



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

***'Can Do' for Young People, Families and Carers  
Coordinator's manual***

**A guide to the planning, coordination, delivery and evaluation of  
'Can Do' for Young People, Families and Carers training sessions**

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

## Contents page

---

|   |    |
|---|----|
| About the 'Can Do' for Young People, Families and Carers training package | 3  |
| Pre-workshop checklist for the coordinator                                | 5  |
| Post-workshop checklist for the coordinator                               | 8  |
| Sample newsletter article   | 9  |
| Sample promotional flier  | 10 |
| Understanding your local youth profile                                    | 11 |

## About the 'Can Do' for Young People, Families and Carers training package

---

'Can Do' for Young People, Families and Carers is designed as a complete 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.

The training package is an easy to download, web-based resource. All documents can be accessed through the 'Can Do' website: [www.agpncando.com](http://www.agpncando.com)

**The 'Can Do' for Young People, Families and Carers training package** comprises a coordinator's manual (including forms and participant handouts), a facilitator's guide and three training units.

**1. Coordinator's manual: a guide to planning, delivery and evaluation of 'Can Do' for Young People, Families and Carers training** (*this document*).

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 young people at risk of or experiencing mental health and substance use issues and for their families and carers.

The manual includes an introduction to the training module, 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 Young People, Families and Carers training.**

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

**3. Three training units** make up the 'Can Do' for Young People, Families and Carers training module:

- Unit One: Young people, mental health and substance use - *where do we start?*
- Unit Two: Young people, mental health and substance use - *how can we help?*
- Unit Three: Families and carers - *how do we support and include them?*

**Each 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 young person's and/or family or carer'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 young 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**

The three training units are intended to be delivered sequentially. Coordinators are encouraged to design the workshops to suit local needs and to maximise participation from the local area. 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.***

## Pre-workshop checklist for the coordinator

Below is a checklist that is handy to follow in the lead up to each 'Can Do' for Young People, Families and Carers workshop. It is suggested that you read through it and note down a timeframe that would be suitable for you to ensure the workshops run smoothly.

| Task                      | Checklist  | Timeframe |
|---------------------------|--|-----------|
| Obtain support            | <ul style="list-style-type: none"> <li><input type="checkbox"/> CEO of Division of General Practice</li> <li><input type="checkbox"/> Director of Youth Service</li> <li><input type="checkbox"/> Involvement of other services (Drug and Alcohol, Mental Health, Sexual Health, Police etc)</li> <li><input type="checkbox"/> Discuss funding/sponsorship, 'time in lieu' etc</li> </ul>  |           |
| Organise admin support    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Minute taking for planning meetings</li> <li><input type="checkbox"/> Workshop registrations etc</li> <li><input type="checkbox"/> Sending out promotional materials</li> <li><input type="checkbox"/> Contacting key stakeholders</li> </ul>  |           |
| Set planning meeting(s)   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Representation from Division of General Practice, Youth Services, Drug and Alcohol Service, Mental Health Service and others</li> </ul>  |           |
| Define local target group | <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <i>understanding your local youth profile</i> table (page 11). This will help you determine the range of professionals to invite to each workshop. Ask decision makers such as service directors/coordinators as well as 'on the ground' service providers.</li> </ul> <p>Suggested participants include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GPs and practice staff</li> <li><input type="checkbox"/> youth (health and community service) workers</li> <li><input type="checkbox"/> drug and alcohol professionals (and service directors)</li> <li><input type="checkbox"/> mental health professionals (and service directors)</li> <li><input type="checkbox"/> community pharmacists</li> <li><input type="checkbox"/> sexual health/domestic violence workers</li> <li><input type="checkbox"/> school counsellors</li> <li><input type="checkbox"/> police</li> <li><input type="checkbox"/> consumer groups</li> </ul> <p>NOTE: Maximum of 30 people per workshop recommended. Aim for approximately even number of GPs, health professionals and other service providers.</p> |           |
| Secure date & time        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Consult with all stakeholders</li> <li><input type="checkbox"/> Claim the date(s)</li> </ul>   |           |
| Secure local facilitators | <ul style="list-style-type: none"> <li><input type="checkbox"/> GP</li> <li><input type="checkbox"/> youth worker</li> <li><input type="checkbox"/> drug and alcohol professional</li> <li><input type="checkbox"/> mental health professional</li> <li><input type="checkbox"/> community pharmacist</li> </ul> <p>NOTE: Group facilitation skills and experience in topic area is highly recommended.</p>  |           |

