



Queensland Centre for  
**Mental Health Learning**  
**Course Catalogue**



West Moreton Health - RTO code: 40745

**Queensland Centre for Mental Health Learning (Learning Centre)**

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## Our mission statement

The Learning Centre's mission statement is to continue to grow, develop, and nurture a skilled and sustainable mental health workforce to provide a quality recovery focused approach to mental health care.

## About the Queensland Centre for Mental Health Learning

The Queensland Centre for Mental Health Learning (Learning Centre) is a Queensland Health based training provider. We offer a range of education options to mental health professionals and other professionals who are seeking core mental health education.

Since its establishment in 2006, the Learning Centre has continued to expand the range of training; providing a series of face-to-face and online classroom courses, a nationally accredited course, as well as a suite of eLearning courses and online resources.

Situated in West Moreton Health, the Learning Centre Clinical Educators travel around Queensland to deliver training, and as of April 2020 commenced live broadcasts of selected courses which are available Nation-wide via online classroom listings.

The training we offer aims to provide practical knowledge for working with people experiencing mental health problems, as well as specific skills focusing on consumer safety and mental health recovery.

## Strategic pillars

The four petals of the Learning Centre graphic are representative of the 'four P's'. These are the four key areas or strategic pillars under which the Learning Centre strategic and operational plans are developed and all activities are aligned to.



## Who is the training for?

Whilst Queensland Health mental health service staff are the primary target audience, training is highly appropriate to others, including:

- clinicians, practitioners and workers from other Queensland Health services who work with people experiencing mental health issues
- mental health clinicians/practitioners from other Government services and departments
- mental health clinicians/practitioners of non-Government (private) services
- other professionals who work closely with consumers of mental health services in other capacities, or who in their line of work assist people experiencing mental health problems, including youth workers
- students on placement in Queensland Health mental health services.

## How much does training cost?

The Learning Centre is funded based on requirements outlined in the [Better Care Together: a plan for Queensland's state-funded mental health, alcohol and other drug services to 2027](#) (Better Care Together) plan to improve workforce capability and sustainability, ensuring that safe, high quality, responsive mental health, alcohol and other drug treatment, care and support can be provided to people across Queensland.

From 1 January 2021, all Queensland Health employees and Queensland Ambulance employees regardless of work area can access training at no cost (learners must have an @health.qld.gov.au or @ambulance.qld.gov.au email address to access internally funded training). University students undertaking placement within a Queensland Health Mental Health Service are eligible to access no cost training whilst on placement only.

**A fee is applicable for all other attendees of training.**

No waivers or exemptions apply. Payments are made via BPOINT upon enrolment in a course session.

Note: Any requests for training events or activities outside our standard training schedule are subject to availability and will generate a separate fee for service calculated at the time of the request.

Full details including our **Cancellation or Refund policies** may be found in the Learning Centre [Schedule of fees](#) or [Terms and Conditions](#) documents, both available on our website at [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au).

Course length	Non-Queensland Health attendees	All Queensland Health employed staff:
⌚ 1/2 day course	\$125	No cost
⌚ 1 day course	\$250	No cost
⌚ 2 day course	\$500	No cost
⌚ 3 day course	\$750	No cost
eLearning courses	\$50 per course regardless of duration	No cost
Refer to the Schedule of fees at <a href="http://www.qcmhl.qld.edu.au">www.qcmhl.qld.edu.au</a> for more information.		

“

*Excellent content and presented in a logical way. It was very pertinent to my work place and will be immediately used there.*

**Occupational Therapy student**  
QC23 course attendee

## How do I enrol for training?

Learners must enrol prior to a 48 hour cut-off indicated for each training event. Self-enrolment for all courses is via [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au) on each course specific page. A 'Sign up' button will be evident for each session listing unless enrolments have closed.

Some courses include mandatory pre-requisites that must be completed before enrolment is possible. These are as directed on the specific course pages, and may include:

- Provision of a valid Unique Student Identifier (USI) for the accredited course 10881NAT Course in Observing and Documenting the Mental State Examination
- Completion of pre-course learning for courses such as QC8 Supervisee, QC30 VRAM, and QC18 Suicide Prevention Skills: Core.
- Pre-training knowledge quiz.

When an enrolment has been successful an acknowledgement will be generated. Email confirmation and SMS reminder messages are sent in the week preceding each event, these may include important details about the venue and parking.



To enrol in any course visit:

[www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au)



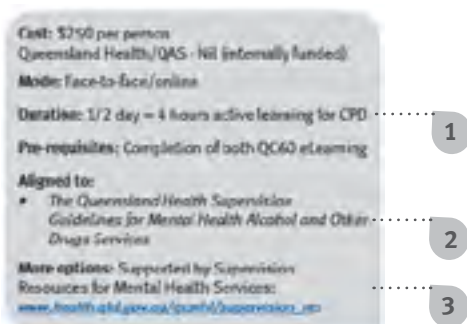
## Choosing a course

On the following pages you will find a brief outline describing the content of each of our courses, and where relevant anticipated learning outcomes are listed. This information may guide you in determining which course is applicable for your training needs at any given time.

Recommendations on when to attend training (frequency) is provided. In general terms, new clinicians should attend courses as soon as practical when commencing clinical practice and before applying specific skills in practice. Experienced clinicians should periodically refresh on course content by participating/reattending courses approximately every two years to ensure currency of skills. However many individual services have their own recommendations regarding training selections so please always refer to your local training strategies for guidance.

Course duration<sup>1</sup> is indicated for our courses; please note for eLearning courses this time is offered as a guide as these courses are self-paced and the time may vary for each individual.

Hours of active learning are provided from which you may calculate Continued Professional Development points as relevant to your professional body.



Information about which National guidelines, policies or standards<sup>2</sup> the course is aligned to, can provide confidence to services in ensuring local education strategies correlate to current best practice.

More options<sup>3</sup> describes where a course may be available in an alternate format (such as online classroom) or related/complementary content is available in a different course, such as eLearning.

Some courses are recommended to be completed in a sequential order. You will note on the following pages, diagrams demonstrating course interrelationships or pre-requisite training which may assist you in planning your time and getting the best out of your learning experience.

## Changes to scheduled events

The Learning Centre endeavours to ensure workshops are conducted on the scheduled dates, but reserves the right to alter dates and venues as required. All registered participants will be notified of any changes or cancellations as soon as possible. Therefore it is important for participants to provide us with their best contact details and maintain up to date profiles in the online training system, to ensure they receive this information in a timely manner.

## Assessable courses

Several of our courses include an assessment component. Learners are granted four weeks from the training date to complete the assessment online. Completion of the assessment is highly recommended as they demonstrate that the learner has acquired knowledge and skills for practice. Some services will direct that a passing grade on the assessment is required.

For any other information about our courses, our curriculum or attendance issues view the Learning Centre [Terms and Conditions](#) or our [Frequently Asked Questions \(FAQs\)](#) on our website at [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au)



## Where can I attend training?

Face-to-face courses are routinely delivered in key locations for the 16 Queensland Health Hospital and Health Services (refer to map on facing page), and in 2020 live broadcast training events (online classroom) commenced.

In general participants are not limited to attending training only within their service or HHS of employment. A keen learner may attend training in any listed location that suits their individual needs, with an open invitation extended to all participants to enrol in West Moreton listed events. Alternatively one of our many online classroom sessions may be accessed.

Joining training outside of your home turf or via online classroom allows for great opportunities; the sharing of ideas, and perspectives, and discussion about how knowledge may apply in practice can encourage consistency in the provision of mental health care.

Training events may be negotiated in other locations and for private groups under a fee for service arrangement (subject to resourcing and availability).

View our calendar of events to see locations:

[www.qcmhl.qld.edu.au/calendar/view.php](http://www.qcmhl.qld.edu.au/calendar/view.php)

## Why should I attend the training?

As well as being designed to provide core skills in mental health, there are many reasons to attend or access Learning Centre courses. These include:

- Courses are aligned to national and state policies, guidelines, plans and standards, and are designed under industry guidance. You can trust that you are receiving information that is current and endorsed for application in clinical service delivery.
- Courses are designed to support the multi-disciplinary working environment with practical skills that can be immediately applied in any workplace.
- A set of training materials and resources (course specific) are provided. You can refer back to these at any time to refresh your knowledge.
- Upon course completion, participants receive a certificate to acknowledge attendance; Certificate of Attendance is available for all courses. For those with an assessment component, the Certificate of Achievement is available. For the nationally accredited 10881NAT Course in Observing and Documenting the Mental State Examination, a Statement of Attainment is issued when assessment criteria have been met.
- Courses provide CPD points which may contribute to your annual credentialling.
- The Learning Centre routinely review training evaluation data and participant feedback to monitor the quality of our courses, the trainers, training materials and course outcomes. This data guides improvements to our curriculum and program.

