Mental Health Overview

Agencies, Resources, Programs &
Professional and Personal Learning

This document has been put together to provide parents and school staff with access to Mental Health resources, expertise and learning that may assist them to keep their adolescents engaged with education. The Banyule and Nillumbik Local Learning and Employment Network (BNLLEN) take no responsibility for any information accessed via this document.

Updated July 2013
## MENTAL HEALTH OVERVIEW

- Mental Illness
  - Common Indicators of Mental Illness
  - Common Behavioural and Physical Indicators of Mental Health Issues

## LOCAL ADOLESCENT MENTAL HEALTH DATA

- Young people’s access to mental Health Service
- Proportion of adolescents with the highest level of psychological distress
- Adolescent Psychiatric Hospitalisations

## FINDING HELP

### MENTAL HEALTH SERVICE DIRECTORIES

- fundaMENTAL health - A Mental Health Resource Guide for Schools and Agencies in Banyule and Nillumbik
- Open Door Directory of Mental Health and Support Services (Banyule & Nillumbik)

### MENTAL HEALTH AGENCIES

- Albert Road Centre for Health (ARCH)
- Austin Health, Child and Adolescent Mental Health (CAMHS)
- How to Locate an Appropriate Psychologist - Australian Psychological Society (APS)
- Mental Health: Finding Help in Victoria
- Neami
- School Support (Nillumbik Community Health Service)
- The Royal Australian and New Zealand College of Psychiatrists

### COUNSELLING

- Anglicare Victoria Youth Services
- Banyule Community Health - Generalist Counselling Program
- Berry Street
- Headspace
- La Trobe Psychology Clinic
- Mind Works
- RMIT Psychology Clinic
- School Counselling Program
- Tune In Youth Counselling Service
- YBIS: Youth Brief Intervention Services
- Youth Counselling (Nillumbik Community Health Service)

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- Centre for Mental Health (ANU)
- e-couch
- eHeadspace online counselling
- Kids Helpline website
- Mental Health Advice Line
- MoodGYM
- ReachOut website
- RECONNEXION
SPECIFIC MENTAL HEALTH ISSUES

BIPOLAR DISORDER

Headspace: Topic - Bipolar Disorder

DEPRESSION, ANXIETY, PANIC AND STRESS

Background Information

Anxiety
- Common Indicators of Anxiety
Depression
- Common Indicators of Depression
Stress
- Stress during adolescence can arise from
- Common Indicators of Stress

DEPRESSION AND ANXIETY RESOURCES

A Guide to What Works for Depression in Young People
Youthbeyondblue Depression and Anxiety fact sheets - information for young people
Anxiety Disorders Association of Victoria
Headspace: Topic - Anxiety
Orygen Youth health – Anxiety Factsheets
Youthbeyondblue Depression and Anxiety fact sheets – GLTBI
For a list of fact sheets and information for young people, visit Youthbeyondblue website
Headspace - Topic: Depression
Orygen Youth health – Depression Factsheets
Royal Australian and New Zealand College of Psychiatrists - Topic: Depression
Panic Disorder and New Zealand College of Psychiatrists Consumer and Carer Guide

EATING DISORDERS

Eating Disorder
Eating Disorders Foundation of Victoria
Eating Disorders (Information Source: ReachOut)
Eating Disorders Foundation of Victoria – Fact Sheets
Headspace - Topic: Eating Disorders
National Eating Disorder Collaboration (NEDC) – Fact Sheets
Orygen Youth health – Factsheets
Youthbeyondblue fact sheets – Eating Disorders

BORDERLINE PERSONALITY DISORDER

Orygen Youth health – Factsheets

PSYCHOSIS

Headspace: Topic - Psychosis
Orygen Youth health – Psychosis Factsheets

SELF-HARM

Self-Harm
Responding To Self-Harm In Schools
From Halm to Calm
Headspace - Topic: Self-harm
My Life Program – Mentoring Youth for Life
Orygen Youth health – Factsheets
Reachout – Topic: Self-harm
Royal Australian and New Zealand College of Psychiatrists –Topic: Deliberate Self Harm
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Overview

