



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

***'Can Do' for Young People, Families and Carers  
Facilitator's guide***

**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 young people at risk of or experiencing mental health and substance use issues.

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

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'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 handouts), a facilitator's guide and three training units.

### 1. The Coordinator's Manual: a guide to planning, delivery and evaluation of 'Can Do' for Young People, Families and Carers 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 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 letter of invitation to send to facilitators, a summary program, a checklist with suggested tasks and activities to ensure successful delivery of training and templates for sample newsletter articles, promotional material, pre and post workshop evaluation and attendance certificates.

Also included in the coordinators 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 coordinator and facilitators. Coordinators and facilitators are invited to include handouts from local services.

### 2. The Facilitator's Guide: a guide to delivery of 'Can Do' for Young People, Families and Carers training (*this document*)

This guide includes an overview of the training module, a sample program for the session, a guide to delivery of each of the three units, including facilitator's notes and reference material to accompany PowerPoint presentation, case discussion 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 can 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 young people's and family and carers' perspectives.
- 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 need 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.***

## *Aims, objectives and key outcomes*

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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 young people and their families and carers to improve mental and drug health. On completion of this course participants will be able to:

- demonstrate an increase in confidence, capacity and understanding of general practitioners, allied health professionals and other service providers when working with young people with mental health and substance use issues
- demonstrate an increase in awareness of the risks and protective factors associated with common mental health problems and substance use in young people
- demonstrate increase understanding of the role of families and carers in treatment of young people with mental health and substance use issues
- demonstrate increased confidence in providing support and understanding required by families and carers of young people with mental health and substance use issues
- identify health and community services at the local level, particularly those that engage with young people, their families and carers
- demonstrate an increase in ability and confidence in developing appropriate pathways of referral and care for young 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 Young People, Families and Carers:

- local partnerships and interagency collaboration is fostered
- professional networking is enhanced
- young people's needs are understood
- families and carers are included
- 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 young people with mental health and substance use comorbidity is reduced.

## Session overview

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### Session summary

<b>Content</b>	<b>Duration</b>
▪ 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 ½ 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 young people
- understand the role and needs of families and carers.

**By the end of the training module (3 units) all participants will be able to:**

- identify issues affecting young people's health and wellbeing
- understand high prevalence mental health and substance use issues experienced by young people in Australia
- understand the risks associated with young people's drug use and their mental health
- recognise the importance of families and carers as a support for young people with mental health and substance use issues
- understand the way in which mental health and substance use impacts on families and carers.

## Tips for facilitators

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### 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 Young People, Families and Carers:

- 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](http://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 young people and support for their families and carers. 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 young people, families and carers?'*
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 Young People, Families and Carers**

- 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 young 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 males and females? 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 young 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 young people, their families and carers 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 young people and other service providers involved in the provision of care for young people?'*

***Ensure participants complete the post workshop evaluation form.***

## Workshop program summary

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

**Total Educational Timeframe = 2 ½ hours**