“It is not the strongest of the species that survives, nor the most intelligent. It is the one that is most adaptable to change.”  Charles Darwin

Diabetes …

Are You at Risk?

1.7 million Australians currently live with diabetes & an astounding 500,000 more Australians have no idea they have diabetes! Almost 300 people are diagnosed with diabetes every single day. The most common type is type 2 diabetes.

Diabetes is a group of lifelong conditions showing too much glucose in the blood. In general, we mostly hear about type 1 & type 2 diabetes. Gestational diabetes, which is diabetes during pregnancy, is also on the rise!

Over time, having too much glucose in the bloodstream can damage the body’s blood vessels and lead to long term consequences such as kidney, eye, heart & nerve damage.

Understanding the reasons & risks for developing the different kinds of diabetes is so important & can assist in delaying diagnosis, but most importantly assist in management and treatment.

Aboriginal & Torres Strait Islander people are more than 3 times more likely to develop diabetes than non-Indigenous Australians. Indigenous community programs & advice around diabetes is offered by Diabetes Queensland. For more information please contact the Aboriginal & Torres Strait Islander Health Team at indigenoushealthunit@diabetesqld.org.au

If you’re concerned you may be at risk of developing diabetes, Diabetes Queensland offers an online screening tool to determine if you are at risk of developing type 2 diabetes within the next 5 years. This tool gathers information about your health, lifestyle, age & cultural background.


It could also be helpful to show your doctor the results of your screening tool. Always be sure to discuss any concerns with your doctor.
What’s been happening in the IPE space?

Interprofessional Education (IPE) “occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010). IPE is a prelude to the provision of interprofessional care, which has been shown to decrease clinical error rates, mortality rates, and hospital admissions (Holland et al., 2005, Shamian & El-Jaradali, 2007).

Your Education Team is very pleased to have recently been part of the MNHHS-QUT-UQ Integrated IPE Student Placement Trial. Students from a diverse range of disciplines engaged in flexible activities to enhance their skills through collaborating with professional groups other than their own. We hope to provide feedback on the findings of the trial soon.

Another exciting event in recent times was a visit from Assoc. Prof. Neil Cottrell, Director, Interprofessional Education, Faculty of Health and Behavioural Sciences, The University of Queensland. During his visit to our education and service facilities, Neil was keen to discuss potential collaborations. Neil has invited us to be part of the UQ IPE Community of Practice.

Your Education Team understand that “Role clarity leads to better utilisation of individual health care worker, improved communication, reduced error, and enhanced delivery of patient care” (Meuser et al. 2006) and are embedding an IPE approach across all education programs provided.

Watch this space for further updates!

Introducing …

Yvette Greig …

Nurse Educator

I joined the Education team as a CN SCF in March 2018, and as a Nurse Educator in April 2019.

I completed a Bachelor of Nursing at Southern Cross University, and undertook my Graduate Nursing Year in Sydney at St George Hospital. I worked as an AIN whilst completing my studies, and have been nursing for over 20 years.

I grew up in Sydney and moved to Brisbane in 2007. I worked at the Mater Adults Hospital and joined QLD Health 10 years ago.

I have worked in many specialties in nursing including paediatrics, respiratory and cardiology CCU. In the last 10 years I have worked in palliative care, and most recently community palliative care, Community and Oral Health.

I am very passionate about nursing and education and am thoroughly enjoying my role as Nurse Educator as I support staff with their educational needs.

I love the beach and spending time with my family and friends. I have a dog, bird and many fish.

Something you don’t know about Yvette

I love adventure and travelling. My favourite place I have visited is Tokyo where I got to enjoy the amazing culture and city.

Assoc. Prof. Neil Cottrell, Dr Christine Saxby, Cecelia Boyd Orford, Karen Lush and Leeana Barby
Mental Health First Aid
Learn the Skills. Make a Difference.

The Mental Health First Aid course will teach you how to provide initial support to other adults who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received, or the crisis resolves, using a practical, evidence-based Action Plan.

