Courses for disability professionals

Courses are listed from oldest to newest (i.e. new courses are at the end of the document). See our newest course on What is Preventive Health on p. 14!

Course title		Learning Outcomes	Key Topics Covered	Cost	Duration
Adapting Healthy Lifestyle Interventions for People with Intellectual Disability (Updated June 2026)	Understanding Intellectual Disability	• Explain the key diagnostic criteria for intellectual disability. • Recognise the diversity of intellectual disability and its impact on day-to-day functioning. • Identify potential causes of intellectual disability and recognise how these causes may contribute to complex health and functional profiles.	• About intellectual disability • Causes of intellectual disability	FREE	20 min
	Understanding Health Challenges and Barriers to Healthy Lifestyle Participation	• Describe the overall health status of people with intellectual disability, including common comorbidities. • Outline the key factors contributing to health inequities for people with intellectual disability, including barriers to healthy lifestyle participation. • Describe common lifestyle-related conditions (including obesity, diabetes and osteoporosis) in people with intellectual disability and their associated health implications. • Apply tools to identify indicators of cardiometabolic health risk in people with intellectual disability that warrant monitoring, referral or intervention.	• The health status of people with intellectual disability • Risk factors for preventable chronic disease and barriers to healthy lifestyle participation • Common lifestyle-related conditions experienced by people with intellectual disability		30 min

	Foundations for Adapting Healthy Lifestyle Interventions for People with Intellectual Disability	• Adopt a person-centred approach to lifestyle modification by getting to know the individual and involving them in decisions about their health. • Adapt communication to reduce barriers and support meaningful participation for people with intellectual disability in healthy lifestyle practices. • Collaboratively set goals that are meaningful, achievable and motivating for people with intellectual disability. • Analyse a person's everyday context and apply this information to design lifestyle interventions that are realistic, sustainable and aligned with the person's living situation, supports and resources. • Apply evidence informed strategies to create and maintain motivation in people with intellectual disability to adopt healthy lifestyle practices. • Identify relevant supporters and understand ways to actively involve them in lifestyle interventions.	• Be person-centred • Adapt your communication • Set meaningful goals • Consider the person's context • Create motivation • Involve supporters		40 min
	Making Specific Adjustments to Physical Activity and Dietary Intervention (optional)	• Adapt exercise assessment, prescription and delivery to safely and effectively support people with intellectual disability to participate in physical activity. • Adapt nutrition/dietary assessment and intervention to support safe and effective nutrition care for people with intellectual disability.	• Specific considerations for physical activity interventions (25 min) • Specific considerations for dietary interventions (25 min)		50 min
Why is it Important to Know About Mental Health?		• Describe the importance of detecting mental illness in people with intellectual disability.	• What is intellectual disability? • Why do disability support workers need to know about mental health?	$15	20 min

	• Describe what is meant by working within a transdisciplinary team. • Explain why it is important to promote mental health as a part of person-centred support. • Recognise stigma related to mental illness and intellectual disability. • Identify the ways in which knowledge about mental health will enhance your role. • Practise a high standard of support for people with intellectual disability and their mental health needs.	• What have others said about the e-learning resource? • How does mental health knowledge apply to your role? • Why is it important to work with other professionals? • Examples of how learning about mental health has helped disability professionals in their role • Views on mental health and intellectual disabilities • What is stigma?		
Introduction to Mental Health	• Describe what is meant by mental health and mental illness. • Identify factors that may prevent a person from accessing mental health support. • Recognise the roles and responsibilities of different health professionals in diagnosing and treating mental illness. • Describe how common mental illness is. • Recognise ways mental illness may affect different areas of a person's life. • Determine when a person might be at increased risk of mental illness based on a variety of factors. • Demonstrate use of appropriate terms to discuss mental health and mental ill-health.	• What is mental health? • What is a mental illness? • How common are mental illnesses? • How do we talk about mental health? • What causes a mental illness? • What are the risk factors for mental illnesses? • What is the impact of mental ill-health? • How to seek help for mental illness	$30	45 min
Mental Illness in Intellectual Disability	• Define intellectual disability. • Recognise that people with intellectual disability have a higher risk of mental illness than people without intellectual disability.	• What is intellectual disability? • What are the different levels of intellectual disability? • How common is intellectual disability?	$30	45 min

