"The role of a leader is not to come up with all the great ideas. The role of a leader is to create an environment in which great ideas can happen.” Simon Sinek

**LMS Training**

LMS training will be provided across Community and Oral Health from September to November. The training consists of 4 x 30 minutes sessions, enabling participants to choose what meets their needs. Participants may attend for 30 minutes, or up to 2 hours. If you need to attend more than once, you are welcome. Any staff member may attend training at any site (except for Cooinda House, out of respect for the residents who are in their home). You may also attend the ‘drop-in’ sessions if you need one on one support.

**Attention All Managers**

All managers and those who act up in a manager role require access to the LMS Reporting Dashboards. This is how you are able to access your team’s compliance data at any time. These dashboards are generated using LMS data. The dashboards are so easy to use, and you are able to export the data into an excel spreadsheet if required. Currently the dashboards are updated weekly. The dashboards currently available are:

- MN LMS – Mandatory Training (all managers should have access to this)
- MN LMS – Nursing Requisite
- MN LMS – Medical Requisite
- MN LMS – Allied Health Requisite

These dashboards allow you to filter down to your work unit/s to review compliance and generate lists of staff and their individual compliance status.

It is recommended that all managers organise their dashboard access before attending training.

## LMS Training

### Choose the sessions and site that suit you!

Any COH staff member may attend at any site (except for Cooinda House)

Each of these 4 LMS sessions is 30 minutes in duration

(it will take you 2 hours if you attend all 4 sessions)

<table>
<thead>
<tr>
<th>Level 1: Beginner</th>
<th>Level 2: Intermediate</th>
<th>Level 3: Advanced</th>
<th>Manager &amp; Manager’s Proxy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access from a PC using the shared log in option</td>
<td>• Registering for and Completing a course</td>
<td>• Attaching evidence to your LMS profile</td>
<td>(for managers, their LMS proxy’s &amp; those who backfill the manager)</td>
</tr>
<tr>
<td>• Viewing your ME tab</td>
<td>• Certifications and courses – the difference between the two</td>
<td>• Managing your LMS learning using “To Do Lists”</td>
<td>• Where does the data come from – explained</td>
</tr>
<tr>
<td>• Learning catalogue search</td>
<td>• Updating a Certification</td>
<td></td>
<td>• Viewing My Team – Direct and additional</td>
</tr>
</tbody>
</table>

