



# NATIONAL BPD TRAINING STRATEGY

Australian BPD Foundation

## Progress Report 2

Stage Three and Four of the National BPD Training and Professional Development Strategy:  
*“Upskilling and Engaging Clinicians Working with People with Borderline Personality Disorder and their Families”*

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# 1 Summary

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The Australian BPD Foundation has partnered with Spectrum Personality Disorder Service (Spectrum) to deliver **Stage 3** and **Stage 4** of the National Training Strategy which includes the development and delivery of core competencies workshops, a Train the Trainer Program and the provision of a range of post-training clinical support and mentoring.

Activities 1 and 2a have been completed and were reported in Progress Report 1 submitted in June 2021. This progress report provides an update of Activities 2b, 3, 4 and 5.

## **Activity 2b - Development of Train the Trainer workshop and associated training resources**

A Train the Trainer Program was developed which included the attendance of the BPD Core Competency Workshop and satisfactory completion of the Train the Trainer Workshop. The overall aim of the Train the Trainer workshop was to ensure that participants had the **confidence and knowledge** to deliver the BPD Core Competency Workshops to mental health professionals working with people with BPD and their families.

The structure of the Train the Trainer Workshop was designed to have less of a focus on the actual content and more of a focus on reviewing the general principles of adult learning, providing the rationale of the BPD Core Competency Framework, reflecting on the experience of delivering and attending the training and providing the rationale for the structure of the BPD Core Competency Workshop. In addition, an innovative component of the Train the Trainer Workshop was to allow participants of the program to deliver a section of one of the core competencies to the rest of the group who represented various potential audiences eg NDIS staff, Child Protection etc.

Over 80% of participants were highly to very highly satisfied in the training overall, the resources and learning activities provided, the trainers' knowledge in the content, the trainers' responsiveness to their needs and the administration arrangements of the workshop.

## **Activity 3 - Delivery of a nationwide 'core competencies' course to a minimum of 216 clinicians**

All eighteen BPD Core Competency workshops have been delivered successfully in every state and territory in Australia with 324 clinicians trained. This has far exceeded the contractual requirement of training 216 clinicians. The evaluation results indicated that the workshop was of superior quality with over 92% of participants highly to very highly satisfied in the training overall. In addition, the confidence and knowledge of participants in our workshops increased both subjectively and objectively as a result of attending the workshop.

## **Activity 4 - Establishment of an Australian BPD Foundation endorsed trainer group who can champion BPD training at a local level**

Thirty-two clinicians have participated in the Train the Trainer Program and have subsequently become endorsed as National BPD Training Strategy Trainers by the Australian BPD Foundation and Spectrum to deliver the BPD Core Competency Workshop at the local level.

Most of the endorsed trainers have indicated that they will deliver the workshop within their own services and some trainers have the capacity to provide contracted training to other services if funding is available. However, this is limited and ad hoc. The program requires additional funding to

ensure a more coordinated approach to the program and to support the endorsed trainers to deliver the workshop in their own area.

#### **Activity 5 - Provision of post training support to participants of the 'Core Competencies' & Train the Trainer courses**

Participants of the BPD Core Competency Workshops have access to one on one consultations with an experienced clinician and trainer and online 'peer' support group session every two months. So far three online peer support group sessions have been provided with positive feedback. In particular, the sessions have provided a forum to consolidate and embed into practice the knowledge and skills learnt in the workshop.

Endorsed trainers have access to an online discussion group to provide a forum to collaborate, share resources, provide training tips and support each other around the delivery of the BPD Core Competency Workshops. Endorsed trainers also have access to online Train the Trainer support groups to provide an opportunity for them to raise questions and discuss any issues they may have. Two sessions have been scheduled for early 2022.

Until June 2022 the project will continue to provide post training support to participants of BPD Core Competency Workshops and endorsed trainers.

## 2 Acknowledgements

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We would particularly like to thank our Project Manager Ms Dimitra Petroulias and the Spectrum trainers (Sathya Rao, Marianne Weddell, Peter Smith, Cathryn Pilcher and Lukas Cheney) for their commitment and passion to deliver the workshops face to face across the country during a COVID pandemic. They went above and beyond despite personal, organisational and social pressures.

Thank you also to the research team, Jillian Broadbear and Pari Heidari for advice on the pre and post-questionnaire and for Pari's preliminary analyses of the pre and post-workshop questionnaire results.

We would also like to thank Olivia Smith for providing further assistance in analysis of the data and her project administrative support for the National Training Strategy since July 2021.

Please also refer to the Acknowledgement section of the Participant Handbook.



## 3 Introduction

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### 3.1 The National BPD Training and Professional Development Strategy

The overall aim of the National BPD Training and Professional Development Strategy (National Training Strategy) is to improve the capacity of clinicians to recognise, respond to and treat people with BPD and be inclusive of families.

The Australian BPD Foundation has partnered with Spectrum Personality Disorder Service to deliver **Stage 3** and **Stage 4** of the National Training Strategy which includes the development and delivery of core competency workshops and a Train the Trainer Program as well as the provision of a range of post-training clinical support and mentoring.

The activities of Stage 3 & 4 to achieve the overarching aim of the National Training Strategy are as follows:

#### **Stage 3**

**Activity 1** - Identification of core partner organisations in all jurisdictions across Australia

#### **Activity 2**

**2a** - Development of 'core competencies' curriculum and associated training resources

**2b** - Development of Train the Trainer workshop and associated training resources

**Activity 3** - Delivery of a nationwide 'core competencies' course to a minimum of 216 clinicians

**Activity 4** - Establishment of an Australian BPD Foundation endorsed trainer group who can champion BPD training at a local level

#### **Stage 4**

**Activity 5** - Provision of post training support to participants of the 'Core Competencies' & Train the Trainer courses

Activities 1 and 2a have been completed and these were reported in Progress Report 1 submitted in June 2021. This progress report will provide an update of Activities 2b, 3, 4 and 5.

## **4 Activity 2b Development of Train the Trainer workshop and associated training resources**

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### **4.1 Train the Trainer Program**

The Train the Trainer Program for the delivery of the BPD Core Competency Workshops involved:

1. Attendance of a 2-day BPD Core Competency Workshop
2. Satisfactory completion of one of the 2-day Train the Trainer Workshop
3. Endorsement as a National BPD Training Strategy Trainer by the Australian BPD Foundation to deliver the BPD Core Competency Workshops across the Australia
4. Post training support including online reflective practice sessions and an online discussion group facilitated by Spectrum trainers
5. Potential ongoing professional development to continue as an endorsed trainer post 30<sup>th</sup> June 2022. This is dependent on ongoing funding.

### **4.2 Selection Criteria**

Entry into the Train the Trainer Program involved a selection process. The program was open to health professionals and clinicians from any discipline who were able to demonstrate the following:

- At least 5 years clinical experience in mental health, in particular in the treatment of people with BPD
- At least 3 years of experience in delivering training
- Capacity to attend the 2-day Train the Trainer workshop (participants were expected to be able to fund their own travel and accommodation)
- A commitment and the capacity (either through their workplace or independently) to deliver BPD Core Competency Workshops in their state. This is not funded by the project.

Therefore, the participants of the Train the Trainer program were expected to come with skills and knowledge in working with people with mental health disorders and have experience in delivering training.

### **4.3 Application and Selection Process**

Those interested in applying for the Train the Trainer Program submitted an application form which included their curriculum vitae briefly outlining their qualifications and interest. A selection panel including members from Spectrum and the Australian BPD Foundation reviewed all applications. All applicants were notified of the outcome of their application four weeks in advance of the Train the Trainer workshop.

Applications for the Train the Trainer Program opened on the 1<sup>st</sup> February 2021 and the two closing dates were as follows:

- For the Train the Trainer Workshop on the 5<sup>th</sup> and 6<sup>th</sup> August 2021 applications closed: **18<sup>th</sup> June 2021**
- For the Train the Trainer Workshop on the 29<sup>th</sup> and 30<sup>th</sup> September 2021 applications closed: **23<sup>rd</sup> July 2021**

The Train the Trainer workshops were planned to be delivered in person in Adelaide and Melbourne, however the workshops were reverted to online delivery due to state border restrictions.

## 4.4 Train the Trainer Workshop and Associated Training Materials

### 4.4.1 Aim of the Train the Trainer Workshop

The overall aim of the Train the Trainer workshop is to ensure that participants have the **confidence and knowledge** to deliver the BPD Core Competency Workshops to mental health professionals working with people with BPD and their families. In particular, participants will:

- Review the general principles for adult learning, effective communication and managing challenging situations during training
- Understand the rationale of the development of the BPD Core Competency Framework
- Understand the structure of the BPD Core Competency Workshop
- Practice the delivery of the content and activities in the workshop in a variety of settings
- Learn strategies to create and maintain positive environments to enhance participant learning
- Learn how to adjust their teaching to tailor to a variety of target audiences
- Develop the flexibility to adapt the BPD Core Competency Workshop whilst maintaining the fidelity to the principles of the BPD Core Competency Framework.

