



Queensland Centre for
Mental Health Learning
Annual Report



West Moreton Hospital and Health Service - RTO code: 40745

Queensland Centre for Mental Health Learning (Learning Centre)

Locked Bag 500
Archerfield Qld 4108

(07) 3271 8837 / 0436 613 469

qcmhl@health.qld.gov.au

online: www.qcmhl.qld.edu.au

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'Making Tracks' artwork produced for Queensland Health by Gilimbaa.

Acknowledgement of Country

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

Recognition of lived experience

Queensland Health and the Learning Centre also acknowledge the lived experience of those with mental illness, those impacted by suicide or substance use, and the contributions that family, friends, carers and staff make to their recovery.

A message from the Director

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

All resources are developed following significant state level demand in line with national and state priorities. 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. In 2022, the Centre's suite of courses included:

- 10 face-to-face workshops
- Six workshops delivered online
- 12 blended learning courses (eLearning + workshop), 10 with a face-to-face workshop and two with an online workshop
- 15 eLearning courses.

The Learning Centre team offer advanced skills in design, development, delivery, coordination and evaluation. However, we cannot maintain our suite of resources to Registered Training Organisation (RTO) standards and workforce development expectations for Queensland without the support of our stakeholders and partners.

The Learning Centre continues to invest in the hub and spoke model through formal interdependence with our colleagues across the state. The team is currently working with seven formally established partnerships designed to be mutually beneficial, with outcomes including:

- increased training delivery
- increased core skills for health service educators
- increased capacity for this model to maintain the existing education suite and develop contemporary new resources.

In 2022, the training reach achieved through formal training partnerships increased to subsequent years, supporting further commitment to our partners and investment in the model.

A notable accomplishment of 2022 is the completion of a redeveloped suicide prevention training package for the Emergency Department (ED) workforce. Partnership with the MHAOD Branch enabled product development which was closely supported by representatives of the Queensland Emergency Department Strategic Advisory Group (QEDSAP) and co-designed with people with lived experience. A network of training partners embedded in services across the state will deliver this training to the ED workforce.

I sincerely thank all our stakeholders, our training participants, training partner educators (TPEs), cofacilitators and collaborators with lived experience. This year we have worked collaboratively with

QEDSAP, Insight, Queensland Children's Gender Service, Roses in the Ocean, the Mental Health Scholarship Scheme panel and multiple non-government and private agencies in addition to course specific reference groups, content experts and committees. The MHOAD Branch remain a key partner in advancing our work. 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 our 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.



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 2022. The data presented here focuses on delivery and attendee activity and provides a breakdown by course code, Hospital and Health Service (HHS), and/or organisation.

In 2022, the Learning Centre

Together with our partners, supported and/or delivered training to **6095 individuals across more than 38 professional backgrounds** via face-to-face workshops, online classrooms or eLearning modules.

Welcomed **2725 attendees** at face-to-face or online classroom workshops delivered by Learning Centre Clinical Educators and our HHS partners.

Offered **15 eLearning** courses, in which a total of **7187 course completions** were recorded.

Facilitated **41 face-to-face or online classroom deliveries to external organisations**, including non-government organisations (NGOs) and other government departments.

Supported our HHS partners to deliver **53 face-to-face deliveries** within their services.

Supported specialised trainers to deliver **76 deliveries** of the **Suicide Risk Assessment and Management in Emergency Department Settings (SRAM-ED)** courses (QC50, QC51, QC61 and QC80).

In 2022, the Learning Centre continued to support our seven HHS training partnerships to maximise the reach and volume of mental health training in Queensland Health. Significant work was completed to engage and upskill training partner educators (TPEs). A further 385 clinicians received training through HHS partnerships.

A total of 945 completions of suicide prevention skills courses were recorded in the 2022 reporting period.

While in 2022, the Learning Centre continued its focus on supporting training for the Queensland Health workforce, the Centre also expanded support to NGOs—delivering 40 face-to-face and online classroom workshops across 10 courses.

MILESTONES 2022

JANUARY

QC24 *Working with Strengths in Recovery* updated and adapted to online delivery.



MARCH

Launched the initial QC58 *Developing Educators Program*, providing a range of eLearning modules, tools, guidelines, and webinars to support educators.



JUNE

QC25 *Suicide Risk Assessment and Management in Emergency Departments (SRAM-ED) – Train-the-trainer* pilot was delivered across two days with five trainers up-skilled to the new program.

AUGUST

Completed an eLearning package, *Child sexual abuse—changes to the QLD Criminal Code*, commissioned and hosted by the Child and Family Policy Unit.



OCTOBER

In collaboration with the Mental Health Learning Centre Victoria, developed a new eLearning QC60 *Introduction to Supervision*, which will form part of the supervision suite of courses from 2023.

Launched the new eLearning module, *When is training the right solution?*, as part of the QC58 *Developing Educators Program*.



FEBRUARY

Launched a new video scenario featuring an Aboriginal and Torres Strait Islander person to assess clinician's knowledge and skill for the Learning Centre's accredited course, 10881NAT *Course in Observing and Documenting the Mental State Examination*.

Commenced roll out of non-government organisation (NGO) sector training and eLearning access for 160 employees of Richmond Fellowship Queensland.

Launched the *Mental Health Act 2016 Refresher* eLearning course.

MAY

Piloted the QC61 *Suicide Risk Assessment and Management in Emergency Departments (SRAM-ED)* with 32 Emergency Department clinicians and training partners.

JULY

Launched QC83 *Termination of Pregnancy* eLearning module.



SEPTEMBER

Completed QC60 *Providing inclusive healthcare for people diverse in gender and/or sexuality* eLearning module for launch in 2023.



NOVEMBER

Launched the redeveloped QC61 *SRAM-ED* course and QC25 *SRAM-ED – Train-the-trainer* course for suicide prevention training for the Emergency Department workforce.

Our service

The Learning Centre specialises in the development and delivery of mental health training for the public MHOAD workforce and other health professionals. To strengthen the educational resources available to Queensland Health staff, the Learning Centre works collaboratively with mental health educators, Insight and Dovetail (Queensland Health services providing education and support to the alcohol and other drug workforce), 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 eLearning, standalone workshops in face-to-face and videoconferencing (online classroom) formats, and blended learning that combines eLearning with face-to-face/online workshop sessions. Training courses are informed by evidence and are responsive to the evolving needs of professionals working with people experiencing mental illness (see Appendix A: Suite of courses for a full list of Learning Centre courses offered in 2022).

The Learning Centre is guided by our mission statement and the values expressed in our four pillars.

Our 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.

People

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

Process

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

Profile

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

Products

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

Training activity

Our learners

In 2022, the Learning Centre provided training to 6095 individual learners who self-reported 38 different professional backgrounds. An additional background of 'other' has been included for miscellaneous professions. Thus, in total, we report learners from 39 background categories. For simplicity, these reported professions are grouped into eight areas. The proportion of learners in each of these areas is depicted in Figure 1 overpage.

The majority of learners reported a nursing background (48%), followed by allied health (25%), and then medicine (16%).

Learners also self-reported the type of organisation their workplace falls under. Self-reported learner organisation results are shown in Figure 2 overpage.

Queensland Health was the most commonly reported organisation, accounting for approximately 90% of learners. The second most common was non-government organisation (NGOs) (6%), and the third most common was private hospitals (2%).

For a more detailed breakdown of the self-reported professional background, refer to Appendix B: Learner professional background.