### Drop-In Sessions

Drop-in anytime during this session if you require one on one support.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Site</th>
<th>Room</th>
<th>Beginner (30 mins)</th>
<th>Intermediate (30 mins)</th>
<th>Advanced (30 mins)</th>
<th>Managers (30 mins)</th>
<th>Drop-In Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>16 Sept</td>
<td>Nundah CHC</td>
<td>Meeting Room 125</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>11am-12pm</td>
</tr>
<tr>
<td>Thur</td>
<td>19 Sept</td>
<td>North Lakes</td>
<td>Ground Floor, Small Meet Room</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>11am-12.30pm</td>
</tr>
<tr>
<td>Fri</td>
<td>20 Sept</td>
<td>Cooinda House</td>
<td>Meeting Room 15</td>
<td>2.30 pm</td>
<td>3.00 pm</td>
<td>3.30 pm</td>
<td>1.30 pm</td>
<td>12.30pm – 1.30pm</td>
</tr>
<tr>
<td>Tues</td>
<td>8 Oct</td>
<td>Oral Health Centre</td>
<td>Level 4, Room 4316</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>12.30pm – 2pm</td>
</tr>
<tr>
<td>Thur</td>
<td>10 Oct</td>
<td>Transition Care Prog</td>
<td>tba</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>11.30 am</td>
<td>12.30pm – 2pm</td>
</tr>
<tr>
<td>Mon</td>
<td>14 Oct</td>
<td>Aspley</td>
<td>Meeting Room 46</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>11.30 am</td>
<td>3pm-4pm</td>
</tr>
<tr>
<td>Tues</td>
<td>15 Oct</td>
<td>North West</td>
<td>Meeting Room 28</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>11am-1pm</td>
</tr>
<tr>
<td>Wed</td>
<td>16 Oct</td>
<td>Caboolture CHC</td>
<td>Blue &amp; Yellow Rooms</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.30am-1pm</td>
</tr>
<tr>
<td>Thur</td>
<td>17 Oct</td>
<td>Brighton</td>
<td>Lge Education Rm, Room GF, Dolphin House</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>11.30 am</td>
<td>Midday</td>
<td>9am-10am</td>
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<tr>
<td>Thur</td>
<td>24 Oct</td>
<td>Chermside CHC</td>
<td>Room 26</td>
<td>8.00 am</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>11 am</td>
<td>1pm-2pm</td>
</tr>
<tr>
<td>Wed</td>
<td>30 Oct</td>
<td>Brighton</td>
<td>Lge Education Rm, Room GF, Dolphin House</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>11.30 am</td>
<td>3pm-4pm</td>
</tr>
<tr>
<td>Tues</td>
<td>5 Nov</td>
<td>Caboolture CHC</td>
<td>Blue &amp; Yellow Rooms</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>11am-12.30pm</td>
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<tr>
<td>Thur</td>
<td>7 Nov</td>
<td>Pine Rivers CHC</td>
<td>Meeting Room 76</td>
<td>1.00 pm</td>
<td>1.30 pm</td>
<td>2.00</td>
<td>2.30 pm</td>
<td>12.30pm</td>
</tr>
<tr>
<td>Tues</td>
<td>19 Nov</td>
<td>Halwyn Centre</td>
<td>tba</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>10.30 am</td>
<td>11.00 am</td>
<td>11.30am-12.30am</td>
</tr>
<tr>
<td>Thur</td>
<td>21 Nov</td>
<td>North Lakes</td>
<td>Ground Floor, Small Meet Room</td>
<td>8.30 am</td>
<td>9.00 am</td>
<td>9.30 am</td>
<td>10.00 am</td>
<td>11am-12.30pm</td>
</tr>
<tr>
<td>Wed</td>
<td>27 Nov</td>
<td>Oral Health Centre</td>
<td>tba</td>
<td>All day – times to be confirmed</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thur</td>
<td>28 Nov</td>
<td>Redcliffe CHC</td>
<td>Meeting Room 15</td>
<td>2.00 pm</td>
<td>2.30 pm</td>
<td>3.00 pm</td>
<td>3.30 pm</td>
<td>1pm-2pm</td>
</tr>
</tbody>
</table>
Sign up, sign up!

Community and Oral Health staff can access a wide range of journals, databases, books and tools designed to support clinical, research, education and management needs. But to ensure you have access to all the resources anytime, anywhere, you’ll need register with a few key information service providers:

- The library
- Clinical Knowledge Network (CKN)
- UpToDate

Unfortunately, there is no one login to rule them all, but if you follow the instructions below you’ll be able to make the most of the resources available.

The library

Registering with the library will allow you to borrow print books from other Queensland Health libraries, as well as access electronic books that have been purchased by the library (rather than CKN). Simply fill in the registration form at https://qhreg.slq.qld.gov.au/user/registration

CKN

Once you register with CKN, you will be able to access the collection of journal articles, databases, point-of-care tools and calculators from your personal computer or mobile device. Some resources, such as CINAHL, MIMS and ClinicalKey, also have mobile apps that you can use after registration.

**NOTE:** If you’re working offsite and asked for your OpenAthens login, this is the same as your CKN login.

To register, fill in the form at https://www.ckn.org.au/register (for “Primary Location” select “Metro North HHS”).

UpToDate

UpToDate® is an evidence-based, point-of-care resource, proven to change the way clinicians practice medicine, and is associated with improved outcomes. You can use UpToDate via the desktop app on any Metro North computer but registering also provides access to the mobile app UpToDate Anywhere.


