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Online Professional Education for
Home Care & Hospice
from Educators You Trust



Catalog of Courses

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Welcome

2016

On behalf of the entire staff at RCTCLEARN.NET, I'd like to welcome you as a new or returning customer. We are excited to be your partner in on-line homecare and hospice education.

RCTCLEARN has been providing online education to home care and hospice workers for over 15 years. Our library of over 100 courses continues to grow. Interactive content, knowledge checks and visuals keep our learners engaged and coming back for more.

RCTCLEARN's courses are available when you choose 24/7. Start and stop courses as your schedule allows. Review the material, take the necessary quizzes and final and be rewarded with a Certificate of Completion. It's that convenient and easy!

Courses in this catalog have been designed to meet the learning needs of home health aides, nursing assistants, personal care workers and volunteers. Please see our Professional Catalog for courses intended for nurses and therapists.

Still have questions? Give us a call or send us an email. We are happy to provide assistance! Or, feel free to check us out at www.RCTCLEARN.NET.

Toll Free Help Desk: 877-396-6261
Email: info@rctclearn.net

Keep Learning!

Kristi Kiehne
E-Learning Program Specialist



Certifications

WNA/CEAP Wisconsin Nurses Association

Rochester Community and Technical College is an **approved provider** of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Provider Approval Number 0149-004

Colorado Department of Public Health and Environment

All courses listed in this professional catalog other than the courses under the End of Life Care Module are approved by the Colorado Department of Public Health and Environment.

Higher Learning Commission

Rochester Community and Technical College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Affiliations



Minnesota
STATE COLLEGES
& UNIVERSITIES



Testimonials

“A customer satisfaction rating of 98% means we plan to keep RCTCLEARN.NET as a member benefit indefinitely!” - *Indiana Association for Home & Hospice Care*

“..topics are relevant and supplement annual in-service training” - *Nurses Plus Home Healthcare*

“...more than a vendor, they’re a partner” - *Home Care Association of Washington*

“ . . . a benefit our Members can’t live without” - *Illinois Home Care & Hospice Council*

About Our Authors

Iona Kaye (Katie) Barton PT, Ed. D, MEPD

Katie received both her Bachelor of Science in Physical Therapy and her Master of Education in Professional Development from the University of Wisconsin - La Crosse. She received her Doctorate in Education Leadership from Saint Mary's University in Minneapolis, MN. Katie was an adjunct instructor for the physical therapy program at the University of Wisconsin - La Crosse for 17 years. She has a varied background of healthcare experience including birth-3, hospital based pediatrics, school based PT, SNF PT, and most recently, 6+ years as a physical therapist for a hospital based home care and hospice agency.

Tom Davis Phd, MS, LMFT

Tom is a licensed Marriage and Family Therapist with over 25 years private practice in Counseling and Psychotherapy. He has taught classes, workshops and seminars on aging, grief and human development for over 30 years and coordinated graduate programs in counseling psychology for the University of San Francisco. He has a Master of Science degree in Clinical Psychology and Ph.D. in Sociology. Tom currently teaches Psychology and Sociology at Rochester Community and Technical College in Rochester, MN.

Sherry Hanson, BA, LADC

Sherry is a Licensed Alcohol and Drug Counselor. Her degree is from Metropolitan State University, Minneapolis, MN, with a dual major in Addiction Studies and Personnel Administration. She started her career working in a detox unit while at the same time working as a counselor in a program focusing on chronic alcoholics and addicts. Her experience expanded while working in traditional and long term outpatient treatment for women, diversion and treatment readiness programs, as well as education and prevention. She has spoken to business and community organizations about various chemical health related topics and is passionate about debunking myths and reducing the stigma related to chemical use, abuse, and addiction issues.

Patricia Jump RN, PHN, MA

Technical Nurse Consultant, President Acorn's End Training and Consulting. Patricia Jump received her Bachelor's in Nursing Degree from Winona State University and her Masters of Arts Degree in Health and Human Services Administration from St. Mary's University. She has over 25 years' experience in the health care field and almost two decades of public speaking experience. As a professional trainer and consultant, Patricia conducts seminars across the country for all levels of employees in business, professional associations, educational organizations, churches, and government agencies. Additionally, she serves as personal coach, consultant, and retreat facilitator for home care leaders and organizations throughout the nation.

Connie Kotke Master of Business Communication

Connie Kotke is principal of Nautilus Communications LLC, a consulting practice dedicated to helping companies improve performance through proven employee communication and organizational development strategies. Equally at home in a corporate setting as she is in the classroom, Kotke devotes a good portion

of her time teaching and mentoring students of all ages to help them achieve professional and personal success.

Prior to founding Nautilus, Kotke spent nearly 20 years leading brand and reputation management, internal communications, investor relations and marketing communications for various companies. She earned a Master of Business Communication degree from the University of St. Thomas and graduated summa cum laude from Concordia University with a Bachelor of Arts degree in Organizational Management and Communications. In addition to consulting, she is an adjunct instructor for graduate programs at Saint Mary's University in Minneapolis; develops and conducts a variety of continuing education courses for Minnesota State Colleges and Universities; publishes national articles and manuscripts, and coaches entrepreneurs as a consultant for the Minnesota Small Business Development Center.

Ann C. Meritt RD, LD, CDE

Anne earned her Bachelor of Science degree in dietetics from the Coordinated Dietetics Program at Auburn University. She is a Certified Diabetes Specialist currently employed as a Renal Nutrition Specialist. Prior to this, she was employed at the Jackson Hospital Diabetes Center in Montgomery, Alabama. She provided patient education on Diabetes Management, Impaired Glucose Tolerance (Pre-Diabetes) and one-on-one instruction for patients with gestational diabetes. In addition, Ms. Merritt has been a featured speaker for the annual Diabetes Update for medical professionals (nurses, pharmacists and dietitians) sponsored by the Diabetes Center. Her presentations focused on updates in diabetes as well as nutrition and diabetes. She earned her Certification in Diabetes Education in 2007.

Michelle Olson M.S.P.T.

Michelle received her Bachelor of Science in Biology from the University of Wisconsin - La Crosse and her Master of Science in Physical Therapy from Carroll College. She has been practicing as a physical therapist for a hospital based home care and hospice agency for the past 8 years and has had experience in sports medicine and pediatric home and clinic based care. Michelle has a special interest in physical therapist education and has also been employed as a lab assistant/associate lecturer at the University of Wisconsin - La Crosse for the past 5 years. Michelle is an APTA certified clinical instructor and has been taking students into the home care setting.

Beth Schoenfeld RN, MSN, CCP

Beth is a Registered Nurse, with a Masters in Nursing with a clinical focus in Gerontology from the University of Evansville in Indiana. The majority of Beth's nursing career has been in home health care, working in both education and administration. Beth is also certified as a Chronic Disease Professional Health Coach (CCP) and has developed this program.

Lores Vlaminck RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Lores received both her Bachelors of Science Degree in Nursing and her Masters in Nursing Education from Bethel University, St. Paul, MN. Lores has a varied background of healthcare experience to include acute and critical care, clinical nurse specialist, and most recently, 19 years of experience as the founder and director of a rural home care and hospice agency.

Lores' passion is education for health care professionals, para-professionals, volunteers, and the community at large in the specialty of end-of-life care. Lores offers seminars, training, orientation, coaching, presentations, compliance monitoring, and mentoring for home care, hospice agencies, and health care organizations.

Audrey J Weymiller Ph.D.(c), MN, RN

Ms. Weymiller is a Nurse Practitioner in the Division of Endocrinology, Nutrition and Metabolism/Endocrine Research/Department of Medicine at Mayo Clinic in Rochester MN. She received her Bachelor of Science in Nursing from the University of Wisconsin, Eau Claire; her Master of Nursing as a Family Nurse Practitioner from the University of Washington, Seattle; and her Ph.D.(c) in nursing from the University of Minnesota, Minneapolis.

