



**The 'Can Do' Initiative:
Managing Mental Health and Substance Use in General Practice**

***'Can Do' for Older People
Training Package***

A guide to facilitation and delivery of the training sessions

Joint learning module for general practitioners, allied health practitioners and other service providers involved in the provision of care for older people at risk of or experiencing mental health and substance use issues.

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About the 'Can Do' for Older People training package

'Can Do' for Older People is designed as a component of the 'Can Do' training package for delivery primarily through divisions of general practice. The resources are available in web based format and may also be used for training purposes by other organisations if desired, provided the source of the training materials is referenced back to the Australian General Practice Network.

'Can Do' for Older People is intended to be run as one of a series of three workshops. Divisions are expected to choose another two units, from the 'Can Do' population specific networking units and/or the *Teams of Two* networking units, that are relevant to the local demographics and needs. It is hoped that by running a minimum of three units, over a two to three month period, GPs, nurses and health professionals will be able to put their new skills into practice between sessions.

All units of the training package are available in an easy to download, web-based resource. All documents can be accessed through the 'Can Do' website: www.agpncando.com.

The 'Can Do' for Older People training package comprises a coordinator's manual (including forms and participant handouts), a facilitator's guide and one training unit.

1. Coordinator's manual: a guide to planning, delivery and evaluation of 'Can Do' for Older People training.

This manual is designed to equip divisions of general practice and other training coordinators with resources to plan, deliver and evaluate joint learning training sessions for general practitioners, allied health practitioners and other service providers that provide care and support for older people at risk of or experiencing mental health and substance use issues.

The manual includes an introduction to the training module, recommendations of other 'Can Do' networking units to run with 'Can Do' for Older People, a summary program, a checklist with suggested tasks and activities to ensure successful delivery of training, templates for sample newsletter articles, promotional material, attendance lists and certificates, and pre and post workshop evaluation forms.

Also included in the coordinator's manual are handouts for the participants as well as a list of relevant resources and web links. Handouts should be provided to participants at the discretion of the coordinators and facilitators. Coordinators and facilitators are invited to include handouts from local services.

2. Facilitator's guide: a guide to delivery of 'Can Do' for Older People training (*this document*).

Included in this guide is an overview of the training module, a sample program for the night, a guide to delivery of the unit, including facilitator's notes and reference material to accompany the PowerPoint presentations, case discussions and mapping and referral pathway exercises.

The unit provides **two and a half (2 ½) hours face to face, interactive training** and comprises:

- A 30 minute PowerPoint presentation including referenced facilitator's notes. The presentation is intended to set the context for the training workshop by outlining the key aspects relevant to the topic.

- Story vignettes and facilitator's notes for use as group case discussion. Case discussion, triggered by the stories, is the central strategy of each workshop, encouraging interactive learning between the multidisciplinary teams represented. Vignettes are presented from a older person's perspective.
- A mapping exercise including facilitator's trigger questions to assist compilation of local resources, contact details and referral protocols relevant to coordination of care and referral pathways for people with mental health and substance use comorbidity as well as resources and services that support families and carers.
- Pre and post test evaluation is completed by each participant.

Delivery

Workshops may be held in a local restaurant or club (however, keep in mind the noise level) and a meal served during or in addition to the training sessions. Ideally workshops are spaced at 4 week intervals allowing participants to put their new networking skills into practice between training sessions. This may not always be possible, especially in rural and remote areas, where the complexities of distance and scarce resources make the reality of bringing people together on frequent occasions both expensive and impractical. In such cases, you are invited to adapt the delivery to a format more convenient to your local needs (e.g. 1 day session or over 2 evenings).

Where further clinical education on specific topics and subject matter is required, divisions/ lead organisations are directed to the 'Can Do' clinical education training module.

Recommended additional units

This training unit is intended to be delivered as one of a series of three networking units. 'Can Do' networking units are ideally run over a two to three month period, spaced at 4 week intervals, allowing participants to put their new networking skills into practice between training sessions.

