Queensland Centre for
Mental Health Learning

Annual Report

West Moreton Health

Queensland Government

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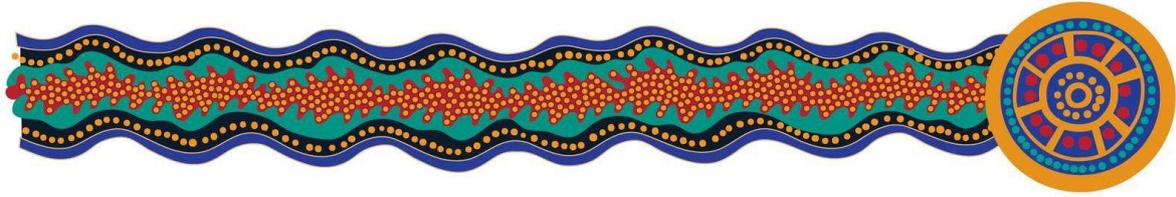
Queensland Health and the Learning Centre acknowledge the Traditional Custodians of the Land and Seas and pay respect to Elders past, present and future.

We acknowledge the impacts of colonisation including the dismantling of culture and heritage, extinguishment of language, dislocation from Land and deliberate separation of families and communities, which have profoundly impacted Aboriginal and Torres Strait Islander peoples. It has had severe social, emotional, and physical consequences for Aboriginal and Torres Strait Islander people. Despite this, Aboriginal and Torres Strait Islander communities are resilient and generously share their culture to enhance ours.

We would also like to acknowledge the lived experience of those with mental illness, those impacted by suicide or substance use, and the contribution families, friends, carers and staff make to their recovery.

Contents

A message from the Director

The Queensland Centre for Mental Health Learning (Learning Centre) has a comprehensive suite of clinical education resources designed uniquely for the mental health, alcohol and other drugs (MHAOD) workforce. The public health system is the primary clinical cohort, however these programs are adjusted or interpreted equally as well for the non-government, private sector, and alternate jurisdictions.

All resources are developed following significant state level demand in line with national and state priorities, for example, suicide prevention. The Learning Centre is privileged to work with clinical content experts, and people with lived experience to inform evidence based and contemporary adult learning resources. The service now offers:

- 12 face to face workshops
- 10 delivered online
- 8 blended learning
- 16 eLearning.

While the team is highly energised and offering advanced skills in design, development, delivery, coordination, and evaluation, they cannot maintain this suite to Registered Training Organisation (RTO) standards, and meet workforce development expectations for Queensland without the support of our stakeholders. To this end the Learning Centre has established a hub and spoke model with formal interdependence with our colleagues across the state. The team is currently working with seven formally established partnerships designed to be mutually beneficial with ideal outcomes including:

- Increased training delivery
- Increased health service clinical educator core skills
- Increased capacity for this unit to maintain its existing education suite, and develop contemporary new resources.

The Learning Centre Annual Report provides comprehensive evidence of activity and measured influence to the capability of the states' MHAOD 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, our training participants, training partner educators, cofacilitators and collaborators with lived experience. This year we have worked collaboratively with the Centre for Mental Health Learning Victoria, Insight, Queensland Children's Gender Clinic (Gender Clinic), Roses in the Ocean, the Mental Health Scholarship Scheme Committee and multiple non-government and private agencies in addition to program specific reference groups, content experts and committees. Thank you all for your expert content knowledge and invested support for the Learning Centre.

The Learning Centre, as a Queensland statewide service and RTO, will continue to capitalise on advances in eLearning and multimedia opportunities to fulfil the mission:

The Learning Centre continues to grow, develop, and nurture a skilled and sustainable mental health workforce to provide a quality, recovery-focused approach to mental health care.

We hope you value the following report and apply relevant factors to influence your service's workforce capability.

Anthony Milverton
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 2021. Training outcomes are presented and provide an indication of the efficacy of learner training during this reporting period.

In 2021, the Learning Centre ...

provided and supported delivery of **face-to-face and blended learning and online classroom training to 2727** participants from Queensland Health and external organisations

offered **13 eLearning** courses, with **3097 course completions** from staff working within and outside of Queensland Health

facilitated **9 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 **40 face-to-face and blended training** courses within their services.

In 2021, the Learning Centre continued to support our 6 training partnerships with individual Hospital and Health Services to maximise the reach and volume of mental health training in Queensland Health. A seventh partnership is in consultation and significant work was completed to engage and upskill training partner educators in 2021. A further 363 clinicians received training through HHS partnerships in 2021.

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 2021. A total of 1083 learners attended suicide prevention skills courses in the 2021 reporting period.

A significant achievement for the Learning Centre, in 2021, was the expansion of multimedia resources to support learning and professional development. The Learning Centre provided 10 webinars, presentations and online forums to a total of 357 staff.

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.

MILESTONES 2021

JANUARY

Launch of Mental Health First Aid (MHFA) training and MHFA Refresher courses

FEBRUARY

Updated versions of QC55 Formulation and Care Planning and QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning went live

QC30 Violence Risk Assessment and Management (VRAM) successfully launched in first full day online-classroom training format

MARCH

First quarterly online gathering of the newly established online Community of Practice for Mental Health and Alcohol and Other Drugs Educators

MAY

Educators across the state were invited to participate in an online survey to support the development of eLearning modules for mental health and alcohol and other drug educators, with the first module to be released in early 2022

In collaboration with the Centre for Mental Health Learning Victoria, and a New Zealand collaborator, work commenced to develop supervision eLearning and resources.

The SRAM-ED Redevelopment Project commenced

JUNE

Resources and three webinars for practitioners were developed to strengthen the understanding and application of suicide prevention content for Youth Justice workers.

JULY

Launched the Mental Health Act refresher module, the redeveloped QC49 Police Ambulance and Intervention Plan (PAIP) eLearning module and the QC36 Capacity Assessment and Advanced Health Directives online classroom

To support implementation of the Transition of Care Guideline, a collaboration between Mental Health Alcohol and Other Drugs Branch (MHAODB) and the Learning Centre delivered a package of resources and eLearning module to guide application in practice

AUGUST

A publication titled, *Evaluation of mental health professionals' views of a higher education scholarship scheme designed to enhance workforce development*, was published in the Journal of Mental Health Training, Education and Practice

OCTOBER

Commenced a collaboration with the Gender Clinic to develop an eLearning course to support the health workforce to deliver more affirmative health care towards gender and sexuality diverse people

NOVEMBER

The final webinar in the Comprehensive Care Webinar series was launched. This series is a collaboration with Insight, Clinical Governance, MHAODB, and clinical leads. Comprehensive care now contains 7 recorded webinars, 14 instructional/demonstration videos, 2 eLearning modules, and downloadable resources

DECEMBER

Comprehensive care documents, CIMHA 5.0 and recovery-oriented language updates were completed for QC9, QC19, QC33, QC14, QC30 and QC34

Representation on the Mental Health, Alcohol and Other Drugs Supervision Implementation Reference Group, the Brief Breakthrough Collaborative (BCC) for formulation and the Zero Suicide Collaborative

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.

Our mission

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.

People

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

Profile

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

Process

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

Products

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

2021 Training activity

Overall training activity

This section provides an overview of all Learning Centre training activity from 1 January 2021 to 31 December 2021.

In 2021, the Learning Centre directly provided or supported our partners to deliver training to 2727 learners in face-to-face, blended, and online classroom learning 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 4801 eLearning enrolments and 3097 course completions across the 15 eLearning courses hosted by the Learning Centre.

Table 1

Course deliveries

Mode of delivery	Number of courses	Deliveries	Attendees	eLearning completion
Face-to-Face	10	110	1123	-
Blended	8	169	996	-
Online Classroom	10	74	672	-
eLearning	15	-	-	3097
Total	**28**	**353**	**2727**	**3097**

Learners predominantly worked for Queensland Health (76%), however, 24% of learners who completed training in 2021 worked for external organisations. Table 2 displays the 2021 participation numbers by learner organisation.

Table 2

Training participation by learner organisation

Organisation	Attendees	eLearning completions
Queensland Health	2064	2753
External organisations	663	344
Total	**2727**	**3097**

The following sections provide a breakdown of the 2021 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 2021, Learning Centre clinical educators delivered nine of the thirteen face-to-face courses offered to Queensland Health employees. There were 90 deliveries spanning across these ten courses with Critical Components of Risk Assessment and Management having the highest rate of delivery (see Table 3).

