A guide to our courses

For each course in this catalogue you will find a brief outline of the course content, and where relevant, the learning objectives listed. Course duration is also indicated, however please note for eLearning courses the time is offered only as a guide.

Each of our courses also offer hours of active learning from which to calculate Continued Professional Development points as relevant to your professional body. Where a logo is present, this indicates which professional body provides endorsement of our products.

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

For face-to-face courses you will also find the aligned National Standards; National Safety and Quality Health Service (NSQHS) Standards (1-10), EQuIP National Standards (11-15) and National Mental Health Service Standards. The icons appearing in the margin of each page can be identified from the table below.

Recommendations on when to attend training (frequency) are also provided.

### National Standards (second edition)

- **STANDARD 1: Clinical Governance**
  - Health Service Organisations
- **STANDARD 2: Partnering with Consumers**
- **STANDARD 3: Preventing and Controlling Healthcare Associated Infection**
- **STANDARD 4: Medication Safety**
- **STANDARD 5: Comprehensive Care**
- **STANDARD 6: Communicating for Safety**
- **STANDARD 7: Blood Management**
- **STANDARD 8: Recognising and Responding to Acute Deterioration**
- **STANDARD 9: Service Delivery**
- **STANDARD 10: Provision of Care**
- **STANDARD 11: Workforce Planning and Management**
- **STANDARD 12: Information Management**
- **STANDARD 13: Corporate Systems and Safety**


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- QC42 An Introduction to the use of Sensory Approaches in Mental Health Care
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Other resources offered by the Learning Centre.
About the Queensland Centre for Mental Health Learning

The Queensland Centre for Mental Health Learning (Learning Centre) is a Queensland Health based training provider, offering a range of education options to mental health professionals and other professionals who are seeking core mental health education. Situated in West Moreton Health (WMH), the Learning Centre Clinical Educators travel around Queensland to deliver training.

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

The training courses aim 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.

1. PEOPLE
   Ensure Learning Centre staff are valued, developed and empowered to deliver excellent public service.

2. PROFILE
   Maximise collaborative partnerships, research and marketing to ensure the Learning Centre is recognised as a leader in mental health education.

3. PROCESSES
   Build efficient and effective processes, systems and business strategies to provide a sustainable service.

4. PRODUCTS
   Deliver contemporary best practice mental health education that adheres to a quality assurance framework and improves clinical practice.

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.
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
- staff and support services who work 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 mental health services.

How much does training cost?

Whilst our long-standing mandate is to support workforce development within Queensland Health Mental Health, Alcohol and Other Drugs services, we have streamlined and simplified our fee structure to make it inclusive of all Queensland Health services.

From 1 January, 2021 all Queensland Health employees and university students undertaking placement within a Queensland Health Mental Health Service are eligible to access training without charge (requires an @health.qld.gov.au email address).

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.

Cancellation and Refund policy

If you are unable to attend training, you can withdraw your enrolment up to one week prior to the training date, by logging into the Learning Centre online training system at www.qcmhl.qld.edu.au. Navigate to ‘My Courses’ tab and select the course, then select ‘Cancel’ booking in the workshop session.

If you have any difficulties, please inform the Learning Centre as soon as possible via phone 3271 8837 or email qcmhlttraining@health.qld.gov.au

Refunds are at the discretion of the Learning Centre and may be issued only when written notice is provided to the Learning Centre at least two weeks prior to the scheduled training. Transfer of enrolment to an alternative course/training date will be offered to anyone providing less than two weeks notice.

“

This was engaging and useful training that I feel really prepares me for my future practice. The trainer was superb.

Art Therapist
QC2 course attendee

“From past experience of Learning Centre training, my expectations were high. This new course did not disappoint. I was provided a comprehensive workbook that allowed me to follow the session, with space to record notes and lots of additional reading material included.

The facilitator was great and able to draw the group into lively discussion. All in all, this training is a must for all people who work in mental health.

Alcohol and Other Drugs worker
QC2 course attendee

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

Occupational Therapy student
QC23 course attendee
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 previous page). Events are also frequently scheduled at the Learning Centre hub at The Park - Centre for Mental Health (The Park), Wacol.

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 (excluding sessions listed a private). An open invitation is extended to all participants to enrol in West Moreton listed events, to enjoy the amenities at the Park. Here we offer ample free parking, quality food at the kiosk, and the added bonus of wildlife, tranquility and historic architecture.

By participating in training outside of your home turf this allows great opportunities for ‘cross pollination’; the sharing of ideas, perspectives and the application of knowledge. In turn this encourages consistency in the provision of mental health care, across and between geographic locations.

In 2020 the Learning Centre commenced live broadcasting of select training events online, enabling learners to participate from any location. Details of the applicable courses can be found in the online classroom section of this catalogue.

