

Unit Two

Intervention strategies and managing collaborative care

Activity 2.1 Welcome and introduction



Introduction (5 minutes)

Purpose	Welcome participants, recap key points from Unit One if needed and provide outline for Unit Two activities.
Materials	<input type="checkbox"/> Powerpoint slides
Method	<p>Show powerpoint slide 1 </p> <p>Welcome participants to this training unit.</p> <p>If the three units are being conducted separately, recap key points from Unit One.</p> <p>Ask if there are any questions or comments from the first session.</p> <p>Introduce this unit by reminding participants: <i>In ALM 1 we learnt that the majority of adolescent health problems are psychosocial – the consequence of risk behaviours and exposure to social and developmental risk factors. In particular, mental health problems, substance abuse and some sexual health problems are increasing in young people and present a complex challenge to GPs.</i></p> <p><i>In this unit we will explore strategies for intervention in young people's health and psychosocial problems, as well as collaborative management of these problems.</i></p> <p>Show powerpoint slide 2 </p> <p>Present the learning objectives for Unit Two.</p> <p>Show powerpoint slide 3 </p> <p>Give an outline of the contents and activities of Unit Two.</p>
Key Points	Provide outline for Unit Two activities.

Activity 2.2 Intervention for health risk behaviours



Presentation (10 minutes)

Purpose	To identify intervention strategies for health risk behaviours.
Materials	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Whiteboard or flipchart and markers <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i> , section two - chapter five Risk Taking and Health Promotion – pp. 60-62 http://www.caah.chw.edu.au/resources/gpkit/07_Section_2_chap_5_risk_taking.pdf
Method	<p>Introduce the activity:</p> <p>Write the term HEEADSSS on the white board – ask participants if they can name the areas that each of the letters represents (ie. ‘H’ = Home; etc.).</p> <p>Explain that by conducting a HEEADSSS Psychosocial Assessment , the GP can detect key health problems, risk behaviours, and risk and protective factors in the young person’s life. The GP is then in a position to determine areas for intervention and to develop a management plan with the young person that addresses these risk behaviours.</p> <p>Ask the group:</p> <ul style="list-style-type: none"> • <i>How do you approach working with risk behaviours?</i> <p>Give a brief presentation on approaches to intervention with health risk behaviours.</p> <p>Show powerpoint slides 4-9 </p> <p>Consider the following points in the presentation:</p> <ul style="list-style-type: none"> • The importance of focusing on building the young person’s protective factors, as well as addressing their risk behaviours. • Use a harm minimisation approach to reduce the risks associated with their behaviours. • Provide anticipatory counselling – help the young person to anticipate potential harmful consequences of their behaviour, such as drinking or using drugs at a party and the risk of unsafe sex. • Explore the young person’s reasons for engaging in risk-taking behaviours – e.g. using cannabis in the belief that it relieves stress. • Help the young person to identify and weigh up the benefits and risks of their risk-taking behaviour. • Explore alternative ways that the young person might achieve the same perceived benefits. • The need for a collaborative management approach which involves other allied and youth-specific services. <p>Discuss any questions or issues they have about intervention approaches. Encourage participants to contribute their ideas and experiences in regard to effective intervention strategies.</p>
Key Points	See powerpoint slides 4-9 on intervention for risk behaviours.
Other Resources	See <i>Youth Friendly General Practice: Essential Skills in Youth Health Care</i> for more information on health risk behaviours and HEEADSSS, Unit Three.

Activity 2.3 Collaborative management of health risk behaviours



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

Purpose	To develop a collaborative management plan for intervention with health risk behaviours.
Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Case studies - Intervention <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i>, section two - chapter thirteen Collaborative Care and Medicare http://www.caah.chw.edu.au/resources/gpkit/15_Section_2_chap_13_collaborative_care_and_medicine.pdf <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition</i>, section two - chapter five, Risk Taking and Health Promotion, pp.63-65 http://www.caah.chw.edu.au/resources/gpkit/07_Section_2_chap_5_risk_taking.pdf
Method	<p>Show powerpoint slide 10 </p> <p>Instruct participants to turn to Case studies - Intervention in their handouts.</p> <p>Divide participants into small groups of about five to six participants.</p> <p>Allocate one case study to each group. You can allocate case studies to groups on the basis of their relevance to the particular group needs. Try to ensure that there is a diversity of case studies covered across the groups.</p> <p>Instruct the groups to discuss the case and then develop a management plan for providing collaborative care and addressing the key presenting problems and risk behaviours of the young person. In particular, ask them to identify:</p> <p>Show powerpoint slide 11 </p> <ul style="list-style-type: none"> • <i>What are the main goals of your management plan?</i> • <i>What intervention strategies would you use to address the young person's problems and modify their risk behaviours?</i> • <i>What strategies would use to enhance their protective factors?</i> • <i>What other professionals/services would you seek to involve in providing treatment to the patient? (e.g. allied health professional or specialist; youth-specific services etc.)</i> <p>Ask the groups to also consider what Medicare item numbers they might use to assist them in facilitating a collaborative management approach – e.g.:</p> <ul style="list-style-type: none"> • Developing a Mental Health Care Plan (Item number 2710 or 2702) • Conducting a GP Mental Health Consultation (2713) <p>Give the groups about 15 minutes for this task, then ask each group to briefly present the findings from their discussions and give feedback to each other.</p> <p>Discuss any questions or issues they have about intervention and collaborative management.</p> <p>Show powerpoint slide 12 </p>
Key Points	See powerpoint slide 12 on collaborative care.