Table 3

Face-to-face course deliveries

Course	Deliveries	Attendees
QC8 Best Practice Models of Supervision	21	205
DQC13 Capacity Assessment (Decommissioned 30 June 2021)	3	24
10881NAT Course in Observing and Documenting a Mental State Examination	13	137
QC9 Critical Components of Risk Assessment and Management	23	364
QC23 Forming the Therapeutic Alliance	5	36
QC14 Fundamentals of Assessment, Formulation and Planning	10	106
QC29 Reasoning and Rehabilitation for Youth and Adults with Mental Health Problems: Train-the-trainer	0	0
QC4 Supervisor	11	109
QC12 Supervising Supervisors	1	4
Mental Health First Aid (MHFA) Standard	2	11
Mental Health First Aid Refresher (MHFAR)	0	0
Youth Mental Health First Aid (YMHFA)	0	0
Total	**90**	**996**

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 2021, 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	98	4	0	94	69
Central Queensland	102	14	0	88	70
Central West	0	0	0	0	0
Children's Health Queensland	48	1	0	47	32
Darling Downs	69	0	0	69	50
Gold Coast	38	1	0	37	33
Mackay	107	4	1	102	55
Metro North	98	9	1	88	70
Metro South	76	8	0	68	52
North West	21	1	0	20	13
South West	0	0	0	0	0
Sunshine Coast	85	11	0	74	64
Torres and Cape	9	1	0	8	5
Townsville	190	11	11	168	100
West Moreton	109	12	1	96	68
Wide Bay	38	1	0	37	31
Total	1088	78	14	996	712

Blended learning - Queensland Health

In 2021, the Learning Centre clinical educators provided blended learning training to Queensland Health employees through 38 training deliveries. The number of deliveries for each of these five 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 2021

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	11	110
QC24 Working with Strengths in Recovery	0	0
QC25 Suicide Risk Assessment and Management in Emergency Department Settings: Train-the-trainer	2	17
QC27 Group Facilitation in Therapeutic Contexts	5	49
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	9	72
QC30 Violence Risk Assessment and Management	9	59
Total	**38**	**307**

Table 6

Blended Learning training enrolments and attendance by HHS

HHS	Enrolment	eLearning completions	Did not attend	Full attendance	Unique attendance
Cairns and Hinterland	63	38	1	24	32
Central Queensland	66	41	1	24	17
Central West	12	11	1	0	0
Children's Health Queensland	54	40	0	14	30
Darling Downs	59	37	0	22	22
Gold Coast	36	25	2	9	8
Mackay	64	36	2	26	22
Metro North	55	38	0	17	16
Metro South	351	275	1	75	176
North West	25	12	1	12	8
South West	4	3	0	1	0
Sunshine Coast	89	77	0	12	50
Torres and Cape	9	7	0	2	2
Townsville	44	29	0	15	14
West Moreton	71	49	0	22	26
Wide Bay	83	51	0	32	28
Total	**1085**	**769**	**9**	**307**	**451**

Online classroom - Queensland Health

In 2021, the Learning Centre expanded on the number of courses offered in an 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. There were 74 deliveries of online classroom courses in 2021 (see Table 7). Table 8 provides a comparison of training enrolments and attendance for each HHS.

Table 7

Online classroom course deliveries in 2021

Course	Deliveries	Attendees
10881NAT Course in Observing and Documenting the Mental State Examination	14	124
QC19 Critical Components of Risk Assessment and Management (Refresher)	2	17
QC30 Violence Risk Assessment and Management	5	46
QC32 Engage, Assess, Respond to, and Support Suicidal People	12	64
QC33 Critical Components of Risk Assessment and Management	13	97
QC34 Fundamentals of Assessment, Formulation and Planning	12	105
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People	8	57
QC36 Capacity Assessment and Advance Health Directives	4	21
QC37 Supporting a Suicidal Young Person	2	11
Mental Health First Aid Refresher (MHFAR)	2	10
Total	**74**	**552**

Table 8

Online classroom training enrolments and attendance by HHS

HHS	Enrolment	Did not attend	Partial attendance	Full attendance	Unique attendance
Cairns and Hinterland	40	4	1	35	23
Central Queensland	65	15	0	50	41
Central West	0	0	0	0	0
Children's Health Queensland	25	5	2	18	18
Darling Downs	32	4	0	28	19
Gold Coast	28	6	0	22	19
Mackay	23	7	0	16	11
Metro North	56	9	0	47	35
Metro South	80	12	0	68	52
North West	2	1	0	1	2
South West	5	0	0	5	4
Sunshine Coast	49	7	0	42	30
Torres and Cape	30	7	2	21	9
Townsville	60	7	1	52	35
West Moreton	97	6	0	91	38
Wide Bay	16	2	0	14	14
Total	**608**	**92**	**6**	**510**	**350**

eLearning - Queensland Health

In 2021, the Learning Centre hosted 15 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 45). 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 2753 eLearning completions were recorded for Queensland Health employees, which represents a completion rate of 67.8% of enrolments. This number is lower than expected due to some missing 2021 completion data for the QC49 and QC55 eLearning courses.

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

- QC54 Foundations of Risk Assessment and Management
- QC48 Mental State Examination
- QC40 Capacity Assessment Training and Advance Health Directives.
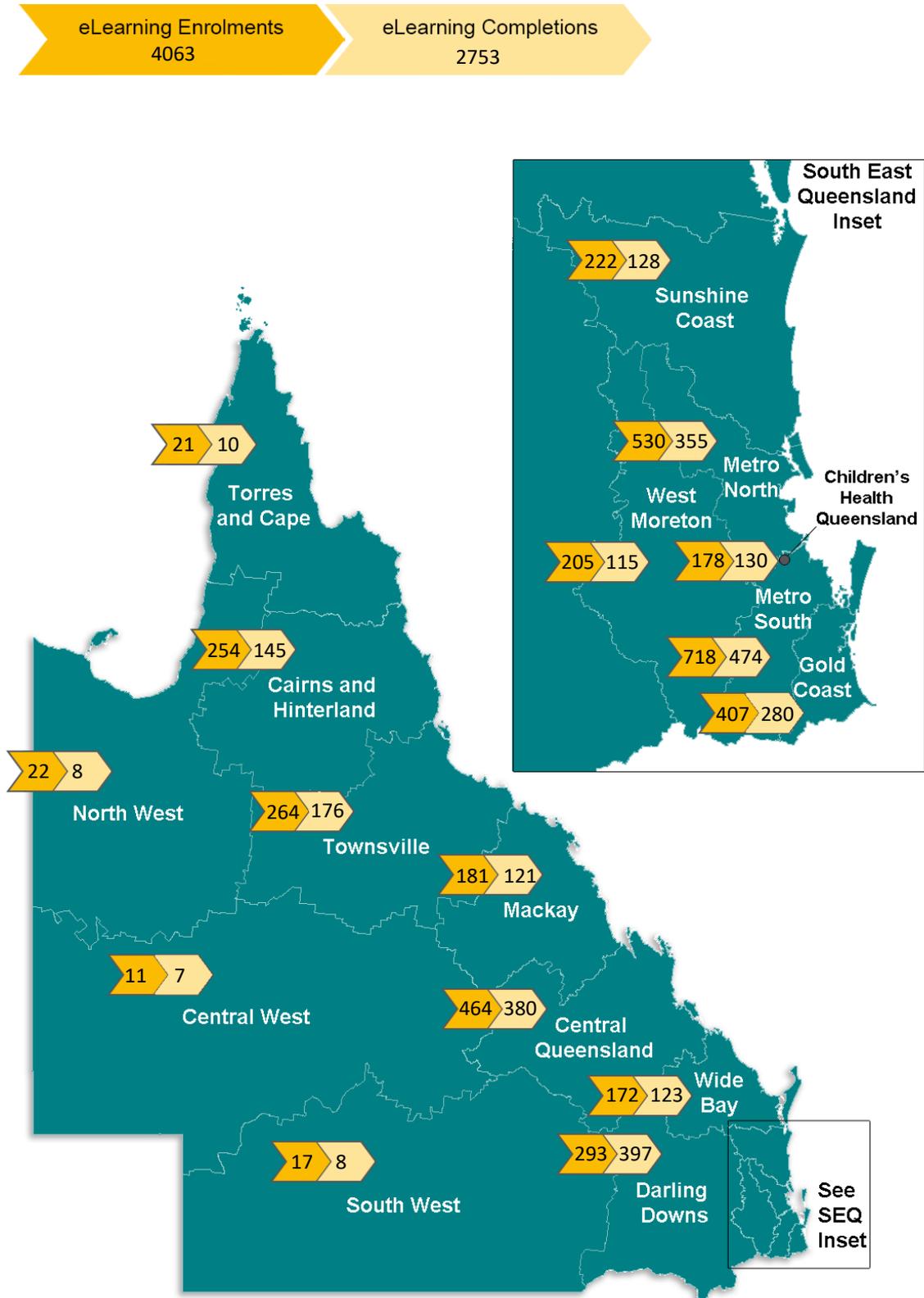
Table 9

eLearning enrolments and completions

Course	Enrolments	Completed	%
QC40 Capacity Assessment and Advance Health Directives	461	409	88.7
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	348	283	81.3
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	218	130	59.6
QC48 Mental State Examination	544	293	53.8
QC49 Police and Ambulance Intervention Plan	141	63*	44.7
QC52 Cultural Capability in Mental Health	156	114	73.1
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	128	93	72.7
QC54 Foundations of Risk Assessment and Management	781	644	82.5
QC55 Formulation and Care Planning	248	127*	51.2
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	289	227	78.5
QC57 Introduction to Violence Risk Assessment and Management	190	110	57.9
MHA2016AD *Mental Health Act 2016* Authorised Doctor	122	75	61.5
MHA2016AMPH *Mental Health Act 2016* Authorised Mental Health Practitioner	437	185	42.3
Total	**4063**	**2753**	**67.8**

*There was missing 2021 completion data for QC49 and QC55 eLearning courses. The number shown is likely lower than the true number of completions for 2021.

