



Queensland Centre for  
**Mental Health Learning**

# Annual Report 2020



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## A message from the Director

The Queensland Centre for Mental Health Learning (Learning Centre) has established a hub and spoke model for workforce development, with six formally established partnerships between this service and Hospital and Health Services (HHS). This formal collaboration enables the workforce to better access the Learning Centre's unique education resources that are developed using the most contemporary evidence-based information and through consultation with practicing experts in the Queensland public health context. The partnerships include upskilling of HHS educators, thereby increasing the reach, volume, and influence of our training suite on clinician capability. This is achieved through our dedicated team and support from our highly respected partners and stakeholders.

The Learning Centre has responded to new challenges during the Coronavirus (COVID-19) pandemic, from the disruption to state-wide face-to-face training and working from home to the rapid transition of courses to an online classroom mode of delivery. Many courses are now delivered this way, with evaluations confirming this mode as a permanent strategy for some courses.

The team continues to collaborate closely with the Mental Health Alcohol and Other Drugs Branch (MHAODB), producing an eLearning module and promotional video to support the implementation of the revised guideline for 'Transition of care for young people receiving child and youth mental health services' and working in partnership with MHAODB and Insight/Dovetail on the Comprehensive Care educational webinar series.

I am pleased to continue the Learning Centre's governance of the Mental Health Scholarship Scheme with allocation recommendations underway for the 2021 scholarship application period.

This Annual Report provides an opportunity to reflect on the strategic and operational investment to improve clinical skills for the mental health, alcohol and other drugs workforce. Training participation and training delivery outcome data continues to validate confidence by the Department of Health and the Queensland workforce in Learning Centre education.

I sincerely thank all our stakeholders, training partner educators, co-facilitators, the Mental Health Scholarship selection panel, collaborative partners, and training participants. We hope you find value in the following report and look forward to continuing to work with you in the provision of core mental health skills training across Queensland.



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**Laura Chandler**  
Acting Director  
Queensland Centre for Mental Health Learning  
West Moreton Hospital and Health Service  
Registered Training Organisation 40745

## Executive summary

This report provides an overview of the Learning Centre's training activity from 1 January to 31 December 2020. Training outcomes are presented and provide an indication of the efficacy of learner training during this reporting period.

### In 2020, the Learning Centre ...

provided and supported delivery of **face-to-face and blended learning and online classroom training to 1748** participants from Queensland Health and external organisations

offered **14 eLearning** courses, with **3866 course completions** from staff working within and outside of Queensland Health

facilitated **8 private group deliveries** to **external organisations** including non-government organisations (NGOs) and other government departments both in Queensland and interstate

supported our HHS partners to deliver **14 face-to-face and blended training** courses within their services.

A significant achievement for the Learning Centre, in 2020, was the ability to provide business continuity through a rapid pivot to online delivery and the conversion of 8 courses to online delivery mode. This supported clinicians through access to training and enhanced the Learning Centre's capacity to provide diverse modes of training and flexibly respond to the training needs of mental health clinicians in Queensland.

In 2020, the Learning Centre expanded to 6 training partnerships with individual Hospital and Health Services to maximise the reach and volume of mental health training in Queensland Health. This training was impacted by COVID-19 restrictions, however, a further 129 clinicians received training through HHS partnerships in 2020.

Seven of the Learning Centre courses form a core suite of suicide prevention skills courses under the Suicide Prevention Skills Project. Three of these courses were adapted for online classroom delivery in 2020. A total of 838 learners attended suicide prevention skills courses in the 2020 reporting period.

The Learning Centre continues to set a high benchmark for the evaluation and assessment of training. For all modalities of training, and across all courses, there were significant **increases** in participant **knowledge and confidence**. Participants also showed uniformly **high levels** of **confidence** and **commitment** to apply what was learned back on the job, along with **high levels** of **training satisfaction**. Our participants believe Learning Centre training to be of a **high standard** and would **recommend** the training to others. These findings are consistent across all modes of training delivery provided by the Learning Centre.

## Response to Coronavirus (COVID-19) pandemic

The Learning Centre acknowledges the profound global impact of the COVID-19 pandemic and recognises the tremendous efforts of health workers. Thank you, to the dedicated health professionals working tirelessly to manage the wellbeing of our communities, and to our learners who have found ways to continue improving their knowledge and skills during this demanding time.

In March 2020, the restrictions introduced in Australia to manage the spread of COVID-19 prevented our delivery of face-to-face training. This caused the cancellation of 81 scheduled course deliveries. The impact that the COVID-19 pandemic has had, and is expected to have, on mental health was recognised early and the demand for mental health services and skilled clinicians to deliver these services is predicted to significantly increase. We recognise how critical it is to improve the capacity of the mental health workforce through continuous training.

In response, the Learning Centre rapidly adapted the majority of our core training suite to online classrooms. The online platform enhances access to training for clinicians from diverse geographical locations. In 2019, the Learning Centre was already implementing the use of online classroom training and technologies. One course was fully re-developed for online delivery and was scheduled to launch state-wide in April 2020. This investment in innovative learning delivery left the Learning Centre well placed to respond to clinicians training needs during COVID-19 restrictions. By the end of 2020, we had eight courses available in the online classroom format (see Appendix A for a list of these courses).



*The online MSE training was excellent - being online was the main reason I was able to undertake this training. Making it an interactive online workshop was brilliant. This is where the most and best learning outcomes happened.*



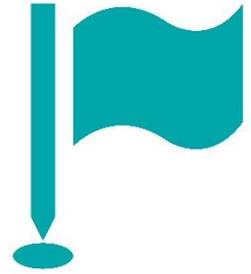
Provisional Psychologist, 10881NAT Course in Observing and Documenting the Mental State Examination

During 2020, learners who participated in online classrooms reported high levels of training satisfaction. This is comparable to the 2019 levels of satisfaction reported for the face-to-face versions of these courses. Due to the online platform, some remote HHSs showed increased participation. This trend was also reflected for some metropolitan services. Participant feedback suggests that many appreciate not having to travel to training venues.

To further support clinicians during the pandemic, the Learning Centre made the eLearning modules, from two blended learning courses, freely available. This enabled access to introductory content in suicide prevention and in violence risk assessment and management that would otherwise be tied to a face-to-face course.

# MILESTONES

## 2020



FEBRUARY



### QC14 Redevelopment

Launch of the redeveloped QC14 Fundamentals of Assessment, Formulation and Planning course (previously titled Mental Health Assessment).

JULY

### Expanded partnerships

New memorandums of understanding were established with six health services across the state.

### Reaccreditation

10881NAT Course in Observing and Documenting the Mental State Examination received reaccreditation from the national regulator, ASQA.

### Reference group participation

Invitation accepted, to the state-wide Mental Health and Addictions Supervision Implementation Reference Group (MHASIRG).

APRIL

### COVID-19 response

To support clinicians' continued access to training while in-person training across the state ceased, face-to-face courses were adapted to an online classroom format. QC33 Risk Assessment and Management was the first course available in this format, followed by the conversion of eLearning components from two blended learning courses now made available in a standalone format.



### Domestic and family violence

Updated eLearning modules for the Domestic and Family Violence website.

### QC19 Redevelopment

Launch of the redeveloped QC19 Risk Refresher course. This was the first online classroom course developed by the Learning Centre.

### QC55 Launch

New QC55 Formulation and Care Planning eLearning course launched. This was the final product from a major project with MHAODB, to further develop training in the critical skills of assessing, formulating and planning care.

# OCTOBER

## QC54 Update

QC54 Foundations of Risk Assessment and Management eLearning course updated, in partnership with Insight, to include content relevant to alcohol and other drugs workforce.



## Transition of care project

An eLearning module was developed and provided to MHAODB to support the revised *Guideline for the transition of care for young people receiving child and youth mental health services*. This guideline is designed to support mental health service providers, in the public sector, to provide effective care planning and processes as vulnerable young people transition to adult mental health services.

# DECEMBER

## QC55 REDEVELOPMENT

QC55 Formulation and Care Planning eLearning course updated, in partnership with Insight and MHAODB, to include content relevant to alcohol and other drugs workforce.

## QC48 Redevelopment

Launch of the redeveloped QC48 Mental State Examination eLearning course.



# NOVEMBER

## Comprehensive care webinar series

The comprehensive care webinar series, a collaboration by Insight, Dovetail, the Learning Centre and MHAODB, was launched.



## QC40 Update

QC40 Capacity Assessment and Advance Health Directives eLearning module updated in line with current *Mental Health Act 2016* implementation.

## 10881NAT redevelopment

The mental state examination, nationally accredited course, launched after major redevelopment and re-accreditation.

## Conference presentations

Dr Lori Leach, Marisa Stewart and Patricia Swords presented at the International Mental Health Services Conference, 12-13 November 2020. Melissa Branjerdporn presented at the Child and Adolescent Mental Health Conference, 5-27 November 2020.



## Our service

The Learning Centre specialises in the development and delivery of mental health training for mental health, alcohol and other drugs professionals and other health professionals. To strengthen the educational resources available to Queensland Health staff, the Learning Centre works collaboratively with mental health educators, Insight/Dovetail (alcohol and drug education provider) and individual health services across the state. We also support mental health training of the non-government workforce, and other government departments both in Queensland and interstate.

Our training is delivered via multiple modalities including face-to-face, blended learning, eLearning, and videoconferencing. Training courses are informed by evidence-based demand and are responsive to the evolving needs of professionals working with people experiencing mental illness (see Appendix A for a full list of Learning Centre courses).

The Learning Centre is guided by our mission statement and the four pillars of People, Profile, Process, and Products, shown below.

<p><b>Our mission</b></p> <p>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.</p>	<p><b>People</b></p> <p>Ensure Learning Centre staff are valued, developed and empowered to deliver excellent public service.</p> <p><b>Process</b></p> <p>Build efficient and effective processes, systems and business strategies to provide a sustainable service.</p>	<p><b>Profile</b></p> <p>Maximise collaborative partnerships, research and marketing to ensure the Learning Centre is recognised as a leader in mental health education.</p> <p><b>Products</b></p> <p>Deliver contemporary best practice mental health education that adheres to a quality assurance framework and improves clinical practice.</p>
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## 2020 Training activity

### Overall training activity

This section provides an overview of all Learning Centre training activity from 1 January 2020 to 31 December 2020.