Training events may be negotiated in other locations and for private groups under a fee for service arrangement.

View our calendar of events to see courses and event locations:

Why should I attend the training?

Learning Centre training courses provide core skills mental health training aligned to national and state policies, guidelines, plans and standards. Please refer to the individual course outlines for specific information.

The courses are designed to support the multi-disciplinary working environment with practical skills that can be immediately applied in any workplace.

Courses also provide CPD points. Refer to individual course outlines in this catalogue or the Learning Centre website for specific CPD active learning hours, and check with the CPD guidelines from your professional organisation on how to claim or apply CPD points.

To access all information about our courses, including eLearning and online resources use Mozilla Firefox web browser and visit:
www.qcmhl.qld.edu.au
How do I enrol for training?

For face-to-face training all participants must enrol before the 24 hour cut-off via the training event delivery listing on our online training system: www.qcmhl.qld.edu.au

Those wishing to attend the 10881NAT Course in Observing and Documenting the Mental State Examination training must provide a valid unique student identifier (USI) number upon enrolment.

Provision of a USI is a Federal Government requirement since 1 January 2015, for all participants of accredited training within Australia. To obtain a USI register as a student via: www.usi.gov.au

Those required to pay a fee for training will be prompted to complete payment details at the relevant point in the enrolment process.

Self-enrolment for all courses is via: www.qcmhl.qld.edu.au

Training materials and attendance certificates

A set of training materials will be provided to participants at all training events. Once complete, all participants attending Learning Centre courses will receive certificates to acknowledge their attendance (e.g. Certificate of Attendance for all courses, Certificate of Achievement for courses with an assessment component). For the nationally accredited 10881NAT Course in Observing and Documenting the Mental State Examination, a Statement of Attainment is issued only when assessment criteria have been met. Alternatively, a Certificate of Attendance is provided if assessment criteria are not met.

Training evaluation and feedback

The quality of our training is constantly monitored by the use of pre, post and three month follow up evaluation questionnaires completed by participants. The evaluations include assessment of the trainer, training materials and training outcomes (knowledge, skills and attitude change). The Learning Centre encourages participants to actively participate in the evaluation process as feedback enables us to improve our training delivery.

Learning and assessment arrangements

We are committed to providing an excellent learning experience. Where possible we will provide flexible arrangements for learning and assessment. If you have any concerns regarding your learning needs or access to training, please contact the Learning Centre on 07 3271 8837.

Note: Course assessments are completed online following attendance at a training event. Participants have two weeks post attendance to complete.

Confirmation of attendance for face-to-face training

- An email confirming your enrolment will be sent to you prior to the training date – usually one week prior to training.
- A reminder SMS is sent to your mobile one to two working days prior.
- If paying a fee, confirmation cannot be provided until the payment has been received and processed.
- If attending programs that include an eLearning pre-learning component, enrolment in the face-to-face training component cannot proceed until elearning is completed.

Please read your confirmation email; it contains information on venues and commencement times which may vary between courses. If you haven’t received confirmation of your enrolment, contact the Learning Centre on 07 3271 8837.

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.
Course information

Face-to-face courses
Course information

face-to-face courses

The Learning Centre provides a range of training courses in a range of modalities, to address core training needs for mental health services, as well as other specialised skills to support strong therapeutic practice.

The suite of face-to-face courses are delivered directly to participants in locations around the state. With an extensive list of courses, regular reviews are an important undertaking to ensure content remains current and relevant. New course development is also planned in an effort to meet the changing needs of our stakeholders.

The diagram to the right attempts to demonstrate the inter-relationship between the various courses and can help guide the learner in their clinical development pathway.

Some courses are recommended to be completed in a sequential order, however this is only a guide (excluding courses where there is a pre-requisite requirement i.e. QC4 Supervisor and QC19 Risk Refresher). Courses such as QC23 Forming the Therapeutic Alliance introduces principles for clinical practice that can provide the foundational underpinning for all Learning Centre training. QC24 Working with Strengths in Recovery reinforces the recovery focus that is threaded throughout all courses. The suite of Supervision courses provide an all encompassing, overarching protective structure to clinical practice and your self-care as a clinician in mental health services.
The foundation of all clinical practice is your discipline specific clinical training. Whether a mental health Nurse, Social Worker, Psychologist, Occupation Therapist, your practice will be guided by your clinical training background and the expectations of your role in a recovery focused mental health service.
New course launch November 2020!

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 two hour (approximate) online assessment. To support the training, there are recommended self-study options provided (approximately five hours of material); 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 case vignettes 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.

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 and follow the prompts.

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.

