets; working with headers and footers; running spelling and grammar checks; using AutoCorrect; undoing and redoing changes; managing files with folders; marking documents as final; and previewing and printing documents.	6	None- Information Only
Microsoft Windows Vista Level 1	This course provides an introduction to Microsoft Windows Vista. It discusses the editions available, including Windows Vista Home Basic, Home Premium, and Ultimate, and points out the differences between them. It also introduces some of the new features of Windows Vista, including the Sidebar, Windows Aero, and Windows Media Center. It teaches the user skills such as working on the Desktop, using windows, opening files and applications, and working with the Start menu and Taskbar. The course also includes lessons on customizing the Desktop using background colors, screen savers, and Desktop themes. Students will also gain an understanding of the file system in Windows, including how to use folder windows to copy and move files, create folders, and work with shortcuts. The course will also look at the media tools available with Windows Vista, as well as the applications available to help keep your family and computer safe while surfing the Internet. Finally, the course will walk students through using the Recycle Bin, backing up files, working with system tools, and shutting down the computer.	7	None- Information Only



Course Name	Course Description	Credit Hours	Accreditations
Microsoft Windows XP Level 1	This course will introduce you to the Microsoft Windows XP Operating System. In it, you will gain valuable knowledge regarding the different functions of various editions of XP available. Once you complete this course, you will be proficient in opening and saving documents, customizing your desktop, using Windows Explorer, operating the Start menu and Taskbar, formatting disks, and printing documents. The course also includes lessons on customizing the Desktop using background colors, screen savers, and Desktop themes. Students will also gain an understanding of the file system in Windows, including how to use folder windows to copy and move files, create folders, and work with shortcuts. XP includes so powerful media tools for your design needs, and you'll even learn tips about keeping your family and computer safe while surfing the Internet. Finally, the course will walk you through using the Recycle Bin, backing up files, working with system tools, and shutting down the computer. Once you learn to set up a well-organized folders system and start taking advantage of tools available in XP, you're sure to find that navigating your computer-based online tasks is a lot more efficient!	6	None- Information Only

## Juvenile Corrections-Behavioral Health Topics for Clinicians

Course Name	Course Description	Credit Hours	Accreditations
ADHD: Diagnosis and Treatment	This course covers the prevalence, symptoms, diagnosis and treatment of attention deficit hyperactivity disorder (ADHD). A Parent Handout on ADHD is included in course materials.	4	ACA, ANCC, APA, ASWB, CCB, Kentucky MFT, MN-MFT, NASW, NBCC, OASAS, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Adolescent Substance Abuse Clinical Pathways Training	The clinical pathways system is a comprehensive treatment model that targets the specific behavioral and emotional problems associated with the major DSM childhood and adolescent diagnoses. The system includes three major facets which include: a method for understanding the major DSM disorders which may require outpatient and/or residential treatment; a structured curriculum of treatment services and activities to address targeted symptoms of behavioral and emotional disturbance; a philosophy and protocol for managing treatment for severely emotionally disturbed children and adolescents.	3.5	ACA, ANCC, APA, ASWB, CCB, HADAD, NAADAC, NBCC, OASAS, OCDP, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Adolescent Suicide	In 2004, suicide was the third leading cause of death in children, adolescents and young adults. Common warning signs of suicide include suicidal threats both direct and indirect, dramatic changes in personality or appearance, severe drop in school performance and giving away belongings. High risk factors in this age group include a history of alcohol and substance abuse, family history of maltreatment or neglect, recent bereavement, physical illness and school failure. Important elements of suicide assessment include asking directly about the presence and nature of suicidal thoughts, a plan for suicide, determining the availability of lethality, previous thoughts or attempts, exploring beliefs and values and barriers to suicide.	2.5	ANCC, APA, ASWB, CCB, DCCB, HADAD, NAADAC, NBCC, OASAS, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, ACA