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

eLearning Enrolments
4063

eLearning Completions
2753

South East
Queensland
Inset

222 128
Sunshine
Coast

530 355
Metro
North

West
Moreton

Children's
Health
Queensland

205 115   178 130
Metro
South

718 474
Gold
Coast

407 280

21 10
Torres
and Cape

254 145
Cairns and
Hinterland

22 8
North West

264 176
Townsville

181 121
Mackay

11 7
Central West

464 380
Central
Queensland

172 123   Wide
Bay

17 8
South West

293 397
Darling
Downs

See
SEQ
Inset

Training partnerships: A hub and spoke model

To increase the reach and volume of training for Queensland Health mental health, alcohol and other drugs service providers, the Learning Centre has progressed to a hub and spoke model of training delivery. Established under a memorandum of understanding (MoU) with Hospital and Health Services (HHS), the model provides a formal framework to enable educators to deliver select Learning Centre courses. The training partner educators (TPE) receive supported upskill to each course through a collaborative upskill pathway, whereby they can independently deliver face-to-face training (including the face-to-face components of blended learning courses) within their service on behalf of the Learning Centre. This sustainable training delivery model addresses the increasing training needs of the mental health, alcohol and other drugs workforce so they can meet the increased demand for service provision.

Benefits of MoU training partnerships include:

- expansion of training opportunities for statewide service providers
- training partner educator engagement through upskilling and reflective space sessions
- mutual professional development opportunities
- collaborative course review and development
- course and training delivery quality monitoring.

The Learning Centre currently has six active MoU relationships: Metro South Addiction and Mental Health Services operating under Mental Health HHS; Mental Health, Alcohol, Tabaco and Other Drugs, Cairns and Hinterland HHS; Children's Health Queensland HHS; Mackay Mental Health and Alcohol and Other Drugs Division, Mackay HHS; Sunshine Coast Mental Health and Addiction Services, Sunshine Coast HHS; and Mental Health Services Group, Townsville HHS. A seventh agreement is in the consultation phase with Central Queensland HHS.

The volume of work undertaken by the Learning Centre to support the hub and spoke model of training delivery is significant. There are currently 29 training partner educators across Queensland and each training educator completes a comprehensive upskill pathway, facilitated by the Learning Centre, before independently delivering training in their HHS. Table 11 provides a breakdown of the number of TPEs who engaged in upskilling activities in 2021, by HHS and course. In total, 34 upskilling activities occurred in 2021.

Table 11

Training partner educators upskill pathway participation in 2021

Partnership HHS	Course	N
Cairns and Hinterland	QC9 Critical Components of Risk Assessment and Management	4
	QC2 Engage, Assess, Respond to, and Support Suicidal People	3
Metro South	QC2 Engage, Assess, Respond to, and Support Suicidal People	3
	QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	2
Sunshine Coast	QC2 Engage, Assess, Respond to, and Support Suicidal People	1
	QC8 Best Practice Models of Supervision	2
	QC9 Critical Components of Risk Assessment and Management	3
	QC14 Fundamentals of Assessment, Formulation and Planning	1
	QC34 Fundamentals of Assessment, Formulation and Planning (online)	4
Townsville	QC2 Engage, Assess, Respond to, and Support Suicidal People	1
	QC4 Supervisor	3
	QC8 Best Practice Models of Supervision	2
	QC9 Critical Components of Risk Assessment and Management	2
Mackay	QC4 Supervisor	3
Total		**34**

Learning Centre engagement with training partner educators is a critical component of these successful partnerships. The Learning Centre interacts with and supports partner educators in multiple ways including reflective spaces, professional development sessions and for assessable courses, moderation meetings. Table 12 lists the various types of engagement activities scheduled by the Learning Centre in 2021, and the number of TPEs who engaged in these opportunities. Learning Centre staff also support training calendar planning, resource provision, and training evaluation reports.

Table 12

Engagement with training partner educators in 2021

Engagement activity	Number of occurrences	Number TPE attended
Reflective spaces	11	30
Moderation meetings	10	13
Professional Development (PD) sessions	10	5
Planning week sessions	2	6
Resource updates	1	9
Total	**34**	**63**

Hospital and Health Service partnership deliveries

Six Learning Centre courses are covered by the MoU training partnerships. Each course now has training partner educators skilled in their delivery across the partner HHSs. A breakdown of HHSs, courses, deliveries and attendance through these partnerships is presented in Table 10.

Table 10

MoU TPE course deliveries in 2021

Partnership HHS	Course	Deliveries	Attended
Cairns and Hinterland	QC9 Critical Components of Risk Assessment and Management	2	10
	QC2 Engage, Assess, Respond to, and Support Suicidal People	3	12
Children's Health Queensland	QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	2	23
Metro South	QC2 Engage, Assess, Respond to, and Support Suicidal People	10	118
Sunshine Coast	QC9 Critical Components of Risk Assessment and Management	5	51
	QC2 Engage, Assess, Respond to, and Support Suicidal People	5	43
Townsville	QC8 Best Practice Models of Supervision	4	28
	QC9 Critical Components of Risk Assessment and Management	9	78
Total		**40**	**367**

The TPE deliveries have contributed greatly to service capacity building in the last 12 months, including training and education that aligns with the national towards zero suicide initiative. The number of Learning Centre course deliveries through formal partnerships increased from 14 in 2020, to 40 in 2021.

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 13).

Table 13

Suicide prevention skills training deliveries

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	33	337
QC32 Engage, Assess, Respond to, and Support Suicidal People (Online)	12	107
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	9	107
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People (Online)	8	71
QC31 Supporting a Suicidal Young Person (SSYP)	1	13
QC80 Gold Coast Suicide Prevention Pathway Training	8	49
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational	87	337
QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced	16	44
QC25 Suicide Risk Assessment and Management in Emergency Department Settings: Train-the-trainer	2	18
Total	**176**	**1083**

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 2021, a total of 448 participants attended these face-to-face courses through 113 deliveries (see Tables 14-17).

Table 14

QC25 SRAM-ED: Train-the-trainer

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	0	0	0	0
Central Queensland	0	0	2	2
Central West	0	0	1	1
Children's Health Queensland	0	0	0	0
Darling Downs	0	0	0	0
Gold Coast	0	0	1	1
Mackay	0	0	1	1
Metro North	0	0	1	1
Metro South	1	1	6	8
North West	0	1	0	1
South West	0	0	1	1
Sunshine Coast	0	0	0	0
Torres and Cape	0	0	0	0
Townsville	0	0	0	0
West Moreton	0	0	1	1
Wide Bay	0	0	2	2
Not Queensland Health	0	0	0	0
State-wide Total	1	2	16	**19**

Table 15

QC50 SRAM-ED: Foundational training deliveries

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	21	0	11	32
Central Queensland	20	3	15	38
Central West	0	1	0	1
Children's Health Queensland	3	1	0	4
Darling Downs	133	16	137	286
Gold Coast	33	0	8	41
Mackay	10	1	16	27
Metro North	40	0	3	43
Metro South	24	3	17	44
North West	18	0	33	51
South West	33	0	0	33
Sunshine Coast	1	0	0	1
Torres and Cape	13	0	8	21
Townsville	0	0	1	1
West Moreton	21	7	54	82
Wide Bay	7	0	0	7
Not Queensland Health	1	0	2	3
State-wide Total	**378**	**32**	**305**	**715**

Table 16

QC51 SRAM-ED: Advanced training deliveries

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	21	3	2	26
Central Queensland	25	2	9	36
Central West	1	0	0	1
Children's Health Queensland	0	0	0	0
Darling Downs	54	6	19	79
Gold Coast	35	0	0	35
Mackay	5	0	0	5
Metro North	4	0	0	4
Metro South	17	0	0	17
North West	2	0	0	2
South West	1	0	2	3
Sunshine Coast	0	0	0	0
Torres and Cape	0	0	0	0
Townsville	1	0	0	1
West Moreton	5	0	0	5
Wide Bay	7	0	0	7
Not Queensland Health	0	0	1	1
State-wide Total	**178**	**11**	**33**	**222**

Table 17

QC80 Gold Coast Suicide Prevention Pathway Training

HHS	eLearning only	Face-to-face only	eLearning and face-to-face	Total
Cairns and Hinterland	2	0	0	2
Central Queensland	1	0	1	2
Central West	0	0	0	0
Children's Health Queensland	1	1	0	2
Darling Downs	2	0	0	2
Gold Coast	118	8	30	156
Mackay	0	0	0	0
Metro North	3	0	1	4
Metro South	3	0	1	4
North West	1	0	0	1
South West	0	0	0	0
Sunshine Coast	3	0	7	10
Torres and Cape	0	0	0	0
Townsville	1	0	0	1
West Moreton	0	0	0	0
Wide Bay	2	0	0	2
Non-Queensland Health	1	0	0	1
State-wide Total	**138**	**9**	**40**	**187**

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 2021, a total of 663 staff from external organisations attended our training or completed eLearning courses. This included 226 participants from private group training requested by external organisations and 437 participants from external organisations who independently accessed the Learning Centre training. Further details are presented below.

Deliveries to external organisations

The Learning Centre provided 19 private training deliveries to 226 staff from four external non-government organisations. Table 18 displays by organisation type and course, the number of deliveries and attendees.