	• Describe the ways in which intellectual disability affects mental health. • Describe what factors make a person with intellectual disability more likely to experience mental illness. • Outline the different ways those who provide support can assist people with intellectual disability to access mental health treatment and supports. • Distinguish between intellectual disability and mental illness. • Identify things in your workplace that get in the way of a person with intellectual disability getting help for mental ill-health, and plan ways to overcome them.	• What terms are used to talk about intellectual disability? • How does intellectual disability affect mental health? • How does mental illness affect people with intellectual disability? • What can increase the risk of mental illness in people with intellectual disability? • What can make it difficult to identify mental illness in people with intellectual disability? • What difficulties do people with intellectual disability have accessing mental health supports?		
A Person-Centred Approach	• Define the principles of person-centred support. • Discover how person-centred support relates to mental health. • Explain how communication is related to person-centred support. • Identify ways to promote person-centred support for mental health. • Plan ways to help reduce the risk of mental ill-health with the person with intellectual disability (e.g. diet, sleep, exercise, social engagement, etc.). • Support people with intellectual disability to make choices and decisions about their wellbeing.	• What are the rights of people with intellectual disability? • What is person-centred support? • Why does person-centred support matter? • How is communication related to person-centred support? • How is person-centred support related to mental health? • How can person-centred support be used to prevent mental illness? • How can person-centred support be used in mental health treatments and supports?	$30	60 min
Recognising Common Mental Illness	• Describe why it is important to record information about a person's usual state of health and wellbeing. • Identify symptoms of common mental illnesses.	• How can signs of a mental illness be detected? • How should information about a person's wellbeing be recorded?	$30	45 min

	• Write notes about a person's usual state of health and wellbeing.	• How does a person's cultural identity affect mental illness? • How may intellectual disability influence the presentation of mental illness? • What are common mental illnesses? • Anxiety disorders • Mood disorders • Schizophrenia and psychotic illnesses • Dementia • Substance use disorders • Personality disorders • What information do mental health professionals need to know about signs of mental illness you have recognised?		
How to Support a Person with a Possible Mental Illness and Intellectual Disability	• Describe what a disability professional should do when they recognise symptoms of a mental illness in a person they support. • Discuss mental health with a person with intellectual disability. • Assist a person with intellectual disability to access appropriate mental health care. • Support a person with intellectual disability to participate in a mental health assessment. • Identify the information that can help a health professional complete a mental health assessment with a person with intellectual disability.	• How can I support a person with a possible mental illness? • Why is it important to talk about mental health? • What should I do next if I have identified signs of possible mental illness? • How can I assist a person with intellectual disability to access mental health supports? • How can I support a person with intellectual disability in mental health assessments? • What happens after a mental health assessment?	$30	45 min
Supporting Behaviours of Concern	• Explain what is meant by behaviours of concern.	• What is behaviour? • What are behaviours of concern? • What causes behaviours of concern?	$30	45 min

	• List factors that may contribute to behaviours of concern. • Describe the impact of behaviours of concern. • Recognise physical and mental illnesses as a possible explanation of behaviours of concern. • Discuss ways disability professionals and behaviour support practitioners can work together to support a person with behaviours of concern. • Explain what restrictive practices are and how they may affect a person's rights. • Contribute relevant information to an assessment of behaviours of concern. • Assist in providing a tailored plan for addressing behaviours of concern. • Organise and support medical and mental health reviews of people with intellectual disability if a change in behaviour is noted.	• How is physical illness related to behaviours of concern? • How is mental illness related to behaviours of concern? • What are the effects of behaviours of concern? • What should I do if I recognise behaviours of concern? • How can I support a person with their behaviour?		
Enhancing Interagency Working with Health Professionals	• Define the roles of key professionals in mental health. • Understand the different terms used by health professionals in relation to mental health. • Explain the key points of recovery-oriented practice and how they relate to person-centred support. • Outline how to assist people with intellectual disability through different areas of the health care system (e.g. GP, emergency, hospital admission). • Demonstrate effective communication between different professionals involved in a person's support.	• What is a professional? • What are the different roles of mental health professionals? • What are the different types of interagency working? • How do different agencies work together? • What terms do professionals in the mental health sector use when talking about mental health support? • What is recovery-oriented practice? • Why is it important to work with other professionals? • How can disability professionals and mental health professionals work	$30	45 min