Course Name	Course Description	Credit Hours	Accreditations
ASAM Patient Placement Criteria for Adolescents	This course covers the placement criteria based on six dimensions and how they are related to the various levels of care.	3	ACA, ANCC, APA, ASWB, CCB, DCCB, HADAD, NAADAC, NBCC, OASAS, OCDP, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Attachment Disorders and Treatment Approaches	This presentation given by the Center for Behavioral Health's as part of their ongoing Breakfast Learning Series addresses the concept of attachment theory and treatment of attachment disorders. Assessment parameters, treatment goals, ethical issues, and related disorders are also covered in this video course. **Audio/Video Required	1.5	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16
Attachment Disorders: Theoretical and Treatment Issues	This three hour course discusses the theoretical treatment issues surrounding attachment disorders including factors contributing to the development of attachment disorders and intervention strategies for working with clients with attachment disorders.	3	ACA, ANCC, APA, ASWB, CCB, LBP, NBCC, OASAS, OK-LMFT, OK-LPC, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Bipolar Disorder in Children and Adolescents	This course discusses the signs and symptoms of Bipolar Disorder in children and adolescents, reviews the latest pharmacological and psychotherapeutic treatment for this population.	1	ACA, ANCC, APA, ASWB, CCB, NBCC, OASAS, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Depressive Disorders in Children and Adolescents	This course discusses the prevalence of depressive disorders in children and adolescents, suicide risk factors, causes of the disorders, clinical characteristic and best treatment approaches.	3	ACA, ANCC, APA, ASWB, CCB, NBCC, OASAS, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Developmental Stages: Infancy through Adolescence	This course reviews the stages of physical, psycho-social and cognitive development of children and adolescence and age appropriate expectations and interventions.	3	ACA, ANCC, CCB, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
<p>Engaging Fathers in Children's Lives Part 1: An Overview</p>	<p>This course will help you to understand the importance of including fathers in your work with families. We will review the role of fathers in the family unit with an emphasis on the many ways that a father is critical to child development. You will learn what policies and practices are currently in place at agencies across the country. You will also learn how to engage fathers and include them in their children’s lives. A variety of interactive exercises and case vignettes challenge you to think through the specifics of how you can work effectively with the fathers of children you serve.</p> <p>This course is brought to you by The National Family Preservation Network, which offers a comprehensive training package on father-involvement that includes the materials in this course. For more information, please visit the web site at <a href="http://www.nfnp.org">www.nfnp.org</a>.</p> <p>**Flash is required to view this course.</p>	<p>2.5</p>	<p>ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>
<p>Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice</p>	<p>As someone who works with families, you know how difficult it can be to engage fathers in the process. In Part one of this course, you learned about how important including fathers in the family is along with descriptions of best – and worst – practices in working with them. In part two, we will focus more on the “nuts and bolts” of involving and communicating with fathers. You will learn about typical communication styles as well as what family members really need to hear from each other.</p> <p>Additionally, this training gives you concrete, easy-to-apply key principles of practice that you can apply when working to include fathers in their children’s lives. You will be able to test your knowledge by reading a series of interactive case examples Videos, vignettes, interactive functions, and a branching scenario challenge you to apply what you learn along the way so you can use your new competencies with those you serve.</p> <p>**Flash is required to view this course.</p>	<p>2.5</p>	<p>ANCC, APA, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</p>