In 2020, the Learning Centre directly provided or supported our partners to deliver training to 1748 learners in face-to-face, blended and online classroom modes. A breakdown of the number of courses, deliveries and attendees for these courses is presented below in Table 1. There was a total of 4876 eLearning enrolments and 3866 course completions across the 14 eLearning courses hosted by the Learning Centre.

**Table 1**

*Course deliveries*

Mode of delivery	Number of courses	Deliveries	Attendees
Face-to-Face	8	31	344
Blended	7	145	784
Online Classroom	8	110	620
<b>Total</b>	<b>19</b>	<b>286</b>	<b>1748</b>

Learners predominantly worked for Queensland Health (70%), however, 30% of learners who completed training in 2020 worked for external organisations. Table 2 displays the 2020 participation numbers by learner organisation.

**Table 2**

*Training participation by learner organisation*

Organisation	Attendees	eLearning completions
Queensland Health	1362	2583
External organisations	386	1283
<b>Total</b>	<b>1748</b>	<b>3866</b>

The following sections provide a breakdown of the 2020 training activity for Queensland Health followed by details of the training provided to learners from external organisations.

## Queensland Health

This section refers to Queensland Health employees who attended training provided directly by Learning Centre clinical educators. The next section, *Training Partnerships: A Hub and Spoke Model*, refers to training delivered to Queensland Health employees by a Learning Centre trainer partner (HHS educator).

### Face-to-face - Queensland Health

In 2020, Learning Centre clinical educators delivered seven of our thirteen face-to-face courses to Queensland Health employees. There were 18 deliveries spanning across these seven courses with 10120NAT Course in Observing and Documenting a Mental State Examination having the highest rate of delivery (see Table 3). Due to the COVID-19 pandemic restricting opportunities for face-to-face training, the number of face-to-face deliveries in 2020 is 83% lower than the number of deliveries provided in 2019.

**Table 3**

*Face-to-face course deliveries*

Course	Deliveries
QC8 Best Practice Models of Supervision	4
QC13 Capacity Assessment	1
10120NAT Course in Observing and Documenting a Mental State Examination	6
QC9 Critical Components of Risk Assessment and Management	3
QC23 Forming the Therapeutic Alliance	1
QC14 Fundamentals of Assessment, Formulation and Planning	2
QC4 Supervisor	3
<b>Total</b>	<b>18</b>

Table 4 provides a comparison of training enrolments, training attendance, non-attendance, and unique attendance numbers within each HHS. Unique attendance refers to the number of participants who have attended any face-to-face course within each HHS at least once. For example, if a participant attended three courses in 2020, this participant is only counted once in the unique attendance.

Table 4

*Face-to-face training enrolments and attendance by HHS*

HHS	Enrolment	Did not attend	Partial attendance	Full attendance	Unique attendance
Cairns and Hinterland	10	0	0	10	10
Central Queensland	2	0	0	2	1
Central West	0	0	0	0	0
Children's Health Queensland	36	0	1	35	32
Darling Downs	4	0	0	4	4
Gold Coast	22	6	1	15	14
Mackay	16	0	0	16	12
Metro North	31	0	0	31	30
Metro South	31	1	0	30	26
North West	1	0	0	1	1
South West	1	0	0	1	1
Sunshine Coast	20	0	0	20	19
Torres and Cape	2	0	0	2	2
Townsville	54	1	0	53	35
West Moreton	20	0	0	20	19
Wide Bay	1	0	0	1	1
State-wide Service	1	0	0	1	1
<b>Total</b>	<b>252</b>	<b>8</b>	<b>2</b>	<b>242</b>	<b>208</b>

***Blended learning - Queensland Health***

In 2020, the Learning Centre clinical educators provided blended learning training to Queensland Health employees through 16 training deliveries. Due to the COVID-19 pandemic, this is an 83% decrease on the number of deliveries from 2019. Four of the six blended learning courses were delivered to Queensland Health employees. The number of deliveries for each of these four blended learning courses is presented in Table 5. A comparison of training enrolments, eLearning completions and attendance in blended learning courses for each HHS is provided in Table 6.

**Table 5***Blended learning course deliveries in 2020*

Course	Deliveries
QC2 Engage, Assess, Respond to, and Support Suicidal People	4
QC27 Group Facilitation in Therapeutic Contexts	1
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	5
QC30 Violence Risk Assessment and Management	6
<b>Total</b>	<b>16</b>

**Table 6***Blended Learning training enrolments and attendance by HHS*

HHS	Enrolment	eLearning completions	Did not attend	Full attendance	Unique attendance
Cairns and Hinterland	19	78	0	19	18
Central Queensland	45	48	4	41	38
Central West	0	0	0	0	0
Children's Health Queensland	13	18	3	10	10
Darling Downs	7	10	0	7	7
Gold Coast	8	11	1	7	6
Mackay	12	12	1	11	11
Metro North	30	37	2	28	28
Metro South	16	17	0	16	15
North West	0	1	0	0	0
South West	0	1	0	0	0
Sunshine Coast	1	47	0	1	1
Torres and Cape	3	5	0	3	2
Townsville	0	0	0	0	0
West Moreton	39	45	0	39	38
Wide Bay	1	1	0	1	1
<b>Total</b>	<b>194</b>	<b>331</b>	<b>11</b>	<b>183</b>	<b>165</b>

## Online classroom - Queensland Health

The year 2020 saw the Learning Centre develop courses for the online classroom format. These courses have been adapted from a mix of face-to-face and blended learning courses. The courses, modified from blended learning formats, continue to have eLearning modules that learners are to complete before attending the online classroom. Ninety-one deliveries of the online classroom courses were offered (see Table 7). Table 8 provides a comparison of training enrolments, eLearning completions and attendance for each HHS.

**Table 7**

*Online classroom course deliveries in 2020*

Course	Deliveries
10881NAT Course in Observing and Documenting the Mental State Examination	2
QC19 Critical Components of Risk Assessment and Management (Refresher)	9
QC32 Engage, Assess, Respond to, and Support Suicidal People	13
QC33 Critical Components of Risk Assessment and Management	27
QC34 Fundamentals of Assessment, Formulation and Planning	12
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People	14
QC36 Capacity Assessment and Advance Health Directives	5
QC37 Supporting a Suicidal Young Person	8
<b>Total</b>	<b>90</b>

**Table 8***Online classroom training enrolments and attendance by HHS*

HHS	Enrolment	Did not attend	Partial attendance	Full attendance	Unique attendance
Cairns and Hinterland	56	5	1	50	21
Central Queensland	71	6	1	64	24
Central West	0	0	0	0	0
Children's Health Queensland	43	1	0	42	17
Darling Downs	39	6	1	32	16
Gold Coast	38	5	1	32	16
Mackay	19	2	0	17	10
Metro North	57	7	2	48	25
Metro South	119	11	5	103	47
North West	19	3	0	16	7
South West	5	2	0	3	2
Sunshine Coast	40	3	0	37	15
Torres and Cape	19	3	0	16	6
Townsville	61	7	0	54	28
West Moreton	74	0	0	74	16
Wide Bay	37	1	1	35	16
State-wide Service	2	0	0	2	1
<b>Total</b>	<b>697</b>	<b>60</b>	<b>14</b>	<b>626</b>	<b>275</b>

### *eLearning - Queensland Health*

In 2020, the Learning Centre hosted 14 eLearning courses for mental health clinicians. These eLearning courses are available to all Queensland Health staff and can be accessed through the Learning Centre's Learning Management System (website access details are provided in the contacts section on page 39). The eLearning courses are self-paced, enabling learners to complete in their own time. Table 9 presents the number of Queensland Health employee enrolments received for each eLearning course and the rates of completion. As shown in Table 9, total of 2583 eLearning completions were recorded for Queensland Health employees, which represents a completion rate of 79% of enrolments.

Based on enrolment data, the three most popular eLearning courses were:

- QC48 Mental State Examination (updated with a redeveloped course in December 2020)
- QC40 Capacity Assessment Training and Advance Health Directives
- QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People.

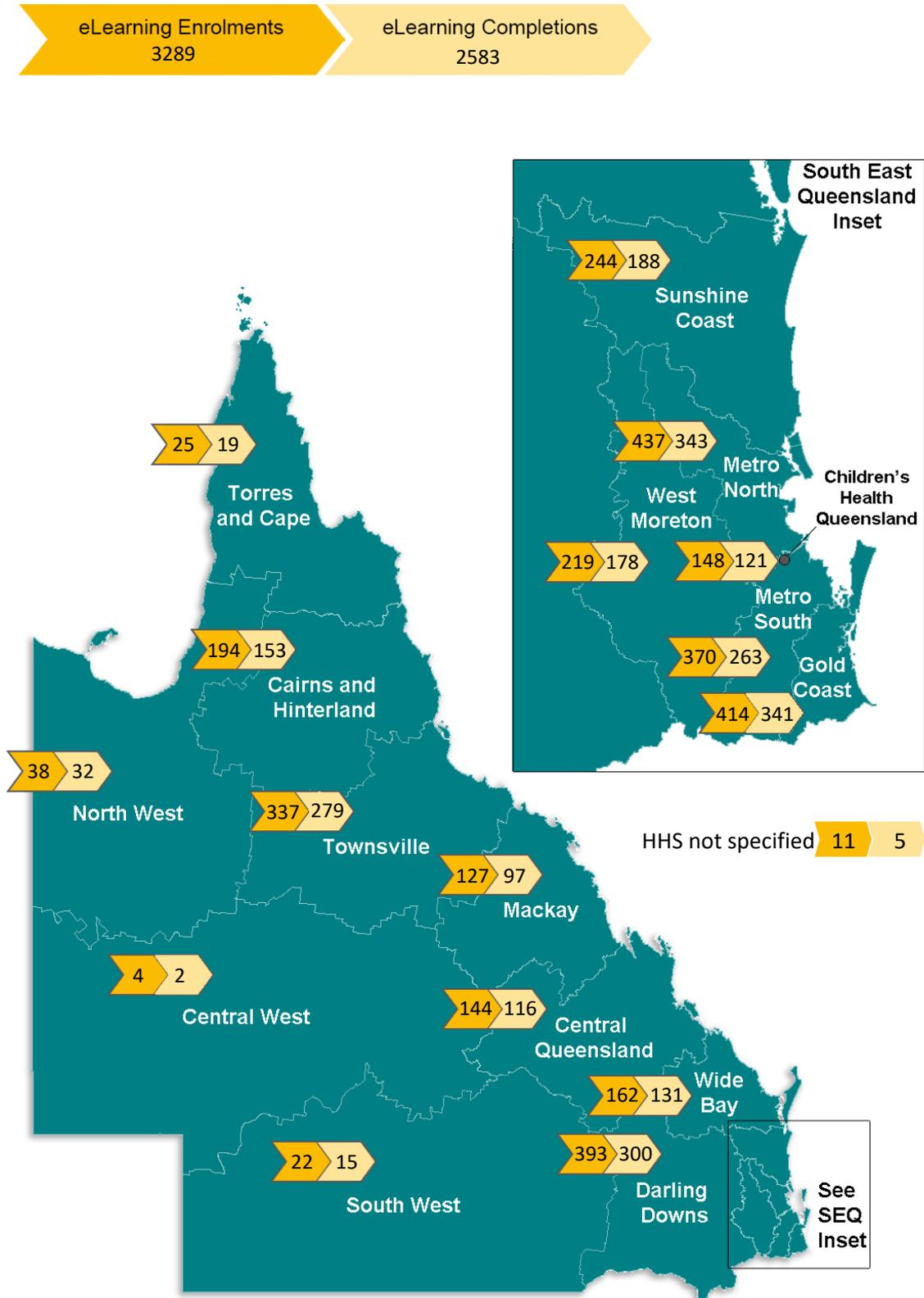
**Table 9**  
*eLearning enrolments and completions*