New books!

The library has purchased new electronic books for Community and Oral Health staff. Check out the collection (and other relevant ebooks) here: https://sas.health.qld.libguides.com/home/ebooks
R U OK? DAY – THURSDAY 12 SEPTEMBER 2019

Trust the Signs,
Trust your Gut & Ask R U OK?

It’s time to ask R U OK? if you notice a change, no matter how small.

WHAT ARE THEY SAYING?
- Confused or irrational
- Moody
- Unable to switch off
- Concerned about the future
- Concerned they’re a burden
- Lonely or lacking self-esteem
- Concerned they’re trapped or in pain

WHAT ARE THEY DOING?
- Experiencing mood swings
- Becoming withdrawn
- Changing their online behaviour
- Losing interest in what they used to love
- Unable to concentrate
- Losing interest in their appearance and personal hygiene
- Behaving recklessly
- Changing their sleep patterns

WHAT’S GOING ON IN THEIR LIFE?
- Relationship issues
- Major health issues
- Work pressure or constant stress
- Financial difficulty
- Loss of someone or something they care about
R U OK? DAY – THURSDAY 12 SEPTEMBER 2019

**Useful contacts for someone who’s not OK:**

**Lifeline (24/7)** - 13 11 14 lifeline.org.au

**Beyond Blue (24/7)** - 1300 224 636 beyondblue.org.au

**Employee Assistance Program (24/7) – Benestar** 1300 360 364 benestar.com (for Metro North Employees)

Benestar offers professional, confidential coaching and support, free to you and your eligible family members!

Provides confidential services & programs:
- Employee counselling
- Manager support
- Crisis support

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**Starting a conversation**

1. **Ask R U OK?**
   - Pick the right time and place to start the conversation.
   - Mention specific things that have made you concerned for them, like “You seem less chatty than usual. How are you going?”

2. **Listen**
   - Take what they say seriously and don’t interrupt or rush the conversation.
   - Encourage them to explain: “How are you feeling about that” or “How long have you felt that way?”
   - Show that you’re listening by repeating back what you’ve heard (in your own words) and ask if you’ve understood them properly.

3. **Encourage action**
   - Help them think of next steps they could take to help them manage their situation.
   - If they’ve been down for more than two weeks, encourage them to see a health professional.
   - Be positive about the role of professionals in getting through tough times.

4. **Check in**
   - Schedule a reminder to call them in a couple of weeks. If they’re really struggling, follow up with them sooner.
   - Stay in touch and be there for them. Genuine care and concern can make a real difference.
WORLD SEPSIS DAY ...... FRIDAY 13TH SEPTEMBER

Source & Additional Resources: https://www.worldsepsisd.org/wsd2019

WHAT IS SEPSIS?

Sepsis arises when the body’s response to an infection injures its own tissues and organs. It may lead to shock, multi-organ failure, and death – especially if not recognized early and treated promptly.

AWARENESS SAVES LIVES.

LEARN ABOUT SEPSIS AT www.WORLD-SEPSIS-DAY.ORG

A GLOBAL HEALTH CRISIS

27 000 000 - 30 000 000 people per year develop sepsis

7 000 000 - 9 000 000 die - 1 death every 3.5 seconds

Survivors may face lifelong consequences

SOURCES OF SEPSIS

The Most Common Sources of Sepsis

- Meningitis
- Infection of Unknown Source
- Skin or Soft Tissue Infection
- Pneumonia
- Bloodstream Infection
- Catheter-Related Infection
- Abdominal Infections, e.g. Appendicitis, Diarrhea, Gallbladder Infection etc.
- Urinary Tract Infection

SYMPTOMS OF SEPSIS

These Symptoms Might Indicate Sepsis

Experiencing any of these symptoms? Contact your local hospital or physician immediately.