Course Name	Course Description	Credit Hours	Accreditations
Externalizing Disorders: Disruptive Youth	This course reviews the main features and symptoms of externalizing disorders including conduct disorder, ADHD, Intermittent Explosive Disorder, and Oppositional Defiant Disorder. 10 interventions and strategies for implementing these interventions with clients are also discussed.	3	ACA, ANCC, APA, ASWB, CCB, LBP, NBCC, OASAS, OK-LMFT, OK-LPC, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Internalizing Disorders	This course explains the symptoms associated with internalizing disorders and the diagnoses associated with internalizing disorders along with strategies for the syndrome.	3	ACA, ANCC, APA, ASWB, CCB, NBCC, OASAS, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Lessons for Implementing EBP for Children	This video course examines recent research findings on implementing evidence-based practices for children's mental health. It also offers strategies for improving the implementation of these practices for children and families. **Audio/Video Required	2	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16
Role of the Behavioral Health Services Providers in Juvenile Facilities	As a behavioral health professional, you know that facilities for juvenile offenders demand behavioral health interventions that are uniquely challenging. Though you already know how to provide treatment, how do you negotiate these challenges to accomplish meaningful treatment goals and create a satisfying workplace? The key lies in integrating therapeutic knowledge and skills into the correctional environment. If you are new to treatment with incarcerated youth, this course will offer you an overview of issues related to the environment, the offenders, and the staff involved in your work setting. For the experienced treatment provider, it will provide tips to improve your collaboration with colleagues and overall effectiveness in the youth correctional facility.	2.5	ACA, ANCC, ASWB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16, 17
Trauma Informed Treatment for Children with Challenging Behaviors	This course is about how to help children who have been severely traumatized to more effectively regulate their emotions and better manage their challenging behaviors.	3	ACA, ANCC, APA, ASWB, CCB, NBCC, PDE, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 16



Course Name	Course Description	Credit Hours	Accreditations
Use of Antipsychotic Medications with Children	The presentation provides a detailed overview of antipsychotic use among children in Florida's fee for service Medicaid program from July 2002 to December, 2005, the last month before the implementation of Medicare Part D. The presentation examines antipsychotic usage trends both by class and by brand of atypical antipsychotic over the 42 month period for children 0-5, 6-12 and 13-18. In addition it examines the changing diagnostic patterns of users in the different age groups. The presentation answers the questions of who is prescribing antipsychotic medications to children in the different age groups and whether the roles of psychiatrists vs. primary care physicians have changed over time. **Audio/Video Required	1.5	ACA, ANCC, APA, ASWB, CCB, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16

## Juvenile Corrections-Youth Workers

Course Name	Course Description	Credit Hours	Accreditations
Classroom Strategies for Promoting Positive Behavior in Youth	This course is for persons working with children in head start program or teachers teaching up to second grade or adults who work with primary school children. This program teaches response training for adults for promotion of positive behaviors along with prevention and management of disruptive behaviors.	1.5	ACA, ANCC, CCB, NC-DCD, 10, 14, 16
Crisis Management and Positive Discipline with Juvenile Offenders	Youth workers often find themselves in situations that require them to manage dangerous or disruptive behavior. This course will teach you how to use conflict resolution techniques and a positive discipline system aimed at preventing problematic behaviors before they even start. You will also learn how to assess/identify youth behavior and key environmental factors, intervening in a safe and controlled manner. This interactive e-learning course mirrors the issues you have to deal with every day, and will help you to be more effective in preventing and intervening in crises in your work environment.	2.5	ACA
Fundamentals of Safety and Security in Juvenile Correctional Facilities	In your work with juvenile offenders, you are confronted with unique challenges that put your safety and the safety of others at risk. This course provides you with background about specific security issues you will face, as well as strategies to effectively deal with them. You'll also learn how to identify and control contraband. Finally, procedural techniques will give you vital tools as you work to provide a higher degree of safety and security for everyone in your facility.	4	ACA