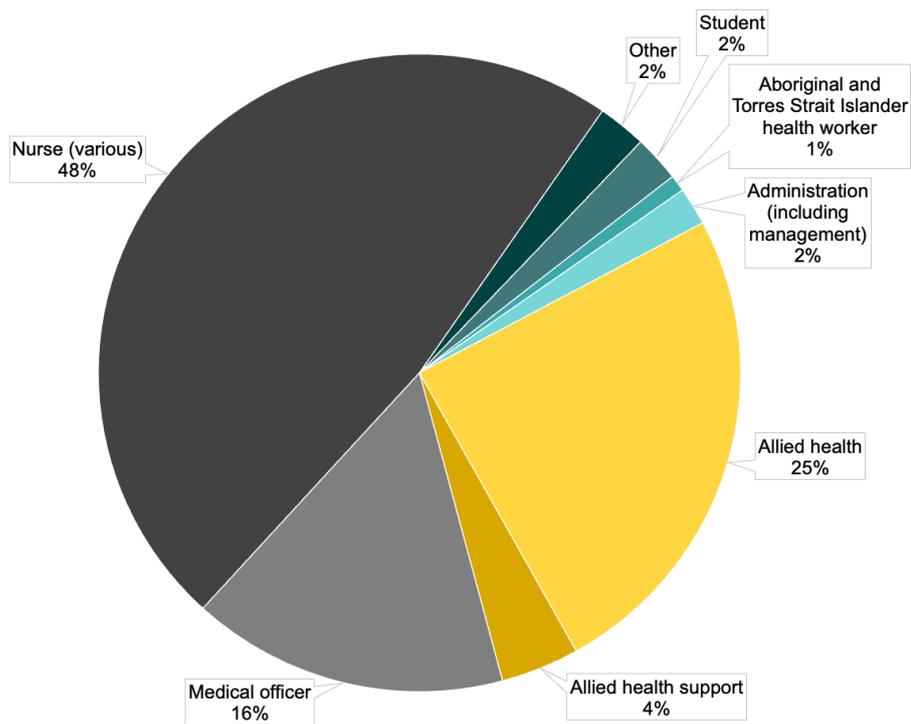


Figure 1
Professional background in 2022 (N = 6095)

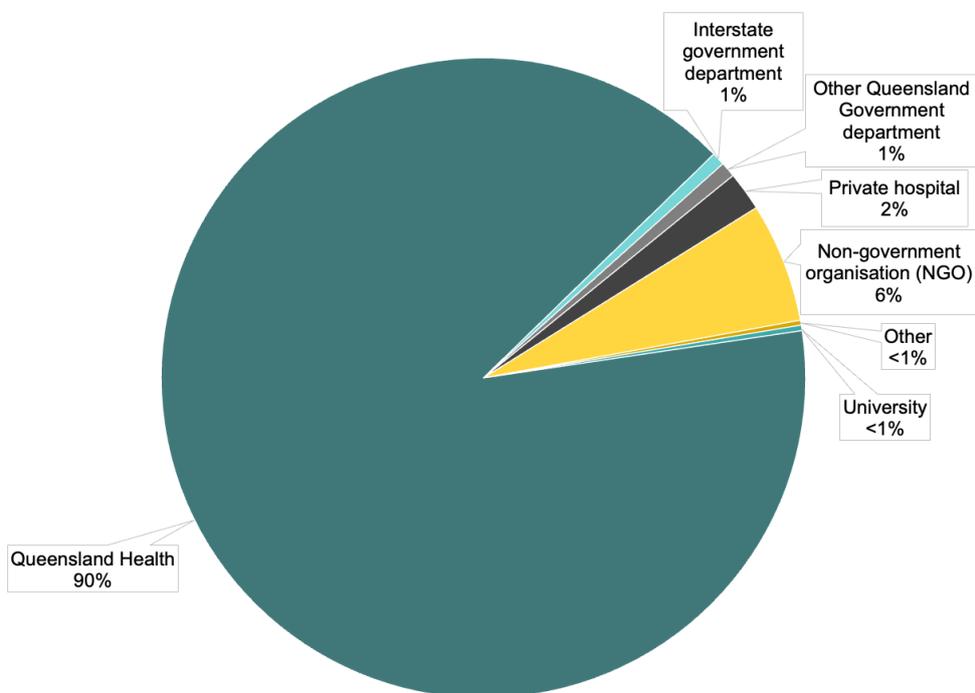
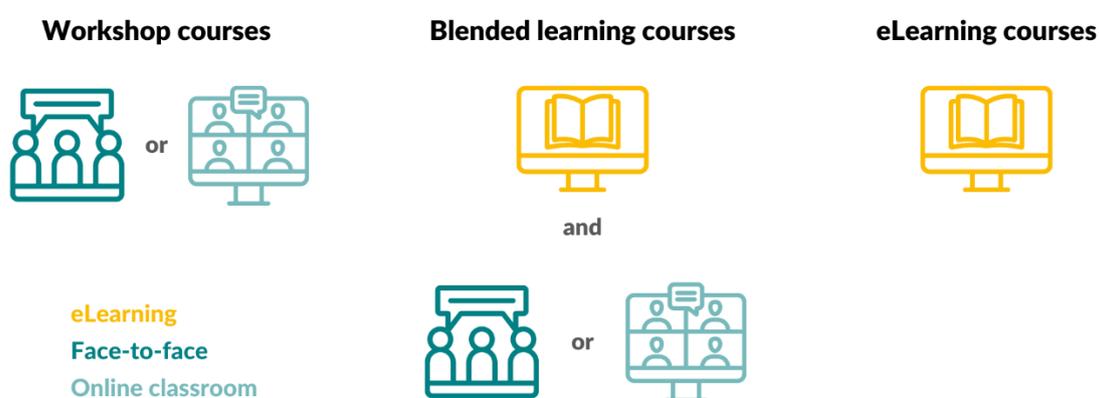


Figure 2
Work organisation in 2022 (N = 6095)

Overview training activity

This section of the report provides a brief overview of training activity from 1 January 2022 to 31 December 2022. A list of courses offered in 2022 is provided in Appendix A: Suite of courses. Information on data methodology is provided in Appendix C: Data methodology notes. It is advised that these notes are referred to when interpreting data.

Within this report, data are structured by training category: standalone workshop involving a face-to-face or online classroom format, blended learning that combine eLearning with a face-to-face or online classroom workshop, and eLearning only.



Part (a) of Table 1 summarises all course deliveries, attendees and completions. In 2022, the Learning Centre and our partners supported 2725 learners attend courses across both face-to-face and online classroom formats. In addition, 7187 completions were recorded for eLearning courses. Across delivery modes, Queensland Health learners accounted for approximately 89% of all learners, while learners from external organisations accounted for 11% of learners.

Training is delivered to Queensland Health and non-Queensland Health organisations through various facilitator arrangements. Our training facilitators include the Learning Centre's Clinical Educators, training partners based within HHSs, and trainers specialised in the Suicide Risk Assessment and Management in Emergency Department Settings (SRAM-ED) suite of courses. Part (b) of Table 1 displays delivery and attendance data by the type of facilitator arrangement.

This report generally structures data by facilitator arrangement and organisation type: training delivered directly by Learning Centre Clinical Educators to Queensland Health learners (commences page 15); training delivered by our TPEs (from page 23); suicide prevention skills training, including courses delivered by SRAM-ED trainers (from page 26); private training delivered by Learning Centre Clinical Educators to external organisations and staff (from page 31): and, finally, Learning Centre deliveries of Mental Health First Aid courses (page 35).

Table 1

Course delivery and attendance counts by delivery mode for Queensland Health and non-Queensland Health learners (a) and by facilitator type (b).

(a) Mode of delivery	Number of courses	Deliveries	Queensland Health		Not Queensland Health		Total/All	
			eLearning	Attendees	eLearning	Attendees	eLearning	Attendees
Workshop (all)	16	157	-	1078	-	330	-	1408
Face-to-face	10	113	-	850	-	252	-	1102
Online classroom	6	44**	-	228	-	78	-	306
Blended (all)	12	177	2666	1032	349	285	3015	1317
Face-to-face	10	161	2386	947	292	241	2483	1188
Online classroom	2	16	280	85	57	44	532	129
eLearning	15	-	6668	-	519	-	7187	-
Total	43	334	9334	2110	868	615	10202	2725

(b) Mode of delivery	Learning Centre to Queensland Health		Training partner		SRAM-ED train-the-trainer model		Learning Centre to external		Total/All	
	Deliveries	Attendees	Deliveries	Attendees	Deliveries	Attendees	Deliveries	Attendees	Deliveries	Attendees
Workshop (all)	111*	948	26	196	-	-	20*	264	157	1408
Face-to-face	71	680	26	196	-	-	16	226	113	1102
Online classroom	40***	268	-	-	-	-	4	38	44***	306
Blended (all)	53	503	27	272	76	312	21	230	177	1317
Face-to-face	39**	395	27	272	76	312	19	209	161	1188
Online classroom	14	108	-	-	-	-	2	21	16	129
Total	164	1451	53	468	76	312	41	494	334	2725

Notes. *Includes Mental Health First Aid courses, which are subsequently reported separately in this report. **Includes the QC61 pilot deliveries run by the Learning Centre, which are subsequently reported with other suicide prevention training in this report. ***Some online classroom courses are delivered across two sessions on separate days. Online classroom counts here refer to complete course deliveries (i.e., part 1 plus part 2 = one delivery). For online classroom (workshop), there was an additional partial delivery (session 2) not shown in this table.