Course	Enrolments	Completed	%
QC40 Capacity Assessment Training and Advance Health Directives	557	454	82
QC42 An Intro to the use of Sensory Approaches in Mental Health Care	271	202	75
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	182	145	80
QC49 Police and Ambulance Intervention Plan	90	90	100
QC52 Cultural Capability in Mental Health	150	130	87
QC53 Capacity Assessment and the “Less Restrictive Way” for Minors	161	123	76
QC54 Foundations of Risk Assessments and Management	323	227	70
QC55 Formulation and Care Planning	290	152	52
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	337	229	68
QC57 Introduction to Violence Risk Assessment and Management	144	94	65
DQC41 Acute Management Plan [Decommissioned December 2020]	152	152	100
DQC46 Dual Diagnosis [Decommissioned December 2020]	128	121	95
DQC47 Employment for People with a Mental Health Illness: Understanding the IPS Model [Decommissioned December 2020]	52	38	73
DQC48 Mental State Examination [updated course December 2020]	452	426	94
<b>Total</b>	<b>3289</b>	<b>2583</b>	<b>79</b>

The distribution of course enrolments and completions across the 16 HHSs is presented in Figure 1 (overleaf).

**Figure 1**

*eLearning course enrolments and completions for each HHS*



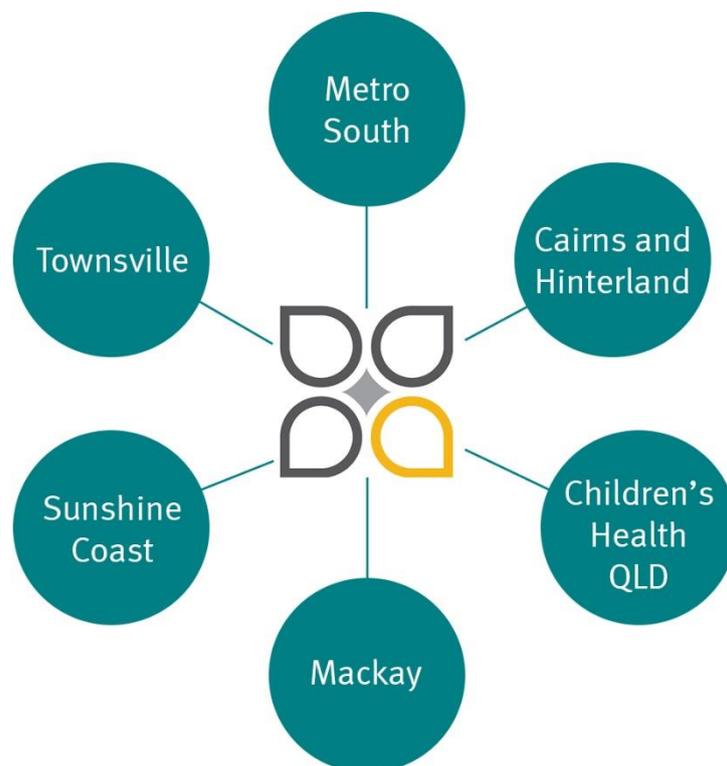
## Training partnerships: A hub and spoke model

To increase the reach and volume of mental health training within Queensland Health, the Learning Centre has progressed to a hub and spoke model of training partnerships. The Learning Centre establishes formal training partnerships with Hospital and Health Services (HHS) to upskill their educators. These educators can then independently deliver face-to-face training (including the face-to-face components of blended learning courses) within their health service. This approach provides a sustainable model to address the increasing training needs of the mental health workforce so they can meet the increased demand for mental health services.

Benefits of training partnerships include:

- ongoing support to educator partners through upskilling and educator reflective space sessions
- collaborative training review and development
- quality monitoring
- professional development opportunities.

In 2020, the Learning Centre expanded to six formal training partnership arrangements with health services across the state to deliver the Learning Centre’s blended and face-to-face training. These health services are: Metro South, Cairns and Hinterland, Children’s Health Queensland, Mackay, Sunshine Coast and Townsville Hospital and Health Services. A breakdown of deliveries and attendance through these partnerships is presented in the following section.



## Hospital and Health Service partnerships

Table 10 lists the number of training deliveries provided through HHS partnerships and the number of learners who attended that training. The number of deliveries through formal partnerships decreased from 32, in 2019 to 14, in 2020 with the restrictions implemented to manage COVID-19 in Australia.

**Table 10**

*HHS partnership course deliveries in 2020*

Partnership HHS	Course	Deliveries	Attended
Cairns and Hinterland	QC9 Critical Components of Risk Assessment and Management	2	9
	QC2 Engage, Assess, Respond to, and Support Suicidal People	2	27
Sunshine Coast	QC9 Critical Components of Risk Assessment and Management	2	19
	QC2 Engage, Assess, Respond to, and Support Suicidal People	4	42
Townsville	QC8 Best Practice Models of Supervision	3	29
	QC9 Critical Components of Risk Assessment and Management	1	16
<b>Total</b>		<b>14</b>	<b>142</b>

## Suicide prevention skills training

As coordinator of the Suicide Prevention Education and Training part of the broader Suicide Prevention Skills Project, the Learning Centre supports the goal to embed contemporary suicide skills training across all Queensland Hospital and Health Services. Part of this program includes delivering, as well as supporting health services to deliver, a core suite of suicide prevention skills courses.

The core suite of suicide prevention skills courses includes:

- Suicide Risk Assessment and Management in an Emergency Department Setting (SRAM-ED; QC50, QC51, QC80, QC25)
- Engage, Assess, Respond to, and Support Suicidal People (EARS; QC2, QC32 online)
- Youth: Engage, Assess, Respond to, and Support Suicidal People (YEARS; QC28, QC35 online)
- Supporting a Suicidal Young Person (SSYP; QC31, QC37 online).

The next section provides a breakdown of training delivery and the number of learners who attended the training for this suite of courses (see Table 11).

**Table 11**

*Suicide prevention skills training deliveries*

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	10	96
QC32 Engage, Assess, Respond to, and Support Suicidal People (Online)	17	72
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	6	82
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People (Online)	18	85
QC31 Supporting a Suicidal Young Person (SSYP)	0	0
QC80 Gold Coast Suicide Prevention Pathway Training	11	101
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational	72	254
QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced	39	148
<b>Total</b>	<b>173</b>	<b>838</b>

The Learning Centre developed the Suicide Risk Assessment and Management in Emergency Department Settings (SRAM-ED) training package as part of an overarching Suicide Prevention Project and in response to a 2015 Ministerial commitment. SRAM-ED is a blended learning course designed to enhance the knowledge and skills of clinicians working in emergency department settings with consumers who are at risk of suicide. The training package consists of Foundational (QC50) and Advanced (QC51) courses that can be completed separately or together, as well as a Train-the-trainer (QC25) course.

The Foundational (QC50) and Advanced (QC51) SRAM-ED courses are delivered in partnership with all HHSs. Queensland Health staff undertake the eLearning component via the Learning Centre's website, while the face-to-face component is delivered in the participant's own HHS by facilitators who have previously undertaken the Train-the-trainer course (QC25). The Gold Coast Health Service delivers their own suicide prevention training (QC80) in combination with some of the Learning Centre's SRAM-ED eLearning modules. In 2020, a total of 503 participants attended these face-to-face courses through 122 deliveries (see Tables 12-14). Due to the COVID-19 pandemic, this was a 40% decrease from 2019 to 2020, in the number of SRAM-ED participants.

**Table 12***QC50 SRAM-ED: Foundational training deliveries*

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	46	0	8	54
Central Queensland	34	3	5	42
Central West	1	0	0	1
Children's Health Queensland	29	1	0	30
Darling Downs	107	39	106	252
Gold Coast	34	1	6	41
Mackay	5	13	46	64
Metro North	86	11	5	102
Metro South	38	4	38	80
North West	0	1	15	16
South West	9	3	2	14
Sunshine Coast	0	0	0	0
Torres and Cape	9	0	0	9
Townsville	6	0	0	6
West Moreton	5	0	1	6
Wide Bay	17	4	21	42
Non-Queensland Health	1	2	1	4
<b>State-wide Total</b>	<b>427</b>	<b>82</b>	<b>254</b>	<b>763</b>

**Table 13***QC51 SRAM-ED: Advanced training deliveries*

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	25	0	23	48
Central Queensland	13	2	35	50
Central West	1	0	0	1
Children's Health Queensland	1	0	0	1
Darling Downs	36	2	41	79
Gold Coast	38	0	9	47
Mackay	10	0	6	16
Metro North	8	0	0	8
Metro South	11	0	0	11
North West	3	1	2	6
South West	0	3	2	5
Sunshine Coast	0	0	0	0
Torres and Cape	7	0	0	7
Townsville	3	0	0	3
West Moreton	2	1	5	8
Wide Bay	4	0	22	26
Non-Queensland Health	3	3	3	9
<b>State-wide Total</b>	<b>165</b>	<b>12</b>	<b>148</b>	<b>325</b>

**Table 14***QC80 Gold Coast Suicide Prevention Pathway Training*

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	2	1	0	3
Central Queensland	1	0	1	2
Central West	0	0	0	0
Children's Health Queensland	0	0	1	1
Darling Downs	1	0	0	1
Gold Coast	34	19	92	145
Mackay	0	0	1	1
Metro North	1	0	0	1
Metro South	2	0	0	2
North West	0	0	0	0
South West	1	0	0	1
Sunshine Coast	1	0	0	1
Torres and Cape	0	0	0	0
Townsville	20	0	1	21
West Moreton	1	0	2	3
Wide Bay	0	0	1	1
Non-Queensland Health	2	1	2	5
<b>State-wide Total</b>	<b>66</b>	<b>21</b>	<b>101</b>	<b>188</b>

## External organisations

The Learning Centre supports external organisations through private group training, delivered on request and by providing access to Learning Centre training for clinicians working outside of Queensland Health. In 2020, a total of 1669 staff from external organisations attended our training or completed eLearning courses. This included 261 participants from private group training requested by external organisations and 125 participants from external organisations who independently accessed the Learning Centre training. Further details are presented below.

