Queensland Centre for Mental Health Learning

Course Catalogue
West Moreton Hospital and Health Service - RTO code: 40745

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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 Continued Professional Development (CPD) points¹ and this information can be found on the bottom right corner of each course description. The logos indicate which professional bodies provide endorsement of our products. For members of other professional bodies you may use the active learning hours indicator to negotiate your CPD time.

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 Standards²; 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

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### Course Information: face-to-face training

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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 health 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 foundation 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
- students on placement in mental health services.

How much does training cost?

The Learning Centre is funded based on requirements outlined in the Connecting care to recovery 2016-2021 plan (the Plan) to promote recovery focused mental health services and provide core skills training in risk assessment and management. We provide a range of training options, some of which are aligned to the Plan and we receive funding for, others are outside the scope of the plan - courses therefore fall into two categories; subsidised and un-subsidised.

**Subsidised:** All Queensland Health mental health service clinicians (and Queensland Health clinicians whose primary role is working with people with mental health issues) can access the subsidised places. University students undertaking placement within a Queensland Health mental health service are eligible for the subsidised places for training whilst on placement only.

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

**Un-subsidised:** For unsubsidised courses, all participants are required to pay the fee for their place, regardless of their role or workplace. Payment is made upon enrolment. No waivers or exemptions apply.

All eLearning options and online resources are currently accessible free of charge.

Payments are made via BPOINT when enrolling in a course on the Learning Centre training system at [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au).

<table>
<thead>
<tr>
<th>Course length</th>
<th>Non-Queensland Health mental health attendees - All courses</th>
<th>Queensland Health mental health attendees - Un-subsidised courses</th>
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<tr>
<td>1/2 day course</td>
<td>$125</td>
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<tr>
<td>1 Day course</td>
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<td>$90 (QC23, QC27)</td>
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<tr>
<td></td>
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<td>$250 (QC31)</td>
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<tr>
<td>2 Day course</td>
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<tr>
<td>3 Day course</td>
<td>$750</td>
<td>$270 (QC3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$750 (QC29)</td>
</tr>
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Cancellation and Refund policy

If you are unable to attend your 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](http://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 8845 or email qcmhltraining@health.qld.gov.au

For those who have paid, refunds will be issued only when written notice is provided to the Learning Centre at least seven days before the scheduled training. Refunds will not be provided for those who cancel within seven days of the scheduled training. Please refer to the Terms and Conditions on our website.

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 work place 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), however training events can be negotiated in other locations and for private groups under a fee for service agreement.

Participants are not limited to attending training only within their service or HHS of employment, but can attend training in any of the locations that may suit their individual needs. This encourages consistency in the provision of mental health care, allowing opportunities for ‘cross pollination’, with the sharing of ideas and perspectives across and between geographic locations.

Many training events are scheduled at the Learning Centre hub at The Park Centre for Mental Health (The Park, Wacol). Attendees are invited from far and wide to enjoy the amenities at The Park including ample free parking, quality food at the kiosk, whilst enjoying the wildlife, tranquillity and historic architecture.

Visit our website to see the calendar of courses and locations:


To access our eLearning programs and online resources use Mozilla Firefox web browser and visit:

www.qcmhl.qld.edu.au

Please refer to the eLearning section from page 35 for more details about the eLearning options available.

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 for health practitioners registered with the Australian Health Practitioner Regulation Agency (AHPRA). Specific endorsement has been attained from Australian Association of Social Worker (AASW) and Australian College of Mental Health Nurses (ACMHN) for the majority of our courses. Refer to individual course outlines in this catalogue or the Learning Centre website for specific CPD information.
How do I enrol for training?

For face-to-face training all participants must enrol before the 48 hour cut-off via the training event delivery listing on our online training system: www.qcmhl.qld.edu.au

Those wishing to attend the 10120NAT Course in Observing and Documenting a 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 statement of attendance

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 10120NAT Course in Observing and Documenting a 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 assessment commences at approximately 2.30pm and you will be required to remain at the training venue until the assessment is fully completed.

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 Training Support Assistant on 07 3271 8845.

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

giveface-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 programs, regular reviews are an important undertaking to ensure content remains current and relevant. New program 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 programs are recommended to be completed in a sequential order, however this is only a guide (excluding programs where there is a pre-requisite requirement i.e. QC4 Supervisor and QC19 Risk Refresher). Programs such as QC23 Forming the Therapeutic Alliance introduces principles for clinical practice that can provide the foundational underpinning for all Learning Centre programs. QC24 Working with Strengths in Recovery reinforces the recovery focus that is threaded throughout all programs. The suite of Supervision programs 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.