Mental health problems covered:
- Depression
- Anxiety
- Psychosis
- Substance use problems

Mental health crisis covered:
- Suicidal thoughts & behaviours
- Non-suicidal self-injury
- Panic attacks
- Traumatic events
- Severe psychotic states
- Severe effects from alcohol or other drug use
- Aggressive behaviours.

Participants will learn the signs & symptoms of mental health problems, where & how to get help, & what sort of help has been shown by research to be effective.

All participants are provided a copy of the course text book on completion of this 2 day course.

There are two versions of this course available. Choose the course that best suits your needs!

STANDARD MENTAL HEALTH FIRST AID
Learn how to provide mental health first aid to friends, family members, co-workers & other adults.

Dates: 4th & 5th - SORRY, NO PLACES LEFT!
3rd & 4th October
Time: 8am to 4.30pm
Venue: North Lakes, Large Meeting Room
Ground Floor
Presenter: Kimberly Taylor
Complex Care Coordinator / Provisional Psychologist
Metro North Mental Health Resource Team
RBWH

ABORIGINAL & TORRES STRAIT ISLANDER MENTAL HEALTH FIRST AID
This course has been culturally adapted for the Aboriginal and Torres Strait Islander community & is taught by Aboriginal & Torres Strait Islander Instructors. The course teaches first aid skills for helping indigenous people experiencing a mental health crisis, mental health problems or the early stages of mental illness.

Dates: 1st & 2nd August
5th & 6th September
Time: 8am to 4.30pm
Venue: North Lakes, Large Meeting Room
Ground Floor
Presenter: Madeline Mitchell
Social Worker - Senior
Ngarrama Family
Aboriginal & Torres Strait Islander Health Unit
Community and Oral Health

Bookings via: COH-Education@health.qld.gov.au
Dementia Essentials

... in response to your requests, it is back!

About DTA (Dementia Training Australia)

DTA is a consortium bringing together leading dementia educators and trainers from five universities and Dementia Australia (University of Wollongong, La Trobe University, QUT, University of Tasmania & the University of Western Australia).

2018 ... What an achievement!

In 2018, 60 Allied Health & Nursing Professionals completed this program. (all 3 courses were fully booked!).

The DTA trainers consistently provided feedback that they enjoy working with COH staff due to their willingness to actively participate & interact in this course, by the level of their prior knowledge, & their commitment to provide quality care.

CONGRATULATIONS to all who completed this course in 2018! You have represented COH well!

Providing support to people living with dementia

Dementia Essentials is a free, 3-day nationally-accredited dementia education course. Delivered in person, it’s suitable for those working in aged care, health care and community services. Earn 21 hours of CPD.

During this course, participants will gain an understanding of:

• Person-centered care and effective communication
• The nature of dementia and its impacts
• Identifying unmet needs
• Understanding changed behaviour & developing effective responses
• Activities to promote well-being; and
• Workplace issues, community support and services available

This is for ALL Clinicians at all levels (from AINs, HCWs & AHAs to Senior Clinicians).

If you attend this course, you MUST undertake a simple workplace assessment under supervision, interacting with people living with dementia.

You MUST also be able to attend all 3 days of your nominated course.

➢ Course 1: Wednesdays, 28th August & 4th & 11th September
North Lakes, Large Meeting Room
BE QUICK! ONLY A FEW PLACES LEFT!

➢ Course 2: Tuesdays 3rd & 17th September, & 1st October
Anam Cara, Bray Park

➢ Course 3: Thursdays 15th, 22nd & 29th October
Embracia, Burpengary

As this course is being provided by an outside provider, our standard booking process does not apply. Contact COH-Education@health.qld.gov.au if you wish to book. There is no charge for this course.
Mandatory Blitz

We have had a wonderful response to the Mandatory Blitz initiative. In the pilot program, 1004 mandatories were completed across 14 sites within 20 days!

The goal of the Mandatory Blitz is to enable staff to easily complete their mandatory training requirements. As we come to you, there is no need to travel. The ‘drop-in’ sessions allows staff to attend at a time that suits their workload and minimises the amount of time away from the workplace. Our trainers record the data in the LMS to ensure LMS reports are up to date.