	• Communicate outcomes of medical appointments and investigations to others involved in a person's support. • Demonstrate advocacy for a person with intellectual disability who has difficulties accessing services.	together to enhance mental health support for a person with intellectual disability? • How can disability professionals assist a person with intellectual disability when visiting an emergency department? • How should I communicate outcomes/results of investigations to others involved in a person's support?		
Treatments and Supports for Mental Illness	• Describe the types of treatments and supports used to treat common mental illness (e.g. psychological therapies, medications). • Understand how disability professionals assist in delivering treatments and supports for common mental illnesses. • Discuss why it is important to use medication correctly and have regular reviews. • Recognise the concerns people may have when they are prescribed medication. • Understand how inappropriate use of medications infringes on a person's human rights (restricted practice). • Recognise potential side effects of medications and understand what actions to take. • Support people with intellectual disability to engage with mental health treatment. • Record information about the person's mental health for follow-up appointments (e.g. psychological therapies, medication reviews).	• How can a person access treatment for a mental illness? • What is treatment? • What are the different types of treatments and supports? • Biological treatments • What is a medication review? • Psychological treatments and supports • Lifestyle supports • Social supports • How can I assist a person with intellectual disability to access mental health supports?	$30	45 min

	• Seek information from health professionals (i.e. prescriber) about medication use in people with intellectual disability. • Organise timely reviews (e.g. medication and treatments) for people with intellectual disability.			
How to Support a Person in a Mental Health Crisis	• Define 'mental health crisis' and 'mental health emergency'. • Identify possible factors involved in a mental health crisis. • Describe the process of seeking support for a mental health emergency. • Demonstrate the ability to respond safely to a mental health emergency. • Recognise which documents are important to take along to an emergency department. • Interpret ways in which mental health legislation (e.g. Mental Health Act) may affect a person's freedoms. • Distinguish between voluntary and involuntary inpatient support. • Provide key information to the professional responsible for assessing the person's mental health (including GP, community mental health team, Nurse Practitioners). • Communicate information to carers and others involved in the person's support following contact with an emergency department or other acute mental health supports. • Record questions to ask health professionals when accompanying a	• What is a mental health emergency? • What might contribute to a mental health crisis? • Responding to a mental health crisis • How can disability professionals assist during a mental health crisis? • Providing support during a visit to an emergency department for a mental health emergency • Providing support during inpatient mental health support • Providing support during community mental health treatment • The role of a disability professional in reducing the risk of a future mental health crisis.	$30	45 min

	person with intellectual disability to an emergency department or other acute mental health supports.			
Supporting Carers, Colleagues and Self-Care	• Describe the pressures associated with caring for a person with intellectual disability and mental illness. • Identify a variety of strategies to practice self-care. • Develop strategies to promote own self-care. • Implement self-care strategies. • Identify signs that carers and colleagues are experiencing difficulty coping. • Discuss self-care with colleagues.	• How might a person feel when someone they support receives a diagnosis of a mental illness? • What are the challenges of supporting a person with intellectual disability and mental illness? • What is stress? • What is self-care? • Why is it important to practice self-care? • How can I practice self-care at work? • How can I tell if a carer or colleague is experiencing difficulty? • How can I assist carers or colleagues with self-care?	$30	30 min
Mental Health in People with Intellectual Disability and Autism Spectrum Disorder	• Identify characteristics of autism spectrum disorder. • Understand the sensory sensitivities people with autism spectrum disorder may experience and how these may affect wellbeing. • Recognise ways in which autism spectrum disorder and intellectual disability may affect a person's mental health. • Understand contributors to self-injurious behaviour in people with autism spectrum disorder and intellectual disability. • Support a person with autism spectrum disorder and intellectual disability who is self-injuring. • Respond to signs and symptoms of mental illness in a person with autism	• Introduction to autism spectrum disorder • The impact of autism spectrum disorder on daily living • Intellectual disability and autism spectrum disorder • Autism spectrum disorder and sensory issues • Autism spectrum disorder, intellectual disability and self-injurious behaviour • Communication in people with intellectual disability and autism spectrum disorder • Autism spectrum disorder, intellectual disability and socializing	$30	60 min