Table 18

Private delivery of Learning Centre courses by organisation

Course	Deliveries	Attendees
Interstate Government Department		
QC32 Engage, Assess, Respond to, and Support Suicidal People	2	18
QC33 Critical Components of Risk Assessment and Management	2	24
Non-government Organisation (NGO)		
QC2 Engage, Assess, Respond to, and Support Suicidal People	4	47
QC9 Critical Components of Risk Assessment and Management	4	61
QC23 Forming the Therapeutic Alliance	1	12
QC31 Supporting a Suicidal Young Person	1	13
QC32 Engage, Assess, Respond to, and Support Suicidal People	2	19
QC35 Youth: Engage, Assess, Respond to and Support Suicidal People	2	14
QC36 Capacity Assessment and Advance Health Directives	1	14
Total	**19**	**226**

Individual external staff participation

An additional 437 staff from organisations outside of Queensland Health independently attended face-to-face, blended or online classroom training (total = 93) or completed eLearning courses (total = 344) in 2021. NGOs had the highest representation (see Table 19).

Table 19

External staff participation by organisation

Organisation	Attendees
Non-government organisation	202
University	176
Other, not specified	19
Interstate Government department	8
Other Queensland Government department	26
Private hospital	6
Total	**437**

The breakdown of external staff participation, by course for each mode of training delivery is presented in Tables 20 to 23. The courses: Mental Health First Aid (MHFA) Standard, QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People, 10881NAT Course in Observing and Documenting the Mental State Examination (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 20

External participation by face-to-face course

Face-to-face course	Attendees
10881NAT Course in Observing and Documenting a Mental State Examination	6
QC4 Supervisor	1
QC8 Best Practice Models of Supervision	5
QC9 Critical Components of Risk Assessment and Management	9
DQC13 Capacity Assessment (Decommissioned 30 June 2021)	3
QC14 Fundamentals of Assessment, Formulation and Planning	1
QC23 Forming the Therapeutic Alliance	2
Mental Health First Aid (MHFA) Standard	14
Total	**41**

Table 21

External participation by blended learning course

Blended learning course	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	5
QC25 Suicide Risk Assessment and Management in Emergency Department Settings: Train-the-trainer	1
QC27 Group Facilitation in Therapeutic Contexts	2
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	11
QC30 Violence Risk Assessment and Management	3
Total	**22**

Table 22

External participation by online classroom course

Online classroom course	Attendees
10881NAT Course in Observing and Documenting the Mental State Examination	12
QC30 Violence Risk Assessment and Management	1
QC32 Engage, Assess, Respond to and Support Suicidal People	5
QC33 Critical Components of Risk Assessment and Management	1
QC34 Fundamentals of Assessment, Formulation and Planning	7
QC35 Youth: Engage, Assess, Respond to and Support Suicidal People	0
QC36 Capacity Assessment and Advance Health Directives	1
Mental Health First Aid Refresher (MHFAR)	3
Total	**30**

Table 23

External participation in eLearning course

eLearning course	Completions
QC40 Capacity Assessment Training and Advance Health Directives	7
QC42 An Intro to the use of Sensory Approaches in Mental Health Care	60
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	21
QC48 Mental State Examination	138
QC49 Police and Ambulance Intervention Plan	0
QC52 Cultural Capability in Mental Health	69
QC53 Capacity Assessment and the "Less Restrictive Way" for Minors	2

QC54 Foundations of Risk Assessments and Management	13
QC55 Formulation and Care Planning	6
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	17
QC57 Introduction to Violence Risk Assessment and Management	2
MHA2016AD Mental Health Act 2016 Authorised Doctor	0
MHA2016AMPH Mental Health Act 2016 Authorised Mental Health Practitioner	4
Total	**339**

Webinars and Resources

In 2021, the Learning Centre supported the clinical workforce through webinars, presentations, online resource pages and community of practice forums. A total of 10 webinars and presentations with 357 participants, were delivered by Learning Centre staff (see Table 24).

As shown in Table 24, the Learning Centre delivered two webinar presentations as part of the Comprehensive Care: Partnerships in Care and Communication Project in 2021. This project also includes an online resource hub to support Queensland Health Alcohol and Drug and Mental Health staff. These resources are made available through a collaboration involving Insight, Dovetail, the Queensland Centre for Mental Health Learning and Clinical Excellence Queensland. A resource for the Comprehensive Care: Partnerships in Care and Communication Project was also available and accessed by 112 staff.

In 2021, the Learning Centre established a Community of Practice for Educators in Mental Health and Other Drug Services. This initiative is designed to enable connection with peer educators across health services, collaboration, resource sharing, engagement in relevant projects, networking and professional development. The Learning Centre hosted four Community of Practice forums in 2021, with 79 educators across the state (see Table 24).

The Learning Centre collaborated on a project to strengthen Youth Justice worker's understanding and application of suicide prevention in workplace settings in 2021. The project has involved the delivery of forums/webinars, and a suite of resources including; a lanyard prompt card with reminder questioning techniques, and suicide prevention toolkits, one of which is designed for staff and the other designed for Supervisors. Three webinars were provided by the Learning Centre in 2021 with 130 attendees (see Table 24.

Table 24

*Attendance at webinar events hosted by the Learning Centre in 2021*

Course	Date	Attendees
Youth Justice Suicide Prevention Webinar Series		**130**
Webinar 1	17-06-2021	70
Webinar 2	7-09-2021	30
Webinar 3	10-11-2021	30
Comprehensive Care Webinar Series and Resources		**131**
Care Planning	24-02-2021	69
Case Review	3-03-2021	62
Community of Practice Sessions		**79**
Introduction to community of practice and welcome	29-03-2021	17
Understanding the many dimensions of learning transfer (Lisa Claassen)	14-06-2021	30
Simulation to enhance learning (Dan Mobbs)	6-09-2021	14
Exploring Narrative Process to Enhance Learning (Emma Martin)	1-12-2021	18
Trauma Informed Facilitation Presentation	**4-06-2021**	**17**
Total		**357**

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 2021 participants (excluding partnership delivery participants) is presented in Figures 2 through 6.
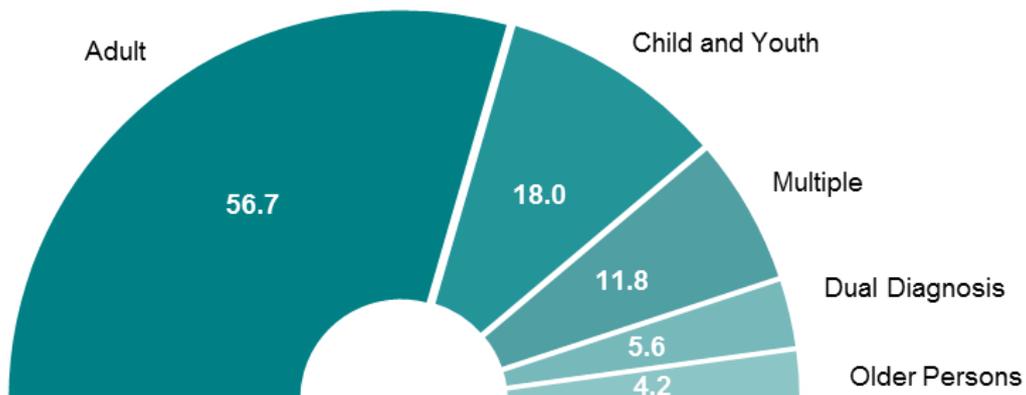
Figure 2
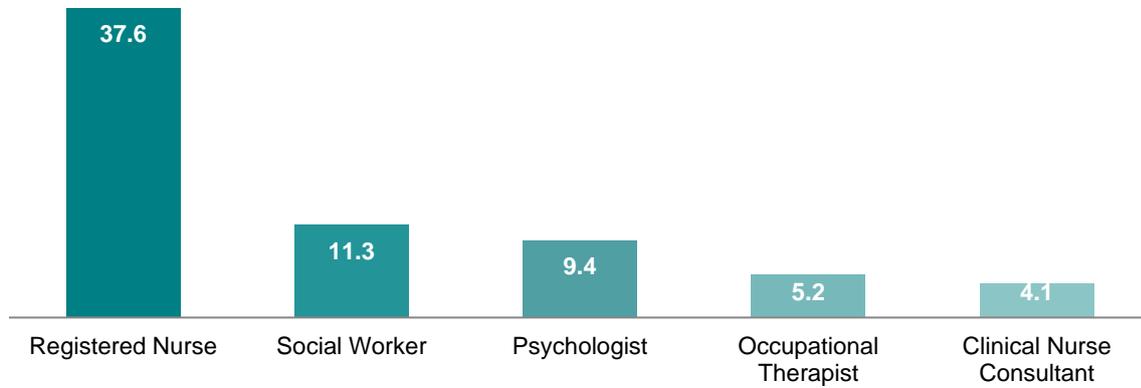
Years of experience working in mental health (n = 5459)
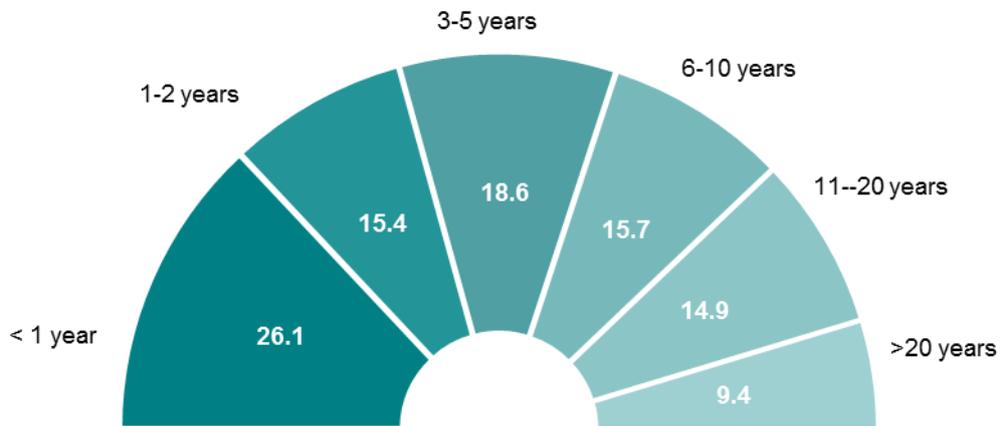
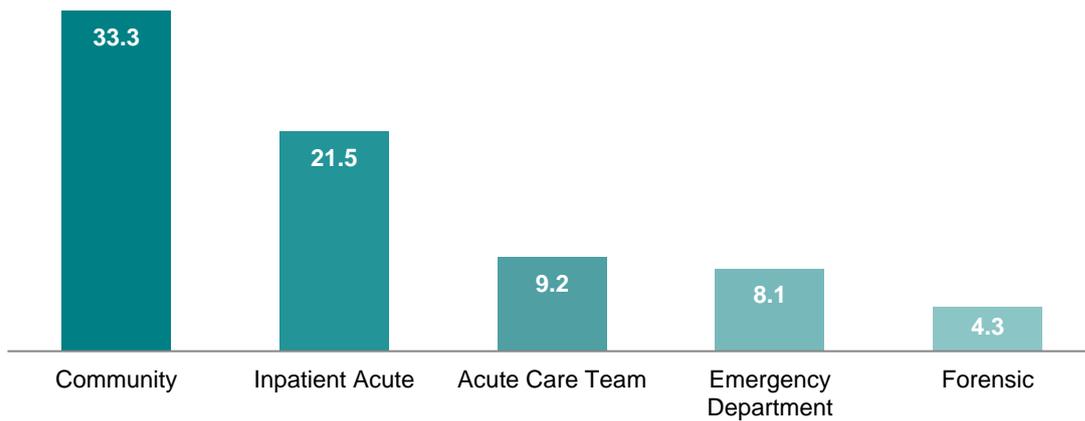**Figure 3**