## Deliveries to external organisations

The Learning Centre provided 20 private training deliveries to 261 staff from four external organisations. Table 15 displays by organisation type and course, the number of deliveries and attendees.

**Table 15**

*Private delivery of Learning Centre courses by organisation*

Organisation	Course	Deliveries	Attendees
Interstate Government Department	QC32 Engage, Assess, Respond to, and Support Suicidal People (online)	2	16
	QC33 Critical Components of Risk Assessment and Management (online)	2	24
Non-government Organisation (NGO)	QC32 Engage, Assess, Respond to, and Support Suicidal People (online)	2	27
	QC33 Critical Components of Risk Assessment and Management (online)	8	91
	QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People (online)	4	47
	QC37 Supporting a Suicidal Young Person (online)	2	15
Other Queensland Government Department	Youth Mental Health First Aid (YMHFA)	2	25
	QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	1	16
<b>Total</b>		<b>20</b>	<b>261</b>

## Individual external staff participation

An additional 1407 staff from organisations outside of Queensland Health attended face-to-face, blended or online classroom training (total = 125) or completed eLearning courses (total = 1282) in 2020. NGOs had the highest representation (see Table 16).

**Table 16**

*External staff participation by organisation*

Organisation	Attendees
Non-government organisation	594
University	304
Other, not specified	246
Interstate Government department	107
Other Queensland Government department	104
Private hospital	30
Other Tertiary Institution / TAFE	23
<b>Total</b>	<b>1408</b>

The breakdown of external staff participation, by course for each mode of training delivery is presented in Tables 17 to 19. The courses: 10120NAT Course in Observing and Documenting a Mental State Examination, QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People, QC33 Critical Components of Risk Assessment and Management (online classroom) and QC48 Mental State Examination had the highest rate of completion by staff external to Queensland Health, with the most uptake for face-to-face, blended, online and eLearning courses, respectively.

**Table 17**

*External participation by face-to-face course*

Face-to-face course	Attendees
10120NAT Course in Observing and Documenting a Mental State Examination	3
QC9 Critical Components of Risk Assessment and Management	1
<b>Total</b>	<b>4</b>

**Table 18**

*External participation by blended learning course*

Blended learning course	Attendees
QC27 Group Facilitation in Therapeutic Contexts	6
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	5
QC30 Violence Risk Assessment and Management	1
QC2 Engage, Assess, Respond to, and Support Suicidal People	1
<b>Total</b>	<b>13</b>

**Table 19**

*External participation by online classroom course*

Online classroom course	Attendees
10881NAT Course in Observing and Documenting the Mental State Examination	2
QC32 Engage, Assess, Respond to and Support Suicidal People	9
QC33 Critical Components of Risk Assessment and Management	35
QC34 Fundamentals of Assessment, Formulation and Planning	6
QC35 Youth: Engage, Assess, Respond to and Support Suicidal People	26
QC36 Capacity Assessment and Advance Health Directives	1
QC37 Supporting a Suicidal Young Person	29
<b>Total</b>	<b>125</b>

**Table 20***External participation in eLearning course*

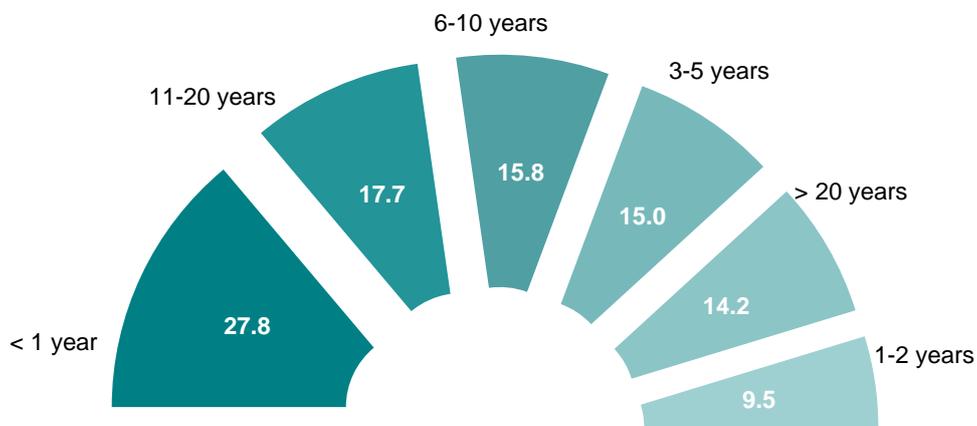
eLearning course	Completions
QC40 Capacity Assessment Training and Advance Health Directives	51
DQC41 Acute Management Plan [Decommissioned December 2020]	49
QC42 An Intro to the use of Sensory Approaches in Mental Health Care	134
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	116
DQC46 Dual Diagnosis [Decommissioned December 2020]	81
DQC47 Employment for People with a Mental Health Illness: Understanding the IPS Model [Decommissioned December 2020]	33
DQC48 Mental State Examination [Re-developed December 2020]	433
QC49 Police and Ambulance Intervention Plan	27
QC52 Cultural Capability in Mental Health	113
QC53 Capacity Assessment and the “Less Restrictive Way” for Minors	29
QC54 Foundations of Risk Assessments and Management	59
QC55 Formulation and Care Planning	42
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	88
QC57 Introduction to Violence Risk Assessment and Management	28
<b>Total</b>	<b>1283</b>

## Our learners

For each course, and across all modalities of training (face-to-face, blended learning, eLearning and online), the Learning Centre collects participant demographic information. This information enables us to determine the profile of Queensland Health staff accessing the training and guides the future provision of service. A snapshot of relevant demographic characteristics of all 2020 participants (excluding partnership delivery participants) is presented in Figures 2 through 6.