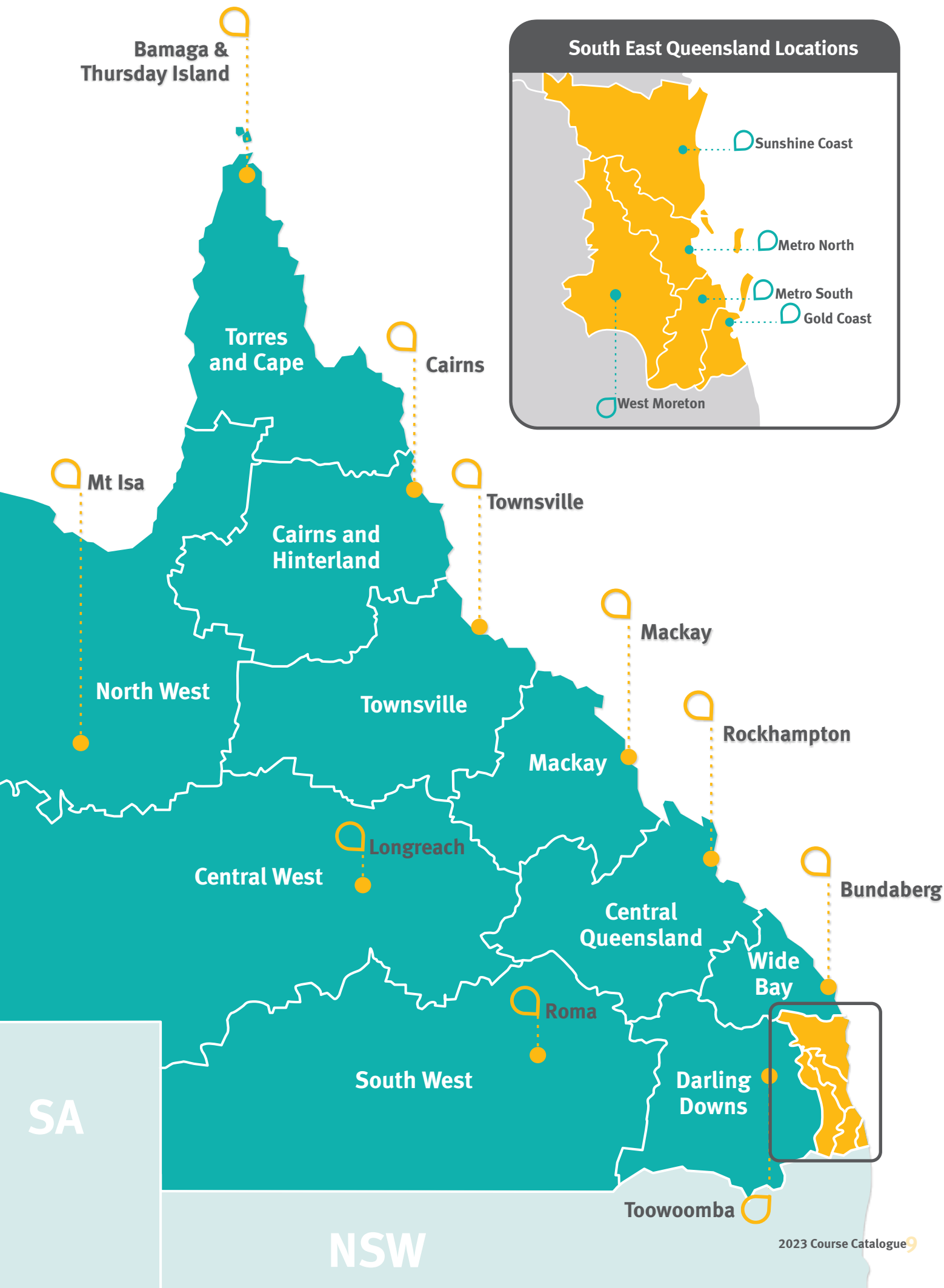
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*This workshop allowed me to increase my understanding by providing indepth resources and supplemental learning. The breakdown of the MSE into 9 core components with activities and interpretations related to each boosted learnings. The workbook will be a useful resource to refer to in future practice.*

*10881NAT workshop attendee*







# Learning Centre 'risk' training courses

The Learning Centre offers a range of risk assessment training courses.  
How do you decide which one is right for you?

## Step one

### QC9 Critical Components of Risk Assessment and Management (CCRAM) *(See page 16 + QC33 CCRAM)*

CCRAM aims to furnish practitioners with the skills to broadly identify, gather and assess a consumers risk across all of the risk domains that apply in mental health settings, including aggression/violence, vulnerability, suicide, self-harm, absent without approval and child safety.

Participants will learn how to weigh up these risks then document and formulate a management plan to mitigate risks as best suits the individual for short, medium and long term management.

## Supplementary

**QC54 Foundations of Risk Assessment and Management eLearning** *(See page 31)*

**QC57 Introduction to Violence Risk Assessment and Management eLearning** *(See page 33)*

## Step two

### QC19 Risk Refresher *(See page 39)*

Delivered via online classroom, this course provides a four hour refresher on the application of knowledge and skills.

## Suicide prevention

### QC18 Suicide Prevention Skills: Core (SPS:C) *(See page 19)*

The SPS:C workshop delves into the complexities of suicide risk assessment and interventions with specificity.

This holistic program explores the factors that impact people who may be experiencing suicidal thoughts, with in depth analysis and application of the strategies for compassionate management and support. The course highlights the importance of carers and significant others when working with people in their care and safety planning. In addition to focusing on the person, their situation and current needs, it also highlights the importance of fostering an alliance between the treating team and the individual.

Self care is also a very important part of the learning experience.

## Supplementary

**QC56 Introduction to Engage, Assess, Respond to and Support Suicidal People eLearning** *(See page 32)*

This course is the perfect complement to the QC18 workshop. It can be completed either before or after participating in QC18 .

# Learning Centre Supervision training courses

Our mantra: “To be a good supervisor you must be a good supervisee.”

## Step one - Supervisees and Supervisors

### QC60 Introduction to Supervision eLearning *(Page 34)*

This short eLearning course provides the foundational underpinning for all courses in the Learning Centre Supervision suite. Each course is intrinsically linked to concepts first introduced through this highly engaging eLearning.

While QC60 may be completed as a stand-alone course, it is the prerequisite for anyone wishing to complete the QC8 and QC4 workshops below.

This eLearning has universal application, it is for everyone!

## Step two - Supervisees

### QC8 Supervisee *(Page 15)*

This is a must for everyone working in a mental health alcohol and other drugs service. It explores the fundamentals of supervision that supports your well-being, professional growth and safe working.

Participants will receive guidance on how to achieve supervisee/supervisor relationships with meaningful outcomes.

NOTE: QC8 is highly recommended for Supervisors who wish to gain a more in-depth understanding of processes prior to attending QC4.

## Step two - Supervisors

### QC4 Supervisor *(Page 14)*

The next stage in the formal supervision training process, this course provides practical and collaborative training, based on international best practice principles for supervisors.

It facilitates further development of foundational elements first established in QC60, providing supervisors with the resources to build or extend their supervision framework to apply in their area of practice. This course is also the pre-requisite for QC12.

### QC12 Supervising Supervisors *(Page 17)*

The final in the series, this course is specifically designed to develop advanced skills in providing supervision to those who are supervisors.

Further supporting and strengthening person centred mental health services, which is a consistent underpinning of all three programs, this course provides the final layer in the supervisory training process.

The suite of Learning Centre Supervision courses is supported by information and resources accessible via the **Supervision Resource Centre:**  
[www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)



Course information

# Face-to-face courses

# 10881NAT Course in Observing and Documenting the Mental State Examination



This course has been developed for practitioners working in mental health, alcohol and other drugs services or those currently studying toward a qualification in these areas and where observing and documenting the mental state examination is within their current or anticipated scope of practice.

This course consists of seven hours of face-to-face learning and a 2-2.5 hour (approximate) online assessment. To support the training, there are recommended self-study options provided (totalling 7 hours including the assessment); these are selected to support preparation for the assessment, or alternatively to support the application of the newly acquired knowledge and skills in the workplace.

This is a Vocational Education and Training (VET) course and as such has been accredited by the Australian Skills Quality Authority (ASQA).

To meet the standards for VET accredited courses, the Learning Centre must collect authentic, current, valid and sufficient evidence from learners to confirm that competency has been achieved. All course content is relevant and will be assessed.

To ensure learners are able to demonstrate competency, the course focusses on identifying the key features to be observed for each of the nine core components of the mental state examination. The course offers practical ways to observe and assess each of the features and to record clinical information according to the industry standard for appropriate clinical documentation, such as using descriptors and reporting evidence of observations and assessments in documentation.

Filmed scenarios explore a broad range of mental health presentations and behavioural phenomena, allowing learners to practice skills and apply new knowledge in observing and documenting the mental state examination.

## Required learning outcomes:

To meet the requirements of 10881NAT Course in Observing and Documenting the Mental State Examination, learners must fulfil the requirements as stated in the unit of competency NAT10881001 Observe and Document the Mental State Examination. Learners will be trained to:

- use descriptors to document the features for each of the nine core components
- make assessments about the person's behaviour, content of thought, affect and appearance, based on clinical evidence
- apply the industry standard for clinical documentation when recording observations and assessments
- identify and record how contextual and cultural factors are influencing the person's mental state at the time of examination.

## When to attend training

- **New clinicians:** Prior to conducting a mental state examination.
- **Experienced clinicians:** Please refer to your local mandatory/requisite training requirements. It is however recommended to complete as a refresher approximately every two years to ensure adhering to current national guidelines for conducting a Mental State Examination.

**Cost:** \$250 per person  
Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 1 day = 7 hours active learning for CPD

An additional 7 hours activity after the workshop is also described (the course assessment of approx. 2-2.5 hours is included in the additional hours) making the total accessible CPD = 14 hours.

**Pre-requisites:** Provision of Unique Student Identifier (USI), visit [www.usi.gov.au](http://www.usi.gov.au)

**Aligned to:**

- *National Standards for Mental Health Services 2010*
- *Standards for Registered Training Organisations (RTOs) 2015.*

**Assessable course:** Post training, online assessment completion (2-2.5 hours approx) is required to receive full qualification; Statement of Attainment (14 hours CPD applies only when Statement of Attainment is issued).

**More options:** Available via online classroom. View 10881NAT online classroom on our website.

Supported by QC48 Mental State Examination eLearning.



## QC4 Supervisor

This two-day workshop takes learners through the practical application of the core supervisor competencies based on international best practice principles for the training of supervisors.

The core supervision practice competencies include:

- managing the supervisory process
- developing and maintaining the supervisory alliance
- fostering reflection on practice
- providing effective feedback, and
- evaluation.

The workshop introduces several tools that have been shown to be highly supportive of supervision practices for both the supervisee and supervisor.

*Note: this course is a pre-requisite for those wishing to complete QC12 Supervising Supervisors.*

*Refer to the diagram on page 11 for more details on the Learning Centre supervision course pathway.*

### Anticipated learning outcomes:

- identify cultural and practice considerations that affect suitability to provide supervision
- recognise the impact of culture and difference on supervision
- develop a Supervisory Working Alliance (SWA), including identifying tasks and goals for supervision
- apply the Three functions, Seven-eyed Process and SWA models to guide supervision practices
- apply reflective techniques that enhance practice capabilities in supervision
- use effective skills in providing confirmatory, observational and corrective feedback to supervisees
- distinguish when to use summative and formative supervision evaluation
- identify areas of strength and improvement in supervision using the Generic Supervision Assessment Tool (GSAT).



*The role play is so helpful. Having opportunity to observe how others engage in supervision and hear feedback from the supervisee is a rare privilege.*

**Social Worker**  
QC4 participant

### When to attend training

- This workshop is suitable for all practitioners regardless of professional orientation, area of specialisation and service delivery mode.
- As soon as practical when commencing supervision of staff.
- Alternatively experienced supervisors who have not completed formal supervision training aligned to Queensland Health models and/or mental health clinical service delivery should consider completing the training to ensure current practices and recommended guidelines are applied, or if they require a refresher.

