

# MHFA for HPS Workshop Strategies for Success

9 February 2026



# Welcome Address

**Angus Clelland**

Chief Executive Officer  
MHFA International



# Introduction

## Ebony Whitehouse

Executive Director - Australian  
Operations

MHFA International



# Success Stories





**Carli Cox**  
Program Administration  
Officer (MHFA)  
Charles Sturt University

# 2025 Key Statistics

<b>eLearning Course</b>	Total commenced (inc. completed)	522 Allied Health students 380 Nursing students
	Instructors on staff	13 Licensed MHFA for HPS instructors
<b>Instructor-led Course &amp; Instructor Training Course</b>	Instructor-led courses delivered	45 courses held
	Instructor-led course participants	471 Allied Health students



**Carli Cox**  
 Program Administration  
 Officer (MHFA)  
 Charles Sturt University

# Key Enablers for MHFA delivery

<b>eLearning model</b> <i>How eLearning is offered within CSU</i>	<b>Instructor-led Course &amp; ITC</b> <i>How MHFA accreditation is coordinated</i>	<b>Communication and delivery</b> <i>The when, how, and who</i>
<ul style="list-style-type: none"> <li>• All Nursing and Allied Health interested courses.</li> <li>• The eLearning course is mandatory for three courses and highly recommended for 15.</li> <li>• Once student has links, they book into our internal workshops where eLearning completed certificate must be provided to attend workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• At CSU the Instructor-led course is expected to obtain full accreditation.</li> <li>• Courses are delivered by 13 existing CSU Instructors including one dedicated program administration officer to work with students and stakeholders for all tasks to support delivery and promotion.</li> <li>• Instructors volunteer to deliver three to four workshops per year to deliver the MHFA Health Professional Student model.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders include all course coordinators plus work integrated learning advisors, Jennifer Jasinski from MHFA International and Leonie from ACDHS. The Program officer communicates with stakeholders throughout the year providing links, updates, and attendances.</li> <li>• Main eLearning uptake periods are typically January to April as well as July and October being dates for compliance due dates.</li> </ul>





**Wubshet Tesfaye**

Lecturer in Clinical Pharmacy  
University of Queensland  
School of Pharmacy and  
Pharmaceutical Sciences

## 2025 Key Statistics

<b>eLearning Course</b>	Commenced total (inc. completed)	171 (89% of vouchers offered to Pharmacy)
<b>Instructor-led Course &amp; Instructor Training Course</b>	Instructors on staff	1 Licensed MHFA for HPS instructor
	Instructor-led courses delivered	2 F2F sessions
	Instructor-led course participants	21 completed the F2F component



## Wubshet Tesfaye

Lecturer in Clinical Pharmacy  
University of Queensland  
School of Pharmacy and  
Pharmaceutical Sciences

# Key Enablers for MHFA delivery

### eLearning model

*How eLearning is offered within UQ Pharmacy*

- 4<sup>th</sup> year pharmacy students
- Mandatory e-Learning, integrated into the capstone course PHRM4101 via Blackboard Ultra
- Implemented as a hurdle requirement

### Instructor-led Course & ITC

*How MHFA accreditation is coordinated*

- Face-to-face sessions were optional due to cohort size and limited trainers
- EOIs for face-to-face sessions advertised and announced to students via Blackboard Ultra
- MHFA instructor training completed in July 2024 accessed through the funded opportunities for allied health schools

### Communication and delivery

*The when, how, and who*

- Led by Dr Wubshet Tesfaye with support from timetabling and our admin office
- Announcements and communications delivered via Blackboard Ultra
- Students had March–May 2025 to complete online modules; two face-to-face sessions held in May
- Online module completion due in Week 10, scheduled to avoid clashes with major assessments



**Jessica Ingleman**

Program Lead –  
Bachelor of Nursing  
University of Queensland

# 2025 Key Statistics

## eLearning Course

- Bachelor of Nursing
- Bachelor of Nursing and Bachelor of Midwifery
- Master of Nursing Studies (Graduate Entry)

Commenced total  
(inc. completed)

388 students (92% of 420 vouchers)





**Jessica Ingleman**

Program Lead –  
Bachelor of Nursing  
University of Queensland

# Key Enablers for MHFA delivery

## eLearning model

*How eLearning is offered within UQ Nursing*

### Embedded in year 1, semester 2

#### Nursing clinical courses:

- Bachelor of Nursing (NURS1105).
- Bachelor of Nursing and Bachelor of Midwifery (NURS1205).
- Master of Nursing Studies (graduate entry) (NURS7127).
- **Mandatory** component in the clinical placement assessment.
- To be completed by week 13 of semester 2.