Category: Subsidised

Aligned to

- National Standards for Mental Health Services 2010
- Standards for Registered Training Organisations (RTOs) 2015.
- NSQHS Standards: 2, 5, 6 & 8

Continuing Professional Development

7 Hours Active learning

Also available via online classroom. View details of 10881NAT online classroom on our website.
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 (part 1)

**QC9 Critical Components of Risk Assessment and Management (CCRAM)** *(See page 19)*

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.

**QC30 Violence Risk Assessment and Management (VRAM)** *(See page 32)*

This course focuses on working clinically with consumers at risk of becoming violent or aggressive.

Step one (part 2)

**QC2 Engage, Assess, Respond to and Support Suicidal People (EARS)** *(See page 14)*

The perfect learning partner to CCRAM, EARS delves into the complexities of Suicide Risk Assessment with more specificity.

This holistic program explores the full spectrum of factors that impact the consumer, with in depth analysis and application of the assessment in risk management strategies. The program highlights the importance of carers and significant others when working with consumers in planning their care.

In addition to focusing on the consumer and their situation, background and current needs, it also highlights the importance of fostering an alliance between the treating team and the individual.

Clinician self care is also a very important part of the learning.

**QC28 Youth: Engage, Assess, Respond to and Support Suicidal People (YEARS)** *(See page 30)*

Designed specifically where professionals are working with young people aged 14-18 (however may still be relevant up to the age of 25).

The program explores the unique factors that are encountered when working with youth, understanding risk, particularly as related to suicide and self-harm, and the specific processes and supports that apply to assessment and care planning.

**STEP TWO**

**QC19 Risk Refresher** *(See page 24)*

New course available from January 2020. Delivered via online classroom, this course provides a four hour refresher on the application of knowledge and skills.
Risk training

QC2 Engage, Assess, Respond to, and Support Suicidal People (EARS)

The EARS course is in a blended format comprising of a 2 hour eLearning program, followed by a full day face-to-face workshop, aimed at developing clinical competence in working with suicidal people.

The course is broadly divided into four modules:

- introduction to working with suicidal people
- engage with people who are suicidal, and their families
- assessing suicide risk
- responding to suicide risk using person centred risk assessment, formulation driven intervention and ongoing support.

**Note:** The eLearning component must be completed prior to attending the face-to-face workshop.

**Anticipated learning outcomes:**

- have an understanding of basic epidemiology of suicide
- recognise the impact of personal values and attitudes about suicide on clinical practice and service systems
- apply skills to build a therapeutic alliance with a young person who is suicidal and their family, considering systemic factors impacting on suicidal young people and their care
- identify warning signs of suicide and differentiate static, dynamic, protective and future risk factors
- apply the Chronological Assessment of Suicide Events (CASE) framework to assess a consumer’s suicidal ideation, planning, behaviours, desire and intent
- apply the Integrated Motivational Volitional model of suicidal behaviour to assessment, safety and recovery planning
- write a prevention orientated risk formulation
- apply collaborative safety planning processes and recovery planning for suicidality.

Category: Subsidised

Aligned to

Guidelines for Suicide Risk Assessment and Management (2010)

NSQHS Standards: 1, 2, 5, 6 & 8

Continuing Professional Development

8.5 Hours

Active learning

8.5 CPD Points

Now available via online classroom! View details of QC32 EARS on our website.

The training exceeded my expectations. I was expecting a refresher course but it was much more than that. I have increased my knowledge and skills in relation to engaging, assessing and supporting suicidal people. The motivational interviewing framework was very useful and I will apply to my clinical practice. Great training!

Psychologist

QC2 course attendee
The online classroom allowed for a shared space of learning; the use of technology and slides made it easy to follow, and for everyone to contribute to learning by being able to easily share their perspectives and experience.

QC33 online classroom participant
Learning Centre Clinical Supervision training courses

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

**Step one**

**QC8 Best Practice Models of Supervision** *(See page 18)*

This training is the first step in the series of supervision courses offered by the Learning Centre. Each course is intrinsically linked with this course providing the solid foundation from which the other courses are built upon.

This is a must for all mental health clinicians whether providing or receiving supervision, exploring the fundamentals of best practice models of supervision, and core elements on which to base practice.

**Step two**

**QC4 Supervisor** *(See page 17)*

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

It facilitates further development of core skills that are first established in QC8 Best Practice Models of Supervision, providing supervisors with the resources to build or extend their supervision framework to apply in their area of practice.

**Step three**

**QC12 Supervising Supervisors** *(See page 20)*

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

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

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 completed QC12 Supervising Supervisors

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).

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 clinical 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.