Audrey is a board certified Family Nurse Practitioner as well as being certified by the American Nurses Credentialing Center in Advanced Diabetes Management. Her most recent awards include the King Hussein Scholar in Nursing Research from the Mayo Clinic Department of Nursing as well as Hartford Geriatric Nursing Education Scholar and MM Fellowship in Geriatric Nursing Research from the University of Minnesota. She is a member of the American Diabetes Association, Professional Section; Minnesota Diabetes Steering Committee and Diabetes Prevention Working Group with the Minnesota Department of Health.

In her current position at Mayo Clinic, Audrey is involved with clinical research on the changes in muscle with aging and diabetes and the effects of exercise as well as working with RN case managers on strategies such as motivational interviewing and self-management.

Commercial Support & Product, Off-Label Use

Commercial Support Disclosure:

These courses (CE activities) were developed in accordance with ANCC criteria and Commercial Support Guidelines; if the planners and authors of this course have disclosed a relevant financial, personal or professional relationship with any commercial entities pertaining to this activity it will be printed in the course materials within the course section of this catalog.

Non-Endorsement of Products & Off Label Use:

These courses (CE activities) provide a balanced view of therapeutic options. Use of generic names is always considered before using trade names. Consequently, if trade names are necessary, when available, we will use trade names from several companies. RCTC and the course planning team do not endorse any products or drugs that may be mentioned in any of the courses.

Health Care Professionals

Abuse and Neglect for Health Care Professionals



Each year, millions of adults and children in the United States are abused and neglected. Many of them are severely assaulted, and thousands are killed. Others are intimidated, isolated, humiliated, and controlled by their abuser.

Recognizing the signs of abuse, neglect, and vulnerability and then knowing where and how to report it is an important step to preventing further injury.

Objectives

- Define abuse, neglect, and vulnerability
- State the method for reporting suspected abuse, neglect, or vulnerability
- Describe signs of abuse, neglect, or vulnerability in the adult
- List the signs of abuse, neglect, or vulnerability in a child
- Recognize factors which characterize the development of abusive patterns
- Describe the process and content necessary for reporting abuse, neglect, or vulnerability to the identified Common Entry Point (CEP)

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

WNA/CEAP: Wisconsin Nurses Association
"Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation."
Provider Approval Number 0149-004;

Course Planning Team

Kathy Richie, BSN, RN, Patricia Jump, RN, PHN, MA

Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

1.6 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Anxiety in Older Adults

Anxiety disorders in older adults are often missed or misdiagnosed even though they are more prevalent than dementia and major depressive. Ongoing anxiety can decrease the quality of life of older adults as well as impact the morbidity and mortality of those affected.

Recognizing an anxiety disorder in an elderly person poses challenges due to the physical and mental changes in aging that can mask or impede its discovery. This class is designed to increase your knowledge of anxiety, its signs and symptoms as well as methods to address and treat anxiety and anxiety disorders in your client. Timely detection and implementation of appropriate, evidence-based treatment options can have a positive impact on the older adult's quality of life, helping them cope more effectively or overcome their anxiety.

Objectives

- Explain the impact of anxiety and anxiety disorders as a disease
- Describe the incidence, symptoms and effects of anxiety in the older adult
- Identify pre-disposing factors for anxiety in the older adult
- Describe evidence based anxiety assessment tools and methods
- Outline treatment methods to cope with or eliminate anxiety

Delivery

This is a self-paced course with optional knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. You will be **required to take the pre-test and final exam. You must score 80% or higher on the final exam and complete the evaluation in order to obtain a certificate of completion.**

Intended Audience

This course is designed to meet the continuing education requirements of Licensed Practical Nurses, Registered Nurses. It may also be appropriate for health care professionals such as Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

Certification(s)

WNA/CEAP - Wisconsin Nurses Association
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Provider Approval Number 0149-004;

HLC - Higher Learning Commission

"Rochester Community and Technical College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools."

HLC Institution ID:1399

Course Planning Team

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Authors(s) Originating

Beth Schoenfeld - RN, MSN, CCP

Beth is a Registered Nurse, with a Masters in Nursing with a clinical focus in Gerontology from the University of Evansville in Indiana. The majority of Beth's nursing career has been in home health care, working in both education and administration. Beth is also certified as a Chronic Disease Professional Health Coach (CCP) and has developed this program.

Tom Davis - PhD, MS, LMFT

Tom is a licensed Marriage and Family Therapist with over 25 years' private practice in Counseling and Psychotherapy. He has taught classes,

workshops and seminars on aging, grief and human development for over 30 years and coordinated graduate programs in counseling psychology for the University of San Francisco. He has a Master of Science degree in Clinical Psychology and Ph.D. in Sociology. Tom currently teaches Psychology and Sociology at Rochester Community and Technical College in Rochester, MN.

Contact Time

1.0 contact hour(s) based on 60-minute contact hour (WNA/CEAP)

Cardiovascular System Review for Health Care Professionals



The cardiovascular system is vital to the health and well-being of all people. The heart and blood vessels that make up the cardiovascular system deliver blood and other material within the body. Even though treatment for cardiovascular disease has improved over the years, it is still the number one cause of death in the United States. This course will help you better understand the effect of the aging process on the cardiovascular system, as well as your role in the care of older persons with cardiovascular disease.

Objectives

- Identify the components of the cardiovascular system and their purpose
- Identify risk factors associated with heart disease
- State the cardiovascular diseases common in the elderly
- Describe the changes necessary in the care for patients with cardiac diseases
- Identify common cardiac diagnostic methods
- Identify the impact of the blood pressure on the heart.
- Identify components of a comprehensive cardiac assessment.
- Classify common cardiac medications

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next

lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

4.1 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Detecting and Addressing Delirium in Older Adults

Delirium is an often missed or misdiagnosed acute syndrome which commonly affects older adults. Its fluctuating course and overlap with other mental status disturbances can make it hard to detect. Due



to the impact on physical and cognitive functioning, delirium is often associated with higher mortality rates in older adults. Timely detection and implementation of appropriate, evidence-based treatment options

can improve the older adult's chances for survival and quality of life.

Objectives

- State the differences between the types of delirium
- Identify common symptoms experienced by those with delirium

- Describe factors that can contribute to delirium
- Discuss appropriate tools for assessing delirium
- State the differences between delirium, dementia and depression
- Describe barriers to identifying delirium and methods for overcoming these barriers
- Describe evidence-based treatment recommendations for delirium including evidence underlying non-pharmacological approaches

Course Delivery

This is a self-paced course with knowledge check activities. These non-graded activities allow you to check your understanding of the lesson objectives before proceeding on in the course. At the end of the course, you will be required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals such as Licensed Practical Nurses, Registered Nurses, Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

Certification(s)

WNA/CEAP - Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004.

Course Planning Team

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Authors(s) Updating

Beth Schoenfeld - RN, MSN, CCP Contact Time 1.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Diabetes Overview for Health Care Professionals



An estimated 23.6 million people in the United States have diabetes mellitus, a group of diseases characterized by hyperglycemia due to insufficient insulin action, insulin production or both.

Individuals with diabetes, regardless of the type, face serious short-term and long-term complications. This course provides an overview of the different types of the disease as well as symptoms and treatments for each. Complications of the disease will also be discussed.

Objectives

- State the two primary problems caused by high glucose in the blood stream.
- Characterize each of the three types of diabetes mellitus.
- List symptoms and treatments for each type of diabetes mellitus.
- List the testing methods for diagnosing diabetes.
- State the risk factors for diabetes mellitus.
- Identify complications of diabetes mellitus.
- List the symptoms and treatments of Hypoglycemia and Hyperglycemia.
- State the critical components of basic diabetes education.
- Outline important preventive care measures to assist the patient in staying healthy and active.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

WNA/CEAP: Wisconsin Nurses Association
"Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation."
Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

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Authors(s) Updating

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Audrey J Weymiller, Ph.D.(c), MN, RN
For a complete bio, please see pages four and five

Contact Hours

1.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Drug and Alcohol Concerns in Older Adults



As the elder population increases, so does the number of older people with chemical health concerns. This course provides an introduction to and insight on the unique drug and alcohol issues associated with this generation.