## Communication and delivery

*The when, how, and who*

### Semester 1:

- Promoted to relevant student cohort by school administration.

### Semester 2:

- Clinical Placement Assessment Task Sheet included eLearning module as mandatory component for successful completion of assessment.
- Course Introduction Lecture: Course coordinators provided overview of eLearning module and instructions for completion by due date.
- Learning Management System (Blackboard) reminder announcement sent to students who had not completed at key timepoints during semester.
- Clear Communication: students will remain on an incomplete course grade if they do not complete mandatory requirement, impacting progression through program.

### Barriers (Key Learnings):

- Technology: Issues with enrolment, student email verification.
- Voucher expiry: Students who did not complete by due date had to use 2026 vouchers.
- Staff resources: Course Coordinator administration time for student follow up, navigating barriers, providing instructions for new vouchers and verification of student certificates in course grade centre.



**Zoe Miller**

Principal Student Advisor –  
Medical Student Support Team  
University of Queensland

## 2025 Key Statistics

<b>eLearning Course</b>	Commenced total (inc. completed)	488 students (97% of vouchers)
	Instructors on staff	3 Licensed MHFA for HPS instructors
<b>Instructor-led Course &amp; Instructor Training Course</b>	Instructor-led courses delivered	20 sessions held
	Instructor-led course participants	486 students



**Zoe Miller**

Principal Student Advisor –  
Medical Student Support Team  
University of Queensland

# Key Enablers for MHFA delivery

<b>eLearning model</b> <i>How eLearning is offered within UQ Med</i>	<b>Instructor-led Course &amp; ITC</b> <i>How MHFA accreditation is coordinated</i>	<b>Communication and delivery</b> <i>The when, how, and who</i>
<ul style="list-style-type: none"><li>• eLearning is offered to all year 1 Doctor of Medicine students</li><li>• eLearning course is mandatory and must be completed before the instructor-led course. Instructors will check eLearning certificate prior to course to ensure eLearning has been complete.</li></ul>	<ul style="list-style-type: none"><li>• Attending MHFA instructor led course is mandatory for all year 1 Medicine students from 2025.</li><li>• MSST are supported by the Medicine School timetabling/admin team, along with the year 1 Course Coordinator, to ensure all students have a MHFA session embedded within their timetable in the first 3 months of the year. Our teams regularly liaise to ensure students are attending their sessions/rescheduling if they can't make it.</li></ul>	<ul style="list-style-type: none"><li>• Key stakeholders include our team (MSST), The year 1 Course Coordinator, and Medicine School Admin Team (including timetabling team).</li><li>• Communication to students about eLearning and attending sessions are shared via Blackboard and email.</li><li>• Sessions are completed within the first 3 months of the year before it becomes too busy and there is time to arrange catch up sessions if needed.</li></ul>



**Kwong Chan**  
Program Advisor,  
Doctor of Medicine  
Griffith University

# 2025 Key Statistics

**eLearning Course**

Total commenced (inc. completed)

221 (95% of vouchers)



**Kwong Chan**

Program Advisor, Doctor of  
Medicine  
Griffith University

# Key Enablers for MHFA delivery

## eLearning model

*How eLearning is offered within Griffith Med*

- Year 1 MD Program.
- The eLearning course is mandatory and embedded in the communication skills module.
- Students are required to submit the certificate of completion.

## Communication and delivery

*The when, how, and who*

- Communication is done via student learning platforms.
- The main eLearning uptake periods is in September.

# Academic Integration Strategies

**Shala Ahmed**

Program Implementation Manager  
Australian Operations  
MHFA International



# Subject level leads



## Appoint key Academic staff at the Subject Level

- Nominate the Degree Course Name
- University MHFA delivery leads to identify a targeted core subject per degree for MHFA embedding (E.g. Oral Health ORA10001 first year core subject).
- University MHFA Delivery leads to distribute comms resources and eLearning uptake reports to nominated Subject Coordinators.