Course Name	Course Description	Credit Hours	Accreditations
Identifying and Treating Juvenile Offenders with Mental Disorders	In your role as a youth worker, effective identification and treatment of juvenile offenders with mental disorders is vitally important. Your role as an observer is critical to the treatment process, ensuring the health and safety of not just these individuals, but that of other youths and the staff as well. In essence, you are the eyes and ears of mental health staff, making referrals to mental health staff based on behavior you observe and document. In this course, you will learn about the reasons treatment is provided to youths with mental disorders, common types of treatment, and the responsibilities that come along with treatment. Interactive exercises and real-world examples provided throughout the course will help you apply the new information in your everyday work environment.	4	ACA
Overview of Bipolar Disorder in Youth for Children's Services Paraprofessionals	Working effectively with children and adolescents who present with Bipolar Depression diagnoses involves specialized training. This course arms you with the latest information about symptoms, treatment options, and strategies for working with the families of children who have this disorder. The knowledge you gain in this course will enable you to empower the youth and families you serve with best practices in long-term management of Bipolar Depression.	1	ACA
Overview of Depressive Disorder in Youth for Paraprofessionals	Clinicians and consumers alike know that Major Depression involves problems with mental, emotional, and behavioral functioning that can arise during childhood and adolescence. Individuals experience symptoms of depression benefit from working with clinicians who can address the young person's thoughts, feelings, behavior, and physical health. In this course, you will learn key information about the signs, symptoms, diagnosis and treatment of depressive disorders in youth. Along the way, a series of interactive exercises challenge you to apply what you learn in working with children and their families.	1.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Roles of Youth Workers	As a youth worker, you are expected to perform a variety of tasks designed to maintain security and safety. You're also expected to encourage youths to learn new behaviors. To accomplish these goals, you must assume a number of different roles. This course examines these roles—specifically how they affect you and the youths you supervise. We will take a particularly close look at your roles as a leader and as behavior manager. After completing this course, you will have a clear picture of what roles you are expected to play as a youth worker and how to use them effectively.	2.5	ACA
Strength Based Perspectives for Children's Services Paraprofessionals	While the medically oriented “deficit model” is standard training for most staff who work directly with children, the strength-based/recovery movement emphasizes the need to have a balanced view of clients. That balanced view includes learning the values, terminology, and interventions that allow clinicians and the consumers you serve to address strengths along with challenges throughout the treatment process. In this course, you will learn about assumptions about the strength based perspective including the definition, principles, and beliefs about working with children and their families from the strengths perspective. You will also learn concrete strategies to apply these principles with children and their families at home.	1.5	ACA
Suicide Prevention in Juvenile Correctional Facilities	Youth workers in a juvenile facilities and correctional officers in adult facilities are often confronted with juveniles who are suicidal. This training will help you better understand the problem of suicide. This information will help you recognize juveniles who are at higher risk for suicide and provide early intervention strategies. Through interactive quizzes and games in this course, you will be better equipped to prevent a juvenile suicide in your work environment.	2.5	ACA



Course Name	Course Description	Credit Hours	Accreditations
Supervising Juveniles in Correctional Facilities	The inappropriate behavior you often see in juveniles can make your job as a youth worker a particularly challenging one. This course will teach you supervisory techniques so you can maintain a safe environment and increase positive behaviors in the youths in your care. These skills will help you maintain a professional demeanor while establishing more positive relationships with the individuals you work with. As you apply the skills highlighted in this course your day-to-day duties, you will see a dramatic change in your effectiveness as you work with even the most challenging juveniles in correctional facilities.	2.5	ACA
Therapeutic Strategies for Promoting Positive Behavior in Youth: Module 1	This course is module 1 of a series of 3 modules that teach response training for adults for the prevention and management of disruptive behaviors in children in a variety of settings such as outpatient treatment, day programs, residential treatment, schools, and Boys and Girls Club. For best results, it is advisable to take the modules in order. Module I reviews Adult Response Training: What to say and how to say it automatically. You are currently taking Module 1.	2.5	ACA, ANCC, CCB, 10, 14, 16
Therapeutic Strategies for Promoting Positive Behavior in Youth: Module 2	This course is module 2 of a series of 3 modules that teach response training for adults for the prevention and management of disruptive behaviors in children in a variety of settings such as outpatient treatment, day programs, residential treatment, schools, and Boys and Girls Club. For best results, it is advisable to take the modules in order. This module reviews Specific Behavior Thinksheets for Children - pre-made handouts for children to put thoughts about their behaviors down to discuss with a therapist, teacher, or teacher's aide. This module also reviews the use of group activities that can enhance social skills.	3	ACA, ANCC, CCB, 10, 14, 16