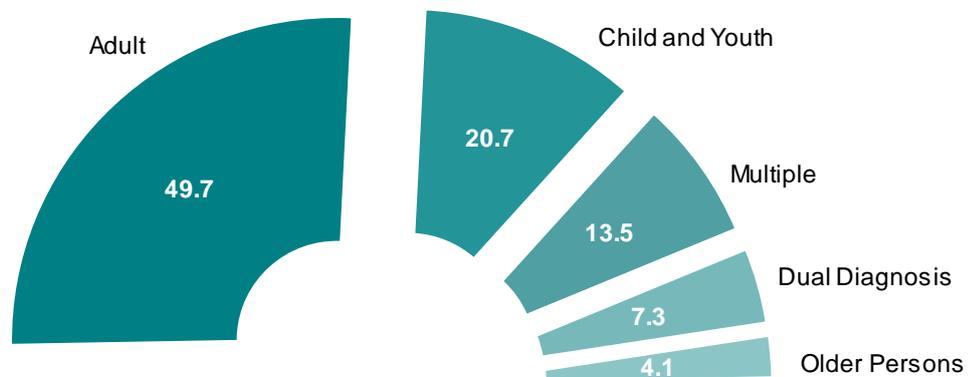
**Figure 2**

*Years of experience working in mental health (n = 5396)*



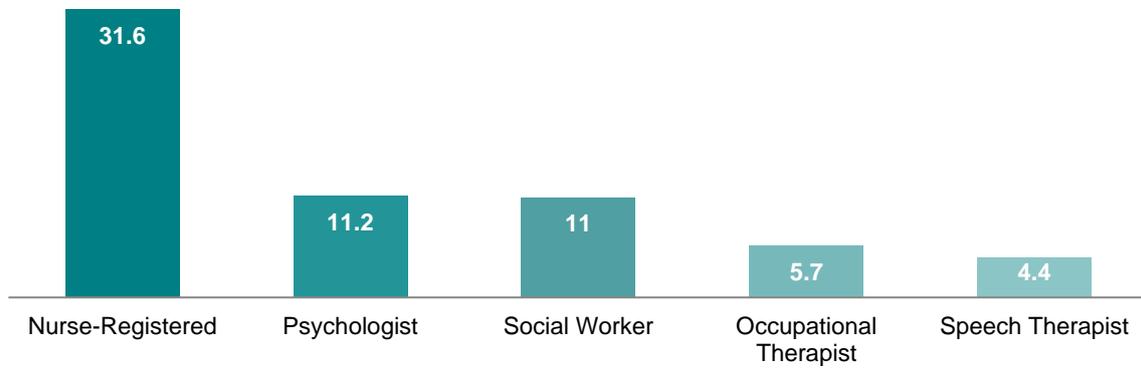
**Figure 3**

*Primary consumer target group (n = 6900)*



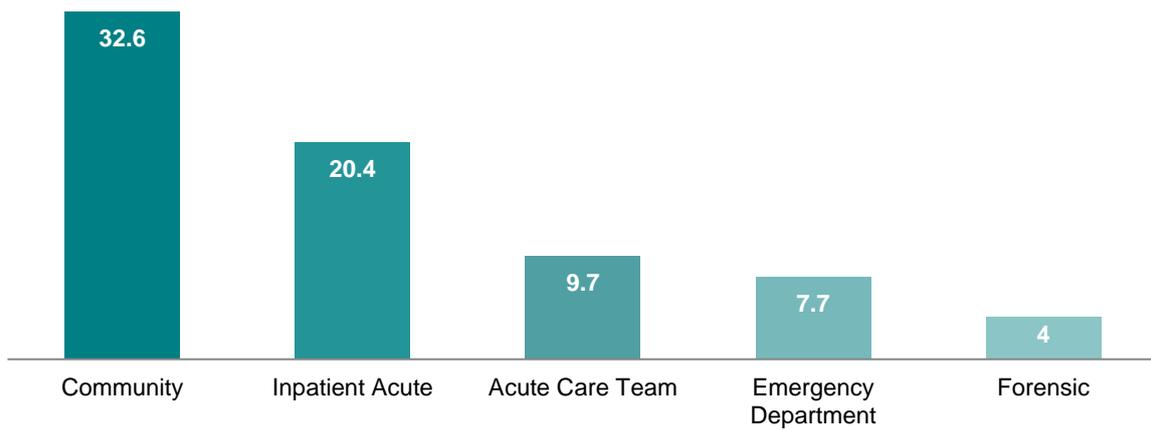
**Figure 4**

*Top five professional backgrounds (n = 7327)*



**Figure 5**

*Top five areas of service (n = 5380)*



**Figure 6**

*Top five streams for participants employed in Metro South Health (n = 829)*



## Training outcomes

The systematic evaluation by learners of Learning Centre courses provides an indication as to their efficacy, as well as acting as a valuable source of information to guide our continual quality improvement. Training evaluations are administered for the majority of the Learning Centre's courses, before and after training, and again three months after the day of training. In 2020, the Learning Centre rolled out online evaluations for most of our courses. This means evaluations are completed at the learner's convenience rather than using valuable training time to completing evaluations. Evaluations are individually tailored to each course and measure a range of training outcomes including: knowledge, confidence, training satisfaction, commitment to apply learning back in the workplace, and application and sharing of learning in practice.

An overview of the 2020 course training outcomes is provided in the following sections. Further information relating to the outcomes of a course, in a particular HHS, can be obtained by contacting the Learning Centre via contact details listed on page 40.

## Knowledge and confidence

**Knowledge outcomes** are assessed in a variety of ways, including multiple choice, true/false, and/or short answer items. To determine changes in participant knowledge, as a result of training, an aggregated total for knowledge items was derived from data for **all** courses. The data is represented as a percentage of correct responses to knowledge scales; with higher values indicative of a greater number of correct responses, and thus a greater knowledge of course content.

“

*This training has given me a better understanding of young people and suicide. It will allow me to engage, respond to and support young people in ways that I wouldn't have been able to before.*

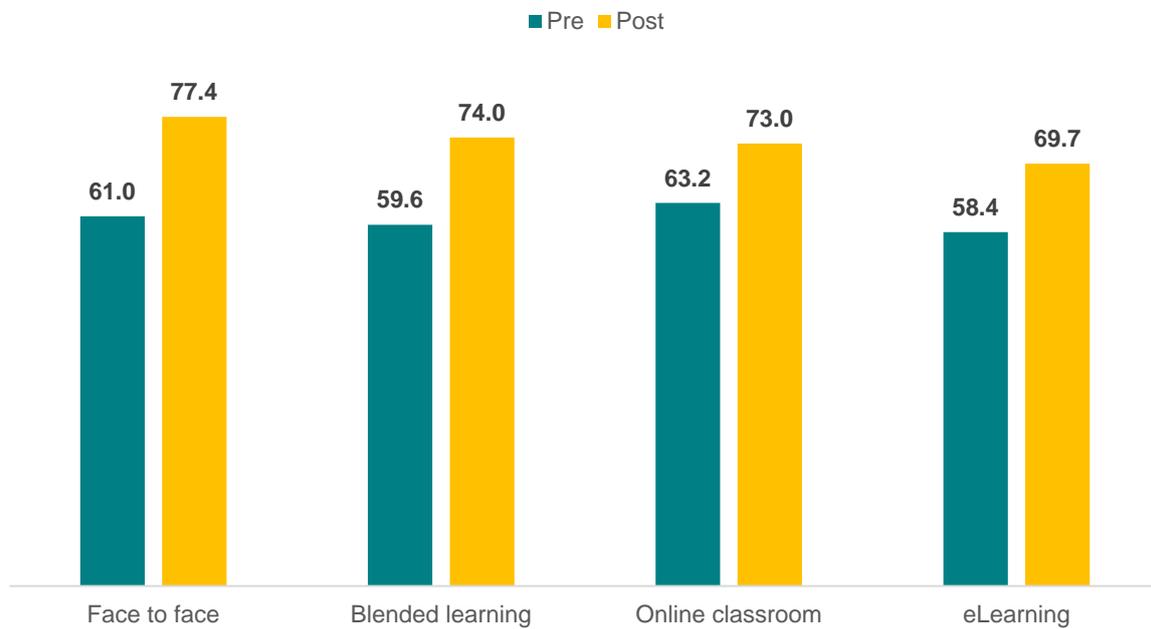
”

Youth Program Facilitator, QC35 Youth: Engage, Assess, Respond to, and Support

Figure 7 presents the aggregated knowledge scores (as a percentage of the scale totals) for all courses in 2020. Participant knowledge increased notably after training. Refer to Appendix B for inferential statistics relating to knowledge and confidence scales.

**Figure 7**

Correct responses to knowledge items before and after training

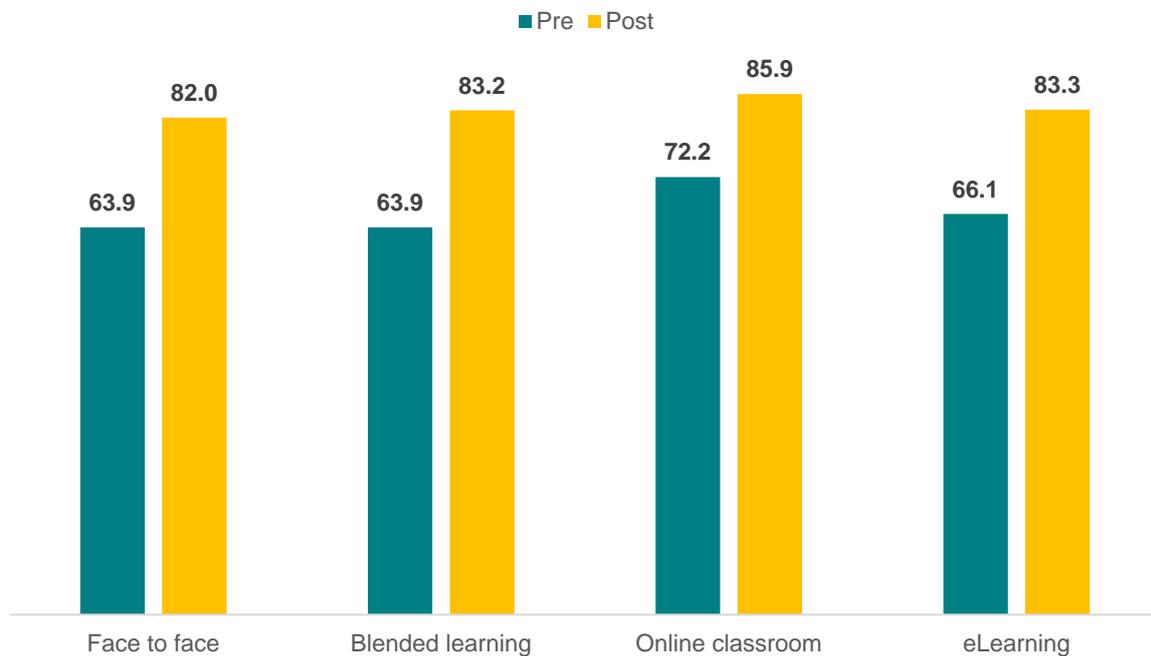


To assess participant **confidence**, Likert-type scales, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), are used to measure participants' self-rated agreement with statements relating to their perceived confidence for training outcomes. Higher scores represent greater perceived confidence with respect to the **learning objectives** of the course.

Figure 8 outlines the aggregated confidence scores (as a percentage of the scale totals) for all courses in 2020. Participants reported markedly higher levels of self-rated confidence after training, when compared to their confidence before the training.

**Figure 8**

Participant self-perceived confidence before and after training



## Confidence and commitment

Participants' self-rated **confidence and commitment to apply** the concepts and principles taught in the courses are assessed after the training. Participants are asked to rate their perceived ability to apply what was learned at the training back in their workplace, on scales ranging from 0 (*not at all confident/committed*) to 10 (*extremely confident/committed*). Figures 9 depicts self-rated participant confidence and commitment to apply what was learned, aggregated across all courses. These levels were uniformly high across all face-to-face courses.



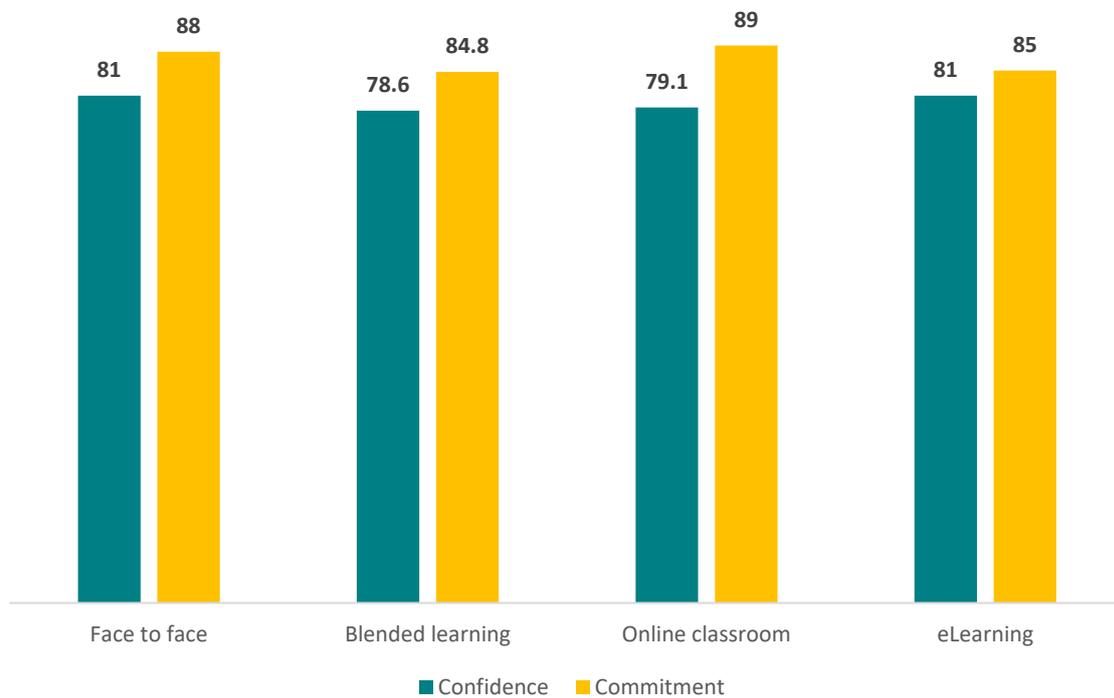
*Wonderful eLearning course. I was not confident with mental health prior doing the course. eLearning helped me become confident. It definitely addressed my needs and I will recommend the course to my colleagues. After this eLearning, I will apply the knowledges and approach in my job.*