**Cost:** \$500 per person  
Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 2 days = 14 hours active learning for CPD

**Pre-requisites:** Completion of QC60 eLearning and meet minimum 2-year practice requirement to become a supervisor as specified in the 2023 guidelines

**Aligned to:**

- *Supervision Guidelines for Mental Health Alcohol and Other Drugs Services*

**More options:** Supported by Supervision Resources for Mental Health Services:  
[www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)



## QC8 Supervisee

This four-hour workshop is part 2 of the foundational level supervisee training and builds on topics introduced in part 1; QC60 Introduction to Supervision eLearning (page 34), the required pre-requisite to QC8.

During this workshop, you will learn the qualities you need from a supervisor, the types of agreements that will ensure the supervisory relationship remains functional and safe, how to choose topics to bring to supervision and ways to learn during supervision that support your well-being, professional growth and safe working. You will also explore evaluation as a vital process to ensure you achieve your supervision goals while maintaining a healthy working alliance with your supervisor.

Underpinned by The Queensland Health *Supervision Guideline for Mental Health Alcohol and Other Drugs Services 2003* (pending publication), this course is for any staff who wish to learn how to engage in supervision to get the most value out of supervision and establish a strong working alliance with their supervisor. It may also help those who have had unhelpful supervision experiences bring greater structure to their supervision practice. This course is aimed at all disciplines and work roles.

QC8 Supervisee (workshop) is available in both face-to-face and online formats. Refer to location/venue details for available sessions.

It is also highly recommended pre-training for those wanting to become a supervisor and enrol in QC4 Supervisor training (QC60 eLearning and QC8 Supervisee are pre-requisites for QC4 - see previous page).

### Anticipated learning outcomes:

- Recognise the qualities in a supervisor that will support you to achieve your supervision goal(s).
- Identify the kinds of agreements that will ensure your supervisory working relationship is protected and functional.
- Choose topics to bring to supervision that help you achieve your goal as well as support your professional growth, learning and well-being at work.
- Learn from experiences and situations encountered at work, using Gibbs' reflective cycle.
- Observe how feedback contributes to learning and strengthens the supervision relationship.
- Recognise the importance of evaluation to assess goals, identify future supervision needs and signal issues in your supervision relationship.

### When to attend training

- When you have been advised by your service that you may engage in supervision to support your professional growth and learning.
- If you are already engaging in supervision and want to learn how to get the best value from it.
- When you are considering undertaking the role of supervisor and you haven't as yet received supervisee training.
- If you are an experienced supervisee who has had unhelpful supervision experiences and you want to learn about tools and processes that will ensure greater success.
- You are considering enrolling in the QC4 Supervisor training and need to complete the pre-requisite requirements.

**Cost:** \$125 per person  
Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face/online classroom

**Duration:** 1/2 day = 4 hours active learning for CPD

**Pre-requisites:** Completion of both QC60 eLearning

**Aligned to:**

- *Supervision Guidelines for Mental Health Alcohol and Other Drugs Services*

**More options:** Supported by Supervision Resources for Mental Health Services:  
[www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)

## QC9 Critical Components of Risk Assessment and Management

**This one day course aims to promote evidence-based clinical risk assessment and management practices.**

Over the course of this workshop, participants will work through a series of scenario-based activities, including collaborative group, pair, and individual activities. In the workshop participants will work through various time points of a scenario, identifying and analysing information and developing and documenting management plans. All workshop supporting materials are designed to assist learner upskilling in prevention-oriented risk assessment and response, and in developing and documenting management plans in line with current and emerging Queensland Health mental health and alcohol and other drug practice and standards.

Clinical risk assessment is a dynamic process involving a gathering of information, an analysis of current risk issues weighed against mitigating factors by formulating a prevention-oriented risk summary which in turn informs risk planning strategies.

This course orients mental health practitioners to the foundations of risk assessment and management with a focus on communication, collaboration and documentation. The course highlights a six-stage risk assessment and planning process which applies to a range of risk domains including aggression/violence, vulnerability, suicide, self harm, absent without approval and child safety.

Participants are furnished with skills to identify known risk factors relevant to an individual, understanding the context in which they are occurring and linking historical information to present information. Triggers and warning signs are also considered in relation to this. Importantly, identifying what is not known about a person's risks, and taking action to broaden information gathering activities is also covered using a collaborative approach and making assessment decisions based on informed clinical judgement. The course then demonstrates how to use this information to develop a long-term and immediate risk management plan.

Suitable for both early career and experienced practitioners this course reflects current Queensland Health policies and guidelines on risk assessment and management and addresses the over-arching issues of clinical risk in any service delivery setting.

The course uses an applied learning approach with large and small group activities designed to support achieving the course outcomes, culminating in an online assessment where participants have the opportunity to apply the skills they have learned and receive individualised feedback.

### Anticipated learning outcomes:

- identify static, dynamic, protective, future and unknown factors according to six domains of risk, and associated triggers and warning signs
- weigh up the risk factors identified, and determine the degree to which protective factors mitigate risk
- develop a risk summary that describes the risk factors, the relationship between them, missing information, and upcoming issues that may cause an increased risk
- generate strategies and management options to mitigate the risks
- document strategies in both an immediate management plan and a long-term care plan
- review risk assessment and management process.

### When to attend training

- **New clinicians:** As soon as practical when commencing clinical practice.

- **Experienced clinicians:** Please refer to your local mandatory/requisite training requirements. It is however recommended to complete as a refresher approximately every two years to ensure currency with practices, policies and procedures.

**Cost:** \$250 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 1 day = 7 hours active learning for CPD

**Aligned to:**

- *Better Care Together*
- *Recovery Oriented Mental Health Services 2013.*

**Assessable course:** Post training, online assessment completion is required to receive full qualification; Certificate of Achievement. An additional 2 hours CPD will also be reflected.

**More options:** Available via online classroom. View QC33 CCRAM online classroom on our website.

Supported by QC54 Foundations of Risk Assessment and Management eLearning.

## QC12 Supervising Supervisors

**This two day course has been designed for clinicians who are currently supervising supervisors, or those wanting to transition to this role.**

Building upon the learning from QC4 Supervisor training, the course provides a safe environment for participants to develop advanced skills in providing supervision to those who are supervisors.

Outlining the components and stages of supervisory processes will guide the supervising supervisor to establish, negotiate, maintain and end a supervisory relationship, thus decreasing ambiguity and providing clarity for roles and outcomes.

The training also covers challenges that may be experienced in supervisory situations thereby furnishing the participant with practical skills to address situations faced in practice, as well as effective skills for observation, evaluation and reflection.

Supporting and strengthening consumer centred mental health services is the underpinning focus of supervision practices.

***Important:** To be eligible for enrolment in this course it is required that you have progressed through the suite of Learning Centre supervision courses; commencing with QC60 Introduction to Supervision eLearning (1.5 hours), then QC4 Supervisor workshop (2 days). Time and experience implementing skills taken from the pre-requisite training is also an important part of this advanced course.*

*Refer to the diagram on page 11 for more details on the Learning Centre supervision course pathway.*

### Anticipated learning outcomes:

- identify the specific competencies that make supervision of supervisors a distinct role
- use strategies for identifying and addressing parallel processes
- apply the Seven-eyed Process model and Models of Reflection for the identification of transference and counter transference
- demonstrate skills in using reflective practice as a supervising supervisor
- demonstrate skills in the use of the Internal Process Recall model to enhance accurate, respectful and challenging feedback
- use video technology to record supervision sessions as a means of deepening the reflective process
- explore ethical complexities in supervision and develop strategies for addressing them.

### When to attend training

- As soon as practical when commencing supervision of supervisors, or for experienced supervising supervisors who wish to refresh their skills and review their supervisory practice.

**Cost:** \$500 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 2 days = 14 hours active learning for CPD

**Pre-requisites:** Completion of QC4 Supervisor and relevant practical experience.

**Aligned to:**

- *Supervision Guidelines for Mental Health Alcohol and Other Drugs Services*

**More options:** Supported by Supervision Resources for Mental Health Services:  
[www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)

## Q14 Fundamentals of Assessment, Formulation and Planning

**This one day course aims to provide clinicians with the core knowledge and skills required to undertake a comprehensive assessment with a person accessing mental health and related specialised services.**

Utilising a scenario-based approach, the course steps participants through identifying and gathering relevant information for each component of the assessment. Based on their clinical assessment of the study scenario, participants will then be guided through the development and documentation of a clinical formulation and management plan.

This course focuses on the foundations of comprehensive assessment, formulation and planning for mental health, alcohol and other drugs service clinicians.

It is highly recommended that participants also complete an optional, complimentary eLearning course QC55, which focuses on clinical formulation and care planning.

### Anticipated learning outcomes:

- identify questions that elicit quality clinical information
- identify information relevant to a general assessment with a focus on understanding the reason for the presentation
- write a formulation, based on clinical information gathered
- based on the formulation, compile and document a management plan.

### When to attend training

- **New clinicians:** As soon as practical when commencing clinical practice and prior to commencing any formal assessments.
- **Experienced clinicians:** Please refer to your local mandatory/requisite training requirements. It is most suitable to those in early years of practice, however is highly recommended to complete as a refresher approximately every two years to ensure currency of skills and assessment tools.

**Cost:** \$250 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 1 day = 7 hours active learning for CPD

**Aligned to:**

- *Mental Health Act 2016*
- *Guardianship and Administration Act 2000.*

**Assessable course:** Post training, online assessment completion is required to receive full qualification; Certificate of Achievement. An additional 1.5 hours CPD will also be reflected.

**More options:** Available via online classroom. View QC34 FAFP online classroom on our website.

Supported by QC55 Formulation and Care Planning eLearning.

# QC18 Suicide Prevention Skills: Core (SPS:C)

As of August 2024, this course replaces previous suicide prevention courses QC2/QC32 EARS and QC28/QC35 YEARS.

This course is for all workers who support people at risk of suicide, to build their skills and confidence to compassionately respond to suicidal thoughts and behaviours. The skills, knowledge and models taught in this course are applicable to caring for people across the lifespan.

Included in the course are 1.5 hours of instructional videos, followed by either a full day face-to-face workshop or two half-day online classroom workshops.

## This course:

- aligns with the 2021 Queensland Health Suicide Prevention Practice Guideline
- develops practice skills and knowledge to compassionately identify, engage, treat and consider transition for those at risk of suicide
- provides participants with the experiential practice in conducting a suicide risk assessment, formulation, safety planning, and a brief intervention for substance use.

*Note: The instructional video component must be completed to enable enrolment in a session.*

## Anticipated learning outcomes:

- Gather detailed and valid information about suicide risk using the chronological sequence and questioning techniques within the Chronological Assessment of Suicide Events (CASE) approach.
- Use compassionate actions to relieve a person's suicidal distress and to maintain own wellbeing.
- Formulate a statement of the person's suicide risk using the Prevention Oriented Risk Formulation (PORF).
- Work collaboratively with the person and their support people to develop a safety plan, provide appropriate interventions such as lethal means counselling, and offer a brief intervention for substance use.

