

# Unit Three

## Creating a youth friendly and culturally sensitive practice

### Activity 3.1 Cross-cultural issues in adolescent health care



#### Introduction (1 minute)

<b>Purpose</b>	Welcome participants, recap key points from Unit One and Two if needed and provide outline for Unit Three aims.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides
<b>Method</b>	<p><b>Show powerpoint slide 1</b> </p> <p><b>Welcome</b> participants to this training unit.</p> <p><b>Ask</b> if there are any questions or comments from the previous two.</p> <p><b>Show powerpoint slide 2</b> </p> <p><b>Present</b> the learning objectives for Unit Three.</p> <p><b>Show powerpoint slide 3</b> </p> <p><b>Give</b> an outline of the contents and activities of Unit Three.</p>
<b>Key Points</b>	<b>Provide</b> outline for Unit Two activities.

## Group discussion (9 minutes) and powerpoint presentation (5 minutes)

<b>Purpose</b>	To identify key knowledge and skills in culturally competent consultation.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i> section two - chapter seven Culturally Competent Practice, pp 77-83 <a href="http://www.caah.chw.edu.au/resources/gpkit/09_Section_2_chap_7_culturally_competent.pdf">http://www.caah.chw.edu.au/resources/gpkit/09_Section_2_chap_7_culturally_competent.pdf</a> <input type="checkbox"/> Resource Transcultural Assessment Checklist
<b>Method</b>	<p><b>Show powerpoint slide 4</b> </p> <p><b>Introduce</b> the activity:</p> <p><b>Remind</b> participants that there are large numbers of young people in Australia from culturally and linguistically diverse (CALD) backgrounds. They often face specific health and developmental problems as a consequence of growing up between two cultures and experiences that may have adversely affected their health and development such as refugee experience.</p> <p><b>Show powerpoint slide 5</b> </p> <p><b>Ask</b> participants:</p> <ul style="list-style-type: none"> <li>• <i>How do you think your own cultural background could impact on a consultation with a young person?</i></li> <li>• <i>What are some of the important points to consider in conducting a consultation with a young person from a different cultural background?</i></li> </ul> <p><b>Note</b> their answers and draw out key points.</p> <p><b>Show powerpoint slides 6-8</b> </p> <p><b>Give</b> a brief presentation on culturally competent consultation.</p> <p><b>Discuss</b> any questions or issues they have about cultural competency.</p> <p><b>Refer</b> participants to resource Transcultural Assessment Checklist which provides practical guidelines for cultural assessment of patients.</p>
<b>Key Points</b>	<p><b>See</b> powerpoint slides 6-8 on cultural competency.</p> <p><b>Emphasize</b> the following points:</p> <ul style="list-style-type: none"> <li>• The skills required to communicate in a culturally competent manner are the same generic skills that apply to consultation with any young person, namely - an open, empathic and non-judgmental approach; reassurance about confidentiality and reassurance of normality and the allaying of fears and anxieties.</li> <li>• However, GPs need to also consider the cultural context of the young person in order to understand their presenting problems and behaviour, and communicate effectively with them.</li> <li>• Consult with specialist services or workers if unsure about cultural issues, or where there are language difficulties.</li> </ul>

## Activity 3.2 Culturally competent consultation



Case study discussion (25 minutes) and powerpoint presentation (5 minutes)

<b>Purpose</b>	To apply the principles of culturally competent consultation.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Case studies: CALD young people
<b>Method</b>	<p><b>Show powerpoint slide 9</b> </p> <p><b>Instruct</b> participants to turn to Case studies: CALD young people in their handouts.</p> <p><b>Divide</b> participants into small groups of about five to six participants.</p> <p><b>Allocate</b> one case study to each group.</p> <p><b>Show powerpoint slide 10</b> </p> <p><b>Instruct</b> them to read the case study and then discuss the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What are some of the cultural issues to consider in providing consultation to the young person in the case study?</i></li> <li>• <i>What are some of the important things to do in conducting a culturally sensitive consultation in terms of communication strategies, attitudes and approach?</i></li> </ul> <p><b>Give</b> the groups about 20 minutes for this task, then ask each group to briefly present the findings from their discussions.</p> <p><b>Discuss</b> any questions or issues they have about culturally competent consultation.</p> <p><b>Show powerpoint slides 11-13</b> </p>
<b>Key Points</b>	<b>See</b> powerpoint slides 6- 13 on cultural competency.
<b>Other resources</b>	<p><b>Refer</b> participants to resource Transcultural Assessment Checklist in their handouts which provides practical guidelines for cultural assessment of patients.</p> <p>Transcultural Mental Health Centre (go to Diversity Health website) <a href="http://www.dhi.gov.au">www.dhi.gov.au</a> for further information on cultural competence.</p> <p>Bennett, D. L., Kang, M. &amp; Chown, P. (2009). Promoting cultural competence in adolescent health care. In D. Bennett, S. Towns, E. Elliott &amp; J. Merrick, <i>Challenges in Adolescent Health: An Australian Perspective</i>. Nova Science Publishers, Inc., New York, 189-205.</p>

