

## Council on Accreditation Standards - Service Standards A to G - May 1, 2024 - May 31, 2025 - COA Crosswalk 2 of 4

Relias offers online learning, staff compliance training, and continuing education for behavioral health organizations, intellectual and developmental disability providers, child welfare organizations, and healthcare and community services providers.

Relias Training Crosswalks are based on published accreditation standards. They are designed to assist organizations in the selection of courses from the Relias libraries to ensure and demonstrate staff competence according to the training standards. In some cases, it may be useful for customer organizations to develop training specific to the organization's individual needs.

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

The courses listed in the crosswalk are a representative sample of courses available in Relias libraries. It may not be necessary to choose all courses listed for a specific training standard; it is recommended that courses are chosen that closely align with the mission and services offered and the specific needs of the persons served.

Disclaimer: The following constitutes Relias, LLC's recommendation of course work for each listed Crosswalk Measure. Relias does not make any guarantee that such course(s) will be accepted by the accrediting body(ies).

Reference:

<https://coanet.org/private-standards/>

### **Service Standards - Adult Day Services (AD)**

PA-AD 2.03

**All direct service personnel are trained on, or demonstrate competency in the following areas, as appropriate to the services provided:**

**Crisis prevention and intervention techniques**

**Identification of changes in service recipient functioning**

**Identification of medical needs or problems**

**The organization's plans for handling medical or psychiatric emergencies**

**Use of adaptive equipment, such as braces and wheelchairs**

**Providing personal care**

**Specific skills necessary to serve the target population**

## **Service Standards - Adult Day Services (AD)**

PA-AD 2.04

**Personnel who lead or facilitate group activities have relevant training or experience**

**Training in leading groups**

## **Service Standards - Adult Day Services (AD)**

PA-AD 2.05

**There is at least one person on duty at each program site any time the program is in operation that has received first aid and age-appropriate CPR training in the previous two (2) years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.**

**CPR (Relias does not offer hands-on training)**

## **Service Standards - Adult Foster Care (AFC)**

PA-AFC 2.04

**Direct service staff are trained on, or demonstrate competency in, the following:**

**Special needs related to working with the identified service population**

**Signs of abuse or neglect**

**Advance directives**

**Coordinating services as part of a team**

## **Service Standards - Adult Guardianship (AG)**

PA-AG 2.04

**Guardianship workers are trained on, or demonstrate competency in:**

**Financial management**

**Ethics issues unique to adult guardianship including bioethics and healthcare decision-making**

**Reporting requirements**

**Substituted judgment and best-interest standards of decision-making**

**Local guardianship law including interstate jurisdiction and processes for terminating a guardianship**

**State and federal regulations governing eligibility for public benefits, and appropriate steps to maintain the individual's eligibility**

## **Service Standards - Adult Protective Services (APS)**

PA-APS 2.03

**Personnel are trained on, or demonstrate competency in:**

**Providing preventative and supportive services to ensure maximum participation and self-determination**

**Communicating and working with vulnerable adults, including adults with disabilities**

**Recognizing mental, emotional, physical, and sexual abuse, neglect, and self-neglect, financial exploitation, and abandonment**

**Investigate techniques, including evaluating risk**

**The rights of vulnerable adults**

**Working with individuals and families who may resist social, medical, and legal services**

**Using the organization's authority to intervene on behalf of vulnerable adults who are abused, exploited, or neglected**

## **Working with law enforcement**

### **Service Standards - Adoption Services (AS)**

AS 1.03

The program ensures staff are trained on therapeutic interventions prior to use of the interventions.

