

# Coordinator Manual- Youth Friendly General Practice Training Toolkit

## General considerations

The three training units in each ALM are designed to be delivered sequentially. Coordinators and trainers are encouraged to contextualise the training to suit local need and optimise participation. Delivery of each ALM may be over three distinct two hour sessions or within one day with meal and rest breaks added to the six hours of the structured learning activity.

The face-to-face learning session(s) should be held in a venue that is suitable for training and has sufficient privacy and space for participants to feel comfortable to actively participate in the training activities.

The coordinator is responsible for many practical arrangements required for each education session such as organising any handouts and resources that are needed. A checklist (on page 13) is provided to assist this process.

Training organisations are welcome to use the materials in this toolkit provided that NSW CAAH is duly acknowledged as the source.

## Trainer experience

The ALMs have been designed to be delivered by a health professional with suitable experience in delivering training programs. This could be a GP, psychologist, mental health worker, or other youth health professional. **It is essential that the trainer has experience and expertise in youth health, as well as experience in delivering training programs, or that trainers collectively have this experience and knowledge.** There are a limited number of expert trainers in youth health, so training coordinators may consider whether a combination of trainers could be used who collectively have both youth health and training experience. So for example they might use two trainers, one of whom has experience in training and another who has extensive knowledge of youth health issues. Coordinators can also consider engaging youth health specialists (e.g. youth friendly GP, psychologist, or other adolescent mental health worker) to facilitate specific sections of the training. So for example Unit Three of the *Youth Friendly General Practice: Essential Skills in Youth Health Care* ALM, on conducting a HEEADSSS assessment, should be conducted by a trainer who has appropriate experience in conducting such assessments.

Coordinators should consider the degree to which potential trainers:

- Are enthusiastic about youth health
- Are compassionate and understanding of young people and committed to their care
- Are well informed about youth health issues
- Are respected by the general practice workforce
- Have training skills
- Have experience in working with young people

## Medicolegal knowledge

It is essential that the trainer conducting *Youth Friendly General Practice: Advanced Skills in Youth Health Care* Unit One (*Medicolegal issues in the Treatment of Young People*) has a sound knowledge of medicolegal issues in relation to treatment of young people. If the trainer delivering the overall ALM does not have sufficient knowledge of this topic, then it may be necessary to recruit a professional (medical or legal) with expertise in this area to act as a resource person for this Unit.

Note that the Unit is not designed to provide specific legal advice about individual cases. The role of the trainer is NOT (and should not be) to give opinions about specific medicolegal problems or cases that participants raise. Rather, the focus is on exploring and defining key medicolegal principles in relation to treatment of young people, particularly minors. Participants should be advised that if they have specific medicolegal concerns or questions, they should consult their Medical Defence provider.

## Adolescent Health GP Resource Kit 2nd edition

These ALMs are designed to assist GPs to use the information and skills contained in the *Adolescent Health GP Resource Kit 2nd edition* (CAAH, 2008). The *Adolescent Health GP Resource Kit 2nd edition* is an essential resource for promoting and providing better health care to young people. It outlines the skills needed for working with the young person and their family, while addressing the developmental, cultural and environmental factors influencing their health status. Written by experts in adolescent health, the Resource Kit is a practical guide for GPs to providing health care to adolescents from culturally diverse backgrounds and is endorsed by the RACGP and GP NSW.

It is therefore **strongly recommended** that training coordinators ensure that training participants each have their own copy of the Kit. Training coordinators are advised to make the Kit a prerequisite for attending the training. When training participants have their own copies of the Kit, this reduces photocopying for coordinators, allows participants to practice using the Kit during the training, and of course means that participants have their own copy to consult after training.

To order a copy of the *Adolescent Health GP Resource Kit 2nd edition*, please phone, fax, or email Kids Health at The Children's Hospital at Westmead:

Phone: (02) 9845 3585

Fax: fax the order form (downloadable from CAAH website) to (02) 9845 3562

Email: email to [kidsh@chw.edu.au](mailto:kidsh@chw.edu.au)

Price: \$35.00 for one copy  
\$30 for two or more copies (incl. GST, excl. postage and packaging)

Alternatively, the *Adolescent Health GP Resource Kit* can be downloaded from the NSW CAAH website, see resources at [www.caah.chw.edu.au](http://www.caah.chw.edu.au)

### Participant resources

Coordinators can either photocopy all the handouts for participants from this coordinator guide, or, alternatively, they can be downloaded from the NSW CAAH website at [www.caah.chw.edu.au](http://www.caah.chw.edu.au).

