Council on Accreditation Standards - Service Standards H to O - May 1, 2024 - May 31, 2025 - COA Crosswalk 3 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 - Home Care and Support Services (HCS)
PA-HCS 2.03

Supervisors of care providers also have on-the-job supervisory training for the first three months of service as a supervisor.

On-the-job supervisory training for the first three months of service as a supervisor

Additional supplementary training options:

Service Standards - Home Care and Support Services (HCS)
PA-HCS 2.04

All care providers are trained on, or demonstrate competency in:

Note: Applicable modules for this setting may be found in multiple Relias Libraries, including "Home Care Services" and/or "Home Health Services" libraries, as well as "Intellectual and Developmental Disabilities Services" libraries, depending on client population and services provided.

Maintaining a clean, safe, and healthy home environment

Reading and recording vital signs

Supporting self administration of medication in accordance with organization procedures, when applicable

Communicating client information, needs, and status

Observing and documenting client status and care or service provided

Following universal precautions and basic infection control procedures

Adapting to a range of in-home care circumstances

Providing aid with activities of daily living

Service Standards - Home Care and Support Services (HCS)

PA-HCS 2.06, PA-HCS 2.07, and PA-HCS 2.08

Program personnel have the competency and support needed to provide services and meet the needs of persons served.

Note: Applicable modules for this setting may be found in multiple Relias Libraries, including "Home Care Services" and/or "Home Health Services" libraries, as well as "Intellectual and Developmental Disabilities Services" libraries, depending on client population and services provided.

Individuals providing personal care aide services receive a minimum of 40 hours training instruction. Training hours do not need to be completed before the care provider begins providing services

Note: Relias offers initial personal care aide training plans; speak with a Relias representative for details

Individuals providing homemaker services receive a minimum of eight (8) hours of training instruction. Training hours do not need to be completed before the care provider begins providing services

Suggested, in addition to organizational training:

All care providers receive continuing, in-service education following completion of initial training requirements to ensure personnel are confident in their ability to provide quality support assistance

Service Standards - Home Care and Support Services (HCS)

PA-HCS 3.02

Personnel who work with individuals with special needs are trained on, or demonstrate competency in:

Note: Applicable modules for this setting may be found in multiple Relias Libraries, including "Home Care Services" and/or "Home Health Services" libraries, as well as "Intellectual and Developmental Disabilities Services" libraries, depending on client population and services provided.

Attending to the physical, mental, social, economic, and emotional needs of the service population

For additional/alternative course options, refer to the module library

Recognizing problems and responding to impending emergencies or crises

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

For additional/alternative course options, refer to the module library

Service Standards - Housing Stabilization and Community Living Services (HSCL)

PA-HSCL 2.05

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 - Housing Stabilization and Community Living Services (HSCL)
PA-HSCL 2.06

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

Understanding stigma and labeling

Recognizing and responding to signs of suicide risk

Understanding homelessness, including the causes and effects of homelessness, overrepresented and vulnerable populations, impact of homelessness on child development, barriers to exiting homelessness, and service needs

Service Standards - Housing Stabilization and Community Living Services (HSCL)
PA-HSCL 2.07

All direct service personnel are trained on, or demonstrate competency in, understanding the special service needs of individuals, including, as appropriate:

Individuals coping with substance use and/or mental health issues, including dual diagnosis

Individuals coping with trauma, including how to recognize trauma and appropriate interventions for addressing the acute health needs of trauma victims

Individuals with HIV/AIDS

Individuals who identify as lesbian, gay, bisexual, transgender, or gender non-conforming

Individuals who may be the victims of human trafficking or sexual exploitation, including how to identify potential victims

Individuals and families experiencing or at risk of homelessness

Pregnant and parenting mothers and/or fathers with young children

Persons with current or past criminal justice system involvement

Persons with current or past child welfare system involvement

Persons with intellectual and developmental disabilities

Older adults

Service Standards - Housing Stabilization and Community Living Services (HSCL)

PA-HSCL 2.08

Case mangers are trained on, or demonstrate competency in:

Basic counseling skills

Conducting housing searches;
Landlord engagement;
Conducting home visits, including identifying and responding to potential lease issues, as appropriate

Issues related to individuals and families involved with multiple systems

Helping individuals live in the community or transition to independent living

Service Standards - Housing Stabilization and Community Living Services (HSCL)

PA-HSCL 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

Service Standards - Integrated Care; Health Homes (ICHH)

PA-ICHH 2.01

Personnel are trained on, or demonstrate competency in:

Effectively communicating and coordinating care across disciplines, systems and services

Applicable evidence-based interventions or culturally-relevant, evidence-supported practices

Physical health issues commonly associated with mental health or substance use conditions;
Health conditions and treatment responses particular to the service population;
Chronic disease management, including promoting self-management

Developing a person- or family-centered care plan

Using health information technology to link services and facilitate collaboration among providers, the person, and his or her family