Queensland Health

A core part of the Learning Centre's work involves course deliveries to Queensland Health employees. This section of the report presents delivery and attendee data for training that falls under the facilitator arrangement of Learning Centre Clinical Educators to Queensland Health employees.

Table 1 (b) on the previous page includes additional information under the Learning Centre to Queensland Health deliveries column that is omitted from this section of the report. For instance, occasionally, Queensland Health offers limited workshop places to non-Queensland Health employees. In this section, these external learners are partitioned out and are included later in this report. Also excluded in this section of the report are Queensland Health learners who attended TPE training in their HHS, deliveries by SRAM-ED trainers, or the QC61 SRAM-ED pilot delivered by Learning Centre Clinical Educators. In these circumstances, delivery and attendance data for Queensland Health learners are outlined elsewhere. Finally, data for Mental Health First Aid (MHFA) courses primarily attended by Queensland Health workers are also omitted here and described separately.

As shown in Table 2 overpage, and noting the exceptions described in the previous paragraph, through face-to-face and online classroom formats, in 2022, Learning Centre Clinical Educators led a total of 159 deliveries within Queensland Health. Deliveries are reported by the HHS the delivery was physically held, with most (although not all) online classroom deliveries counted in 'Other Queensland Health' as these deliveries generally were available to all learners across all HHSs. Learner attendance numbers for workshop and blended learning courses across face-to-face and online classroom formats are shown by HHS.

In addition to the workshop and blended learning deliveries reported in Table 2, Queensland Health employees accessed 15 eLearning courses hosted on our website. eLearning ranges from 1 hour to 9 hours of learning. In 2022, Queensland Health employees recorded 8413 enrolments in eLearning courses and 6668 course completions (79% completion rate).

Table 2

Summary of deliveries and completions for training by Learning Centre Clinical Educators to Queensland Health learners by Hospital and Health Services.

Hospital and Health Service	Workshop course completions		Blended learning course completions		eLearning course completions	Total completions	Workshop / blended deliveries
	Face-to-face	Online classroom	Face-to-face	Online classroom			
Cairns and Hinterland	57	16	35	-	333	441	10
Central Queensland	32	15	3	-	193	243	5
Central West	-	3	-	1	12	16	-
Children's Health Queensland	33	11	17	5	363	429	3
Darling Downs	48	13	26	3	508	598	6
Gold Coast	70	7	17	2	647	743	6
Mackay	66	3	25	3	203	300	10
Metro North	78	16	25	2	1229	1350	6
Metro South	40	17	49	19	1505	1630	7
North West	11	1	9	-	23	44	2
South West	0	5	2	-	36	43	-
Sunshine Coast	53	28	29	5	500	615	9
Torres and Cape	30	5	4	4	44	87	4
Townsville	32	20	14	12	449	527	5
West Moreton	65	65	47	25	264	466	21
Wide Bay	37	1	29	4	337	408	6
Other Queensland Health	-	-	-	-	22	22	59
Total	652	226	331	85	6668	7962	159

Standalone workshop courses: Queensland Health

Face-to-face

The COVID-19 pandemic continued to impact access to face-to-face training opportunities. Capacity restrictions in venues led to reduced learner numbers per delivery. Additionally, at points throughout the year where HHSs had reduced staffing and/or increased care demands, non-essential training and professional development was suspended.

Learning Centre Clinical Educators delivered seven face-to-face workshop courses to Queensland Health work areas. As shown in Table 3, there were 70 deliveries and 652 full attendances across these courses.

Table 3

Queensland Health face-to-face workshop course delivery and attendance counts.

Course	Deliveries	Attendees
10881NAT Course in Observing and Documenting a Mental State Examination	9	100
QC4 Supervisor	10	78
QC8 Best Practice Models of Supervision	14	126
QC9 Critical Components of Risk Assessment and Management	15	153
QC12 Supervising Supervisors	2	5
QC14 Fundamentals of Assessment, Formulation and Planning	13	125
QC23 Forming the Therapeutic Alliance	7	65
Total	70	652

Table 4 provides training enrolment, non-attendance (i.e., enrolled but did not attend), training attendance, and unique attendance* (i.e., number of unique learners who fully attended) by HHS.

Table 4

Queensland Health face-to-face training enrolment and attendance by Hospital and Health Service.

Hospital and Health Service	Enrolled	Did not attend	Partial attendance	Full attendance	Unique attendance*
Cairns and Hinterland	60	3	0	57	49
Central Queensland	38	6	0	32	33
Central West	1	1	0	0	0
Children's Health Queensland	35	2	0	33	29
Darling Downs	51	1	2	48	38

Gold Coast	73	3	0	70	39
Mackay	75	8	1	66	44
Metro North	85	7	0	78	75
Metro South	49	9	0	40	36
North West	11	0	0	11	9
South West	0	0	0	0	0
Sunshine Coast	58	5	0	53	44
Torres and Cape	32	2	0	30	18
Townsville	32	0	0	32	30
West Moreton	67	1	1	65	44
Wide Bay	40	3	0	37	26
Total	707	51	4	652	514

Note. *Unique attendance refers to the number of individuals who attended any face-to-face course within an HHS at least once.

Online classroom

The Learning Centre offered six, standalone online classroom courses to Queensland Health work areas. There were 69 individual online classroom sessions delivered by Learning Centre Clinical Educators. In total, 35 complete online classrooms were delivered, and 226 full attendances were recorded (see Table 5).

Table 5

Queensland Health online classroom course deliveries.

Course	Deliveries			Attendees		
	Part 1	Part 2	Single session	Part 1 only	Part 2 only	Both / All
10881NAT Course in Observing and Documenting the Mental State Examination	11	11	-	18	2	69
QC33 Critical Components of Risk Assessment and Management	11	11	-	16	4	59
QC34 Fundamentals of Assessment, Formulation and Planning	6	7	-	14	0	34
QC37 Supporting a Suicidal Young Person	1	1	-	2	0	2
QC19 Critical Components of Risk Assessment and Management (Refresher)	-	-	5	-	-	28
QC36 Capacity Assessment and Advance Health Directives	-	-	5	-	-	34
Total	29	30	10	50	6	226

Table 6 provides a breakdown of training enrolment, non-attendance, partial and full attendance, and unique attendance* numbers by HHS for online classroom courses.

Table 6

Queensland Health online classroom enrolment and attendance by Hospital and Health Service.

Hospital and Health Service	Enrolled	Did not attend	Partial attendance	Full attendance	Unique attendance*
Cairns and Hinterland	31	9	6	16	14
Central Queensland	26	7	4	15	15
Central West	4	1	0	3	2
Children's Health Queensland	18	2	5	11	9
Darling Downs	25	4	8	13	13
Gold Coast	17	8	2	7	6
Mackay	7	1	3	3	3
Metro North	35	12	7	16	15
Metro South	27	6	4	17	14
North West	6	4	1	1	1
South West	6	1	0	5	3
Sunshine Coast	42	9	5	28	25
Torres and Cape	15	7	3	5	3
Townsville	37	10	7	20	18
West Moreton	76	5	6	65	35
Wide Bay	6	4	1	1	1
Total	378	90	62	226	177

Note. *Unique attendance refers to the number of participants who attended any online classroom course within an HHS at least once.

Blended learning courses: Queensland Health

The Learning Centre's blended learning courses involve self-paced eLearning modules and a scheduled face-to-face or online classroom workshop. In 2022, eight blended learning courses were offered to Queensland Health work areas—six with face-to-face formats and two with online classrooms.

In total, there were 49 blended course deliveries comprising 36 with a face-to-face workshop format and 14 with full online classrooms. Table 7 and Table 8 provides course delivery and attendance counts for blended face-to-face and online classroom courses, respectively.