Course Name	Course Description	Credit Hours	Accreditations
Therapeutic Strategies for Promoting Positive Behavior in Youth: Module 3	This course is module 3 of a series of 3 modules that teach response training for adults for the prevention and management of disruptive behaviors in children in a variety of settings such as outpatient treatment, day programs, residential treatment, schools, and Boys and Girls Club. For best results, it is advisable to take the modules in order. This course covers the definition of crisis, the importance of teamwork and will illustrate non-injurious physical intervention techniques. We will focus on the importance of communication for promoting positive behavior.	3	ACA, ANCC, CCB, 10, 14, 16
Understanding ADHD For the Paraprofessional	Attention Deficit Hyperactivity Disorder (ADHD) is a condition that occurs in some children during the preschool and early school years. Children with ADHD find it difficult to control their behavior and/or to pay attention to some things for very long. This course reviews the basic aspects of ADHD including symptoms and treatment options for children and teens.	2	ACA
Understanding Juvenile Offenders with Mental Disorders	Youth workers today are faced with the difficult challenge of supervising an overwhelming number of youths with mental disorders. These youths can be very disruptive, highly emotional, extremely anxious, and even out of touch with reality. Developing an understanding of these disorders will help you gain insight into how to manage their behaviors and work effectively with mental health staff. In this course, you will learn causes and common misunderstandings regarding Behavioral, Mood, Anxiety, Psychotic, and Substance Use Disorders. You will also learn how to differentiate between the normal and abnormal behaviors of adolescents. Furthermore, information about how to identify and diagnose juveniles with mental disorders will highlight the key role that you play in working with mental health staff. Finally, you will learn why so many youths with mental disorders are being placed in our nation's juvenile facilities. Interactive exercises will give you the chance to apply the new information you gain during this training.	4	ACA



Course Name	Course Description	Credit Hours	Accreditations
Working with Youth: A Strength-Based Perspective	This course describes the strength-based approach for working with troubled children and teenagers. It covers the key concepts of the strengths-based approach and how to use strength-based messages and self-esteem building activities when working with youth. The course also explains how to utilize solution-focused therapy when treating youth in order to help them make more effective decisions. The course focuses on the power of positive treatment and describes a strength-building model for helping people that is hope-inspiring. **Audio/Video Required.	2.5	ACA, ANCC, APA, ASWB, CCB, NAADAC, NBCC, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17



## ACCREDITATION INFORMATION KEY

Essential Learning is a Continuing Education Provider Approved by the Following National Accrediting Organizations:	
Accreditation Board	Accreditation Description
<b>ACA</b>	American Correctional Association: Qualified for ACA Accreditation and recertification
<b>ANCC</b>	Arizona Nurses Association/American Nurses Credentialing Center
<b>APA</b>	American Psychological Association (#1693). Essential Learning is approved by the American Psychological Association to sponsor continuing education for psychologists. Essential Learning maintains responsibility for this program and its content.
<b>ASWB</b>	Association of Social Work Boards (#1103)
<b>NAADAC</b>	National Association of Alcohol and Drug Abuse Counselors (#0484)
<b>NADSP</b>	National Alliance for Direct Support Professionals-Provisional Approval
<b>NBCC</b>	National Board of Certified Counselors* (#6110)
<b>USPRA-CPRP</b>	US Psychiatric Rehabilitation Association (Certified Psychiatric Rehabilitation Professional)
*Please Note: Many states accept national accreditation in lieu of state-specific approval.	