**HINT re BLS training:** complete your theory prior to attending the Blitz, & you will get through much quicker. Access the theory information & quiz via the libguide. Bring you completed quiz with you to the Blitz.


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**What is Available at Mandatory Blitz?**

<table>
<thead>
<tr>
<th>What is Available</th>
<th>Frequency</th>
<th>How to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal &amp; Torres Strait Islander Cultural Practice Orientation</td>
<td>Once Only</td>
<td>Online via the LMS</td>
</tr>
<tr>
<td>Australian Charter of Healthcare Rights</td>
<td>Once Only</td>
<td>Online via the LMS</td>
</tr>
<tr>
<td>BLS - adult</td>
<td>Annual</td>
<td>Mandatory Blitz</td>
</tr>
<tr>
<td>Paediatric Life Support</td>
<td>Annual</td>
<td>Mandatory Blitz (by special arrangement)</td>
</tr>
<tr>
<td>Code of Conduct incorporating Ethics and Fraud Awareness</td>
<td>Once Only</td>
<td>Online via the LMS</td>
</tr>
<tr>
<td>Elder Abuse</td>
<td></td>
<td>Online via Libguide Mandatory Blitz</td>
</tr>
<tr>
<td>First Response Evacuation Instructions (FREI)</td>
<td>Every 2 years</td>
<td>Online via the LMS</td>
</tr>
<tr>
<td>Health and Safety Orientation</td>
<td>Once Only</td>
<td>Online via the LMS  Mandatory Blitz</td>
</tr>
<tr>
<td>Healthcare Ergonomics Theory</td>
<td>Once Only</td>
<td>Online via the LMS  Mandatory Blitz</td>
</tr>
<tr>
<td>Infection Control Awareness</td>
<td>Review on-line presentation or attend in service every 12 months</td>
<td>Online via the LMS</td>
</tr>
<tr>
<td>Medication Safety</td>
<td></td>
<td>Mandatory Blitz</td>
</tr>
<tr>
<td>OVP – Orientation</td>
<td>Once Only</td>
<td>Online via the LMS  Mandatory Blitz</td>
</tr>
<tr>
<td>Patient &amp; Manual Handling</td>
<td>Once Only</td>
<td>Mandatory Blitz (excluding oral health)</td>
</tr>
</tbody>
</table>

The final Mandatory Blitz prior to ACHS accreditation, is over 4 weeks from 29th July to 25th August.

**Managers Please Book Your Date Now!**

As some areas are now up to date, for this final ‘Blitz’, we are asking managers to consider if there is a need for us to visit.

*To book a date, email COH-education & advise:*

- **Location**
- **Names of services/s**
- **Approx. number of staff needing training**
- **Preferred dates or days of the week (please provide more than one)**
- **Preferred time of day**

Please specify if Paediatric Life Support is required.

**For All staff due by 30th November!**
Take the Road Safety Quiz ...

Are You Road Safe?

Queensland Road Safety Week
27TH TO 30TH AUGUST

Take the opportunity to update your knowledge relating to road safety. There are many resources available, that are suitable for yourself, your work colleagues & your family.

QLD Dept. of Transport & Main Roads

- Safety: https://protect-au.mimecast.com/s/r7teCm057IFjpxZBU4nNWG?domain=qld.us2.list-manage.com
- StreetSmarts https://streetsmarts.initiatives.qld.gov.au/

Speeding

**Question 1:** Low level speeding (10km/h or less over the limit) accounts for ____% of serious crashes?
A 5%  B 20%  C 50%

**Question 2:** Travelling at speeds of 5km/h over the speed limit...
A Has no effect on your risk of a crash
B Doubles your risk of a crash
C Slightly increases your risk of a crash

**Question 3:** On a 10km journey how much time would you save travelling at 65km/h rather than 60km/h?
A 10mins  B 5mins  C Less than 1min

Driving tired

**Question 4:** On a long drive how often should you stop to rest?
A At least every two hours
B When you feel tired
C Every 300kms