Communication barriers and strategies for initial conversations regarding these issues are also discussed.

Objectives

- Explain differences in the generational as well as cultural beliefs and behaviors of Baby Boomers and Elder Adults.

- Differentiate between use, abuse, dependency and misuse regarding alcohol and other drugs.
- State the medical view of addiction/dependency.
- Describe barriers to and effective communication strategies for discussing drug and alcohol concerns with older persons.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals, such as Licensed Practical Nurses or Registered Nurses, Social Workers and Physical, Speech or Occupational Therapists.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Sherry Hanson, BA, LADC

Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Effective Communication Using the SBAR Tool



Though communication can be complicated, learning to effectively communicate with patients and peers is important. This course is designed to review communication style differences and other factors affecting communication. In addition, the course will introduce the SBAR communication model and explore strategies to apply it in home health and assisted living settings. This program is also designed to meet the requirements of the Minnesota Board of Nursing for licensure renewal.

Objectives

- Describe factors affecting communication
- Identify differences among team members' communication styles
- Describe the SBAR communication model
- Describe strategies for applying the SBAR model in home health and assisted living settings

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

1.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Grief and Mourning: An Introductory Course for Providers and Caregiver



This course provides an introduction to grief and mourning for health care providers.

Objectives

- Describe grief and mourning in practical and theoretical terms
- Discuss important factors that affect grief
- Discuss important factors that influence mourning
- Describe the role of providers working with the bereaved
- Discuss important challenges and issues for providers

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals, such as Licensed Practical Nurses or Registered Nurses and Physical, Speech or Occupational Therapists.

Certifications

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Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Tom Davis, PhD, MS, LMFT

Contact Hours

4.2 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Hearing for Health Care Professionals



Audition (hearing) is crucial for humans since most of the time we relate to each other through verbal communication. Hearing loss is thought by many to be the most devastating handicap of all, frequently resulting in withdrawal from interactions with society and meaningful people such as family and friends.

Objectives

- Understand the auditory structure and how hearing occurs
- List four age-related changes of hearing
- Describe two benefits of cerumen
- Differentiate subjective and objective tinnitus
- List two treatment strategies for otosclerosis
- List three symptoms of presbycusis
- List three symptoms of Meniere's Disease
- Differentiate dizziness and vertigo
- Differentiate the two types of hearing loss

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Authors(s) Originating

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Contact Hours

1.25 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Infection Control for the Professional Clinician



The application of infection control principles and practices is important to mitigate and prevent the spread of infectious diseases. More advanced medical devices and procedures, combined with prolonged survival amidst complex medical conditions further enhance the need for meticulous prevention efforts. This session encompasses a review of various disease processes including common symptoms, and preventive practices associated with individual disease states. Additionally, bioterrorism information and its effect on health care is presented.

Objectives

- Define steps in the infection process
- List recommendations related to working during the time of infection.
- Describe disease-preventive practices within the home setting
- Explain the significance of hand washing in the prevention of infection

- List accepted universal precautions guidelines and techniques
- Identify the basic practices when caring for a patient with HIV/AIDS
- Identify the basic practices when caring for a patient with Hepatitis
- Name the basic facts about TB
- Identify the primary medical consequences associated with CMV
- Explain the purpose of the Employee Right to Know guidelines
- List the greatest health risks related to bioterrorism
- Recognize issues related to Vancomycin-Resistant Enterococci (VRE) and Methicillin-Resistant Staphylococcus aureus (MRSA)

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Integumentary System Review for Health Care Professionals



The integumentary (skin) system is an important protective barrier. Disruption of the skin integrity may result in the need for costly (financial, emotional and physical) remedial intervention. This course is designed to review

the integumentary system in its normal, healthy state and to examine some of the common health problems associated with a compromised integumentary system. Additionally, treatment protocols for skin problems are identified.

Objectives

- Identify the Components of the integumentary system and their purpose
- State the changes in the integumentary system expected with aging
- Describe the steps in general care of the integument
- State the process for perineal care
- Compare and contrast common skin conditions
- State the importance of prevention of skin breakdown
- Identify the areas at greatest risk for skin breakdown
- Identify autoimmune diseases affecting the skin
- Identify circulation problems affecting the skin
- Identify viruses affecting the skin
- Identify other skin conditions and their impact on skin integrity
- Compare and contrast normal and abnormal assessment findings for the integumentary system
- Recognize and utilize a validated risk assessment scale for pressure ulcers
- Identify and characterize the different wound stages
- Recognize medications and treatments commonly used for the integumentary system conditions
- Identify the mechanical aids used to reduce risk of skin breakdown
- Describe care of the patient/client with compromised integumentary status: including methods to relieve pressure and

the cleansing, dressing and debridement of pressure ulcers

- Describe the process for proper wound care

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Patricia Jump, RN, PHN, MA

Contact Hours

2.6 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Intergenerational Communications for the Professional



We live and work in a diverse world. One aspect of diversity is communicating with people from different generations. In a single day, we may interact with someone who is 80, 60, 35 or 22. Each person is part of a unique generation -- Matures, Baby Boomers, Gen X's or Gen Y's - with common experiences that shaped his or her

values. Once we understand these attributes, we can appreciate and have better relationships with those we serve.

As caregivers and coworkers, we are more productive and satisfied when we can build bridges, not walls, between generations. This course examines issues and challenges related to intergenerational communications. Ethnicity, immigration and family dynamics are also integrated with widely-accepted research on the behaviors, perceptions and preferences of individuals from four generations. Caregivers will learn tips and techniques for connecting with others so they can be more effective in their roles.

Objectives

- Recognize similarities and differences in the way members of four generations think, behave and interact with others
- Apply basic concepts of effective interpersonal communications with clients and coworkers of all generations
- Identify the links between ethnicity (Native American and Latino), economic status, immigration, and generational characteristics
- Understand challenges facing family caregivers, and how to improve communications with them regardless of their age

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Authors(s) Originating

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Contact Hours

5.8 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Improving Care Transitions of Older Adults



Hospitalization or re-hospitalization continues to be an issue for older adults. One of the factors influencing the older adult's ability to return to home safely is the effective transition of care between facilities and home care. This program will focus on the role of the clinician in managing the care transition process to reduce issues in care issues that increase the risk of complications and the need to return to the hospital.

Objectives

Identify concerns in care of the elderly population

- Define transitions of care
- Define care coordination
- Identify barriers to successful transitions
- Describe critical elements of successful transitions
- Describe action plan for home health providers

Course Delivery

This is a self-paced course with knowledge check activities. These non-graded activities allow you to check your understanding of the lesson objectives before proceeding on in the course. At the end of the course, you will be required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals such as Licensed Practical Nurses, Registered Nurses, Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

Certifications

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Course Planning Team

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Authors(s) Updating

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Authors(s) Originating

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Contact Hours

1 contact hour(s) based on 60 minute contact hour (WNA/ANCC)

Medication Management in Home Care



One of the top causes for hospitalization or re-hospitalization in older adults is medication issues related to medication use or adherence. In order to address these challenges, appropriate medication management is

critical in the care of older adults.

This program will focus on the role of the clinician in managing medications in the home care setting.

Objectives

- Identify concerns in care of the elderly population

- Identify changes in older adults that contribute to the need for medication management
- Define challenges of polypharmacy, medication non adherence and medication side effects and home care response
- Identify potentially dangerous drugs or drug classes in the older person
- Describe the medication reconciliation process
- Identify the process of medication management
- Identify barriers to medication non-adherence in older adults and the potential consequences

Course Delivery

This is a self-paced course with knowledge check activities. These non-graded activities allow you to check your understanding of the lesson objectives before proceeding on in the course. At the end of the course, you will be **required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.**

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals such as Licensed Practical Nurses, Registered Nurses, Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

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Authors(s) Originating

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Contact Hours

1 contact hour(s) based on 60 minute contact hour (WNA/ANCC)

Medicare 101 for Home Care Professionals



Agencies participating in the Medicare Home Health Program need to educate professional staff on how to comply with Medicare's Conditions of Participation.