## When to attend training

- If you support people at any stage of the Queensland Health Suicide Prevention Practice Guidelines.
- Any practitioner who is responsible for assessing suicide risk and in turn manages that person's care within Queensland Health Mental Health, Alcohol and Other Drugs services, including transition or transfer to other agencies.
- If you are an early career clinician requiring practice skills and knowledge to identify, engage, treat and effectively transition those at risk of suicide.

**Cost:** \$250 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face/online classroom

**Duration:** 1.5 hours instructional videos + 1 day (face-to-face) = 8.5 hours active learning for CPD; or 2 x 1/2 days (online) = 9 hours active learning for CPD

**Pre-requisites:** Completion of 1.5 hour pre-enrolment instructional videos, followed by a short quiz.

### Aligned to:

- *Queensland Health Suicide Prevention Practice Guideline (2021)*
- *Better Care Together (2022)*

**More options:** Supported by QC56 Introduction to Engage, Assess, Respond to and Support Suicidal People (EARS) eLearning.

## QC23 Forming the Therapeutic Alliance

**This one day course provides invaluable practical training for clinicians and professionals across all disciplines and experience levels by enhancing interpersonal skills in creating a collaborative relationship with their client.**

A good therapeutic alliance contributes to better client outcomes, therefore this course is recommended as the foundation to all Learning Centre training, providing a solid base for the practical application of therapeutic skills.

The course explores the use of a person-centred approach in the development of the therapeutic alliance and provides opportunities to learn and practice skills based on contemporary empirically supported evidence.

By better understanding the factors that can influence an alliance, an improved awareness of the collective elements can change the outcome of any interaction. This course is ideal for anyone wanting to build strengths in communication practices and enhance clinical practice.

With the practical application of learned techniques explored in group activities, techniques are reinforced in the safety of simulated multidisciplinary settings.

### Anticipated learning outcomes:

- define what is meant by therapeutic alliance
- explain a person-centred approach to therapy
- demonstrate the application of interpersonal skills that are characteristic of a person-centred approach to therapy
- demonstrate skills which support and enhance a therapeutic alliance.

### When to attend training

- **New clinicians:** As soon as practical when commencing clinical practice.
- **Experienced clinicians:** Every two years as a refresher to ensure currency with practices, policies and procedures.

**Cost:** \$250 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 1 day = 6 hours active learning for CPD

**Aligned to:**

- *Australian Guidelines for treatment of adults with acute stress disorder and posttraumatic stress disorder (2007).*



*The program highlighted how to apply self-awareness in therapeutic practice and how this can positively influence the therapeutic alliance. I really enjoyed this workshop.*

**Occupational Therapy student**  
QC23 course attendee



# QC25 Suicide Risk Assessment and Management in Emergency Departments - Train-the-trainer

**QC25 Suicide Risk Assessment and Management in Emergency Departments (SRAM-ED) - Train-the-trainer is for Educators supported to deliver the QC61 SRAM-ED to staff locally in their HHS.**

The SRAM-ED program (QC25 Train-the-trainer and QC61) was co-designed with lived experience representatives (consumers, carers and peer workers), cultural advisors, and ED clinicians (nurses and medical consultants). The program continues to prioritise compassionate engagement with people experiencing suicidality or at risk of suicide.

The QC25 SRAM-ED Train-the-trainer is a blended course consisting of:

1. completion of the pre-requisite QC61 SRAM-ED eLearning,
2. attendance at the one-day face-to-face workshop.

Completion of the eLearning module will enhance understanding of foundational suicide prevention principles and best practice approaches to suicide risk assessment and management through compassionate engagement. The train-the-trainer will present and explain in detail the QC61 SRAM-ED course content and activities. Participants will learn how to deliver the course to deepen ED clinician understanding of suicidal behaviour, provide them with a model to assess suicide risk (including engagement and interviewing skills) and respond to a person presenting with suicidality in a safe and trauma-informed way. Clinician self-care considerations are also interwoven throughout the train-the-trainer. For more details on the QC61 SRAM-ED course content, read the descriptor on page 35.

Upon completion of the train-the-trainer, participants will be accredited to deliver the two-hour QC61 SRAM-ED workshop to ED staff within their local HHS in either face-to-face or online formats.

## Anticipated learning outcomes:

- develop a clear understanding of the purpose, content and learning design of the QC61 SRAM-ED course
- gain insights and learn strategies to deliver QC61 SRAM-ED in a trauma-informed way
- acquire knowledge of approaches and strategies to ensure the emotional safety of participants while delivering QC61 SRAM-ED
- learn techniques for delivering the two-hour workshop in either face-to-face or online formats
- develop an understanding of how to plan, publish and manage training sessions on the Learning Centre's Learning Management System (LMS)
- acquire knowledge and skills in required supporting activities including recording course completion, and course delivery and attendance reporting.

**Cost:** Nil - applicable to Queensland Health only

**Mode:** Blended (eLearning + face-to-face)

**Duration:** 2 hours eLearning + 1 day = 9 hours active learning for CPD

**Pre-requisites:** Completion of 2 hour pre-enrolment eLearning.

You must also be pre-approved to roll out SRAM-ED to staff in your local HHS and meet EOI selection criteria.

**Aligned to:**

- *Queensland Health Suicide Risk Assessment and Management guidelines (Engaging and Responding to the needs of a suicidal person).*

**More options:** Supported by QC61 SRAM-ED.

To be considered for the QC25 SRAM-ED Train-the-trainer you must:

1. Demonstrate some experience and knowledge in education or workshop facilitation.
2. Demonstrate experience and knowledge in mental health and suicide prevention skills, and be willing to utilise trauma-informed principles within ongoing workshop deliveries.
3. Be committed to and supported by your HHS to delivering a prescribed number of sessions determined by local staffing needs and provide documented evidence of these in reports to the Learning Centre.
4. Submit an Expression of Interest Addressing selection criteria. Completed via the QC25 course page on the Learning Centre LMS. Contact [sramed@health.qld.gov.au](mailto:sramed@health.qld.gov.au) for more information.



“

*It was an excellent workshop. I learned a lot about how to plan and facilitate groups from the materials and skills taught.*

*The day was split up well into different modalities, and the facilitators practice what they preach! It was a good demonstration of how to run a group from the consumer perspective.*

*QC27 workshop participant*

# QC27 Group Facilitation in Therapeutic Contexts

Facilitation skills are vital to the effective delivery of groups in therapeutic contexts. This course focuses on building the skills and knowledge required to deliver safe group-based therapeutic interventions, consolidating theory via experiential practice.

If you are a worker who currently facilitates therapeutic groups or wish to do so in the near future, this course is for you. Through experiential, practical activities and use of simulation, the workshop provides essential skills in group preparation and facilitation which can be adapted for work across different groups and service contexts

## Topics covered include:

- the stages of group development
- establishing the bond and the group process
- group member roles
- developing group cohesion
- techniques for managing group dynamics.

## Anticipated learning outcomes:

- develop group safety, cohesion and productive group functioning across the developmental life span of the therapeutic group
- use 'bridging' to support the development of interpersonal relationships and skills among group members
- apply strategies and approaches to adapt and respond to challenges that emerge through the group process.

## When to attend training

When you are facilitating or planning to work with therapeutic groups, at any time in your career.

## Scope of practice:

The knowledge and skills acquired during the workshop may be applied in a range of therapeutic group contexts. However, completion of this workshop does not provide accreditation for the delivery of specific therapeutic or manualised group programs. You will need to check with your service or line manager if they require you to undergo any other specific training.

**Cost:** \$250 per person

Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face only

**Duration:** 1 days = 7 hours active learning for CPD

### Aligned to:

- *Better Care Together (2022)*

**More options:** QC44 An Introduction to Group Facilitation eLearning may serve as complementary learning and may be completed before or after attending the workshop if you are interested in enhancing your knowledge further.

## QC29 Reasoning and Rehabilitation 2 for Youths and Adults with Mental Health Problems (R&R2 MHP)

This three day train-the-trainer course is designed to allow clinicians to gain an understanding of the methodology for delivering the R&R2 MHP program to consumers and clients in their service.

It is relevant to continuing care teams, community care teams, forensic mental health teams, prison mental health teams and other youth and adult services who have a client base that may experience antisocial behaviours as a result of long term institutional care and/or correctional care.

Highly interactive and intensive, selected sessions from the program modules are modeled allowing participants to gain experience in preparing and delivering modules to other group members.

### Background information

- R&R2) program is a structured, manualised cognitive-behavioural therapy program which aims at implementing behavioural change and reducing recidivism.
- The program is based on a revised cognitive-behavioural model and helps consumers develop; metacognition, emotional competence, fundamental interpersonal skills, active listening, relapse prevention, motivation and prosocial self-efficacy.
- The program was designed for youths and adults with whose offending behaviour is associated with mental health problems or severe mental disorder.
- It consists of 16, 90-minute sessions which incorporate games, individual and group exercises, role-playing, brainstorming, audio-visual material and participants' workbooks.

### Training process and outcomes:

- Introduction to the purpose of training and its efficacy
- Familiarisation with the learning materials and an overview of the logistics of the program
- Participants will receive detailed feedback on their presentation from the trainers and other group members
- Accreditation by the authors and the Cognitive Centre of Canada as an R&R2 MHP 'trainer' - a participant will then be able to deliver the program to consumers.

### When to attend training

- As determined by a HHS or service for staff members to be trained as trainers of clinicians where need has been identified to address offending/antisocial behaviours and mental health issues.

**Cost:** Nil - applicable to Queensland Health only

**Mode:** Face-to-face

**Duration:** 3 days = 21 hours active learning for CPD

**Pre-requisites:** As a train-the-trainer course you must be pre-approved to roll out the R&R2 MHP program in your local HHS services.

This course assumes basic knowledge across core clinical competencies; it is recommended to complete MSE training and Risk Assessment training prior to attending (e.g. 10881NAT MSE, QC9/QC33 CCRAM).

#### Aligned to:

- *National Standards for Mental Health Services 2010*
- *National Statement of Principles for Forensic Mental Health 2016.*

# QC30 Violence Risk Assessment and Management

This training focuses on working clinically with consumers at risk of becoming violent or aggressive. The course also covers important aspects of Queensland Health policy relating to the assessment and management of violence, including the Assessing and Responding to Violence framework (the Framework).

After completing the pre-requisite QC57 Introduction to Violence Risk Assessment and Management (VRAM) eLearning, which provides information on key components of the Framework (i.e. Tier 2) and the VRAM tool, participants progress to this comprehensive workshop which reinforces the content through experiential learning.