**Question 5:** At 100km/h how far will you travel during a four second microsleep?
A 12 metres  B 60 metres  C 111 metres

**Question 6:** What is a sleep debt?
A Time owing to your company from sleeping in and missing work
B The difference between the hours of sleep you need and the hours you get
C When you have nightmares about your credit card bill

Driver distraction

**Question 7:** Using your phone when driving increases the risk of a crash by how much?
A Doubles your crash risk
B Triples your crash risk
C Quadruples your crash risk

**Question 8:** What blood alcohol equivalent are you if you’re using your mobile phone while driving?
A 0.05% BAC  B 0.02% BAC  C 0.08% BAC

Bicycle riders

**Question 9:** When the speed limit is 60km/h and under, motorists passing a bicycle rider must keep how much distance between their vehicle and the bicycle?
A 1.5 metres  B 1 metre  C 2 metres

**Question 10:** When the speed limit is over 60km/h, motorists passing a bicycle rider must keep how much distance between their vehicle and the bicycle?
A 1.5 metres  B 1 metre  C 2 metres

**Question 11:** When motorists are passing bicycle riders, to help maintain a safe distance they can:
A Cross double lines (if it is safe to do so)
B Drive on painted islands (if it is safe to do so)
C Both A and B

ANSWERS ON PAGE 8
Solutions to Chronic Wound Problems

(3%) Diabetic foot ulcers (DFUs)

(1%) Arterial Insufficiency ulcers (AUs)

(12%) Venous leg ulcers (VLUs)

(84%) Pressure Injuries

420,000 cases of chronic wounds in Australia each year

Evidence-based wound care = better patient outcomes and cost savings

WOUND AWARENESS WEEK
15-21 JULY 2019

woundaware.com.au

Follow us on: #LetsTalkAboutWounds

Speeding

Question 1: Low level speeding (10km/h or less over the limit) accounts for ____% of serious crashes?
Answer: C 50%
Many people think low-level speeding is safe, but low-level speeding kills. Speeding at any level is dangerous. Around half of all serious speed-related crashes happen at less than 10km/h above the speed limit.

Question 2: Travelling at speeds of 5km/h over the speed limit...
Answer: B “Doubles your risk of a crash”.
Travelling at just 5km/h above the speed limit on 60km/h roads in urban areas, and 10km/h above the speed limit on 60km/h roads in rural areas, is sufficient to double the risk of a casualty crash. This is roughly equivalent to the increase in risk associated with a blood alcohol concentration greater than 0.05.

Question 3: On a 10km journey how much time would you save travelling at 65km/h rather than 60km/h?
Answer: C Less than 1min
One of the biggest myths around speeding is that you’ll save time on your trip. While driving over the speed limit exponentially increases your chances of a crash, it will only save you a small amount of time, if any at all. Is it really worth the risk?

Driving tired

Question 4: On a long drive how often should you stop to rest?
Answer: A At least every two hours
Resting regularly on a long drive is one of the most important ways to manage fatigue. Remember, fatigue isn’t just an issue on long drives. It can also be an issue for short trips if you are driving already tired or have a sleep debt.

Question 5: At 100km/h how far will you travel during a four second microsleep?
Answer: C 111 metres
When you have a microsleep, you lose control of your vehicle completely. The chance of a crash during a microsleep is extremely high.

Question 6: What is a sleep debt?
Answer: B The difference between the hours of sleep you need and the hours you get. When we have sleep debt, our tendency to fall asleep the next day increases. If you miss out on more sleep, it keeps adding to the debt. The more sleep debt you have the more likely you are to fall asleep, especially when driving.

Even the smallest distraction can be deadly!

Even when your eyes are off the road for just 2 seconds, a vehicle moving at 60km/hour travels more than 33 metres.

The average person’s time to react to an event is 1.8 seconds. This means nearly 4 seconds can pass before the average distracted driver can react to a hazard, increasing their risk of a serious crash.

This table shows the distance travelled in 2 seconds by a driver at various speeds.