	spectrum disorder and intellectual disability.	• Autism spectrum disorder, intellectual disability and mental health • How to talk about mental illness • Recognising symptoms of mental illness in people with autism spectrum disorder and intellectual disability • What to do if you identify signs of mental illness in a person with autism spectrum disorder and intellectual disability.		
Supporting People with Intellectual Disability at Risk of Self-Harm and Suicide	• Explain what is meant by self-harm including how and why it may occur. • Recognise the different functions of self-harm in people with intellectual disability. • Describe the impact of self-harm. • Recognise the factors that may increase a person's risk of suicide. • Discuss the different ways disability professionals may support people with intellectual disability who are displaying self-harm or suicidal behaviours. • Support a person with intellectual disability who is engaging in self-harm. • Identify and respond to signs that a person with intellectual disability may be at risk of suicide. • Support a person with intellectual disability who feels suicidal. • Support a person with intellectual disability who is affected by suicide.	• What is self-harm and how does it manifest? • How common is self-harm? • Why do people self-harm? • What is self-injurious behaviour and how dose it differ from self-harm? • Self-harm in people with intellectual disability • What is the impact of self-harm? • What to do if you see a person with intellectual disability engage in self-harm • Providing ongoing support to people with intellectual disability who self-harm • What are the risk factors for suicide? • Recognising signs and symptoms of suicide in people with intellectual disability • Responding to suicidal behaviour • How might disability professionals support people with intellectual disability who feel suicidal?	$30	60 min

			• How might disability professionals support people with intellectual disability after a suicide attempt? • Grief after suicide • When a person with intellectual disability you support dies by suicide • Looking after yourself		
Supporting Good Mental Health In People with Intellectual Disability		• Understand what good mental health is. • Identify ways to promote good mental health. • Understand what resilience is and how it can be developed. • Understand what a strengths-based approach is. • Provide support using a strengths-based approach.	• What is good mental health? • What factors promote good mental health? • What is resilience? • How can a person develop more resilience? • A positive approach to support • Strengths-based approach • Measuring good mental health • Maintaining good mental health when supporting a person with intellectual disability	$30	30 min
Death, Dying and End-of-Life	Supporting People with Intellectual Disability to Understand and Cope with Death and Dying	• Understand the importance of engaging people with intellectual disability in discussions about death and dying. • Describe the ways in which grief may affect people with intellectual disability. • Support people with intellectual disability to learn about death and dying. • Support people with intellectual disability through loss and grief.	• Supporting people with intellectual disability to learn about death • Understanding grief in people with intellectual disability • Supporting a person with intellectual disability to cope with grief	$60	30 min
	Engaging People with Intellectual Disability in End-of-Life Discussions and Providing	• Recognise the importance of supporting people with intellectual disability to learn about end-of-life issues. • Understand the role of disability professionals in engaging people with intellectual disability in end-of-life discussions.	• Supporting people with intellectual disability to learn about end-of-life issues • Supporting a person with intellectual disability at the end of life • Taking care of yourself while supporting others		45 min