The workshop focuses entirely on applying knowledge gained in the eLearning to an immersive scenario example. This is designed to be interactive and responsive to clinician decisions made on the day.

A comprehensive Online Resource Hub is also included which provides tip sheets relating to areas such as useful links and resources, barriers in completing a V-RAM and strategies for overcoming them, support for writing violence risk summaries, and useful policy documents.

*Note: Completion of QC57 An Introduction to VRAM (eLearning) is a pre-requisite before enrolment in this workshop is possible.*

## Anticipated learning outcomes:

- describe the three-tiered approach to violence risk assessment and management within the Framework
- identify important information to collect as part of a violence risk assessment, as well as strategies to achieve this
- write a structured risk summary in a manner which integrates important assessment information, and demonstrates the current level of violence risk (including the rationale behind this clinical judgement)
- create a comprehensive prevention-oriented violence risk management plan, which is clearly linked to the risk summary.
- complete V-RAM documentation in CIMHA
- apply the principles of the Framework to inform judgements regarding whether to escalate an assessment to Tier 3.

## When to attend training

- Clinicians who have been identified as senior clinicians (with respect to violence risk) by their service should attend this training. Typically, senior clinicians have several years' experience working in mental health, and have a good understanding of local policy and services.

**Cost:** \$250 per person  
Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face/online classroom

**Duration:** 3/4 day = 5.5 hours active learning for CPD

**Pre-requisites:** Completion of QC57 An Introduction to VRAM (4 hour) eLearning.

**Aligned to:**

- *Violence Risk Assessment and Management Framework - Mental Health Services.*

**More options:** Available via online classroom (identified via venue details of session listing).



## QC31 Supporting a Suicidal Young Person (SSYP)

This one day course is designed to support frontline staff who work with young people who are suicidal or at risk of becoming suicidal. Staff based within schools, recreational programs, foster care or residential services, child protection and youth justice contexts are often the first responders when supporting a suicidal young person. This course bridges the gap between clinical (mental health staff) training and more generalist crisis support training. Informed by contemporary suicide prevention practice this course will provide staff with increased confidence, tools and skills to support a suicidal young person.

### The course covers the following key topics:

- identifying and engaging young people who are suicidal
- asking young people directly about suicide
- creating a Safety Plan with the young person
- referring young people to key professionals and supports
- self-care for the worker.

*Note: If you are a child and youth mental health practitioner and require more advanced clinical training, please refer to QC18 SPS:C training.*

### Anticipated learning outcomes:

- reflect on personal values and attitudes about suicide
- use appropriate language and terminology to reduce stigma
- identify effective approaches to build relationships with young people
- apply the Interpersonal Theory of Suicide to understand and respond to suicidal behaviour
- recognise risk factors and warning signs in young people
- utilise practical interviewing skills to ask about suicide
- implement strategies to increase safety and support
- identify and refer young people to appropriate professional services and key supports
- reflect on self-care strategies.

### Who should attend training

Youth workers, School administrators, Foster carers, Counsellors, Guidance officers and individuals with an interest in youth mental health

**Cost:** \$250 per person  
Queensland Health/QAS - Nil (internally funded)

**Mode:** Face-to-face

**Duration:** 1 day = 7 hours active learning for CPD

#### Aligned to:

- *Queensland Health Suicide Risk Assessment and Management guidelines (2010).*

**More options:** Available via online classroom. View QC37 SSYP on our website.

**Note:** For clinicians requiring Suicide prevention training refer to QC18 SPS:C.







Course Information

# eLearning



## eLearning courses

In addition to the face-to-face and online classroom workshops, the Learning Centre also offers a range of eLearning courses. These courses are self-paced and compliment our other courses to enhance your learning.

They may be accessed at any time by going directly to the online learning system at [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au) and navigating to the eLearning section, then enrol in the course of choice.

**Cost:** \$50 per person, per course.  
Queensland Health/QAS - Nil (internally funded)

*Note: The times described to complete each course are listed only as a guide.*

### QC40 Capacity Assessment and Advance Health Directives

*Mental Health Act 2016* (the Act) mandatory training for Authorised Mental Health Practitioners is accessible through iLearn. To complement this training, the Learning Centre has developed four additional training elements (three eLearning modules and a training toolkit) to enhance the clinical application of two key components of the Act; capacity assessment and advanced health directives.

The four training elements offered by the Learning Centre are designed to be completed in the following sequence:

#### One - Introduction to Capacity

This module provides an introduction to Capacity and the Act.

**Upon completing this module you will be able to:**

- recognise a person's right to be their own decision maker, and how this applies to providing informed consent
- describe ways to support someone's capacity to make informed choices
- recognise situations when a person's will to choose may be influenced or 'overborne'
- explain and apply criteria for assessing someone's capacity to consent
- identify what is a 'matter' in relation to assessing capacity.

#### Two - Capacity Assessment

This module explains the definition of capacity to consent within the context of the Act and demonstrates how to apply capacity assessment within your role.

**This module will provide learners with:**

- an overview of the *Mental Health Act 2016* criteria for capacity
- an understanding of the barriers to capacity assessment and the factors that can improve assessment
- an understanding of stability and capacity
- the application of assessment of capacity to consent to treatment to clinical scenarios.

#### Three - Advance Health Directives

This module outlines the process for how an advance health directive is created and how the advance health directive will impact your role in supporting the person with mental illness.

**This module will provide learners with:**

- an understanding of the purpose of the Advance Health Directive (AHD) in relation to mental health
- an understanding of the legislative framework supporting the AHD
- an overview of how an AHD can support the person's consent to treatment, and views, wishes and preferences, at times when they lack capacity to consent to treatment
- an understanding of the role of the AHD attorney.



**2.5 Hours**  
Active learning for CPD

#### Four - Capacity and Advance Health Directive face-to-face training toolkit

This adaptable package will enable HHS educators to facilitate internal workshops for staff. The workshop is designed to be approximately one hour in duration, however additional information is made available to allow for training to be tailored for specific context and address local needs.

**The toolkit contains:**

- facilitator guide – with detailed instructions and suggestions on how to tailor to use
- facilitator PowerPoint presentation
- participant workbook
- two video scenarios.



**Equivalent to 1 Hour.**

Refer to your local facilitator to discuss CPD allowance for your workshop.

**More options:** Supported by online classroom course QC36 Capacity and Advance Health Directives, details on page 41.

## QC42 An Introduction to the use of Sensory Approaches in Mental Health Care

This course is designed to provide an introduction to the use of sensory approaches in mental health settings. Sensory modulation has been identified as a useful tool in reducing seclusion and restraint.

**Upon successful completion of this course participants will be able to:**

- understand why sensory approaches are important in mental health practice
- identify when a person may be experiencing impaired sensory processing
- know when to make a referral to an advanced sensory approaches clinician
- identify strategies that may support someone whose sensory processing difficulties are impacting their life
- understand how the use of sensory approaches can support a mental health consumer.



**2 Hours**  
Active learning for CPD

## QC43 An Introduction to Working with Strengths in Recovery

This course introduces the strengths model of recovery and is aligned with Queensland Health's recovery-focused strategic goals and standards. By identifying an individual's strengths, the treating team and the client can develop a holistic care plan that sets achievable recovery goals together. Resources, including the Strengths Assessment Tool, are provided to assist workers in embedding the approach in practice.

**Upon successful completion of this course participants will be able to:**

- describe the key recovery-oriented values related to the strengths model, including hope, resilience and empowerment
- identify factors that are potential barriers to recovery, including stigma, lack of resources, discrimination and negative language
- differentiate between problem-focused and strengths-oriented practice
- explain how engagement with the person can help to uncover strengths
- identify a range of environmental resources and strengths that support recovery goals.

*Note: This course is the required pre-requisite for anyone intending to enrol in the QC24 Working with Strengths in Recovery workshop.*



**1.5 Hours**  
Active learning for CPD

## QC44 An Introduction to Group Facilitation

This eLearning module introduces the models utilised in Group Facilitation sessions. It explores what makes a group therapeutic, foundations of safe practice, stages and process of group development, and roles in group facilitation.

**This module will provide an overview of:**

- what makes a group therapeutic
- foundations for safe practice
- stages and processes of group development
- structure of therapeutic groups
- the role of the group and facilitator.



**1.5 Hours**  
Active learning for CPD

## QC45 Cognition in Mental Health and the Impact on Functioning

As a clinician working in mental health, it is important to know about cognition and how it can impact functioning. Cognitive difficulties can significantly impact a person's ability to perform day to day tasks which can affect longer term recovery.

This eLearning course is designed to provide mental health clinicians with an introduction to the cognitive difficulties that people with a mental illness may face and identify some strategies and therapies that can support the person. Core topics of cognition and function, assessment and intervention are covered. Targeted to clinicians working in mental health settings, it is suitable for both experienced clinicians and those new to practice. It is self-paced and takes approximately two (2) hours to complete.

**Upon successful completion of this course participants will be able to:**

- understand how cognitive difficulties impact functioning for those living with mental illness
- identify signs and indicators of cognitive difficulties
- describe key considerations when assessing cognition and function
- identify a range of strategies and interventions that support a person in improving their functioning.



**2 Hours**  
Active learning for CPD

“

*This is one of the best online learning courses I have done! It has a simple structure, constant testing of knowledge gained and the chance to practice writing three MSEs based on simulated patients.*

**Student**

*QC48 participant*

## QC48 Mental State Examination

This course will build your skills in observing and recording information for a Mental State Examination (MSE) and is designed for practitioners working in mental health, alcohol and other drugs services.

The content focuses on the foundations of an MSE and steps participants through identifying and gathering relevant information for each component of the MSE.

On completion of this course, it is anticipated that you will be able to define and outline the structure of the core components of an MSE, accurately document what you observe in an MSE including the use of terminology, and identify and differentiate signs and symptoms within the various components of an MSE.

Interactive learning activities provide you with opportunities to practice your observation and documentation skills.

This course was initially produced through collaboration between the Queensland Centre for Mental Health Learning (Learning Centre) and the New South Wales Institute of Psychiatry (NSWIP) but has recently been updated by Learning Centre clinical educators to incorporate the latest research and improve consistency in mental state examination assessments.



**6 Hours**  
Active learning for CPD

## QC49 Police Advice and Intervention Plan

A Police Advice and Intervention Plan (PAIP), previously known as a Police and Ambulance Intervention Plan, is a plan developed by mental health clinicians that provides specific information and strategies regarding a consumer to inform and assist the Queensland Police Service (QPS) to mediate a mental health event involving a consumer in the community.