Suicide
Common Indicators of Suicidal Risk
Headspace (Suicide) School Support
Reachout – Topic: Suicide
Youthbeyondblue fact sheets – Topic: Suicide

TRAUMA, LOSS AND GRIEF

Making SPACE for Learning - Trauma Informed Practice in Schools
National Association for Loss and Grief
Coping with Bereavement (UK Produced Video)
Australian Child & Adolescent Trauma, Loss & Grief Network
Headspace - Topic: Grief
Headspace - Topic: Trauma
Reachout – Topic: Loss and Grief
Youthbeyondblue fact sheets – Dealing with Loss and Grief

YOUNG CARERS SUPPORT

Carelink Centre
COPMI (Children of Parents with a Mental Illness)
Young Carers Respite Program

WHOLE OF SCHOOL STRATEGIES AND RESOURCES

Australian Guidance and Counselling Association – Information Sheets
Australian Guidance and Counselling Association Programs – Tip Sheets
Gatehouse Project - Teaching Resources
Headsmart
Mental Health - Supporting Young Minds
MindMatters Plus (MM+)
Orygen Youth Health - Videos
ReachOut. Teachers Network
Response Ability
Secondary Mental Health - What Teachers Should Know (UK Produced Video)
Secondary Support Staff - Multi-Agency Working
Spotting Signs of Abuse and Neglect in Secondary

EDUCATION PROGRAMS

The Austin School and the REV Program

ALTERNATE EDUCATION PROGRAMS

The Pavilion School
Diamond Valley Learning Centre (DVLC) - VCAL

TRANSITION FROM SCHOOL TO WORK OR UNIVERSITY

Disability Employment Services (DES)
Universities and TAFEs
Disability Liaison Officer
Scholarships
SEAS: Special Entry Access Schemes
Other Resources
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Teaching Students with a Disability – Psychiatric Disability 40
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Considering Higher Education? ... a planning guide for people with disabilities or medical conditions 41
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MENTAL HEALTH OVERVIEW

The “Models of collaborative care for children and youth (0-25 years)” states

“it has been estimated that 14% of children, 19% of adolescents, and 26% of young people have significant mental health problems. The prevalence rates of mental health disorders worldwide have been estimated to range from 8% in the Netherlands to 57% in the United States of America. Epidemiological data suggests that 50% of mental illnesses start before the age of 14 and 75% by age 24 years. Of concern is that the age of onset for most of these, particularly the mood, substance use, psychotic, personality and eating disorders, reaches its peak in the early twenties.

A growing body of evidence now indicates that the opportunities for preventing mental health disorders are greatest when focussed on children and young people, and that early intervention strategies can be effective in preventing, or delaying or the onset of these disorders, and certainly alleviating ‘collateral damage’ not only to the affected individual’s social and vocational functioning, but family dynamics or functioning. Promotion and preventive interventions also offer an opportunity to avoid the significant costs to individuals, families, and the community that these disorders give rise to.

It is important for this field to be grounded in a conceptual framework that reflects a developmental perspective, as these interventions involve alterations to developmental processes. Four key features are important in this perspective: age-related patterns of disorder; multiple contexts; developmental tasks; and interactions among psychological, social and biological factors.

Successful early Intervention requires clear access pathways, an approach that is tailored to individual life stages and situations and the multiple environmental and social influences on mental health and well-being. In addition, due to the complex nature of the issues presenting in childhood, adolescence and young adulthood, and the variety of effective interventions available, a comprehensive, multidisciplinary, and collaborative approach that is integrated across all sectors of care and all levels of society is required”

Refer to Source at: http://www.health.gov.au/internet/main/publishing.nsf/Content/mental-pubs-m-colchild Models of collaborative care for children and youth (0-25 years)” was published by the National Advisory Council on Mental Health in May 2011
Mental Illness

The following information is sourced from Wilson, C.J., & Fogarty, K. & Deane, F.P. (2002). The essential youth friendly GP kit. An evidence-based information and resource pack to increase GP competencies when dealing with young people. Illawarra Institute for Mental Health, University of Wollongong, Wollongong, Australia.