	Support at the End of Life	• Discuss the different areas people with intellectual disability may need support in at the end of life. • Support people with intellectual disability to learn about end-of-life issues including the different types of decisions people can make.			
Providing Mental Health Support to People with Intellectual Disability Through Transitions and Life Events		• Identify what a transition is and types of transitions a person with intellectual disability may experience. • Understand why people with intellectual disability may have difficulty with transitions. • Recognise the impacts transitions may have on a person with intellectual disability. • Understand the impact life events may have on a person's physical and mental wellbeing. • Identify ways in which support can be provided to a person with intellectual disability experiencing a significant transition. • Contribute to planning for transitions.	• What is a transition? • Why may a person with intellectual disability find transitions challenging? • What impact may a transition have on a person with intellectual disability? • How to support carers through transitions • What types of transitions may people experience? • Specific transitions • What is a successful transition? • What does transition planning involve? • Life events and wellbeing • Supporting mental health through transitions and life events	$30	60 min
Personality Disorders in Intellectual Disability		• Understand what a personality disorder is. • Understand how a personality disorder may affect a person's life. • Recognise the different ways personality disorders may present in a person with intellectual disability. • Identify ways to practise self-care when supporting a person with intellectual disability who also has a personality disorder.	• What is a personality disorder? • What are the different personality disorders? • How might personality disorders impact a person's life? • Personality disorders and intellectual disability • Stigma associated with personality disorders	$30	30 min

		• Support a person with intellectual disability to seek professional support for a possible personality disorder. • Work with other professionals to support a person with intellectual disability and personality disorder.	• How to support a person with intellectual disability and personality disorder • Interagency working • Self-care when supporting a person with a personality disoder		
Identifying and Responding to Abuse and Neglect of People with Intellectual Disability		• Identify what abuse is and the different types of abuse that a person with intellectual disability may experience. • Understand the varied impacts of abuse on a person's life. • Recognise the factors that might increase the risk of a person with intellectual disability experiencing abuse. • Understand how to respond to abuse and ways of preventing abuse in people with intellectual disability. • Recognise signs of abuse and respond to these signs accordingly. • Support a person with intellectual disability who has experienced abuse and implement strategies to prevent future abuse.	• What is abuse and the different types of abuse? • Factors influencing the risk of abuse of people with intellectual disability • How abuse impacts on a person's life • Signs of abuse and how to recognise them • Barriers and reasons why people may not report abuse • How to respond to and report abuse • How to support the person after abuse • Building resilience and preventing abuse	$30	60 min
Intellectual Disability and the Criminal Justice System: Prevention and Support (Updated June 2026)	Understanding and Preventing Criminal Justice System Contact for People with Intellectual Disability	• Explain why people with intellectual disability are over-represented in the criminal justice system. • Recognise factors that may increase a person with intellectual disability's vulnerability to offending behaviour and contact with the criminal justice system. • Apply practical strategies to prevent criminal justice system involvement for people with intellectual disability.	• Offending behaviour and intellectual disability • Preventing contact with the criminal justice system	FREE	30 min

	Supporting People with Intellectual Disability who are in Contact with the Criminal Justice System	• Recognise and respond to the challenges that a person with intellectual disability may face when coming in contact with the criminal justice system. • Contribute to transition planning for a person with intellectual disability being released from custody. • Identify ways of working with other agencies and providers to support people with intellectual disability who are involved in the criminal justice system.	• Supporting a person through police contact and criminal proceedings • Supporting a person with intellectual disability who is incarcerated • Supporting the transition from custody to the community • Interagency working		30 min
Supporting a Person with Intellectual Disability and Dementia		• Describe what dementia is and how dementia can impact a person with intellectual disability. • Identify the risk factors for dementia and how they apply to people with intellectual disability. • Describe how dementia can present in people with intellectual disability, including early signs. • Identify key support strategies for people with intellectual disability who have, or are at risk of, dementia. • Recognise signs of dementia in a person with intellectual disability and support access to assessment and diagnosis. • Support a person with intellectual disability and dementia using person-centred strategies and support tools.	• What is dementia? • Dementia in people with intellectual disability • Presentation of dementia in people with intellectual disability • Assessment and diagnosis of dementia in people with intellectual disability • Supporting people with intellectual disability and dementia	$30	45 min
What is Preventive Health?		• Describe what preventive health is, the different types of health prevention, and the aims of preventive health care. • Identify reasons why preventive health care is important.	• What is preventive health? • Why is preventive health important? • Preventive health care for people with intellectual disability	$15	25 min

	• Identify lifestyle and risk factors that impact the health of people with intellectual disability. • Identify ways to support the preventive health needs of people with intellectual disability.	• Supporting preventive health for people with intellectual disability		