|  |   |  |
|--|---|--|
| Book venue                               | <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider space, noise, lighting, ventilation, seating (cabaret style or U-shape is preferable)</li> <li><input type="checkbox"/> Arrange catering and AV equipment (including microphone, data projector, screen, lap top, whiteboard and markers)</li> </ul>   |  |
| Download resources from 'Can Do' website | <p>Australian General Practice Network<br/>           PO BOX 4308, Manuka ACT 2603<br/>           Ph: (02) 6228 0800<br/>           Fax: (02) 6228 0899<br/>           'Can Do' general information: <a href="http://www.agpncando.com">www.agpncando.com</a><br/>           'Can Do' for Young People, Families and Carers resources: <a href="http://www.agpncando.com/ypfc.htm">www.agpncando.com/ypfc.htm</a></p>   |  |
| Promote to target group                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings/committees</li> <li><input type="checkbox"/> Newsletters</li> <li><input type="checkbox"/> Fliers/posters</li> <li><input type="checkbox"/> Phone calls/fax outs</li> <li><input type="checkbox"/> Letters/Invitations (particularly to Directors of services)</li> <li><input type="checkbox"/> Website and email promotions</li> </ul>   |  |
| Brief facilitators                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide facilitator's guide and relevant unit materials</li> <li><input type="checkbox"/> Clarify roles of each facilitator</li> </ul> <p>NOTE: Make sure your facilitators understand the emphasis of the workshops is working together. It is <b>not</b> a lecture.</p>   |  |
| Organise meeting with other stakeholders | <ul style="list-style-type: none"> <li><input type="checkbox"/> Consumer and carer groups</li> <li><input type="checkbox"/> Schools</li> <li><input type="checkbox"/> Non government agencies</li> <li><input type="checkbox"/> Other (e.g. ambulance and emergency departments)</li> </ul>   |  |
| Gather localised information             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Send out <i>Mapping local resources</i> survey to all participants (we suggest you ask them to return it prior to the event so you can collate them, to be handed out as a 'directory' on the night)</li> <li><input type="checkbox"/> Collect:               <ul style="list-style-type: none"> <li>- service's brochures/ directories/ maps</li> <li>- useful phone numbers and access/ intake lines</li> <li>- referral forms</li> <li>- directory of GPs and their contact numbers</li> <li>- other community health care service providers</li> <li>- flow charts showing referral pathways to the different services</li> </ul> </li> <li><input type="checkbox"/> Ask all participants to bring business cards and/or brochures outlining their services</li> </ul> <p>NOTE: The most important information to provide is contact phone numbers!</p> |  |

Continued over page

|                                     |  |  |
|-------------------------------------|--|--|
| <p>Collate workshop materials</p>   | <p><b>Print/photocopy:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance list</li> <li><input type="checkbox"/> Registration &amp; evaluation consent forms</li> <li><input type="checkbox"/> Evaluation questionnaires</li> <li><input type="checkbox"/> Copies of participant handouts and the unit's story vignettes</li> <li><input type="checkbox"/> Attendance certificates*</li> <li><input type="checkbox"/> Flow charts/other key handouts</li> <li><input type="checkbox"/> RACGP GP Adverse reaction form (only need to have a few (3-5) on site, not one for every participant)</li> <li><input type="checkbox"/> Localised information (see above)</li> </ul> <p><b>Organise:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name tags/double sided place cards</li> <li><input type="checkbox"/> Whiteboard pens</li> <li><input type="checkbox"/> Pens for case discussion</li> </ul> <p>*NOTE: Attendance certificates are required for non GP participants to claim education points with their accrediting organisation.</p> |  |
| <p>Collate 'take home' packages</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional resources are provided to accompany each unit</li> <li><input type="checkbox"/> Use information from <i>Mapping local resources</i> survey to develop a 'directory' of local services</li> <li><input type="checkbox"/> Information on GP initiatives (such as Better Access to Mental Health Care initiative – <a href="http://www.primarymentalhealth.com.au">www.primarymentalhealth.com.au</a>)</li> </ul>  |  |
| <p>Confirm equipment</p>            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Microphone, amplifier and speakers</li> <li><input type="checkbox"/> Laptop (with 'Can Do' web materials downloaded)</li> <li><input type="checkbox"/> Data projector and screen</li> <li><input type="checkbox"/> Whiteboard and markers</li> </ul>   |  |
| <p>Set up room</p>                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Tables for 6 – 8 people. If not using tables, arrange chairs in a U-shape or circle</li> <li><input type="checkbox"/> Ensure there is a balance of each stakeholder representative by arranging place cards on the tables</li> </ul>   |  |
| <p>Photos</p>                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Take photos of the presenters and participants throughout the night (confirm that it is ok for you to use them in newsletters etc)</li> </ul>  |  |