Additionally, paraprofessional staff should have a general understanding of Medicare requirements related to homebound status, so they can notify their employer of any concerns that may affect Medicare eligibility. Failure to comply with Medicare requirements may result in survey deficiencies, loss of Medicare reimbursement, and penalties with far-reaching consequences. This program is an introductory course for professional staff working with Medicare clients.

Objectives

- Outline the basic history of Medicare.
- Understand basic Medicare coverage.
- Identify Medicare's expectations of home health providers and clinicians for reimbursement and compliance.
- State the provider's responsibility with home care services.
- Recognize the physician's responsibility related to home care services.
- Define part-time/intermittent services.
- Record requirements for daily skilled nursing visits.
- List key components to document medically reasonable and necessary services.
- Recognize the importance of documentation to support homebound status.
- Identify when to decrease or increase visit frequency under Medicare.
- Appropriately document the provision of skilled nursing services according to Medicare requirements.
- Recognize the requirements for "homebound".
- Learn to document a clear picture of the homebound status of Medicare clients.
- Document appropriately to demonstrate that skilled services are reasonable and necessary.

- Explain the criteria needed to meet Medicare's definition of reasonable and necessary home health aide services.
- List the home health aide's responsibility in home care.
- Describe Medicare's expectations regarding supervision for the home health aide (HHA).
- Recognize basic legal requirements of home care documentation.
- Identify basic requirements for Medicare coverage.
- Recognize the requirements for "homebound".
- Learn to document a clear picture of the homebound status of Medicare clients.
- Identify Face-to-Face Requirements.
- Identify Therapy Assessment Time Points

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Authors(s) Originating

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Contact Hours

2 contact hour(s) based on 60 minute contact hour (WNA/ANCC)

Patient Privacy and HIPAA Overview for Professionals



The Health Insurance and Portability and Accountability Act rules are more stringent than ever before. Every person who works with patients or comes in contact with a patient's protected health information - whether direct caregivers, billing clerks, office staff, or CEO - will be held to a higher standard of accountability for keeping confidential information private. It is critical for all health care workers to receive information to reduce the risk and vulnerabilities associated with patient data privacy and security.

With advances in medical record documentation and storage, ensuring privacy and security of individual's health information is even more critical and challenging. The stakes are high as criminal and civil penalties for improper use or disclosure of medical information are increasing as well. It is critical that every employee, even those with limited access to patient information, become familiar with the HIPAA Privacy and Security Rule requirements.

Objectives

- Identify the basic requirements of the HIPAA Privacy and Security Rules
- Describe the applicable sanctions for violating the HIPAA Privacy and Security Rules.
- Explain when patient protected health information may or may not be used and/or disclosed.
- Define a covered entity and a business associate as it relates to Protected Health Information.
- State the individual rights granted by HIPAA.
- Describe the standards used for determining when state law preempts HIPAA.
- Identify common situations in which breaches occur and the appropriate responses.

Course Delivery

This is a self-paced course with optional knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be **required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.**

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals such as Licensed Practical Nurses, Registered Nurses, Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

Certifications

WNA/CEAP Wisconsin Nurses Association

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Provider Approval Number 0149-004;

Course Planning Team

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Author Originating

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Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Principles of Diabetes Treatment for Health Care Professionals



Many people have been or will be diagnosed with diabetes. They vary in age, culture and socio-economic background as well as the ability and motivation to treat their diabetes. Just as there are different people with diabetes, there are also different treatment options for the disease which range from simple to complex. Diabetes treatment focuses on "individualization," requiring healthcare professionals to balance the complexity of diabetes

care, individual values, preferences, and capabilities with the avoidance of harm. This course is designed to provide healthcare professionals with knowledge of current treatment options for each type of diabetes. Insulin, insulin administration methods and oral agent options will be explored. Strategies for preventing and treating complications associated with diabetes will also be discussed.

Objectives

- Compare and contrast the different classifications of diabetes.
- Identify criteria for diagnosis of diabetes.
- Describe the main goals of diabetes care and treatment.
- Identify the affect of insulin on glucose levels and factors affecting the body's insulin needs.
- Compare and contrast the different insulin types, regimens and administration methods.
- Demonstrate the proper method for drawing up and mixing insulin.
- Describe the need for and different types of oral anti-diabetic medications.
- Explain the different types of blood glucose monitoring methods and target ranges for each type.
- Outline the general principals and recommendations for healthy diet and exercise with diabetes.
- Identify important general health considerations and microvascular complications for people with diabetes.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Contact Hours

2.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Respiratory System Review for Health Care Professionals



According to the American College of Allergy, Asthma, and Immunology, we breathe nearly 25,000 times and inhale more than 10,000 liters of air during a normal day.* The importance of a properly functioning respiratory system is apparent. So also is the need to recognize atypical functioning of the respiratory system. This course is designed to inform the professional caregiver of the normal and abnormal symptoms and diseases associated with the respiratory system. Methods of treatment are discussed, and specific medications are outlined for the professional clinician. *The American College of Allergy, Asthma & Immunology.

Objectives

- Identify the components of the respiratory system and their purpose
- Describe common respiratory conditions
- Outline the expected changes in the respiratory system and conditions of the aging individual
- Recognize the different methods of treatment and care for respiratory conditions

- Identify devices that deliver oxygen to the patient
- Describe the changes necessary in the care of patients with compromised respiratory status
- Compare and contrast normal and abnormal assessment finding for the respiratory system
- Recognize medications commonly used in the treatment of respiratory conditions

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Author(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

6.6 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Successful Transitions to and from Home Care



This course is designed to help health care providers understand the process for successful transitions to/from home care, to/from skilled nursing facilities, and to/from outpatient therapy for home care clients. Participants will have the opportunity to reflect on what they are learning through case scenarios.

Objectives

- Determine type and level of care needed for a client
- Explain the steps involved in transitioning from home care to a skilled nursing facility
- Describe situations where the PT, OT, or RN may not be able to fully meet the needs of their clients in the home setting
- Explain the importance of Informed Consent
- List special payer considerations
- List possible referral sources and the importance of coordination of care
- Compare and contrast successful and unsuccessful client transitions

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of Registered Nurses, Licensed Practical Nurses, Physical Therapists, Occupational Therapists and Speech Therapists

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Course Planning Team

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Authors(s) Originating

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Contact Hours

1.2 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Vision for Health Care Professionals



In this course, you will gain a better understanding of the problems that affect vision, as well as learn things you can do to provide good care to persons with vision problems.

Objectives

- Understand how the eye works.
- Recognize changes that occur in the eye as we age.
- Become aware of vision problems that affect the aging eye.
- Learn methods that can be used to help someone with a vision problem.
- Describe the affects of aging on eye structure and visual acuity.
- Discern common abbreviations used to discuss visual acuity.
- Synthesize available data and determine when referral to nurse practitioner or physician is required.
- Describe the systemic affects of selected glaucoma medications.
- Describe disorders associated with a red eye.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

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Course Planning Team

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Authors(s) Originating

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Contact Hours

1.25 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

When to Refer to Rehabilitation Services in Home Care



This course is designed to assist the nurse in understanding when to refer to rehabilitation services in home care. Further, it will explain the Medicare requirements for initiating home care therapy services. Examples are provided to help the nurse establish the differences between physical, occupational, and speech therapy services and patient impairments that may render referral to one or all therapy disciplines.

Objectives

- Explain the Medicare guidelines to establish appropriateness for home care rehabilitation services
- Define and document homebound status
- List several roles of the physical, occupational, and speech therapist in home care
- Describe patient deficits that would make a referral to physical, occupational, and/or speech therapy appropriate

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals, such as Licensed Practical Nurses and Registered Nurses. This program is also designed to meet the requirements of the Minnesota Board of Nursing for licensure renewal.

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Authors(s) Originating

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Michelle Olson, M.S.P.T.