Activity 2.4 Promoting behaviour change



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

Purpose	To understand the process of behaviour change.
Materials	<input type="checkbox"/> Powerpoint slides
Method	<p>Show powerpoint slide 13 </p> <p>Introduce the activity:</p> <p><i>Effective management of risk behaviours and psychosocial problems involves supporting the young person in making changes to their behaviour. Many young people are either ambivalent about changing their risk behaviours, and/or lack the knowledge and skills on how to make these changes.</i></p> <p>Ask participants:</p> <ul style="list-style-type: none"> • <i>What are some of the difficulties and challenges you experience in managing young peoples' risk behaviours and promoting behaviour change?</i> <p>Note their answers and draw out key points.</p> <p>Point out that it is helpful to have an understanding of the process of behaviour change in order to facilitate change in young people.</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • <i>What are some of the key processes involved in making behaviour changes?</i> <p>Note their answers and add other points, such as:</p> <ul style="list-style-type: none"> • Motivation to change • Awareness of the risks and consequences of the behaviour • Knowledge and skills to make a change <p>Give a brief presentation on Behaviour Change:</p> <p>Show powerpoint slides 14-17 </p> <p>Discuss any questions or issues they have about behaviour change.</p>
Key Points	See powerpoint slides 14-17 on behaviour change and stages of change model.

Activity 2.5 Motivational Interviewing



Presentation (10 minutes)

Purpose	To understand the use of Motivational Interviewing in promoting behaviour change.
Materials	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> <i>Adolescent Health GP Resource Kit, 2nd edition, section two - chapter eight Treating Substance Abuse pp. 89-91</i> http://www.caah.chw.edu.au/resources/gpkit/10_Section_2_chap_8_substance_abuse.pdf

Method	<p>Ask the group if they have heard of Motivational Interviewing and what they know about it.</p> <p><i>Motivational Interviewing (MI) is an evidence-based counselling technique for facilitating behaviour change by building a person's motivation and reinforcing their capacity to make changes. You will soon have an opportunity to practice skills in motivational interviewing.</i></p> <p>Give a brief presentation on Motivational Interviewing:</p> <p>Show powerpoint slides 18-24 </p> <p>Discuss any questions or issues they have about Motivational Interviewing.</p>
Key Points	<p>Refer to powerpoint slides 18-24 on Motivational Interviewing.</p> <ul style="list-style-type: none"> • Motivational Interviewing is a collaborative approach for strengthening a person's motivation and commitment to change. • Motivational Interviewing focuses on eliciting and exploring the person's own reasons for change. • Motivational Interviewing accepts ambivalence as a normal part of the change process and works towards helping the person resolve ambivalence within a climate of non-judgmental acceptance.
Other resources	<p>Refer to the section on Motivational Interviewing in Introduction to the Trainer Guide (p157) – for background information on Motivational Interviewing techniques.</p> <p>Also the Motivational Interviewing website provides further information:</p> <p>www.motivationalinterviewing.org</p> <p>Baer, J.S. & Peterson, P.L. (2002). Chapter 21. Motivational interviewing with adolescents and young adults. In W. Miller, S. Rollnick, <i>Motivational Interviewing: preparing people for change 2nd Edition</i>. Guildford Press, London, 320-332.</p>

Activity 2.6 Demonstration: Motivational Interviewing



Demonstration (15minutes)

Purpose	To demonstrate skills in using Motivational Interviewing techniques.
Materials	<input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Chairs and space for demonstration <input type="checkbox"/> Actor or volunteer <input type="checkbox"/> Case studies - Intervention
Method	<p>Show powerpoint slide 25 </p> <p>Introduce the activity:</p> <p><i>We are now going to give a demonstration of using some Motivational Interviewing techniques.</i></p>

