



SERVICES AND PROGRAM ENTRY

CATEGORY: Education Training or Workforce Development

ENTRY TITLE: Mental health training and assessment for the pharmacy profession and beyond

NAME OF APPLICANT: The Mental Health Education for Pharmacy (PharmEd) team: Associate Professor Claire O'Reilly and Dr Sarira El-Den

ORGANISATION: The University of Sydney School of Pharmacy

Additional Information about Entry (1 x A4 page).

Sydney Pharmacy School (SPS) was among the first pharmacy programs nationally to integrate Mental Health First Aid (MHFA) training into its Pharmacy Programs in 2015, and now has 4 accredited MHFA instructors on its academic staff (including Master Instructors El-Den & O'Reilly). MHFA training for various participants, including pharmacy students (O'Reilly et al., *ANZJP*, 2011), results in improvements in self-reported confidence, attitudes & knowledge (Morgan et. al, *PLOS ONE*, 2018). However, research exploring observed behaviours, post-MHFA training, is lacking. While this is difficult to measure in practice, the PharmEd team have built an evolving body of work since 2009 to provide pharmacy students and pharmacists opportunities to engage with people with lived experience and evaluate observed behaviours when providing mental health support.

In 2015, following integration of MHFA in the SPS curriculum, we introduced simulated role-play assessments into the Professional Practice unit of study, whereby MHFA trained participants practice and build their mental health crisis support skills in safe learning environments, through authentic simulated patient role-plays of mental health scenarios. Initially trialled with tutors role-playing as 'simulated patients', in 2016 we refined our approach to improve authenticity and collaborated with One Door Mental Health to partner with people with lived experience, who role-played as the simulated patient and contributed to post-role-play debrief discussions, providing feedback to students with a lived experience lens. [REDACTED]

[REDACTED] In addition, evaluation of these behavioural assessments indicated significant improvements in confidence, when compared to completing MHFA alone (Boukouvalas, El-Den...O'Reilly, *SPPE*, 2018).

In 2020, we received funding to expand and adapt our work while continuing our collaboration with people with lived experience, whereby trained actors (2022 onwards) enact the scenarios as simulated patients with lived experience educators joining tutors in observing and providing feedback. Using pedagogically-sound, purpose-designed behavioral assessments, the PharmEd Team are the first globally to evaluate how MHFA education translates to behaviours. Besides rendering cohorts of pharmacy graduates MHFA 'capable', this exercise offers research exposure. Students are involved in providing feedback, thereby informing curriculum design (O'Reilly...El-Den, *JMHTP*, 2019). Students are supported to achieve deeper learning through the role-plays and immediate feedback from tutors and lived experience educators. Qualitative evaluation also demonstrates that these assessments are valued by students & lived experience educators (O'Reilly...El-Den, *JMHTEP*, 2019): "*It was very scary to be put on the spot but really rewarding..once you actually try it..we have an idea of how to approach it*" (Student). The PharmEd Team is committed to education & research, as evidenced by numerous awards, media recognition (Appendix 1), a commitment to life-long learning, receiving MHFA 'Master' Instructor status, recognition as a MHFA 'Skilled' workplace, invitations to deliver MHFA training to pharmacists and pharmacy staff nationally, numerous publications (Appendix 2) and significant funding (Appendix 3) to further explore future pharmacists' and other healthcare professionals' roles in mental health and their training needs, both nationally and internationally.

1. Evidence of a significant contribution to the field of mental health on a local, state or national level.

We have had a significant impact on raising the profile of the importance of the pharmacists' role in mental health care amongst the pharmacy profession locally, nationally and internationally. Our input is often sought after in relation to mental health education for the pharmacy profession, and new and emerging roles for pharmacists in mental healthcare. This is evidenced by our contribution to and impact on pharmacy policy nationally and internationally, including:

- In 2022, A/Prof O'Reilly and Dr El-Den were invited members of the Core Advisory Group for the International Pharmaceutical Federation (FIP) Practice Transformation Programme on Mental Health, which led to the development of '*Mental health care: A handbook for pharmacists*' and the '*Knowledge and skills reference guide for professional development in mental health care*', which they co-authored and reviewed, respectively. A/Prof O'Reilly and Dr El-Den were invited by FIP to present and launch the handbook and guide at an international event on behalf of the advisory group.
- In 2020, Dr El-Den was invited to write an article for the Australian Pharmacist Journal around "Reforming Australian mental health care - pharmacists' roles". This article was the first to be published as part of Australian Pharmacist's preventive health series exploring "*emerging preventive health challenges in Australia and the role of pharmacists in effectively responding to them*" (*Australian Pharmacist*, 39(1), 16-21);
- In 2014-2015, A/Prof O'Reilly was an invited expert reviewer for the International Pharmaceutical Federation (FIP) for their document '*Focus on Mental Health: The Contribution of the Pharmacist 2015*';
- In 2013 A/Prof O'Reilly led the development of PSA's '*A framework for pharmacists as partners in mental health care*'; a multidisciplinary project articulating how pharmacists' skills and expertise can be utilised within the continuum of mental health care.

