

BUILDING NURSE CAPACITY PROGRAM — Train the Trainer Toolkit
At-a-Glance Summary | Action items, checklists and quick reference | Sections 1–6
Section 1 Understanding the Challenges

1.3 Challenge Mapping Checklist

Tick if this applies to your RACH	Our current workaround or plan
<input type="checkbox"/> Rostering & time constraints	
<input type="checkbox"/> Limited backfill for training	
<input type="checkbox"/> High staff turnover	
<input type="checkbox"/> Agency/casual staff inconsistency	
<input type="checkbox"/> Low motivation or engagement	
<input type="checkbox"/> Resistance to change	
<input type="checkbox"/> Insufficient leadership support	
<input type="checkbox"/> No dedicated training space	
<input type="checkbox"/> Too much training / fatigue	
<input type="checkbox"/> Other: _____	

Section 2 The Train the Trainer Model

2.3 Getting Started — Step-by-Step

Step	Action	Responsible	Done?
1	Identify existing clinical champions — the informal educators already doing this	Facility Manager / DON	<input type="checkbox"/>
2	Clarify expectations and scope — what will trainers teach, how often, to whom	Facility Manager + Trainer	<input type="checkbox"/>
3	Get senior leadership endorsement and approval for use of DRTT ¹ <input type="checkbox"/> Endorsement completed <input type="checkbox"/> DRTT use permitted	CEO / Facility Manager	<input type="checkbox"/>
4	Assess current training gaps Refer to Skills Matrix template document	NUM / Trainer / Practice Coach	<input type="checkbox"/>
5	Align with accreditation requirements — connect TtT to QI framework	Quality Manager	<input type="checkbox"/>
6	Establish desired outcomes at 2, 6 and 12 months Refer to Section 2.4 Training Outcomes worksheet	Leadership team	<input type="checkbox"/>
7	Pilot in one team or shift before rolling out facility-wide	Trainer + Manager	<input type="checkbox"/>

¹ DRTT use may require local clinical governance approval. See DRTT disclaimer in Section 2.3 of the full toolkit. Training on all other BNC topics can proceed while approval is underway.

2.4 Training Outcomes Worksheet

Tick the outcomes relevant to your facility. Return to this worksheet at 2, 6 and 12 months to assess progress.

✓	Outcome — tick those you are working towards
2-Month Outcomes — Getting Started	
<input type="checkbox"/>	At least one training session on a BNC module topic has been delivered to clinical staff
<input type="checkbox"/>	Staff can name the DRTT and describe when to use it
<input type="checkbox"/>	Feedback forms collected from at least one session and reviewed
<input type="checkbox"/>	A schedule of upcoming sessions has been communicated to the team
<input type="checkbox"/>	Trainer has identified a peer to debrief with after sessions
<input type="checkbox"/>	Staff introduced to HealthPathways; can locate relevant clinical pathways for common aged care presentations
<input type="checkbox"/>	Staff can access and navigate MyHealthRecord for a resident
<input type="checkbox"/>	Staff have participated in at least one Telehealth training session
<input type="checkbox"/>	Staff can describe what palliative care means in RACH and when it is appropriate
<input type="checkbox"/>	Staff are aware of ACP processes and can explain advance care directives to residents and families
<input type="checkbox"/>	Staff can describe key signs of clinical deterioration and know when and how to escalate using the DRTT
<input type="checkbox"/>	Add your own: _____
6-Month Outcomes — Building Momentum	
<input type="checkbox"/>	All clinical staff have attended at least one BNC module training session
<input type="checkbox"/>	Staff report increased confidence in at least one clinical area (evidenced by feedback forms)
<input type="checkbox"/>	Training embedded into an existing meeting, huddle, or handover at least once per month
<input type="checkbox"/>	At least one resident care improvement linked to training content observed or documented