- Slurred Speech or Confusion
- Extreme Shivering or Muscle Pain / Fever
- Passing No Urine All Day
- Severe Breathlessness
- It Feels Like You’re Going to Die
- Skin Mottled or Discolored

PHYSIOLOGY OF SEPSIS

From a Local Infection to a Body-Wide Injury

A local infection, such as pneumonia or a severe skin infection, can overcome the body’s local defense mechanisms, invading microorganisms and the toxins they produce, and the body’s response is a powerful body-wide immune response.

Sepsis

This immune response to infection can be so intense that the body can lose control of it. The “dysregulated” response can result in injury to tissues and organs, and is known as sepsis.

Septic Shock and Multi-Organ Failure

Cardiovascular failure can develop, leading to a sudden drop in blood pressure. This is called septic shock. Several organs then stop functioning sequentially or simultaneously. This multi-organ failure often leads to death.

PREVENTION SAVES LIVES

Prevent Infection - Prevent Sepsis - Save Lives

- Vaccination
- Clean Water
- Hand Hygiene
- Prevent HAIs (Hospital Acquired Infections)
- Safe Childbirth
- Awareness
**World Sepsis Day**

**Friday 13th September**

Source & Additional Resources:
https://www.worldsepsisday.org/wsd2019

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### Community and Oral Health

**Standing Orders**
- Administration of Adrenaline (epinephrine)
- Administration of influenza vaccine
- Administration of Adrenaline (epinephrine) post influenza vaccination
- Glyceryl Trinitrate sublingual spray

**Procedure**
- Allied Health Student Placement
- Criminal History Check
- Recording and Reporting of Alerts, Allergies and Adverse Drug Reactions
- Domestic and Family violence (DVF), Clinical response to
- Allied Health Professional Supervision and Support
- Aseptic Non-Touch Technique
- Cleaning, Disinfection and Sterilisation, Waste Management and Linen Management
- Consumer Feedback Procedure, Compliments and Complaints
- Hand Hygiene
- Standard Precautions
- Transmission Based Precautions
- Management of Peripherally Inserted Central Venous Catheters (PICC)
- Home Visiting safe work practices
- Best Possible Medication History (BPMH) and Medication Action Plan (MAP)
- High Concentration Insulins

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**Recinded**
- Respiratory Management in the Community

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**Additional Resources**

What is Sepsis? (3 minute you-tube video)
https://www.youtube.com/watch?v=AEGUCpxwAIE&feature=youtu.be

A Variety of Information & Resources, including posters & patient stories
https://www.worldsepsisday.org/wsd2019
THE HEARTBREAKING STORY OF MADDY JONES
BORN 1998, TAKEN BY SEPSIS IN 2017

... Story written by Maddy’s Father

WARNING: Some readers may find this tragic story distressing. If you require support, please contact the Metro North confidential & free 24/7 Employee Assistance Service (EAS) - BENSTAR on 1300 360 364 or benestar.com

On a Thursday afternoon, after spending a few days on the Sunshine Coast with her boyfriend and his family, she came home feeling quite ill and told us that she felt like she was getting the flu. Her Step Mum promptly gave her some Ibuprofen and water and told her to rest.

Maddy’s Dad (that’s me) took her to a GP the following morning (Friday). She was diagnosed with a respiratory infection and told to keep her fluids up, take over the counter cold and flu medication and rest. The next day, Saturday evening, Maddy was feeling worse, she was complaining that she was short of breath, so her Mother took her to the hospital where she was told she was dehydrated, given fluids, and sent home to rest.

She rested Sunday and Monday, we kept up the fluids, soup, and medications and she seemed to be ok. However, by Monday night she complained of feeling very sick. We repeated the advice from the GP and Hospital, told her the flu was going to make her feel terrible and kept up our regime of checking her temperature and administering flu remedies.

We were awake with her all through the night, rubbing her back, trying to make her drink, eat soup, and giving her medications. She only had the flu, right?