In addition, we have received significant recognition of our work in mental health education for the pharmacy profession by various prestigious bodies, including:

- 2022 Pharmaceutical Society of Australia **NSW Early Career Pharmacist of the Year** (El-Den)
- 2022 Recognised by the International Pharmaceutical Federation as **Rising Stars** through the Women in Science and Education (FIPWiSE) initiative (El-Den and O'Reilly)
- 2021 Recognized as a **National [Rising Star](#)** by the Australian Journal of Pharmacy (El-Den)

- 2021 **Teaching Excellence (MHFA Education and Evaluation Team)**, Faculty of Medicine and Health Makers and Shapers Awards, The University of Sydney (EI-Den and O'Reilly as part of the MHFA EE team)
- 2020 **Top 10 Most Downloaded Article** in the *Journal of the American Pharmacists' Association* (EI-Den S, Moles R, Choong HJ, O'Reilly C. Mental Health First Aid training and assessment among university students: a systematic review. 60(5), e81-e95.)
- 2019 **Outstanding Teaching by an Early Career Academic**, Faculty of Medicine and Health Awards for Excellence, The University of Sydney (EI-Den)
- 2019 Pharmaceutical Society of Australia **Fellowship** (O'Reilly)
- 2018 **Quality Teaching Award** - The University of Sydney School of Pharmacy (EI-Den)
- 2018 Australasian Pharmaceutical Sciences Association **New Investigator Award** (O'Reilly)
- 2018 current National Education Representative of the Australasian Pharmaceutical Science Association (EI-Den)
- 2015 **Outstanding Poster Presentation Award for Pharmacy Education** - APSA Conference in Tasmania, Australia (EI-Den)

Our efforts have also attracted national media attention with an **ABC online feature** in [2021](#) (Appendix 1), focusing on our work in suicide education and assessment for frontline healthcare professionals, highlighting our role as leading authorities on the mental health education of pharmacists. In addition, we have close working relationships with mental health consumer organisations, including One Door Mental Health and Bipolar Australia, to actively engage with people with lived experience of mental illness, and we regularly deliver and evaluate MHFA training and other mental health education through collaboration with various pharmacy groups. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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2. Evidence of innovation and/or recognised best practice.

We have led sustained change in the way we approach mental health education among pharmacy students within our university, nationally and internationally. We have built a strong nexus between teaching and research in pharmacy-based mental healthcare. This has translated firmly into our teaching and continues to inform and shape our teaching practices in support of our overarching goal of upskilling pharmacists to feel comfortable, confident and capable to support the mental health needs of individuals in their communities.

Our team's previous research has identified students lack confidence performing key MHFA actions in practice, even after MHFA training (El-Den...O'Reilly, *AJPE*, 2018). To address this, we have provided students with opportunities to practice, demonstrate and reflect on their newly-acquired skills, post-training in safe, learning environments. Following our first successful trial of using this educational approach in 2015 (El-Den...O'Reilly, *AJPE*, 2018), our team embedded authentic simulated patient role-plays with people with lived experience of mental illness, into the final years of the BPharm and MPharm curricula. During these activities, a MHFA-trained student role-plays as the 'pharmacist' who is approached by a simulated patient (initially enacted by a tutor, then lived experience educators and now trained actors since 2022). The simulated patient presents to the 'pharmacy' with a mental health concern or experiencing a mental health crisis (e.g. suicidal thoughts). The role-playing pharmacist needs to identify the key mental health-related concern, and appropriately assess and assist the simulated patient, in accordance with MHFA guidelines. While one student from the group is allocated to role-play as the 'pharmacist', the remaining students (usually 6-10) 'observe' their peer along with the tutor. Currently, the tutor is accompanied with a person with lived experience of mental illness (lived experience educator = LEE) who also observes the role-play. The performance of the role-playing student is then assessed by a rubric we developed and psychometrically tested (El-Den...O'Reilly, *Pharmacy*, 2021), followed by debrief discussions with the tutor, observing students and LEE to reflect on the scenario, performance and future practice. Besides rendering cohorts of pharmacy graduates MHFA 'capable' through training (approximately n=2,500 pharmacy students since 2015), these simulations offer students the opportunity to practice newly learnt skills, reflect on areas for improvement and also expose students to the research process (scholarly inquiry, evaluation processes & evidence generation).