#### **Suggested therapeutic interventions:**

### **Service Standards - Adoption Services (AS)**

AS 2.03

Employees who provide adoption-related services that require the application of clinical skills and judgement, and others as needed based on their job responsibilities, are trained on, or demonstrate competency in:

State, federal, and foreign laws and regulations governing the types of services provided by the program

Ethical considerations in adoption and applicable professional and ethical guidelines

Factors that lead to children needing adoptive families

Feelings of separation, grief, and loss which may be experienced prior to, during, and after adoption by children, birth parents, adults who were adopted, and previously by some prospective adoptive parents

Trauma experienced by children and youth who have been victims of abuse, neglect, or trafficking

Common medical, psychological, and developmental issues commonly experienced by children adopted through the program

The short and long term impact of out of home care and institutionalization on children and youth

**Ways in which adoption can affect child, adolescent, and adult development and identity formation**

## **Service Standards - Adoption Services (AS)**

AS 2.04

**Adoption workers and supervisors, depending on job responsibilities, are trained on or demonstrate competency to implement relevant provisions of the Indian Child Welfare Act (ICWA) including:**

**The importance of ICWA and special considerations for working with American Indian and Alaska Native children;**

**The identification of American Indian and Alaska Native children**

**Appropriate notice and collaboration with the child's tribe**

**Placement preferences that support the child's connection to their native culture and heritage**

**Process for, and alternatives to, terminating parental rights and court procedures**

## **Service Standards - Adoption Services (AS)**

AS 2.06

**The program ensures that employees who provide adoption-related services that require the application of clinical skills and judgment complete ongoing professional development training on adoption related topics in accordance with applicable agency, state and federal requirements**

**Training on adoption related topics in accordance with applicable agency, state, and federal requirements**

## **Service Standards - Community Change Initiatives (CCI)**

PA-CCI 2.01

**Personnel are trained on, or demonstrate competency in:**

**Engaging and building trusting relationships with community members**

**Communicating effectively with relevant stakeholders**

**Adapting to changing situations and environments**

**Assessing community characteristics, assets, needs, and priorities**

**Capitalizing on assets and strengths within a company**

**Developing and monitoring implementation of results-oriented community plans**

**Leading and facilitating meetings and discussions;  
Managing groups and resolving conflicts;  
Building coalitions among community residents, associations, and institutions**

**Developing networks with groups outside of the community that can advance the initiative**

**Understanding and working within relevant financial and administrative infrastructures**

**Understanding and implementing projects related to the focus and priorities of the initiative**

**Engaging in community work without maintaining a high profile or dominating the initiative's public presence**

**Promoting the sustainability of results**

## **Service Standards - Child and Family Development and Support Services (CFD)**

CFD 1.03

**The organization ensures personnel are trained on therapeutic interventions prior to coming in contact with the service population.**

**Suggested therapeutic interventions:**

## **Service Standards - Child and Family Development and Support Services**

## **(CFD)**

PA-CFD 2.03

**All direct service personnel are trained on, or demonstrate competency in:**

**Establishing professional boundaries and employing appropriate methods of support**

**Encouraging independence**

**Understanding child development and individual and family functioning**

**Identifying and building on strengths and protective factors**

**Assessing needs, risks, and safety**

**Helping family members develop skills relevant to positive parenting, child development, caregiving, health and safety, and/or positive personal development, as appropriate to the services provided**

**Understanding, recognizing, and responding to problems related to child abuse and neglect**

**Understanding, recognizing, and responding to problems related to domestic violence**

**Understanding, recognizing, and responding to problems related to substance use**

**Understanding, recognizing, and responding to problems related to mental health, including signs of prenatal and postpartum depression**

**Implementing the specific program model used to deliver services, if applicable**

## **Service Standards - Child and Family Development and Support Services (CFD)**

CFD 2.04

**All direct service personnel providing early intervention services are trained on, or demonstrate**

competency in:

**Administering early intervention techniques**

**Understanding issues of particular relevance to the families of children with developmental delays or disabilities**

**Helping families learn how to support and promote their children's healthy development**

## **Service Standards - Child and Family Development and Support Services (CFD)**

CFD 2.05

**All direct service personnel providing parent education services in a group setting are trained on, or demonstrate competency in:**