### 4.4.2 Structure of Train the Trainer Workshop

The Train the Trainer workshop was delivered virtually via video-conferencing over 2 consecutive days. The virtual format was required due to COVID-19 border restrictions. However, this turned out to be a preference for some participants as travel and accommodation was not required. The virtual format also allowed participants to become familiar with providing training using a common video conferencing app.

As the prerequisite for the Train the Trainer Workshop required the attendance of the BPD Core Competency Workshop, the structure of the Train the Trainer Workshop was designed to have less of a focus on the actual content. Instead, there was an increased focus on reviewing the general principles of adult learning, providing the rationale of the BPD Core Competency Framework, reflecting on the experience of delivering and attending the training and providing the rationale for

the structure of the BPD Core Competency Workshop. In addition, an innovative component of the Train the Trainer Workshop was to allow participants of the program to deliver a section of one of the core competencies to the group.

Participants were asked to deliver the content as pairs to a particular type of audience (e.g. GPs, nurse graduates, child protection workers etc) and were challenged by a disrupter. A disrupter was prepared role played by a participant that provided a difficult and often confronting situation to challenge the trainer while they were delivering the content. The 'disrupter' roles were based on challenges the trainers had experienced themselves during delivery of the workshops. By using active learning principles, the participants of the program thus learnt to adjust their teaching to tailor to a variety of target audiences and also apply strategies to resolve challenging situations. At the end of their sessions, feedback was provided by the Spectrum trainers of the Train the Trainer Program and a board member of the Australian BPD Foundation as well as anonymous feedback from their colleagues. Participants were also asked to reflect on:

- What it was like as a trainer, and
- If there was anything they wanted the group to trouble shoot with them.

The workshop also incorporated group discussions and activities with participants asked to watch the following video prior to the attendance of the workshop:

- Treatment for BPD: A Common Factors Approach – 1:36 hours presented by Lois Choi-Kain, Director of Gunderson Personality Disorder Institute, McLean Hospital, Harvard Medical School

A summary of the session plan is provided below and in full in Appendix 1.

	Day 1	Day 2
<b>Morning</b>	<p>Introduction to the Train the Trainer Program</p> <p>Common factors and core competency framework</p> <p>Reflections in delivering and participating in the BPD Core Competency Workshop</p>	<p>In pairs, participants delivered a section of one of the core competencies throughout the day</p> <p>A disrupter challenged the participant delivering the training</p> <p>Feedback provided by Train the Trainer trainers, a board member of the Australian BPD Foundation and the other participants</p>
<b>Afternoon</b>	<p>Structure of BPD Core Competency Workshop</p> <p>Adult learning principles</p> <p>Resolving challenging situations</p> <p>Preparation for delivery of Day 2</p>	<p>Reflections of the participant delivering the training</p>

#### 4.4.3 Train the Trainer Resources

Participants of the Train the Trainer Program were provided with the following training resources:

1. The Train the Trainer Handbook which included:
  - Part A: Train the trainer workshop slides, worksheets and readings** – includes the content presented by the trainers in the Train the Trainer workshop
  - Part B: Trainer resources** - includes the BPD Core Competency Workshop session plan, facilitator notes, worksheet notes, checklists and example evaluation form.
2. The BPD Core Competency Participant Handbook

A copy of the Train the Trainer Handbook and Facilitator Notes will be provided as a hard copy to the NMHC, if required, in the post.

#### 4.4.4 Access to BPD Core Competency Training Resources

Upon completion of the Train the Trainer Program, participants become endorsed as National BPD Training Strategy Trainers by the Australian BPD Foundation and Spectrum to deliver the BPD Core Competency Workshop. They have access to the following BPD Core Competency Training Resources via an online portal as follows:

1. Guidelines (includes guidelines for the use of the training materials, and the specifications for printing the participant handbook)
2. Participant handbook (a pdf version and Word version for printing in house)
  - a. Pre-reading Material (Competency 1 & 7 only)
  - b. Participant handbook for printers (a print version with crops to provide to an external printing house)
3. Facilitator notes (pdf version of the ppt notes)
4. Powerpoints (Day 1 and Day 2)
5. Session plans (pdf and word)
6. Videos (all the mp4 video except the Introduction to Mindfulness by Jon Kabat-Zinn <https://youtu.be/xF8H-Zj155w?t=17>, included also in a word document with the links)
7. Templates for Certificates of Attendance

## 5 Activity 3 - Delivery of a nationwide 'core competencies' course to a minimum of 216 clinicians

This activity has now been completed with all 18 workshops delivered successfully in every state and territory in Australia. All the workshops were delivered face to face except the last two which were delivered virtually due to COVID-19 travel restrictions. Over 324 clinicians (52% metropolitan and 48% regional) participated in the training which has exceeded the minimum contractual requirement of training 216 clinicians (refer to Table 1).

Table 1 EOI and participant numbers for each workshop delivered

No.	Date	Location	EOI at closing	Participants Numbers <sup>2</sup>
1	9 - 10 Nov 2020	Melbourne - VIC	100	15
2	16 - 17 Nov 2020	Ballarat - VIC	111	17
3	19 - 20 Nov 2020	Melbourne - VIC	100	17
4	15 - 16 March 2021	Adelaide – SA <sup>1</sup>	68	12 – metro 6 - regional
5	18 - 19 March 2021	Adelaide - SA	94	7 – metro 11 - regional
6	22 - 23 March 2021	Gold Coast - QLD	84	17
7	25 - 26 March 2021	Brisbane – QLD	100	20
8	29 - 30 March 2021	Townsville – QLD	57	17
9	26 - 27 April 2021	Hobart – TAS	101	19
10	29 - 30 April 2021	Launceston – TAS	70	21
11	3 - 4 May 2021	Perth – WA	100	18
12	6 - 7 May 2021	Bunbury – WA	98	19
13	17 - 18 May 2021	Sydney – NSW	100	19
14	20 - 21 May 2021	Port Macquarie – NSW	47	19
15	19-20 July 2021	Darwin - NT	66	21
16	22-23 July 2021	Alice Springs - NT	36	15
17	30-31 August 2021	Canberra - ACT	93	20
18	9 - 10 September 2021	Albury - Wodonga - NSW	91	14

<sup>1</sup>Both workshops in SA were delivered in Adelaide as it was the most central location for metropolitan and regional participants. These workshops were co-delivered with trainers from SA BPD Collaborative.

<sup>2</sup>20 participants were booked for each workshop, however lower numbers were due to no shows.

Each workshop was delivered by two trainers from a pool of 5 Spectrum trainers:

<b>Assoc Prof Sathya Rao</b>	Executive Clinical Director, Psychiatrist - (SA, TAS)
<b>Ms Marianne Weddell</b>	Senior Clinician, Psychologist (QLD, WA, NSW, ACT)
<b>Ms Cathryn Pilcher</b>	Clinical Manager, Occupational Therapist (TAS, WA, NSW, NT)
<b>Mr Peter Smith</b>	Social Worker (QLD, NSW, ACT)
<b>Dr Lukas Cheney</b>	Consultant Psychiatrist (NT, NSW)

The SA workshops were co-delivered by Sathya Rao with one of the following trainers from SA BPD Collaborative:

- Cathy Mcleod Everitt** Training Coordinator
- Laura Cooke-O'Connor** Advanced Clinician/Coordinator

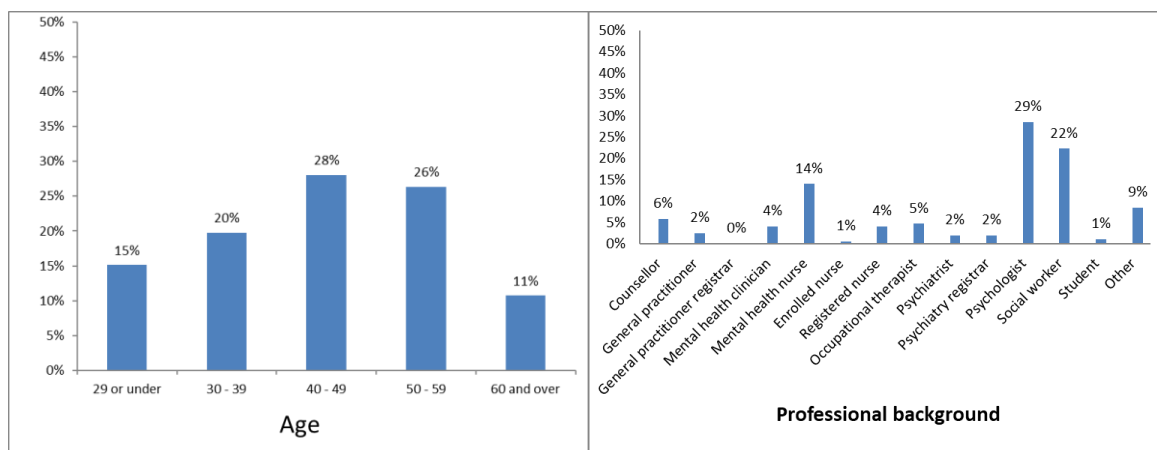
## 5.1 Evaluation of the BPD Core Competency Workshops

This section provides the evaluation results of all eighteen workshops.