Using pedagogically-sound, purpose-designed behavioural assessments, our team are the first globally to evaluate how MHFA education translates to behaviours, and this program of work has expanded to include award-winning undergraduate and Higher Degree Research students who have contributed to and published (Appendix 2) about this work. For example, our students have been recognized through the following initiatives:

- RN (PhD Candidate) – 3rd prize Pharmacy Practice Oral Presentations. SPS HDR Conference, 2022.
- TU (PhD Candidate) - Runner Up Best Student Oral Presentation. International Social Pharmacy Workshop, Sydney 2022.
- TU (PhD Candidate) – Best oral presentation in pharmacy and pharmaceutical science education. APSA, online 2021
- RN (PhD Candidate) – Runner Up for Pharmacy Practice Oral Presentations. HDR Conference, Sydney 2021.

- LP (MPhil Candidate) – Commendation for mental health oral presentation. PSA21, Sydney 2021.
- WN (Honours Candidate) – Outstanding Oral Presentation for Pharmacy Education. APSA, online 2020.
- H-JC (Honours Candidate) - Outstanding Poster Presentation for Pharmacy Education. APSA, Melbourne 2019.
- EB (Honours Candidate) – Outstanding student oral presentation in pharmacy education. APSA, Sydney 2016.

Through our publications (Appendix 2) and presentations at conferences (Appendix 4), including the Monash Pharmacy Education Symposium in Italy, we have also forged international collaborations leading to invited presentations (Appendix 5) and opportunities to expand on our work. For example, in 2019, we began a collaboration with Washington State University (WSU) which resulted in the use of our simulated scenarios and rubrics in their curricula at the Spokane and Yakima campuses in the USA. This collaboration has, so far, resulted in the following two publications, including the first cross country comparisons of post-MHFA training behaviours:

- Nguyen W, Moles R, **O'Reilly CL**, Robinson JD, Eubanks-Brand D, Kim A, Collins JC, **EI-Den S.** (2022). Exploring student pharmacists' observed behaviours and suicide assessment language post-Mental Health First Aid training: A mixed methods study in Australia and the United States. *BMC Medical Education*, 22:838 .
- Nguyen, W., **O'Reilly, C.L**, Moles, R., Robinson, J., Brand-Eubanks, D., Kim, A., & **EI-Den, S.** (2021). A systematic review of patient interactions with student pharmacists in educational settings. *Journal of the American Pharmacists Association*. doi:<https://doi.org/10.1016/j.japh.2021.08.014>

Furthermore, the collaboration with WSU also gained media attention in the US:

<https://www.pharmacytimes.com/view/learning-mental-health-first-aid-prepares-students-pharmacists-to-save-lives>

Importantly, we are also expanding our work to other disciplines, whereby our successful application to the Moyira Elizabeth Vine Fund for Research into Schizophrenia (~100K) has resulted in a new multidisciplinary collaboration (2021-23) which will see an expansion of MHFA training and newly co-designed simulated assessment scenarios across our Faculty with approximately 600 nursing, occupational, pharmacy, and medical students being trained in MHFA, and a further five Faculty of Medicine and Health academics becoming accredited as MHFA instructors.

It is evident that our research work and advocacy for the benefits and need for MHFA training for pharmacists has led to a significant uptake in pharmacy curricula and among practicing Australian pharmacists. Our recent review of MHFA training in Australian

medical, nursing and pharmacy programs, highlights the integration of MHFA training in healthcare curricula nationally, and provides crucial insights regarding barriers and facilitators to curricular integration of a minimum, standardized level of mental health education, nationally:

- Pham L, Moles RJ, **O'Reilly CL, El-Den S.** (2022). Mental Health First Aid training and assessment in Australian medical, nursing and pharmacy curricula: a national perspective using content analysis. *BMC Med Educ* 22, 70. <https://doi.org/10.1186/s12909-022-03131-1>.

Moreover, our body of work is reflected in a combined career total of 108 peer-reviewed publications, with 29 publications focused on mental health pharmacy education (Appendix 2) and 10 grants funded worth >\$4.86 million, to date (Appendix 3).

3. Evidence of participation of mental health consumers in the planning, implementation, and evaluation of mental health service delivery. Evidence of prioritising increased level of engagement and influence of consumers and where higher-level participation such as authentic co-design is highly favoured. There may be exceptions to the involvement of mental health consumers. Some entries may reasonably explain any circumstances where the involvement of mental health consumers is different or limited.