**Providing a supportive, nonjudgmental environment that promotes respectful interactions**

**Engaging and motivating group members**

**Additional modules may be found in select Relias libraries**

**Understanding group dynamics**

**Leading discussions;  
Facilitating group activities**

**Helping family members develop skills relevant to the class's areas of focus, including positive parenting, child development, caregiving, health and safety, and/or positive personal development, as appropriate to the services provided**

**Implementing the specific program model used to deliver services, if applicable**

## **Service Standards - Case Management (CM)**

CM 2.03



Case Managers receive training on, or demonstrate competency in, the following topics:

Coordinating services as part of a team

Linking service recipients with, and making referrals to, community services

Knowledge of public assistance programs, eligibility requirements, and benefits

## **Service Standards - Crisis Response and Information Services (CRI)**

CRI 2.04 (6?)

Prior to coming in contact with the service population, direct service personnel are trained on, or demonstrate competency in:

Assessing for and responding to suicide risk

Special issues regarding age, substance use, mental health conditions, developmental disabilities, and other needs typically presented by the service population

Prevention of compassion fatigue or "burn out"

Procedures for making referrals to, or providing information on, community resources

Interviewing techniques

Handling emergencies including assessing needs in crisis situations, de-escalation techniques, and situations that may require consultation with supervising or cooperating professionals of the police

Laws governing disclosure of suspected abuse or other criminal behavior

Organization policy reconciling the principles of consumer confidentiality and the requirements of the law

Suggested, in addition to organizational training:

## Documentation requirements

Suggested, in addition to organizational training:

### **Service Standards - Crisis Response Information Services (CRI)**

PA-CRI 2.07

Supervisors are trained on, or demonstrate competency in:

Helping direct service personnel process and debrief following a crisis or traumatic event

Building and maintaining morale

Providing constructive ways for direct service personnel to approach difficult situations with service recipients

Facilitating a structure for ongoing communication and collaboration among personnel

### **Service Standards - Coaching, Support, and Education Services (CSE)**

PA-CSE 2.03

Personnel are trained on, or demonstrate competency in:

Procedures for making appropriate referrals or providing information

Recognizing and responding to signs and symptoms of trauma

Recognizing and responding to signs of suicide risk

### **Service Standards - Coaching, Support, and Education Services (CSE)**

PA-CSE 2.04

Personnel leading education and support groups are trained on, or demonstrate competency in:

Engaging and motivating group members

Understanding and managing group dynamics in order to maintain comfort and safety

for participants

Leading discussions;  
Facilitating group activities

## **Service Standards - Coaching, Support, and Education Services (CSE)**

PA-CSE 2.05

Direct service personnel are trained on, or demonstrate competency in:

Child development, and individual family functioning

Evidence-based practices and relevant emerging bodies of knowledge as appropriate to the program design and service population

Ecological or person-in-environment perspectives

Working with difficult to reach, traumatized, or disengaged individuals and families

## **Service Standards - Coaching, Support, and Education Services (CSE)**

PA-CSE 2.07

Personnel who provide peer support receive pre- and in-service training on:

How to recognize the need for more intensive services

Established ethical guidelines, including setting appropriate boundaries and protecting confidentiality and privacy

Wellness support methods, trauma-informed care practices, and recovery resources

Managing personal triggers that may occur during the course of their role as a peer support provider

Skills, concepts, and philosophies related to recovery and peer support

## **Service Standards - Disaster Recovery Case Management (DRCM)**

DRCM 2.03

**Case managers are trained on, or demonstrate competency in:**

**Linking clients and making referrals to community services**

**Case advocacy and case presentation**

**Disaster relief resources, planning, and procedures**

**Stages of disaster response and recovery**

**The disaster declaration process**

**Local, state, and federal responses to disaster to include the "sequence of delivery" for governmental assistance**

**Long-term recovery groups**

**Methods to promote empowering client recovery efforts**

**Conducting disaster-related screening and needs assessments**

**Developing disaster recovery plans**

**Record keeping and data management for emergency situations**

**Self care**

## **Service Standards - Day Treatment Services (DTX)**

DTX 1.03

**The organization ensures that personnel are trained on therapeutic interventions and/or receive**

certification when it is available prior to coming in contact with the service population.