Mental illness refers to a temporary or permanent impairment in a young person's mental functioning. Mental illness often begins in late adolescence however indicators might be present up to two years earlier.

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<tr>
<th>Common Indicators of Mental Illness</th>
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<tr>
<td>Sleep disturbances</td>
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<td>Appetite disturbances</td>
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<td>Markedly unusual behaviours</td>
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<td>Feelings that are blunted or seen as inconsistent to others</td>
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<tr>
<td>Reported changes in the way things appear, sound or smell</td>
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<td>Preoccupations with unusual ideals</td>
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<td>Persistent feelings of things being unreal</td>
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<td>Deteriorating work or school work</td>
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<td>Deteriorating social relationships</td>
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<td>Disturbances in thought content</td>
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<td>Magical thinking</td>
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<td>Delusions</td>
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<td>Hallucinations</td>
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Common Behavioural and Physical Indicators of Mental Health Issues

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<th>Sadness, crying, depressed mood</th>
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<tr>
<td>Aggression, anger, frustration</td>
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<td>Anxiety, worry, nervousness</td>
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<td>Using drugs and/or alcohol</td>
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<tr>
<td>Timidity, low confidence, low self-worth</td>
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<tr>
<td>Physical complaints with no physical basis.</td>
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<td>Complaints such as abdominal pain, fatigue, headaches are commonly associated with stress in young people (RNZCGP, 2000)</td>
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LOCAL ADOLESCENT MENTAL HEALTH DATA

Source: Adolescent Health and Wellbeing Survey, DEECD, 2009, unpublished

Young people's access to mental Health Service

In 2009, 72.4 per cent of adolescents in Nillumbik and 71.3 per cent of adolescents in Banyule felt that they could access mental health services if needed. The proportion in both Banyule and Nillumbik was higher than, but not significantly different to the proportion reported across Victoria (70.4 per cent) and higher than, but not significantly different to that reported across Northern Metropolitan Region (68.9 per cent).

Proportion of adolescents with the highest level of psychological distress

In 2009, 13.0 per cent of adolescents surveyed in Banyule reported high levels of psychological distress. In Nillumbik, 13.0 per cent of adolescents surveyed reported high levels of psychological distress. Both of these rates are slightly greater than the proportion reported across Northern Metropolitan Region 12.4 per cent.

Adolescent Psychiatric Hospitalisations

During 2009 - 2010, there were 8.5 psychiatric hospitalisations per 1,000 adolescents in Banyule and there were 7.7 psychiatric hospitalisations per 1,000 adolescents in Nillumbik. This is greater than the psychiatric hospitalisation rate in the Northern Metropolitan region (6.8 per 1,000 adolescents) and greater than the rate in Victoria (6.7 per 1,000 adolescents).
Finding Help

MENTAL HEALTH SERVICE DIRECTORIES

fundaMENTAL health - A Mental Health Resource Guide for Schools and Agencies in Banyule and Nillumbik

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The Guide includes information on:
- Referral Process Flowcharts
- Local Mental Health Support Services for Young People
- Training and Workshops for Teachers/Workers
- Mental Health Programs and Curriculum Materials
- Mental Health Resources: Facts and Information Sheets
- Mental Health Web Sites

Electronic version of this and other Local Government specific resources are available from the "Resources" section of the School Focussed Youth Service WIKI: http://sfynorthernmetropolitanregion.wikispaces.com/Resources+for+School+Staff+%26Mental+Health+Resource+Guide%29

Open Door Directory of Mental Health and Support Services (Banyule & Nillumbik)

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The Open Door Directory of Mental Health and Support Services In the City of Banyule and Shire of Nillumbik - A directory for service providers and clients to better understand pathways within the mental health sector and improve access for carers and clients with a mental health issue:

MENTAL HEALTH AGENCIES

Albert Road Centre for Health (ARCH)

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Private hospital with day and outpatient programs for young people 12-to-17 years who are experiencing developmental, psychological or psychiatric difficulties.

Ramsay Health Centre,
2nd floor, 60 Albert Road,
South Melbourne. 3205.
Ph: 9682 0380.