### Cultural awareness

Culturally competent practice is a major theme of the *Adolescent Health GP Resource Kit 2nd edition*. To incorporate this theme into the Youth Friendly General Practice Training Toolkit, coordinators and trainers are encouraged to:

- Raise cross-cultural issues throughout the ALMs
- Invite representatives of local multicultural and indigenous organisations to participate in the ALMs
- Ensure the availability of information about local or

national ethno-specific services and how to access multilingual information

### Including other professions

This training was designed to meet the specific training needs of General Practitioners. However, the content is also relevant to other health professionals, such as nurses who work in General Practices.

### Recruiting a young person to role play

It can be very useful to have a trained young person or people to role play the part of a young person in the demonstration and role-plays in conducting psychosocial assessment in *Youth Friendly General Practice: Essential Skills in Youth Health Care* and in using Motivational Interviewing in *Youth Friendly General Practice: Advanced Skills in Youth Health Care*. The young person needs to be appropriately prepared for this. It is essential that responsibility for recruiting and preparing the young person is planned for and undertaken in advance of the ALMs. Coordinators should also consider if the presence of the young person for the discussion that ensues will add to or limit the discussion. There is more information on preparing for role plays in the Trainer Guide section of this toolkit.

Many of the headspace sites (the National Youth Mental Health and Substance Use Prevention Program) have recruited and trained young actors for participation in their training programs. So if there is a local headspace site, it is worth contacting them to identify some potential young actors.

### Assumed knowledge

The two ALMs are designed to complement each other but to also work as stand-alone modules. Participants do not have to complete the first ALM, *Youth Friendly General Practice: Essential Skills in Youth Health Care*, before doing the second, *Youth Friendly General Practice: Advanced Skills in Youth Health Care*. However, the second ALM extends the key knowledge and skills covered in the first.

Therefore, it is assumed that participants in *Youth Friendly General Practice: Advanced Skills in Youth Health Care* will have a sound knowledge and understanding of the key topics and skills in youth health covered in *Youth Friendly General Practice: Essential Skills in Youth Health Care*. Specifically, participants in *Youth Friendly General Practice: Advanced Skills in Youth Health Care* should have a sound understanding of young people and their health problems, be able to conduct a youth friendly consultation, and be able to perform a psychosocial health risk assessment (HEEADSSS).

If participants are undertaking *Youth Friendly General Practice: Advanced Skills in Youth Health Care* without having completed the first ALM, it is recommended that coordinators provide them with some of the relevant reading material on the topics covered in *Youth Friendly General Practice: Essential Skills in Youth Health Care*. All of these readings are contained in the *Adolescent Health*

*GP Resource Kit.* Participants can either be provided with a copy of the GP Kit (strongly recommended), or the relevant sections of the Kit can be downloaded from the NSW CAAH website - [www.caah.chw.edu.au](http://www.caah.chw.edu.au)

If potential participants are unfamiliar with the HEEADSSS assessment process, then it is suggested that training in the use of the HEEADSSS assessment be provided to the relevant GPs before commencement of *Youth Friendly General Practice: Advanced Skills in Youth Health Care*. This could take the form of a short (one to two hours) workshop to provide them with knowledge and the opportunity to practice the skill of conducting a HEEADSSS assessment. All of the required information and learning activities for this are contained in Unit Three of *Youth Friendly General Practice: Essential Skills in Youth Health Care*.