### 5.1.1 Demographics

Of the clinicians that completed the pre-workshop questionnaire, 81% were female and 19% were male. Sixty-five percent were over the age of 40. A range of professions attended the workshops with a greater proportion of participants being either nurses (14%), psychologists (29%) or social workers (22%). Refer to Figure 1.

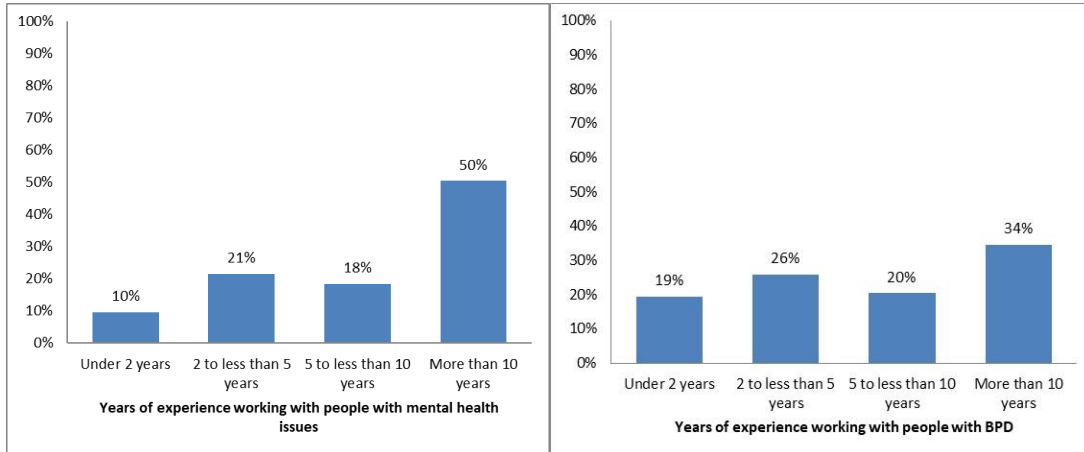
Figure 1 Age and profession of participants



### 5.1.2 Previous Experience and Education in BPD

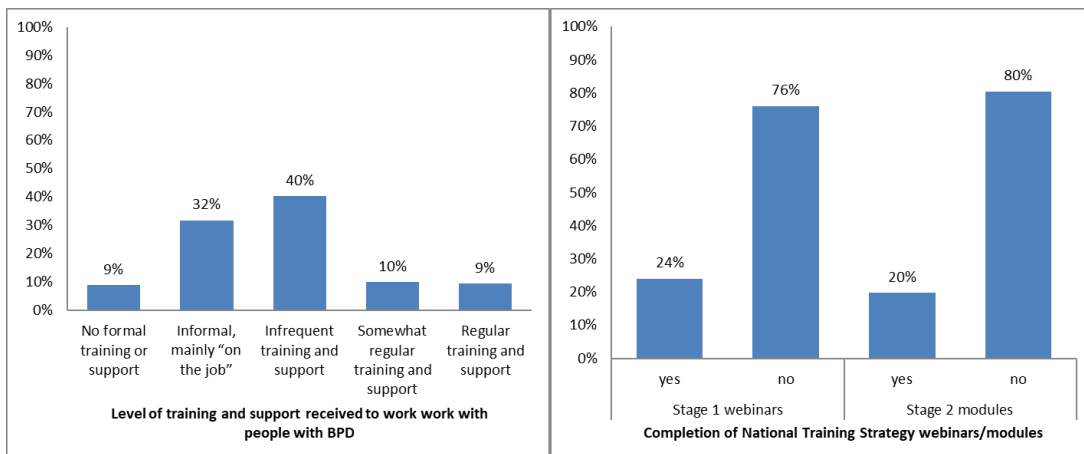
Participants' experience in working with people with mental health issues or BPD is shown in Figure 2. Sixty-eight percent of participants had over five years of experience in working with people with mental health issues. However, participants had less experience with working with people with BPD with only around half of the participants having over five years of experience (54%).

Figure 2 Years of experience working with people with mental health issues or BPD



Only 9% of participants had received regular training and support in BPD (refer to Figure 3). Most participants had received either informal on the job training or infrequent training and support. The majority of participants had not completed the Stage 1 webinars or Stage 2 modules, although this was not a prerequisite to attend the BPD Core Competency Workshop. These results highlight how important it is for formal training in BPD (such as this National Training Strategy) to be made available to all mental health clinicians across Australia.

Figure 3 Level of training in BPD





### 5.1.3 Change in Knowledge, Skills and Attitudes

Both subjective and objective measures were used to determine the participants' knowledge, skills and attitudes before and after the workshop. Participants were asked to:

#### Subjective measures

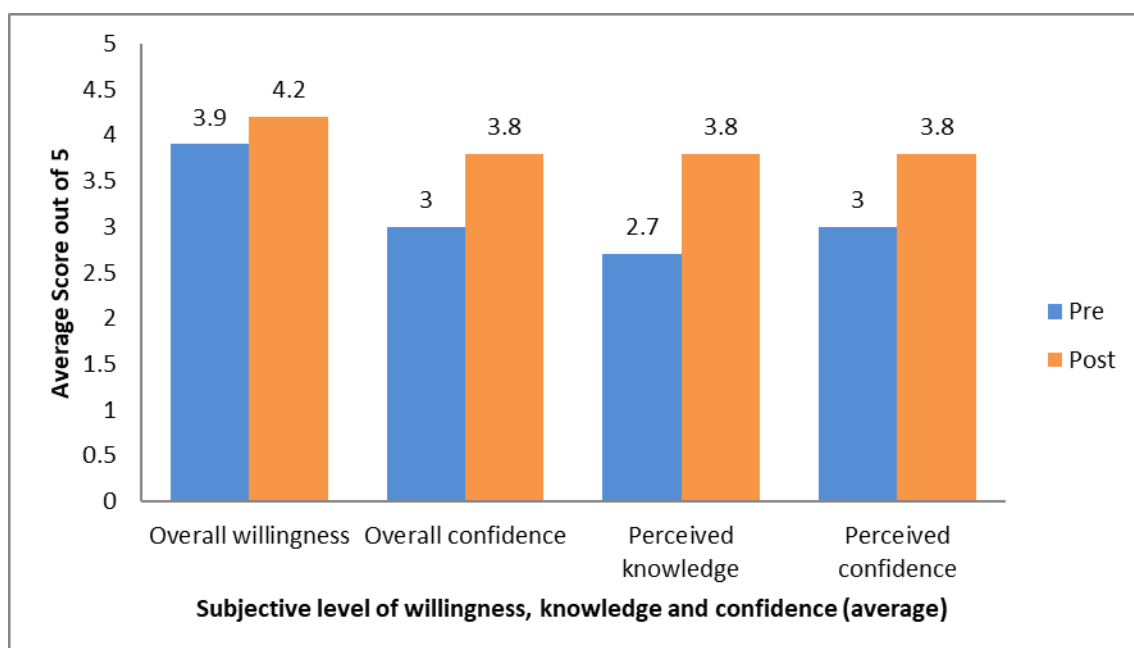
- 1 Provide their perceived level of:
  - a. Understanding of 11 items (likert scale: 1 = not at all to 5 = extremely well)
  - b. Confidence in undertaking 12 skills (likert scale: 1 = not confident to 5 = extremely confident)
- 2 Participants were asked to rate their **overall willingness and confidence** to work with people with BPD (likert scale: 1 = very low to 5 = very high)

#### Objective measures

- 1 Participants were asked to complete an assessment which included 20 true/false questions (maximum score of 20)
- 2 Participants were asked to complete an adapted version of the 'Attitude to Personality Disorder Questionnaire' (maximum score of 70, the higher the score the more positive the attitude to people with BPD)<sup>1</sup>.