Note that QC30 Violence Risk Assessment and Management and QC24 Working with Strengths in Recovery are traditionally blended face-to-face courses that were adapted in 2022 for online delivery to meet stakeholder needs. These courses are reported with other blended face-to-face courses in Table 7.

Table 7

Queensland Health attendance at blended learning face-to-face course deliveries.

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	8	106
QC24 Working with Strengths in Recovery*	2	11
QC25 Suicide Risk Assessment and Management in Emergency Department Settings: Train-the-trainer	5	34
QC27 Group Facilitation in Therapeutic Contexts	9	71
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	6	61
QC30 Violence Risk Assessment and Management*	6	57
Total	36	340

Note. *In 2022, all QC24 deliveries and five of six QC30 deliveries were delivered online.

Table 8

Queensland Health attendance at blended learning online classroom course deliveries.

Course	Deliveries		Attendees		
	Part 1	Part 2	Part 1 only	Part 2 only	Both / All
QC32 Engage, Assess, Respond to, and Support Suicidal People	9	9	7	2	54
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People	5	5	5	2	31
Total	14	14	12	4	85

Table 9 overpage provides training enrolment, partial and full attendance, and unique completion** numbers for blended learning courses by HHS. On average, approximately 72% of all learners actively enrolled in blended learning completed all course requirements, and 24% completed at least the eLearning.

Table 9

Queensland Health blended learning enrolment and attendance by Hospital and Health Service.

Hospital and Health Service	Enrolled	eLearn & Part 1 OC* only	eLearn & Part 2 OC* only	eLearn only	F2F* / OC* only	All complete	Unique complete**
Cairns and Hinterland	40	0	0	5	0	35	35
Central Queensland	5	1	0	1	0	3	3
Central West	1	0	0	0	0	1	1
Children's Health Queensland	27	3	0	2	0	22	21
Darling Downs	33	0	0	4	0	29	28
Gold Coast	33	0	0	14	0	19	19
Mackay	33	2	0	1	2	28	26
Metro North	32	0	0	5	0	27	27
Metro South	162	1	1	92	0	68	63
North West	9	0	0	0	0	9	9
South West	6	0	0	1	3	2	2
Sunshine Coast	48	1	1	11	1	34	34
Torres and Cape	13	1	2	0	2	8	7
Townsville	31	2	0	2	1	26	24
West Moreton	74	0	0	2	0	72	59
Wide Bay	34	1	0	0	0	33	30
Total	581	12	4	140	9	416	388

Notes. *OC = Online classroom. F2F = Face-to-face. **Unique complete refers to the number of individuals within an HHS who completed the requirements of a blended course at least once.

eLearning only courses: Queensland Health

In 2022, the Learning Centre hosted 15 eLearning courses that were accessible to all Queensland Health staff through the learning management system (see website details in Key contacts section). The eLearning courses are self-paced, enabling learners to complete in their own time.

Table 10 presents the number of enrolments and completions by Queensland Health employees by eLearning course, while eLearning course enrolments and completions by HHS are shown in Table 11. A total of 8413 eLearning enrolments and 6668 completions were recorded (79% completion rate).

Table 10

Queensland Health eLearning enrolments and completions.

Course	Enrolments	Completions	% Completed / Enrolled
QC40 Capacity Assessment and Advance Health Directives	488	460	94
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	350	266	76
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	249	173	69
QC48 Mental State Examination	490	293	60
QC52 Cultural Capability in Mental Health	177	130	73
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	125	71	57
QC54 Foundations of Risk Assessment and Management	539	420	78
QC55 Formulation and Care Planning	258	124	48
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	290	235	81
QC57 Introduction to Violence Risk Assessment and Management	284	208	73
QC58 Developing Educators Program*	74*	0*	0*
QC83 Termination of Pregnancy Healthcare	32	15	47
MHA2016AD Mental Health Act 2016 Authorised Doctor	388	318	82
MHA2016AMPH Mental Health Act 2016 Authorised Mental Health Practitioner	1188	782	66
MHA2016R Mental Health Act 2016 Refresher	3481	3173	91
Total	8413	6668	79%

Note. *QC58 was released at the end of 2022, which may explain why there were high enrolment numbers and no completions during the calendar year.

It is important to note that there are many possible explanations for why enrolment and completion numbers differ. Learners who partially complete an eLearning course will be captured as an enrolment only, regardless of how much content they covered. Additionally, learners who enrolled in a course one year may complete the course the next year, which may contribute to inflated enrolment numbers in that first calendar year.

Table 11

Queensland Health eLearning course enrolments and completions.

Hospital and Health Service	Enrolments	Completions	% Completed / Enrolled	Unique completion*
Cairns and Hinterland	413	333	81	278
Central Queensland	240	193	80	123
Central West	25	12	48	8
Children's Health Queensland	462	363	79	293
Darling Downs	634	508	80	306
Gold Coast	800	647	81	482
Mackay	247	203	82	127
Metro North	1566	1229	78	983
Metro South	1828	1505	82	1008
North West	36	23	64	19
South West	49	36	73	20
Sunshine Coast	616	500	81	338
Torres and Cape	60	44	73	33
Townsville	580	449	77	323
West Moreton	437	264	60	193
Wide Bay	398	337	85	224
Other Queensland Health	22	22	100	16
Total	8413	6668	79%	4774

Note. *Unique completion refers to the number of individuals who completed an eLearning course within an HHS at least once.

Training partnerships: A hub and spoke model

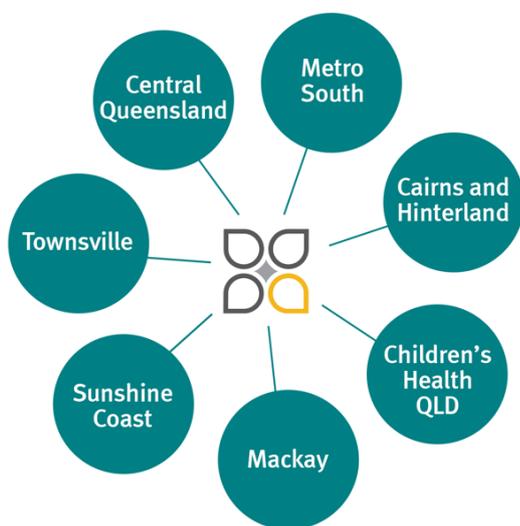
This section of the report presents information that falls under the facilitator arrangement of TPE-led training and includes all learners (both Queensland Health employees and external staff) who attended these deliveries.

To increase the reach and volume of training for Queensland Health MHAOD service providers, the Learning Centre progressed to a hub and spoke model of training delivery. Established under a memorandum of understanding (MoU) with HHSs, the model provides a formal framework to enable TPEs to deliver select Learning Centre courses.

The TPEs receive supported upskill to each course through a collaborative upskill pathway, whereby, on behalf of the Learning Centre, they can independently deliver face-to-face training (including the face-to-face components of blended learning courses) within their service. This sustainable training delivery model contributes to local HHS capacity building and aims to address the increased training needs of the MHAOD workforce. This in turn, supports staff to meet increased demand for service provision.

Benefits of MoU training partnerships include:

- expansion of training opportunities
- TPE engagement: 1:1 course upskilling with Learning Centre Clinical Educators and reflective space participation
- mutual professional development opportunities
- collaborative course review and development
- course and training delivery quality monitoring.



The Learning Centre has seven MoU training partner agreements registered with Q Contracts. Four of these are active, with TPEs delivering courses locally in their HHSs: Metro South Addiction and Mental Health Services operating under Mental Health HHS; Sunshine Coast Mental Health and Addiction Services, Sunshine Coast HHS; Mental Health Services Group, Townsville HHS; and Mental Health, Alcohol, Tobacco and Other Drugs, Cairns and Hinterland HHS. One MoU partner, Mackay Mental Health and Alcohol and Other Drugs Division, Mackay HHS, has four TPEs on upskill pathways but is not yet delivering courses.

Two other MoU agreements are currently inactive for staffing and service demand reasons: Central Queensland HHS and Children's Health 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 TPEs across Queensland and each training educator completes a comprehensive upskill pathway, facilitated by the Learning Centre, before independently delivering training in their HHS.

Table 12 overpage provides a breakdown of the number of TPEs who engaged in upskilling activities, by LHHS and course. In 2022, there were 32 upskilling activities.