Supported by: The online resource centre Clinical Supervision Resources for Mental Health Services www.health.qld.gov.au/qcmhl/supervision_res

Category: Subsidised

Aligned to

Clinical Supervision Guidelines for Mental Health Services 2009
NSQHS Standards: 1, 2, 6.1, 6.2, & 6.3
Continuing Professional Development

14 Hours
Active learning

14 CPD Points
Anticipated learning outcomes:

- outline how the Supervisory Working Alliance (SWA) underpins the functions of supervision
- identify the purpose of a formal clinical supervision agreement to achieve successful supervision and professional development outcomes
- demonstrate how to apply the Three Functions, Seven-eyed Process and Supervisory Working Alliance models to clinical supervision practice
- distinguish methods to give and receive effective feedback
- identify how evaluations are best applied for quality supervision
- recognise what may cause challenges with supervision relationships and illustrate techniques for improving the relationship
- apply key parts of the Queensland Health Clinical Supervision Guidelines for Mental Health Services (2009) to their current supervision arrangements.

When to attend training

- **New clinicians**: As soon as practical when commencing your role in mental health, as it provides the fundamentals to participate in supervision both as a supervisee and supervisor
- **Experienced clinicians**: who have not completed formal supervision training will benefit from reviewing the fundamental evidence based practices to enable you to gain the very most from your supervision experience

**Category**: Subsidised

**Aligned to**

Clinical Supervision Guidelines for Mental Health Services 2009

NSQHS Standards: 1, 2, 6.1, 6.2 & 6.3

**Continuing Professional Development**

7 Hours Active learning
Risk training

**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 case-based activities, including collaborative group, pair, and individual activities. In the workshop participants will work through various time points of the case 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 a . 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.

**Category:** Subsidised

**Aligned to**

- Connecting care to recovery 2016-2021
- Recovery Oriented Mental Health Services 2013
- NSQHS Standards: 1, 2, 5, 6 & 8

**Continuing Professional Development**

- **7 Hours***

*Active learning

For participants completing the assessment, an additional 1.5 hours of active learning can be applied. Your downloadable certificates will reflect your correct allocation.

Supported by eLearning course QC54 Foundations of Risk Assessment and Management.

Now available via online classroom! View details of QC33 CCRAM on our website.
Anticipated learning outcomes:

- identify the specific competencies that make supervision of supervision 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.

Supervision training

QC12 Supervising Supervisors

This two day course has been specifically designed for clinicians who are currently supervising clinical supervisors.

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 clinical 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 clinical supervision practices.

Pre-requisite: To be eligible for enrolment in this course you must first have completed QC4 Supervisor training.

Category: Subsidised

Aligned to

Clinical Supervision Guidelines for Mental Health Services 2009
NSQHS Standards: 1, 2, 6.1, 6.2 & 6.3

Continuing Professional Development

14 Hours

Active learning
Informative, professional, safe and supportive learning that enabled me to explore and evaluate my current practice, and consider areas to improve, expand and develop.

Nurse
QC9 course attendee
Anticipated learning outcomes:

- define capacity to consent within the context of the Mental Health Act 2016 and the Guardianship and Administration Act 2000
- describe the principles of capacity
- identify the process to assess and document capacity
- distinguish between matters of capacity assessed under the Mental Health Act 2016 and matters of capacity assessed under the Guardianship and Administration Act 2000
- identify the decision maker under the Mental Health Act 2016 and Guardianship and Administration Act 2000.

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 however recommended to complete as a refresher approximately every two years when working with consumers of health services or mental health services.

**Assessment training**

**QC13 Capacity Assessment**

This half day course builds clinicians skills in capacity assessment for the adult consumer. This includes consumers consent to mental health assessment, treatment options and general health care.

The course explores what constitutes capacity and informed consent under both the Mental Health Act 2016 and the Guardianship and Administration Act 2000 and the relevant tribunals responsible for reviewing consumers capacity in regard to these acts. Each act covers different matters or issues and the course develops the learners skills in distinguishing between mental health matters and non-mental health matters.

The course also explores substitute decision makers under the Mental Health Act 2016 and the Guardianship and Administration Act 2000.

Learning is interactive, with hands on skill development including reviewing case studies/vignettes to assess for capacity, how to document capacity, and discussion and review of court decisions in regard to capacity.

**Supported by online classroom course QC36 Capacity Assessment and Advance Health Directives - online classroom.**
Assessment training

Q14 Fundamentals of Assessment, Formulation and Planning (previously QC14 Mental Health Assessment)

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 case-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 case study, 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.

Note: The course includes a formal online assessment which is to be completed by the participants after attending the one day course. Participants have two weeks to complete the assessment in their own time.

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.

Category: Subsidised

Aligned to
Mental Health Act 2016
Guardianship and Administration Act 2000
NSQHS Standards: 1, 2, 4, 5, 6 & 8
Continuing Professional Development

7 Hours* Active learning

Supported by foundational eLearning course QC55 Formulation and Care Planning.