Coordinators are encouraged to design the workshops to suit local needs and to maximise participation from the local area. We therefore encourage coordinators map the needs of their local area and then carefully select the two additional units to ensure appropriate training for participants and maximum benefit for the local community.

Other units recommended to be run with 'Can Do' for Older People include:

- *Teams of Two unit 1: Alcohol and Depression*
- *Teams of Two unit 2: Benzodiazepines and anxiety*
- *Teams of Two unit 5: Drugs, pain and opioid dependence*
- 'Can Do' for Veterans
- 'Can Do' for Men in Rural Areas
- 'Can Do' for Culturally and Linguistically Diverse
- 'Can Do' for Families and Carers

Aims, objectives and key outcomes

The overall educational goal of this accredited training program is to provide general practitioners, allied health professionals and other service providers with specific knowledge and skills to work with older people at risk of or experiencing mental health and substance use issues to improve the health and wellbeing of older people. On completion of this program, participants should be able to:

- describe the physical, psychological, social, spiritual and cultural needs of older people
- demonstrate an increase understanding of the experience of ageing and significance of change in the life of the older person
- demonstrate an increased awareness of mental health, medication and substance use issues and how they impact on older people
- identify risks and protective factors associated with substance use, taking medications, mental health issues and aging
- demonstrate an increase the capacity of general practitioners, allied health professionals and other service providers to work with older people at risk of or experiencing mental health and substance use issues
- demonstrate increased confidence in providing support and understanding required by older people with mental health and substance use issues
- identify health and community services at the local level, particularly those that engage with and provide support to older people
- demonstrate an increase in ability and confidence in developing appropriate pathways of referral and care for older people with mental health and substance use issues and their families and carers.

Key outcomes

The following are the desired key outcomes of 'Can Do' for Older People:

- local partnerships and interagency collaboration are fostered
- professional networking is enhanced
- the needs of older people are understood
- shared care arrangements are understood and strengthened
- knowledge about local services is improved
- referral protocols and processes are identified
- care plans are streamlined
- stigma about working with people with mental health and substance use comorbidity and their families and carers is reduced.

Session overview

Session summary

Content	Duration
▪ Arrival, registration and pre test evaluation	15 mins
▪ Introduction	15 mins
▪ Slide presentation	30 mins
▪ Case study/ Discussion Part A	30 mins
▪ Case study/ Discussion Part B	20 mins
▪ Access to Services- Service mapping	30 mins
▪ Closure	10 mins

Total education timeframe 2 1/2 hours

A meal is usually included in this timeframe (either before or during the slide presentation).

Learning objectives

During training sessions participants will:

- share information with other service providers
- map local services
- identify local networks
- explore ways of working together
- identify appropriate referral pathways for older people
- understand the role and needs of families and carers.

By the end of the training module all participants will be able to:

- identify issues affecting the health and wellbeing of older people
- understand high prevalence mental health and substance use issues experienced by older people in Australia
- identify the risks of mental health and substance use on older people
- understand stigma and access issues experienced by older people with mental health and substance use issues Australia
- develop appropriate referral pathways for older people with mental health and substance use.

Tips for facilitators

Document purpose

This document outlines the role of the workshop facilitator(s). As the 'Can Do' initiative invites participation from a range of stakeholders, facilitators will need to prepare for the workshops by familiarising themselves with the presentation slides, story vignettes and accompanying facilitators notes.

'Can Do' for Older People:

- is about GPs, allied health professionals and other service providers sharing information about ways they can work together more effectively
- is education and training that uses story vignettes to problem solve practical issues like access, referral, communication, information sharing, confidentiality and the boundaries of service provision.