Table 12

Training partner educator upskill pathway participation in 2022.

Partnership HHS	Course	Number of upskill events
Cairns and Hinterland	QC9 Critical Components of Risk Assessment and Management	1
Metro South	QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	9
	QC8 Best Practice Models of Supervision	2
Sunshine Coast	QC9 Critical Components of Risk Assessment and Management	8
Townsville	QC4 Supervisor	4
Mackay	QC4 Supervisor	3
	QC8 Best Practice Models of Supervision	3
	QC2 Engage, Assess, Respond to, and Support Suicidal People	2
Total		32

Learning Centre engagement with TPEs is a critical component of these successful partnerships. Learning Centre staff (e.g. Clinical Educators, contract and project coordinator, business support officer, research advisor, quality and compliance coordinator, instructional designer) interact with and support partner educators in multiple ways, such as reflective space and professional development sessions, training resource provision, course enrolment support, feedback reporting, invitations to planning sessions, and moderation meetings for assessable courses. Table 13 lists some engagement activities completed and the number of TPEs who engaged in these opportunities.

Table 13

Engagement with training partner educators in 2022.

Engagement activity	Number of occurrences	Number of TPEs
Reflective space	11	35
Moderation meeting	2	1
Professional Development (PD) session*	10	25
Total	23	61

Note: *PD session includes educator community of practice; 1:1 contact with Learning Centre Clinical Educator; project participation (with the Learning Centre); TPE industry placement; Velg training sibling account issues.

Hospital and Health Service (HHS) partnership deliveries

Six Learning Centre courses are covered by MoU training partnerships. TPEs skilled in particular courses deliver these courses across the partner HHSs. A breakdown of HHSs, courses, deliveries and attendance through these partnerships is presented in Table 14. The numbers in Table 14 include both Queensland Health learners and external learners in TPE-delivered courses.

Table 14

Memorandum of understanding training partner educator course deliveries in 2022.

Partnership HHS	Course	Deliveries	Attendees
Cairns and Hinterland	QC9 Critical Components of Risk Assessment and Management	2	13
Children’s Health Queensland	QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	2	27
Metro South	QC2 Engage, Assess, Respond to, and Support Suicidal People	20	190
	QC8 Best Practice Models of Supervision	2	22
Sunshine Coast	QC2 Engage, Assess, Respond to, and Support Suicidal People	5	55
	QC8 Best Practice Models of Supervision	2	8
	QC9 Critical Components of Risk Assessment and Management	5	59
Townsville	QC4 Supervisor	3	18
	QC8 Best Practice Models of Supervision	7	31
	QC9 Critical Components of Risk Assessment and Management	5	45
Total		53	468

The TPE deliveries increased the Learning Centre’s capacity to provide training across Queensland and significantly contributed to MHAOD service provider clinical education in risk assessment and management, suicide prevention skills, and supervision. The number of Learning Centre course deliveries through formal partnerships increased from 40 in 2021 to 53 in 2022. In 2022, the additional training delivery afforded by formal training partnerships exceeded the investment in resources by the Learning Centre.

Suicide prevention skills training

This section of the report presents information for all courses included in the suicide prevention skills training initiative and delivered by various trainers, including the SRAM-ED courses delivered by SRAM-ED trainers.

The Learning Centre supports the suicide prevention education and training aspect of the broader statewide Suicide Prevention Skills Project goal to embed contemporary suicide skills training across all Queensland HHSs. As coordinator, the Learning Centre delivers, as well as supports health services to deliver, a core suite of suicide prevention skills courses.

The core suite of suicide prevention skills courses available in 2022 included:

- Suicide Risk Assessment and Management in an Emergency Department Setting (SRAM-ED) suite: Train-the-trainer (QC25), Gold Coast only (QC80), and the standard delivery (QC61).
- Suicide Risk Assessment and Management in an Emergency Department Setting: Foundational and Advanced (SRAM-ED; QC50, QC51)—decommissioned and replaced by QC61 SRAM-ED from April 2023.
- 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; QC37 online).

Table 15 provides an overview of training delivery and learner course completion counts for this suite of courses delivered by Learning Centre Clinical Educators, TPEs, and SRAM-ED trainers. The attendee numbers include all learners who attended these courses—both Queensland Health and external learners.

Additionally, Table 16 overpage provides a breakdown of learner attendance by HHS, across all suicide prevention skills training courses.

Table 15

Suicide prevention skills training deliveries.

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	34	362
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	8	95
QC32 Engage, Assess, Respond to, and Support Suicidal People (Online)	11	89
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People (Online)	5	40
QC25 Suicide Risk Assessment and Management in Emergency Department Settings: Train-the-trainer	5	34
QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational	51	211
QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced	11	26
QC61 Suicide Risk Assessment and Management in Emergency Department Settings	8	45
QC80 Gold Coast Suicide Prevention Pathway Training	9	62
Total	142	964

Table 16

Suicide prevention skills training attendance by Hospital and Health Service/organisation.

HHS/Organisation	Enrolled	eLearn & Part 1 OC* only	eLearn & Part 2 OC* only	eLearn only	F2F* / OC* only	All complete	Unique complete**
Cairns and Hinterland	109	0	0	74	0	35	35
Central Queensland	55	1	0	47	0	7	7
Central West	7	0	0	6	0	1	1
Children's Health Queensland	70	3	0	39	0	28	28
Darling Downs	320	0	0	129	0	191	170
Gold Coast	353	0	0	284	0	69	69
Mackay	109	2	0	61	2	44	43
Metro North	157	0	0	120	1	36	36
Metro South	587	1	1	359	7	219	218
North West	90	0	0	25	1	64	64
South West	69	0	0	68	0	1	1
Sunshine Coast	154	1	1	74	4	74	74
Torres and Cape	42	1	2	27	1	11	11
Townsville	46	2	0	28	1	15	14
West Moreton	102	0	0	43	0	59	58
Wide Bay	66	1	0	43	0	22	22
Other Queensland Health	7	0	0	7	0	0	0
External	109	0	1	37	2	69	69
Total	2452	12	5	1471	19	945	920

Notes. *OC = Online classroom. F2F = Face-to-face. **Unique complete refers to the number of individuals who completed any course at least once within an HHS.

Suicide Risk Assessment and Management in Emergency Department Settings

The Learning Centre developed the SRAM-ED training suite as part of an overarching suicide prevention education and training program, which was initiated in response to a 2015 Ministerial commitment. The program is led by the Learning Centre and supported by a memorandum between West Moreton Health HHS and the MHAOD Branch. For the period 2015 to 2022, the SRAM-ED course included three blended learning courses (one being a train-the-trainer course). The course was designed to enhance the knowledge and skills of clinicians who work in emergency department settings with people who present with

suicidal ideation or are in suicidal crisis. From 2015 to 2022, emergency department staff could complete the Foundational (QC50) or Advanced (QC51) course (see Table 17).

The Gold Coast HHS deliver both QC50 and QC51 SRAM-ED. In addition, with the support of the Learning Centre, the service developed a bespoke Suicide Prevention Pathway training course (QC80) for Gold Coast mental health clinicians (the course incorporates three of the Learning Centre SRAM-ED eLearning modules; for completion numbers, see Table 17).

During 2021 and 2022, in response to an external review and evaluation of the SRAM-ED course by The Australian Centre for Health Services Innovation (AushSI), the MHAOD Branch commissioned the Learning Centre SRAM-ED project team to re-design the SRAM-ED course. This was done in close collaboration with lived and living experience representatives from Roses in the Ocean, representatives from the QEDSAP, and nursing and medical ED staff representatives. The project team also periodically engaged in external stakeholder consultation with a Clinical Reference Group and Lived Experience Advisory Group. Through a co-design approach, the Foundational and Advanced courses were reviewed, consolidated, updated, and re-designed. The new course, QC61 SRAM-ED, was launched in November, and the Foundational and Advanced courses were decommissioned. To support the rollout of the new course, the SRAM-ED Train-the-trainer (QC25) was also reviewed, revised, and re-designed in collaboration with our partner representatives from Roses in the Ocean, QEDSAP, and various emergency departments.

In May 2022, the new QC61 SRAM-ED blended course was pilot tested in online and face-to-face workshop sessions that were attended by Emergency Department stakeholders and representative SRAM-ED trainers. Pilot testing of QC25 was conducted 7-8 June 2022 with five emergency department stakeholders and three Learning Centre staff present.