Now available via online classroom! View details of QC34 FAFP on our website.

*For participants completing the assessment, an additional 1 hour of active learning can be applied. Your downloadable certificates will reflect your correct allocation.
Risk training

QC19 Risk Refresher - online classroom
(Refresher for QC9 Critical Components of Risk Assessment and Management)

In this four hour refresher course delivered via an online classroom, learners connect via computer/laptop or other device to join from any location.

The online classroom facilitates the application of knowledge and skills to complete a fictitious case-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.

Note: This course is not a substitute for attending the full day QC9 Critical Components of Risk Assessment. Participants are expected to have previously completed the QC9 workshop, or QC54 Foundations of Risk Assessment and Management eLearning, and have applied clinical practice knowledge.

Anticipated learning outcomes:

- 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 and 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.

When to attend training

- Experienced clinicians: Every one to two years as a refresher to ensure currency with practices, policies and procedures. Check with your local MHS HHS mandatory or requisite training requirements to ensure compliance with relevant local expectations.

Category: Subsidised

Aligned to

Connecting care to recovery 2016-2021
Recovery Oriented Mental Health Services 2013
NSQHS Standards: 1, 2, 5, 6 & 8
Continuing Professional Development

Supported by eLearning course QC54 Foundations of Risk Assessment and Management

3.45 Hours
Active learning
Therapies training

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.

Category: Un-subsidised

Aligned to

NSQHS Standards: 2 & 6
Continuing Professional Development

6 Hours Active learning

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
Anticipated learning outcomes:

- use person-centred interpersonal skills that support a strengths based practitioner/consumer working relationship
- identify a consumer’s strengths and how these strengths can be used to support a meaningful life as determined by the consumer
- use Strengths Assessment to assist the consumer to identify their strengths and then their goals
- assist the consumer to break down their goals into measurable and achievable short term goals and plan tasks and activities using the Personal Recovery Plan
- use the Strengths Model process and the model’s practice values when the recovery process is interrupted
- apply strengths based approaches to risk and crisis situations.

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.

**Therapies training**

**QC24 Working with Strengths in Recovery**

This one day course is based on the Strengths Model of recovery and aligned with Queensland Health recovery focused strategic goals and standards.

By identifying an individual’s strengths the treating team and client can together develop a holistic care plan that sets achievable recovery goals.

The training will use a blended approach, beginning with an eLearning component that introduces the strengths model, followed by a full day face-to-face workshop that includes activities, interactive discussions and simulation activities. The simulation training will provide an opportunity for participants to practice applying the model's philosophy, methodology and tools.

Applicable to both Queensland Health and non-Government sector, the course focuses on recovery and continuing care in both clinical and community settings.

*Note: This is a blended learning course, the eLearning component must be completed before enrolment in the face-to-face training is enabled.*

*Pre-requisite: Completion of QC23 Forming the Therapeutic Alliance is highly desirable.*

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**Category:** Subsidised

**Aligned to:**

- A national framework for recovery-oriented mental health services 2013
- National Practice Standards for Mental Health Workforce 2013
- Connecting care to recovery 2016-2021
- NSQHS Standards: 2, 5, 6 & 8

**Continuing Professional Development**

- **7 Hours**
- Active learning
Risk training

**QC25 Suicide Risk Assessment and Management in Emergency Department settings (Train-the-trainer)**

Suicide Risk Assessment and Management in Emergency Department settings (SRAM-ED) is a blended train-the-trainer program (eLearning and face-to-face). The course is designed to enhance existing knowledge and skills of clinicians delivering care in an emergency department context, working with patients who are at risk of suicide.

The training package comprises completion of four eLearning modules (more information about the eLearning component is available on page 39 in the eLearning section - refer to QC51) prior to attending the one and a half day face-to-face workshop.

This program provides training for clinicians and educators working in an emergency department setting to deliver SRAM-ED training on an ongoing basis within their local HHS.

As the intention of the program is for participants to become facilitators of SRAM-ED in their own HHS, it is preferred that they can demonstrate some experience in the following areas:

- experience in education delivery or workshop facilitation
- willingness to facilitate simulation training
- mental health and suicide prevention knowledge and experience.

**Anticipated learning outcomes:**

- possess increased participant awareness of personal reactions to suicidal people and their impact on practice
- possess increased participant capacity to develop a therapeutic alliance with a suicidal person
- possess increased knowledge and skills in suicidal risk assessment and management with the context of an emergency department
- access information related to a patient’s suicidal ideation, planning, behaviours, desire and intent using the Chronological Assessment of Suicide Events framework
- assess information related to risk and protective factors
- apply clinical decision making based on information gathered to generate a formulation of risk plan.