✓ Outcome — tick those you are working towards	
<input type="checkbox"/>	Trainer has attended at least one BNC Coaching Circle or Community of Practice meeting
<input type="checkbox"/>	Training topics documented in staff CPD records or education calendar
<input type="checkbox"/>	Staff using HealthPathways independently at point of care
<input type="checkbox"/>	Staff consistently using MyHealthRecord when coordinating care with GPs and specialists
<input type="checkbox"/>	At least one Telehealth consultation supported by facility staff, with documented preparation
<input type="checkbox"/>	Staff can identify residents who may benefit from palliative care and contribute to planning conversations
<input type="checkbox"/>	ACP discussions occurring with residents and families; completed documents accessible in resident record
<input type="checkbox"/>	Staff consistently applying the DRTT and can document and escalate deterioration appropriately
<input type="checkbox"/>	Staff can facilitate difficult conversations with residents and families about goals of care
<input type="checkbox"/>	Add your own: _____
12-Month Outcomes — Embedding and Sustaining	
<input type="checkbox"/>	A sustainable monthly micro-learning schedule in place and maintained without external prompting
<input type="checkbox"/>	New staff receive BNC module training as part of their onboarding process
<input type="checkbox"/>	Clinical indicators (e.g. audit results, incident reports, confidence ratings) show measurable improvement
<input type="checkbox"/>	Staff identify and use HealthPathways, the DRTT and ISBAR independently in practice
<input type="checkbox"/>	At least one staff member identified and supported to become a co-trainer or learning champion
<input type="checkbox"/>	Training program presented or shared at a facility-level quality meeting or governance forum
<input type="checkbox"/>	ACP embedded in the care planning cycle with regular review for all long-term residents
<input type="checkbox"/>	Palliative care pathways activated in a timely, person-centred way with family communication documented
<input type="checkbox"/>	Telehealth is a routine option for resident consultations; staff confident in set-up and support
<input type="checkbox"/>	Recognising deterioration embedded as a core clinical skill; DRTT used consistently and monitored over time
<input type="checkbox"/>	Staff demonstrate confidence in difficult conversations about end-of-life preferences and goals of care
<input type="checkbox"/>	Add your own: _____

2.4 Review Reflection Prompts (use at each review point: 2m / 6m / 12m)

Question	Your response
Which outcomes have been achieved?	
What barriers have you encountered?	
What has worked better than expected?	
What support do you still need?	
What will you prioritise next?	

2.5 Trainer Preparation Checklist

Preparation item	Done?
Trainer has been formally nominated and communicated to all staff	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainer has completed the BNC Program modules relevant to their topic area	<input type="checkbox"/> Yes <input type="checkbox"/> No
Allocated preparation time confirmed in roster	<input type="checkbox"/> Yes <input type="checkbox"/> No
Facilitator guide and slide deck reviewed	<input type="checkbox"/> Yes <input type="checkbox"/> No
At least 2 relevant case studies identified	<input type="checkbox"/> Yes <input type="checkbox"/> No
Session scheduled and staff notified	<input type="checkbox"/> Yes <input type="checkbox"/> No
Room / projector booked	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback forms ready	<input type="checkbox"/> Yes <input type="checkbox"/> No
Leadership has endorsed and communicated support for the session	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trainer has a coaching contact they can reach if support needed	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section 3 Delivering the Training

3.2 15–20 Minute Session Template

Component	Content / prompts
Topic & Time (1–2 mins)	Topic: _____ Date: _____ Time: _____ Location: _____ Group size: _____
Hook / Opening (2 mins)	Brief story, recent clinical scenario or curiosity question. E.g. “Has anyone had a resident whose condition changed quickly and you weren’t sure what to do first?”
Key Learning Point (5–8 mins)	Cover ONE concept using the slide/resource provided. One idea, well explained.
Case Study or Role Play (5–7 mins)	Short RACH-relevant scenario. Ask: “What would you do?” Connect to clinical protocols (DRTT, HealthPathways, ACP etc).
Key Takeaway (1–2 mins)	“The most important thing to remember is…”
Questions & Close (2 mins)	Invite questions. Share Practice Coach portal. Confirm next session date.
Feedback (if time)	Show of hands or brief feedback form / Kahoot quiz.

3.3 Turning a BNC Module into a Case Discussion

Module / Topic	Case-based technique
Deteriorating Resident — Recognition	Show one-minute video; ask: “Has anyone seen something like this? What did you notice first?” Use Stop and Watch tool cards as group reference.
Deteriorating Resident — DRTT	Present anonymised scenario with changing observations. Walk through DRTT together: “What would you select here and why?”
Deteriorating Resident — ISBAR	Role-play handover using the ISBAR form. One person as nurse, one as GP / after-hours. Debrief what felt natural and what was hard.
Advance Care Planning — Conversations	Use Serious Illness Conversation Guide prompts for a paired role-play. Ask: “What would make this conversation easier or harder in your facility?”
Palliative Care	Describe composite end-of-life scenario. Ask staff to identify the moment they would shift from curative to comfort-focused care.
Telehealth	Walk through HealthDirect Video Call overview. Role-play setting up a telehealth consult — who calls, what do they say, what do they need?
My Health Record	New resident admission scenario. Ask: “What information would you want from My Health Record right now and do you know how to find it?”