Austin Heath, Child and Adolescent Mental Health (CAMHS)

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Specialist mental health service for children and adolescents up to the age of 18.
Ph: 9496 3620.
After hours: 9496 5000 (emergency only).
How to Locate an Appropriate Psychologist - Australian Psychological Society (APS)

Useful for: √ Staff √ Students √ Parents

The Australian Psychological Society (APS) has a search facility where you can identify the psychologist with the appropriate expertise.


Search options include many specialist areas such as: Attention Deficit Hyperactivity Disorder (ADHD), Anxiety & phobias, Asperger's syndrome, Autism, Eating disorders, Panic Disorder, Sleeping disorders, Bullying, Self-harm, Anger management, Body image, Gay/lesbian issues, Grief & loss, Shyness & social skills deficits, Neuropsychological assessment, Academic performance, Learning difficulties, School issues, Addictions and many more options.

Searches can also be narrowed to geographical areas.

Also useful is the information sheet (pdf) “Medicare rebates for mental health services provided by psychologists” www.psychology.org.au/Assets/Files/2012-Medicare-fact-sheet-mental-health-rebates.pdf

Mental Health: Finding Help in Victoria

Useful for: √ Staff √ Students √ Parents

This is a brochure which aims to highlight services and information that might be helpful for people affected by Mental Health issues in Victoria.


Neami

Useful for: √ Staff √ Students √ Parents

Provides rehabilitation and support services for young people 16 years and over (as well as adults), who experience serious mental health problems.

3/18 Sherbourne Road,
Briar Hill. 3088.
Ph: 9432 4935
Web: www.neami.org.au
School Support (Nillumbik Community Health Service)

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To provide support to schools and agencies in working together to improve education, health and wellbeing of vulnerable young people aged between 10 - 18 years. This is achieved through collaboration and partnership by coordinating early intervention and prevention programs and initiatives. This service works to address the risk factors that contribute to depression and suicide in your people.

Why would I use this service?

This service is aimed at young youth who may be depressed or suffering from mental health concerns. It is more specifically useful to schools, teachers, agencies and health professionals who work with vulnerable young youth and want to provide support, preventive programs and improve their wellbeing.

Eligibility

Vulnerable young people aged 10 – 18 years.

Referral

Initially speak to the School Focused Youth Coordinator (located at the centre) regarding assistance.

To make an appointment

Contact our Service Coordination team on 9430 9100 or make an online booking enquiry.

Cost

There is no cost involved.

Service Access

This is a centre-based service and works within community based services.

Nillumbik Community Health Service

917 Main Road

Eltham VIC 3095

Ph: 9430 9100

www.nchs.org.au

The Royal Australian and New Zealand College of Psychiatrists

Useful for: √

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The Royal Australian and New Zealand College of Psychiatrists has very clear series of Treatment Guides for Consumers and Carers available on the following topics: Anorexia Nervosa; Bipolar Disorder; Deliberate Self Harm; Depression; Panic Disorder and Agoraphobia; Schizophrenia.

If you are an adolescent or an adult suffering from anorexia nervosa, or someone who feels they may be at risk of developing anorexia, or if you are a family member, carer or significant person in the life of a person with anorexia nervosa, this “Anorexia Nervosa Consumer - Australian treatment guide for consumers and carers” will provide you with vital information to help you navigate the journey of anorexia nervosa.

This guide has been developed by clinicians, researchers, and carer and consumer consultants. (See Appendix 4 for information on the development of the guideline).

This guide can:

- help you to make decisions about treatment
- outline the value of treatment and what to expect at critical times such as diagnosis, admission and discharge
- inform you of your rights as a sufferer and carer
- outline the standard of services you can expect.

The Guide is available from

www.ranzcp.org/Files/ranzcp-attachments/Resources/Publications/CPG/Australian_Versions/aus_anorexia_nervosa-pdf.aspx

The Royal Australian and New Zealand College of Psychiatrists

Web site: www.ranzcp.org
COUNSELLING

Anglicare Victoria Youth Services

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Provides counselling, advocacy, advice, after-hours crisis support, case management, drug and alcohol counselling and family support & liaison.
239 Murray Road,
Preston. 3072.
Ph: 8470 9999.
www.anglicarevic.org.au

Banyule Community Health - Generalist Counselling Program

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The Banyule Community Health Generalist Counselling Program provides a range of services for individuals, couples, children and families affected by common mental health problems such as anxiety and depression, especially as a result of social disadvantage.