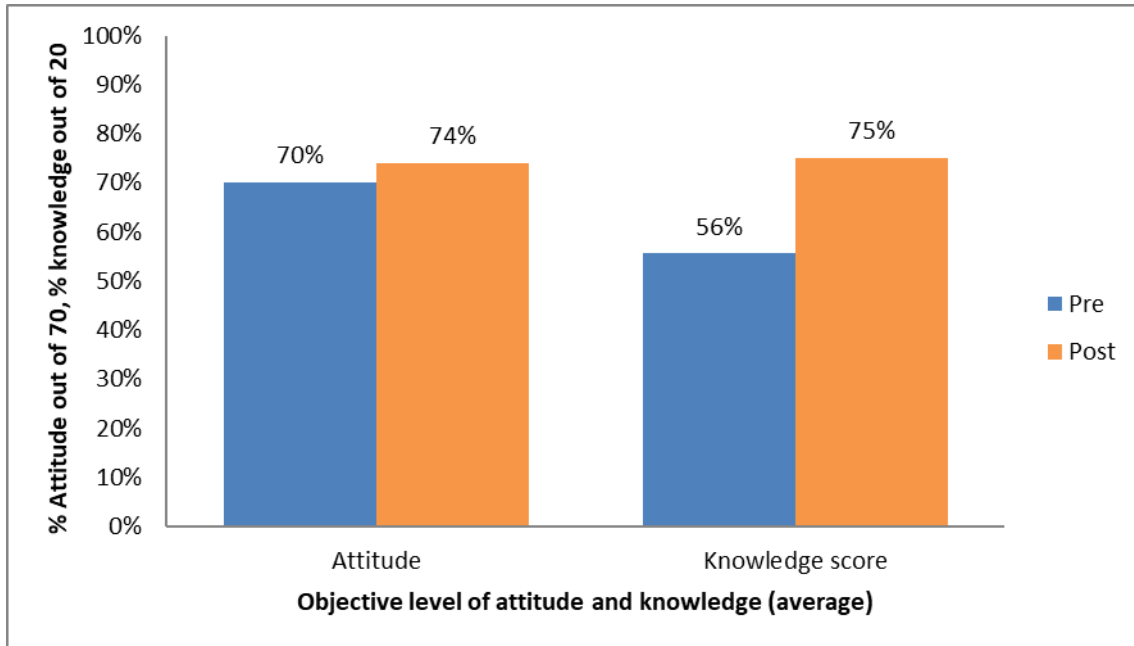
The pre and post average scores of the above measures are provided in Figure 4 and Figure 5.

Figure 4 Subjective level of willingness, knowledge and confidence



<sup>1</sup> Bowers, L., & Allan, T. (2006). The attitude to personality disorder questionnaire: Psychometric properties and results. *Journal of personality disorders*, 20(3), 281-293.

Figure 5 Objective level of attitude and knowledge



The willingness of participants to work with people with BPD increased post the workshop by a small amount. However, their average willingness prior to the workshop was already quite high, which is what one would expect when participants self-select to attend the workshop.

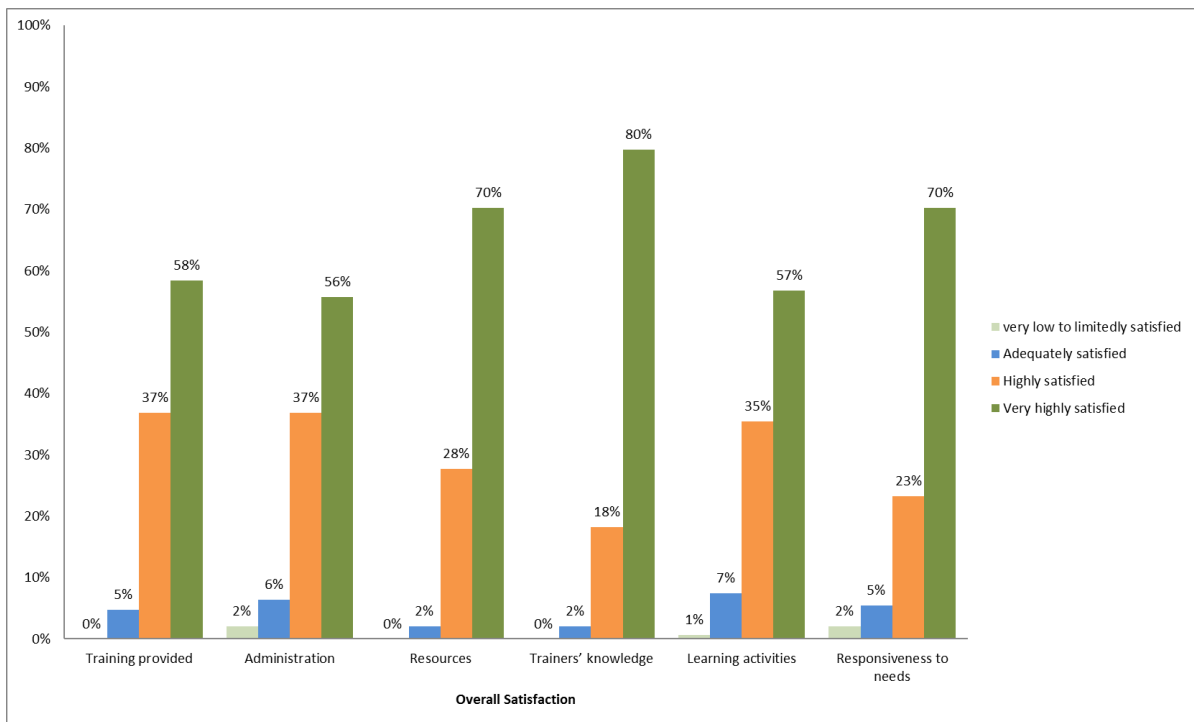
As shown in Figures 4 and 5, participants' confidence and knowledge increased as a result of attending the workshop both subjectively and objectively. It was impressive to see that their average scores in the knowledge assessment increased from 56% to 75%. Also encouraging is that participants had a more positive attitude towards people with BPD post the workshop.

#### 5.1.4 Overall Workshop Feedback

As shown in

Figure 6, over 92% of participants were highly to very highly satisfied in the training overall, the resources and learning activities provided, the trainers' knowledge in the content, the trainers' responsiveness to their needs and the administration arrangements of the workshop. Ninety-nine percent of participants indicated that they would recommend the workshop to their colleagues. All participants indicated they would apply the knowledge and skills they learnt in their practice.

Figure 6 Overall satisfaction in the training, administration, resources, trainers' knowledge, learning activities provided; and the trainers' responsiveness to their needs.



The questions in the post-workshop questionnaire with open text responses were analysed by collating the common themes. The top ten common themes for each of the questions are provided in Table 2 to Table 6.

As per previous findings, participants found the interactive nature of the workshop including the opportunities to ask questions, having open discussions, the demonstration of skills through role plays and taking part in activities as some of the most useful aspects of the workshop. With regard to specific topics, many found all of it useful but the risk assessment matrix and crisis/safety plan (Core Competency 8), skill development focus (Core Competency 6) and understanding BPD (Core Competency 1) were in the top 10 most useful topics. As per previous findings they appreciated the trainer's knowledge and expertise in the field of BPD, particularly their practice wisdom. They liked the participant handbook as a source of reference post the workshop. Refer to Table 2.

Table 2 Which aspects of the workshop were **most useful** to you and why?

Themes	% of 276 responses
Interactional/practical nature of workshop/discussions/activities	22%
Role play videos	22%
Risk matrix/assessment	19%
Skills Development	15%
Trainer's knowledge and practice wisdom	15%
All of it	11%
Case studies	10%
Participant Handbook	9%
crisis/safety plan	7%
Understanding BPD	7%

Almost 70% of the responses did not find any aspect of the workshop 'least useful' (refer to Table 3). With the last two workshops delivered online, around 4% would have preferred face to face. It is much more difficult for participants to pay attention to a 2-day workshop delivered online compared to face to face. For future workshops delivered online, more frequent breaks will be included to allow participants to refresh. The number of activities will also be reviewed for an online workshop.

A few believed that there was too much content to cover over the two days, however they understood the need. Some of the reasons participants provided when they indicated particular topics as 'least useful' included knowing the content already or that it was not relevant to their work setting. All other findings were as reported in the Progress Report 1 and will be reviewed for consideration in future workshops.

Table 3 Which aspects of the workshop did you find **least useful** and why?

Themes	% of 268 responses
Nothing - All good	69%
Online delivery format	4%
Amount of content to cover over 2 days	3%
Role plays demonstrated skills and learning outcomes better	3%
Too much sharing from others/or hijack the training	3%
Self-care	3%
Time spent on some sections too long	3%
Some activities didn't need to demonstrate again/or not enough time	2%
Introduction too long	2%
Skill development	1%

The BPD Core Competency Workshop provides in-depth knowledge and skills to work with people with BPD based on the common factors approach. Pre-reading was included as part of the curriculum in order to cover the content over the 2 days. However as with all workshops it does not include everything. The next two questions ask participants what topics they would have liked covered in more detail and what additional topics they would have liked covered (refer to Table 4

and Table 5). It provides valuable information on the training needs of participants and topics for future workshops.

In particular, participants would like more on skills development, crisis/risk assessment and management, Dialectical Behaviour Therapy (DBT), Mentalization Based Therapy (MBT), treatment structure/planning, engaging families and carers, remission and recovery and how to work with more complex presentations. It was also indicated that they would like more role plays and case studies.