<table>
<thead>
<tr>
<th>Travel Speed</th>
<th>Distraction Time</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 km/h</td>
<td>2 seconds</td>
<td>22.2 metres</td>
</tr>
<tr>
<td>50 km/h</td>
<td>2 seconds</td>
<td>27.8 metres</td>
</tr>
<tr>
<td>60 km/h</td>
<td>2 seconds</td>
<td>33.3 metres</td>
</tr>
<tr>
<td>80 km/h</td>
<td>2 seconds</td>
<td>44.4 metres</td>
</tr>
<tr>
<td>100 km/h</td>
<td>2 seconds</td>
<td>55.6 metres</td>
</tr>
</tbody>
</table>

Driver distraction

Question 7: Using your phone when driving increases the risk of a crash by how much?
Answer: C Quadruples your crash risk
A person using a hand-held or hands-free mobile phone while driving is four times more likely to have a serious crash resulting in injury.

Question 8: What blood alcohol equivalent are you if you’re using your mobile phone while driving?
Answer: C 0.08% BAC
Using your phone when driving affects your decision making and reaction time. This makes you as dangerous as a drink driver over the legal BAC limit.

Bicycle riders

Question 9: When the speed limit is 60km/h and under, motorists passing a bicycle rider must keep how much distance between their vehicle and the bicycle?
Answer: B 1 metre

Question 10: When the speed limit is over 60km/h, motorists passing a bicycle rider must keep how much distance between their vehicle and the bicycle?
Answer: A 1.5 metres

Question 11: When motorists are passing bicycle riders, to help maintain a safe distance they can:
A Cross double lines (if it is safe to do so)
B Drive on painted islands (if it is safe to do so)
C Both A and B
Answer: C Both A and B
Assessing the reasons we are given to do or believe these things calls into question the obstacles to effective thinking. We are constantly being given reasons to do & believe things.

Improve your logical & critical thinking skills. Identify common flaws in belief construction and receive peer feedback. You’ll explore a variety of coaching cultures through vignettes and the lens of leaders who are experiencing challenges with staff.

This online course will show you how to apply eFIRE, a unique coaching model, to increase your impact as a leader, reflect on your experiences and receive peer feedback. You’ll explore a variety of coaching cultures through vignettes and the lens of leaders who are experiencing challenges with staff.

Explore big ideas about decision-making & risk, & learn about the decision-making process. You will learn about the definition of risk & look at some of the barriers that hinder effective decision-making in our professional and personal lives. You will also look at some techniques that could help overcome these barriers, and analyse Daniel Kahneman’s decision-making model

Professional and Personal Development

Becoming Career Smart: How to Sell Yourself
Thinking about a career change? Identify your key strengths & professional skills, & learn how to sell them & yourself. This course looks at the current career environment. Using case studies & a series of unique audit tools, the course challenges you to:
• Explore your successes & what success means to you
• Develop your capacity to reflect on your strengths & weaknesses
• Identify your key professional skills & capabilities

Deakin University: 2 weeks: 3 hours/week
https://www.futurelearn.com/courses/career-smart-sell-yourself

Hospital Operations: Improving Patient Experience
Hospitals face operational issues everyday that can negatively affect the experience of patients. These include lengthy delays, lengthy hospital stays & other patient flow barriers. Analyse the operational issues hospitals encounter & learn how you can address them. You will explore strategies & solutions to improve patient experience & manage the patient journey as a whole.
• Key issues facing different types of hospitals
• An overview of operational responses to the challenges faced by hospitals, especially with regards to delays, queuing, information collection & patient processing
• Theoretical frameworks & perspectives that assist in designing solutions to operational functions
• Practical strategies for improving patient experience
• Methods for improving & evaluating solutions to hospital operation issues.

Deakin University, 2 weeks: 3 hours/week
https://www.futurelearn.com/courses/hospital-operations-improving-patient-experience

Logical and Critical Thinking
Improve your logical & critical thinking skills. Identify common obstacles to effective thinking.