### **Suggested therapeutic interventions:**

## **Service Standards - Day Treatment Services (DTX)**

PA-DTX 2.06

**Clinical personnel are trained on, or demonstrate competency in, the latest information, theories, and proven practices related to the treatment of alcohol and other drug use disorders including:**

**Diagnostic criteria for substance use disorders and their severity;  
ASAM level of care assessments and criteria to determine the need for more intensive services**

**The signs and symptoms of withdrawal**

**Addiction as a disease**

**Treatment needs of special populations including women, people experiencing homelessness, adolescents, and people with HIV/AIDS**

**Relapse prevention**

**Management of drug overdose**

**The benefits and limitations of tests that screen for drug use, when applicable**

**FDA-approved medications used to treat opioid use disorder, their benefits and limitations, and current federal policy regulating their use, when applicable**

## **Service Standards - Day Treatment Services (DTX)**

PA-DTX 2.08

**Individuals who provide peer support receive pre- and in-service training on:**

**How to recognize the need for more intensive services and how to make an appropriate referral**

Established ethical guidelines, including setting appropriate boundaries, and protecting confidentiality and privacy

Wellness support methods, trauma-informed care practices, and recovery resources

Managing personal triggers that may occur during the course of their role as a peer support provider

Skills, concepts, and philosophies related to recovery and peer support

## **Service Standards - Day Treatment Services (DTX)**

PA-DTX 2.12

There is at least one person on duty at each program site any time the program is in operation that has received first aid and age-appropriate CPR training in the previous two (2) years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.

CPR (Relias does not offer hands-on training)

## **Service Standards - Domestic Violence Services (DV)**

DV 1.03

The organization ensures personnel are trained on therapeutic interventions prior to coming in contact with the service population.

Suggested therapeutic interventions:

## **Service Standards - Domestic Violence Services (DV)**

PA-DV 2.04

All direct service personnel are trained on, or demonstrate competency in:

Types of abuse and exploitation survivors may have been subjected to, including physical, psychological, sexual, and economic abuse

Recognizing and addressing barriers to escaping abuse or accessing services

Empowering and communicating empathetically with survivors

**Assessing risks and safety**

**Developing safety plans**

**Recognizing the presence of medical health problems**

**Recognizing and responding to the co-occurrence of domestic violence, substance use conditions, and mental health conditions**

**Managing stress**

**Setting appropriate boundaries with survivors**

## **Service Standards - Domestic Violence Services (DV)**

PA-DV 2.05

**Personnel providing services in a group setting are trained on, or demonstrate competency in:**

**Engaging and motivating group members**

**Additional modules may be found in select Relias libraries**

**Educating group members;  
Understanding group dynamics;  
Leading discussions;  
Facilitating group activities**

## **Service Standards - Domestic Violence Services (DV)**

PA-DV 2.06

**Personnel who work directly with children, or with survivors who have children, are trained on, or demonstrate competency in:**

**Child development**

**Possible effects of witnessing domestic violence**

**Collaborating with child protective services**

**Non-violent discipline methods**

## **Service Standards - Domestic Violence (DV)**

PA-DV 2.07

**There is at least one person on duty at each program site any time the program is in operation that has received first aid and age-appropriate CPR training in the previous two (2) years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.**

**CPR**

## **Service Standards - Employee Assistance Program Services (EAP)**

PA-EAP 2.05

**Counselors are trained on, or demonstrate competency in:**

**EAP core technology and optional EAP services**

**EAP therapy and practice;**

**The application of counseling skills in a workplace setting;**

**Short-term counseling models**

**Crisis intervention preparedness**

**Use of healthcare insurance benefits**

**Critical incident response services and/or psychological first aid**

**Work performance assessments**

**Applicable information on privacy and security regulations**

**Organizational development and human resource management**



## **Service Standards - Employee Assistance Program Services (EAP)**

PA-EAP 2.06

**Non-clinical personnel, such as account managers, are trained on, or demonstrate competency in:**

**EAP products and services;  
Essential components of EAPs**

**Wellness services, as applicable**

**Outreach**

**Consultation training for managers, supervisors, and union representatives**

## **Service Standards - Early Childhood Education (ECE)**

PA-ECE 2.05

**Teaching staff are trained on, or demonstrate competency in, meeting the health, safety, and nutritional needs of children including:**