*Table 4 Which topics in the workshop would you have liked to be covered in more detail?*

Themes	% of 236 responses
Adequate/All topics were covered in detail	25%
Skills Development	16%
Crisis/risk assessment management	9%
DBT	7%
MBT	6%
Treatment Structure/planning	6%
Engaging Families & Carers	5%
Remission and recovery	4%
Complexities and diagnosis	3%
More role plays/case studies	3%

*Table 5 Is there any additional information/topics that you think should have been covered in the workshop?*

Themes	% of 254 responses
Nothing	54%
Clinical skills	5%
Other treatments not just DBT.Eg MBT	4%
Young people and early intervention	3%
Applied skills practice	3%
DBT skills - DEARMAN	3%
Family engagement	2%
More on Recovery	2%
How to reconnect with disengaged clients	2%
Extreme Arousal/Distress. De-escalation	2%

The use of the risk matrix as a method to assess a person's level of risk and ensuring the development of a shared treatment & crisis/safety plan with the person with BPD were two of the skills/knowledge participants were most likely to apply in their work (refer to Table 6). Other skills/knowledge included being more family inclusive, the use of the chain analysis to explore behavioural patterns and the importance of validation in therapeutic interactions. The specific skills that help people with BPD regulate painful emotions, thoughts, impulses and behaviours were also planned to be applied in their work.

*Table 6 Which specific skills/knowledge that you learned in this workshop do you plan to apply in your work?*

Themes	% of 264 responses
Risk matrix/assessment	31%
Treatment planning	16%
crisis/safety plan and management	16%
Chain analysis	13%
Skills practice development	13%
Engaging Families & Carers	11%
Mentalisation	10%
All of it	10%
Validation	10%
Mindfulness	5%

The additional comments participants provided at the end of the questionnaire were all quite positive and some examples are provided below:

- *I feel it was very well structured in the delivery of the content, to be understood comprehensively*
- *I learned so much. Was lacking in BPD training and I feel so much more confident*
- *I think all mental health clinicians need to attend.*
- *It was a very good workshop and I hope you can do more workshops like this in the future*
- *Loved the workshop! All clinicians in MH inpatients should attend*
- *Many thanks to the BPD Foundation and the presenters - if only this info could get out to more people working with people with BPD! I'll try my best!*
- *A fantastic opportunity to increase my confidence & awareness of the workings with clients with BPD. Thanks to Cathryn and Marianne - fantastic facilitation and I really enjoyed your wealth of knowledge & experiences.*
- *Overall, I like the fact that the training is moving towards competence-based model. This will allow clinicians to adapt the way they work to meet treatment needs for people with BPD.*
- *Excellent. Passionate, caring trainers who obviously have a 'mission'. They give great impression of 'Spectrum' Thank you!*

A very brief follow up survey, '[Overall impact of the National Training Strategy for BPD on your work practice](#)' sent to all participants of the Core Competency Workshop in late November 2021 received a total of 61 responses.

**Respondents were asked to:**

- rate (from 0-100) the extent that the training had changed their practice – the average figure was 88 (with 0 being no change and 100 being an absolute change)
- 'estimate' the number of people with BPD they had seen since they attended the workshop. Naturally the responses varied widely depending on the person's role within an organization. Range 0 – 60

- rate the role their participation in the workshop improved their confidence and willingness to work with/support people living with BPD – nearly 87% rated the workshops as either extremely or very valuable
- rate the role their participation in the workshop improved their confidence and willingness to work with/engage with carers who support a person living with BPD – nearly 84% rated the workshops as either extremely or very valuable
- comment as to whether they would recommend the training to others – Yes 100%

It is rewarding to note that the changes in willingness and confidence to work with people with BPD (and their carers) has been maintained since they completed the workshops which for some was nearly 2 years prior.

When asked for any other comments – there were many common themes eg:

*'So many people ask me how they can attend this training. there is nothing provided to mental health workers in QLD unlike other states and these are the staff providing core services to this population. It is a huge need.'*

*'This training was one of the best I have attended for a long while. It was relevant, applicable and at an advanced level that was greatly appreciated.'*

*'I feel much more confident now in my BPD practice and i have been practicing as a Mental Health Social Worker for over twenty years'*

*'the training should be available for every person working in mental health in Australia. There is a huge waste of resources in inappropriate service delivery for people with an experience of BPD. The training is by far best practice and it should be widely available.'*

*'I would not accept some clients individually without this training and knowledge. Also the ongoing support from Spectrum, knowing that I can seek further training and some support for myself professionally. I have accessed further training at my own expense. It is very critical to accepting referral for clients with BPD in their diagnosis history.'*



# 6 Activity 4 - Establishment of an Australian BPD Foundation endorsed trainer group who can champion BPD training at a local level

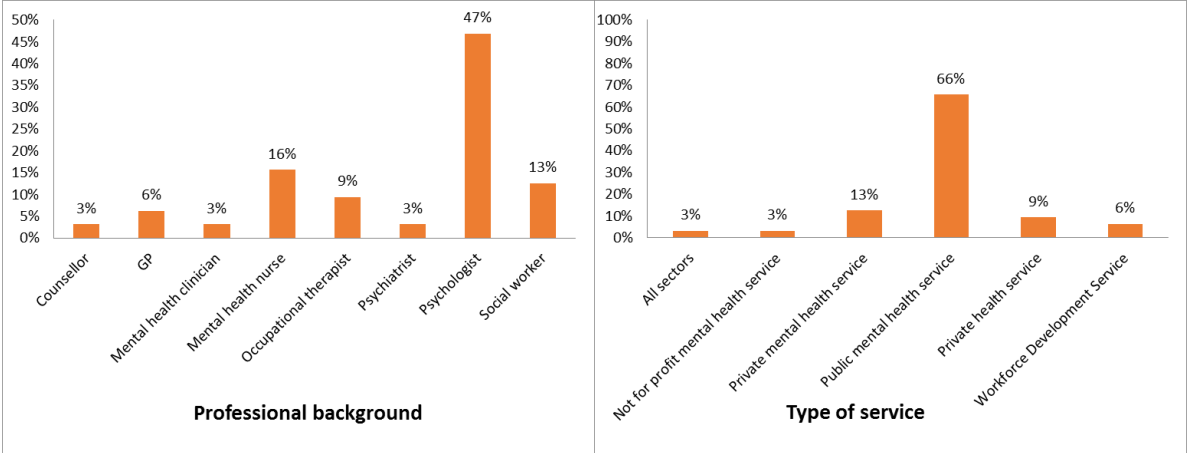
Thirty-two clinicians participated in the Train the Trainer Program and have subsequently become endorsed as National BPD Training Strategy Trainers by the Australian BPD Foundation and Spectrum to deliver the BPD Core Competency Workshop.

## 6.1 Demographics

Twenty-two applicants that met the selection criteria were accepted into the August workshop and 20 in the September workshop of which 17 and 15 accepted the offer respectively. Of the 32 train the trainer participants, most were female with only two male. On average, they had 11 years of experience in delivering training, 17 years of experience working with people with mental health issues and 13 years of experience working with people with BPD.

As shown in Figure 7, around half were psychologists and around two thirds worked in public mental health services.