**Upon successful completion of this course participants will be able to:**

- describe the clinical and operational usefulness of the PAIP as part of the mental health service provision
- identify the consumers who require a PAIP
- identify the individuals and services who would be involved in the creation and review of a PAIP
- describe the requirements of completing a PAIP
- explain the need to regularly review the PAIP
- describe when and how to use the PAIP and how it may apply to your service context.



**1 Hour**  
Active learning for CPD



## QC52 Cultural Capability in Mental Health

This eLearning course aims to provide mental health clinicians with a better understanding of the cultural needs and social and emotional wellbeing of Aboriginal and Torres Strait Islander people.

The course embeds a recovery-focused, trauma-informed approach; identifies needs across the continuum of care, from emergency departments to community; and introduces participants to methods for applying a cultural lens in clinical practice, with an emphasis on culturally capable mental health assessment. Taking approximately one hour to complete, the course gives you the basis to work on your life-long cultural learning journey.



**1 Hour**  
Active learning for CPD

## QC53 Capacity assessments and the 'Less Restrictive Way' for minors

This eLearning course is designed to support mental health clinicians working with children and young people to understand what the 'less restrictive way' means within the context of the Mental Health Act 2016. It strengthens the ability of clinicians to assess a child or young person's capacity to consent to mental health treatment to determine 'Gillick competence'. A variety of tools and strategies are also showcased to facilitate a child or young person's ability to engage meaningfully in the process of decision-making. These include communication approaches (e.g., visual prompts and tools) and sensory approaches.



**2 Hours**  
Active learning for CPD

## QC54 Foundations of Risk Assessment and Management

This eLearning course supports a clinician's understanding of the principles of risk assessment and management planning in mental health, alcohol and other drug services.

This course steps learners through foundations of risk assessment and management and includes topics such as defining and identifying risk across six domains; communication, collaboration, and documentation; risk prevention orientation and planning care for risk mitigation.

Learning is supported by interactive multimedia stimulus materials. The resource hub provides extensive information and tip sheets, research reviews, and links to guidelines, policies and support service websites. All materials are designed to assist learner upskilling in prevention-oriented risk assessment and response, and in developing and documenting management plans in line with current and emerging Queensland Health mental health, alcohol and other drug practice and standards.

This course is suitable as complementary learning for the face to face course QC9 Critical Components of Risk Assessment and Management, however, is not a compulsory component of that course.

**Upon successful completion of this module participants will be able to:**

- **recognise** the context for risk assessment and management for people with mental health issues
- **list** the six stages of risk assessment and management
- **define** static, dynamic, protective, future, and unknown factors according to six domains of risk
- **describe** how triggers and warning signs inform risk management
- **identify** what makes an effective risk summary
- **state** the importance of targeted, collaborative management strategies and care planning to mitigate and prevent risk
- **access** resources for future practice and extension of learning.



**1.5 Hours**  
Active learning for CPD

“

*What a great learning tool!*

*This is by far the best Learning Centre online activity I have completed!*

*QC53 participants*

## QC55 Formulation and Care Planning

This eLearning course provides a comprehensive and interactive overview of the founding principles of formulation and intervention planning. Throughout the course the learner receives information which is then applied to a case study. The clinicians thinking process is made explicit throughout the module, in order to support the learners development.

In the Formulation section of the course, the 5P approach to formulation is described and then applied. A focus on understanding and describing links between various factors of the formulation is demonstrated in order to improve clinical understanding.

This section will assist learners to:

- develop an understanding of the purpose, importance, and defining features of formulation
- acquire a thorough understanding of the 5P approach to formulation
- apply the 5P approach to a clinical formulation.

In the Intervention Planning section, the process of utilising a persons individual recovery goals within a shared formulation, to co-create clinical goals and intervention strategies, is explained and examples provided. Foundational principles of intervention planning (e.g. SMARTER strategies) are also described and applied.

This section will assist learners to:

- describe how the formulation informs intervention planning
- apply the principles of good planning and management to intervention planning, that is based on the formulation.

This course complements the face-to-face course QC14 Fundamentals of Assessment, Formulation and Planning, however is not a compulsory part of that course.



**3.5 Hours**  
Active learning for CPD

## QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People

Originally the pre-requisite for the decommissioned QC2 EARS and QC28 YEARS workshops, this eLearning has been retained due to its continued relevance.

QC56 serves as an introductory course to orient learners to core clinical competencies and practices that align with the 'train' element of the Zero Suicide framework. It may be useful to any mental health, alcohol and other drugs service providers.

Designed in collaboration with the Gold Coast Hospital and Health Service, it represents a philosophical shift in the treatment of suicidality within mental health alcohol and other drugs services. This includes a shift away from a focus on prediction, towards a framework for prevention, and a shift away from clinician orientated treatment of illness, towards a collaborative process of engagement and care planning that conceptualises suicide as a behaviour that requires specific targeted intervention.

Key content in this eLearning includes:

- skills for building a therapeutic alliance with a suicidal person and their families
- myths and facts about suicide
- risk and protective factors for suicide
- introduction to the Chronological Assessment of Suicide Events (CASE) (Shea, 2017)
- developing a Prevention Orientated Risk Formula (Pisani, 2016)
- collaborative safety and care planning.

*Note: This eLearning may be utilised to complement learning from QC18 SPS:C workshop.*

*It can be useful to complete this eLearning as a refresher if it has been 12 months or more since last participating.*



**2 Hours**  
Active learning for CPD

“

*I hoped to refresh my knowledge after 3 years since last completing training in this subject - it more than met my expectations and needs. This course has made me more mindful of peoples treatment wishes, I will be recommending this course to my colleagues.*

**Registered Nurse**  
*QC40 participant*

“

*I can honestly say everything was helpful - I have thoroughly enjoyed this course to the point of working through the components longer than I normally would due to my level of engagement with the content.*

*QC55 participant*



## QC57 Introduction to Violence Risk Assessment and Management

This course is the pre-requisite course for QC30 VRAM (page 25) and is designed to provide information to support clinicians working with consumers at risk of becoming violent or aggressive. It is based on Queensland Health policy, including the Assessing and Responding to Violence framework (the Framework). It is useful to any clinician working with individuals who may be at risk for exhibiting violence or aggression.

Specifically, this course will furnish learners with knowledge regarding practical elements of working with violence risk in a Queensland Health context including understanding how to apply the Framework, and how to use the Violence Risk Assessment and Management (V-RAM) tool.

Key concepts related to the assessment of violence risk are covered, including the principles and components of information gathering (evidence based risk factors), collection of collateral information, information sharing, and strategies to overcome common barriers.

Strategies for conceptualising assessment information are demonstrated, in order to write a useful risk summary. A suggested template is provided to help guide your thought process in the workplace.

Risk management planning is covered next, discussing how to ensure risk management plans are linked to risk summaries, suggested intervention strategies for common violence risk factors, how to distinguish between long-term and short-term risk management strategies, consideration of referrals to specialist forensic services, and reassessment of risk.

Throughout the eLearning course, vignettes are provided to illustrate the application of content.

**Note:** Completion of this eLearning alone does not meet the recommended training for individuals taking on the responsibilities of a Senior Clinician (as defined by the Framework). The full training to support Senior Clinicians involves the subsequent completion of the face-to-face component of QC30 VRAM, as well as in-service support.



**4 Hours**  
Active learning for CPD

## QC58 Developing Educators Program

The Developing Educators Program offers the fundamentals of training design, development, and delivery, for those providing education to the mental health, alcohol and other drugs workforce.

This program offers a growing collection of eLearning modules, videos, recorded webinars, tools and templates, as well as other training materials to support Educators in their professional development pathway.

Available in the Developing Educators Program menu are the following resources:

- **Writing Learning Outcomes Made Easy** - eLearning module (1 hour duration). This eLearning is provided to educators required to develop their own training. It shows you how to write effective learning outcomes that not only help you design your training but provide a way to measure learning transfer.
- **Understanding the Many Dimensions of Learning Transfer** - recorded webinar (1 hour, 10 minutes duration)
- **Enhancing Mental Health Education Using Simulation** - recorded webinar (1 hour, 10 minutes duration)

- **Simulation masterclass** - recorded webinar (1 hour, 10 minutes duration)
- **When is training the right solution?** - eLearning module (1 hour, 20 minutes duration). This eLearning steps through ways to evaluate a workplace problem to uncover the root cause, and determine how best to address gaps in skills and knowledge.
- **The value of bite-sized learning** - recorded webinar (1 hour, 39 minutes duration)
- **Drawing on the science of how the brain works in learning** - recorded webinar (1 hour, 39 minutes duration)
- **Supporting safety in training** - recorded webinar (1 hour, 39 minutes duration).



Hours of active learning  
varies per item

## QC60 Introduction to Supervision

The QC60 Introduction to Supervision eLearning introduces the role of supervision in supporting ongoing professional wellbeing, skill development and enhanced outcomes for the people who receive our services.

The training has been developed using a universal and inter-disciplinary approach and is relevant for new and experienced supervisees, those transitioning into a supervisor role and those who want to update to contemporary practice. Importantly it is designed to be inclusive of all front-line and support roles, including administrative staff and peer workers.

Introduction to Supervision is underpinned by The Queensland *Health Supervision Guidelines for Mental Health Alcohol and Other Drugs Services 2003* (pending publication) and forms a base which will complement specialist training and educational resources in supervision, including Aboriginal and Torres Strait Islander Reflective Yarning, the Lived Experience Peer Practice Supervision Framework.

While QC60 Introduction to Supervision eLearning may be completed as a stand-alone course for those who only require introductory training, this eLearning provides the critical underpinning required for the full suite of Learning Centre supervision training. After completing the eLearning you are invited to enrol in the Learning Centre's QC8 Supervisee workshop, to further consolidate skills and your practice as a supervisee. For more on QC8 go to page 15.

**Note:** Completion of QC60 Introduction to Supervision and QC8 Supervisee are pre-requisites to those wishing to progress to the role of supervisor. See QC4 Supervisor on page 14 for more information.

Key content in this eLearning includes:

- the purpose of supervision and how it supports professional practice development
- how to identify your supervision learning needs and how to choose a supervisor with qualities, skills and experience that match your needs
- identify the components of a supervision agreement that will help support achieving your supervision goals
- decide on an appropriate agenda for your supervision sessions and use the tools provided to support supervision processes
- use reflection to support your learning and to enrich your supervision experience.



**1.5 Hours**  
Active learning for CPD



## QC61 Suicide Risk Assessment and Management in Emergency Departments (SRAM-ED)

The QC61 SRAM-ED course is designed to enhance the knowledge and skills of clinicians working in emergency departments with people presenting to ED in a suicidal crisis or who are at risk of suicide.