Preparation:

- Familiarise yourself with the workshop summary timetable, session plan, PowerPoint presentation and story vignettes for the unit you are facilitating.
- Familiarise yourself with the key points in the PowerPoint presentation as this will be the content that you will use during your presentation. *Please note that the additional information provided is intended as reference material only and is NOT intended to be read out verbatim.*
- Meet with co-facilitators to brainstorm ways of encouraging participant dialogue and determine how facilitation will be shared. Decide who will present the different sections of the training session.
- Consider how the network mapping section of the evening will be facilitated.
- Check if the coordinator has sent out the mapping template to participants prior to the training session or whether this will need completing on the night.
- Refer to key resource documents corresponding to the unit you are delivering.
- Ask the coordinator to bring copies of the resources and handouts you are using.

At the workshop:

- Allow yourself plenty of time to set up.
- Use the workshop summary timetable to move through each section of the workshop.
- Pay attention to the time allocated to each section of the workshop to ensure it does not run over time.

General format for all 'Can Do' network training units:

1. Participants are seated at round tables in groups of 6-8 with a balance of representation from the various stakeholder groups. An 'ice breaker' activity is used to introduce participants to each other and the purpose of the training is explained. Participants briefly introduce themselves to the group indicating current workplace, position and one other detail e.g. '*something I am passionate about...*'. This can either be to the whole group, or between participants at each table. Vary this icebreaker at subsequent sessions – '*something I've discovered since we last met...*'; '*the one thing I want to do most in my life...*' or similar.
2. One facilitator delivers the short interactive presentation to 'set the scene'; key issues are presented with examples from your local area. **Slides prepared as a PowerPoint presentation can be downloaded from the 'Can Do' website: www.agpncando.com.** A

copy of the presentation including full facilitator's notes is included in each unit's facilitator's guide for facilitation purposes.

3. Following the brief presentation, the story vignettes are used to generate dialogue between participants. Facilitator's questions and notes are provided to trigger discussion about how to problem solve the practicalities of working together and to assist in the development of appropriate pathways of care for older people and their children. It is important to involve all participants. Work through each 'point for discussion' and encourage participation from the range of service providers.
4. A facilitator maps the services, contacts and referral protocols and pathways on the whiteboard.
5. Based on this discussion, facilitators summarise how participants can best access services.
6. The workshops conclude with each participant responding to *'in what way can you influence your practice, service or organisation to work better with older people?'*
7. Participants then complete the post workshop evaluation form.

Welcome

- Welcome participants.
- Introduce yourself (and co-facilitators) and give brief outline of professional backgrounds.
- Outline housekeeping arrangements.

Introducing 'Can Do' for Older People

- Outline the purpose of the workshop - the main objective is to discuss practicalities of working together including mapping services and identifying referral protocols and processes.
- 'Can Do' is about GPs, allied health professionals and other service providers discussing how they can work together more effectively.
- 'Can Do' is education and training that uses case stories to problem solve practical issues like access, referral, communication, information sharing, confidentiality and the boundaries of service provision.
- Acknowledge the broad range of service providers participating in the workshops.
- Emphasis is on promoting communication and gaining a greater understanding of local services, rather than acquiring new knowledge/clinical skill. More clinical information can be found in the 'Can Do' Clinical Education module.

Slide presentation:

- Facilitate rather than lecture. Use a strong, clear voice and invite participation.
- Key points and additional information is provided to accompany each slide.
- When speaking to a slide, use examples or anecdotes from your professional experience and/or ask the group to briefly share their experiences.
- If questions are asked during the slide presentation, you may wish to redirect these back to the main group and invite their responses and experience too.
- The slides are formatted so you can add slides/local material/cartoons if you wish – but keep an eye on the length of the presentation!

Story vignette A:

- The points for discussion are intended to trigger group discussion.
- Leave the PowerPoint slide up on the screen so that participants can easily refer to the points for discussion.