	<p>Explain that you will conduct two role-plays:</p> <ul style="list-style-type: none"> • In role play 1, you will demonstrate a GP showing empathy and understanding for their client but not using Motivational Interviewing techniques – rather you will simply try to convince the young person that it would be good for them to try and change their behaviour. • In role play 2, you will demonstrate using some specific Motivational Interviewing techniques to assist the young person in the process of change – namely: <ul style="list-style-type: none"> - Helping the ‘young person’ identify goals for change in regard to the identified risk behaviour or problem. - Identifying their level of motivation for change – i.e. importance of changing (on scale of 1 to 10) and confidence about making the change (on scale of 1 to 10). - Conducting a decision balance analysis – identifying the ‘good’ and ‘not so good’ things about their behaviour. <p>Use the same case study for both role plays. It is recommended that you use Adam case study.</p> <p>Conduct the demonstration as follows:</p> <ul style="list-style-type: none"> • Set up 2 chairs in front of the group. • Explain that you will play the role of the GP. The young person will be played by either a volunteer from the group, or by a young actor. (Please note: Whoever you use, it is important to prepare them in advance for participation in the role play – see Introduction, Guidelines for Conducting Role Plays (p158) for more information on this). • Inform participants which case study character you will be using and the name of the character (eg Adam). • Conduct role play 1 for about 5 minutes. • Ask for feedback from the ‘young person’ about the effectiveness of the ‘GP’s’ approach and then comments from the participants. • Then conduct role play 2 – you can pause the role-play and identify the different Motivational Interviewing techniques you are using. • Again ask for feedback from the ‘young person’ and the participants about the effectiveness of the approach. • Ask for observations about the differences in the two approaches. <p>Answer any questions they have about the Motivational Interviewing process.</p>
<p>Key Points</p>	<p>Demonstrate that Motivational Interviewing uses specific techniques.</p>

Activity 2.7 Skills practice: Motivational Interviewing techniques



Skills practice (30minutes), introduction (5minutes), debrief and group discussion (5 minutes)

<p>Purpose</p>	<p>To practice skills in Motivational Interviewing techniques.</p>
<p>Materials</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Powerpoint slides <input type="checkbox"/> Chairs and space for role play <input type="checkbox"/> Case studies - Intervention
<p>Method</p>	<p>Show powerpoint slide 26 </p> <p>Introduce the activity as a chance to practise using the techniques of Motivational Interviewing.</p> <p>Ask participants to locate their case studies from group activity 2.3.</p> <p>Divide participants into small groups of four to five people.</p>

	<p>Give clear instructions for the role play:</p> <ul style="list-style-type: none"> • One participant will choose one of the case studies and role play the young person from that case study. • Another participant will play the role of the GP. • Before starting the role play, each pair should agree on one risk behaviour or health problem of the case study client to focus on in the role play. • The participant playing the GP will then practice one or more of the following Motivational Interviewing techniques to assist the 'young person' in behaviour change in regard to that risk behaviour: <ul style="list-style-type: none"> - Helping the 'young person' identify goals for change in regard to the identified risk behaviour or problem. - Identifying their level of motivation for change – i.e. importance of changing (on scale of 1 to 10) and confidence about making the change (on scale of 1 to 10). - Conducting a decision balance analysis – identifying the 'good' and 'not so good' things about their behaviour. • The others in the group should stay quiet and act as observers during the role plays and not interrupt. The observers can give some feedback at the end of the role plays. <p>Refer to powerpoint slide 21 to remind participants about these skills.</p> <p>Conduct the role plays (30 minutes)</p> <ul style="list-style-type: none"> • After about 7 minutes stop the first role play and ask the participants to give each other feedback (3 minutes). • Then instruct the participants to swap roles (using a different case study and focusing on one risk behaviour of that young person) and another participant will practice the same motivational interviewing techniques. • After about 7 minutes stop the role play and ask the participants to give each other feedback (3 minutes). • If there is sufficient time, a third person can have a turn in practising the Motivational Interviewing skills. • Move around the room while the role plays are in action. You may need to pause the role play at different times if the 'Interviewer' is becoming confused or feeling lost – provide coaching and feedback as necessary and support them to continue interviewing. • After the role plays are completed instruct participants to return to the large group. <p>Debrief and group discussion.</p> <p>Show powerpoint slide 27 </p> <p>Ask for feedback from the participants about their experience of doing that exercise:</p> <ul style="list-style-type: none"> • What was <i>difficult / helpful</i> about using the <i>Motivational interviewing techniques</i>? • What <i>worked or didn't work</i> in interviewing the young person? • As the '<i>young person</i>', what was your experience of the techniques? <p>Discuss any questions or issues about the use of Motivational Interviewing.</p> <p>Show powerpoint slides 28-29  to conclude Unit Two.</p>
Key Points	<p>See powerpoint slides 14-24 on behaviour change and Motivational Interviewing.</p> <p>Emphasize to participants that their role is not to solve the young person's problem – rather, Motivational Interviewing is an interactional process that increases the client's capacity to make changes themselves.</p>