Engaging with people with lived experience of mental illness has been a core component of all mental health units of study in SPS pharmacy programs since 2010. Research led by A/Prof O'Reilly as part of her PhD work evaluated the benefits of a mental health consumer workshop, which included sustained stigma reductions one-year post-workshops and improved knowledge and attitudes amongst pharmacy students towards mental illness (O'Reilly et al., *AJPE*, 2010,). Qualitative research with pharmacy students and mental health consumers and carers found that participating in these workshops not only benefited students through stigma reduction and improved confidence, but also benefits consumer educators personally through empowerment, improved confidence and social skills (O'Reilly et al., *SPPE*, 2012).

In 2016, building on our collaborations with One Door Mental Health, who have partnered with SPS since the inception of the mental health consumer workshops, we worked with them again to inform the development of the post-MHFA scenarios and the delivery of these scenarios in classroom settings following pharmacy students' completion of MHFA training. This was a collaborative process where conversations with mental health consumer educators about their own previous experiences with their mental illness and when they had sought help from a pharmacist, informed the development of the scenarios by our team. Following enacting these scenarios with students, the consumer educator

would assess the student (alongside a tutor assessment) and participate in the debrief discussions with the role-playing student and observing students, demonstrating the involvement of people with lived experience from development to delivery and evaluation of the assessments. We evaluated the involvement of consumer educators and found this had a positive effect on sustaining pharmacy student confidence in discussing suicidal behaviour post-MHFA training (Boukouvalas, El-Den... O'Reilly, *SPPE*, 2019).

We have since built on this preliminary approach employed in 2016, to develop transparent, formal processes of co-designing and co-delivering mental health assessments in pharmacy, as well as other healthcare curricula. This has been possible through the financial support we have received from two successful grant applications:

- The Peter Meyer Fund of Schizophrenia Fellowship NSW Ltd 2020 - \$10,000
- The Moyira Elizabeth Vine Fund for Research into Schizophrenia 2021 - \$99,885

Both of the above projects gave us the opportunity to expand our initiatives in simulated assessments from focussing on depression, anxiety and suicide to help develop pharmacists' skills in supporting people living with or caring for someone with psychosis. These projects involve partnering with people with lived experience and healthcare professionals with expertise in mental health to co-design and content validate authentic scenarios for psychosis assessments. Once the scenarios have been co-designed and content validated, they are embedded into regular classroom activities, in a similar manner to what has been previously described, whereby MHFA trained students role-play the scenarios with simulated patients (actors) while their tutor, a lived experience educator and their peers observe them and provide feedback to them, through debrief discussions. In both projects we transitioned to having trained actors play the role of the simulated patient, alongside a lived experience educator observing and leading the debrief and feedback discussions. This was to ensure the safety and wellbeing of simulated patients and to manage any possible distress encountered while enacting psychosis symptoms.

Through the Moyira Elizabeth Vine Fund, we have been able to expand our delivery of MHFA training to medical, nursing and occupational therapy students, in addition to pharmacy students. Furthermore, in collaboration with mental health consumers, we have developed and adapted 16 psychosis care scenarios, involving crisis assessment and schizophrenia treatment, as well as, scenarios designed to consider carers needs, for these disciplines to be used during simulated patient role-play assessments.

4. Evidence of Partnerships and Linkages with all key stakeholders (collaboration for continuity between organisations).

We are experienced MHFA instructors, both being awarded 'Master' status by MHFA Australia (O'Reilly 2015, El-Den 2021). In 2015, A/Prof O'Reilly was involved in the development of the tailored MHFA for Pharmacy course which helped adapt scenarios and develop tailored films relevant for a pharmacy audience. While our body of work has a strong focus on educating pharmacy students in MHFA and assessing their skills through authentic simulated assessments, through our evolving evidence-based approach, we have garnered recognition from the broader education and healthcare communities, allowing us to engage with a broader range of stakeholders.

We have contributed to and led initiatives to promote and deliver MHFA training to professional and academic staff within Sydney Pharmacy School (n=45) which has expanded across the Faculty of Medicine and Health (approximately n=120 FMH staff). Staff value this training, which is helping build capacity to support our students and fellow colleagues with mental wellbeing, as demonstrated by the following quotes:

- *'Invaluable. The course will help me to deal with students, the public and colleagues with greater confidence having the background knowledge and practical ways to help if required.'*
- *'Claire was an approachable, knowledgeable and skillful presenter. She created a very comfortable space for talking about mental health with a room full of my colleagues - not an easy task.'*
- *'I think this course should become mandatory for at least 1 person in each unit, to help identify any potential issues.'*
- *'Sarira was an excellent Instructor. She was aware of her audience and adapted the course content/practical sessions to suit and ensure all needs were addressed. She demonstrated content information clearly and made it relatable. Great Instructor to disseminate important critical content such as mental health issues.'*