Contact Hours

1.25 contact hour(s) based on 60 minute contact hour (WNA/ANCC)

• • • • • *e-learning for those who care* • • • • •

End of Life

Difficult Decisions: Managing Communication Challenges



This lesson is designed for professionals supporting patients who have recently learned that they have a terminal illness. It is the physician's role to discuss a new diagnosis and the expected course of the disease (prognosis) with the patient. However, it is the role of the healthcare professional to reinforce, educate, support and empower the patient and the patient's family to understand and accept the illness.

Objectives

- Describe the role of the physician in communicating news of a terminal illness
- Identify guidelines for establishing the framework for difficult discussions
- Define the components necessary in the exchange of normal communication
- State the importance of non-verbal communication
- Identify the sensory losses that impair communication.
- Explain how cultural and language barriers influence effective communication.
- Identify actions to improve communication between the professional, the patient and the family.
- Describe the emotional symptoms that may create barriers to effective and accurate communication.
- Outline the challenges and benefits in prognostication of an illness.
- Outline the steps in providing an environment conducive to effective communication.
- List three examples of ways to show the patient you are engaged in the conversation.
- Provide three examples of open-ended questions to use in an initial conversation regarding a patient's diagnosis.
- Compare and contrast the communication of false hope with reframed hope.
- Provide three examples of reframed hope that may be identified by the patient

- Describe the importance of understanding culture and diversity in the care of the terminally ill patient.
- Define and contrast cultural diversity, cultural sensitivity, and cultural competence.
- Describe two tools the healthcare professional can access for improved cultural competence.
- List two examples of potential cultural conflict when contemplating communication about death and dying.
- Describe the value of communicating advance directive wishes with the patient, family, and health care providers.
- Identify actions that you can take to improve communication between the patient and family regarding advance directives.
- Compare and contrast the benefits and burdens of CPR in the terminally ill patient.
- Define the benefits and burdens of hydration/dehydration.
- List others areas where difficult decisions will need to be addressed.
- List ways in which the health care professional can assist the patient in creating lasting memories for surviving family members
- Define the role of the health care professional in discussions of pre-planning funerals and memorial services
- Define the role of the family in discussions of pre-planning funerals and memorial services
- List two ways to include children in the preparation for death.
- List three supportive resources found in your community.
- Compare and contrast the support needs of family members and healthcare professionals.
- Outline structured support opportunities and care.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to

pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

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Authors(s) Originating

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Contact Hours

2.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Healthy Boundaries and Healing Hearts



Health care boundaries are the limits within which health care services are to be delivered. Health care boundaries are important for the protection of both the patient and the health care provider. Maintaining healthy boundaries can be difficult when faced with the challenge of end-of-life care. Health care providers and volunteers need to demonstrate a healthy balance between care and compassion without becoming overly involved in their patient's lives. This course is designed to assist the learner in understanding boundaries in health care, identify boundary issues and methods to avoid or address those issues.

Objectives

- Describe professional boundaries
- State the need for professional boundaries
- Explain the importance of codes of ethics
- Explain the impact of patient history on establishing boundaries
- Describe the balance of power between patient and caregiver
- Identify methods to establish health boundaries at first meeting
- Identify challenges in providing end of life care in the home
- Define boundary crossing
- Identify who is at risk for crossing boundaries
- Name 2 different types of boundary crossings
- Select the appropriate response to boundary crossings
- State the different types of boundary violations
- List three warning signs that might signal a boundary violation
- Describe the role of the caregiver in reporting an event of misconduct or abuse
- Define two resources for support when boundaries have been violated
- Identify the importance of saying "no" so as to maintain healthy boundaries
- State the importance of emotional health in establishing and maintaining healthy boundaries.
- Provide three suggestions to avoid boundary violation
- Name two sources of support for maintaining healthy boundaries

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants,

Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

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Authors(s) Originating

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Contact Hours

2.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Overview of Hospice: Care Beyond Cure



A team of professionals, para-professionals, and volunteers comprise the unique team of support available to the hospice patient and their families. It is important for all team members to have a clear understanding of hospice care. This course is an entry-level module for those interested in learning more about hospice, defining the roles of the team members, and understanding the services available to the hospice patient and family.

Objectives

- Define the uniqueness of a holistic approach to the terminally ill patient.
- Describe the philosophy of hospice.
- Outline the history of hospice development.
- Define terminal as it applies to qualification for hospice enrollment.
- Define the eligibility criteria for a hospice patient's enrollment
- Identify the barriers in discussions of death and hospice enrollment
- Define the certification process necessary for hospice enrollment.

- List the team members that are involved in the care and support of a hospice patient and family.
- Describe the role of each core team member
- Describe the role of the additional team members that may be assigned to the hospice patient and/or family.
- Identify the covered services available to the hospice patient and family.
- Identify the differences between Medicare "A" (Hospital) Insurance and the Medicare Hospice Benefit
- Describe how the Federal and State guidelines impact a hospice agency and the delivery of services
- Describe the four levels of hospice care
- Identify the typical payer sources for financial reimbursement of hospice care.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

Kathy Richie, BSN, RN, Lores Vlaminck, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Authors(s) Originating

Lores Vlaminck, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Contact Hours

0.8 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

The Faces of Grief: Addressing Spiritual And Bereavement Needs



Grief manifests itself in many ways to the patient and to the family. A broader understanding of spirituality and bereavement enables the care team to provide help to those they serve as well as take care of themselves. This course will assist the participant in identifying methods to comfortably assess and address the spiritual and bereavement needs of the patient and family with education, resources, and information.

Objectives

- Compare and contrast spirituality and religion
- Identify your spiritual experiences and influences
- Identify the spiritual needs of a dying patient and his or her family
- Describe methods to meet their needs
- Explore the methods of spiritual assessment
- Outline barriers in meeting a patient's spiritual needs
- Demonstrate the relationship between finding purpose in meaning of life and in finding hope
- List five ways that may validate a patient's purpose in life
- Define the relationship between pre-planning a funeral and finding meaning in death
- Identify commonly known experiences of grief and loss
- Define common grief reactions
- Describe the role of the professional in supporting the bereaved
- Describe the ways in which the bereaved may find solace.
- Describe the special needs of a child experiencing death

- Outline methods of grief support for the adolescent and teen
- Describe the importance of rituals and commemorations in the grieving process.
- Offer three examples of questions you might ask the patient while exploring their feelings of loss.
- Identify two common feelings that may be experienced by the bereaved following the death of their loved one.
- List three options for grief support found in most communities
- Define the benefits of a grief support group
- Define the responsibility of hospice for bereavement
- Define complicated grief

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

WNA/CEAP: Wisconsin Nurses Association
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Course Planning Team

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Authors(s) Originating

Lores Vlaminck, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

What Do I Do? Managing Physical and Emotional Symptoms of Dying



Dying is much more than a medical "event". It is a time of emotions that may include fear, grief, joy, anger, reconciliation, forgiveness, and transformation for all involved. Fear of the unknown for the patient and family is only natural. One of the fears the professional might face is the observation of the emotional and bodily changes of the patient as death approaches. The professional may not be prepared to provide the appropriate assessments and education that is expected by the patient and family. In the journey between living and dying, this is an emotional time during which the professional is needed for support, encouragement, and direction. This course is designed for professionals with a desire to learn more about the physical and emotional signs of the terminally ill patient, including the expected sequence of changes. Included are teaching aids for communication with the patient and family as symptoms occur.