We are constantly being given reasons to do & believe things. Assessing the reasons we are given to do or believe these things calls upon us to think critically & logically.
• Identify common flaws in belief construction
• Recognise & reconstruct arguments
• Evaluate arguments as being good or bad
• Analyse arguments using basic logical tools
• Apply basic logical strategies in areas such as science, moral theories & law

The University of Auckland: 8 weeks: 4 hours/week
https://www.futurelearn.com/courses/logical-and-critical-thinking

Transforming Digital Learning: Learning Design Meets Service Design
Bring powerful digital learning into your professional practice. Explore current issues & emerging trends in the field. Examine what online learning is, who needs it, who creates it & why.
• How digital technologies are changing why, what & how people learn
• New & digitally-enabled approaches to learning design & delivery, including networked, mobile & social learning
• Learner-centered approaches to learning & service design
• Practical strategies & pathways for developing your professional practice.

Deakin University: 2 weeks: 3 hours/week
https://www.futurelearn.com/courses/digital-learning

Leadership Coaching through Turbulent Times: Playing with eFIRE
Use eFIRE, a coaching mindset and methodology, to make better leadership decisions in the face of a complex and challenging world.

In today’s complex and uncertain world, how can you use coaching and mentoring to untangle messy problems and find solutions that will help you – and your staff – to survive as well as thrive? What strategies can help you to enhance the potentials and overcome the pitfalls of the leader-as-coach?

QUT: 3 weeks: 3 hours/week
https://www.futurelearn.com/courses/leadership-coaching

Decision-making and Risk: An Introduction
Explore big ideas about decision-making & risk, & learn about the decision-making process. You will learn about the definition of risk & look at some of the barriers that hinder effective decision-making in our professional and personal lives. You will also look at some techniques that could help overcome these barriers, and analyse Daniel Kahneman’s decision-making model
• Difference between risk & uncertainty: are our professional & personal decisions as good as we think they are?
• The nature of data & information
• The challenges facing data management
• Risk management
• Barriers to effective decision-making.

Coventry University, UK: 2 weeks: 3 hours/week
https://www.futurelearn.com/courses/decision-making-and-risk
### Professional and Personal Development

#### Employee Engagement & Motivation: An Introduction
Understand employee engagement & explore what motivates us in the workplace this business psychology course. What do engaged & motivated employees look like? And what about disengaged & demotivated employees?

Learn about employee engagement, where you will start by considering existing definitions of engagement & motivation. Gain insight into the key factors linked to motivation & engagement, & question the causes of employee demotivation & disengagement – whether it is the job itself or individual personality traits.

- The key factors (both internal & external) that lead to employee motivation & engagement
- The role of job design in relation to motivation & engagement
- The relationship between personality traits & employee engagement & motivation
- The difference between face-to-face & virtual teams’ motivation & engagement levels, which will allow you to discuss communication & trust

**Coventry University, UK; 2 weeks: 3 hours/week**
https://www.futurelearn.com/courses/introduction-to-engagement-and-motivation-at-work

#### Understanding and Challenging Evidence-Based Practice
Build a thorough understanding of evidence-based practice:

- The concept of evidence-based nursing practice
- The hierarchies of evidence
- Knowledge & skills for evidence-based nursing practice
- Sources of therapeutic knowledge
- The influence of evidence & knowledge on nursing practice
- Critical-thinking theory in the context of evidence-based nursing practice

**Coventry University, UK; 2 weeks: 3 hours/week**

#### Music Psychology: Why Does “Bohemian Rhapsody” Feel so Good?
Find out why music can make us feel, by analysing the song Bohemian Rhapsody. Discover the power of music. Some songs make us laugh & some songs make us cry, but why does music have the ability to affect us emotionally?

Find out how the mind interprets patterns in music & generates an emotional response as a result. Explore how music communicates with the brain’s reward centre, & generates a chemical reaction that can provide a feeling of happiness. Discover why emotional experiences are influenced by our own expectations.

