

Unit two Powerpoint® Slides

NSW Centre for the Advancement of
Adolescent Health (CAAH)

**Youth Friendly General Practice:
Essential Skills in Youth Health Care**

**Unit Two - Conducting a Youth Friendly
Consultation**

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Program outline - Unit Two

- 1 Youth friendly communication and engagement skills
- 2 Engaging a young person and explaining confidentiality
- 3 Demonstration
- 4 Skills practice
- 5 Engaging the challenging young person
- 6 Cultural sensitivity

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Youth friendly communication and engagement

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Engagement - small group discussion

What concerns might a young person have coming to an initial appointment with a GP?

What are some of the difficulties and barriers you experience in communicating and engaging with young patients?

What can a GP do, in terms of their communication and consultation approach, to effectively engage with an adolescent patient?

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Engaging the young patient

- Engagement - building a trusting relationship - is central to working effectively with adolescents
- Is an ongoing process, rapport builds over time
- Requires:
 - Youth friendly communication skills
 - Awareness of developmental stage and issues
 - Sensitivity to risk factors and behaviours

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Skills for engaging young people

- Discuss confidentiality
- See young person alone
- Non-judgmental
- Be yourself – have the confidence and authority to respond in ways that you know are right without being authoritarian

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Skills for engagement

- Interactive– give feedback, ask questions
- Encourage young person to contribute to decision-making
- Compliment the young person on what they are doing well & their willingness to come and see you
- Be sensitive to the young person's cultural background, values and norms

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Specific communication skills

- Ask open-ended questions when possible
- Begin with less sensitive issues and proceed to more sensitive ones – ask permission to ask sensitive questions
- Offer a non-threatening explanation for the question you ask: *"I'm going to ask a number of questions to help me better understand your health.....or your situation"*

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Engagement - group discussion

What are the challenges in arranging time alone with an adolescent patient?

How can they be overcome?

At what age would you start seeing the patient alone?

When might you want to have the parent/carer present?

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Principles guiding confidentiality

- Confidentiality is cited by young people as the most important quality for a trusting relationship with a health professional
- Respect for the individual privacy of the young person
- Capacity for individual choice and decision making increases with maturation
- Young people engage in health risk behaviours which are sensitive and which they may be reluctant to discuss without assurance of confidentiality

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Confidentiality - medicolegal aspects

- General duty of care
- Exemptions:
 - Where patient consents to disclosure
 - Where practitioner compelled by law to disclose (including subpoena of records)
 - Where exemption created by legislation

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Explaining confidentiality

- Explain clearly what confidentiality is and what it means to the young person
- Keep it simple, discuss early on
- Explain the boundaries of confidentiality - including exceptions
- Prepare your 'form of words'

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Confidentiality - a form of words

Anything we discuss will be kept confidential. That means I will not repeat anything you tell me to anyone else, unless I think it would help you and you give me permission to do so. There are some situations where I will not be able to keep confidentiality and these are:

- . if I am concerned that you could harm yourself or someone else
- . if I am concerned that you are being harmed or at risk of being harmed because of somebody else

In these situations it would be my duty to ensure that you are safe. I would tell you if I need to notify somebody about something you've told me and I would make sure that you have as much support as possible.



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Engaging a young person and explaining confidentiality

Demonstration and skills practice



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Engaging the challenging young person

Case discussion



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Engaging the difficult adolescent

If the young person is resistant, silent or angry:

- Respond to their situation with empathy, rather than get involved in a struggle for cooperation
- Attempt to build rapport - encourage them to open up by validating their feelings and experience
- Use reflective listening to build rapport and validate:

“My guess is that you’re not too happy about being here today and that you’re unsure about what is going to happen...”

“I imagine it must feel quite strange to have to come along and talk to someone you don’t know about your problems.....”



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Engaging the difficult adolescent

- Try not to take challenging behaviours (e.g. hostility, sullenness or withdrawal) personally
- Challenging behaviours may be a coping mechanism, a learnt response, or an expression of underlying trauma
- Take a helpful stance with the young person:
 - Be interested in them
 - Be collaborative with them



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Cultural sensitivity - group discussion

What are some of the challenges in working with young people from culturally and linguistically diverse (CALD) backgrounds?



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Young people from CALD backgrounds

- Around 16% of Australian young people are born overseas
- CALD young people may be exposed to a variety of stressors associated with the challenge of growing up “between two cultures”, including refugee experiences



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GP role

- Be sensitive to cultural influences in the young person’s life avoid cultural stereotyping
- Adopt a non-judgmental approach in dealing with differing cultural norms and practices
- Consult with specialist CALD services or workers if unsure about cultural issues
- When taking a patient history or conducting a psychosocial assessment - enquire about acculturation and identity issues
- Explain to both young person and their parents the doctor’s role in treating the young person - respect parents’ wishes to be involved and actively encourage their participation



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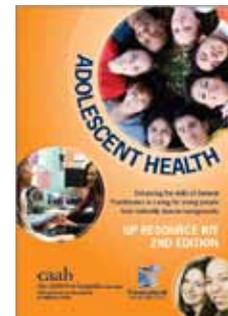
Culturally competent consultation

- The most important source of cultural information is the patient themselves - enquire about the adolescent’s cultural background, family history, and how *they* define their cultural identity
- Where relevant, ask about beliefs within their culture of origin regarding:
 - Their symptoms, its cause and management
 - Cultural or traditional health practices
- Check their understanding of the diagnosis and treatment instructions



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Adolescent Health GP Resource Kit



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