We also work with a range of other problems including but not exclusive to: grief and loss, family violence, past sexual abuse, couple / family relationship / children's issues, and parenting difficulties.

We have qualified counsellors located at both service sites. All of the services are provided by experienced and qualified psychologists, social workers, and family therapists.

Location of Service
West Heidelberg & Greensborough

Hours of Operation
9.00am - 5.00pm Monday to Friday

Eligibility Criteria
Anyone residing, working or studying in the Banyule municipality.

Cost to clients
Services are charged on a sliding scale to income but Health Care Card holders are charged a minimum flat rate per session.

Services are free for children under 12 years of age whose parents have a health care or concession card and for adolescents (12-18 years).

Please discuss with us if you are concerned about the payment of fees. In some circumstances fees can be negotiated and / or waived.

To make an appointment
Ph: 9450 2000 - West Heidelberg

Berry Street

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Services for young people which include: case management, outreach, life skills, mentoring and accommodation.
677 The Boulevard,
Eaglemont. 3084.
Ph: 9450 4700.
www.berrystreet.org.au
Headspace

Headspace is committed to making sure that the young people across Australia have the best support, access, information and services for health issues.

Headspace have increased capacity for young people to see GPS and allied health practitioners. This means there is currently no wait and it is a perfect time to refer young people for any of the following:

- General physical health
- Sexual health
- Nutrition and diet
- Contraception
- Relationships
- Sports injuries
- Feeling depressed or anxious
- Not coping at school
- Not sleeping well or sleeping too much
- Finding it hard to concentrate
- Wanting to cut down drinking or drug use
- Bullied, hurt or sexually harassed

For more information visit the Headspace website. [www.headspace.org.au](http://www.headspace.org.au)

La Trobe Psychology Clinic

Source: [www.latrobe.edu.au/scitecheng/professional/psychology-clinic/services](http://www.latrobe.edu.au/scitecheng/professional/psychology-clinic/services)

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Contact:
George Singer Building, Latrobe University,
Plenty Road,
BUNDOORA, 3083
Ph: 9479-2150
Fax: 9479-1956

Monday - Friday, 9.30am-5.30pm.

Service:
One hour counselling sessions are run by supervised probationary psychologists.

Counselling for all sorts of problems - anxiety, eating disorders, phobias.

The Psychology Clinic provides services to people of all ages from anywhere in Victoria. Although initial contact is usually made by individual clients and families, we also welcome referrals from other agencies and professionals.

Therapy is provided for both individuals and groups. The Clinic offers services in a range of areas including: Family therapy, Sexual problems, Individual counselling, Assertion skills training, Stress management, Sleep problems, Pain management, Eating problems, Relaxation training, Anxiety, fears and phobias, Depression, Adolescent problems, Bullying at school, Parent/adolescent problems, Child problems, Behaviour problems, Emotional problems, School adjustment problems, Learning disabilities, Educational assessment, Neuropsychological assessment and management, Intellectual disability, Acquired brain injury, Head injury, Stroke, Drug and alcohol problems, Memory problems, Concentration and attention problems

If you are unsure whether we can help you with your problem, do not hesitate to enquire. We will also provide information about other services and referral to them if appropriate.

Fees

The Clinic charges a flat fee of $15 per hour for clinical therapy. The clinic charges $450 for neuropsychological and educational assessments. However, for healthcare card holders and full time independent students these assessments are charged at $250. These fees are not refundable through Medicare. The fees obtained from assessment and therapy provided at the Clinic contribute to the facilities and services provided by the Clinic.
Mind Works

Useful for: √

Staff  Students  √  Parents

Source: www.mindaustralia.org.au

Provide services to people aged 16 years and over whose ability to manage their daily activities and to live in the community is impacted by mental health issues. Works with people who seek our support to set goals, and develop the knowledge and skills to achieve them.