## Post-workshop checklist for the coordinator

The AGPN has attempted to minimise tasks following the workshop, however there are a few things you will need to follow up on.

| Task                     | Checklist   |
|--------------------------|---|
| Send out relevant papers | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide all participants with a certificate of attendance. It is important to note that non GP participants (other service providers) require an attendance certificate in order to apply for education points from their accrediting professional organisation.</li> <li><input type="checkbox"/> Send all participants a summary from the <i>service mapping and referral pathways exercise</i></li> <li><input type="checkbox"/> Send thank you letters to facilitators</li> </ul> |
| Accreditation            | <ul style="list-style-type: none"> <li><input type="checkbox"/> After the final workshop, divisions should send the GP attendance lists to <a href="mailto:lparker@agpn.com.au">lparker@agpn.com.au</a> in required format (refer to 'Can Do' website for CPD activity numbers and additional helpful information)</li> </ul>   |
| Follow up                | <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up any requests that may have arisen from the workshop</li> </ul>  |
| Evaluations              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather information from the evaluations for your own reporting noting that you <b>do not</b> need to collate them!</li> <li><input type="checkbox"/> Send the workshop registrations, pre workshop questionnaires and post work shop evaluation forms (you may wish to photocopy these for your files) to AGPN</li> <li><input type="checkbox"/> Complete the <i>Coordinators post workshop feedback form</i> and send to the AGPN</li> </ul>   |
| Other                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Update your division/organisation database with the details of other services (for future activities)</li> </ul>  |

### Examples of activities following your 'Can Do' for Young People, Families and Carers workshops

Below are a few examples of activities you can undertake to capitalise on the enthusiasm/momentum from the workshops and continue to foster local partnerships:

- Encourage/ develop Memorandums of Understanding (MoUs) with local services.
- Organise regular inter-service meetings with division and GP representation.
- Develop a local directory for relevant services.
- Summarise the directory with key details in a one page contact list (ideally laminate this and send to GPs and practice staff).
- Develop flowcharts of referral pathways to local services including emergency contact details.
- Explore opportunities for GP clinical placements within local services.
- Run 'Can Do' clinical education for health professionals.

## Sample newsletter article

---

### Document purpose

This is a sample article for your division/organisation's newsletter, fax stream broadcast, email bulletin or website. It is available in electronic format on the 'Can Do' for Young People, Families and Carers website ([www.agpncando.com](http://www.agpncando.com)), and can be edited to suit your local area and needs.

### 'Can Do' for Young People, Families and Carers workshops coming soon to a location near you!

[*Division of General Practice*] has been selected to participate in an exciting new initiative for general practitioners, allied health practitioners and other service providers involved in the provision of care for young people at risk of or experiencing mental health and substance use issues and their families and carers.

The workshops invite participation from a broad range of service providers and use story vignettes and case discussions to explore the practicalities of working together, so come along and meet your local team!