- Read a story vignette out loud OR arrange for older people/participants to act them out on the night.
- Work through the trigger questions.
- Use the whiteboard to write up main ideas and discuss.
- Ensure only one participant speaks at a time and is heard by the entire group. Be aware of who is speaking and who is not. Invite participation from everyone. Include as many different service providers and professions as possible.
- Reflect, and if necessary, rephrase the participant's comment to link its relevance to the topic.
- Be mindful of potential conflict. Participants may focus on service deficiencies, ventilate their frustrations or recount negative experiences.

If conflict arises, contain the discussion using these steps:

- acknowledge the difficulty/frustration
- identify the problem or issue
- if time permits, problem solve as a group
- if time doesn't permit, offer an alternative e.g. agree to meet later or pass the issue on to relevant people
- above all, maintain a sense of humour and encourage participants to do so as well!

Story vignette B:

- Return to the second story vignette and repeat the process, noting the difference in the range of services you might include in care planning and support in this case.

Service mapping/understanding referral pathways

- If not completed prior to session, invite participants to fill in the service mapping survey provided in this kit. (To save time, ask your coordinator to send this out with registration forms for participants to fill it BEFORE the session and bring with them. Have extra copies available for completion on the night in case they forget!)
- Ask a cross section of participants to speak briefly to their service map.
- Write up on whiteboard or draw attention to:
 - the range of services available
 - service philosophy
 - inclusion/ exclusion criteria (what ages are accepted? is it for mothers, partners? etc)
 - the referral protocols and processes (where can they be obtained?)
 - location (is it near public transport?)
 - opening hours (is it open after school hours and on weekends?)
 - contact names and telephone numbers (is there a freecall number?)
 - emergency contact (is there an after hours, emergency or crisis intake number?)
 - cost (is there a cost? is there a concession rate? are payments subject to medicare rebates? what are the out of pocket expenses for older people?)
 - other programs (what other programs are offered?)
 - other agencies that may not be represented at the training session.
- As a group and using the whiteboard, develop a flowchart of referral pathways available to older people in your area.
- Make sure service mapping templates are collected from participants.
- Obtain group permission to circulate mapping information among all participants.
- Arrange with the coordinator for a collated and distilled set of service templates and key information from the service mapping and referral pathways exercise to be sent out to participants.

Encourage participants to be as precise as possible with information.

Conclusion

- Summarise the key outcomes of the workshop noting the broad range of service providers.
- Encourage participants to share what they have learned by responding to *'What ways can you influence your practice, service or organisation to work better with older people and other service providers involved in the provision of care for older people?'*

Ensure participants complete the post workshop evaluation form.

Workshop program summary

What	Notes	Duration
Arrival	<ul style="list-style-type: none"> ▪ Mix GPs, allied health professionals and other service providers ▪ If pre test questionnaire has not been completed prior to the event, include in this segment 	15 mins
Introduction	<ul style="list-style-type: none"> ▪ Welcome ▪ Introductions – go around the room or share information per table : name, job and 'one thing you are passionate about' ▪ Briefly describe 'Can Do' – the aim is working together 	15 mins
Slide presentation	<ul style="list-style-type: none"> ▪ Keep it brief ▪ Intended to 'set the scene' ▪ Average 1 minute per slide 	30 mins
Story vignettes - discussion	<p>Discussion in small groups followed by feedback for each part:</p> <ul style="list-style-type: none"> ▪ Part A - 15 mins ▪ Feedback – 15 mins ▪ Part B - 10 mins ▪ Feedback – 10 mins 	50 mins
Access to services and referral pathways	<ul style="list-style-type: none"> ▪ Facilitators or representatives from each service to provide details and tips for accessing each service ▪ Service mapping exercise on whiteboard: <ul style="list-style-type: none"> - draw up range of services/contact details/hours of operation/inclusion & exclusion criteria etc - collect mapping forms from each participant - seek permission for circulating content to participants ▪ Collate and send to participants after workshop 	30 mins
Close	<ul style="list-style-type: none"> ▪ Evaluation ▪ Ask each participant for one important/valuable aspect of the workshop ▪ Take home package/resource kit 	10 mins

Total educational timeframe = 2 ½ hours