Clinical supervision is an overarching course that is designed to both orientate new clinicians to supervision as well as provide the foundations of best practice clinical supervision.

This course provides the underpinning theory woven throughout and reinforced in all Learning Centre training courses and should be a fundamental principle of your practice.

This course compliments all Learning Centre courses and provides the supportive structure in which to apply the recovery model.
Nationally accredited course

10120NAT Course in Observing and Documenting a Mental State Examination

This one day course has been designed for staff working in mental health or those where conducting a mental state examination (MSE) is within their current or anticipated scope of practice. It is suitable for the new practitioner but is also a valuable refresher for more experienced clinicians regardless of duration of experience.

The course reflects the current Queensland Health policies and guidelines in reporting and documenting the MSE in a service delivery setting.

The MSE is a core clinical tool used by mental health professionals to collect information about a person's mental state. Clinical observations are made about a person's mental health symptoms during a face-to-face interview situation and documented using a standardised approach. The learning focuses on the evidence collected during a clinical interview, to promote evidence based clinical analysis and identification of mental state symptoms, and recording observations in the appropriate manner.

Learning is interactive and activities include the use of filmed case vignettes to explore the components of the mental state examination, allowing participants to apply learning and build skills for use in clinical practice.

This is a nationally recognised course accredited by the Australian Skills Quality Authority. Upon successful completion of the course the participant will gain a Statement of Attainment.

Those wishing to attend the 10120NAT Course in Observing and Documenting a Mental State Examination training must provide a valid unique student identifier (USI) number upon enrolment (a Federal Government requirement since 1 January 2015). Visit www.usi.gov.au for more information.

Note: Enrolment for this course cannot be confirmed until a USI is provided. Accredited training results cannot be issued to anyone who has not provided a USI.

Note: The training includes a formal assessment that is to be completed by the participants. The assessment commences at approximately 2.30pm and all participants are required to remain at the training venue until the assessment is fully completed.

Learning outcomes

This course is intended to provide participants with a range of skills and knowledge to perform the following functions associated with mental health professionals reporting the MSE.

Upon successful completion of the course participants will be able to:

• make clinical observations of a person's behaviour, cognitions and appearance
• interpret clinical observations and use terminology to describe observed mental state signs and symptoms
• use specific criteria when reporting a person's mental state signs and symptoms
• record evidence of a person's mental state signs and symptoms observed by the mental health professional and given by the person
• record the person's own words to clarify the nature of observed mental state signs and symptoms
• record clinical observations using succinct and unambiguous language.

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.

Continuing Professional Development

7.5 Hours Active learning

7.5 CPD Points
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.

QC26 Evaluation of Risk (VC delivered) *(See page 29)*
For rural and remote teams where attendance at QC9 CCRAM is not possible, a half-day condensed risk program is available via video conference link.

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 31)*
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)*
Available as an annual half-day renewal of CCRAM for HHSs that deem risk training as a mandatory/requisite annual competency.
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.

Learning outcomes

Upon successful completion of the course participants will be able to:

• 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 consumers 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)

Continuing Professional Development

8.5 Hours

Active learning

8.5 CPD Points

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
Advanced training

**QC3 Mental Health Educator Development**

Mental Health Educator Development is a three day course which provides participants with the knowledge and skills to develop their professional competency as an instructional designer and facilitator/educator. This course caters primarily for educators with prior experience in instructional design and facilitation. However, those new to instructional design or facilitation will also find the course useful.

The training examines the methods to design, develop and deliver training materials to Queensland Health mental health staff. This includes how to analyse a learning need, develop learning outcomes, and applying the principles of adult learning to content development and delivery utilising a range of learning methodologies.

**The key subject areas include:**

- how to conduct a training needs analysis
- establishing learning outcomes
- creating a design plan for content
- recognising and addressing learner needs
- utilising a range of instructional design strategies to engage learners
- examine a range of reflective techniques for professional development
- demonstrate facilitation skills with practice in providing feedback
- choosing evaluation tools that will measure learning outcomes
- exploring concepts relevant to measuring learning transfer.