The compilation of this work led to a successful 2021 application recognising SPS as a 'Gold Workplace' by MHFA Australia, and our MHFA Education and Evaluation team was recognised by the Faculty with a Faculty of Medicine and Health 'Maker and Shaper' Excellence award in 2021.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]

In 2020-22, we built upon our experience of integrating our MHFA simulated role-play sessions in educational settings by incorporating these sessions in combination with MHFA training for practising pharmacists as part of the training program implemented for the *PharMlbridge* RCT (Wheeler/O'Reilly... El-Den, McMillan, *BMJ Open*, 2020). This RCT involved a number of partners and stakeholders and aimed to test the effectiveness of a pharmacist-led support service for people living with severe and mental illness across 51 pharmacies in 4 Australian regions. The MHFA training and simulated patient sessions were instrumental in supporting pharmacists to be able to implement the service in their pharmacies and support people living with severe and persistent mental illness (Ng, O'Reilly... El-Den, *SPPE*, 2023; Ng, El-Den... O'Reilly, *JAPhA*, 2023)

Moreover, we are regularly invited by both the Pharmaceutical Society of Australia and the Pharmacy Guild of Australia to deliver MHFA training on a national level. We have also been recognised by the broader pharmacy profession as the leading experts in this area. For example, in 2019, we were invited by Australian Pharmaceutical Industries to deliver MHFA training courses across NSW, WA, SA and QLD to practicing pharmacists and pharmacy staff. This resulted in media attention through an article in *Pharmacy Daily* (<https://issues.pharmacydaily.com.au/2019/Sep19/pd120919.pdf>). [REDACTED]

- 5. Verification and evaluation of the program's effectiveness e.g., quality improvement activity, data collection and its use including graphs and tables, achievement of performance indicators, e.g., attendance figures, outcome measures, number of document downloads, page views, click through rates.**

Over the years, we have delivered MHFA training to thousands of pharmacists, pharmacy staff, university staff and pharmacy students. Through our two most recently funded projects (2020-current; Appendix 3), we will have trained approximately 800 students in MHFA and completed approximately 310 simulated patient role-plays with students and actors post-training, all of which have been delivered in collaboration with people with lived experience of mental illness who have contributed to each of these simulated activities.

Our approach to teaching involves providing students with authentic learning experiences that allow them to build skills and confidence in providing mental health support. Through our post-MHFA training behavioural assessments, students appreciate the opportunity to practice MHFA skills in a safe, realistic learning environment:

[REDACTED]

Students are supported to achieve deeper learning through the role-plays and immediate feedback from tutors and simulated patients, allowing for reflection on their communication skills in an authentic way:

[REDACTED]

Importantly, MHFA training and simulated patient assessments are highly valued by our students for their importance and relevance to their future career as pharmacists:

- [REDACTED]
- *‘Claire is very knowledgeable in this field, and she tries to engage with all the students in an interactive even though was limited by the social distancing rules due to COVID pandemic. Thank you for equipping me to face all the possible cases related to mental health, in a pharmacy or anywhere that I am.’*

Over the years, we have both had roles as unit of study coordinators for the Neurology & Mental Health units of study in the Bachelor and/or Master of Pharmacy curricula. This involves developing materials, engaging external context experts, developing new assessment tasks, and embedding research-informed mental health initiatives from our research program. Both the Master of Pharmacy unit (O’Reilly coordinator from 2018-2019) and Bachelor of Pharmacy unit (O’Reilly coordinator 2015-2016; EI-Den coordinator 2017, 2020-2023) include a tutorial co-delivered with mental health consumers (this is in addition to the simulation activities students complete in later parts of their degree). These units have been well-received by students as evidenced by the following metrics from the unit of study surveys:

- [REDACTED]
- [REDACTED]

During the COVID-19 pandemic, we also worked with One Door Mental Health to develop an adapted version of the consumer co-delivered tutorials to ensure we could continue to deliver the content in collaboration with mental health consumers.

Qualitative feedback from students also demonstrates that students value our approach to unit coordination and tutorial/lecture delivery:

- *'I LOVED the consumer's workshop we had for this unit, it was really rewarding and I got a lot out of it.* [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Conclusion

The PharmEd team, comprised of Dr Sarira El-Den and A/Prof Claire O'Reilly, are passionate, dedicated mental health educators and researchers. While the PharmEd team has led the body of work described in this application, it would not be possible without the input of people with lived experience who have provided their time, insights and ideas, shared their experiences and reflections, and who have also committed to supporting the mental health education needs of healthcare students and professionals. Furthermore, the development, integration, evaluation and dissemination of this body of work has also involved the crucial input of collaborating colleagues and curious research students, as well as support investment from Sydney Pharmacy School where both A/Prof O'Reilly and Dr El-Den work. The PharmEd team acknowledges the support and input from these various collaborators.