Top five primary consumer target group (n = 6337)

Figure 4

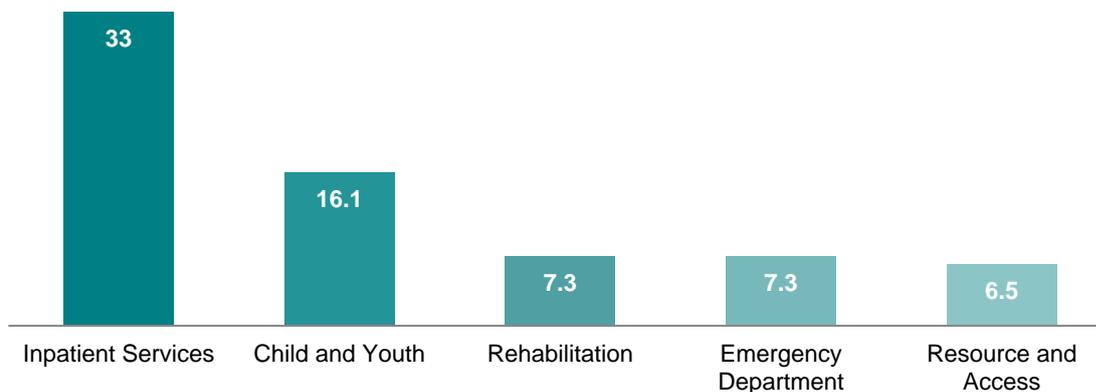*Top five professional backgrounds (n = 6787)*

37.6	Registered Nurse
11.3	Social Worker
9.4	Psychologist
5.2	Occupational Therapist
4.1	Clinical Nurse Consultant

Figure 5

Top five areas of service (n = 4936)

33.3	Community
21.5	Inpatient Acute
9.2	Acute Care Team
8.1	Emergency Department
4.3	Forensic

Figure 6

Top five streams for participants employed in Metro South Health (n = 1023)

33	Inpatient Services
16.1	Child and Youth
7.3	Rehabilitation
7.3	Emergency Department
6.5	Resource and Access

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 2021, 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 2021 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 45.

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.

> "
> *It helped me think more intensely about the skills required to undertake a capacity assessment and knowledge required about an individual's advance health directives.*
> "
>
> **Social Worker, QC36 Capacity Assessment and Advance Health Directives**

Figure 7 presents the aggregated knowledge scores (as a percentage of the scale totals) for all courses in 2021. 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
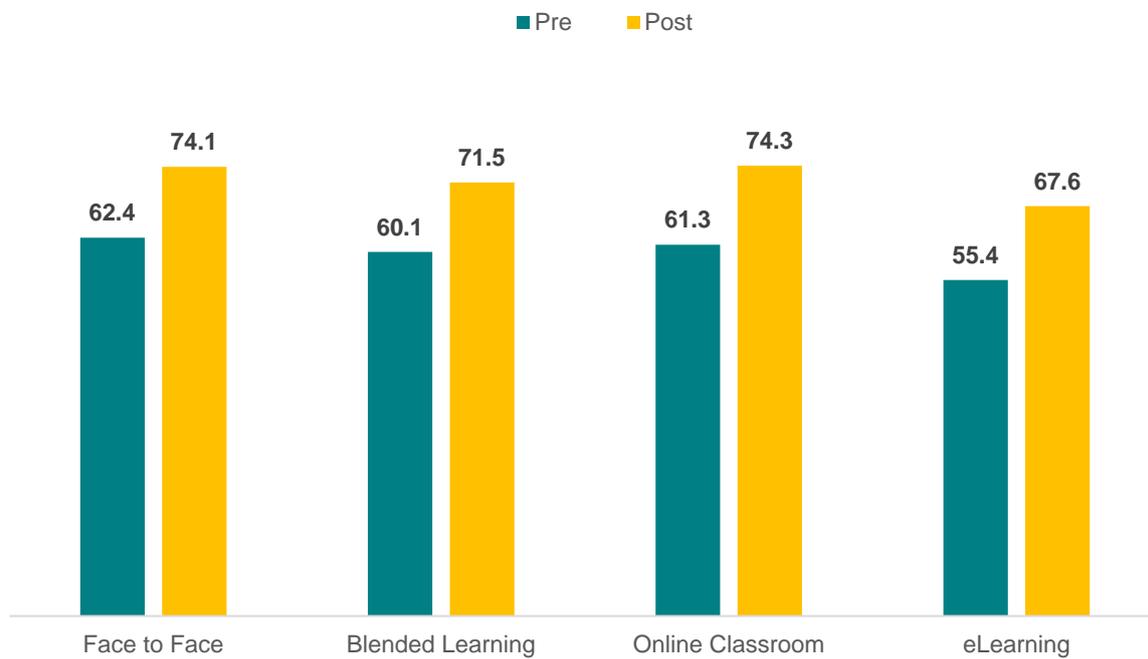