The Following State Boards Do <u>Not</u> Accept National Accreditation for the Identified Professions. Therefore, Essential Learning has Obtained State Board Approval by the Following:	
Accreditation Board	Accreditation Description
<b>2</b>	<b>Florida</b> Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (#50-3895)
<b>3</b>	<b>Texas</b> State Board of Examiners of Marriage and Family Therapists and Texas State Board of Social Work Examiners (CS4349) and Texas State Board of Professional Counselors (2602)
<b>4</b>	<b>State Of Illinois</b> , Department of Financial and Professional Regulation, Registered Social Worker and Marriage and Family Therapist Continuing Education Sponsor (Social Worker License No. 159-000933, MFT License No. 168-000165)
<b>5</b>	<b>Alabama</b> State Board of Social Work Examiners Provider (#0216)
<b>6</b>	<b>Ohio</b> Social Worker Board (RST050401)
<b>7</b>	<b>Ohio</b> Marriage and Family Therapist Board (RST050401)
<b>8</b>	<b>Ohio</b> PC (RCX100502)
<b>9</b>	<b>CBBS</b> -- California Board of Behavioral Sciences (#PCE 2710)
<b>10</b>	<b>CBRN</b> -- California Board of Registered Nursing (#13791)
<b>11</b>	<b>CAADE</b> -- California Association of Alcohol and Drug Educators (CP10 780 H 0309)
<b>12</b>	<b>CAADAC</b> -- California Association of Alcohol and Drug Abuse Counselors (1-S-06-729- 0208)
<b>13</b>	<b>Louisiana</b> Addictive Disorder Regulatory Authority (AEP Provider Number E062)
<b>14</b>	<b>DC-RN</b> -- District of Columbia Board of Nursing Approved Continuing Education program (CE Provider #50-3895)
<b>15</b>	<b>Illinois</b> Professional Counselor/Clinical Counselor: Department of Financial and Professional Regulation License #No.197.000142
<b>16</b>	<b>Florida Board of Nursing</b> CE Provider #: 50-3895
<b>17</b>	<b>Florida Certification Board</b> (5101-P)
<b>OCDP</b>	<b>Ohio Chemical Dependency Professionals Board</b>



**Accreditation Information Key** *(continued)*

The Following Boards Approve Courses on a Specific Course Basis. Additional Course-Specific Accreditations Are Shown Below, as Applicable:	
Accreditation Board	Accreditation Description
<b>AAMA</b>	American Association of Medical Assistants
<b>AHIMA</b>	American Health Information Management Association
<b>APCB</b>	Arkansas Prevention Certification Board
<b>BREI</b>	The Breining Institute for Registered Addiction Specialists (Provider #CEP0802131128-ELE-HS)
<b>CBADP</b>	South Dakota Certification Board
<b>CCB</b>	Connecticut Certification Board
<b>CCMC</b>	Commission for Case Manager Certification
<b>CRCC</b>	Commission on Rehabilitation Counselor Certification
<b>DCCB</b>	D.C. Certification Board
<b>HADAD</b>	Hawaii Alcohol & Drug Abuse Division
<b>HRCI</b>	Human Resources Certification Institute
<b>IAODAPCA</b>	Illinois Alcohol and Drug Abuse Professional Certification Association
<b>Kentucky MFT</b>	Kentucky Board of Licensure of Marriage and Family Therapists
<b>LBP</b>	Oklahoma Licensed Behavioral Professional
<b>MA-MFT</b>	Massachusetts Association for Marriage and Family Therapy
<b>MCBAP</b>	Michigan Certification Board for Addiction Professionals
<b>MN-MFT</b>	Minnesota Board of Marriage and Family Therapy
<b>MSACCB</b>	Missouri Substance Abuse Counselors' Certification Board
<b>NAHQ</b>	National Association for Healthcare Quality
<b>NASW</b>	National Association of Social Workers
<b>OASAS</b>	New York State Office of Alcoholism and Substance Abuse Services (Provider #0754)
<b>OK-LMFT</b>	Oklahoma Marriage and Family Therapist
<b>OK-LPC</b>	Oklahoma Licensed Professional Counselor
<b>PCB</b>	Pennsylvania Certification Board (PCB provider #460)
<b>PDE</b>	Pennsylvania Department of Education
<b>PDH</b>	Professional Development Hours approved by the Employee Assistance Certification Commission
<b>SCAPPA</b>	South Carolina Association of Professionals and Advocates