Early Tuesday morning Maddy asked me to call her an ambulance. I had an early morning appointment, so I called her Mum who picked her up within 15 minutes and drove her to the hospital.

Maddy was initially diagnosed with severe pneumonia which we were totally shocked at, as she had only been at the hospital two days earlier. By lunch the same day (Tuesday) she was in an induced coma and we were told she had a 50% chance of survival. Her organs had begun shutting down and she was placed on life support. Things became surreal, and so began our agonising wait to know whether she would pull through or not. We experienced small glimmers of hope, then devastating news. Watching Maddy hooked up to machines on life support was a harrowing experience to say the least.

Maddy’s organs were shutting down and there was no blood reaching her extremities. We were told that if Maddy survived she would become a multiple amputee, losing her hands and feet. How could this be happening to our pretty, fit, outgoing tennis player?

Over the next 10 days we watched our daughter’s body struggle to fight the bacteria. Then, one night at close to 10:00 pm, her lungs collapsed, the doctors and medical team fought to restore them however Maddy’s body had endured enough. We were there with her as her heart stopped, after such a brave fight, and she left us to be with God. On October 12th, 2017, our lives were changed forever.

We that are left behind, her parents, siblings, boyfriend, wider family, colleagues and friends, are left wondering how, and why, this happened to a fit and healthy, strong and resilient young girl. How do we come to terms with the fact that Maddy is gone?

We are now all slowly learning to live our lives with this unbearable grief and learning about this killer called Sepsis.

Maddy was farewelled at a service where over 800 people overflowed from the church. Yet my guess is that only the medical staff that attended would have heard of, or known anything about, Sepsis.

How could we have not heard about a condition that is responsible for more deaths in Australia than Breast Cancer, Aids, and the road toll combined?

Sepsis, a preventable condition, that if recognised early enough, can be treated successfully. Maddy was not in a high-risk group. Fit healthy 18-year olds get the flu, rest, and recover. We are now left with the question ‘What if we had known about Sepsis?’ Would Maddy still be here? We will never know the answer to that, but I’m confident that the answer is Yes.
Here is a real story …

After receiving a new referral from the case manager, health care workers from an ambulatory service went out to visit a client who lived in a unit block.

The workers knocked on the door and introduced themselves saying “We are from Metro North Health Service and we have received a referral to come and see you”.

The client happily let them in, and they completed an assessment and provided appropriate interventions. The workers returned to the office and wrote up their interventions.

The following week, one of the workers agreed to visit the client with the case manager. When they arrived at the client’s home, the two workers proceeded to the front door. This is when they discovered they had both visited a different client.

They then realised that the previous week, staff had knocked on the neighbour’s door, rather than the client’s, and had completed their assessments and interventions on the wrong person.

Asking the client to identify themselves using three approved patient identifiers would have prevented this situation. Although no harm occurred this time, there is clear potential for harm.

Do you know what the approved patient identifiers are, and when to use them?

PATIENT IDENTIFICATION

A minimum of three approved patient identifiers must be used:
- on admission or registration
- when care, therapy or services are provided
- when the patient is transferred to another care area
- when discharge documentation is generated

The MNHHS Approved Patient Identifiers are:
1. Family name – UPPER CASE, Given names – lower case
2. Date of Birth – dd/mm/yyyy
3. Hospital Record Number (URN)

When one of the above identifiers cannot be provided, an alternative such as a Medicare Number or full home address may be sourced.

DO NOT read out the patient details – ask the patient to provide these.

PROCEDURE MATCHING

The patient must be asked to state their responses to the 4 W’s prior to any procedure:
1. What is your name?
2. What is your date of birth?
3. What is your address?
4. What are you here for?

Further Information: Patient Identification and Procedure Matching (MNHHS Procedure)

Correct Patient Identification Reduces Adverse Events!
## Massive Open Online Courses

These online courses are free, and have no entry requirements: Anyone can participate!