*Note: Training in how to write or conduct assessments is not covered in the program.*

**When to attend training**

- When commencing or working towards a mental health educator role
- When responsible for the design or delivery of training materials
- When your clinical role requires that you provide clinical education to staff, students and clients.

**Category: Un-subsidised**

**Aligned to**

**National Standards for Mental Health Services Standards (2010)**

- Standard 8- Governance, leadership and management 8.7

**The Australian Council on Health care Standard-EQuipNational Standards**

- Standard 1- Governance for Safety and Quality in Health Service Organisation - 1.2 & 1.3.
- Standard 11- Service Deliver - 11.4 & 11.5
- Standard 15- Corporate Systems and Safety -15.1

**Continuing Professional Development**

- 21 Hours
- Active learning
- 21 CPD Points

Queensland Centre for Mental Health Learning
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** *(Formerly QC8 Introduction to 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 course is designed for all mental health practitioners who are currently providing clinical supervision (or working towards a supervisory role) within Queensland Health services. The course is practical, collaborative and based on international best practice experiential principles for the training of clinical supervisors.

The aim of the course is to facilitate the development of core skills and capability in the supervision practice areas of:

• the supervisory relationship
• holding and maintaining a supervisory alliance
• reflection
• providing and receiving feedback, and
• monitoring of safety and ethical dilemmas.

These skills will be practiced against an interdisciplinary model of clinical supervision practice that provides supervisors with resources to build or extend their supervision framework and can be applied to any area of practice.

The course is suitable for all practitioners regardless of professional orientation, area of specialisation or service delivery mode.

Note: It is highly recommended that participants have some knowledge of, and experience within a mental health service, direct contact with mental health consumers, and participate in clinical supervision.

Pre-requisite: It is a requirement that participants have attended the QC8 Best Practice Models of Supervision (formerly QC8 Introduction to Supervision) training course delivered by the Learning Centre prior to attending this course.

Learning outcomes

Upon successful completion of the course participants will be able to:

• apply skills in facilitating the Supervisory Working Alliance (SWA) including specific knowledge of task, bond and goal
• apply effective strategies for facilitating and developing clear clinical supervision agreements
• apply the Proctor, Seven-eyed process and Alliance models of clinical supervision
• develop skills in using reflective practice in clinical supervision
• distinguish between summative and formative clinical supervision evaluation
• provide accurate, effective feedback and remain open to receiving supervisee feedback.

When to attend training

• 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

Category: Subsidised

Aligned to

Clinical Supervision Guidelines for Mental Health Services 2009
Continuing Professional Development

14 Hours Active learning
14 CPD Points
Supervision training

QC8 Best Practice Models of Supervision
(Formerly QC8 Introduction to Supervision)

This one day face-to-face course explores the fundamentals of best practice models of supervision, addressing the expectations and processes involved in effective clinical supervision.

Designed for all mental health practitioners providing and receiving clinical supervision, it is also suitable for clinicians in other services who apply clinical supervision practices to support them in their role and management of professional duties.

The training relates strongly to Clinical Supervision Guidelines for Mental Health Services (2009) and the Human Resources Policy G5: Practice Supervision in Allied Mental Health (Queensland Health 2008) with respect to roles, responsibilities and expectations of clinicians and supervisors, to assist in the delivery of quality, effective and accountable clinical supervision.

The training covers quality control functions, professional and legal responsibilities, as well as personal accountabilities and liabilities.

The experiential-didactic delivery model enables clinicians to actively engage and reflect on personal practice experience during the workshop – a very important aspect when it comes to not only client engagement, but also in self-care when handling diverse and challenging case loads.

Note: This course is a pre-requisite for those wishing to complete QC4 Supervisor.

Learning outcomes

Upon successful completion of the course participants will be able to:

• 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 clinical practice, provides the fundamentals for all staff involved in clinical supervision whether a supervisee or supervisor.

• Experienced clinicians: Who have not completed formal supervision training and would like to be more familiar with the Queensland Health models of supervision. Also required as a pre-requisite prior to enrolling in QC4 Supervisor training.

Category: Subsidised

Aligned to

Clinical Supervision Guidelines for Mental Health Services 2009
Continuing Professional Development

7 Hours Active learning

7 CPD Points
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 that improve consistency in the assessment and management of consumer risks.

Clinical risk assessment is a dynamic process involving a gathering of information, an analysis of current risk issues weighed against mitigating factors and potential for negative outcomes.