Objectives

- Identify Personal fears associated with care of the dying patient
- Identify the needs of the dying patient and his or her family
- Describe supportive measures for the patient and family
- Describe ways to be present with the patient and/or family
- Outline ways of communicating openly and honestly while not extinguishing hope
- Recite examples of leading questions that enhance communication
- Identify the possible emotional symptoms and concerns of the dying patient
- Describe the importance for individual assessment of the emotional and psychological needs of anxiety, depression, fear and anger for each hospice patient
- Describe the possibilities for fear and opportunities for communication regarding those fears

- Describe anger as well as the strategy for discussions with the patient and/or family regarding anger
- Identify the challenges of pain management encountered during the dying process
- Compare and contrast the assessment of acute and chronic pain
- Identify the challenges of the fatigue and adjustment to daily activities
- Describe the responsibilities of the professionals in pain assessment
- Compare and contrast the difference between anorexia, starvation and dehydration
- Identify the burdens and benefits of dehydration in the terminally ill
- Describe the cardiovascular changes that are expected in the terminally ill patient
- Describe the first places you might observe mottling in the terminally ill patient
- Describe the respiratory changes that are commonly observed in the dying patient
- List intervention strategies
- Recall communications that are useful with family members
- Identify the changes expected in the gastrointestinal and genitourinary systems
- Describe assessment of and interventions for nausea and vomiting to provide comfort and relief
- Identify the steps in abdominal assessment
- Describe the causes of peripheral edema and the associated treatment options
- Identify preventive measures to minimize skin breakdown
- Describe Terminal Restlessness
- Outline appropriate interventions to treat symptoms of Terminal Restlessness
- Define expected observations during the transitional phase of dying
- Describe the predictable sequence of physical and emotional changes throughout the dying phase
- Recite the priorities and responsibilities of the registered nurse and hospice professionals immediately following death

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of

the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

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Contact Hours

3.75 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

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Medical Coding

ICD-9-CM to ICD-10-CM: Preparing for the Transition



This course is designed to provide health care professionals with an understanding of the transition of the ICD-9-CM coding system to the ICD-10-CM coding system in the United States.

Objectives

- Describe the history of the ICD coding systems
- Discuss the reasons for the coding system change
- Explain the code structure for the ICD-10-CM coding system
- Discuss key issues in the chapters of ICD-10-CM

Course Delivery

This is a self-paced course with optional knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be **required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.**

Intended Audience

This course is designed to meet the continuing education requirements of coders, nurses, and billing staff.

Certification(s)

WNA/CEAP - Wisconsin Nurses Association

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Provider Approval Number 0149-004;

Course Planning Team

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Author(s) Originating

Mary Juenemann - MS, RHIA, CCS

Contact Time

2.2 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

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Therapy Continuing Education

Difficult Decisions: Managing Communication Challenges



This lesson is designed for professionals supporting patients who have recently learned that they have a terminal illness. It is the physician's role to discuss a new diagnosis and the expected course of the disease (prognosis)

with the patient. However, it is the role of the healthcare professional to reinforce, educate, support and empower the patient and the patient's family to understand and accept the illness.

Objectives

- Describe the role of the physician in communicating news of a terminal illness
- Identify guidelines for establishing the framework for difficult discussions
- Define the components necessary in the exchange of normal communication
- State the importance of non-verbal communication
- Identify the sensory losses that impair communication.
- Explain how cultural and language barriers influence effective communication.
- Identify actions to improve communication between the professional, the patient and the family.
- Describe the emotional symptoms that may create barriers to effective and accurate communication.
- Outline the challenges and benefits in prognostication of an illness.
- Outline the steps in providing an environment conducive to effective communication.
- List three examples of ways to show the patient you are engaged in the conversation.
- Provide three examples of open-ended questions to use in an initial conversation regarding a patient's diagnosis.
- Compare and contrast the communication of false hope with reframed hope.

- Provide three examples of reframed hope that may be identified by the patient
- Describe the importance of understanding culture and diversity in the care of the terminally ill patient.
- Define and contrast cultural diversity, cultural sensitivity, and cultural competence.
- Describe two tools the healthcare professional can access for improved cultural competence.
- List two examples of potential cultural conflict when contemplating communication about death and dying.
- Describe the value of communicating advance directive wishes with the patient, family, and health care providers.
- Identify actions that you can take to improve communication between the patient and family regarding advance directives.
- Compare and contrast the benefits and burdens of CPR in the terminally ill patient.
- Define the benefits and burdens of hydration/dehydration.
- List others areas where difficult decisions will need to be addressed.
- List ways in which the health care professional can assist the patient in creating lasting memories for surviving family members
- Define the role of the health care professional in discussions of pre-planning funerals and memorial services
- Define the role of the family in discussions of pre-planning funerals and memorial services
- List two ways to include children in the preparation for death.
- List three supportive resources found in your community.
- Compare and contrast the support needs of family members and healthcare professionals.
- Outline structured support opportunities and care.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next

lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

WNA/CEAP: Wisconsin Nurses Association
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Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Lores Vlaminc, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Contact Hours

2.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Documentation in Home Care



This course is designed to assist the Physical Therapist and Occupational Therapist in understanding the unique aspects of documentation in home care. Further, it introduces the many aspects of developing a plan of care from assessment through discharge. Specific home care rules and regulations regarding documentation and staff supervision in this setting will also be included in this course.

Objectives

- Explain the common terms, rules and regulations in home care documentation
- List the components of the plan of care

- Describe when verbal orders should be written in home care
- Define and document homebound status
- List the disciplines/roles in home care and the services they may provide
- Define and document rehabilitation potential
- Identify the duties and documentation of PT supervision of PTA, OT supervision of COTA, and supervision of the home health aide
- Explain how supplies and DME needs are managed and documented in home care
- Identify caregiver roles in home care
- Explain the basics of the Outcome and Assessment Information Set (OASIS)
- Determine when discharge from home care is appropriate

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of Physical and Occupational Therapists.

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

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Authors(s) Originating

Iona Kaye (Katie) Barton, PT, Ed. D, MEPD
Michelle Olson, M.S.P.T.

Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/ANCC)

Effective Communication Using the SBAR Tool



Though communication can be complicated, learning to effectively communicate with patients and peers is important. This course is designed to review communication style differences and other factors affecting communication. In addition, the course will introduce the SBAR communication model and explore strategies to apply it in home health and assisted living settings. This program is also designed to meet the requirements of the Minnesota Board of Nursing for licensure renewal.

Objectives

- Describe factors affecting communication
- Identify differences among team members' communication styles
- Describe the SBAR communication model
- Describe strategies for applying the SBAR model in home health and assisted living settings

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

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approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

Kathy Richie, BSN, RN, Patricia Jump, RN, PHN, MA

Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

1.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Healthy Boundaries and Healing Hearts



Health care boundaries are the limits within which health care services are to be delivered. Health care boundaries are important for the protection of both the patient and the health care provider. Maintaining healthy boundaries can be difficult when faced with the challenge of end-of-life care. Health care providers and volunteers need to demonstrate a healthy balance between care and compassion without becoming overly involved in their patient's lives.

This course is designed to assist the learner in understanding boundaries in health care, identify boundary issues and methods to avoid or address those issues.

Objective

- Describe professional boundaries
- State the need for professional boundaries
- Explain the importance of codes of ethics
- Explain the impact of patient history on establishing boundaries
- Describe the balance of power between patient and caregiver
- Identify methods to establish health boundaries at first meeting
- Identify challenges in providing end of life care in the home
- Define boundary crossing
- Identify who is at risk for crossing boundaries
- Name 2 different types of boundary crossings

- Select the appropriate response to boundary crossings
- State the different types of boundary violations
- List three warning signs that might signal a boundary violation
- Describe the role of the caregiver in reporting an event of misconduct or abuse
- Define two resources for support when boundaries have been violated
- Identify the importance of saying "no" so as to maintain healthy boundaries
- State the importance of emotional health in establishing and maintaining healthy boundaries.
- Provide three suggestions to avoid boundary violation
- Name two sources of support for maintaining healthy boundaries

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. **You must score 80% or higher to pass the course and obtain a certificate of completion.**

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

WNA/CEAP *Wisconsin Nurses Association*
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Course Planning Team

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Authors(s) Originating

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Contact Time

2.5 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Patient Privacy and HIPAA Overview for Professionals

The Health Insurance and Portability and Accountability Act rules are more stringent than ever before. Every person who works with patients or comes in contact with a patient's protected health information - whether direct caregivers, billing clerks, office staff, or CEO - will be held to a higher standard of accountability for keeping confidential information private. It is critical for all health care workers to receive information to reduce the risk and vulnerabilities associated with patient data privacy and security.