A series of three multi-disciplinary learning units is being offered:

- Unit 1: Young people, mental health and substance use – *where do we start?*
- Unit 2: Young people, mental health and substance use – *how can we help?*
- Unit 3: Families and carers – *how can we support and include them?*

Identified benefits include:

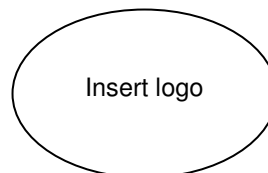
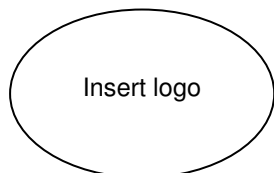
- Putting a face to a name! Enjoy sharing a meal with local clinicians, allied health professionals and other service providers. Discuss how you can work more effectively with young people, their families and carers and find out about local services that can support you.
- Have an opportunity to discuss the practicalities of working together and important local issues such as access to services, referral pathways, information sharing, confidentiality and the boundaries of service provision.
- Receive flow charts, guidelines and other practical information to assist with supporting young people at risk of or experiencing mental health and substance use issues.
- Be part of the health gains for young people and their families through a coordinated, multi-disciplinary approach to care.
- You will also receive Continuing Professional Development (CPD) points for attending.

*For more information, contact your local Division of General Practice.*

## Sample promotional flier

### Document purpose

This is a sample promotional flier for your division/organisation's newsletter, fax stream broadcast, email bulletin, website or posted to local stakeholders. It is available in electronic format on the 'Can Do' for Young People, Families and Carers website ([www.agpncando.com](http://www.agpncando.com)) and can be edited to suit your local area and needs.



### 'Can Do' for Young People, Families and Carers

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

|   | Date | Time | Venue |
|---|------|------|-------|
| <b>Unit 1: Young people, mental health and substance use – where do we start?</b> |      |      |       |
| <b>Unit 2: Young people, mental health and substance use – how can we help?</b>   |      |      |       |
| <b>Unit 3: Families and carers – how can we support and include them?</b>         |      |      |       |

### Facilitators

1. Name, occupation, organisation, town/suburb
2. Name, occupation, organisation, town/suburb
3. Name, occupation, organisation, town/suburb

### RSVP:

- I would like to register for this series of three workshops
- I cannot attend but am interested in future 'Can Do' workshops
- I would like to receive further information

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Ph: \_\_\_\_\_ Email: \_\_\_\_\_

Please fax to: ### ## by (date)

Attention: (name)

Ph: #####

## Understanding your local youth profile

'Can Do' for Young People, Families and Carers has been designed so that it can be adapted to meet local area needs. To ensure the best possible outcomes for your workshops, it is important to understand the profile of young people in your area.

Your local council, youth service or community health services may already have a profile of young people in your area. It might be handy to engage them to assist you in adapting the workshop to suit your local area needs.

The table below may also be used as a prompt to develop a profile of young people in your area. It summarises key determinants that need to be considered across the spectrum of risk to which young people with mental health and substance use issues are exposed.

| Factors           |                             | Determinants   | Your local needs & issues? |
|-------------------|-----------------------------|--|----------------------------|
| <b>Individual</b> | Age and developmental stage | <ul style="list-style-type: none"> <li>- 12 – 15 y/o</li> <li>- 16 – 18 y/o</li> <li>- 19 – 25 y/o</li> </ul>  |                            |
|                   | Mental health               | <ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Depression</li> <li>- Eating disorders</li> <li>- ADHD &amp; hyperactivity disorders</li> <li>- PTSD (childhood sexual abuse, refugee torture and trauma)</li> <li>- Gambling</li> <li>- Obsessive compulsive disorder</li> <li>- Phobias</li> <li>- Schizophrenia</li> <li>- Self-harm and suicidal behaviour</li> </ul>  |                            |
|                   | Alcohol and other drug use  | <ul style="list-style-type: none"> <li>- Alcohol</li> <li>- Tobacco</li> <li>- Cannabis</li> <li>- Caffeine and over the counter preparations (OTC)</li> <li>- Benzodiazepines</li> <li>- Meth/Amphetamines</li> <li>- Ecstasy</li> <li>- Cocaine</li> <li>- Ketamine</li> <li>- GHB</li> <li>- Hallucinogens/LSD</li> <li>- Inhalants/volatile substances</li> <li>- Opioids (eg heroin)</li> <li>- Polydrug use</li> </ul> |                            |
|                   | Gender & sexuality          | <ul style="list-style-type: none"> <li>- Issues for female/male</li> <li>- Heterosexual</li> <li>- Bisexual</li> <li>- Gay/Lesbian/Transgender</li> </ul>  |                            |
|                   | Sexual health               | <ul style="list-style-type: none"> <li>- Risky sexual behaviour</li> <li>- Contraception</li> <li>- Sexually transmitted diseases</li> <li>- Sexuality and sexual identity</li> <li>- Sexual assault</li> <li>- Unwanted pregnancy</li> <li>- Termination of pregnancy</li> <li>- Perinatal mental health</li> <li>- Parenting information for young parents</li> </ul>  |                            |
|                   | Other                       | <ul style="list-style-type: none"> <li>- Disability (physical or intellectual)</li> </ul>  |                            |