The new SRAM-ED courses are trauma-informed compassion-based courses utilising a blended learning approach. A pre-requisite eLearning module informs and prepares learners (ED nursing and medical staff) for application to practice during the workshop component where learning is reinforced, and skills applied within a safe, simulated practice environment. Queensland Health ED staff can complete the eLearning component via our learning management system (LMS) and self-enroll in their local workshop, with offerings published on the LMS. The QC61 SRAM-ED workshop is delivered locally by upskilled SRAM-ED trainers from HHSs across the state.

In 2022, 378 participants attended the face-to-face component of these courses through 84 deliveries (see Table 17). For the QC25 SRAM-ED Train-the-trainer course, the data in the table are from the revised version of this course—including the pilot train-the-trainer, bridging train-the-trainer, and face-to-face train-the-trainer, delivered in June, August, and November 2022, respectively. Note that QC61 SRAM-ED replaces QC50 Foundational and QC51 Advanced from April 2023.

Table 17

Suicide Risk Assessment and Management in Emergency Department Settings course delivery, attendance and completion counts by HHS.

Hospital and Health Service	Number of deliveries	QC25			QC50		QC51		QC61			QC80		Total
		eLearn only	F2F* only	All (eLearn & F2F*)	eLearn only	All (eLearn & F2F*)	eLearn only	All (eLearn & F2F*)	eLearn only	F2F* only	All (eLearn & F2F*)	eLearn only	All (eLearn & F2F*)	
Cairns and Hinterland	2	0	0	2	21	1	24	0	1	0	1	0	0	50
Central Queensland	0	0	0	2	26	0	10	0	0	0	4	0	0	42
Central West	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Children's Health Queensland	0	0	0	0	1	0	1	0	0	0	1	0	0	3
Darling Downs	49	0	0	3	68	146	38	26	6	0	1	0	0	288
Gold Coast	9	0	0	3	95	0	84	0	7	0	0	88	62	339
Mackay	3	0	0	2	26	20	11	0	3	0	0	1	0	63
Metro North	0	0	0	1	21	1	14	0	0	0	4	0	0	41
Metro South	0	0	0	2	5	0	3	0	0	0	1	0	0	11
North West	15	0	0	2	16	38	2	0	2	1	17	0	0	78
South West	0	0	0	1	55	0	2	0	1	0	0	0	0	59
Sunshine Coast	0	0	0	0	0	0	0	0	1	0	2	0	0	3
Torres and Cape	0	0	1	3	13	0	7	0	2	0	4	0	0	30
Townsville	0	1	1	0	2	1	2	0	0	0	2	0	0	9
West Moreton	6	1	0	10	22	2	4	0	4	0	6	0	0	49
Wide Bay	0	0	0	1	2	0	2	0	1	0	1	1	0	8
External / Other	0	0	0	0	5	2	3	0	2	0	0	1	0	13
Total	84	2	2	32	379	211	207	26	30	1	44	91	62	1087

Note. *F2F = Face-to-face.

External organisations

On occasion, and on request, the Learning Centre delivers training to NGOs and other state and federal government departments. Sometimes, employees from external organisations also independently attend training delivered to Queensland Health work areas. This section of the report summarises training delivered by Learning Centre Clinical Educators to external organisations. Additionally, captured here are data on external learners who attended the Queensland Health deliveries. This section excludes Mental Health First Aid (MHFA) deliveries and attendances, which are outlined later.

The first part of this section covers deliveries by Learning Centre Clinical Educators to external organisations. The second part of this section provides information on independent external learners who attended training delivered by Learning Centre Clinical Educators to Queensland Health work areas. Table 18 outlines attendance data for these two types of external learners.

Table 18

Workshop/online classroom session attendance by type of course and category of external learner.

Type of external learner	Workshop courses		Blended learning	
	Face-to-face	Online classroom	Face-to-face	Online classroom
External learner at a Learning Centre to external organisation delivery	214	38	209	21
External learner at a Learning Centre to Queensland Health delivery	24	39	23	23
Total	238	77	232	44

Deliveries to external organisations

Learning Centre Clinical Educators delivered a total of 40 face-to-face and online classroom deliveries across 10 courses to external organisations in 2022. External organisations that received private training included:

- Flourish Australia
- Mind Australia Cairns
- Richmond Fellowship Queensland
- Selectability Townsville
- STEPS group
- Wesley Mission Queensland.

Table 19 overpage provides a breakdown of course deliveries and attendance by organisation type for training requested by external organisations.

Table 19

Course deliveries and attendance for training delivered to external organisations.

Course	Deliveries	Attendees
QC2 Engage, Assess, Respond to, and Support Suicidal People	1	10
QC8 Best Practice Models of Supervision	3	36
QC9 Critical Components of Risk Assessment and Management	8	132
QC14 Fundamentals of Assessment, Formulation and Planning	2	16
QC23 Forming the Therapeutic Alliance	2	30
QC24 Working with Strengths in Recovery	17	187
QC27 Group Facilitation in Therapeutic Contexts	1	12
QC32 Engage, Assess, Respond to, and Support Suicidal People	2	21
QC33 Critical Components of Risk Assessment and Management	2	21
QC36 Capacity Assessment and Advance Health Directives	2	17
Total	40	482

In 2022, QC24 Working with Strengths in Recovery training attracted increased interest from non-government organisations (refer to Table 19). Adaptation of this course from its traditional face-to-face format to an online delivery may have allowed greater stakeholder access to the course.

Independent external learner participation

For courses with a face-to-face or an online classroom component, the information in this section focuses on training offered by Learning Centre Clinical Educators to Queensland Health work areas and excludes TPE and SRAM-ED deliveries. Data for TPE and SRAM-ED deliveries are captured in previous sections of this report. As eLearning courses are hosted online by the Learning Centre, any learner from an external organisation who completed eLearning is included in this section.

Across the face-to-face and online classroom deliveries intended for Queensland Health work areas, plus the eLearning courses on offer, an additional 628 completions were by independent learners from external organisations. In total, 46 external learners completed the blended course requirements (both eLearning and workshop attendance), 63 external learners fully attended face-to-face or online classroom standalone workshops, and 519 learners completed eLearning courses.

Overpage, Table 20 provides numbers for external learner attendees at standalone workshops or blended courses and external learner eLearning completions. Table 21 shows external learner attendance at face-to-face or online classroom workshops delivered to Queensland Health work areas. Table 22 provides external learner enrolment and completion numbers for eLearning courses.

Table 20

Workshop session attendance and eLearning completions for independent external learners.

External organisation	Workshop / blended attendees*	eLearning course completions	Total completions
Interstate government department	11	34	45
Non-government organisation (NGO)	63	309	372
Other Queensland Government department	26	17	43
University	6	20	26
Private hospital	-	125	125
Other	3	14	17
Total	109	519	628

Note. *All independent external learners at blended courses completed both the eLearning and the workshop.

Table 21

Independent external learner attendee counts.

Course	Attendees
10881NAT Course in Observing and Documenting a Mental State Examination	1
10881NAT Course in Observing and Documenting the Mental State Examination (Online)	15
QC2 Engage, Assess, Respond to, and Support Suicidal People	1
QC4 Supervisor	3
QC8 Best Practice Models of Supervision	12
QC9 Critical Components of Risk Assessment and Management	3
QC14 Fundamentals of Assessment, Formulation and Planning	5
QC24 Working with Strengths in Recovery*	5
QC27 Group Facilitation in Therapeutic Contexts	8
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People	7
QC30 Violence Risk Assessment and Management*	2
QC32 Engage, Assess, Respond to, and Support Suicidal People	14
QC33 Critical Components of Risk Assessment and Management	19
QC34 Fundamentals of Assessment, Formulation and Planning	3
QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People	9
QC37 Supporting a Suicidal Young Person	2
Total	109

Note. *QC24 and QC30 are categorised as face-to-face as they are traditionally delivered in that modality. In 2022, all QC24 deliveries and five of six QC30 deliveries were delivered online.

Table 22

External learner participation in eLearning courses.