With advances in medical record documentation and storage, ensuring privacy and security of individual's health information is even more critical and challenging. The stakes are high as criminal and civil penalties for improper use or disclosure of medical information are increasing as well. It is critical that every employee, even those with limited access to patient information, become familiar with the HIPAA Privacy and Security Rule requirements.

Objectives

- Identify the basic requirements of the HIPAA Privacy and Security Rules
- Describe the applicable sanctions for violating the HIPAA Privacy and Security Rules.
- Explain when patient protected health information may or may not be used and/or disclosed.
- Define a covered entity and a business associate as it relates to Protected Health Information.
- State the individual rights granted by HIPAA.
- Describe the standards used for determining when state law preempts HIPAA.

- Identify common situations in which breaches occur and the appropriate responses.

Course Delivery

This is a self-paced course with optional knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of health care professionals such as Licensed Practical Nurses, Registered Nurses, Physical Therapists, Speech Therapists, Occupational Therapists and Social Workers.

Certifications

WNA/CEAP Wisconsin Nurses Association

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Course Planning Team

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Author Originating

Robert W. Markette, Jr. CHC

Contact Hours

2.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Infection Control for the Professional Clinician



The application of infection control principles and practices is important to mitigate and prevent the spread of infectious diseases. More advanced medical devices and procedures, combined with prolonged survival amidst complex medical

conditions further enhance the need for meticulous prevention efforts. This session encompasses a review of various disease processes including common symptoms, and preventive practices associated with individual disease states. Additionally, bioterrorism information and its effect on health care is presented.

Objectives

- Define steps in the infection process
- List recommendations related to working during the time of infection.
- Describe disease-preventive practices within the home setting
- Explain the significance of handwashing in the prevention of infection
- List accepted universal precautions guidelines and techniques
- Identify the basic practices when caring for a patient with HIV/AIDS
- Identify the basic practices when caring for a patient with Hepatitis
- Name the basic facts about TB
- Identify the primary medical consequences associated with CMV
- Explain the purpose of the Employee Right to Know guidelines
- List the greatest health risks related to bioterrorism
- Recognize issues related to Vancomycin-Resistant Enterococci (VRE) and Methicillin-Resistant Staphylococcus aureus (MRSA)

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

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Course Planning Team

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Authors(s) Originating

Patricia Jump, RN, PHN, MA

Contact Hours

1.0 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

Introduction to Home Care for Physical and Occupational Therapists



This course is designed to assist the Physical, Occupational and Speech Therapist in understanding the unique aspects of their - and their assistants (PTA and COTA) - roles within the home care environment. Further, it provides an introduction to the unique challenges and opportunities posed to therapists. Such challenges include the many special rules and regulations regarding practice in this setting.

Objectives

- Explain the common terms, rules and regulations in home care
- List the most common payer sources and recognize the difference between them
- Describe what advanced care planning is and what advanced directives are
- Define and document homebound status
- List the disciplines/roles in home care and the duties for each
- Identify the duties of PT supervision of PTA, OT supervision of COTA, and supervision of the home health aide
- Explain the different home care assessment components
- Explain the basics of the Outcome and Assessment Information Set (OASIS)

- Determine when discharge from home care is appropriate
- Explain basic documentation requirements for home care

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson.

Intended Audience

This course is designed to meet the continuing education requirements of Physical, Occupational and Speech Therapists

Authors(s) Originating

Iona Kaye (Katie) Barton, PT, Ed. D, MEPD
Michelle Olson, M.S.P.T.

Contact Hours

1.75 contact hour(s) based on 60 minute contact hour

Introduction to Home Care for PTAs and COTAs



This course is designed to assist the Physical Therapist Assistant and Certified Occupational Therapist Assistant in understanding the unique aspects of their roles within the home care environment. Further, it provides an introduction to the unique challenges and opportunities posed to therapists. Such challenges include the many special rules and regulations regarding practice in this setting.

Objectives

- Explain the common terms, rules and regulations in home care
- List the most common payer sources and recognize the difference between them
- Describe what advanced care planning is and what advanced directives are
- Define and document homebound status
- List the disciplines/roles in home care and the duties for each

- Identify the duties of PT supervision of PTA, OT supervision of COTA, and supervision of the home health aide
- Explain the different home care assessment components
- Explain the basics of the Outcome and Assessment Information Set (OASIS)
- Determine when discharge from home care is appropriate
- Explain basic documentation requirements for home care

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson.

Intended Audience

This course is designed to meet the continuing education requirements of Physical Therapist Assistants and Certified Occupational Therapist Assistants.

Course Planning Team

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Authors(s) Originating

Iona Kaye (Katie) Barton, PT, Ed. D, MEPD
Michelle Olson, M.S.P.T.

Contact Hours

1.50 contact hour(s) based on 60 minute contact hour

Medicare 101 for Home Care Professionals



Agencies participating in the Medicare Home Health Program need to educate professional staff on how to comply with Medicare's Conditions of Participation. Additionally, paraprofessional staff should have a general understanding of Medicare requirements related to homebound status, so they can notify their employer of any concerns that may affect Medicare eligibility. Failure to comply with Medicare requirements may result in survey deficiencies, loss of Medicare reimbursement, and penalties with far-reaching

consequences. This program is an introductory course for professional staff working with Medicare clients.

Objectives

- Outline the basic history of Medicare.
- Understand basic Medicare coverage.
- Identify Medicare's expectations of home health providers and clinicians for reimbursement and compliance.
- State the provider's responsibility with home care services.
- Recognize the physician's responsibility related to home care services.
- Define part-time/intermittent services.
- Record requirements for daily skilled nursing visits.
- List key components to document medically reasonable and necessary services.
- Recognize the importance of documentation to support homebound status.
- Identify when to decrease or increase visit frequency under Medicare.
- Appropriately document the provision of skilled nursing services according to Medicare requirements.
- Recognize the requirements for "homebound".
- Learn to document a clear picture of the homebound status of Medicare clients.
- Document appropriately to demonstrate that skilled services are reasonable and necessary.
- Explain the criteria needed to meet Medicare's definition of reasonable and necessary home health aide services.
- List the home health aide's responsibility in home care.
- Describe Medicare's expectations regarding supervision for the home health aide (HHA).
- Recognize basic legal requirements of home care documentation.
- Identify basic requirements for Medicare coverage.
- Recognize the requirements for "homebound".
- Learn to document a clear picture of the homebound status of Medicare clients.
- Identify Face-to-Face Requirements.
- Identify Therapy Assessment Time Points.

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This continuing education course is of interest for all healthcare professionals that communicate with patients and peers, such as: licensed practical nurses, registered nurse, physical therapists, dietitians, and social workers.

Certifications

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Course Planning Team

Kathy Richie, BSN, RN, Patricia Jump, RN, PHN, MA, Peggy Harris, BS, MS

Authors(s) Originating

Patricia Jump, RN, PHN, MA, Technical Nurse Consultant

Contact Hours

contact hour(s) based on 60 minute contact hour (WNA/ANCC)

Successful Transitions to and from Home Care



This course is designed to help health care providers understand the process for successful transitions to/from home care, to/from skilled nursing facilities, and to/from outpatient therapy for home care clients. Participants will have the opportunity to reflect on what they are learning through case scenarios.

Objectives

- Determine type and level of care needed for a client
- Explain the steps involved in transitioning from home care to a skilled nursing facility
- Describe situations where the PT, OT, or RN may not be able to fully meet the needs of their clients in the home setting
- Explain the importance of Informed Consent
- List special payer considerations
- List possible referral sources and the importance of coordination of care
- Compare and contrast successful and unsuccessful client transitions

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

This course is designed to meet the continuing education requirements of Registered Nurses, Licensed Practical Nurses, Physical Therapists, Occupational Therapists and Speech Therapists

Certifications

WNA/CEAP: Wisconsin Nurses Association "Rochester Community and Technical College is an approved provider of continuing nursing education by the Wisconsin Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation." Provider Approval Number 0149-004;

Course Planning Team

Kathy Richie, BSN, RN, Iona Kaye (Katie) Barton, PT, Ed. D, MEPD, Michelle Olson, M.S.P.T.