**Category:** Subsidised

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

NSQHS Standards: 1, 2, 4, 5, 6 & 8

**Continuing Professional Development**

14 Hours
Active learning
The course provided valuable information on managing and triaging a suicidal patient presenting to the ED. Great concepts and guidelines for nursing staff, this course will fill the gap in knowledge that has been identified by staff.

Nurse Educator
QC25 course attendee
Therapies training

QC27 Group Facilitation in Therapeutic Contexts

Facilitation skills are essential to the effective delivery of groups in therapeutic contexts. This course focuses on the knowledge and skills required to deliver safe group-based therapeutic interventions.

It aims to increase knowledge and enhance reflective practice around four key areas: safe group facilitation principles, management of group process issues, structure of group sessions, and the role of the facilitator.

Utilising a blended approach, the program comprises of two components:

- **part one:** the course begins with an eLearning module to introduce theoretical aspects and core practice skills (this is a pre-requisite for part two)
- **part two:** follows with a full day face-to-face workshop to enable experiential application of learning, consolidating theory and process through activities and exploration.

Topics covered include:

- foundation knowledge - safe group facilitation principles (ethics, risk mitigation, working with diversity, trauma sensitive approach)
- developmental stages and processes of therapeutic groups
- structure of sessions (including evaluation and reflective framework)
- group roles dynamics, and management of group dynamics and facilitation challenges
- the role of the facilitator, including skill set and attitudes (style, self-awareness and self-management practices).

This course is suitable for new and experienced group facilitators and is aimed at those working in a variety of settings and intervention types. Applicable for most levels of acuity in both inpatient and community settings, therapeutic practice can be applied to both brief and serial groups.

**Pre-requisite:** This is a blended learning course. The eLearning component must be completed before enrolment in the face-to-face training is enabled.

**Note:** This course assumes basic knowledge across core clinical competencies, including knowledge of mental state and risk assessment principles.

**Anticipated learning outcomes:**

**Online module:**

- an overview of facilitator skills, knowledge, attitudes and qualities for engaging in safe therapeutic group process
- structure of therapeutic groups accounting for developmental stages; single session format and individual need of member, experiential learning cycle
- consideration of group dynamics in therapeutic group process
- role of evaluation in therapeutic group process.

**Face-to-face training:**

- identify principles of safe group facilitation in therapeutic contexts
- recall the key elements of session structure that can be applied to group-based interventions
- apply skills and processes to build therapeutic alliance in groups
- identify the interpersonal skill set required as a facilitator, and reflect on personal and professional practice issues that may impact group outcomes
- describe how group dynamics and the roles of individual members influence the group process and facilitation
- apply strategies to work with group facilitation challenges in therapeutic contexts
- identify methods for evaluation of therapeutic group sessions and programs.

**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.

**Category:** Un-subsidised

**Aligned to**

- Mental Health Act 2016, Guardianship and Administration Act 2000
- NSQHS Standards: 1, 2, 5 & 6

**Continuing Professional Development**

7.5 Hours Active learning
Risk training

QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People (YEARS)

This course is designed to provide participants with skills in engaging young people and their caregivers in the assessment and response to suicidal behaviour.

The course is in a blended format comprising of a 2 hour eLearning program, followed by a full day face-to-face workshop.

The course is broadly divided into three topics:

- engaging young people who are suicidal, and their families
- assessing suicide risk in young people
- responding to suicide risk in young people using formulation driven intervention.

Pre-requisite: This is a blended learning course. The eLearning component must be completed before enrolment in the face-to-face training is enabled.

Anticipated learning outcomes:

- have an understanding of basic epidemiology of youth suicide
- recognise the impact of personal values and attitudes about suicide on clinical practice and service systems
- apply skills to build a therapeutic alliance with a young person who is suicidal and their family, considering systemic factors impacting on suicidal young people and their care
- identify warning signs of suicide and differentiate static, dynamic, protective and future risk factors
- apply the Chronological Assessment of Suicide Events (CASE) framework to assess a consumer’s suicidal ideation, planning, behaviours, desire and intent
- apply the Integrated Motivational Volitional model of suicidal behaviour to assessment, safety and recovery planning.
- write a prevention orientated risk formulation
- apply collaborative safety planning processes and recovery planning for suicidality.

Category: Subsidised

Aligned to

Queensland Health Suicide Risk Assessment and Management guidelines (2010)
NSQHS Standards: 1, 2, 5, 6 & 8

Continuing Professional Development

8.5 Hours
Active learning

8.5 CPD Points

Now available via online classroom! View details of QC35 YEARS on our website.

The training day was excellent. It had a good mix of practical group work and theory and was a great way to refresh my assessment and management skills.