| Factors                          |  | Determinants   | Your local needs & issues? |
|----------------------------------|--|--|----------------------------|
| <b>Family and social</b>         | Family                                   | <ul style="list-style-type: none"> <li>- Parents</li> <li>- Siblings</li> <li>- Grand parents</li> <li>- Carers</li> <li>- Guardians</li> <li>- Step parents</li> <li>- Foster parents</li> <li>- Young children</li> <li>- Extended family</li> <li>- Children of drug using parents</li> <li>- Children of parents with a mental illness</li> <li>- Issues of domestic violence</li> </ul>   |                            |
|                                  | Social                                   | <ul style="list-style-type: none"> <li>- Friends</li> <li>- Sporting activities</li> <li>- Music and recreational activities</li> <li>- Community centres</li> </ul>   |                            |
|                                  | Housing & accommodation                  | <ul style="list-style-type: none"> <li>- Living at home;                             <ul style="list-style-type: none"> <li>- both parents</li> <li>- single parent</li> <li>- between parents</li> <li>- guardian or extended family</li> <li>- foster parents</li> </ul> </li> <li>- Boarding school</li> <li>- Away from home</li> <li>- Renting</li> <li>- Mortgage</li> <li>- Supported Accommodation</li> <li>- Transient</li> <li>- Homeless</li> </ul> |                            |
| <b>Life events and situation</b> | Education                                | <ul style="list-style-type: none"> <li>- At school:                             <ul style="list-style-type: none"> <li>- Local High School</li> <li>- Boarding school</li> <li>- Distance education</li> <li>- TAFE or Technical College</li> <li>- University</li> <li>- Teaching college</li> </ul> </li> <li>- Apprenticeship</li> <li>- Not at school</li> </ul>   |                            |
|                                  | Financial status                         | <ul style="list-style-type: none"> <li>- Working fulltime/part time</li> <li>- Apprenticeship</li> <li>- Welfare</li> <li>- Unemployed/no income</li> <li>- Debt/Bankruptcy</li> <li>- Student/HECS debt</li> </ul>  |                            |
|                                  | Legal issues and encounters with the law | <ul style="list-style-type: none"> <li>- Legal services</li> <li>- Police</li> <li>- Caution/warning</li> <li>- Diversion program</li> <li>- Detention/probation</li> <li>- Juvenile justice</li> </ul>  |                            |

| Factors                       |                                   | Determinants  | Your local needs & issues? |
|-------------------------------|-----------------------------------|---|----------------------------|
| <b>Community and cultural</b> | Geographic/<br>environment        | <ul style="list-style-type: none"> <li>- Urban</li> <li>- Inner city</li> <li>- Metro</li> <li>- Suburban</li> <li>- Rural</li> <li>- Town centre</li> <li>- Out of town</li> <li>- Remote</li> <li>- Farmland</li> <li>- Remote communities</li> </ul> |                            |
|                               | Transport                         | <ul style="list-style-type: none"> <li>- Reliant on another</li> <li>- Public transport</li> <li>- Driver's license with own car or access to private car</li> <li>- Community transport service</li> <li>- Disability transport service</li> </ul>     |                            |
|                               | Language, culture<br>and religion | <ul style="list-style-type: none"> <li>- Indigenous</li> <li>- Culturally and linguistically diverse (CALD)</li> <li>- Religion</li> <li>- Language</li> <li>- Refugee</li> </ul>   |                            |