Figure 7 Profession and type of service they work for

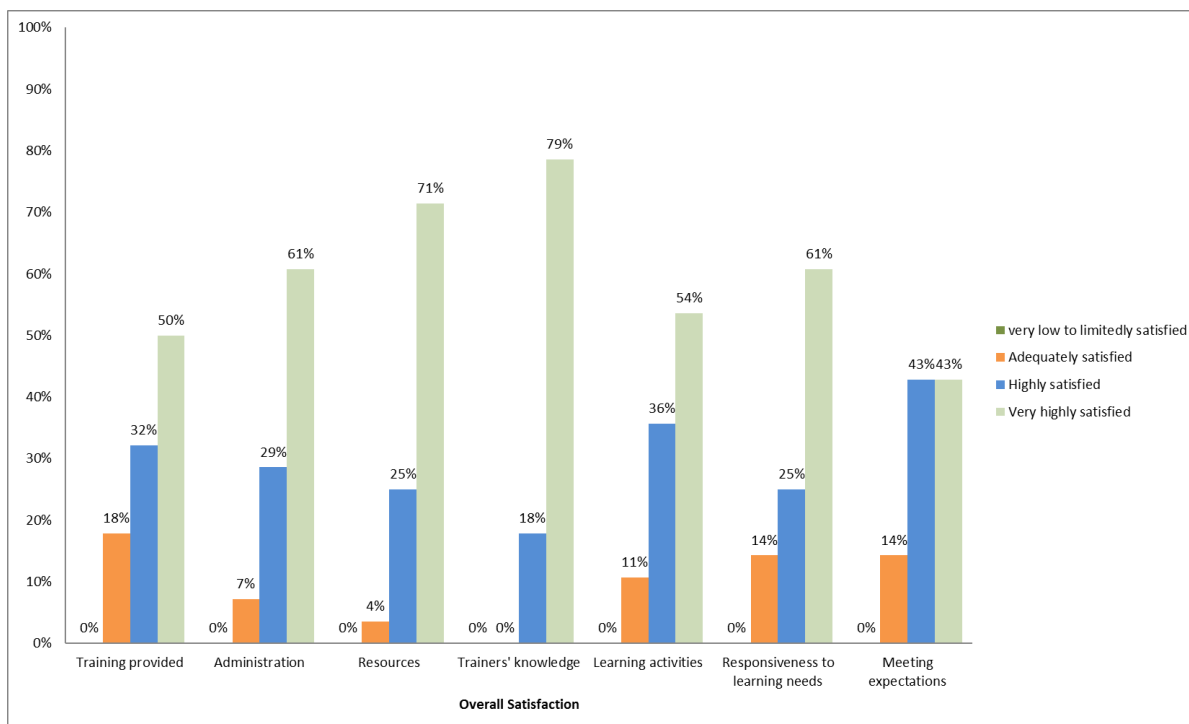


## 6.2 Evaluation of the Train the Trainer Workshops

A post workshop questionnaire was provided to the participants of the train the trainer workshops which asked their overall satisfaction of the workshop, whether their knowledge and skills improved, what was most or least useful, whether it was suited to online delivery and what they liked about the format and in turn any suggested improvements. A copy of the questionnaire is provided in Appendix 2.

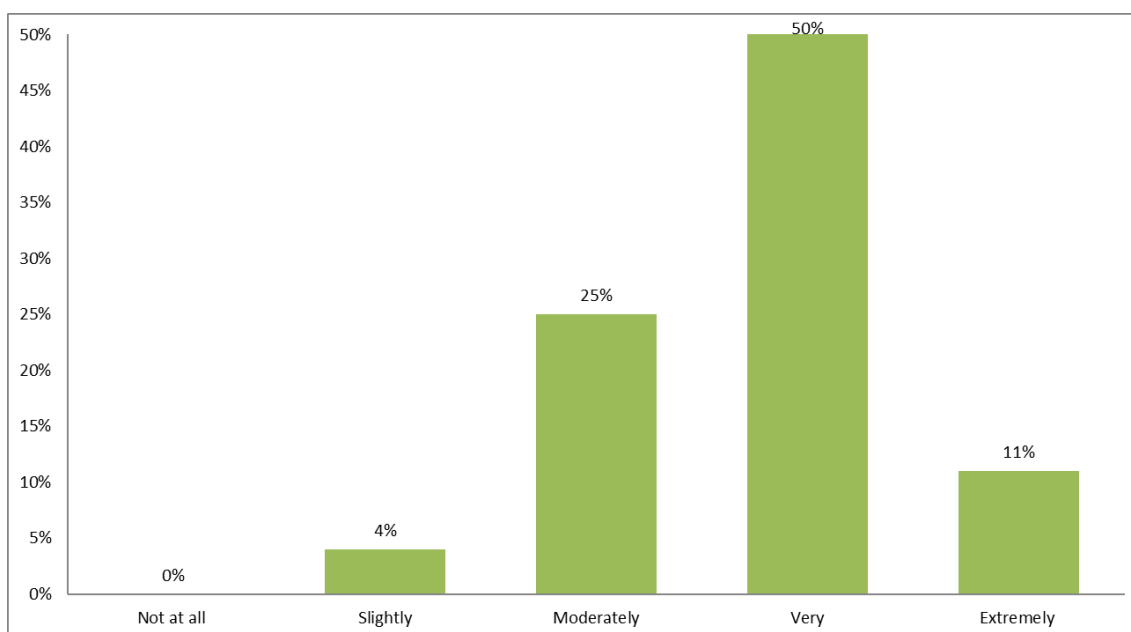
On average, over 80% of participants were highly to very highly satisfied in the training overall, the resources and learning activities provided, the trainers' knowledge in the content, the trainers' responsiveness to their needs and the administration arrangements of the workshop (refer to Figure 8). Eighty-six per cent of participants indicated that they would recommend the workshop to their colleagues.

Figure 8 Overall satisfaction in the training, administration, resources, trainers' knowledge, learning activities provided, the trainers' responsiveness to their needs and meeting their expectations



Sixty-one percent of participants believed the extent of improvement in their skills and knowledge in due to your participation in the workshop was 'very' to 'extremely' improved (refer to Figure 9)

Figure 9 Overall extent of knowledge and skills improvement due to participation in the workshop?



The questions in the post-workshop questionnaire with open text responses were analysed by collating the common themes. These are provided in Table 7 to Table 9.

As shown in Table 7, the most useful aspect of the workshop is being able to have the opportunity to deliver the content themselves and observe and learn the different teaching styles of other participants. They found learning to tailor the delivery to a target audience and practicing responding to disruptors also useful. Other most useful aspects of the workshop included the networking opportunities, its interactive nature, role plays, working in pairs and the expertise of the trainers.

Table 7 Which aspects of the workshop were **most useful** to you and why?

Themes	% of 28 responses
Delivering the content themselves, all the different styles	71%
Discussion with the group	25%
Resources	14%
Networking on a national scale	14%
Disruptor practice	14%
Facilitator expertise	11%
Learning to tailor the delivery to a target audience	11%
Learning how to deliver training via Zoom	7%
Working in pairs on Day 2	4%
Interactive nature of the training	4%
Role plays	4%
Clear and informative instruction	4%

Around a third of participants had no 'least useful' aspects of the workshop (refer to Table 8). A third also would have preferred face to face rather online delivery although some did say that it did not impact on their learning experience. When asked specifically, if the online format was suited for the workshop, it was found that 50% believed that it 'worked alright', and 36% believed it was 'well suited'.

Table 8 Which aspects of the workshop did you find **least useful** and why?

Themes	% of 28 responses
None, All good	32%
Online delivery of training/ Zoom skills not up to scratch	32%
Too much time spent on planning each session	7%
Day 1, too much time allocated to preparation, didn't need general training teaching	7%
Not enough about how to assist people with BPD	7%
Confusing to tailor the material when we were told to adapt without making changes	4%
Not enough breaks	4%
It was more self learning than training	4%
No chance to present with someone that we would actually be co-delivering with. i.e. someone from own workplace	4%
Had forgotten the content of the Core Competency training	4%
No Answer	4%

As shown in Table 9, over a third of participants believed the format of the workshop was well organised. In particular, they liked that there was a supportive and encouraging environment to learn new skills, learn from each other, obtain constructive feedback from others and the trainers, and reflect on their own training practice. Although some would have preferred face to face, the online format made it more accessible. They also liked the break out rooms (for discussions) and having a disrupter during their training to challenge them.

*Table 9 What did you like about the format of the training workshop and do you have any suggestions for improvement?*

Themes	% of 28 responses
Content and execution were good/organised	36%
Face to face preferred. Perhaps a follow-up meeting	18%
Breakout rooms were good	14%
Online format - much more accessible	11%
Good to learn to present online	11%
Zoom skills should be taught first	7%
More stretch breaks needed	7%
Safe space with encouraging peers. Good size cohort	7%
Good to submit feedback on each other	4%
Disruptor worked well	4%
Flexible nature of content/adaptations may dilute the delivery	4%
More time for questions as some evidence counters with content	4%
More tips on challenging parts of the workshop/exploration of previous feedback given	4%
Good to review the training content	4%

The additional comments participants provided at the end of the questionnaire were positive and they were very thankful of the training provided. Some examples are provided below:

- *Thanks for making it possible. It was amazing to participate in training with people all across Australia. You managed the time zone differences really well. You all did a fantastic job and worked incredibly well as a team. Thanks also for your support as we experimented with a new medium.*
- *Very much enjoyed the training and meeting other clinicians from around the country. feeling very excited to be a part of this new education resource for my fellow mental health workers*
- *A Big Thank you for having the opportunity to participate in this fantastic and exciting innovation*

### **6.3 Recommended Improvement in the Train the Trainer Program**

Based on the feedback provided, future improvements of the Train the Trainer Program will be as follows:

- Ensure that it is clearly communicated to participants that the aim of the Train the Trainer Program is to learn how to deliver the BPD Core Competency Workshop (refer to Section 4.4.1) rather than learning further skills and knowledge on how to work with people with BPD
- Ensure to communicate to participants the time commitment required to attend and participate in the Train the Trainer workshop
- Ensure that participants review the content of the BPD Core Competency Workshop prior to attending the Train the Trainer Workshop
- Ensure that when delivered online that participants are provided with more frequent breaks
- Consider including a component of the workshop for training around specific challenging core competencies that may need further clarification or tips on how to deliver them appropriately
- Consider reducing the amount of time required to plan for Day 2
- Provide training resources around using video conferencing apps for those not familiar with them
- Provide marketing resources for participants to market their training.