School Based Youth Health Nurse
QC28 course attendee
Advanced training

**QC29 Reasoning and Rehabilitation 2 for Youths and Adults with Mental Health Problems**

(R and R2 MHP) Train-the-trainer

This three day train-the-trainer course is designed to allow clinicians to gain an understanding of the methodology for delivering the R and 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 and 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.

*Note:* Participating in the R and R2 MHP train-the-trainer course assumes basic knowledge across core clinical competency, including knowledge of mental state examination and risk assessment principles.

**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 and 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.

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**Category:** Un-subsidised

**Aligned to**

- National Standards for Mental Health Services 2010
- National Statement of Principles for Forensic Mental Health 2016.
- NSQHS Standards: 5 & 6

**Continuing Professional Development**

- **21 Hours** Active learning
- **21 CPD Points**
Violence Risk Assessment and Management raining

QC30 Violence Risk Assessment and Management

This course is a blended learning product focussed on working clinically with consumers at risk of becoming violent or aggressive. This training also covers important aspects of Queensland Health policy relating to the assessment and management of violence, including the Violence risk assessment and management framework – mental health services (the Framework).

The eLearning component provides information on key components of the Framework (i.e. Tier 2) and the Violence Risk Assessment and Management (V-RAM) tool. It steps learners through the three stages of the V-RAM process: information gathering, summarising risk, and management planning. The eLearning is also designed to act as a resource that clinicians can refer back to for support when completing V-RAMs.

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.

The face-to-face component of the course focuses entirely on applying knowledge gained in the eLearning to an immersive case example. This is designed to be interactive and responsive to clinician decisions made on the day. The face-to-face component reinforces the content of the eLearning through experiential learning.

Note: This is a blended learning course. The eLearning component must be completed before enrolment in the face-to-face training is enabled.

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.

Category: Subsidised

Aligned to

Violence Risk Assessment and Management Framework - Mental Health Services
NSQHS Standards: 1, 2, 5, 6 & 8

Continuing Professional Development

9.5 Hours
Active learning
Non-clinical Intervention Training

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 QC28 YEARS 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

Category: Un-subsidised

Aligned to

Queensland Health Suicide Risk Assessment and Management guidelines (2010)
NSQHS Standards: 1, 2, 5, 6 & 8

Continuing Professional Development

7 Hours Active learning
7 CPD Points

Now available via online classroom! View details of QC37 SSYP on our website.
Course Information

eLearning
eLearning courses

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

The courses can be accessed at any time by going directly to the online learning system at www.qcmhl.qld.edu.au. Those who are new to the portal can self-register to gain access to all courses and resources.

Self-enrolment for eLearning is via: www.qcmhl.qld.edu.au

Note: The times listed to complete each program 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.

Three - 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.

Continuing Professional Development

Equivalent to 1 Hour.
Refer to your local facilitator to discuss CPD allowance for your workshop.
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.

Continuing Professional Development
2 Hours
Active learning

QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning

As a clinician working in mental health it is important to know about cognitive deficits as they are the most significant factor affecting a person’s long term functioning. They impact on a person’s recovery process and their ability to have success in work and relationships. This training program 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 would be helpful.

This self-paced eLearning course is targeted to nursing, allied health (social workers, occupational therapists, psychologists) and medical staff working in mental health settings, predominately in Queensland Health. The course is suitable for both novice and experienced clinicians and takes approximately two hours to complete.

Upon successful completion of this course participants will be able to:
- understand the potential presence of cognitive difficulties in people with mental illness
- identify behaviours or clues which may indicate a person has cognitive difficulties
- develop a support plan for someone experiencing cognitive difficulties
- identify the therapies that may be used to support someone whose cognitive difficulties are impacting on their life.

Continuing Professional Development
2 Hours
Active learning
**QC49 Police and Ambulance Intervention Plan**

This eLearning module was developed by the Learning Centre on behalf of the Mental Health Alcohol and Other Drugs Branch. It is designed to provide an introduction to a police and ambulance intervention plan (PAIP). A PAIP is developed by mental health clinician/s and provides specific information and strategies regarding a consumer to inform and assist the Queensland Police Service (QPS) and the Queensland Ambulance Service (QAS) to mediate a mental health event involving a consumer in the community.

This eLearning module will:

- explain the background and rationale for the police and ambulance intervention plan
- explore its context of use
- provide opportunities to practice filling out the police and ambulance intervention plan.

**Continuing Professional Development**

Equivalent to 1 Hour. Refer to your local facilitator to discuss CPD allowance for your workshop.

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**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 (NSWIOP) but has recently been updated by Learning Centre clinical educators to incorporate the latest research and improve consistency in mental state examination assessments.

**Continuing Professional Development**

6 Hours Active learning
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational

This blended learning course comprises of two eLearning modules and a half day face-to-face workshop.

The course is designed to enhance the knowledge and skills of clinicians’ working in emergency department settings with patients who are at risk of suicide.