We, the PharmEd team, would like to conclude this application by also thanking TheMHS for the opportunity to submit this application. In preparing this large document, we have been given an opportunity to reflect on the years that have passed and what we have achieved through our combined efforts. It is encouraging and uplifting to see how our program of research-driven education and assessments has had positive impacts, and has highlighted the importance of supplementing mental health 'education' with 'assessment', which allows training participants the opportunity to actually demonstrate their skills in safe learning environments with the support of people with lived experience of mental illness. Every healthcare professional should be afforded the opportunity to not only learn 'how to', but also 'show how' they can support people experiencing mental health problems and crises (Miller, *Acad Med*, 1990), and reflect on their ability to do so. While we have led the charge in this area and are proud of these achievements, there is still some way to go for us to achieve our goal. Put simply, we won't stop until there is a minimum standard of mental health crisis education and assessment for healthcare professionals, nationally.

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Appendix 1. ABC Online Feature

<https://www.abc.net.au/news/2021-04-22/australia-pharmacists-suicide-prevention-training/100029612>

Pharmacists are on the frontline of Australia's mental health battle, but they're often overlooked

By Bridget Judd

Posted Thu 22 Apr 2021 at 5:00am, updated Thu 22 Apr 2021 at 6:40am



Claire O'Hall (left) and Sophie O'Leary, pictured at MediADVICE Pharmacy head office, are training the next generation of pharmacists to better respond to those experiencing a mental health crisis. [ABC News](#) (Brandon Espinoza)

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If you need someone to talk to, call:

- Lifeline on 13 11 14
- Kids Helpline on 1800 551 800
- MensLine Australia on 1300 789 978
- Suicide Call Back Service on 1300 659 467
- Beyond Blue on 1300 22 46 36
- Headspace on 1800 650 890
- QLife on 1800 184 527

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Appendix 2. Related peer- reviewed publications

1. Ng R, **O'Reilly CL**, Collins JC, Roennfeldt H, McMillan SS, Wheeler AJ, **EI-Den S** (2023). Mental Health First Aid crisis role-plays between pharmacists and simulated patients: a qualitative analysis of debrief. *Soc Psychiatry Psychiatr Epidemiol*. Accepted 27 February 2023.
2. Ung TX, **EI-Den S**, Moles RJ, **O'Reilly CL**. The Use of Mental Health Simulation in Pharmacy Practice and Education: A Systematic Review. (2023) *Am J Pharm Ed*.
3. Ng R, **EI-Den S**, Collins JC, Hu J, McMillan SS, Wheeler AJ, **O'Reilly CL** (2023). Evaluation of a training program to support the implementation of a community pharmacist-led support service for people living with severe and persistent mental illness. *J Am Pharm Assoc*. Accepted 11 January 2023.
4. Nguyen W, Moles R, **O'Reilly CL**, Robinson JD, Eubanks-Brand D, Kim A, Collins JC, **EI-Den S**. (2022). Exploring student pharmacists' observed behaviours and suicide assessment language post-Mental Health First Aid training: A mixed methods study in Australia and the United States. *BMC Medical Education*, 22:838.
5. **EI-Den S**, Choong H-J, Moles RJ, Murphy A, Gardner D, Rosen A, & **O'Reilly CL**. (2022). Exploring the impact of suicide care experiences and post-intervention supports sought among community pharmacists: a cross-sectional survey. *Int J Clin Pharm*, 44(6):1247-58.
6. McMillan SS, **EI-Den S**, **O'Reilly CL**, Roennfeldt H, Theodoras T, Chapman J, Bailey K, Crump K, Collins JC, Ng R, Stewart V, Wheeler AW (2022). A training programme for community pharmacists to support people living with severe and persistent mental illness: intervention mapping in the context of a pandemic. *Health Education Journal*.
7. Pham L, Moles RJ, **O'Reilly CL**, **EI-Den S**. (2022). Mental Health First Aid training and assessment in Australian medical, nursing and pharmacy curricula: a national perspective using content analysis. *BMC Med Educ* 22, 70.
8. Ng, R., **EI-Den, S.**, Stewart, V., Collins, J. C., Roennfeldt, H., McMillan, S. S., Wheeler, A.J., **O'Reilly, C. L.** (2022). Pharmacist-led interventions for people living with severe and persistent mental illness: A systematic review. *Aust N Z J Psychiatry*, 56(9), 1080-1103.
9. **EI-Den S**, Collins JC, Chen TF, **O'Reilly CL**. (2021). Pharmacists' roles in mental healthcare: Past, present and future. *Pharmacy Practice – CPPI Practice Forum*, 19(3).
10. Nguyen, W., **O'Reilly, C.L**, Moles, R., Robinson, J., Brand-Eubanks, D., Kim, A., & **EI-Den, S.** (2021). A systematic review of patient interactions with student pharmacists in educational settings. *J Am Pharm Assoc*
11. **EI-Den S**, Moles R, Zhang R, **O'Reilly C.L.** (2021) Simulated patient role-plays with consumers with lived experience of mental illness post-Mental Health First Aid