**Resident Medical Officer, QC40 Capacity Assessment Training and Advanced Health Directives course participant**

**Figure 9**

*Participant self-perceived confidence and commitment to apply what was learned, in the workplace*



Participants who reported their levels of confidence or commitment as six or below (out of 10 on the rating scales) were asked to specify the reasons contributing to their lower rating. For 2020, the most cited reasons for a lack of confidence and commitment to apply the content/principles of the training back in the workplace are shown in Table 20. Compared to overall training numbers, a minority of participants reported low confidence or commitment post-training.

**Table 20**

*Most cited reasons reported, after training, for lack of confidence and commitment*

Reasons identified	Face-to-face	Blended learning	Online classroom	eLearning	Total
Do not have the necessary knowledge and/or skills	7	19	41	239	306
Not enough experience	9	0	66	91	166
<b>Total</b>	<b>16</b>	<b>19</b>	<b>107</b>	<b>330</b>	<b>472</b>

## Application of training

Three months after training, participants are asked to indicate if they had **applied the knowledge and skills learned and/or shared their learning** with their colleagues.



*I will be more mindful of the differences between children and adults as well as Aboriginal and Torres Strait Islander People. Understand that risk factors are more than low, medium, high but more to do with relative to others.*

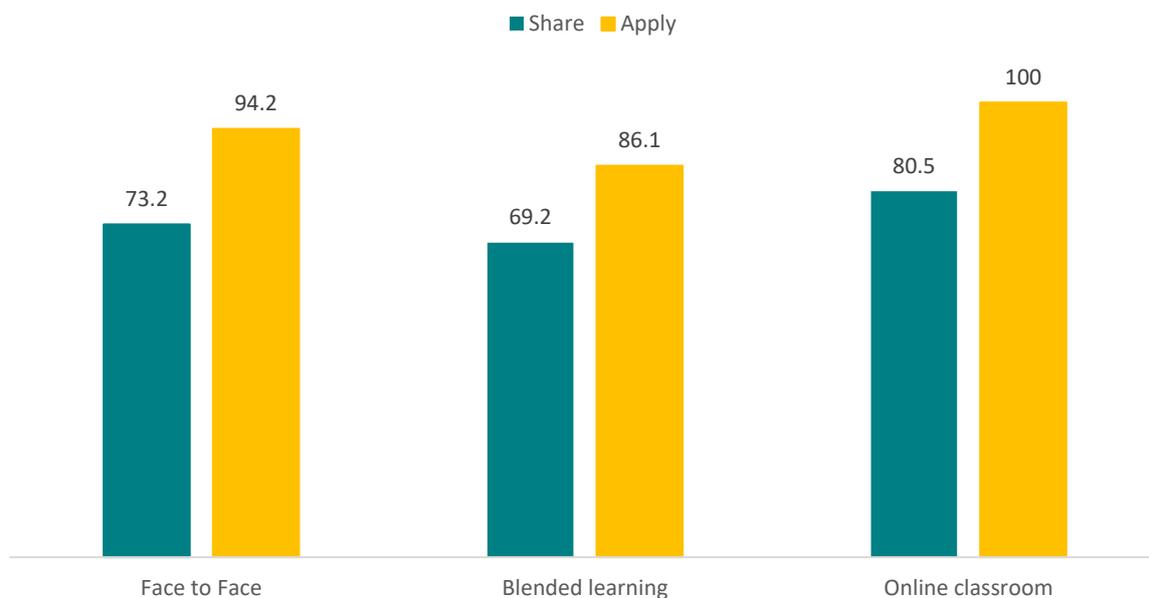


Psychologist, QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People course participant

When asked three months after training, Figure 10 outlines the percentage of participants reporting they had applied and/or shared the knowledge and skills learned. A notably high proportion of participants reported applying the knowledge and skills they acquired. This suggests that participants' knowledge and skills were not only preserved after three months, but they were practiced in participants' work. Furthermore, most participants reported sharing their newly acquired knowledge and skills, implying that the benefits of training extend beyond the thousands of employees we train directly. Those reporting they had not applied their learning back on the job cited, as the most common reason, having no opportunity in their work. (see Table 21).

**Figure 10**

*Application and sharing of knowledge and skills in the workplace*



**Table 21**

*Most cited reasons for not applying knowledge/skills in the workplace*

Reasons identified:	Face-to-Face	Blended
Did not acquire skills	0	2
No opportunity	3	25
Did not remember	0	2
Not relevant	0	6
Change not supported	0	1
Other	0	4
<b>Total</b>	<b>3</b>	<b>40</b>

## Training satisfaction and recommendation

Participant satisfaction with the training, and recommendation of the training to others, is assessed using the 5-point Likert-type scale to measure participants' self-rated agreement with statements relating to the training received, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

A high level of training satisfaction was reported by participants immediately after the training. This was maintained at our three-month follow-up for face-to-face, blended and online classroom courses (see Figure 11). There is no three-month data for eLearning training as these courses are not evaluated at three-month post completion. Participants were also likely to recommend the training to others, as shown in Figure 12 below.



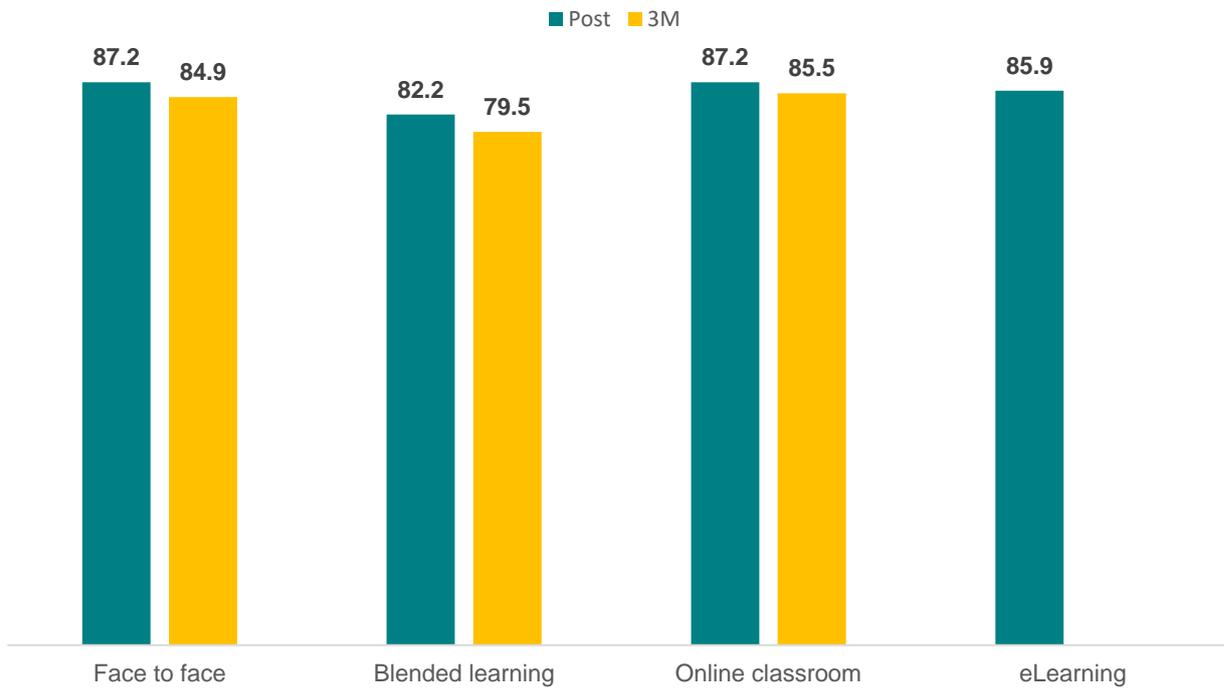
*I really enjoyed this training and the combination and written information, case examples and videos which facilitated learning and kept me focused and interested.*



Psychologist, QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors course participant