Section 4 Making It Stick — Sustainability

4.2 Integrating Training into Existing Workflows

Integration point	How to embed it	Already happening?
Staff meetings ★ Top-endorsed approach	Tack on 10–15 minutes while everyone is already in the room — sidesteps backfill, rostering and attendance problems in one move	<input type="checkbox"/>
Clinical / governance meetings	Add a 5-min ‘learning agenda item’ — one topic per meeting	<input type="checkbox"/>
Shift handover	Include a quick clinical prompt or scenario in handover notes	<input type="checkbox"/>
New staff onboarding	Embed BNC modules as part of induction (online)	<input type="checkbox"/>
QI activities	Link training topics to QI audit cycle or ACQSC standards	<input type="checkbox"/>
Education calendar	Develop an annual education calendar mapped to accreditation needs	<input type="checkbox"/>
Appellon or other aged care platform	Showcase completed training and achievements	<input type="checkbox"/>
Staff newsletters	Include a ‘learning spotlight’ each issue	<input type="checkbox"/>
AUsMed / CPD platform	Link sessions to staff CPD hours	<input type="checkbox"/>

4.3 Recognition and Celebration Ideas

Recognition type	What participants recommended
Completion certificates	For each BNC module; CPD-recognised where possible
Small tangible rewards	Coffee vouchers, chocolates, food at sessions
Staff of the month	Link learning achievement to existing recognition programs
Sharing across sites	Newsletter features, Appellon showcasing, inter-site stories
Acknowledge at meetings	Public acknowledgement of trainers and engaged learners
CPD pathway to conference	Recognised CPD hours → eligibility for conference attendance
Intrinsic recognition	Acknowledge professional growth and patient impact

4.4 Key Measurement Indicators (refer to Section 4.4 for full framework)

Outcome area	Indicator	Data source
Clinical outcomes	Pressure injuries / falls / adverse incidents	Facility clinical reports / audits
Deterioration recognition	DRTT use; earlier escalation by staff	DRTT logs / escalation records
Staff confidence & behaviour	Self-reported confidence; applying learning on the floor	Staff survey; trainer observation
ACP & palliative care	ACP documentation in place; palliative care plans activated	Resident records / care plan audit
Feedback & participation	Positive feedback; increasing session attendance	Evaluation forms; attendance sheets

Section 5 Program Resources & Ongoing Support

5.1 Core Training Modules — agedcare.practicecoach.com.au

Module / Focus area	Access link
HealthPathways for RACH Nurses	agedcare.practicecoach.com.au/health-pathways
Deteriorating Resident Triage Tool (DRTT) ¹	hnc.org.au/deteriorating-resident-triage-tool-nsw-mnc-nsw
DRTT Education Modules	agedcare.practicecoach.com.au/lesson/triage-tool/
Telehealth Services	agedcare.practicecoach.com.au/lesson/tips-for-telehealth/
National Telehealth Training Program	accelerateqi.au/hnc/telehealth/
Advance Care Planning (ACP)	agedcare.practicecoach.com.au/#advance-care-planning
Palliative Care Strategies	agedcare.practicecoach.com.au/#palliative-care
MyHealthRecord	agedcare.practicecoach.com.au/lesson/understanding-and-accessing-my-health-record/

¹ Confirm clinical governance approval for DRTT use at your facility before training. See Section 2.3 of the full toolkit.

5.2 Additional Support Resources

Resource	Description	Where to find it
Practice Coach Portal	Full suite of BNC modules, resources and CPD materials	agedcare.practicecoach.com.au
HNC Healthy Ageing Hub	Program information, upcoming events, region-wide updates	hnc.accelerateqi.au/residential-aged-care.html
DRTT Resource Page ¹	DRTT clinical tool and supporting documentation	hnc.org.au/deteriorating-resident-triage-tool-nsw-mnc-nsw
Dr Sarah Mollard Podcast	Medcubes — nursing role in palliative care (Episode 36)	medcubes.com.au/episode/36
1:1 Coaching on Demand	Direct coaching support — call or email anytime	team@primarycareinnovation.com.au

Section 6 90-Day Implementation Planner

Timeframe	Key actions	Person responsible	Done?
Week 1–2	Identify designated trainer(s); brief leadership team; communicate to staff		<input type="checkbox"/>
Week 2–3	Trainer completes BNC module review; identifies first topic; books session		<input type="checkbox"/>
Week 3–4	Deliver first short in-service session (15–20 mins); collect feedback		<input type="checkbox"/>
Week 4–6	Embed 5-min learning lab into next team meeting; debrief with trainer		<input type="checkbox"/>
Month 2	Deliver second session; link to accreditation or QI topic; send first refresher email		<input type="checkbox"/>
Month 2–3	Register for Coaching Circle; connect trainer to PHN support; review feedback data		<input type="checkbox"/>
Month 3	Celebrate early wins; share a success story at team meeting or in newsletter		<input type="checkbox"/>
Ongoing	Maintain 5-min learning labs; quarterly CoP attendance; annual planner review		<input type="checkbox"/>

This summary is a condensed action reference only. Full explanatory content, co-design evidence, facilitation guidance and additional resources are in the complete BNC Train the Trainer Toolkit. Companion resources: Quick Reference Card • Participant Workbook • Skills Matrix • Facilitator Guide (eLearning Modules).

The Building Nurse Capacity project is funded by Healthy North Coast through the North Coast PHN Program