Course	Enrolments	Completions	% Completed of Enrolled
QC40 Capacity Assessment and Advance Health Directives	28	18	64
QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	59	59	100
QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	28	16	57
QC48 Mental State Examination	154	77	50
QC52 Cultural Capability in Mental Health	79	85	108*
QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	3	2	67
QC54 Foundations of Risk Assessment and Management	99	60	61
QC55 Formulation and Care Planning	69	35	51
QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	35	18	51
QC57 Introduction to Violence Risk Assessment and Management	2	1	50
QC58 Developing Educators Program	1	0	0
QC83 Termination of Pregnancy Healthcare	2	2	100
MHA2016AD Mental Health Act 2016 Authorised Doctor	5	5	100
MHA2016AMPH Mental Health Act 2016 Authorised Mental Health Practitioner	61	37	61
MHA2016R Mental Health Act 2016 Refresher	122	104	85
Total	747	519	69%

Note. *Exceeds 100% as there were more 2022 completions than 2022 enrolments. The most likely explanation for this is that many of the 2022 completions were from learners who enrolled in the course in 2021.

Collaboration and Community

The Learning Centre supports workforce development and connection through hosting and servicing webinars, presentations, online resource pages and educator community of practice forums.

In 2022, the Learning Centre supported the Comprehensive Care: Partnerships in Care and Communication Project. This project also includes an online resource hub to support Queensland Health MHAOD staff. These resources are made available through a collaboration involving Insight, Dovetail, the Queensland Centre for Mental Health Learning and Clinical Excellence Queensland.

The educators community of practice forum is an initiative designed to connect peer educators across health services and promote collaboration, resource sharing, engagement in relevant projects, networking and professional development. In 2022, four sessions were delivered with up to 35 educators at each session. Discussion topics included facilitation skills, bite-sized learning, use of graphics, and local education issues.

The Learning Centre hosts web resources on complex or emerging mental health issues to support the clinical workforce. In 2022, 34 learners completed learning modules for two of these online resources: RE06 Sexual Health and Safety Guidelines and RE08 Comprehensive Care.

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, alcohol and other drugs services.

The MHSS was established in the 1999-2000 financial year and funds individual scholarships awarded annually. The scheme 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.

In 2022, a total of 74 scholarships were offered to Queensland Health clinicians as part of the MHSS. Of this total, 53 scholarships were awarded to nursing staff and 21 scholarships were awarded to allied health staff.

Mental Health First Aid

The Learning Centre offers three MHFA courses delivered by accredited trainers. These courses include a two-day Standard MHFA workshop, a Standard MHFA half-day refresher, and a two-day Youth MHFA course.

MHFA is widely offered throughout Queensland Health and the community by various organisations and workplaces. Potential learners can access the courses from several providers, resulting in low uptake of our course deliveries in 2022.

Table 23 provides an overview of delivery and attendee numbers for MHFA sessions offered by the Learning Centre.

Table 23

Learning Centre deliveries of Mental Health First Aid courses.

Course	Facilitator type	Deliveries	Attendees
Standard Mental Health First Aid (MHFA)	Learning Centre to Queensland Health	1	4
Youth Mental Health First Aid (YMHFA)	Learning Centre to external organisation	1	12
Standard Mental Health First Aid Refresher (MHFAR)	Learning Centre to Queensland Health	1	3
Total		3	19

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 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](#).

Appendix A: Suite of courses

Table 24

Suite of Learning Centre courses available in 2022.

Standalone courses Face-to-face or online classroom workshop session	Primary modality of workshop
10881NAT Course in Observing and Documenting the Mental State Examination	Face-to-face Online classroom
QC4 Supervisor	Face-to-face
QC8 Best Practice Models of Supervision	Face-to-face
QC9 Critical Components of Risk Assessment and Management QC33 Critical Components of Risk Assessment and Management	Face-to-face Online classroom
QC12 Supervising Supervisors	Face-to-face
QC14 Fundamentals of Assessment, Formulation and Planning QC34 Fundamentals of Assessment, Formulation and Planning	Face-to-face Online classroom
QC23 Forming the Therapeutic Alliance	Face-to-face
QC31 Supporting a Suicidal Young Person QC37 Supporting a Suicidal Young Person	Face-to-face Online classroom
QC36 Capacity Assessment and Advance Health Directives	Online classroom
Mental Health First Aid (MHFA) Standard	Face-to-face
Mental Health First Aid Refresher (MHFAR)	Online classroom
Youth Mental Health First Aid (YMHFA)	Face-to-face
Blended learning courses eLearning and either a face-to-face or online classroom workshop session	Primary modality of workshop component
QC2 Engage, Assess, Respond to, and Support Suicidal People QC32 Engage, Assess, Respond to, and Support Suicidal People	Face-to-face Online classroom
QC24 Working with Strengths in Recovery	Face-to-face normally, entirely online in 2022
QC25 Suicide Risk Assessment and Management in Emergency Department Settings (SRAM-ED): Train-the-trainer	Face-to-face
QC27 Group Facilitation in Therapeutic Contexts	Face-to-face
QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People QC35 Youth: Engage, Assess, Respond to, and Support Suicidal People	Face-to-face Online classroom
QC30 Violence Risk Assessment and Management	Face-to-face normally, mostly online in 2022

QC50 Suicide Risk Assessment and Management in Emergency Department Settings: Foundational	Face-to-face
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QC51 Suicide Risk Assessment and Management in Emergency Department Settings: Advanced	Face-to-face
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QC61 Suicide Risk Assessment and Management in Emergency Department Settings	Face-to-face
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QC80 Gold Coast Suicide Prevention Pathway Training	Face-to-face
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eLearning courses	Modality
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QC40 Capacity Assessment and Advance Health Directives	eLearning
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QC42 An Introduction to the Use of Sensory Approaches in Mental Health Care	eLearning
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QC45 Cognition in Mental Health and the Impact on Day-to-Day Functioning	eLearning
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QC48 Mental State Examination	eLearning
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QC52 Cultural Capability in Mental Health	eLearning
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QC53 Capacity Assessments and the 'Less Restrictive Way' for Minors	eLearning
---	-----------

QC54 Foundations of Risk Assessment and Management	eLearning
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QC55 Formulation and Care Planning	eLearning
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QC56 Introduction to Engage, Assess, Respond to, and Support Suicidal People	eLearning
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QC57 Introduction to Violence Risk Assessment and Management	eLearning
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QC58 Developing Educators Program	eLearning
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QC83 Termination of Pregnancy Healthcare	eLearning
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MHA2016AD Mental Health Act 2016 Authorised Doctor	eLearning
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MHA2016AMPH Mental Health Act 2016 Authorised Mental Health Practitioner	eLearning
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MHA2016R Mental Health Act 2016 Refresher	eLearning
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Appendix B: Learner professional background

Table 25

Breakdown of 2022 learner professional background.

Aboriginal and Torres Strait Islander health worker	Number	Proportion (%)
Aboriginal and Torres Strait Islander mental health worker	41	0.7%
Indigenous health worker	4	0.1%
Indigenous mental health worker	6	0.1%
Administration (including management)	Number	Proportion (%)
Administration officer (AO)	46	0.8%
Educator/Trainer	21	0.3%
Operational officer	7	0.1%
Team leader/Manager	43	0.7%
Allied health	Number	Proportion (%)
Art therapist	4	0.1%
Counsellor	38	0.6%
Dietitian	5	0.1%
Exercise physiologist	4	0.1%
Neuropsychologist	2	<0.1%
Occupational therapist	303	5.0%
Pharmacist	1	<0.1%
Psychologist	418	6.9%
Social worker	696	11.4%
Speech therapist	33	0.5%
Allied health support	Number	Proportion (%)

Carer worker	9	0.1%
Case worker	29	0.5%
Consumer worker	21	0.3%
Leisure therapist	2	<0.1%
Support worker	173	2.8%
Youth worker	7	0.1%
Medicine	Number	Proportion (%)
Medical officer	438	7.2%
Psychiatrist	326	5.3%
Psychiatry registrar	206	3.4%
Registrar	1	<0.1%
Senior medical officer	1	<0.1%
Nurse (various)	Number	Proportion (%)
Nurse – Assistant in Nursing (AIN)	20	0.3%
Nurse – Clinical	620	10.2%
Nurse – Clinical Nurse Consultant (CNC)	223	3.7%
Nurse – Credentialed (Mental Health)	160	2.6%
Nurse – Endorsed Enrolled Nurse (EEN)	116	1.9%
Nurse – Enrolled	70	1.1%
Nurse – Nurse Unit Manager (NUM)	43	0.7%
Nurse – Practitioner	18	0.3%
Nurse – Registered	1648	27.0%
Student	Number	Proportion (%)
Student	143	2.3%

Other	Number	Proportion (%)
Other	149	2.4%
Total	6095	100%

Appendix C: Data methodology notes

Course composition

This annual report categorises the Learning Centre's courses in three ways: courses only involving a workshop, blended courses, and eLearning courses. Face-to-face sessions and online classrooms occur in both workshop only and blended courses.

