

**Case study > Develop a Dual Diagnosis e-learning resource > Queensland > 2010**

### **Increase Capacity to address dual diagnosis**

#### **Queensland Centre for Mental Health Learning (QCMHL)**

### **Background**

Mental Health and Alcohol and other Drug services in Queensland have traditionally operated from different service delivery models and did not recognise that many of their clientele had more than one primary presenting problem (co—occurring condition or dual diagnosis). The Report of the Queensland Review of Fatal Mental Health Sentinel Events (2005) recommended that the structural impediments to the provision of integrated treatment for people with dual diagnosis be addressed as a high priority issue. Subsequent reports and a survey of MH and AOD practitioners (2007) have all highlighted that a lack of skills was perceived as a significant limitation to current service provision and identified the need for additional training for practitioners. Access to specialist training in dual diagnosis was extremely limited thus impacting on practitioner's ability to assess and treat these clients.

Developing an e-learning dual diagnosis training resource was perceived to be the most effective way to provide MH and AOD clinicians across the state, particularly those in rural and remote areas, with ready access to training and in a format that would enable individual practitioner' access to timely, high quality, interactive skill development

QCMHL partnered with the Alcohol and Drugs Training and Resource Unit (ADTRU) and e-learn Australia, an external expert in interactive learning object development to develop the resource.

### **What was done**

The first step in designing the DD e-learning training resource involved identifying existing training in dual diagnosis across MH and AOD services and obtaining a copy of the resources. Unfortunately most services only had PowerPoint presentations and only addressed some of the issues that needed to be covered in an e-learning training resource. A decision was subsequently made to base the resource on the Queensland Health DD Clinical Guidelines that were being developed within a similar timeframe. A working party consisting of QCMHL, Alcohol and Drug Training and Resource Unit (ADTRU), Mental Health and Alcohol and Other Drugs Directorate was convened to determine what components of the guidelines would be included in the e-learning training resource.



The model created by e-learn Australia for the DD e-learning resource involved an authentic virtual learning environment that placed the learner in a practitioner's role and was based on the same templates and virtual environment as previously developed QCMHL e-learning resources. The resource focussed on the assessment, treatment planning and relapse management strategies for individuals with both a primary MH problem and a primary AOD problem. Learners were provided with video vignettes that addressed each of the phases of treatment for each primary condition. Additional material was provided onscreen with links to relevant documents. .Acquisition of learning from each module was assessed through a series of activities and quizzes which encouraged the use of reflective practice and action learning. Overall knowledge acquired through completion of the e-learning program was assessed through the completion of a pre and post evaluation and a competency assessment.

.An essential component to the success of this project was the commitment of the project team through identifying key areas for improving clinicians' skills in working with dual diagnosis clients and developing the case studies and video vignettes to illustrate each learning component. Other contributing factors included already having a collaborative working relationship with e-learn Australia through the development of other e-learning resources and with Media Odyssey which facilitated the development of the clinical vignettes used in the resource. In addition, the working party was able to work together as a single team, using DotProject web based project management software to allocate tasks, track progress and produce Gantt charts. The team also met fortnightly using teleconferencing as Queensland Health (QH) does not permit users to access Elluminate. The working party were also able to view the progress of the build on the e-learn Australia test site as their Senior Developer compiled each stage of the project and any issues or bugs were dealt with immediately. This quality improvement process occurred throughout the development of the resource and ensured that the resultant learning materials were of a high standard and highly engaging.

Another contributing factor to the success of the project was presentations to stakeholder groups in both mental health and alcohol and drugs services and the encouragement of clinicians to actively engage with all components of the resource and provide feedback via a structured interview schedule in Survey Monkey. Their feedback was constructive resulting in amendments to the design of the quizzes and other components. Overall perceptions of the resource included "A fantastic resource available to all clinicians which I will be strongly recommending."; "It was excellent - very comprehensive and I loved the downloadable resources and links"; "I was very impressed with the quality and format. The quizzes were excellent with good feedback. Easy to navigate, good videos and transcripts help as well."

Obtaining an Australian Flexible Learning Framework 2010 e-learning innovations grant enabled the project to incorporate additional video vignettes and to extend the project timeline over two financial years. This enabled greater engagement with specialist clinical areas, more opportunities to gain feedback from stakeholders and for user testing.