## **7 Activity 5 - Provision of post training support to participants of the 'Core Competencies' & Train the Trainer courses**

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### **7.1 Post Training Support for Participants of BPD Core Competency Workshops**

Participants of the BPD Core Competency Workshops have access to post training support as follows:

- One on one consultations with an experienced clinician/trainer – from March 2021 to June 2022
- Online peer support group sessions every two months – from July 2021 to June 2022

Accessing the post training support is an opportunity to consolidate and embed into their practice the knowledge and skills learnt in the workshop for working with people with BPD.

### 7.1.1 One on one consultations

If participants had any general questions around the practical application of the knowledge and skills learnt in the BPD Core Competency Workshop they are able to contact one of Spectrum's senior clinicians (and trainer) for a one on one 10-15 minute phone or virtual consultation.

The consultation may address questions that focus on any of the ten core competencies in the workshop which could include questions regarding clinical formulations, treatment and crisis/safety plans, application of any of the skills for a strong therapeutic relationship, ways of engaging with families, use of the matrix method of risk analysis, teaching of skills for regulating emotions, distress tolerance and so forth.

So far, the one on one consultations have been utilised by only 5 clinicians despite frequent advertising of the availability of the free service. First contact for the free service was initially via email, however this was switched to direct access to the clinical consultant via mobile phone. This increased the numbers somewhat. A survey was sent to clinicians to determine why the service was not accessed. Twenty-eight clinicians responded and the following reasons were provided:

Themes	% of 28 responses
I have not required the service	54%
I don't have time to access the service	32%
I would rather have a one on one consultation with one of the trainers of the BPD Core Competency Workshop that I attended	14%
I don't see people with BPD in my practice/service	11%
I wasn't aware of the service	11%
I'm not a clinician	11%
I have tried to access the service but did not receive a response	7%

Further advertising will be conducted in 2022 regarding the availability of the service to increase the number of participants accessing to the service.

### 7.1.2 Online peer support group sessions

Online peer group sessions (1.5 hrs) are held every two months via video conferencing from July 2021 to June 2022. They are an opportunity for participants to reflect on, raise questions and discuss issues regarding both the practice and knowledge of the core competencies when working with people with BPD and to participate in facilitated and informative consideration of the questions raised. These sessions are facilitated by two of the trainers of the BPD core competency workshops and participants are expected to contribute to the discussions.

When registering into the sessions, participants are asked to post a question/issue/problem in relation to the core competencies which are of general nature and not specific to a person.

Three online peer group sessions have been delivered since June 2021 with a total of 19 participants attending despite higher registrations (34) (refer to Table 10).

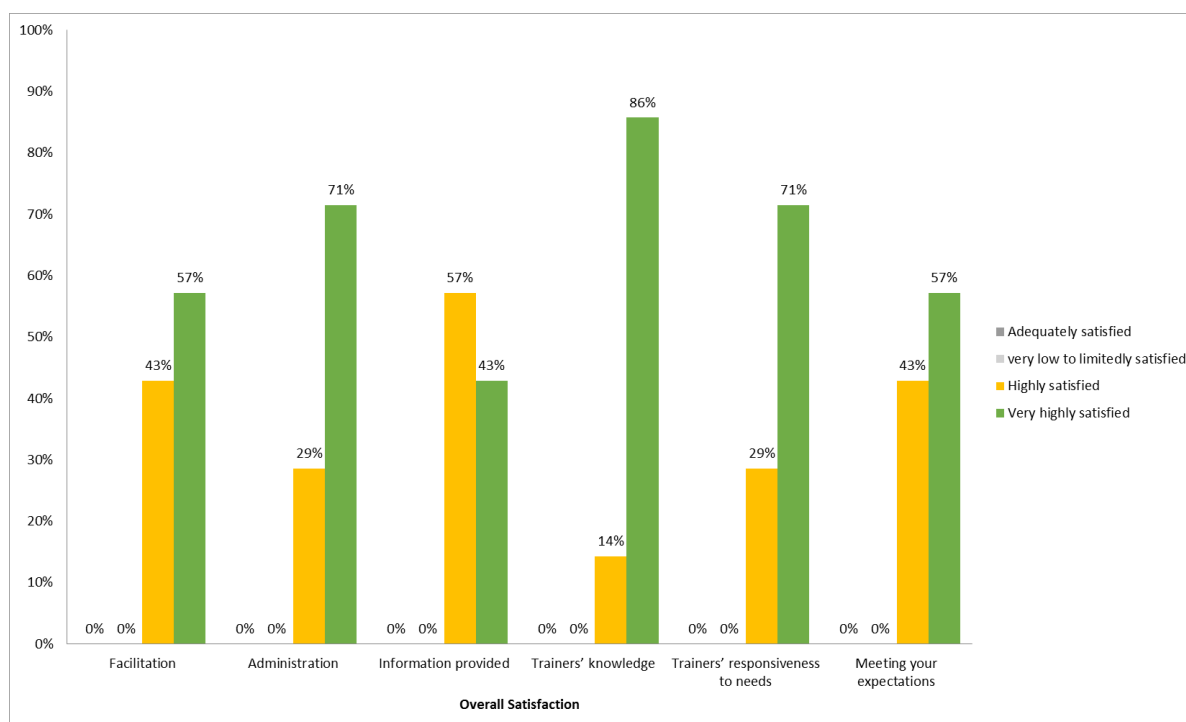
Table 10 Participant numbers for online peer support sessions

No.	Date	Participants Registered (limited to 15)	Participants Attended
1	15 July 2021	7	4
2	14 September 2021	12	9
3	26 November 2021	15	6

To increase attendance, registration limits for future workshops will be increased to allow for no shows.

A full evaluation of the online peer support group sessions will be provided in the final report. A preliminary evaluation found that all participants were highly to very highly satisfied in the sessions provided (refer to Figure 10).

Figure 10 Overall satisfaction in the training, administration, resources, trainers' knowledge, learning activities provided; and the trainers' responsiveness to their needs.



There were also positive qualitative feedback and examples are provided below:

- I really appreciated the dynamic of the session in that it felt like true peer supervision thus really empowering confidence in the clinician's skills. It felt more casual than clinically which again really helps to allow honest discussion and vulnerability.*

- *For me having confidence in holding boundaries is something that I feel I need reassurance around a little more often. Talking this through today will encourage me to do this within my own team more often to help me keep grounded in doing so.*
- *I would like to attend future supervision sessions with Spectrum. Facilitator excellent.*

## 7.2 Post Training Support for Endorsed BPD Core Competency Trainers

An online discussion group was implemented for endorsed BPD Core Competency trainers to provide a forum to collaborate, share resources, provide training tips and support each other around the delivery of the BPD Core Competency Workshops. Posts regarding updates to training materials and other administrative requirements are also sent through the online discussion group. Endorsed trainers are also able to contact the Spectrum trainers and administration staff directly for any assistance they require.

Endorsed trainers also have access to online Train the Trainer support groups to provide an opportunity for them to raise questions and discuss issues regarding the delivery of the BPD Core Competency Workshop. Two sessions have been scheduled for 2022 and will be reported in the final report.

## 8 Conclusion

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To date the following activities have been successfully delivered:

**Activity 1** - Identification of core partner organisations in all jurisdictions across Australia

**Activity 2**

**2a** - Development of 'core competencies' curriculum and associated training resources

**2b** - Development of Train the Trainer workshop and associated training resources

**Activity 3** - Delivery of a nationwide 'core competencies' course to a minimum of 216 clinicians

**Activity 4** - Establishment of an Australian BPD Foundation endorsed trainer group who can champion BPD training at a local level

All eighteen BPD Core Competency workshops have been delivered successfully in every state and territory in Australia with 324 clinicians trained. The evaluation results indicated that the workshop was of superior quality with over 92% of participants were highly to very highly satisfied in the training overall. In addition, the confidence and knowledge of participants in our workshops increased as a result of attending the workshop both subjectively and objectively.

Thirty-two clinicians/trainers have participated in the Train the Trainer Program and have subsequently become endorsed as National BPD Training Strategy Trainers by the Australian BPD Foundation and Spectrum to deliver the BPD Core Competency Workshop at the local level. On average, over 80% of participants were highly to very highly satisfied in the Train the Trainer Program overall.



Most of the endorsed trainers have indicated that they will deliver the workshop within their own services and some trainers have the capacity to provide contracted training to other services if funding is available. However, this is limited and ad hoc. The program requires additional funding to ensure a more coordinated approach to the program and to support the endorsed trainers to deliver the workshop in their own area. Funding is also required to maintain the current training materials and the post training support after the project ends in June 2022.

Until June 2022 the project will continue to provide post training support to participants of BPD Core Competency Workshops and endorsed trainers.