This course orients mental health practitioners to a six step risk assessment and management 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, understand the context in which they are occurring and link historical information to present information. Importantly, identifying what is not known about a consumers 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 training then demonstrates how to use this information to develop a long-term and short-term risk management plan.

Suitable for both novice 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 learning outcomes, culminating in an open book written assessment where participants can apply the skills they have learned and receive feedback.

Learning outcomes

Upon successful completion of the course participants will be able to:

- identify static, dynamic, protective, future and unknown risk factors according to six domains of risk
- weigh up the risk factors identified and prioritise issues for planning
- write a risk formulation/assessment summary that describes the risk factors, the relationship between them and further considerations affecting the risk assessment and management plans
- generate strategies and planning options to mitigate the known risks
- document strategies in a short and medium/long term risk management plan
- make a plan to appropriately review risk assessments and management strategies.

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
Continuing Professional Development

7 Hours Active learning

7 CPD Points
Learning outcomes

Upon successful completion of the course participants will be able to:

- 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 pre-requisite training QC8 Best Practice Models of Supervision (formerly QC8 Introduction to Supervision) and QC4 Supervisor training.

Category: Subsidised

Aligned to

Clinical Supervision Guidelines for Mental Health Services 2009
Continuing Professional Development

14 Hours
Active learning

14 CPD Points
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
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.

Learning outcomes

Upon successful completion of the course participants will be able to:

- 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.

Category: Subsidised

Aligned to

Mental Health Act 2016
Guardianship and Administration Act 2000

Continuing professional Development

3.45 Hours
Active learning

3.45 CPD Points
Assessment training

Q14 Mental Health Assessment

This two-day course provides clinicians working with people experiencing mental illness with the core knowledge and skills required to undertake a comprehensive mental health assessment, including individualised treatment and care planning.

Underlying principles and processes of recovery, family engagement, strengths and collaboration are explored along with the content of a mental health assessment. This includes current situation, history, mental state examination, physical health, substance use screen, risk screen, formulation and management planning. Clinicians will also learn about capacity in adults in relation to consent for mental health assessment.

This course provides clinicians with the skills and knowledge to apply informed professional judgement for broader awareness of a presentation and how to ensure a comprehensive mental health assessment is undertaken which includes historical as well as current and contextual information.

This course includes activities to provide participants practice in analysing assessments and writing formulations.

It is highly recommended that participants also attend QC23 Forming the Therapeutic Alliance and QC24 Working with Strengths in Recovery to provide a foundation to their learning or further build upon their clinical tool kit when working with consumers.

Note: The workshop includes a formal assessment that is to be completed by the participants on day one and day two. The assessment commences at approximately 2.30pm and all participants are required to remain at the training venue until the assessment is fully completed.

Learning outcomes

Upon successful completion of the course participants will be able to:

- establish a therapeutic relationship for the purpose of conducting a mental health assessment
- use curious, recovery-oriented questioning to obtain relevant information
- document a comprehensive mental health assessment
- explain the principles of capacity relevant to undertaking a mental health assessment
- identify, screen and manage risk issues in the context of a mental health assessment
- compile and document a formulation and management plan based on the mental health assessment.

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.

Category: Subsidised

Aligned to

Mental Health Act 2016
Guardianship and Administration Act 2000
Continuing Professional Development

14 Hours
Active learning
14 CPD Points
Risk training

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

This half day refresher course provides mental health practitioners with an opportunity to update their risk assessment and management skills. It is ideal as an annual competency for all clinicians.

Covering the core elements of static, dynamic, protective and unknown risk factors, the course reinforces the importance of thorough risk screening, and using informed professional judgement to write formulation/summaries that reflect the weighing up of identified risk and protective factors.

These elements combine in the development of treatment plans guided by the individual needs of the consumer, combined with the underpinning recovery focused, consumer centred values.

Note: This course is not a substitute for attending the full day QC9 Critical Components of Risk Assessment. It is a requirement that participants have previously attended QC9. QC19 is specifically designed as an annual refresher program.

Learning outcomes

Upon successful completion of the course participants will be able to:

• identify static, dynamic, protective and unknown risk factors according to the six domains of risk
• weigh up risk factors and prioritise issues for planning
• write a formulation/summary that describes the risk factors, the relationships between them, and further considerations that affect risk assessment and management planning
• generate strategies and management options to mitigate the risks
• document strategies in a short and long-term treatment 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
Continuing Professional Development

3.45 Hours
Active learning

3.45 CPD Points
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.

Learning outcomes

Upon successful completion of the course participants will be able to:

• 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


Continuing Professional Development

6 Hours Active learning
6 CPD Points

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
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.