*\*General advice subject to Academic Board rules*

# Subject Leads

Exemplar or Webinar Showcase

Appoint school subject lead

Academic assessment integration

Amplify stakeholder awareness

Identify Level 1/1<sup>st</sup> year core subject within each degree

Nominate the Subject Coordinator

The screenshot shows a university handbook page for 'Subject options' under the 'Bachelor of Oral Health' program. It lists subjects for the 'First Year' and 'Second Year'. An orange arrow points to the 'View full page' button.

Code	Name	Study period	Credit Points
ORAL10001	Society and Health 1	Year Long (On Campus - Parkville)	25
ORAL10003	Oral Health Sciences 1	Year Long (On Campus - Parkville)	37.5
ORAL10005	Oral Health Practice 1	Year Long (On Campus - Parkville)	37.5

Code	Name	Study period	Credit Points
ORAL20001	Health Promotion 2	Year Long (On Campus - Parkville)	25
ORAL20003	Oral Health Sciences 2	Year Long (On Campus - Parkville)	25
ORAL20005	Oral Health Practice 2	Year Long (On Campus - Parkville)	50

The screenshot shows a university handbook page for 'Overview' of a subject. It includes sections for 'About this subject', 'Overview', 'Eligibility and requirements', 'Assessment', 'Dates and times', 'Further information', 'Timetable (login required)', 'Contact information', and 'Intended learning outcomes'. An orange arrow points to the 'View full page' button.

**About this subject**

**Overview**

This first-year subject is a compulsory subject in the Bachelor of Oral Health. It supports students as they develop their academic and critical reflection skills through exploring evidence related to the complex interplay of social factors that contribute to health and oral health outcomes at an individual, community and population level. This subject introduces students to health sociology and psychology and includes topics related to: the socio-demographic, cultural, economic, commercial and environmental determinants of health; psychological and psychosocial development; psychosocial factors that impact on oral health and disease experience and the utilisation of oral health services; oral health care planning and delivery.

Students will participate in a range of individual and team-based learning opportunities, including lectures, seminars, workshops, presentations and project work, and the completion of online learning modules.

**Intended learning outcomes**

On completion of this subject, students should be able to:

**Staff eLearning vouchers** are available to help familiarise staff with the eLearning content and process, for better promotion and support for student enquiries, such as introducing the program in Week 1 lectures. **Staff allocation is limited – Contact your council to coordinate.**

# Academic integration

Exemplar or Webinar Showcase

Appoint school subject lead

Academic assessment integration

Amplify stakeholder awareness

Develop **MHFA International Academic Integration Guidelines & Workshop with Leads:**

- Nominate a core year 1 Subject Coordinator (not elective) to coordinate eLearning voucher delivery to the entire student cohort.
- Review current handbook/syllabus to identify:
  1. Existing assignments
  2. New opportunities to replace existing assessments with MHFA eLearning

\*All subject to academic board guidelines

# Assessment integration strategies



Hurdle Requirement	Quiz/Test	Class Participation	Reflective Activity	New Assignment
Make eLearning a hurdle to an assignment – This is often allowable without Academic Board approval if at assignment level	Replace with same weighting and format & Learning Objectives (LO).	Where tutorials have participation, eLearning can be added as an assessment task.	Set the eLearning as homework & have a class reflective discussion/ essay on mental health if same LO/weight.	Use current handbook to set a new topic for an existing assessment in same format/weighting & LO.
E.g. only for additional part of assignment*	E.g. Quiz	E.g. Class pracs/tutes e.g. eLearning Wk 2-6 (1 hour per week)	E.g. Reflective essay after eLearn Wk 1-6	E.g. MHFA eLearning instead of test
*Subject hurdle requirement needs Academic Board (AB) approval	Changes to learning objective link/ type of task or weight* need AB approval generally			

# Assessment integration example



h1 > Assessment

Society and Health 1 (ORAL10001)

You're viewing the 2026 Handbook: 2026

Or view archived Handbooks

Assessment

Assessment

View full page

About this subject

View

Eligibility and requirements

Assessment

Start and times

Further information

Table (login required)

Contact information

Long

laing@unimelb.edu.au

Description	Timing	Percentage
Portfolio - A student curated compilation that responds to prescribed tasks submitted regularly throughout the year <ul style="list-style-type: none"> <li>3000 words (equivalent)</li> </ul>	Throughout the teaching period, including one in the first five weeks of teaching and one in the examination period	35%
Responses to the questions in the Joining Melbourne Modules <ul style="list-style-type: none"> <li>1000 words (equivalent)</li> </ul> <p><b>Hurdle requirement:</b> Joining Melbourne Modules must be completed.</p>	Throughout first half of the year teaching period	10%
Written Task <ul style="list-style-type: none"> <li>1500 words</li> </ul>	Mid-year examination period	20%
20-minute group presentation (3-person group) equivalent to 1,000 words per student <ul style="list-style-type: none"> <li>20 minutes</li> </ul>	Mid-second half of the year teaching period	15%
Written Task <ul style="list-style-type: none"> <li>1500 words</li> </ul>	End of second half of year teaching period	20%