Service Standards - Intellectual and Developmental Disabilities Services (IDDS)

IDDS 1.05

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

Suggested therapeutic interventions:

Service Standards - Intellectual and Developmental Disabilities Services (IDDS)

IDDS 2.02

Direct support personnel have a high school degree or equivalent and are trained on or demonstrate competency in:

Use of assistive technology

De-escalation techniques in relation to this population

Teaching ADLs

Interaction and communication techniques

Addressing abuse, neglect, and exploitation

Implementation of person-centered service plans

Working as a member of the interdisciplinary team

Service Standards - Intellectual and Developmental Disabilities Services (IDDS)

PA-IDDS 2.03

Direct support personnel are trained or demonstrate competency in the following, as appropriate to the service and needs of individuals served:

Positive behavioral supports

Assisted dining techniques and good nutrition

Lifting and transfer techniques

Assistive technology

Teaching ADLS

Safe transportation techniques

Health related supports

Service Standards - Intellectual and Developmental Disabilities Services (IDDS)

PA-IDDS 2.05

There is at least one person on duty at each service delivery location any time persons served are present that has received first aid and age-appropriate CPR training in the previous two 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 - Juvenile Justice Case Management Services (JJCM)

PA-JJCM 2.03

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

Understanding youth development

Assessing risks and safety

Recognizing and responding to needs, including needs related to health

Recognizing and responding to needs, including needs related to mental health

Recognizing and responding to needs, including needs related to trauma

Recognizing and responding to needs, including needs related to substance abuse

Providing services in a culturally competent manner that considers gender and gender identity, race, ethnicity, sexual orientation, developmental level, disability, and other relevant characteristics

Understanding the different organizations, agencies, and systems likely to serve or encounter youth involved with the juvenile justice system

Service Standards - Juvenile Justice Day Services (JJD)

PA-JJD 2.05

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

Understanding youth development

Assessing risks and safety

Recognizing and responding to needs, including needs related to health

Recognizing and responding to needs, including needs related to mental health

Recognizing and responding to needs, including needs related to substance use

Providing services in a culturally competent manner that considers gender and gender identity, race, ethnicity, sexual orientation, developmental level, disability, and other relevant characteristics

Understanding the different organizations, agencies, and systems likely to serve or encounter youth involved with the juvenile justice system

Service Standards - Juvenile Justice Day Services (JJD)

PA-JJD 2.06

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 - Juvenile Justice Residential Services (JJR)

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

Understanding youth development

Recognizing and responding to needs, including needs related to health

Recognizing and responding to needs, including needs related to mental health

Recognizing and responding to needs, including needs related to trauma

Recognizing and responding to needs, including needs related to substance use

Suicide prevention and response

Providing services in a culturally competent manner that considers gender and gender identity, race, ethnicity, sexual orientation, developmental level, disability, and other relevant characteristics

Protocols for responding to service recipients who run away

Understanding the importance of rehabilitation and reintegration

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

Understanding the different organizations, agencies, and systems likely to serve or encounter youth involved with the juvenile justice system

Service Standards - Mental Health and/or Substance Use Services (MHSU)

PA-MHSU 2.03

Clinical personnel are trained on, or demonstrate competence in:

Evidence-based practices and other relevant emerging bodies of knowledge

Understanding human development and individual and family functioning

Physical health conditions or social factors commonly associated with mental health or substance use conditions

Methods of crisis prevention and intervention, including assessing for and responding to signs of suicide risk, overdose prevention and response, or other safety threats/risks

Criteria to determine the need for more intensive services

Service Standards - Mental Health and/or Substance Use Services (MHSU)
PA-MHSU 2.06

Clinical personnel are trained on, or demonstrate competence 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

The signs and symptoms of withdrawal

Addiction as a disease

Treatment needs of special populations including women, individuals experiencing homelessness, adolescents, and individuals 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 - Mental Health and/or Substance Use Services (MHSU)
PA-MHSU 2.07

Individuals who provide peer support are trained:

Roles and responsibilities

Ongoing support and supervision to address any issues that occur, including helping peer support staff manage personal triggers that may arise on the job

Service Standards - Mental Health and/or Substance Use Services (MHSU)
PA-MHSU 2.09

There is at least one person on duty at each service delivery location any time persons served are present who has received first aid and age-appropriate CPR training in the previous two 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 - Outreach Services (OS)
PA-OS 2.03

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

Understanding homelessness, including the causes and effects of homelessness, overrepresented and vulnerable populations, impact of homelessness on child development, barriers to exiting homelessness, and service needs

The ability to handle rejection

Recognizing and responding to signs of suicide risk

Making linkages and referrals to community and housing services

Implementing the organization's plans for managing medical or psychiatric emergencies

Service Standards - Outreach Services (OS)

PA-OS 2.04

All direct service personnel are trained on, or demonstrate competency in, understanding the special service needs of service recipients, including, as appropriate:

Individuals coping with substance use and/or mental health issues, including dual diagnosis

Individuals coping with trauma, including how to recognize trauma and appropriate interventions for addressing the acute needs of trauma victims

Individuals with HIV/AIDS

Individuals who identify as lesbian, gay, bisexual, transgender, or gender non-conforming

Individuals and families who have been victims of violence, abuse, or neglect

Individuals who may be the victims of human trafficking or sexual exploitation, including how to identify potential victims

Pregnant and parenting mothers and/or fathers with young children

Runaway and homeless children and youth

Persons with current or past criminal justice system involvement

Persons with current or past child welfare system involvement

Persons with developmental disabilities

> Older adults

Service Standards - Outreach Services (OS)

PA-OS 2.05

The organization ensures the safety of street outreach personnel by developing procedures and trainings that address how to recognize and respond to street safety risks.

> How to recognize and respond to street safety risks

Service Standards - Outreach Services (OS)

PA-OS 2.06

Peer outreach workers receive pre- and in-service training and ongoing supervision and support around:

> The role of a peer outreach worker, including skills, concepts, and philosophies related to peer support

> Established ethical guidelines, including setting appropriate boundaries and maintaining confidentiality

Service Standards - Out-of-School Time Services (OST)

PA-OST 2.06

All personnel who work with children and youth are trained on, or demonstrate competency in:

Note COA Interpretation: Training on some of the topics addressed in this standard may not be provided until after personnel have begun work. However, personnel should never be expected to perform a task or provide a level of care that they are not yet prepared to handle. Accordingly, depending on personnel qualifications and the degree of responsibility personnel are expected to assume upon starting their jobs, it may be appropriate to provide pre-service training on some of the listed topics.

> Understanding child and youth development, including what matters most at different stages of development

> Building caring, supportive relationships with children and youth

> Instructing and engaging children and youth with different temperaments, needs, and abilities, including those who may be reluctant or struggling

Managing groups effectively

Promoting social and emotional development

Positive techniques for guiding and managing behavior

Collaborating with partners (e.g., with the program host, when applicable)

Understanding expectations for professional conduct

Service Standards - Out-of-School Time Services (OST)

PA-OST 2.07

Program personnel are trained on, or demonstrate competency in, skills and topics relevant to the program activities offered, including safety and injury prevention related to the activities offered.

Note COA Interpretation: Training on some of the topics addressed in this standard may not be provided until after personnel have begun work. However, personnel should never be expected to perform a task or provide a level of care that they are not yet prepared to handle. Accordingly, depending on personnel qualifications and the degree of responsibility personnel are expected to assume upon starting their jobs, it may be appropriate to provide pre-service training on some of the listed topics.

Implementing best practices in programming for the relevant academic areas and grade levels

Understanding state and local academic standards

Service Standards - Out-of-School Time Services (OST)

PA-OST 2.10

Professional development includes at least:
(1) 15 hours of training per year for Assistant Group Leaders
(2) 18 hours of training per year for Group Leaders
(3) 21 hours of training per year for Senior Group Leaders
(4) 24 hours of training per year for Site Directors
(5) 30 hours of training per year for Program Administrators

Note COA Interpretation: When a program operates only during the summer months, COA recognizes that personnel may participate in fewer hours of professional development

Note COA Examples: Training delivery methods can include, but are not limited to: in-service training, adult education courses, higher education or college courses, distance learning, conference workshops, webinars, and self-paced electronic trainings.

Professional development

Service Standards - Out-of-School Time Services (OST)
PA-OST 2.14

The organization provides volunteers with the orientation, training, and support they need to fulfill their roles and responsibilities.

Volunteer orientation and training

Service Standards - Out-of-School Time Services (OST)
PA-OST 15.04

Mentors receive orientation and training that address:

Note COA Interpretation: At least two hours of in-person, pre-match training should be provided

The philosophy of both the program and its mentoring component

The responsibilities of the mentor to the organization and the mentee

The responsibilities of the organization to the mentor

Relationship development, including the importance of building trust;
Realistic expectations for the relationship

Establishing appropriate boundaries and setting limits

Child and youth development, including any special strengths and needs of the population served

Service Standards - Opioid Treatment (OTP)
PA-OTP 2.08

Personnel are trained on, or demonstrate competency in:

The goals of opioid treatment in regard to other drug use

The latest information, theories, and techniques in identification, diagnosis, and treatment of alcohol and other drug problems, including the harm reduction model

Relapse prevention

Recognition of co-occurring health and mental health conditions and integrated services available to meet them

Management of drug overdose

Special treatment needs of women

Criminal justice issues, as appropriate

The benefits and limitations of tests that screen for drug use

HIV/AIDS symptoms, risk-reduction and infection control guidelines, testing, and counseling

Service Standards - Opioid Treatment (OTP)

OTP 2.09

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)