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Topics Covered</th>
<th>Institution</th>
<th>Duration</th>
<th>Weekly Hours</th>
<th>Link</th>
</tr>
</thead>
</table>
| Mindfulness for Wellbeing & Peak Performance | Learn mindfulness techniques to reduce stress & improve your wellbeing & work/study performance. | • The problem of unmindfulness  
• Research on mindfulness  
• Mindful stress reduction and managing emotions  
• Improving work and study performance  
• Mindfulness in memory and learning  
• Cultivating self-compassion and emotional health  
• Mindful communication  
• Relationships and empathy  
• Mindfulness as a way of life | Monash University | 4 weeks: 3 hours/week | https://www.futurelearn.com/courses/mindfulness-wellbeing-performance |
| English for the Workplace | This course for learners of English helps you with the language you need to find a job & successfully function in the workplace. | • Finding a job  
• Interviews  
• Starting a job: line management; & rules & regulation at work  
• Working together: meeting new colleagues; team building activities; making suggestions, agreeing & disagreeing. | British Council | 4 weeks: 2 hours/week | https://www.futurelearn.com/courses/workplace-english |
| The Power of Podcasting for Storytelling | Discover all things podcasting: learn how to plan, write & publish your own podcast. | • Introduction to telling stories using audio  
• The elements of a podcasting narrative and how to combine these elements authentically  
• The software and hardware involved in producing a podcast  
• Writing a narrative to suit audio  
• The common pitfalls  
• Different genres of podcast  
• Introduction to finding good talent  
• The process of being discovered and heard by an audience | University of Wollongong, Australia | 2 weeks: 3 hours/week | https://www.futurelearn.com/courses/podcasting |
| Why Research Matters | Explore what research is & why it’s so important to us all. Find out how to make evidence-based decisions. | Imagine a world without research, where governments carry out policy based on hunches and manufacturers release products without testing. | Griffith University | 2 weeks: 3 hours/week | https://www.futurelearn.com/courses/why-research-matters |
| Logical and Critical Thinking | Improve your logical & critical thinking skills. Identify common obstacles to effective thinking. | • 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 |
| 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 and a series of unique audit tools, the course challenges you to: | Deakin University, UK | 2 weeks: 3 hours/week | https://www.futurelearn.com/courses/career-smart-sell-yourself |
### Massive Open Online Courses

These online courses are free, and have no entry requirements: Anyone can participate!