Delays in the completion of the QH DD Guidelines resulted in the content of the e-learning resource needing to be revised twice in order to match the content of publication drafts, the second of which was only released in the final week of the project.

## **Benefits experienced by the Queensland Centre for Mental Health Learning**

A major learning from this project is the importance of involving major stakeholders at the inception of a project and maintaining their involvement at all stages of its development to ensure consistency of the material with policies and guidelines. In addition, the necessity of having a committed expert project team that is prepared to scan the international literature, translate key points into learning activities and review the product throughout its

development. Having access to a means to collaboratively work together is essential, although it was primarily limited to teleconferencing for project team meetings, however, some of the content was reviewed by videoconference.

Developing this resource further enhances QCMHL's profile as a developer of high quality interactive multimedia training resource that build practitioners' knowledge and skills in key areas of practice.

The benefits to the learner will be access a high quality interactive learning experience which provides clinical vignettes of how to integrate both mental health and alcohol and other drug issues into their clinical interactions as well as examples of clinical documentation and tips for working with special needs groups.

## **Lessons learnt**

A key lesson learned during the project is that developing a resource such as this is a balancing act between what stakeholders believe should be included to ensure alignment with current policy and guidelines and a desire to incorporate information from elsewhere that may more effectively illustrate particular concepts.

One of the keys to success in any elearning project is the level of collaboration and communication between the subject matter experts and the development team. In this project, a good deal of the success can be attributed to the collaborative approach of the joint Qld Health and eLearn Australia project team. The use of W3, Open source collaborative tools (Moodle and DotProject) ensured that the project remained on track, that all team members knew exactly what was happening. Continuous improvement was ensured through the use of the Moodle test bed, available to all team members 24/7. Changes and tasks were controlled through the use of formal change and tasks requests through DotProject. These tools, being internet based enabled us to surmount some of the challenges of working within the highly controlled and secure Qld Health IT environment.

As a result of these technologies and approaches, few if any issues that could have posed barriers to success were experienced.

## **The results**

QCMHL now has a innovative multimedia training resource that is engaging and accessible and provides clinicians working in mental health and alcohol and other drug services with up-to-date skills and knowledge to enable them to more effectively assess and treat their clients with a dual diagnosis.

## **Reflections and suggestions**

This resource while primarily built to skill Queensland Health clinicians working in mental health and alcohol and drugs services to more effectively address their client's needs, it is also a resource for individuals undertaking relevant Certificate IV courses. It illustrates how to utilise an integrated approach to assessment, treatment planning and relapse, as well as motivational interviewing for individuals presently primarily to mental health and to alcohol and other drugs services.

## Framework connection

The national training system's e-learning strategy, the Australian Flexible Learning Framework (Framework<sup>1</sup>) funds and supports [E-learning Innovations](#) projects which aim to embed e-learning into the national training system by supporting and enabling innovation in training design and delivery, at the state and territory level.

This e-learning training resource provides clinical information that will assist individuals undertaking relevant Certificate IV courses with practical examples of using an integrated approach to working with clients with a dual diagnosis

In engaging in this E-learning Innovations project, the following Framework products and resources were used:

Flexible Learning.net.au website

VET Reload tool...

## Acknowledgement

This is a Queensland [E-learning Innovations](#) project output, developed by the Queensland Centre for Mental Health Learning, Alcohol and Drug Training and Resource Unit, Mental Health and Alcohol and other Drugs Directorate and e-learn Australia with seed funding from the Framework.

## For more information

### For more information on Queensland Centre for Mental Health Learning:

Dr Maddy Slattery

Centre Director

Phone: (07) 3271 8837

Email: [Maddy\\_Slattery@health.qld.gov.au](mailto:Maddy_Slattery@health.qld.gov.au)



### For more information on eLearn Australia.com.au Pty Ltd:

Ms Chris Sutton

Managing Director and Educational Designer

Phone: (07) 54763500

Email: [chris.sutton@elearnaustralia.com.au](mailto:chris.sutton@elearnaustralia.com.au)

### For more information on the Australian Flexible Learning Framework:

Phone: (07) 3307 4700

Email: [enquiries@flexiblelearning.net.au](mailto:enquiries@flexiblelearning.net.au)

Website: [flexiblelearning.net.au](http://flexiblelearning.net.au)

---

<sup>1</sup> <http://flexiblelearning.net.au>