## Activity 3.3 Characteristics of youth friendly General Practice



Group discussion (5 minutes) and powerpoint presentation (5 minutes)

<b>Purpose</b>	To identify characteristics of a youth friendly general practice.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i> , section three – Creating a Youth Friendly Practice, pp.151-154 <a href="http://www.caah.chw.edu.au/resources/gpkit/16_Section_3.pdf">http://www.caah.chw.edu.au/resources/gpkit/16_Section_3.pdf</a>
<b>Method</b>	<p><b>Show powerpoint slide 14</b> </p> <p><b>Introduce</b> this activity:</p> <p><i>In the companion ALM, Youth Friendly General Practice: Essential Skills in Youth Health Care we identified some of the barriers for young people in attending GP services. This next activity will examine some of the practical steps GPs can take to make their practices more youth friendly in terms of both the structure of the practice and GP communication and consultation style.</i></p> <p><b>Ask</b> participants</p> <ul style="list-style-type: none"> <li>• What are some of the key characteristics of a youth friendly general practice?</li> </ul> <p><b>Prompt</b> them to think about characteristics such as accessibility; staff attitudes and approach to young people; practice environment; administration procedures; etc.</p> <p><b>Note</b> their answers and draw out key points.</p> <p><b>Give</b> a brief presentation on Youth Friendly General Practice.</p> <p><b>Show powerpoint slides 15-19</b> </p> <p><b>Consider</b> the following points:</p> <p>GPs can reduce the structural and interpersonal barriers to young people's use of their service by addressing the following aspects of their practice:</p> <ul style="list-style-type: none"> <li>• Attitude and approach of practice staff</li> <li>• Waiting room - creating a welcoming environment for young people</li> <li>• Ensuring privacy and confidentiality</li> <li>• Youth friendly administrative procedures</li> <li>• Reducing costs - bulk bill adolescent patients where possible</li> <li>• Using a use a non-judgmental and empathetic consultation style with young people</li> </ul> <p><b>Discuss</b> any questions or issues they have about youth friendly practice.</p>
<b>Key Points</b>	<b>See</b> powerpoint slides 15- 19 on youth friendly practice.