- training: interrater and test re-test reliability of an observed behavioural assessment rubric. *Pharmacy*, 9(1), 28.
12. **El-Den S**, Moles R, Choong HJ, **O'Reilly C.L.** (2020). Mental Health First Aid training and assessment among university students: a systematic review. *J Am Pharm Assoc*, 60(5), e81-e95.
 13. *Wheeler AJ, ***O'Reilly CL, El-Den S**, Byrnes J, Ware RS, McMillan SS. Bridging the gap between physical and mental illness in community pharmacy (PharMlbridge): protocol for an Australian cluster randomised controlled trial. *BMJ Open*. 2020;10(7):e039983. *joint first authors
 14. **El-Den S**, McMillan SS, Wheeler AJ, Ng R, Roennfeldt H, **O'Reilly CL**. Pharmacists' roles in supporting people living with severe and persistent mental illness: a systematic review protocol. *BMJ open*. 2020;10(7):e038270.
 15. Murphy, A. L., **O'Reilly, C. L.**, Ataya, R., Doucette, S. P., Burge, F.I., Salvador-Carulla, L., Chen, T.C., Himmelman, D., Kutcher, S., Martin-Misener, R., Rosen, A., & Gardner, D. M. Survey of Australian and Canadian community pharmacists' experiences with patients at risk of suicide. *Psych Serv* 2020; 71 (3), 293-296
 16. **O'Reilly CL**, Moles R, Boukouvalas E, **El-Den S**. (2019). Assessing students' mental health crisis skills via consumers with lived experience: a qualitative evaluation. *J Ment Health Train Educ Pract*, 14(5), 361-371.
 17. Boukouvalas E, **El-Den S**, Murphy AL, Salvador-Carulla L, **O'Reilly CL**. (2019). Exploring health care professionals' knowledge of, attitudes towards, and confidence in caring for people at risk of suicide: a systematic review. *Arch Suicide Res*, 24(sup2), S1-S31.
 18. Boukouvalas EA, **El-Den S**, Chen TF, Moles R, Saini B, Bell A, & **O'Reilly CL**. (2018). Confidence and attitudes of pharmacy students towards suicidal crises: patient simulation using people with a lived experience. *Soc Psychiatry Psychiatr Epidemiol*, 53(11):1185-1195.
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Appendix 4. National and International conference presentations relating to mental health education for pharmacists and pharmacy students

1. Ng R, **EI-Den S**, Collins JC, Hu J, McMillan SS, Wheeler AJ, **O'Reilly CL**. Community pharmacy training for people living with severe and persistent mental illness. Oral presentation at APSA-ASCEPT 2022 Joint Conference.
2. Xu T, **O'Reilly CL**, Moles RJ, **EI-Den S**. Partnering with people with lived experience to design and deliver pharmacy education. TheMHS Conference 2022.