The blended learning course consists of a pre-requisite two-hour eLearning module that is followed by attendance at the applied skills-based workshop with a local accredited QC61 SRAM-ED trainer.

Workshop delivery mode may be face-to-face or online classroom as determined by the local trainer.

The **eLearning module** includes interactive videos, activities and access to resources, and orients participants to best practice approaches in suicide prevention by sharing:

- the voices of people who have lived or living experience of suicidality
- the perspectives of Emergency Department clinicians (nurses and medical specialists)
- a model to assess suicide risk within an emergency department setting, including consideration of risk factors, warning signs and protective factors
- a suicide-specific approach to engaging with and interviewing a person experiencing suicidality
- trauma-informed and culturally sensitive considerations when engaging with a person experiencing suicidality
- strategies to manage and maintain clinician wellbeing
- resources and tools that you may find useful in your practice.

The **workshop** builds upon the eLearning module by providing participants with an opportunity to practice suicide specific engagement and interviewing skills. Upon completion of the workshop it is anticipated that participants will be able to:

- recognise suicide risk in the emergency department by considering warning signs, risk and protective factors
- engage compassionately with the person, consider the person's unique needs and apply trauma-informed principles
- respond to a person experiencing suicidality and assess suicide risk directly and sensitively with validation and empathy
- provide safety and support to a person in suicidal distress
- use self-care strategies when needed for self and colleagues.



**4.5 Hours**  
Active learning for CPD

**Note:** The Learning Centre does not coordinate the local SRAM-ED workshops. Please contact your local accredited SRAM-ED training for availability in your area.

Those with a view to becoming an accredited SRAM-ED trainer, please refer to QC25 SRAM-ED and the appropriate EoI process on page 22 or on the website.





Course information

# Online classroom courses

## Online classroom courses

In response to the global pandemic which forced the cancellation of all face-to-face training events in early 2020, the Learning Centre quickly responded to adapt a selection of core workshops to online classroom delivery. The most high demand courses were identified and those that could be translated were reworked for live broadcast to mitigate the risk created by a lack of specific training.

To manage fatigue unique to this delivery mode, the longer full day courses were segmented into 2 x half day parts delivered on separate days (Part 1 followed by Part 2 to complete the course) and thus adopted new online classroom course codes to differentiate them from their face-to-face equivalent. Shorter courses were able to remain under their same time scheduling and course code, with delivery method identified via venue location.

The introduction of online classroom training was an unexpected and resounding success. Services that had previously struggled to achieve viable in person training suddenly had more options and freedom. Individuals or small groups of staff could be released to join colleagues from around the state, with no travel required. Therefore the online format was adopted as a permanent arrangement and the Learning Centre moved to adapt as many courses as possible.

Some courses had a complete new launch. For example QC19 Risk Refresher which had struggled to remain viable in the face-to-face format found sudden success and therefore is now only delivered via online classroom. QC36 Capacity Assessment and Advance Health Directives was written in response to this new adaptive format and identified needs.

While not all courses can be adapted due to their content or facilitation strategies, ongoing course reviews and product developments continue to increase the range of offerings in this format. More and more services from across Queensland and now Nation-wide tap into this service for their learning needs.

## 10881NAT Course in Observing and Documenting the Mental State Examination - online classroom

(Adapted from the standard **10881NAT Course in Observing and Documenting the Mental State Examination course** - page 13)



**This course is for practitioners working in mental health, alcohol and other drugs services. It is delivered in two parts via online classroom, followed by a two hour (approximate) online assessment. To support the training, there are recommended self-study options provided.**

Learners will receive training in all the essential knowledge and skills required to satisfactorily achieve competency in observing and documenting the mental state examination (MSE).

As a nationally accredited course, it is audited to ensure it meets current industry expectations and reflects the latest evidence-based practice methods and knowledge, as well as industry best practice standards.

Part one (4 hours) provides an introduction to MSE, general appearance and behaviour, speech, mood and affect, perception.

Part two (4 hours) continues on to cover thought content, thought form/flow, insight, judgement, cognition.

NOTE: To enrol in this course you must have and provide a USI. This is a Federal Government requirement for all nationally accredited courses. To obtain your USI, visit [www.usi.gov.au](http://www.usi.gov.au) and follow the prompts.

A statement of attainment is issued to any learner who demonstrates competency through successful completion of the course assessment.

Learners who wish to attain the statement of attainment for this course, must attend both online classroom sessions in the order indicated, and successfully complete the subsequent assessment.

A more detailed description of the course content, including learning outcomes can be found on page 13.

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Duration:** 2 x 1/2 days = 7 hours active learning for CPD (increases to 9 hours for those completing the assessment).

**Prerequisites:** Provision of Unique Student Identifier (USI) visit [www.usi.gov.au](http://www.usi.gov.au)

Participants must be available for both Part 1 and corresponding Part 2 to complete the course.



## QC8 Supervisee - online classroom (Equivalent to, and events listed via QC8 Supervisee - page 15)

This four-hour workshop is part 2 of the foundational level supervisee training and builds on topics introduced in part 1; QC60 Introduction to Supervision eLearning, the required pre-requisite to QC8.

During this workshop, you will learn the qualities you need from a supervisor, the types of agreements that will ensure the supervisory relationship remains functional and safe, how to choose topics to bring to supervision and ways to learn during supervision that support your well-being, professional growth and safe working. You will also explore evaluation as a vital process to ensure you achieve your supervision goals while maintaining a healthy working alliance with your supervisor.

Underpinned by The Queensland Health *Supervision Guideline for Mental Health Alcohol and Other Drugs Services 2023* (pending publication), this course is for any staff who wish to learn how to engage in supervision to get the most value out of supervision and establish a strong working alliance with their supervisor. It may also help those who have had unhelpful supervision experiences bring greater structure to their supervision practice. This course is aimed at all disciplines and work roles.

QC8 Supervisee (workshop) is available in both face-to-face and online formats. Refer to location/venue details for available sessions.

It is also essential pre-training for those wanting to become a supervisor and enrol in QC4 Supervisor training (both QC60 eLearning and QC8 Supervisee are pre-requisites for QC4 Supervisor)

A more detailed description of the course content, including learning outcomes can be found on page 15.

**Cost:** \$125 per person (nil Queensland Health/QAS)

**Duration:** 1/2 day = 3.45 hours active learning for CPD.

**Prerequisites:** Prior completion of QC60 eLearning.

**More options:** Supported by the Supervision Resource Centre at [www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)

## QC18 SPS:C - online classroom (Equivalent to, and events listed via QC18 SPS:C - page 19)

As of August 2024, this course has replaced previous online classroom suicide prevention courses QC32 EARS and QC35 YEARS.

This course is for all workers who support consumers at risk of suicide, to build their skills and confidence to compassionately respond to people experiencing suicidal thoughts and behaviours. The skills, knowledge and models taught in this course are applicable to caring for people across the lifespan.

Included in the course are 1.5 hours of instructional videos, followed by either a full day face-to-face workshop or two half-day online classroom workshops. Refer to location/venue details for available sessions.

A more detailed description of the course content, including learning outcomes can be found on page 19.

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Duration:** 1.5 hours instructional videos + 2 x 1/2 day online classroom sessions = 9 hours active learning for CPD.

**Prerequisites:** Completion of 1.5 hour pre-enrolment instructional videos, followed by a short quiz.

**More options:** Supported by QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People eLearning.

## QC19 Risk Refresher (Refresher for QC9/QC33 Critical Components of Risk Assessment and Management)

In this four hour refresher course delivered **only** via an online classroom, learners revise key risk assessment factors and strategies first undertaken in the full QC9 or QC33 Risk Assessment training.

The online classroom facilitates the application of knowledge and skills to complete a fictitious scenario-based risk assessment and management plan in the context of peer interactions.

Learners are guided through the identification and investigation of risk factors and encouraged to use informed professional judgement to develop risk summaries that effectively communicate the weighing up of identified risk and protective factors. The course uses comparative language and prevention-oriented approaches to formulation with an emphasis on the development of treatment plans guided by the individual needs of the consumer, with a recovery-oriented approach.

Anticipated learning outcomes of this course include:

- revise how to identify static, dynamic, protective and unknown factors according to six domains of risk, and associated triggers and warning signs
- weigh up the risk factors identified and determine the degree to which protective factors mitigate risk
- develop a risk summary that describes the risk factors, the relationship between them, missing information, and upcoming issues that may cause an increase in risk
- generate strategies and management options to mitigate the risks
- document strategies in an immediate management plan and long-term care plan
- review the risk assessment and management process.

Experienced clinicians should consider completing this refresher approximately every two years to ensure currency with practices, policies and procedures. However, Queensland Health staff are encouraged to check with local MHAODS HHS mandatory or requisite training requirements to ensure compliance with relevant local expectations.

**Cost:** \$125 per person (nil Queensland Health/QAS)

**Duration:** 1/2 day = 3.45 hours active learning for CPD.

**Prerequisites:** This is a refresher course; previous completion of QC9 or QC33 required.

**More options:** Supported by QC54 Foundations of Risk Assessment and Management eLearning.

## QC30 Violence Risk Assessment and Management (VRAM) - online classroom (equivalent to, and events listed via [QC30 VRAM](#) - page 25)

**This course focuses on supporting clinicians' working knowledge and application of the Tier 2 component of the Assessing and Responding to Violence framework (the Framework).**

QC30 has been designed to provide learners with the content and process knowledge they will need to complete Tier 2 violence risk assessment and management planning within the Framework.

This training should only be attended by those identified as senior clinicians (with respect to violence risk) by their service, with several years experience working in mental health.

A more detailed description of the course content, including learning outcomes can be found on page 25.

*Note: Completion of the QC57 An Introduction to VRAM eLearning is required before enrollment in the workshop is accessible.*

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Duration:** 5.5 hour workshop = 5.5 hours active learning for CPD.

**Prerequisites:** Prior completion of QC57 An Introduction to VRAM (4 hour) eLearning.

## QC33 Critical Components of Risk Assessment and Management (CCRAM) - online classroom (Adapted from QC9 CCRAM - page 16)

Delivered via online classroom, this two-part course aims to promote evidence-based clinical risk assessment and management practices that improve consistency in the assessment and management of risks in mental health.

Part one (4 hours) provides participants with skills to gather and identify risk factors relevant to an individual, by working through case example.

Part two (4 hours) will develop skills in weighing up risk factors, documenting these clearly in a risk summary, and developing individualised plans and interventions to address the risks.

Designed for mental health practitioners of all levels of experience, professionals from other services may also find this workshop highly relevant when working with people experiencing mental health problems.