To assess participant **confidence**, Likert-type scales, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*), are used to measure participants' self-rated agreement with statements relating to their perceived confidence for training outcomes. Higher scores represent greater perceived confidence 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 2021. 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
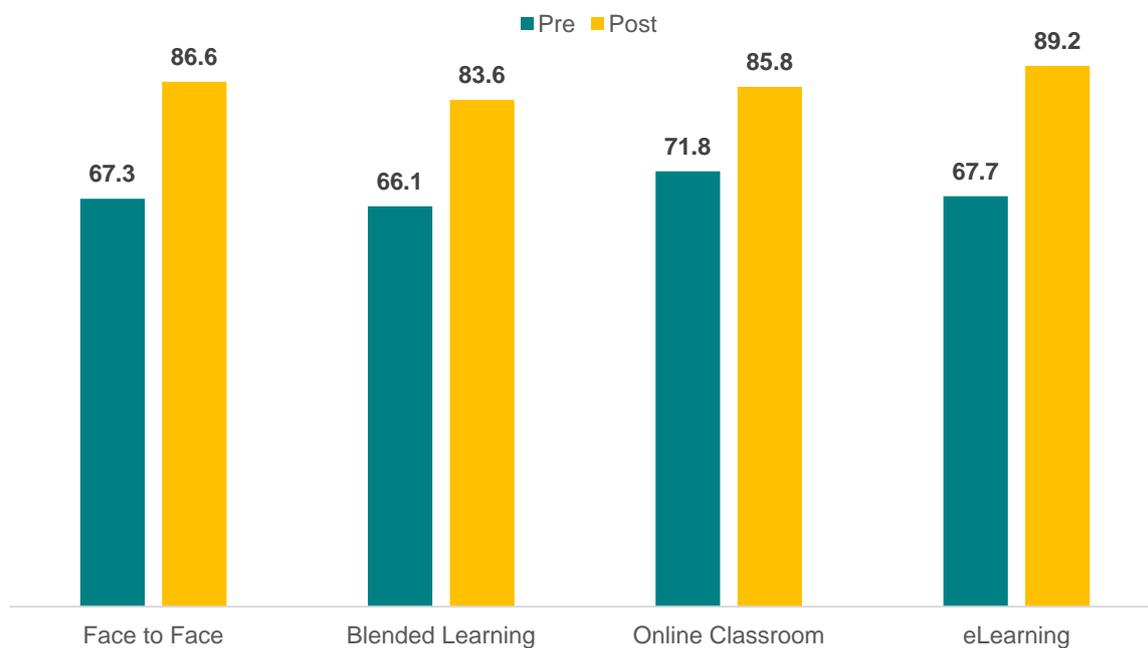
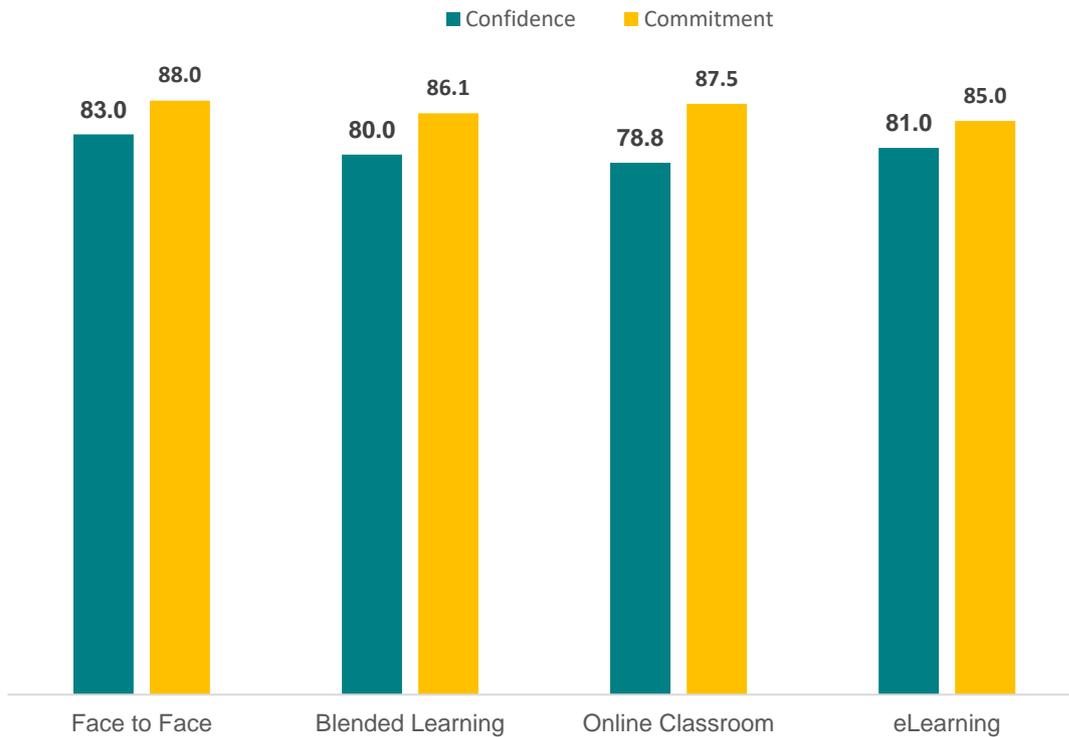

Confidence and commitment

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.

> *I have found that my confidence in completing an overall assessment of risk and plan to mitigate risk while supporting a suicidal child or young person has increased…I will be able to share this information with the stakeholders…to establish clear processes and procedures in better managing responses to suicide… I hope to have culturally sensitive conversations with families and children using stigma reducing language when talking about suicide…*
>
> **Psychologist, QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People - Online classroom**

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 2021, 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 25. Compared to overall training numbers, a minority of participants reported low confidence or commitment post-training.

Table 25

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 knowledge and/or skills	11	13	17	84	125
Not enough experience	0	3	31	80	114
Not part of role	4	11	2	47	64
Total	**21**	**19**	**64**	**185**	**303**

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 have already applied the questioning techniques demonstrated in the course when I was assessing a Consumer's suicide risk today. I was also able to apply the CASE approach when I did the assessment. I used the opportunity with the Consumer to address the issue of stigma around suicide and they seemed relieved to talk about the embarrassment they felt about talking about this to members of the public/family friends.* "
> **Registered Nurse, QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People course participant**

Figure 10 outlines the percentage of participants reporting they had applied and/or shared the knowledge and skills learned, when asked three months after training. 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 26).

Figure 10

Application and sharing of knowledge and skills in the workplace
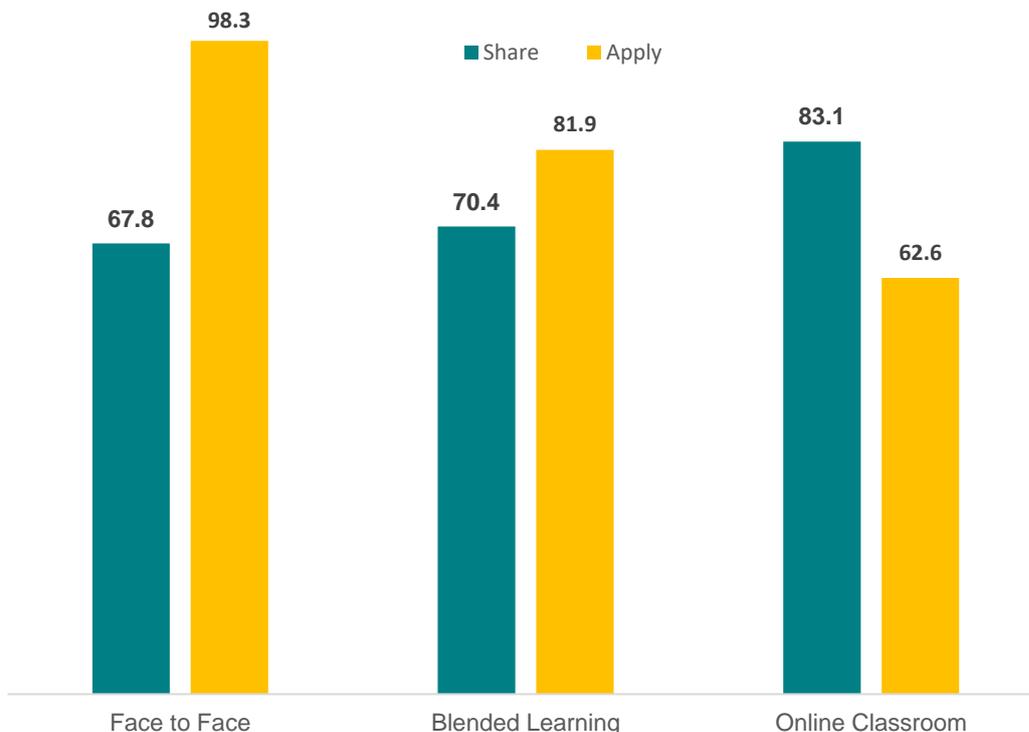
Table 26

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

Reasons identified:	Face-to-Face	Blended	Online
Did not acquire skills	0	2	1
No opportunity	0	18	12
Did not remember	1	1	1
Not relevant	0	6	0
Other	0	3	1
Total	**1**	**30**	**16**