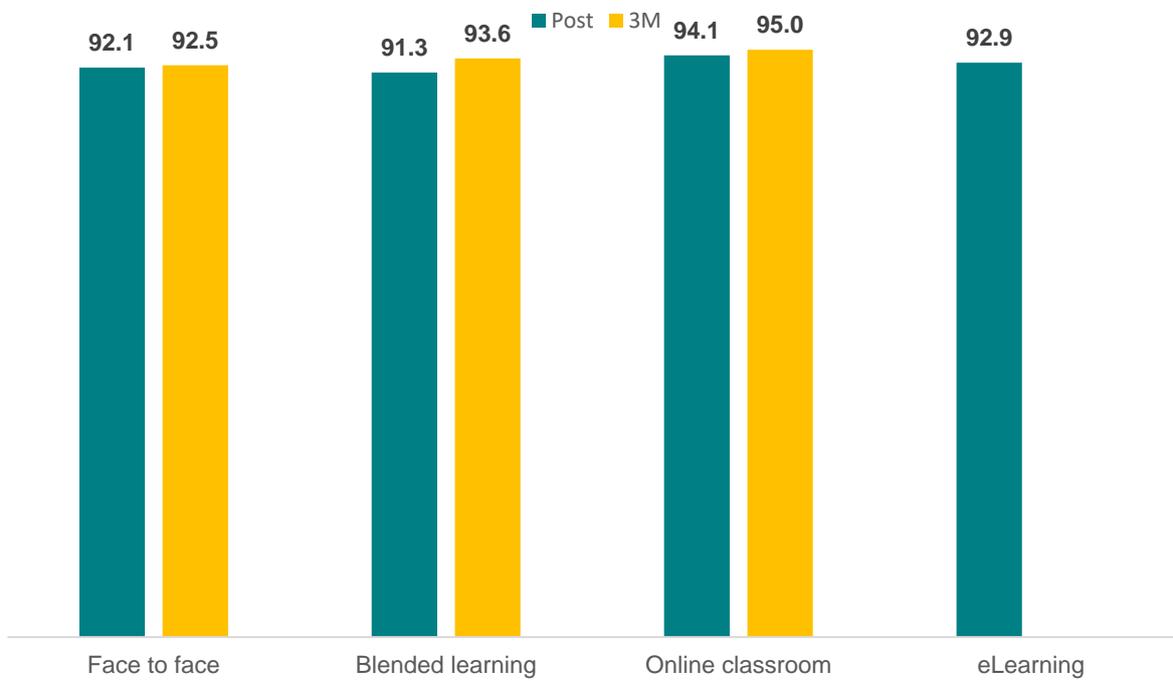
**Figure 11**

*Participant satisfaction with training*



**Figure 12**

*Participant recommendation to others*



## Skills

Three face-to-face courses and their online classroom counterparts include assessments, to allow participants to demonstrate their ability to implement the skills learned in training: QC9 and QC33 Critical Components of Risk Assessment and Management, QC14 and QC34 Fundamentals of Assessment, Formulation and Planning, 10120NAT/10881NAT Course in Documenting and Observing the Mental State Examination. Successful completion rates are provided below in Table 22.

**Table 22**

*Assessment completion rates for QC9 and QC33 Critical Components of Risk Assessment (CCRAM) and Management and QC14 and QC34 Fundamentals of Assessment, Formulation and Planning (FAFP) courses*

Assessment outcomes	CCRAM (QC9, QC33)	FAFP (QC14, QC34)
Participants who successfully completed an assessment	99	36
Participants who did not successfully complete an assessment	26	15
Participants who attended without completing an assessment	86	43
<b>Total participants</b>	<b>211</b>	<b>94</b>

Most (79.2%) participants who submitted an assessment for QC9 or QC33 Critical Components of Risk Assessment and Management completed it successfully; while for QC14 or QC34 Fundamentals of Assessment, Formulation and Planning course, 70.6% of participants who submitted an assessment successfully completed it. Participants who did not successfully complete an assessment were offered the opportunity to re-enrol in the course to consolidate their learning and they may subsequently re-sit the assessment. Table 23 outlines the completion rates for our nationally accredited 10120NAT/10881NAT Course in Documenting and Observing the Mental State Examination. The majority (78.3%) of participants completed the course and achieved a result of 'competent'.

**Table 23**

*Assessment completion rates for the 10120NAT/10881NAT Course in Observing and Documenting the Mental State Examination*

Assessment outcomes	10120NAT/10881NAT
Participants who completed an assessment and achieved a result of 'competent'	65
Participants who completed an assessment and who were deemed 'not competent'	12
Participants who attended without completing an assessment	5
Participants with results pending	1
<b>Total participants</b>	<b>83</b>

Cairns and Hinterland, Sunshine Coast and Townsville HHSs had formal partnerships to deliver the QC9 Critical Components of Risk Assessment and Management course in 2020. This course includes an assessment to allow participants to demonstrate their ability to implement the skills learned in training. The completion rates of the assessment are provided for Cairns and Hinterland, Sunshine Coast and Townsville HHS partnership deliveries, in Table 24.

**Table 24**

*Assessment completion rates for QC9 Critical Components of Risk Assessment and Management delivered in partnership with HHSs*

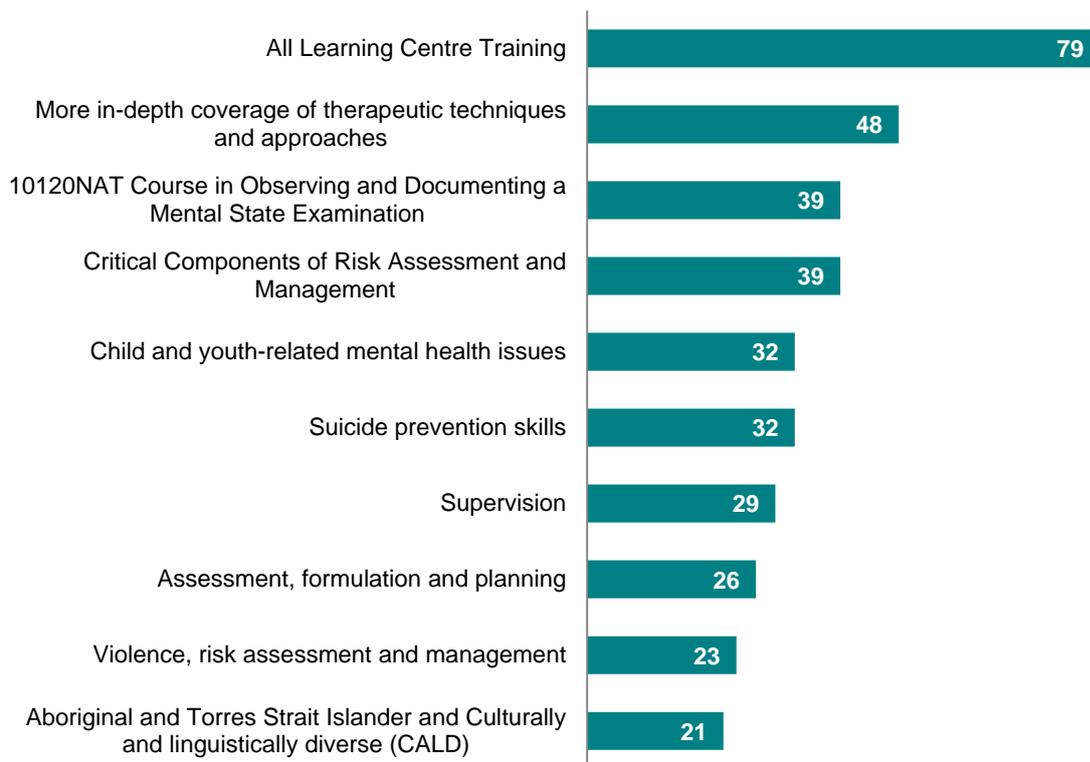
Assessment outcomes	Cairns and Hinterland	Sunshine Coast	Townsville
Participants who successfully completed an assessment	4	17	14
Participants who did not successfully complete an assessment	1	1	2
Participants who attended without completing an assessment	4	0	0
<b>Total participants</b>	<b>9</b>	<b>18</b>	<b>16</b>

## Staff training needs

To better understand prospective training needs, participants were asked what additional mental health training they would like to receive. This information may be of interest to local HHS education staff, and for planning purposes. Figure 13 outlines the top 10 responses. The highest frequency response to this item was *All Learning Centre training*. Responses were grouped into similar themes. Values are indicative of the number of times a response was mentioned by participants.

**Figure 13**

*Top ten responses to the item 'What further mental health training would you like to receive?'*



## Extent of Learning Centre training

To estimate the proportion of Queensland Health mental health staff accessing *any* modality of Learning Centre training in 2020, attendance data was filtered to exclude instances where a staff member completed multiple Learning Centre courses, i.e., a single participant was only counted once. The frequencies of unique participants within each HHS was based on the HHS information provided by the participant upon enrolment. These unique participant numbers were then compared with the total average paid full-time equivalent (FTE) staff by HHS for the 2019/2020 financial year. Refer Table 25.

**Table 25**

*Unique training participants in 2020 compared to the FTE by HHS for the 2019/2020 Financial Year*

HHS	HHS FTE <sup>a</sup>	Unique Learning Centre participants <sup>b</sup>
Cairns and Hinterland	363	150
Central Queensland	200	115
Central West	6	5
Children's Health Queensland	319	113
Darling Downs	487	220
Gold Coast	620	255
Mackay	180	87
Metro North	1072	302
Metro South	1095	245
North West	34	24
South West	20	13
Sunshine Coast	405	218
Torres and Cape	43	29
Townsville	495	166
West Moreton	641	155
Wide Bay	232	95
<b>State-wide Total</b>	<b>6212</b>	<b>2192</b>

<sup>a</sup>Data Source: Mental Health Establishments Collection: (excludes administrative, clerical staff, and domestic and other staff as defined in the data source). According to the source, this data is preliminary and subject to change.

<sup>b</sup>Comparative values cannot be converted to percentages as while Unique Learning Centre participants are predominantly employed by MHSS, it cannot reliably exclude workers from services outside of Queensland Mental Health Services.

## Queensland Mental Health Scholarship Scheme

The Queensland Mental Health Scholarship Scheme (MHSS) is a Queensland Health initiative designed to enhance the capability of the mental health workforce by increasing skill mix and strengthening recruitment and retention outcomes in mental health services. Since establishment in the 1999-2000 financial year, the MHSS is awarded annually and provides funding to both nursing and allied health professionals towards the completion of approved postgraduate mental health related qualifications. The Learning Centre oversees the strategic management, administration, and funding of the MHSS.

Every eligible applicant has been offered a scholarship, however, due to COVID-19 restrictions, many staff withdrew from the scheme. In 2020, a total of 62 scholarships were offered and \$157,780 was awarded to Queensland Health clinicians as part of the MHSS. Table 26 presents the number of scholarships awarded in the 2020 funding round for nursing and allied health staff.

**Table 26**

*Number of scholarships awarded in the 2020 funding round*

Professional Background	Scholarships Awarded
Nursing	41
Allied health	21
<b>Total</b>	<b>62</b>

## Key contacts

### Research team (report authors)

e. [gcmhlresearch@health.qld.gov.au](mailto:gcmhlresearch@health.qld.gov.au)

### Face-to-face training enrolment

e. [gcmhltraining@health.qld.gov.au](mailto:gcmhltraining@health.qld.gov.au)

### Technical support

e. [gcmhlit@health.qld.gov.au](mailto:gcmhlit@health.qld.gov.au)

### General phone enquiries

ph. [\(07\) 3271 8837](tel:(07)32718837) or [0436 613 469](tel:0436613469)

To view our available courses, or to enrol in one of our training options, please visit our [website](#) or our [course catalogue](#).