Authors(s) Originating

Iona Kaye (Katie) Barton, PT, Ed. D, MEPD
Michelle Olson, M.S.P.T.

Contact Hours

1.2 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

The Faces of Grief: Addressing Spiritual and Bereavement Needs



Grief manifests itself in many ways to the patient and to the family. A broader understanding of spirituality and bereavement enables the care team to provide help to those they serve as well as

take care of themselves. This course will assist the participant in identifying methods to comfortably assess and address the spiritual and bereavement needs of the patient and family with education, resources, and information.

Objectives

- Compare and contrast spirituality and religion
- Identify your spiritual experiences and influences
- Identify the spiritual needs of a dying patient and his or her family
- Describe methods to meet their needs
- Explore the methods of spiritual assessment
- Outline barriers in meeting a patient's spiritual needs
- Demonstrate the relationship between finding purpose in meaning of life and in finding hope
- List five ways that may validate a patient's purpose in life
- Define the relationship between pre-planning a funeral and finding meaning in death
- Identify commonly known experiences of grief and loss
- Define common grief reactions
- Describe the role of the professional in supporting the bereaved
- Describe the ways in which the bereaved may find solace.
- Describe the special needs of a child experiencing death
- Outline methods of grief support for the adolescent and teen
- Describe the importance of rituals and commemorations in the grieving process.
- Offer three examples of questions you might ask the patient while exploring their feelings of loss.

- Identify two common feelings that may be experienced by the bereaved following the death of their loved one.
- List three options for grief support found in most communities
- Define the benefits of a grief support group
- Define the responsibility of hospice for bereavement
- Define complicated grief

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to: include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Health Aides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

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Course Planning Team

Kathy Richie, BSN, RN, Lores Vlaminck, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Author(s) Originating

Lores Vlaminck, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Contact Hours

contact hour(s) based on 60 minute contact hour (WNA/CEAP)

What Do I Do? Managing Physical and Emotional Symptoms of Dying



Dying is much more than a medical "event". It is a time of emotions that may include fear, grief, joy, anger, reconciliation, forgiveness, and transformation for all involved. Fear of the unknown for the patient and family is only natural. One of the fears the professional might face is the observation of the emotional and bodily changes of the patient as death approaches. The professional may not be prepared to provide the appropriate assessments and education that is expected by the patient and family. In the journey between living and dying, this is an emotional time during which the professional is needed for support, encouragement, and direction. This course is designed for professionals with a desire to learn more about the physical and emotional signs of the terminally ill patient, including the expected sequence of changes. Included are teaching aids for communication with the patient and family as symptoms occur.

Objectives

- Identify Personal fears associated with care of the dying patient
- Identify the needs of the dying patient and his or her family
- Describe supportive measures for the patient and family
- Describe ways to be present with the patient and/or family
- Outline ways of communicating openly and honestly while not extinguishing hope
- Recite examples of leading questions that enhance communication
- Identify the possible emotional symptoms and concerns of the dying patient
- Describe the importance for individual assessment of the emotional and psychological needs of anxiety, depression, fear and anger for each hospice patient
- Describe the possibilities for fear and opportunities for communication regarding those fears
- Describe anger as well as the strategy for discussions with the patient and/or family regarding anger

- Identify the challenges of pain management encountered during the dying process
- Compare and contrast the assessment of acute and chronic pain
- Identify the challenges of the fatigue and adjustment to daily activities
- Describe the responsibilities of the professionals in pain assessment
- Compare and contrast the difference between anorexia, starvation and dehydration
- Identify the burdens and benefits of dehydration in the terminally ill
- Describe the cardiovascular changes that are expected in the terminally ill patient
- Describe the first places you might observe mottling in the terminally ill patient
- Describe the respiratory changes that are commonly observed in the dying patient
- List intervention strategies
- Recall communications that are useful with family members
- Identify the changes expected in the gastrointestinal and genitourinary systems
- Describe assessment of and interventions for nausea and vomiting to provide comfort and relief
- Identify the steps in abdominal assessment
- Describe the causes of peripheral edema and the associated treatment options
- Identify preventive measures to minimize skin breakdown
- Describe Terminal Restlessness
- Outline appropriate interventions to treat symptoms of Terminal Restlessness
- Define expected observations during the transitional phase of dying
- Describe the predictable sequence of physical and emotional changes throughout the dying phase
- Recite the priorities and responsibilities of the registered nurse and hospice professionals immediately following death

Course Delivery

This is a self-paced course with knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be required to take a final exam. You must score 80% or higher to

pass the course and obtain a certificate of completion.

Intended Audience

Health care professionals and volunteers to include Registered Nurses, Licensed Practical Nurses, Social Workers, Physicians, Chaplains/Counselors, Home Healthaides, Certified Nursing Assistants, Homemakers, Volunteers, Therapists, and others interested in hospice services and information.

Certifications

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Course Planning Team

Kathy Richie, BSN, RN, Lores Vlaminc, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Authors(s) Originating

Lores Vlaminc, RN, BSN, MA, Technical Nurse Consultant, Lores Consulting

Contact Hours

3.75 contact hour(s) based on 60 minute contact hour (WNA/CEAP)

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State Specific Continuing Education

Orientation to MN Home Care Statute 2014: Basic and Comprehensive

In order to provide safe, appropriate and effective care to clients, it is important for all home care licenses and staff to understand the home care requirements for their state prior to providing care or services. These requirements establish the parameters for appropriate care and services provided by the agency as well as the individual.

This course is designed to provide every individual applicant for a Minnesota home care license, and

every person who provides direct care, supervision of direct care, or management of services for a licensee, knowledge of the home care requirements as identified in Minnesota Statute 144A.4796.

Objective

- List the types of home care licenses in the state of Minnesota
- Identify basic components needed in a client/provider service plan
- Acknowledge the rights of home care clients
- Relate the need for confidentiality of client health information
- Describe the proper handling of clients' finances and property
- Recognize procedure for reporting an abuse or neglect situation
- Define the process for reporting client complaints
- Identify annual training requirements for staff providing and supervising home care services

Course Delivery

This is a self-paced course with optional knowledge check quizzes after each lesson. These non-graded quizzes allow you to check your understanding of the lesson objectives before proceeding to the next lesson. After the final lesson you will be **required to take the final exam. You must score 80% or higher to pass the course and obtain a certificate of completion.**

Intended Audience

This course is designed to meet the continuing education requirements nurses, therapists, social workers and other professional home care staff.

Certifications

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Provider Approval Number 0149-004;

Course Planning Team

Kathy L. Richie, RN, BSN; Kristi Kiehne, MBA; Kristina Schlottman RN, BSN; Jeanette Mefford, RN, BSN, MPH, HCS-D

Author Originating

Jeanette Mefford RN, BSN, MPH, HCS-D

Jeanette Mefford is a home care consultant with more than 30 years of experience in administrative and clinical management and leadership. Through this experience, she has gained extensive knowledge and experience in federal as well as state regulation and compliance requirements, OASIS and Prospective Payor System. She is a recognized a leader in education and training seminars in Minnesota as well as nationally.

Contact Time

1.8 contact hour(s) based on 60 minute contact hour

Pricing

Individual Purchases

Individual courses are \$17.00 per contact hour - see each course for specific cost. Call or email RCTCLEARN.NET to register for classes.

Agency Package

Agency packages are available for healthcare facilities and range from 10 user ID packs up to 1000 user ID packs. Call or email RCTCLEARN.NET and ask to speak to a representative about Agency Package Pricing.

Association Package

Association Package pricing is available for Home Care and Hospice Associations interested in offering cost effective education to their members. Package pricing is based on membership and provides unlimited access. Call or email RCTCLEARN.NET and ask to speak to a representative about Association Package Pricing

Contact Information

Individual Purchases/Registration Information

info@rctclearn.net

Phone: 1-507-280-3142

Toll Free: 1-877-396-6261

Agency/Association Package Pricing Information

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Support

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