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 months post completion. Participants were also likely to recommend the training to others, as shown in Figure 12 below.
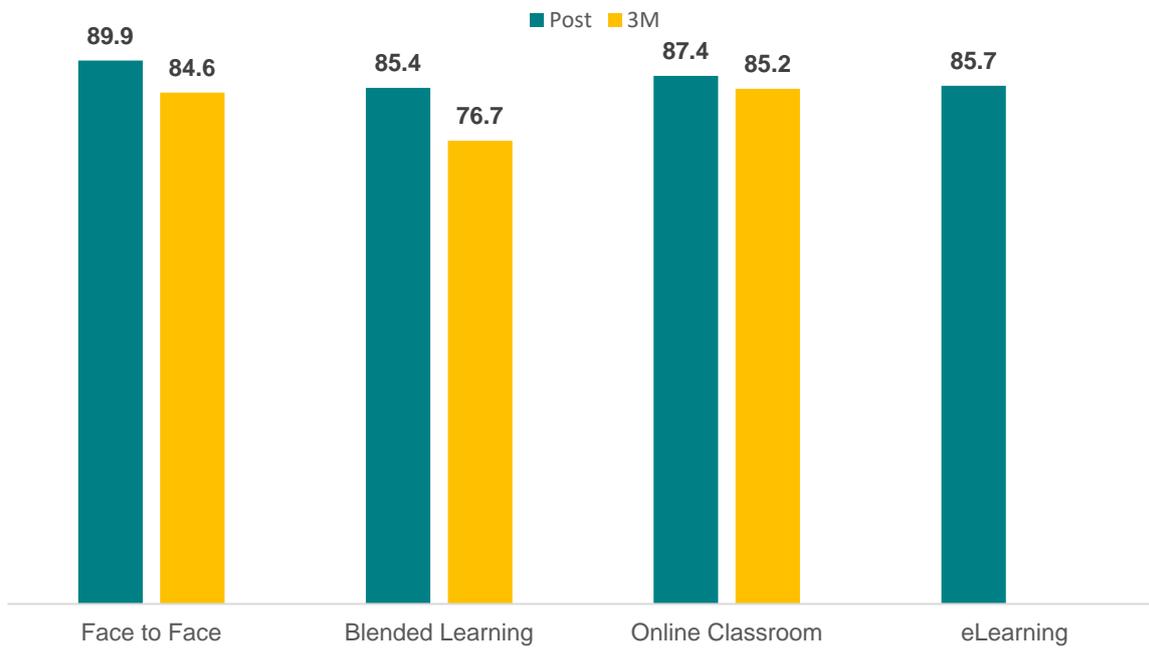
> "
> *I really enjoyed the course and found it the most helpful professional development I've been to this year.*
> "
>
> **Occupational Therapist, 10881NAT Course in Documenting and Observing the Mental State Examination**
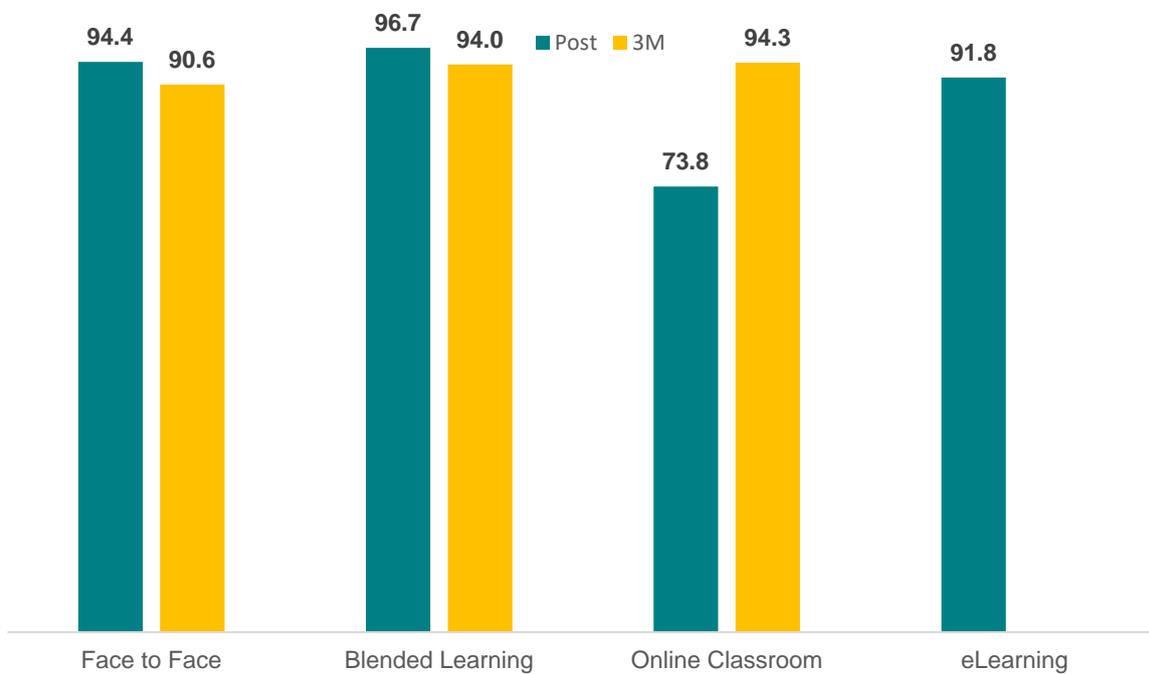
Figure 11

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, 10881NAT Course in Documenting and Observing the Mental State Examination. Successful completion rates are provided below in Table 27.

Table 27

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	156	51
Participants who did not successfully complete an assessment	62	30
Participants who attended without completing an assessment	141	80
Total participants	**359**	**161**

Most (71.6%) 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, 63% 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 28 outlines the completion rates for our nationally accredited 10881NAT Course in Documenting and Observing the Mental State Examination. Two-thirds (66.4%) of participants who completed an assessment achieved a result of 'competent'.

Table 28

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

Assessment outcomes	10881NAT
Participants who completed an assessment and achieved a result of 'competent'	99
Participants who completed an assessment and who were deemed 'not competent'	50
Participants who attended without completing an assessment	54
Total participants	**203**

Cairns and Hinterland, Sunshine Coast and Townsville HHSs had formal partnerships to deliver the QC9 Critical Components of Risk Assessment and Management course in 2021. 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 29.

Table 29

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	2	41	48
Participants who did not successfully complete an assessment	2	4	11
Participants who attended without completing an assessment	6	5	9
Total participants	**10**	**50**	**68**

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 *more in-depth coverage of therapeutic assessments, techniques and approaches.* 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?'

Response	Value
More in-depth coverage of therapeutic assessments, techniques and approaches	116
All Learning Centre training	100
10881NAT Course in Observing and Documenting a Mental State Examination	84
Critical Components of Risk Assessment and Management	64
Supervisor	64
Formulation Care/Case Planning	57
Suicide Prevention	55
Training targeted to specific groups: Child and Youth, Older persons, Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse (CALD)	37
Violence Risk Assessment and Management	35
Specific workshops for the treatment of mental illnesses	24

Extent of Learning Centre training

To estimate the proportion of Queensland Health mental health staff accessing any modality of Learning Centre training in 2021, 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 Learning Centre unique participants within each HHS was based on the HHS information provided by the participant upon training enrolment. These unique participant numbers were then compared with the total average paid full-time equivalent (FTE) staff by HHS for the 2020/2021 financial year. This data is presented in Table 30.

Table 30

Unique training participants in 2021 compared to the FTE by HHS for the 2020/2021 Financial Year

HHS	HHS FTE[a]	Unique Learning Centre participants[b]
Cairns and Hinterland	352.90	106
Central Queensland	238.35	124
Central West	7.92	7
Children's Health Queensland	374.39	96
Darling Downs	489.59	184
Gold Coast	701.98	157
Mackay	177.60	99
Metro North	1090.86	235
Metro South	1045.86	408
North West	32.02	18
South West	17.44	6
Sunshine Coast	423.53	193
Torres and Cape	43.25	16
Townsville	492.28	135
West Moreton	629.30	115
Wide Bay	235.22	102
State-wide Total	**6365.39**	**2001**

[a]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.
[b]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.

A total of 69 scholarships were offered and $144,400.10 was awarded to Queensland Health clinicians as part of the MHSS. Table 31 presents the number of scholarships awarded in the 2021 funding round for nursing and allied health staff.

Table 31

Number of scholarships awarded in the 2021 funding round

Professional Background	Scholarships Awarded
Nursing	51
Allied health	18
Total	**69**

Key contacts

Research team (report authors)

qcmhlresearch@health.qld.gov.au

Training enrolment

qcmhltraining@health.qld.gov.au

Technical support

qcmhlit@health.qld.gov.au

General phone enquiries

(07) 3271 8837 or 0436 613 469

QCMHL@health.qld.gov.au

To view our courses, or to enrol in one of our training options, please visit our website or our course catalogue.

Queensland Centre for Mental Health Learning
Cnr Ellerton Dr & Court Rd Wacol 4076
ph: 3271 8837 email: qcmhl@health.qld.gov.au

West Moreton Health

Queensland Government

Appendix A: Suite of courses

Table 32

Suite of courses delivered by the Learning Centre

Face-to-face courses
10881NAT Course in Observing and Documenting the Mental State Examination (online version available)
QC4 Supervisor
QC8 Best Practice Models of Supervision
QC9 Critical Components of Risk Assessment and Management (online version available QC33)
QC12 Supervising Supervisors
QC13 Capacity Assessment (Decommissioned June 2021, online version available QC36)
QC14 Fundamentals of Assessment, Formulation and Planning (online version available QC34)
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 (online version available QC37)
Mental Health First Aid (MHFA) Standard
Mental Health First Aid Refresher (MHFAR) (online version available)
Youth Mental Health First Aid (YMHFA)
Blended learning courses
QC2 Engage, Assess, Respond to, and Support Suicidal People (online version available QC32)
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 (Online version available QC35)
QC30 Violence Risk Assessment and Management (Online version available)
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational
QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced
QC80 Gold Coast Suicide Prevention Pathway Training
Online classroom courses
10881NAT Course in Observing and Documenting the Mental State Examination (Face-to-face version available)

QC19 Critical Components of Risk Assessment and Management (Refresher)

QC30 Violence Risk Assessment and Management (Face-to-face version available)

QC32 Engage, Assess, Respond to, and Support Suicidal People (Blended version available QC2)

QC33 Critical Components of Risk Assessment and Management (Face-to-face version available QC9)

QC34 Fundamentals of Assessment, Formulation and Planning (Face-to-face version available QC14)

QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People(Blended version available QC28)

QC36 Capacity Assessment and Advance Health Directives

QC37 Supporting a Suicidal Young Person (Face-to-face version available QC31)

Mental Health First Aid Refresher (Face-to-face version available)

eLearning courses

QC40 Capacity Assessment and Advance Health Directives

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

QC48 Mental State Examination

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

QC55 Formulation and Care Planning

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

QC57 Introduction to Violence Risk Assessment and Management

QC58 Developing Educators Program

MHA2016AD *Mental Health Act 2016* Authorised Doctor

MHA2016AMPH *Mental Health Act 2016* Authorised Mental Health Practitioner

MHA2016R *Mental Health Act 2016* Refresher

Appendix B: Face-to-face training inferential statistics

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 33

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	107	3.19	3.86	5	Multiple Choice	-6.67**
QC13 Capacity Assessment	10	7.00	6.80	10	True/False	.30
QC23 Forming the Therapeutic Alliance	24	2.54	3.63	5	Multiple Choice	-4.25**
	23	3.91	4.35	5	True/False	-2.47*
QC4 Supervisor (Overall)	50	5.50	6.44	10	Multiple Choice	-3.42*
QC31 Supporting a Suicidal Young Person	8	6.00	9.13	10	True/False	-5.69*