*Note: To receive a credit equivalent to the full QC9 CCRAM course, both online classroom sessions (and the associated assessment) need to be completed in full, and in the order indicated.*

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Duration:** 2 x 1/2 days = 7.5 hours active learning for CPD (increases to 9 hours for those completing the assessment)

**Prerequisites:** Participants must be available for both Part 1 and corresponding Part 2 to complete the course.

## QC34 Fundamentals of Assessment, Formulation and Planning (FAFP) - online classroom (Adapted from QC14 FAFP - page 18)

Delivered via online classroom, this interactive course takes place over 2 two, four-hour sessions (Part one and Part two).

The course aims to provide clinicians with the core knowledge and skills required to undertake a comprehensive assessment with a person accessing mental health and related specialised services. Focusing on the foundations of comprehensive assessment, formulation and planning for mental health, alcohol and other drugs service clinicians, the course is most suitable for clinicians in the early years of clinical practice or those wishing to refresh their skills.

Part one (4 hours) utilises a case-based approach which steps participants through identifying and gathering relevant information for each component of the assessment.

Part two (4 hours) utilises the case introduced in session one and draws upon learners' clinical assessment of the case study. Learners are guided through the development and documentation of a clinical formulation and management plan.

*Note: To receive a credit equivalent to the full QC14 FAFP course, both online classroom sessions (and the associated assessment) need to be completed in full, and in the order indicated.*

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Duration:** 2 x 1/2 days = 7.5 hours active learning for CPD (increases to 9 hours for those completing the assessment)

**Prerequisites:** Participants must be available for both Part 1 and corresponding Part 2 to complete the course.



*The online classroom was informative and interactive. We were provided resources and a comprehensive explanation of the process being adopted as well as management of any risks surrounding it.*

*Online classroom participant*

## QC36 Capacity Assessment and Advance Health Directives)

This 3 hour course only available via online classroom, draws together elements from the retired QC13 Capacity Assessment face-to-face workshop and QC40 Capacity Assessment Training and Advance Health Directives.

As well as incorporating recent updates, this course has been developed to provide a short and interactive skills workshop for assessing capacity in adults in mental health. The course will help you to understand:

- capacity and consent, and the factors that impact on this;
- how to document capacity; the 'less restrictive way' for providing consent to treatment (including use of Advance Health Directives);
- and legislative frameworks to support capacity decisions and upholding the person's human rights, particularly the Mental Health Act 2016 and Guardianship and Administration Act 2000.

Video scenarios are used to help you to apply the skills taught.

**Cost:** \$125 per person (nil Queensland Health/QAS)

**Prerequisites:** Nil

**Duration:** 1/2 day = 2.75 hours active learning for CPD

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## QC37 Supporting a Suicidal Young Person (SSYP) - online classroom (Adapted from the non-clinical intervention training [QC31 SSYP](#) - page 26)

Delivered via online classroom, this interactive course takes place over two, four-hour sessions (part one and part two).

Bridging the gap between clinical (mental health) training and more generalist crisis support training, this course will provide staff with increased confidence, tools and skill to support a suicidal young person.

It covers the following key topics:

- identify and engage with young people who are suicidal
- asking young people directly about suicide
- creating a safety plan with the young person
- referring of young people to key professionals and supports
- self care for the worker.

If you are a child and youth mental health practitioner please refer to QC18 SPS:C for more appropriate clinical training.

*Note: To receive a credit equivalent to the full QC31 SSYP course, both online classroom sessions need to be completed in full, and in the order indicated.*

**Cost:** \$250 per person (nil Queensland Health/QAS)

**Prerequisites:** Participants must be available for both Part 1 and corresponding Part 2 to complete the course.

**Duration:** 2 x 1/2 days = 7 hours active learning for CPD

“

*It was great to access the course without traveling. Being able to still share with the group and participate in break-out room activities was very helpful. If not for online, I wouldn't be able to access training.*

*QC34 participant*

*The small group interactive nature of the session facilitated greater understanding as it allowed different participants to contribute, and give real-world context to the theoretical work presented.*

*The session also had good flow and therefore content was easy to follow and relevance could easily be drawn for practice, despite the varying backgrounds of participants.*

*QC36 participant*







## Resources available in the Learning Centre online training system

Resources are made available at no cost.

### RE01 Child and Youth Mental Health training videos

A collection of resources, including a series of recorded presentations by leading child and youth mental health practitioners, and a colated list of external eLearning and tools.

The presentation topics cover:

- Infant mental health – the importance of early relationship - *Dr Elisabeth Hoehn (approx. 1hr 24 mins)*
- Psychological self-care in mental health - *Fiona Heath (approx. 41 mins)*
- Effects of Chronic Trauma on Children and Young People - *Lorren Arezio (approx. 1hr 12 mins)*
- Engaging with Children and Young People - *Nadine Littledale (approx. 49 mins)*
- Therapeutic Lifestyle Changes/Natural Antidepressant - *Dr Peter Parry (approx. 1hr 54 mins)*

### RE06 Sexual Health and Safety Guidelines

This online awareness package communicates the key issues addressed in the 2016 Sexual Health and Safety Guidelines for mental health, alcohol and other drug services. It is designed as a tool for Hospital and Health Services to use in the orientation of new staff as well as local training programs, especially those focusing on risk assessment, care planning and physical health.

### RE08 Comprehensive Care

A resource to support Queensland Health Alcohol and Drug and Mental Health staff in the implementation of the Comprehensive Care: Partnerships in Care and Communication Project.

These resources are made available through a collaboration involving Insight, Dovetail, the Queensland Centre for Mental Health Learning and Clinical Excellence Queensland; and include: Recorded webinars, demonstration videos, eLearning modules, and supportive documentation.

### RE09 Suicide Prevention Resources

Five instructional videos initially produced as pre-requisites for the QC18 SPS:C workshop are made available here for those not enrolling in the course but who are still interested in acquiring foundational knowledge about suicide prevention models. A scenario of a young person 'Charlie' is used throughout to contextualise the learning.

“

*As a new grad I feel this training has increased my understanding significantly. The program has reminded me of the importance of the consumer perspective in every step of the process. The Learning Centre trainer has massively increased my passion for working in mental health.*

**Occupation Therapist**  
QC14 course Attendee

## Other resources offered by the Learning Centre

Further complimenting training packages, the Learning Centre provide ease of access to other relevant resources to support clinical practice via the website.

### Supervision Resource Centre

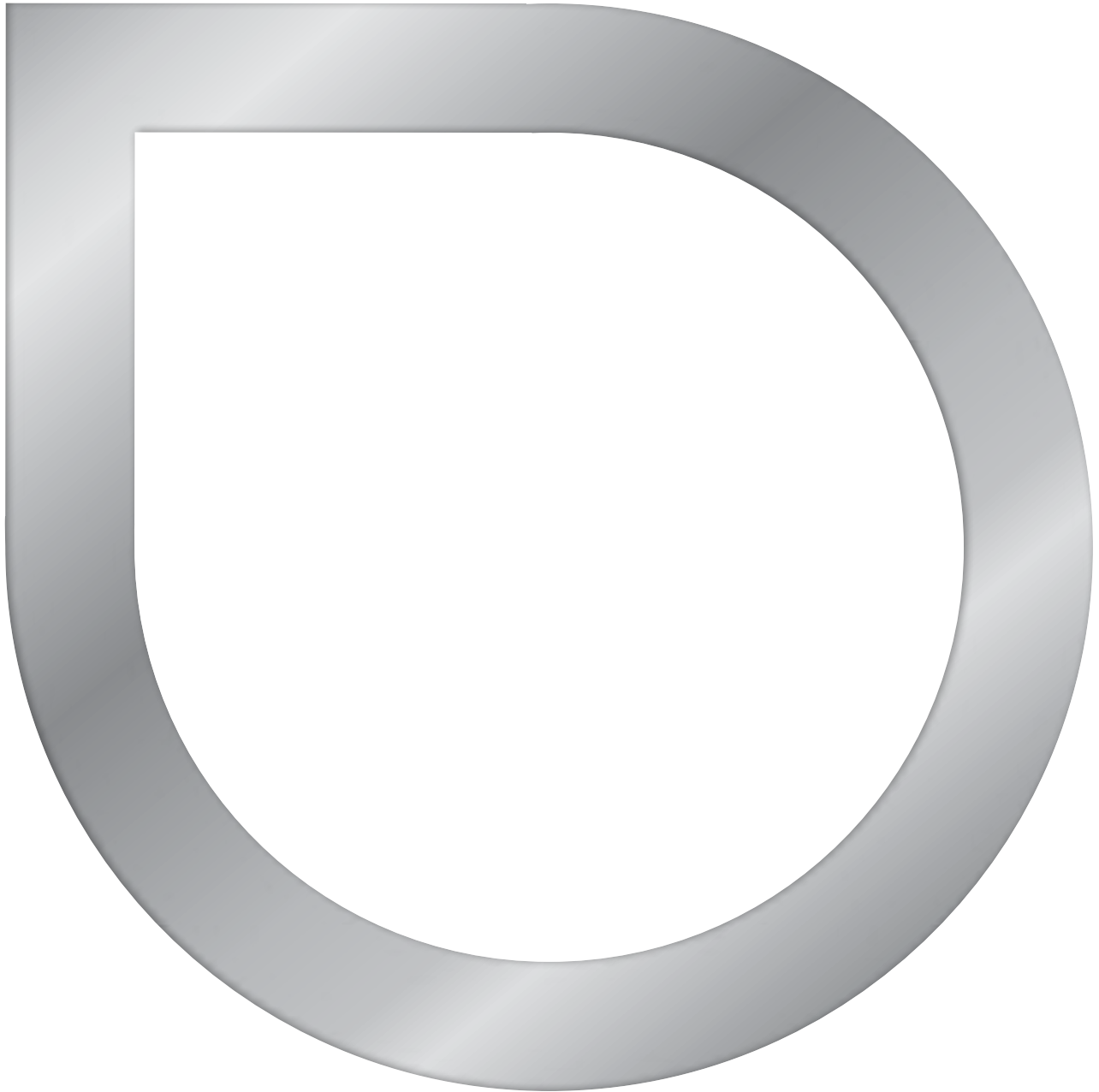
To connect the Queensland Health mental health workforce to the skills and tools required for effective clinical supervision, the Learning Centre offers three clinical supervision workshops and have also compiled a range of tools, templates, literature, useful links, guidelines and policies to support practice.

Visit the supervision resources for Mental Health services page at:

[www.health.qld.gov.au/qcmhl/supervision\\_res](http://www.health.qld.gov.au/qcmhl/supervision_res)







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