## 9 Appendices

### 9.1 Appendix 1 Session Plan of Train the Trainer Workshop

#### TRAIN THE TRAINER WORKSHOP SESSION PLAN

Day 1			Competency/topic	Slide no.	Activity/Role play/Video/Notes	Trainer
Time WA	NT/SA	AEST				
8.00 – 8.30 (30 min)	9.30 – 10.00	10.00-10.30	<p><b>Acknowledgement of country and lived experience</b></p> <p>Welcome Trainer and participant introductions</p> <p>Housekeeping</p> <p><b>Introduction to TTT program</b></p> <ul style="list-style-type: none"> <li>• TTT about learning how to train this content not about learning further content about BPD</li> <li>• Remind peer support sessions and 1 on 1 supervision with a Spectrum clinician               <ul style="list-style-type: none"> <li>◦ Participants of CC and implementing CC into practice (open to everyone)</li> </ul> </li> <li>• TTT Post Training Support               <ul style="list-style-type: none"> <li>◦ Train the trainer peer support (training support)</li> <li>◦ Establishment of a community of trainers</li> <li>◦ Opportunity for continuous learning and sharing of resources</li> </ul> </li> </ul> <p><b>Aims</b> of the train the trainer workshop: principles, enhanced skills and knowledge</p> <p><b>Train the Trainer resources</b> – will be provided a link to access online</p> <p><b>Session outline</b> – day 1 and day 2</p>	1-11	Participant introductions – one minute who you are, where you from and a random fact about yourself.	


Day 1			Competency/topic	Slide no.	Activity/Role play/Video/Notes	Trainer
Time WA	NT/SA	AEST				
8.30 – 9.15 (45 min)	10.00 -10.45	10.30-11.15	<p><b>Common factors and core competency framework</b></p> <p>Common factors Specialist vs generalist treatments</p> <p>(ensuring that they need to know the depth) e.g. if you are specialist in one approach...but you need to get understanding of other approaches</p>	11-14	<p><a href="#">Group discussion</a> "Treatment for BPD: A Common Factors Approach – 1:36 min" presented by Lois Choi-Kain, Director of Gunderson Personality Disorder Institute, McLean Hospital, Harvard Medical School (watched prior to attendance)</p> <p><b>BREAK OUT ROOM (for all small group)</b>- scribe and speaker</p> <p><b>Small group – 10 min</b></p> <ul style="list-style-type: none"> <li>• <i>What were the key messages from the video?</i></li> </ul> <p><b>All group – 20 min</b></p> <ul style="list-style-type: none"> <li>• <i>Provide examples of your own therapeutic moments</i></li> <li>• <i>What are the main differences between specialist and generalists treatments?</i></li> </ul>	
9.15 – 10.00 (45 min)	10.45-11.30	11.15-12.00	<p><b>Reflections in delivering and participating in the BPD Core Competency Workshop</b></p> <p><b>Our journey</b></p> <ul style="list-style-type: none"> <li>• F2F delivery vs online, using zoom <a href="#">etc</a></li> <li>• Flexibility</li> <li>• Our experiences</li> <li>• Ongoing review</li> </ul> <p><b>Your journey</b></p>	15-18	<p><a href="#">All group discussion</a> – 10 min</p> <ul style="list-style-type: none"> <li>• <i>What was your experience as a participant of the workshop?</i></li> <li>• <i>Do you have any questions around the content that are unclear?</i></li> </ul>	

Day 1						
Time WA	NT/SA	AEST	Competency/topic	Slide no.	Activity/Role play/Video/Notes	Trainer
10.00 -10.15	11.30-11.45	12.00-12.15	<b>BREAK (15 min)</b>			
10.15 -11.15  (60 min)	11.45-12.45	12.15-1.15	<b>Structure of BPD Core Competency Workshop</b>  Expectations of delivering this training <ul style="list-style-type: none"> <li>Freedom to adapt the resources for own purposes with acknowledgment of the source</li> </ul> Discuss overall structure of workshop <ul style="list-style-type: none"> <li>Expectations</li> <li>Session plan</li> <li>Order of slides</li> <li>June vignette – role plays</li> <li>Treatment &amp; crisis/safety plan</li> <li>Evaluation</li> </ul>	19-22	<u>Group activity</u> – 15 min then all group reflection 5-10 min <ul style="list-style-type: none"> <li>Prepare an activity on the treatment plan or crisis/safety plan that is SMART</li> </ul>	
11.15-11.45  (30 min)	12.45-1.15	1.15-1.45	<b>Adult learning principles</b> <ul style="list-style-type: none"> <li>Primacy and <del>recency</del></li> <li>Repetition</li> <li>Multi-sense learning</li> <li>Meaningfulness and relevance</li> <li>Active learning</li> <li>Feedback and positive reinforcement</li> </ul> <b>Sharing Tips and Tricks with challenging situations (two slides)</b>	23-24	<u>Group discussion</u> – 10 min <ul style="list-style-type: none"> <li>Which adult learning principles do you believe are most important as a trainer and which ones are important as a participant?</li> </ul> <u>Small group discussion</u> – 10 min <ul style="list-style-type: none"> <li>What are some of challenging behaviours that you have observed in training for facilitators/trainers and how would you respond?</li> </ul>	

Day 1						
Time WA	NT/SA	AEST	Competency/topic	Slide no.	Activity/Role play/Video/Notes	Trainer
11.45-12.15	1.15-1.45	1.45-2.15	<b>Lunch (30 min)</b>			
12.15- 12.45  (30 min)	1.45-2.15	2.15-2.45	Train the trainer Day 2 activity <ul style="list-style-type: none"> <li>Work in pairs – each get 20-30 min</li> <li>Target audience</li> <li>Provide a challenging situation.</li> </ul>	25-30	1 Partners 2 Target audience 3 Competencies  Disrupter – <u>will be done</u> by external or trainers?  Feedback for Trainers What was it like as a Trainer? Is there anything you want the group to trouble shoot with you?  <b>Audience feedback for Trainers – own time using form individual</b> - individual  Presentation time = 15 min plus 5 min discussion at end.	
12.45-2.15  (90 min)	2.15-3.45	2.45-4.15	Preparation		Trainer splits team into breakout rooms Trainer lets them know that they will pop into rooms to answer questions and trouble shoot technology	
2.15 – 2.30	3.45-4.00	4.15-4.30	<b>BREAK (15 min)</b>		<u>Remove participants from break out rooms</u>	
2.30 – 3.15  (45 min)	4.00-4.45	4.30-5.15	Preparation		Trainer to mention to think about disrupter in the next session (specifically for their associated target audience).  If finish early – request that they contact the trainer to ensure they are ready for next day.	

Day 2						
Time			Competency	Target Audience	Disrupter for competency	Trainer
WA	NT/SA	AEST				
8.00	9.30	10.00	Opening & Welcome			
8.15 (45 min)	9.45	10.15	Competency 1 & 2	NFP =Recovery/NDIS worker/AOD worker	3&4	
9.00 (45 min)	10.30	11.00	Competency 3 & 4	New nurse graduates	5	
9.45	11.15	11.45	<b>BREAK (15 min)</b>			
10.00 (45 min)	11.30	12.00	Competency 5	ED workers	6	
10.45 (45 min)	12.15	12.45	Competency 6	Schools/private practice	7	
11.30	1.00	1.30	<b>Lunch (45 min)</b>			
12.15 (45 min)	1.45	2.15	Competency 7	Child protection	8	
1.00  (60 min)	2.30	3.00	Competency 8	GPs	9	
2.00	3.30	4.00	<b>BREAK (15 min)</b>			
2.15 (45 min)	3.45	4.15	Competency 9 & 10	Centrelink	1&2	
3.00 (30 min)	4.30	5.00	Post training support/Questions			

## 9.2 Appendix 2 Train the Trainer Post-Workshop Questionnaire



**NATIONAL RPD TRAINING STRATEGY**  
Australian BPD Foundation

**WORKSHOP EVALUATION**  
Train the Trainer Workshop for the delivery of the BPD Core Competency Workshop  
29-30 September 2021

1. What is your overall satisfaction with the:

	Very low	Limited	Adequate	High	Very High	NA
Training provided in the workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative/organisational arrangements for the workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources provided for the workshop?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers' knowledge of the workshop content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provided?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers' responsiveness to your learning needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting your expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Overall, to what extent do you believe your knowledge and skills in the topic have improved due to your participation in the workshop?

Not at all	Slightly	Moderately	Very	Extremely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Would you recommend this workshop to your colleagues?

Yes

No

4. Which aspects of the workshop were most useful/helpful to you and why?

5. Which aspects of the workshop did you find least useful/helpful and why?

6. To what extent do you think video-conferencing is suited to workshops like this?

- Optimal  Doesn't work  
 Well suited  NA  
 Works alright

7. What did you like about the format of the training workshop and do you have any suggestions for improvement?

8. Do you have any additional comments?