### Learning outcomes

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

- use person-centred interpersonal skills that support a strengths based practitioner/consumer working relationship
- identify a consumers 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 Recovery Plan.

### 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: 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

**Continuing Professional Development**

- 7 Hours Active learning
- 7 CPD Points
Risk training

Q25 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.

Learning outcomes

Upon successful completion of the course participants will be able to:

- posse increased participant awareness of personal reactions to suicidal people and their impact on practice
- posse increased participant capacity to develop a therapeutic alliance with a suicidal person
- posse increased knowledge and skills in suicidal risk assessment and management with the context of an emergency department
- access information related to a patients 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.
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
Risk training

QC26 Evaluation of Risk
(Video-conference delivered condensed risk training)

This half day course is ideal for remote and rural services as it is delivered via video-conference.

The workshop provides mental health practitioners with a condensed snapshot of risk assessment training, familiarising participants with a basic understanding of risk assessment and management skills, and how to apply them. Covering the core elements of static, dynamic, protective and unknown risk factors, the course reinforces the importance of thorough risk screening and using informed professional judgement to write clinical summaries that reflect the weighing up of identified risk and protective factors.

Throughout the course participants will work through the development of treatment plans guided by the individual needs of the consumer, combined with the underpinning recovery focused consumer centred values.

Note: This course is not a substitute for attending the full day QC9 Critical Components of Risk Assessment. It is not a requirement that participants have previously attended QC9 in order to enrol in this course.

As this course is delivered via video-conference, up to three sites (with up to six participants in each location) can participate in the training.

Learning outcomes

Upon successful completion of the course participants will be able to:

- identify the six steps to completing a risk assessment and management plan
- identify static, dynamic and protective factors according to the six domains of risk
- weigh up risk factors identified and prioritise issues for planning
- write a risk formulation/assessment summary that describes the risk factors, the relationship between them and further considerations that affect risk assessment and management planning
- generate strategies and management options to mitigate risks
- document strategies in short and long-term risk management plans
- review the risk assessment and management process.

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: subsidised

Aligned to

Connecting care to recovery 2016-2021
Recovery Oriented Mental Health Services 2013
Continuing Professional Development

3.45 Hours
Active learning

3.45 CPD Points
Therapies training

Q27 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:

- foundational 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.

Learning outcomes

Upon successful completion of the various components of the course, participants will be able to apply:

**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*

**Continuing Professional Development**

- **7.5 Hours**
  - Active learning
- **7.5 CPD Points**
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

- The 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.

Category: Un-subsidised

Aligned to

National Standards for Mental Health Services 2010

National Statement of Principles for Forensic Mental Health 2016.

Continuing Professional Development

21 Hours

Active learning

QC29 is not currently endorsed however can be claimed for CPD time recognition. Check your professional organisation for more information.
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 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.

Learning outcomes

Upon successful completion of the course participants will be able to:

• 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 CmHIA
• 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

Continuing Professional Development

9.5 Hours
Active learning

QC30 is not currently endorsed however can be claimed for CPD time recognition. Check your professional organisation for more information.
Non-clinical Intervention Training

QC31 Supporting a Suicidal Young Person (SSYP)

This one day course is designed to provide participants with skills to identify young people at risk of suicide and gain practical skills to ask directly about suicide.

Distinctly different to the QC28 YEARS course, the QC31 SSYP course targets non-clinical workers, and bridges the gap between clinical training and more general crisis support training.

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.

Learning outcomes

Upon successful completion of the course participants will be able to:

- 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)

Continuing Professional Development

7 Hours
Active learning

7 CPD Points
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](http://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](http://www.qcmhl.qld.edu.au)

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

To enrol online visit: [www.qcmhl.qld.edu.au](http://www.qcmhl.qld.edu.au)

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**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 three additional training elements (two 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 three training elements offered by the Learning Centre are designed to be completed in the following sequence:

**One - 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.

**By the end of this one hour module you will be able to:**

- define capacity to consent within the context of the Act
- demonstrate the ability to assess capacity to consent to be treated for an illness, and to use this as a key criteria for deciding whether or not to make a recommendation for assessment or a treatment authority
- demonstrate the ability to assess stability in capacity, a key criteria for decisions in continuing a treatment authority.