**Note, per ECE 2.04: Teaching staff remain up-to-date on current practices in early childhood education, and:**

- (a) pre-service training prepares teachers to perform their role and they are never expected to perform a task or provide a level of care that they have not been properly trained to handle; and**
- (b) teaching staff receive at least 24 training hours per year.**

**Food preparation, storage, and service**

**Hand-washing and diapering procedures, if applicable, including how to properly use and dispose of gloves**

**Safe sleep practices including SIDS prevention procedures, if applicable**

**Sanitation and proper handling and storage of disinfectants**

**Policies and procedures regarding contagious and infectious disease prevention**

## **Service Standards - Early Childhood Education (ECE)**

PA-ECE 2.06

**Teaching staff are trained on, or demonstrate competency in:**

**Note, per ECE 2.04: Teaching staff remain up-to-date on current practices in early childhood education, and:**

- (a) pre-service training prepares teachers to perform their role and they are never expected to perform a task or provide a level of care that they have not been properly trained to handle; and**
- (b) teaching staff receive at least 24 training hours per year.**

**Communicating openly and working respectfully with families**

**Implementing the chosen curriculum**

**Supporting a child's positive relationships with his or her peers**

**Positive guidance techniques of behavior management**

**Classroom activities appropriate to children of different developmental levels**

**Recognizing developmental differences between children**

**Screening and/or assessment tools**

**Observation and documentation**

**Effective classroom management**

**Teaching strategies for working with young children**

## **Service Standards - Early Childhood Education (ECE)**

PA-ECE 5.10

**There is at least one person on duty and available at all times the program is in operation, including on field trips away from the program site, that has completed training in basic first aid and age-appropriate CPR in the previous two (2) years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.**

**CPR (Relias does not offer hands-on training)**

## **Service Standards - Family Foster Care and Kinship Care (FKC)**

FKC 1.03

**The organization ensures personnel are trained on therapeutic interventions prior to coming in contact with the service population.**

**Suggested therapeutic interventions**

## **Service Standards - Family Foster Care and Kinship Care (FKC)**

FKC 2.03

**Workers are trained on or demonstrate competency to:**

**Empower, support, and mentor parents and children**

**Respond to the diverse needs and characteristics of children in care including those related to race, ethnicity, culture, religion, sexual orientation, gender identity, and ability**

**Assess risk and safety**

**Conduct comprehensive assessments of strengths, needs, and protective factors**

**Collaborate with families to identify strengths and needs and develop effective service plans**

**Conduct well-planned, quality home visits that focus on issues pertinent to service planning**

**Understand child, adult, and family development and functioning, including child and adolescent brain development**

**Collaborate with different organizations, agencies, and systems likely to serve or encounter children and families, including mental health, health, educational, and judicial systems**

Evaluate progress on identified goals and the continued need for placement

Facilitate permanency, family connections, and community supports

Follow the organization's protocols for responding to allegations of maltreatment in resource homes

## **Service Standards - Family Foster Care and Kinship Care (FKC)**

FKC 2.04

Workers who collaborate with resource families are trained on, or demonstrate competency to:

Recruit, assess, and engage with resource parents

Help resource families provide a safe, nurturing environment and meet the needs of the children in their care and provide a physically and psychologically safe, nondiscriminatory, and nurturing environment

Provide timely and responsive support to resource families

Facilitate relationships between birth parents and resource families, when appropriate

## **Service Standards - Family Foster Care and Kinship Care (FKC)**

FKC 2.05

Workers who support expectant and parenting youth are trained on, or demonstrate competency to:

Present information in a manner that will resonate with expectant or parenting youth

Address the dual needs of adolescents and young children

Promote youths' transition to adulthood while parenting

Facilitate father involvement when appropriate and feasible

## **Service Standards - Family Foster Care and Kinship Care (FKC)**

FKC 2.06

**Workers and supervisors, depending on job responsibilities, are trained on, or demonstrate competency to implement relevant provisions of the Indian Child Welfare Act (ICWA), including:**

**The importance of the ICWA and special considerations for working with American Indian and Alaska Native children**

**The identification of American Indian and Alaskan Native children**

**Determination of jurisdiction;  
Court procedures**

**Appropriate notice and collaboration with the child's tribe**

**Placement preferences that support a child's connection to their native culture and heritage**

**Active efforts requirements to reunify families and court procedures**

## **Service Standards - Family Preservation and Stabilization Services (FPS)**

FPS 1.03

**The organization ensures staff are trained on therapeutic interventions prior to coming in contact with the service population.**

**Suggested therapeutic interventions**

## **Service Standards - Family Preservation and Stabilization Services (FPS)**

FPS 2.04

**All direct service personnel are trained on, or demonstrate competency in:**

**Understanding child development and individual and family functioning, including family systems and ecological perspectives;  
Empowering, supporting, and mentoring parents and children**

**Identifying and building on strengths and protective factors**

**Assessing needs, risks, and safety**

**Collaborating with families to develop effective service plans**

**Preventing and intervening in stressful and crisis situations**

**Understanding and collaborating with different organizations, agencies, and systems likely to serve or encounter children and families, including the child welfare, behavioral health, health, educational, and justice systems**

**Implementing the specific program model used to deliver services, if applicable**

## **Service Standards - Family Preservation and Stabilization Services (FPS)**

FPS 2.05

**Workers and supervisors are trained on or demonstrate competency in relevant provisions of the Indian Child Welfare Act (ICWA), including:**

**The importance of ICWA and special considerations for working with American Indian and Alaska Native children and families, including the cultural norms and historical trauma associated with Indian tribes**

**The identification of American Indian and Alaska Native Children and families**

**Appropriate notice and collaboration with the tribe**

**Active efforts requirements to prevent separation or reunify families**

## **Service Standards - Group Living Services (GLS)**

GLS 1.03

**The organization ensures staff are trained on therapeutic interventions prior to coming in contact with the service population.**

**Suggested therapeutic interventions**

## **Service Standards - Group Living Services (GLS)**

PA-GLS 2.06

**Personnel who provide peer support are trained on, or demonstrate competency in:**

**How to recognize the need for more intensive services and make an appropriate linkage**

**Established ethical guidelines, including setting appropriate boundaries and protecting confidentiality and privacy**

**Wellness support methods, trauma-informed care practices, and recovery resources**

**Managing personal triggers that may occur during the course of their role as a peer support provider**

**Skills, concepts, and philosophies related to recovery and peer support**

## **Service Standards - Group Living Services (GLS)**

PA-GLS 2.07

**There is at least one person on duty at each program site any time the program is in operation that has received first aid and age-appropriate CPR training in the previous two (2) years that included an in-person, hands-on CPR skills assessment conducted by a certified CPR instructor.**

**CPR (Relias does not offer hands-on training)**

## **Service Standards - Group Living Services (GLS)**

PA-GLS 2.08

**All direct service personnel are trained on, or demonstrate competency in:**

**Understanding the definitions of human trafficking (both labor and sex trafficking) and sexual exploitation, and identifying potential victims**

**Procedures for responding to residents who run away**

**Interventions for addressing the acute needs of victims of trauma**

**Collaborating with local law enforcement**

## **Service Standards - Group Living Services (GLS)**

PA-GLS 2.09

**Recovery housing personnel are trained on, or demonstrate competency in:**

**Medication assisted recovery and applicable policies and procedures**

**How to identify and report unethical practices including patient brokering or excessive confirmation testing**

**Emphasizing peer support and experiential learning in recovery**