## Portfolio - 35%, 3000 word equivalent

- Make eLearning one of the prescribed tasks for the portfolio questions
- Make 500 word reflective comment on MHFA after eLearning is completed
- Upload Certificate of Completion into folio

## Melbourne Modules - 10%

- N/A unless eLearning can be added

## Written Task 1 - 20%, 1500 word

- Reflective essay on application of MHFA training in placement
- Set Mid-Year Exam questions relating to MHFA eLearning

## Group Presentation - 15%, 20 min

- Class Presentation on self-care and peer support upon graduation after MHFA eLearning completed

## Written Task 2 - 20%, 1500 words

- Complete eLearning and write 500 of 1500 words about Mental Health
- Embed link/ Instructions to MHFA eLearning modules

# Amplify

Exemplar or Webinar Showcase

Appoint school subject lead

Academic assessment integration

Amplify stakeholder awareness

## Stakeholder Amplification

### Academic staff - Subject Coordinators/Lecturers

- Complete Staff eLearning – Contact your Council to coordinate
- Advise subject coordinators on the registration/voucher system
- Support from School Administration for pushing student comms
- Mid-semester tracking of student completions, with coordinator updates to staff and students

### Student Association

- Brief Student Associations and they complete eLearning
- Nominate Student Associations to lead the Peer-to-Peer support or tracking e.g. Ladder

# Amplify

Exemplar or Webinar Showcase

Appoint school subject lead

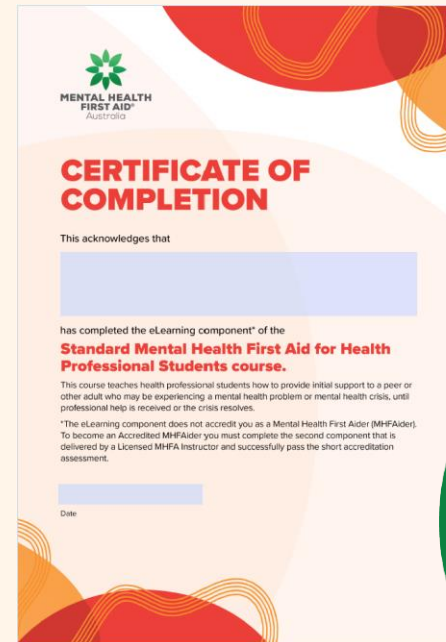
Academic assessment integration

Amplify stakeholder awareness

## Stakeholder Amplification

### Student Credentials

- Link their MHFA Certificate to their Professional Membership post-graduation as MHFAider Completed/Accredited
- Post MHFA Accreditation under “Licenses and certifications” on LinkedIn



# Instructor Training Course

**Jennifer Jasinski**

Australia Program Delivery  
Specialist  
MHFA International



# MHFA for Health Professional Students



\*Instructor Upskill - additional pathway for existing Instructors

# Schedule for Instructor Training Course (ITC)

	May	June	Aug	Sep	Oct
Date	4-8 May	22-26 Jun	3-7 Aug	7-11 Sep	12-16 Oct
Venue	Online	Online	Online	Online	Online
Places for Instructors	8	8	8	8	8

## **Within current funding:** Mental Health First Aid for HPS Instructor Training Course

- Trains and Licenses new Instructors to deliver both HPS and SMHFA Instructor-led courses (Component 2) in-house.
- Builds in-house capacity for students MHFAider accreditation (3 yrs) and PD for staff.
- Valued at approx \$4,150 pp.
- Without an in-house Instructor, the cost of a privately run Instructor-led course is around \$4,000-\$9,000 for 15-24 students.

## **Outside current funding:** HPS Upskill

- Available for existing SMHFA Instructors
- Set fee of \$270 incl GST-payable to MHFA International via webshop

# Thank you for attending

For any questions, please contact:  
[admin@medicaldeans.org.au](mailto:admin@medicaldeans.org.au)

We're looking forward to working with  
you in 2026.