* 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 34

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	105	52.27	81.49	91	Likert	-20.7**
QC13 Capacity Assessment	10	25.50	35.50	40	Likert	-9.30**
10881NAT Course in Observing and Documenting a Mental State Examination	30	24.53	31.00	25	Likert	-8.60**
QC9 Critical Components of Risk Assessment and Management (Overall)	159	21.18	25.51	30	Likert	-13.5**
QC23 Forming the Therapeutic Alliance	26	41.69	46.23	55	Likert	-4.31**
QC14 Mental Health Assessment	22	21.55	25.68	50	Likert	-4.08*
QC12 Supervising Supervisors	4	36.50	38.75	45	Likert	-.85
QC4 Supervisor (Overall)	57	41.19	59.09	70	Likert	-5.02**
QC31 Supporting a Suicidal Young Person	8	37.00	47.00	50	Likert	-6.07*

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

Appendix C: Blended learning training inferential statistics

Table 35

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	128	2.94	3.68	5	Multiple Choice	-6.59**
QC27 Group Facilitation in Therapeutic Contexts	28	3.21	3.18	5	Multiple Choice	.14
QC30 Violence Risk Assessment and Management	30	3.67	4.33	6	Multiple Choice	-2.48*
QC28 Youth: Engage, Assess, Response to, and Support Suicidal People	50	3.16	3.60	5	Multiple Choice	-2.06*

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

Table 36

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	163	28.65	34.55	40	Likert	-12.13**
QC25 Suicide Risk Assessment and Management in an Emergency Department Setting (SRAM-ED) - Train-the-trainer	5	33.20	35.00	40	Likert	1.62
QC27 Group Facilitation in Therapeutic Contexts	29	30.07	36.38	40	Likert	7.4**
QC30 Violence Risk Assessment and Management	30	29.90	38.87	40	Likert	-7.20**
QC28 Youth: Engage, Assess, Response to, and Support Suicidal People	51	34.55	42.10	50	Likert	-9.20**
QC50 Suicide Risk Assessment and Management in an Emergency Department Setting (SRAM-ED) – Foundational	198	12.71	16.06	20	Likert	17.91**
QC50 Suicide Risk Assessment and Management in an Emergency Department Setting (SRAM-ED) – Advanced	57	16.70	24.25	30	Likert	9.88**

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

Appendix D: Online classroom inferential statistics

Table 37

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

Training Course	n	Mean		Scale Maximum	Scale Type	t
		Before-training	After-training			
QC32 Engage, Assess, Respond to, and Support Suicidal People - Online classroom	19	3.00	3.58	5	Likert	-2.08
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People - Online classroom	11	3.64	3.91	5	Likert	-.711
QC36 Capacity Assessment and Advance Health Directives – Online classroom	17	6.24	6.65	10	Likert	-1.20
QC37 Supporting a Suicidal Young Person – Online classroom	2	6.00	8.50	10	Likert	-1.67

Table 38

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

Training Course	*n*	Mean		Scale Maximum	Scale Type	*t*
		Before-training	**After-training**			
QC19 Risk Refresher	9	26.33	29.33	30	Likert	-2.83*
QC32 Engage, Assess, Respond to, and Support Suicidal People - Online classroom	24	29.75	34.42	40	Likert	-4.26**
QC33 Critical Components of Risk Assessment and Management – Online classroom	20	22.65	25.80	30	Likert	-4.10*
QC34 Fundamentals of Assessment, Formulation and Planning – Online classroom	14	20.50	24.57	30	Likert	-4.59*
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People - Online classroom	12	38.08	44.00	40	Likert	-2.66*
QC36 Capacity Assessment and Advance Health Directives – Online classroom	19	26.37	32.79	40	Likert	-6.74**
QC37 Supporting a Suicidal Young Person – Online classroom	2	30.50	49.50	50	Likert	-19.00*
10881 NAT Course in Observing and Documenting a Mental State Examination - online classroom	41	23.12	30.20	35	Likert	-8.13**

* $p < .05$; ** $p < .001$ (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 39

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	279	3.81	3.99	6	Multiple Choice	-2.47*
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	83	4.20	5.11	6	Multiple Choice	7.07**
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	147	2.20	3.02	5	Multiple Choice	-9.00**
QC48 Mental State Examination	314	4.25	5.86	8	Multiple Choice	-16.2**
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	177	2.88	3.20	5	Multiple Choice	-3.71**
QC57 Introduction to Violence Risk Assessment and Management	80	2.49	3.33	5	Multiple Choice	-4.14**

* $p < .05$; ** $p < .001$ (indicating a significant increase observed in measures of knowledge after training, in comparison to measures of knowledge prior to training)
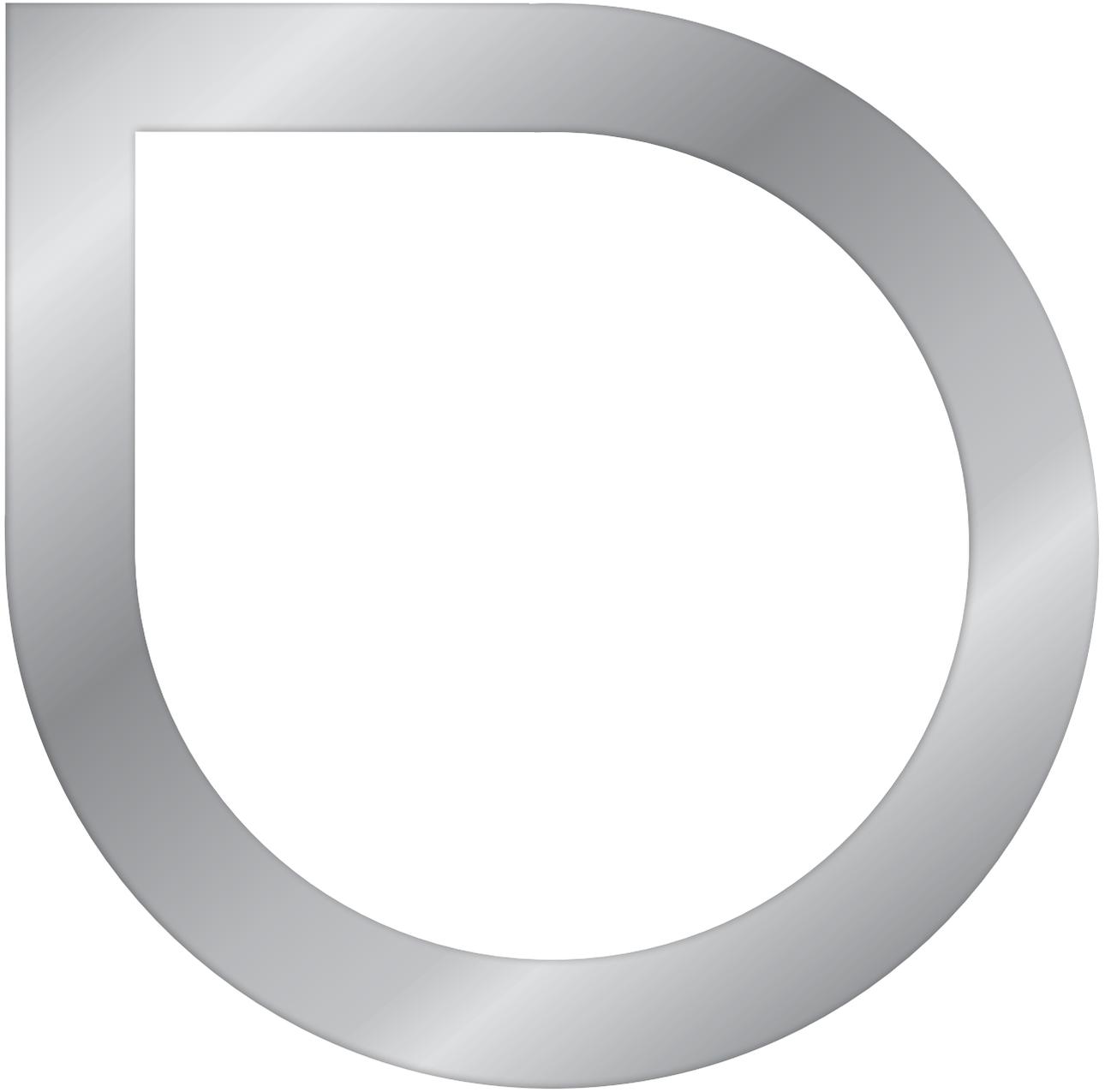
Table 40

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

Training Course	n	Mean		Scale Maximum	Scale Type	t
		Before-training	After-training			
QC40 Capacity Assessment Training and Advanced Health Directives	371	30.78	38.03	45	Likert	-22.0**
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	273	25.03	32.59	40	Likert	-20.2**
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	84	20.26	25.11	30	Likert	9.80**
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	148	9.72	12.51	15	Likert	-14.7**
QC52 Cultural Capability for Mental Health	160	21.88	25.37	30	Likert	-12.7**
QC54 Foundations of Risk Assessment and Management	602	24.71	30.10	35	Likert	-27.1
QC55 Formulation and care planning	106	35.22	43.22	50	Likert	11.1**
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	179	33.27	41.96	50	Likert	-20.1**
QC57 Introduction to Violence Risk Assessment and Management	70	28.01	35.94	45	Likert	-11.1**
QC57 Introduction to VRAM (Risk assessment and management)	73	21.32	39.58	45	Likert	-1.66
QC57 Introduction to VRAM (Role and work setting)	69	3.27	4.07	5	Likert	-10.5**

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 of confidence prior to training)