**Griffith University, 2 weeks: 3 hours/week**
https://www.futurelearn.com/courses/music-psychology

#### The Musculoskeletal System: The Science of Staying Active into Old Age
Demystify the ageing process & learn how our everyday behaviours are likely to affect our long-term musculoskeletal health.

- Identify the key components of the musculoskeletal system
- Explain how ageing affects the musculoskeletal system
- Describe the common age-related problems of the musculoskeletal system
- Discuss the impacts of musculoskeletal ageing on society & quality of life
- Explore the impact of physical activity & inactivity on bones, muscles & joints
- Identify the most important nutritional factors required for a healthy musculoskeletal system
- Discuss how ageing & other factors affect nutritional needs & dietary habits for the musculoskeletal system
- Explain how scientists & health professionals determine dietary requirements.
- Identify good dietary & other sources of essential nutrition

**University of Liverpool, University of Sheffield & University of Newcastle: 3 weeks: 3 hours/week**
https://www.futurelearn.com/courses/musculoskeletal

#### Leadership Theory: The Basics
Get introduced to the theory behind leadership and leadership styles and find out the difference between managers and leaders.

You will be introduced to the theoretical underpinnings of leadership, different styles of leadership & their respective strengths & weaknesses. You will have the opportunity to learn the differences between management & leadership & will investigate in detail the ethical issues that surround the issue of leadership.

- Fundamentals of leadership: what is the evolutionary process of leadership theories?
- What are the major conclusions of the trait theories?
- The skills approach to leadership
- What are the major conclusions of the behavioural theories?
- Identifying the major components of the contingency theories
- Transactional and transformational leadership

**Coventry University, UK: 2 weeks: 3 hours/week**
https://www.futurelearn.com/courses/fundamentals-of-leadership-theory
# Upcoming Courses

## Domestic & Family Violence – Advanced Training

**1230-1630 - For All Clinical Staff**  
Bookings: Via LMS  
- 25th July - Class ID 00011371 (Brighton)  
- 19th Aug - Class ID 00011372 (Brighton)  
- 18th Sept - Class ID 00011278 (North Lakes)  
- 21 Nov - Class ID 00011279 (North Lakes)  

An interactive workshop where participants will:  
- Increase knowledge of the legislation that underpins D&FV  
- Increase knowledge of the indicators & risk factors of D&FV  
- Build capacity to sensitively & skilfully ‘Recognise, Respond & Refer’

Participant must have completed 2 on-line training programs at time of booking in:  
- Understanding Domestic & Family Violence module  
- Clinical response to Domestic & Family Violence module

## Professional Supervision Training

**Audience: All Clinicians**  
**31st Oct, 8.30am to 4.30pm (North Lakes)**  
Bookings: via LMS, Class ID 00011253  

An interactive workshop focused on one-to-one supervision:  
- Establish an effective supervisory relationship  
- Policies, procedures & evidence-based principles  
- Goal-setting, reflection & providing feedback  
- Confidentiality & ethics  
- Problem identification & management  
- Evaluating supervision & concluding the supervision relationship

## Peer Group Supervision

**27th Nov, 1230 to 1630 (North Lakes)**  
Bookings: via LMS, Class ID 00011651  

Participants will demonstrate increased knowledge and skills of how to participate in peer group supervision (PGS) using the specific PGS tools:  
- Define supervision and supervision outcomes  
- Identify what can go wrong in a peer group supervision group  
- Participate in a peer group supervision group as a supervisee and a group member  
- Use a range of structured tools to facilitate learning  
- Plan how to use the peer supervision tools

## Clinical Assessment, & Recognising & Responding to Clinical Deterioration

**0800-1630 (Brighton)**  
Bookings: via LMS  
- 12th Sept Class ID 00011654  
- 24th Oct Class ID 00011655

## Rehabilitation Workshop

**16th Sept, 0800-1630 (Brighton)**  
Bookings: via COH-Education@health.qld.gov.au  
This interdisciplinary workshop is for all Clinicians