Courses involving a workshop only are delivered in a face-to-face format or an online classroom format and do not involve an eLearning component.

Blended courses involve eLearning and a workshop in either a face-to-face or online classroom format. Some online classrooms are delivered in two parts, while others are delivered as one session.

eLearning courses involve self-paced eLearning modules.

Attendees and completions

eLearning, including enrolments and completions

eLearning completions refer to either the full completion of an eLearning only course, or the full completion of the eLearning component of a blended learning course.

Enrolment and completion data are reported for eLearning courses. An enrolment means a learner enrolled in the eLearning course but either did not complete any part of the course or completed part of the course but less than 100% of the course. A completion means the learner fully completed the course. Partial completions of eLearning are therefore captured in the enrolment numbers and not the completion numbers.

Because data are reported by calendar year, for the period from 1 January 2022 to 31 December 2022, some 2022 completions followed from 2021 enrolments, and, likewise, some 2022 enrolments will follow with 2023 completions. Past 2021 enrolments and potential 2023 completions that may be associated with 2022 data are not captured in the report.

The proportion of completed eLearning is computed by dividing the number of completions in 2022 (numerator) with the number of enrolments in 2022 (denominator). Usually, there are always more enrolments than completions, so this number will equate to less than 100. However, there can be more completions than enrolments (for reasons explained in the previous point) and the number may exceed 100.

Deliveries, full attendance, partial attendance, and unique attendance

Deliveries are reported for workshop only and blended learning courses. For two-part online classrooms, one delivery is counted when both sessions are delivered. Single workshops and single session online classrooms also count as one delivery each.

Unless specified, each attendee or attendance count means a complete face-to-face or online classroom workshop was attended. This means someone must fully attend a face-to-face workshop, fully attend both parts of a two-part online classroom, or fully attend an online classroom delivered in one session, to be counted as one attendance.

Unless specified, attendees do not include learners who partially attended a workshop session. Where relevant, partial attendance is documented separately. Partial attendance applies only to the workshop component of courses and does not apply to eLearning courses. As an example, if someone fully attended Part 1 of an online classroom but not Part 2, this would equate to one partial attendance count and would not be included in the full attendance count.

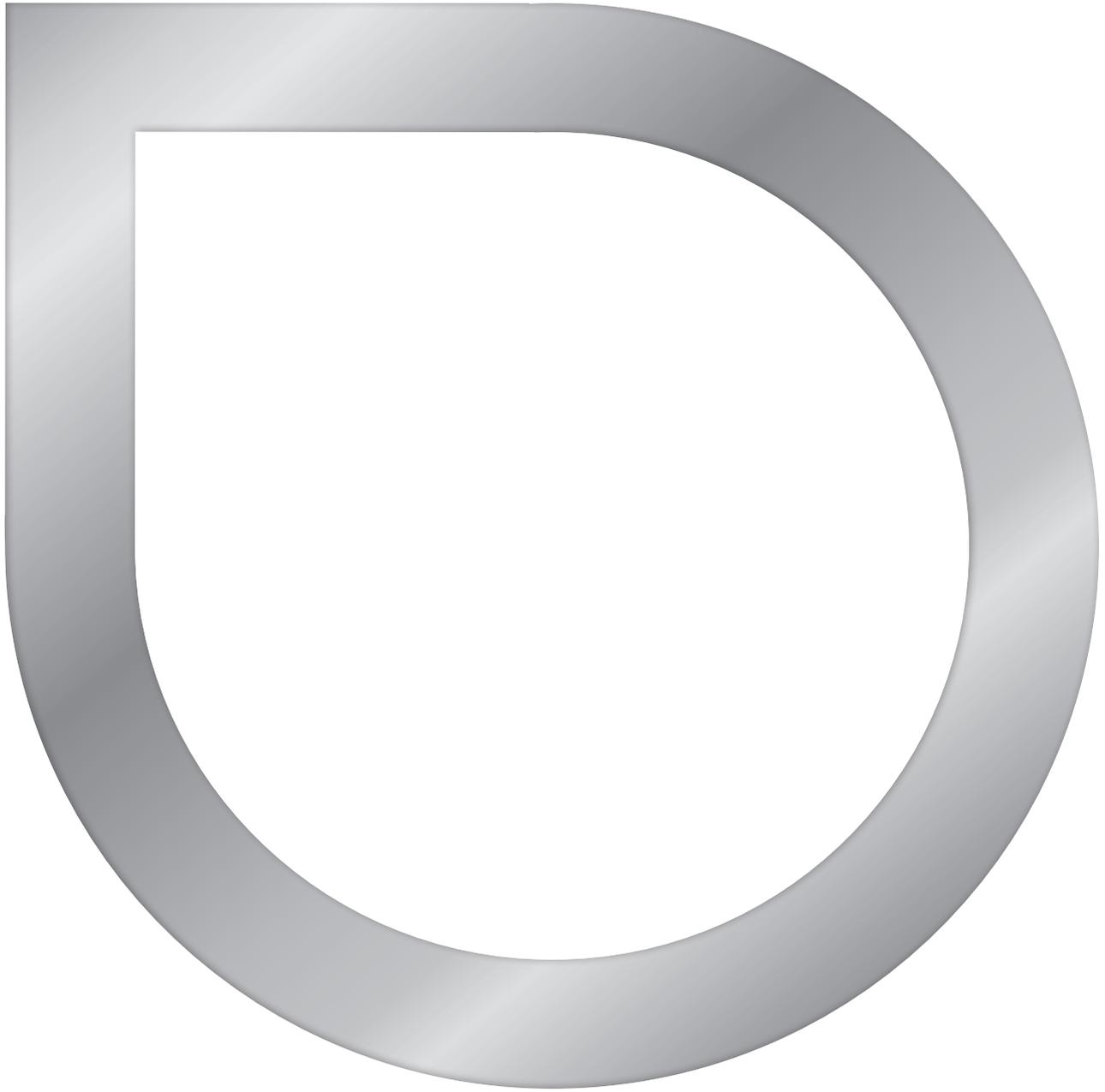
Unique attendance (or unique completion) refers to the number of participants who fully attended (or fully completed) any course within an HHS at least once. For example, if a participant from West Moreton Health HHS attended three blended learning courses in 2022, this participant will be counted once in the unique attendance of blended learning courses in West Moreton Health. Partial attendance counts are not considered when computing unique attendance. As unique attendance is counted by HHS, it is possible, albeit uncommon, for an individual who moved HHSs during the year to be counted in the unique attendance counts of two HHSs.

Course completions

Course completions mean an attendee has completed all components of a course. For blended courses, this means a learner must fully complete the eLearning and the workshop components of that course. For online classroom courses delivered in two parts, a learner must fully attend both parts of this course to count towards completing the course. Learners undertaking eLearning courses must complete 100% of the course requirement to be counted as a completion.

Facilitation types

Courses are facilitated by various educators. Accordingly, this report may sometimes refer to the different methods of facilitation or different delivery types. Facilitation described as Learning Centre to Queensland Health refers to deliveries run by Learning Centre Clinical Educators to Queensland Health work areas. TPEs or training partners are specially trained Queensland Health staff that facilitate deliveries within their HHS under a MoU. SRAM-ED trainers attend specialised training to qualify them to deliver courses under the SRAM-ED suite of courses. Learning Centre external facilitation refers to deliveries run by Learning Centre Clinical Educators to organisations outside of Queensland Health.



West Moreton Hospital and Health Service - RTO code: 40745
Queensland Centre for Mental Health Learning (Learning Centre)
Locked Bag 500
Archerfield Qld 4108

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