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<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Duration</th>
<th>Hours per Week</th>
<th>Entry Requirements</th>
<th>Course Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Continence Promotion: Effective Management of Bladder &amp; Bowel Dysfunction in Adults</strong></td>
<td>Develop the skills to work with adults with different types of continence problems &amp; understand effective treatments. Learn how to support self-management of continence conditions. On this course you’ll examine the principles and practice of promoting continence with people who have bladder or bowel dysfunction. You’ll learn how to recognise and assess the common conditions experienced. You’ll develop the skills to work with adults with different types of continence problems. You’ll also learn how to create effective management plans to treat the condition, and explore how to minimise the impact of these stigmatising conditions. By the end of the course you’ll understand how to effectively treat the condition, and support the person to self-manage their condition.</td>
<td>7 weeks</td>
<td>3 hours/week</td>
<td>Anyone</td>
<td><a href="https://www.futurelearn.com/courses/understanding-continence-promotion">https://www.futurelearn.com/courses/understanding-continence-promotion</a></td>
</tr>
</tbody>
</table>
| **Caring for Older People: A Partnership Model** | Discover practical ways to better support & care for older people. The purpose of this course is to help you better understand and address these challenges by exploring a partnership model of care that aims to build stronger and more beneficial relationships between older people and those who care for them in a variety of care settings. In this course, we’ll introduce you to the partnership model and provide you with some practical tools and strategies for creating your own care plan. Topics include:  
- Ageing from the perspective of older people and those who care for them  
- Principles of the partnership-centred model of care and how to apply them in a variety of settings  
- The benefits of partnership-centred care for older people, their families and healthcare teams  
- Practical strategies for supporting the needs and preferences of older people in positive, respectful and collaborative ways | Deakin University: 2 weeks | 3 hours/week | Anyone | [https://www.futurelearn.com/courses/older-people](https://www.futurelearn.com/courses/older-people) |
| **Safer Healthcare for Australia’s First Peoples** | Learn how to work in a culturally safe way when caring for Australia’s First Peoples to deliver safer care. In this course, you’ll learn to provide safer healthcare for Aboriginal and Torres Strait Islander peoples by developing your cultural capability. You’ll explore 5 cultural capabilities - Respect, Communication, Safety and Quality, Reflection and Advocacy. You’ll learn and apply knowledge of local community in a range of health and human services areas. You’ll also gain an important insight into how colonisation continues to affect the health of Australia’s First Peoples. Ultimately, you’ll understand how to build relationships and work in true partnership to deliver safer healthcare services. | 4 weeks | 3 hours/week | Anyone | [https://www.futurelearn.com/courses/first-peoples-safer-healthcare](https://www.futurelearn.com/courses/first-peoples-safer-healthcare) |
| **Ageing Well: Falls** | Explore why people fall, discover practical methods to reduce the risk of falling, and recognise when to seek expert help. | Newcastle University: 4 weeks | 2 hours/week | Anyone | [https://www.futurelearn.com/courses/falls](https://www.futurelearn.com/courses/falls) |
| **Introduction to Chinese: Conversation** | Learn how to hold a basic conversation in Chinese Mandarin & master around 150 Chinese words with this online language course. Are you new to the Chinese language? Gain an introduction to Chinese conversation with this fun and interactive course. On this course, you will learn useful words and expressions that will help you navigate your way through China. You will cover greetings and introductions as well as basic tasks like asking for directions and ordering meals. You will also build your knowledge of traditional and popular Chinese culture. By the end of this course, you will have learnt approximately 150 new words that will help you with more advanced Chinese language courses in the future. | Shanghai International Studies University: 6 weeks | 2 hours/week | Anyone | [https://www.futurelearn.com/courses/chinese-conversation](https://www.futurelearn.com/courses/chinese-conversation) |
## Upcoming Courses

### Domestic & Family Violence – Advanced Training
**For All Clinical Staff**
Bookings: Via LMS - Class ID 00011279 (North Lakes)
21 Nov, 1230-1630

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.

### Patient Handling Coach (Previously Ergonomics Ward Unit Trainer)
**Bookings:**  Via LMS
- 25th October LMS - Class ID: 00011653 (Brighton)

For new Patient Handling Coaches

### Patient Handling Coach – Refresher (Previously Ward Unit Trainer Refresher)
**0800-1200 (Brighton)**
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

### Diabetes Awareness (All Clinicians)
**10th Oct, 0800-1630 (Brighton)**
Bookings via LMS: Class ID 00011636

### Chronic Disease Management – Respiratory & Cardiac Conditions
**30th Oct, 0800 – 1200 (Brighton)**
Bookings: via LMS, Class ID 000011660

### Continence Day
**28th Nov, 8am to 4.30pm (Brighton)**
Bookings: via COH-Education@health.qld.gov.au
- Preventing & Managing IAD – Incontinence Associated Dermatitis
- Person Centred Care around Conti... (Continued)
- Bladder / Bowel Re-Training
- Back to basics – A & P Urinary Git systems
- Person Centred Care for Bowel Management for the Elderly Client
- Incontinence Products Available
- Person Centred Care for Preserving Dignity & Privacy around Incontinence

### 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

### Allied Health Induction Day
**For all HP’s & AHA’s**
8am to 4.30pm (Brighton)
- Bookings via LMS: Class: ID 00010415
- 25th Nov, 8am to 4.30pm

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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!**

Learning4you is available on the COH Education Libguide. Access via our training and education page (QHEPS).