## RACGP ALM requirements

In order for participants to receive ALM continuing professional development points, the program must be delivered through an organisation that is accredited by the RACGP to provide training. RACGP requirements for ALMs include:

- Distributing the predisposing activity to participants well before the face-to-face learning session(s)
- Ensuring participants complete and submit the predisposing activity before the face-to-face learning session(s)
- Ensuring participants complete the evaluation form at the conclusion of the face-to-face component of the ALM
- Ensuring participants receive the reinforcing activity at the end of the learning session(s) and understand where, when and how to submit it
- Ensuring participants submit the reinforcing activity to the coordinator of the ALM within four weeks of finishing the face-to-face learning section of the ALM
- Advertising needs to be consistent with RACGP guidelines

GPs who successfully complete an ALM are awarded 40 category 1 CPD points.

RACGP accreditation means the RACGP is satisfied that the ALM involves active learning, is relevant to the learner's needs, and is effective in promoting quality clinical practice. For such recognition, the training must:

- Meet a demonstrated need
- Have clearly defined learning objectives
- Be at least six hours, not including time taken for meals, registration and evaluation
- Be at least 2/3 active skills training rather than didactic style of presentation
- Include both a predisposing and a reinforcing activity
- Have a ratio of no more than 25 participants to one trainer to ensure active participation and learning
- Include a participant evaluation, including three mandatory questions as per the RACGP QI&CPD Framework

## Predisposing activity

Before commencing an ALM, participants need to complete a predisposing activity. The aim of the predisposing activity is to prepare the training participant for the structured learning activity by engaging them with the subject matter and starting to link practice and learning.

The coordinator should send the predisposing activity to participants at least two weeks before the start of the structured learning activity. Participants must return their completed predisposing activity to the coordinator before they undertake the structured learning activity. Where available, email expedites this communication. For each of the ALMs, participants are offered a choice of predisposing activities.

## Reinforcing activity

The reinforcing activity is designed to prompt participants to integrate the learning from the face to face workshop into their work. The reinforcing activity is part of the ALM, and so participants must complete the reinforcing activity to be eligible for the 40 category 1 points allocated for an ALM. The coordinator ensures that participants receive the reinforcing activity and receive clear instructions on how to return it and by when. Participants are offered a choice of reinforcing activity options.

## Evaluation

The coordinator ensures that the trainer gives out the evaluation form at the end of the structured learning activity, and collates information from the evaluation forms. Information from the evaluation form is an essential part of the activity report required by the RACGP.

## Award of CPD points

The coordinator is responsible to ensure all administrative requirements are completed consistent with RACGP requirements so that GPs are awarded their points within one month of the completion of the activity. A certificate of attendance is available for coordinators to download and give to participants who successfully complete the ALM. Other health professionals should contact their professional organisation to determine if this ALM can be counted towards their CPD requirements.

The education activity numbers for the ALMs for the 2011-2013 triennium are:

Youth Friendly General Practice: Essential Skills in Youth Health Care #6269

Youth Friendly General Practice: Advanced Skills in Youth Health Care #7650

## Pre-workshop coordinator checklist

Item	Checklist	Timeframe
Obtain support of key stakeholders	<input type="checkbox"/> CEO or senior management <input type="checkbox"/> GP Reference group <input type="checkbox"/> Local youth health services <input type="checkbox"/> Funding, including sponsorship <input type="checkbox"/> Multicultural representative <input type="checkbox"/> RACGP requirements for EAR and Accredited Provider Organisation	
Organise support	<input type="checkbox"/> Minute taking for meetings <input type="checkbox"/> Workshop registrations <input type="checkbox"/> Distribution of promotional materials <input type="checkbox"/> Communications <input type="checkbox"/> Administrative support	
Set planning meeting	<input type="checkbox"/> Representation from your organisation <input type="checkbox"/> Participating stakeholders <input type="checkbox"/> Decide on payment options	
Identify trainer(s)	<input type="checkbox"/> Consider local GPs and youth specialists <input type="checkbox"/> Set dates <input type="checkbox"/> Recruit young person for role plays	
Secure date/s and time/s	<input type="checkbox"/> Consult with local calendar <input type="checkbox"/> Consult with stakeholders <input type="checkbox"/> Claim the date/s	
Book venue	<input type="checkbox"/> Consider noise, space, lighting, ventilation, seating, equipment <input type="checkbox"/> Check timing of meal breaks <input type="checkbox"/> Arrange catering including special dietary needs <input type="checkbox"/> Arrange equipment (including microphone, data projector, screen, laptop, whiteboard and markers)	
Organise resources	<input type="checkbox"/> Download participant resources from NSW CAAH website, <a href="http://www.caah.chw.edu.au">www.caah.chw.edu.au</a> <input type="checkbox"/> Adolescent Health GP Resource Kit can be ordered via NSW CAAH Website	
Promote the ALM	<input type="checkbox"/> Meetings, committees, networks <input type="checkbox"/> Newsletters <input type="checkbox"/> Flyers/ posters <input type="checkbox"/> Phone calls/ fax outs <input type="checkbox"/> Letters/ invitations <input type="checkbox"/> Website and email promotions	
Prepare trainers	<input type="checkbox"/> Provide trainer guides <input type="checkbox"/> Clarify trainer role <input type="checkbox"/> Clarify who will brief young person doing role play <input type="checkbox"/> Practise role play	
Predisposing activity	<input type="checkbox"/> Ensure registrants receive predisposing activity, typically by email, 2 weeks prior to training, and information on where, when and how to return it	
Maintain list	<input type="checkbox"/> Maintain list of registrants with contact details	
Gather local resources	<input type="checkbox"/> Directory of local youth health services <input type="checkbox"/> Directory of relevant local multicultural services <input type="checkbox"/> Collect service brochures, contacts, and other relevant community resources	

Item	Checklist	Timeframe
Organise workshop materials	Print/ Photocopy: <ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance list</li> <li><input type="checkbox"/> Registration forms</li> <li><input type="checkbox"/> Participant handouts (see details on page 23 and page 113)</li> <li><input type="checkbox"/> Attendance certificates</li> </ul> Obtain: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dr Link DVD (that accompanies hard copy of this toolkit)</li> <li><input type="checkbox"/> Powerpoint presentations from Dr Link DVD or download from NSW CAAH website</li> </ul> Organise: <ul style="list-style-type: none"> <li><input type="checkbox"/> Name tags</li> <li><input type="checkbox"/> Whiteboard or flip chart and pens</li> <li><input type="checkbox"/> Pens, markers &amp; stationery</li> <li><input type="checkbox"/> Camera</li> </ul> Collate: <ul style="list-style-type: none"> <li><input type="checkbox"/> All participant handouts into folders</li> <li><input type="checkbox"/> Any relevant local resource materials</li> <li><input type="checkbox"/> Notepaper</li> </ul>	
Finalise arrangements	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send participants reminder text messages</li> <li><input type="checkbox"/> Confirm numbers with caterer and venue</li> </ul>	
Set up venue	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange tables for 6-8 People</li> <li><input type="checkbox"/> Whiteboard or flipchart</li> <li><input type="checkbox"/> AV equipment including laptop, data projector, screen, speakers, DVD player</li> </ul>	
Photos	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take photos of presenters and participants for promotion (ensure consents)</li> </ul>	
RACGP requirements	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure registrants give accurate and complete spelling of names</li> <li><input type="checkbox"/> Ensure registrants give their RACGP QI&amp;CPD number and contact details</li> <li><input type="checkbox"/> Ensure registrants receive reinforcing activity</li> <li><input type="checkbox"/> Ensure registrants receive evaluation form</li> <li><input type="checkbox"/> Ensure participants have clear information on when and how to submit completed reinforcing activity</li> </ul>	

### Pre-workshop coordinator checklist

Item	Checklist	Timeframe
Follow up	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up any requests resulting from the workshop</li> <li><input type="checkbox"/> Send thank you letters to trainers and young person</li> </ul>	
RACGP QI&CPD	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor completion of reinforcing activity</li> <li><input type="checkbox"/> Send out participant certificates once reinforcing activity completed</li> <li><input type="checkbox"/> Compile evaluations into Activity Report and submit to RACGP</li> <li><input type="checkbox"/> Upload list of GPs who completed ALM to RACGP</li> </ul>	
Other	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update your database with details of the program</li> <li><input type="checkbox"/> Attend to any other closure items</li> </ul>	
Evaluation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send Activity Report copy to NSW CAAH</li> </ul>	