3. Gide D, **EI-Den S**, Gisev N, Ou K, Kouladjian-O'Donnell L, **O'Reilly CL**. The development of a community pharmacist-delivered depression screening and referral model for older adults. TheMHS Conference 2022.
4. Ng R, **EI-Den S**, Collins J, Wheeler A, McMillan S, Hu J, Loller H, **O'Reilly CL**. Evaluation of a training package to support the implementation of a community pharmacist-led support service (*PharMIbridge*) for people living with SPMI. PSA22, Sydney.
5. Ung T, Moles R, **O'Reilly C**, **EI-Den S**. Simulated schizophrenia role-plays for pharmacy students: Co-design and content validation by mental health stakeholders. The International Social Pharmacy Workshop, Australia, July 2022.
6. Ng R, **O'Reilly CL**, Collins JC, Wheeler AJ, McMillan SS, Roennfeldt H, **EI-Den S**. Simulated Mental Health First Aid assessments involving role-plays with mental health consumers: Evaluating pharmacists' performance and experiences. International Social Pharmacy Workshop, Australia, July 2022.
7. Ung T, Moles R, **O'Reilly C**, **EI-Den S**. Content validation of simulated schizophrenia role-plays for pharmacy education. Australasian Pharmaceutical Science Association Annual Conference, December 2021.
8. Pham L, Moles RJ, **O'Reilly CL**, Carrillo M, **EI-Den S**. Barriers and facilitators to Mental Health First Aid training implementation in pharmacy curricula. Sydney Pharmacy School Higher Degree Research Conference, November 2021.
9. Pham L, Moles R, **O'Reilly C**, **EI-Den S**. Mental Health First Aid: Barriers and facilitators to implementation in medical, nursing and pharmacy curricula. TheMHS Conference, Oct 2021.
10. Pham L, Moles RJ, **O'Reilly CL**, **EI-den S**. Barriers and facilitators to Mental Health First Aid training implementation in pharmacy curricula. PSA21 Virtual, August 2021.
11. Ou K, Malone D, Diamandis S, **EI-den S**, **O'Reilly CL**. **Establishing Mental Health Friendly Pharmacies to Assist in The Early Identification and Support of Older Adults at Risk of Depression (EMPATHISE)** – development and evaluation of an education and training program. PSA21 Virtual, August 2021.
12. **EI-Den S**, **O'Reilly CL**, Moles RJ, Zhang R. Development and psychometric testing of rubrics to assess Mental Health First Aid skills post training. The Mental Health Services Learning Network (TheMHS) Conference (online) 2021.
13. **O'Reilly CL**, **EI-Den S**, Rosen A. Pharmacists' roles in suicide care: Influencing policy through education and practice. TheMHS Conference (online) 2021.
14. **EI-Den S**, **O'Reilly CL**, Choong HJ, Moles RJ. A systematic review exploring Mental Health First Aid training delivery and assessment among university students. The Mental Health Services Learning Network (TheMHS) Conference (online) 2021.
15. Nguyen, W., **O'Reilly, C.**, Moles, R., Robinson, J., Brand-Eubanks, D., Kim, A., & **EI-Den, S**. The involvement of consumers in pharmacy education – a systematic

- review. Presented at the Virtual Scientific Meeting - Australasian Pharmaceutical Science Association Annual Conference, November 2020.
16. Robinson J and **EI-Den S** (co-leads), Moles RM, Eubanks-Brand D, Kim A. Mental Health First Aid: Increasing Student Pharmacist Preparedness to Respond Through Simulation. American Association of Colleges of Pharmacy Virtual Pharmacy Education 2020.
 17. Choong H-J, **O'Reilly CL**, Moles RJ, **EI-Den S**. The implementation and assessment of Mental Health First Aid training among university students: a systematic review. Australasian Pharmaceutical Science Association Annual Conference. Monash University, December 2019.
 18. **EI-Den S**, **O'Reilly CL**, Moles RJ, Zhang R. Assessments post-MHFA training among pharmacy students: are scores enough? 79th FIP World Congress of Pharmacy and Pharmaceutical Sciences. United Arab Emirates, September 2019.
 19. **EI-Den S**, **O'Reilly CL**, Moles RJ, Zhang R. Assessment of Mental Health First Aid skills through simulated role-plays with mental health consumers: Rubric development and reliability testing. 10th Biennial Monash Pharmacy Education Symposium 2019., Italy, 2019.
 20. **EI-Den S**, **O'Reilly CL**, Murphy AL, Salvador-Carulla L, Boukouvalas E. A systematic review of healthcare professionals' knowledge, attitudes and confidence in relation to suicide. Australasian Pharmaceutical Science Association Annual Conference, December 2018.
 21. **EI-Den S**, Moles R, **O'Reilly C**, Chen T. Implementing mental health care service delivery into the Pharmacy curriculum (Workshop). International Social Pharmacy Workshop. Belgium, 2018.
 22. **O'Reilly CL**, Gardner D, Chen T, Rosen A, Salvador-Carulla L, Ye J, Murphy A. Australian community pharmacists' experiences and comfort in caring for people at risk of suicide: a descriptive study. Australasian Pharmaceutical Sciences Association, Adelaide, 2018.
 23. **EI-Den S**, Chen T, Moles R, **O'Reilly C**. Final year BPharm students' Mental Health First Aid skills: A comparison of self-evaluations and tutor evaluations. International Social Pharmacy Workshop., Scotland, July 2016.
 24. **EI-Den S**, **O'Reilly C**, Chen T. Does Mental Health First Aid training affect MPharm students' literacy, knowledge and attitudes towards perinatal depression? A pre-test/post-test pilot study. Australasian Pharmaceutical Science Association Conference December 2015.
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