## Appendix A: Suite of courses

**Table 27**

*Suite of courses delivered by the Learning Centre*

### Face-to-face courses

10120NAT Course in Observing and Documenting a Mental State Examination (Decommissioned August 2020)

10881NAT Course in Observing and Documenting the Mental State Examination

QC3 Mental Health Educator Development (Decommissioned December 2020)

QC4 Supervisor

QC8 Best Practice Models of Supervision

QC9 Critical Components of Risk Assessment and Management

QC12 Supervising Supervisors

QC13 Capacity Assessment

QC14 Fundamentals of Assessment, Formulation and Planning

QC19 Critical Components of Risk Assessment and Management (Refresher)

QC23 Forming the Therapeutic Alliance

QC29 Reasoning and Rehabilitation for Youth and Adults with Mental Health Problems: Train-the-trainer

QC31 Supporting a Suicidal Young Person

Mental Health First Aid (MHFA)

Youth Mental Health First Aid (YMHFA)

### Blended learning courses

QC2 Engage, Assess, Respond to, and Support Suicidal People

QC24 Working with Strengths in Recovery

QC25 Suicide Risk Assessment and Management in Emergency Department Settings (SRAM-ED) - Train-the-trainer

QC27 Group Facilitation in Therapeutic Contexts

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

QC30 Violence Risk Assessment and Management

QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational

QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced (Cont.)

### Online classroom courses

10881NAT Course in Observing and Documenting the Mental State Examination

QC32 Engage, Assess, Respond to, and Support Suicidal People

QC33 Critical Components of Risk Assessment and Management

QC34 Fundamentals of Assessment, Formulation and Planning

QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People

QC36 Capacity Assessment and Advance Health Directives

QC37 Supporting a Suicidal Young Person

### eLearning courses

QC40 Capacity Assessment and Advance Health Directives

QC41 Acute Management Plan (Decommissioned December 2020)

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

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

QC46 Dual Diagnosis (Decommissioned December 2020)

QC47 Employment for People with Mental Illness: Understanding the Individual Placement and Support Model (Decommissioned December 2020)

QC48 Mental State Examination (Updated with re-developed course December 2020)

QC49 Police and Ambulance Intervention Plan

QC52 Cultural Capability in Mental Health

QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors

QC54 Foundations of Risk Assessment and Management

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# Appendix B: Face-to-face training inferential statistics

**Table 28**  
*Paired sample t-test comparisons of knowledge-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before training	After training			
QC8 Best Practice Models of Supervision	29	3.55	4.34	5	Multiple choice	3.73**

\* p < .05; \*\* p < .001 (indicating a significant increase observed in measures of knowledge after training, in comparison to measures of knowledge prior to training)

Please note: The total sample sizes reported in the body of this report are larger than those reported in the appendices. This occurs because the data in the body of the report is based on unmatched data, while data in appendices is based on matched data. Matched data refers to when the same individual has completed an evaluation for two time points and thus the data can be directly compared, which is required to conduct inferential statistics. Unmatched data refers to data which is included regardless of whether the individual completed an evaluation at one or two time points. This means every evaluation completed is included, providing a larger sample size. The pattern of results obtained from matched and unmatched data is consistent throughout this report.

**Table 29***Paired sample t-test comparisons of confidence-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before-training	After-training			
QC8 Best Practice Models of Supervision	28	52.86	80.71	91	Likert	10.17**
QC36 Capacity Assessment and Advance Health Directives (online classroom)	26	26.77	32.58	40	Likert	5.47**
10120NAT Course in Observing and Documenting a Mental State Examination	35	17.09	21.83	25	Likert	6.38**
QC9 Critical Components of Risk Assessment and Management	33	21.06	25.61	30	Likert	7.85**
QC33 Critical Components of Risk Assessment and Management (online classroom)	85	21.69	25.72	30	Likert	9.15**
QC14 Fundamentals of Assessment, Formulation and Planning	22	21.86	25.68	30	Likert	4.31**
QC34 Fundamentals of Assessment, Formulation and Planning (online classroom)	28	20.43	25.68	30	Likert	7.45**
QC19 Risk Refresher (online classroom)	41	24.27	26.66	30	Likert	4.99**

\* p &lt; .05; \*\* p &lt; .001 (indicating a significant increase observed in measures of confidence after training, in comparison to measures of confidence prior to training)

## Appendix C: Blended learning training inferential statistics

**Table 30**

*Paired sample t-test comparisons of knowledge-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before-training	After-training			
QC2 Engage, Assess, Respond to, and Support Suicidal People	42	3.07	3.74	5	Multiple choice	3.37*
QC32 Engage, Assess, Respond to, and Support Suicidal People (online classroom)	38	3.10	3.50	5	Multiple choice	1.78
QC30 Violence Risk Assessment and Management	51	3.37	4.39	6	Multiple choice	4.19**
QC28 Youth: Engage, Assess, Response to, and Support Suicidal People	33	3.15	3.85	5	Multiple choice	2.69*
QC35 Youth: Engage, Assess, Response to, and Support Suicidal People (online classroom)	49	3.31	3.49	5	Multiple choice	1.24

\* p < .05; \*\* p < .001 (indicating a significant increase observed in measures of knowledge after training, in comparison to measures of knowledge prior to training)

**Table 31***Paired sample t-test comparisons of confidence-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before-training	After-training			
QC2 Engage, Assess, Respond to, and Support Suicidal People	46	27.44	34.30	40	Likert	6.94**
QC32 Engage, Assess, Respond to, and Support Suicidal People (online classroom)	38	27.39	33.95	40	Likert	7.01**
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational	214	12.64	16.03	20	Likert	18.83**
QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced	110	17.05	23.82	30	Likert	14.03**
QC30 Violence Risk Assessment and Management	51	28.43	39.55	40	Likert	12.10**
QC28 Youth: Engage, Assess, Response to, and Support Suicidal People	36	35.19	43.47	50	Likert	8.77**
QC35 Youth: Engage, Assess, Response to, and Support Suicidal People (online classroom)	50	36.58	43.50	50	Likert	7.18**

\* p &lt; .05; \*\* p &lt; .001 (indicating a significant increase observed in measures of confidence after training, in comparison to measures of confidence prior to training)

## Appendix D: Online classroom inferential statistics

**Table 32**

*Paired sample t-test comparisons of knowledge-based mean scale scores*

Training course	<i>n</i>	Mean		Scale maximum	Scale type	<i>t</i>
		Before-training	After-training			
QC32 Engage, Assess, Respond to, and Support Suicidal People (online classroom)	38	3.10	3.50	5	Multiple choice	1.78
QC35 Youth: Engage, Assess, Response to, and Support Suicidal People (online classroom)	49	3.31	3.49	5	Multiple choice	1.24

\*  $p < .05$ ; \*\*  $p < .001$  (indicating a significant increase observed in measures of knowledge after training, in comparison to measures of knowledge prior to training)

## Appendix E: eLearning training

**Table 33**

*Paired sample t-test comparisons of confidence-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale yype	t
		Before-training	After-training			
QC36 Capacity Assessment and Advance Health Directives (online classroom)	26	26.77	32.58	40	Likert	5.47**
QC9 Critical Components of Risk Assessment and Management	33	21.06	25.61	30	Likert	7.85**
QC33 Critical Components of Risk Assessment and Management (online classroom)	85	21.69	25.72	30	Likert	9.15**
QC34 Fundamentals of Assessment, Formulation and Planning (online classroom)	28	20.43	25.68	30	Likert	7.45**
QC19 Risk Refresher (online classroom)	41	24.27	26.66	30	Likert	4.99**

\* p < .05; \*\* p < .001 (indicating a significant increase observed in measures of confidence after training, in comparison to measures of confidence prior to training)

## Appendix E: eLearning training inferential statistics

**Table 34**

*Paired sample t-test comparisons of knowledge-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before-training	After-training			
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	605	4.05	4.39	6	Multiple choice	6.37**
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	337	4.12	5.30	6	Multiple choice	17.26**
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	208	2.16	3.05	5	Multiple choice	11.66**
QC46 Dual Diagnosis	277	6.38	6.57	10	Multiple choice	1.86
QC47 Employment for People with a Mental Illness: Understanding the Individual Placement and Support Model	99	2.42	3.59	5	Multiple choice	8.23**
	97	4.71	5.24	7	True/False	3.91**
QC48 Mental State Examination	878	4.17	5.34	8	Multiple choice	20.51**
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	284	2.95	3.15	5	Multiple choice	2.71*
QC57 Introduction to Violence Risk Assessment and Management	117	2.54	3.32	6	Multiple choice	5.70**

\* p < .05; \*\* p < .001 (indicating a significant increase observed in measures of knowledge after training, in comparison to measures of knowledge prior to training)

**Table 35***Paired sample t-test comparisons of confidence-based mean scale scores*

Training course	n	Mean		Scale maximum	Scale type	t
		Before-training	After-training			
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	603	23.92	32.52	40	Likert	34.73**
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	335	20.72	25.38	30	Likert	18.79**
QC40 Capacity Assessment Training and Advanced Health Directives	830	30.16	37.78	45	Likert	34.65**
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	213	9.36	12.22	15	Likert	15.89**
QC52 Cultural Capability for Mental Health	419	21.67	25.64	30	Likert	21.66**
QC46 Dual Diagnosis	277	15.69	19.66	25	Likert	18.51**
QC47 Employment for People with a Mental Illness: Understanding the Individual Placement and Support Model	97	13.43	16.53	20	Likert	10.45**
QC54 Foundations of Risk Assessment and Management	231	22.48	29.62	35	Likert	20.08**
QC55 Formulation and Care Planning	186	34.20	43.5	50	Likert	17.92**
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	290	33.61	42.20	50	Likert	20.51**
QC57 Introduction to Violence Risk Assessment and Management	118	27.05	37.14	45	Likert	14.24**

*Note.* Confidence was not measured on the Mental State Examination (MSE) evaluation that followed training. Therefore, MSE measures of confidence have not been included in this report.

\*  $p < .05$ ; \*\*  $p < .001$  (indicating a significant increase observed in measures of confidence after training, in comparison to measures confidence prior to training)