## Diabetes Awareness (All Clinicians)

**10th Oct, 0800-1630 (Brighton)**  
Bookings via LMS: Class ID 00011636  
- Clients navigating Diet & Physical Activity with Diabetes & other Complex Chronic Conditions  
- Oral Medications & Insulin Therapy for Diabetes Management  
- Person Centred Care with Blood Glucose Management  
- Diabetic Foot / Basic Foot Ax  
- Navigating Ax Tools & Referrals to the Diabetes Educator  
- Career Pathway of a Credentialed Diabetes Educator CDE  
- Person Centred Care for Managing Clients with Diabetes in the Community Setting  
- Highs & Low’s

## Chronic Disease Management – Respiratory & Cardiac Conditions

**30th Oct, 0800 – 1200 (Brighton)**  
Bookings: via LMS, Class ID 000011660

## Allied Health Induction Day

For all HP’s & AHA’s  
8am to 4.30pm (Brighton)  
Bookings via LMS  
- 26th Aug 2019, LMS Class: ID 00010415  
- 25th Nov 2019, LMS Class: ID 00010416
## Upcoming Courses

### Basic Life Support – Adult Resource Person Course
13th Aug, 8am to 12pm (Brighton)
Bookings: via LMS, Class ID 00011658
This course is for new BLS trainers.

### Basic Life Support, Adult – Resource Person Update & Assessment
13th Aug, 1pm to 2pm (Brighton)
Bookings: via LMS, Class ID 00011659
This is a refresher course for current BLS trainers

### Patient Handling Coach (Previously Ergonomics Ward Unit Trainer)
Bookings: Via LMS
- 22nd August LMS - Class ID: 00011652 (Brighton)
- 25th October LMS - Class ID: 00011653 (Brighton)
For new Patient Handling Coaches

### Patient Handling Coach – Refresher (Previously Ward Unit Trainer Refresher)
0800-1200 (Brighton)
29th August, Wed 30th Oct & Tues 5th Nov
Bookings: via COH-Education@health.qld.gov.au
This is a refresher course for current Ergonomics Ward Unit Trainers

### Training in Delegation Practices
16th Oct, 1230 to 1630 (North Lakes)
Bookings: via COH-Education@health.qld.gov.au
- The basic components of delegated practice
- Responsibility & accountability in delegated practice
- The 5 ‘rights’ of delegation
- How to provide feedback in delegated practice.

### AIN Enhancement Day
Audience: AIN’s, HCW’s & AHA’s
29th Oct, 0800-1630 (Brighton)
Bookings: via LMS: Class ID 00011640
- Professional Practice / Code of Conduct / Adult learning / Career Pathways for the AIN
- Person Centred Care for clients with Urinary / Supra-Pubic Catheters
- Preventing & Managing IAD – Incontinence Associated Dermatitis
- Person Centred Meals Assistance – Safety & Swallow
- Hand Hygiene / Infection Control
- Person centred Care for the Prevention / Awareness / Reporting Elder Abuse
- Person Centred Care for Managing & Maintaining Skin Integrity
- Navigating QHEPS / Back 2 Basics – LMS / Libguide / Learning 4 U
- Patient Experiences

### Preceptor Course
For RNs & ENs
10th Sept, 0800-1630 (Brighton)
Bookings: via LMS Class ID 00011656
- Roles and Responsibilities
- Resources to Support Effective Preceptoring
- Interpersonal Skills
- Adult Learning
- Teaching Effectively
- Assessing Performance
- Preceptee Needs
- Strategies for Effective Preceptoring

### Preceptor Refresher
14th Aug, 0800 – 1200 (Brighton)
Bookings: via LMS, Class ID 000011657
For RNs & ENs who have previously completed a 1 or 2 day Preceptor Course

### Graduate Development Day
For Graduate RN’s who are undertaking the Graduate Program
8th Oct, 8am to 4.30pm (Brighton)
Bookings: via COH-Education@health.qld.gov.au

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**EDUCATION TEAM**

**Contact us**
Ph: 3631 7437
COH-Education@health.qld.gov.au

**Submissions & Suggestions to:**
Karen Lush
Nursing Director Education

**Catch up on previous editions!**
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Access via our training and education page (QHEPS).