## Activity 3.4 Making your practice youth friendly



### Practice review and small group discussion (30 minutes)

<b>Purpose</b>	To identify strategies for making their practices more youth friendly.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> <i>Adolescent Health GP Resource Kit 2nd Edition</i> , section four, appendix three, Youth Friendly Practice Review, pp. 172-173. <a href="http://www.caah.chw.edu.au/resources/gpkit/20_Appendix_3.pdf">http://www.caah.chw.edu.au/resources/gpkit/20_Appendix_3.pdf</a>
<b>Method</b>	<p><b>Show powerpoint slide 20</b> </p> <p><b>Instruct</b> participants to turn to the Youth Friendly Practice Review in their handouts.</p> <p><b>Divide</b> participants into small groups of about 5 to 6 participants (if there are several GPs from the same practice, instruct them to form a group together for this activity).</p> <p><b>Give</b> the groups the following instructions:</p> <ul style="list-style-type: none"> <li>• Each GP should quickly fill out the Practice Review checklist (Note – if they have already filled out the review for their predisposing activity, ask them to do a brief summary of their main findings in each of the checklist areas) (5 minutes).</li> <li>• Share their findings with the group on how youth friendly their practice is (10 minutes).</li> <li>• Next instruct them to identify specific action steps they can take to make their practice more youth friendly and culturally sensitive (10 minutes).</li> <li>• They should identify steps they can realistically take in the different practice areas defined in the checklist:             <ul style="list-style-type: none"> <li>- Practice staff</li> <li>- Practice environment</li> <li>- Practice administration</li> <li>- Promoting access</li> <li>- GP consultation style</li> </ul> </li> <li>• Ask them to think in terms of short and long-term actions they could take, such as:             <ul style="list-style-type: none"> <li>- Short-term: to make sure Medicare application forms are available and provided to eligible young people; have some youth-oriented magazines and reading material in the waiting room; bulk bill youth patients.</li> <li>- Long-term: to provide training to all practice staff in cultural sensitivity and youth friendly communication approaches.</li> </ul> </li> </ul> <p><b>Ask</b> each group to briefly give feedback of the findings from their discussions and list their ideas on the whiteboard.</p> <p><b>Discuss</b> any further questions on youth friendly general practice.</p>
<b>Other resources</b>	Booth, M.L, Bernard, D., Quine, S., Kang, M., Usherwood, T., Alperstein, G., Beasley, L., Bennett, D.L. (2002). <i>Access to health care among NSW adolescents</i> . NSW Centre for the Advancement of Adolescent Health, The Children’s Hospital at Westmead, Westmead.



## Activity 3.5 Local services and referral pathways for young people

Small group activity (20 minutes) and introduction & powerpoint presentation (5 minutes)

<b>Purpose</b>	To identify local services and referral pathways for collaborative management.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i> , section four - Youth Health Resources and Contacts pp. 155-164. <a href="http://www.caah.chw.edu.au/resources/gpkit/17_Section_4.pdf">http://www.caah.chw.edu.au/resources/gpkit/17_Section_4.pdf</a>
<b>Method</b>	<p><b>Show powerpoint slide 21</b> </p> <p><b>Introduce</b> this activity:</p> <p><i>Knowledge and access to local youth and specialist services is essential in providing a collaborative management approach to young people's often complex health and psychosocial problems. It is helpful for practices to develop a network of local services, including allied health services, and youth-specific services such as youth health centres, youth refuges, and adolescent mental health services.</i></p> <p><b>Refer</b> to 'Local Services' template (p164) in <i>Adolescent Health GP Resource Kit, 2nd edition</i> handout.</p> <p><b>Show powerpoint slide 22</b> </p> <p><b>Divide</b> participants into small groups of about five to six participants.</p> <p><b>Instruct</b> the groups to list as many services they can think of in their region that are relevant to collaborative care of young people.</p> <p><b>Give</b> the groups about 15 minutes for this task, then ask each group to briefly present their findings. Ask individual participants to share their experiences of collaborating with a youth-specific service.</p> <p><b>Discuss</b> any questions or issues they have about referral of young people to other services.</p> <p><b>Encourage</b> participants to take the service template back to their practice and develop a comprehensive list of services (and their contact details) they can use in treating young people.</p>

## Activity 3.6 Conclusion, evaluation and distribution of reinforcing activity



### Closing (10 minutes)

<b>Purpose</b>	Wrap up and evaluation.
<b>Materials</b>	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Evaluation forms <input type="checkbox"/> Reinforcing activity
<b>Method</b>	<p><b>Show powerpoint slide 23</b> </p> <p><b>Ask</b> participants:</p> <ul style="list-style-type: none"> <li>• <i>What have you find most valuable or interesting about the topics and activities covered in the ALM?</i></li> <li>• <i>What knowledge or skills have you learnt that you will be able to apply in your work with young people at your practice?</i></li> <li>• <i>What areas do you need further training in to improve your skills in youth friendly practice?</i></li> </ul> <p><b>Distribute</b> evaluation forms.</p> <p><b>Inform</b> participants that they will need to complete and return the reinforcing activity to the course coordinator within four weeks. Refer to reinforcing activity in their Participant Resources and ask if there any questions about completing this activity.</p> <p><b>Thank</b> the participants and volunteers (young people; co-facilitators; etc.) for their participation in the training.</p> <p><b>Show powerpoint slides 24-25</b> </p>