**Two - Advance Health Directive**

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.

**By the end of this one hour module you will be able to:**

- explain how advance health directives operate under the *Powers of Attorney Act 1998*
- outline the process for how an advance health directive is created
- explain how to complete an advance health directive with the person
- ensure the advance health directive is adequate for the person’s treatment and care
- describe the decision making process to utilise consent from an attorney under an advance health directive or an enduring power of 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
- participant workbook
- two video scenarios.

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**Continuing Professional Development**

1 CPD Point

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Equivalent to 1 CPD Point.

Refer to your local facilitator to discuss CPD allowance for your workshop.
QC41 Acute Management Plan
This eLearning module was developed by the Learning Centre on behalf of the Mental Health Alcohol and Other Drugs Branch. The acute management plan (AMP) is a concise clinical document that provides relevant, succinct information to clinicians working in acute care teams, emergency departments, and other entry points into mental health services.

This eLearning module will:
- explain the background and rationale for the AMP
- explore its context of use
- provide opportunities to practice filling out the AMP form.

Continuing Professional Development

1 CPD Point

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 CPD Points

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 CPD Points
QC46 Dual Diagnosis
Increasingly clinicians are required to provide integrated mental health and alcohol and other drugs assessment and treatment. This course provides information, clinical vignettes and skills testing to assist clinicians to more effectively meet the needs of consumers with a dual diagnosis. The course will take approximately six hours to complete.

QC47 Employment for People with Mental Illness: Understanding the Individual Placement and Support Model
This learning resource is designed to provide clinicians with an introduction to the individual placement and support (IPS) model, its principles, evidence for its effectiveness and how to create an employment environment.

The IPS model provides a structured approach for mental health services to engage with employment consultants to provide their consumers with access to competitive employment.

The content of this course was developed by Jo Sherring of The Maya Academy.

Upon successful completion of this two hour course participants will be able to:
• reflect on the importance of employment in the recovery of people with a mental illness
• understand key principles of the IPS Model
• be aware of the evidence base around employment for people with a mental illness
• understand how to create an environment which supports employment within clinical teams.

Continuing Professional Development
6 CPD Points

QC48 Mental State Examination (MSE)
This training course was jointly developed by the Learning Centre and the New South Wales Institute of Psychiatry. It is designed to build clinicians’ knowledge and skills in observing and recording information for a mental state examination. It also increases understanding of MSE terminology and provides a standardised structured format for documenting a MSE.

Continuing Professional Development
6 CPD Points

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

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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.

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**Continuing Professional Development**

- 1 CPD Point
- 2 CPD Points
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.

QC81 CBTp Awareness - An Introductory Course in Positive Symptom Management for Psychosis
The CBTp awareness course is designed as an introduction to the application of CBTp for psychosis. It provides a brief review of cognitive behaviour therapy, an outline of models of psychosis, case formulation for CBTp and key foundational skills in undertaking CBTp for consumers with psychosis. As an introductory course it is aimed at clinicians with a foundational understanding of CBTp and a working understanding of consumers with psychosis. As such it is suitable for case managers and clinicians who wish to increase their skills and knowledge in an evidence based practice approach to assist consumers with some of the core difficulties especially around delusions and hallucinations.

QC82 Cognitive Remediation Therapy (CRT)
This course is aimed at mental health staff facilitating cognitive remediation programs. This eLearning will:

1. help you develop your understanding of the cognitive problems experienced by many people with a diagnosis of schizophrenia and how these might impact recovery
2. give you enough working knowledge of CRT for you to be able to make a start.

The course is divided into eight modules. Each module will take you approximately 20 minutes to complete. At the end of the course, you will be invited to complete a knowledge quiz. Successful completion of the quiz will allow you to download a certificate of completion.

Pre-requisite: It is a requirement that you have first completed the pre-requisite eLearning course: “Cognition in Mental Health and the Impact on Day-to-Day Functioning”.

By delivering the program, we’ll be able to address a range of cognitive skills to empower consumers and help them address offending behaviours - comprehensive, engaging and theoretically driven.

Accredited Trainer
QC29 course attendee

To enrol visit:
www.qcmhl.qld.edu.au
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.
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.qcml.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,

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