Module 1: Introduction to working with patients who are at risk of suicide

This module will provide learners with:
- a broad overview of the entire SRAM-ED training program
- an introduction to the issue of suicide and increased knowledge of warning signs
- an awareness of the impact of stigma and personal values in working with patients who are at risk of suicide.

Module 2: Patient-centred care and the therapeutic alliance

This module will assist learners to:
- enhance their understanding of how to provide patient-centred care
- develop a positive therapeutic alliance with a patient who is at risk of suicide.

Note: Taking approximately 30 minutes each to complete, the modules are prerequisites to attending the face-to-face foundational workshop delivered by your local SRAM-ED trainer.

QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced

(also pre-learning for the QC25 SRAM-ED face-to-face course)

This is a blended course comprising of four eLearning modules and a face-to-face workshop (one day or two half days). The course is designed to enhance the knowledge and skills of clinicians’ working in emergency department settings with patients who are at risk of suicide.

Module 1: Introduction to working with patients who are at risk of suicide

As above.

Module 2: Patient-centred care and the therapeutic alliance

As above.

Module 3: Risk assessment

This module will assist learners to:
- conduct a suicide risk assessment using the chronological assessment of suicide events (CASE) framework
- use specific evidence-based techniques for eliciting suicidal intent.

Module 4: Formulation, safety planning and support

This module will assist learners to:
- write a suicide risk formulation
- use structured professional judgement concepts to assess suicide risk
- create a safety and support plan.

Note: Taking approximately 30 minutes each to complete, the modules are prerequisites to attending the face-to-face advanced workshop delivered by your local SRAM-ED trainer.
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.

Continuing Professional Development
1 Hour
Active learning

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.

Continuing Professional Development
2 Hours
Active learning

What a great learning tool!
Social Worker
QC53 participant

QC54 Foundations of Risk Assessment and Management

This eLearning course supports a clinicians 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.

Continuing Professional Development
1.5 Hours
Active learning
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 person’s 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.

Continuing Professional Development

3.5 Hours
Active learning

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

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

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

This eLearning is the pre-requisite course for both QC2 EARS (page 14) and its youth specific counterpart QC28 YEARS (page 30).

In response to COVID-19 pandemic management plans which temporarily shut down face-to-face training (from March 2020), the Learning Centre responded by making this online training available separate to the full courses. 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, QC2 EARS and QC28 YEARS courses represent 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: For learners who have already completed QC2 EARS or QC28 YEARS, you have already completed this eLearning. However, it can be useful to complete this eLearning as a refresher if it has been 12 months or more since last participating.

Continuing Professional Development

2 Hours Active learning
QC57 Introduction to Violence Risk Assessment and Management

Similar to QC56 (page 41), this training was released in response to COVID-19 pandemic management plans.

The pre-requisite course for QC30 VRAM (page 32), this eLearning is designed to provide information to support clinicians working with consumers at risk of becoming violent or aggressive; and is based on Queensland Health policy, including the Violence risk assessment and management framework – mental health services (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: For learners who have already completed QC30 VRAM, you have already completed this training. 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.
Resources available in the Learning Centre online training system

RE01 Child and Youth Mental Health training videos
A series of recorded presentations by leading child and youth mental health practitioners
- 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)

RE02 CIMHA: Add and review diagnosis
This resource provides information on how to use some of the basic features of existing CIMHA modules. These features include adding a diagnosis, reviewing a diagnosis (confirm existing or supersede existing) and updating the current diagnosis using outcomes.

RE04 Transition to Child and Youth Mental Health (CYMHS) practice core skills
This resource provides an overview of the child and youth mental health service (CYMHS) philosophy and frameworks and addresses the first phase of core competency development in CYMHS in the areas of assessment, formulation and treatment planning. Each unit provides introductory theory via DVD presentations with accompanying PowerPoint notes and additional learning materials, including reflective exercises/clinical activities to consolidate learning. Each unit varies in length and will be between two – four hours of active learning each.

RE05 Understanding Schizophrenia
This resource was been designed for consumers to use independently or in collaboration with a health care professional to promote a shared understanding of the consumer’s experience. The modular approach of the booklet is designed to allow the individual to move through the information at a pace suited to their own needs as well as provide a resource that extends beyond the inpatient facility.

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.
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.

RE03 Real Lives, Real People, Real Journeys

This film uses stories of staff, consumers and carers to promote the concept of recovery. The video is designed to be used in staff orientation programs, mental health education/training activities, recruitment activities and initial supervision sessions.

This resource can be viewed online at:

http://www.qcmhl.qld.edu.au

Navigate to the Find Courses tab, there you will find the video under the Resources menu.

Clinical 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 clinical supervision resources for Mental Health services page at:


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