Educate people about mental health and recovery, they provide training for peer workers and other mental health professionals, and people in various occupations and industries. We also provide information for consumers, families and carers.

Contact:
Mind Central Office
PO Box 592 HEIDELBERG Vic 3084
1300 286 463

RMIT Psychology Clinic

Useful for: √

Staff  Students  √  Parents

High quality low fee-based clinic for psychological services for children, adolescents and adults.
RMIT Bundoora Campus,
Building 209,
Plenty Road,
Bundoora. 3083.
Ph: 9925 7603.

School Counselling Program

Useful for: √

Staff  Students  √  Parents

A joint initiative of CatholicCare and the Catholic Education Office, the School Counselling Program provides onsite counselling in primary and secondary schools within the Catholic Schools system. Counsellors address the concerns of parents and teachers with regard to students' behavioural problems, difficulties with schoolwork and relationship issues with other students.

CatholicCare psychologists conduct cognitive assessments which evaluate verbal and non-verbal areas of functioning and how these impact on learning. In addition, Professional Development Seminars provide ongoing education to school staff and administrators to assist them with updating their skills and information about range of emotional, behavioural and cognitive issues, tailored to meet the particular needs of the school. Other information sessions are available to students and parents which cover concerns such as bullying and conflict resolution.

For further information about CatholicCare's Counselling Services, please contact 9287 5521.

Tune In Youth Counselling Service

Berry Street

Program  Useful: √

Staff  Students  √  Parents

Free and confidential counselling service for young people and their families who live in Latrobe, Mitchell, Murrindindi, Nillumbik, Whittlesea and Yarra Ranges Shires who have been, or are at risk of being, affected by the 2009 bushfires.
Berry Street - Scoresby
L1, 1350 Ferntree Gully Road, Scoresby VIC 3179
03 9765 0300
info@berrystreet.org.au www.berrystreet.org.au
YBIS: Youth Brief Intervention Services

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YBIS is a short term service at Austin CAMHS that responds to young people (12 to 25 years old) and their families who are being supported by a community agency and who are experiencing significant psychological distress. YBIS is publically funded so it is a non-fee paying service.

Ph: 9496 264

Youth Counselling (Nillumbik Community Health Service)

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Youth Counselling is for 13 – 21 year olds who are experiencing emotional difficulties which are impacting their day to day life. It is an accessible, personalised and responsive counselling service for anyone seeking assistance to make positive change in some aspect of their life.

Eligibility
The service is available to everyone, with priority given to dependants of, or Health Care Card holders. The response time to see a counsellor will depend on your situation.

Appointments can be made by contacting the Centre.

How can I make an appointment?
Contact our Service Coordination team on 9430 9100 or make an online booking enquiry.

Cost
There is a scale of fees depending on income, however fees are negotiable if the fee would prevent you from attending.

Home based or centre based service?
Most clients attend either the Eltham or Hurstbridge centres however from time to time clients may be seen in their homes.

Nillumbik Community Health Service
917 Main Road
Eltham VIC 3095
Ph: 9430 9100
Website: www.nchs.org.au
Also: Nillumbik Community Health Service (Hurstbridge)
COUNSELLING ON-LINE, PHONE AND WEB

Centre for Mental Health (ANU)

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The Centre for Mental Health (ANU) provides a suite of online self-help services based on the best available evidence and evaluated through high quality research. They can be used anonymously, 24 hours a day, from anywhere in the world. All programs are provided free of charge: [http://cmhr.anu.edu.au/resources/online-self-help-programs](http://cmhr.anu.edu.au/resources/online-self-help-programs)

**e-couch**

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Web: [www.ecouch.anu.edu.au](http://www.ecouch.anu.edu.au)

e-couch provides self-help programs for depression, general anxiety and social anxiety using strategies drawn from cognitive behavioural and interpersonal therapies, relaxation, and physical activity. New programs for separation and divorce, and loss and bereavement are now available!


**eHeadspace online counselling**

<table>
<thead>
<tr>
<th>Useful for:</th>
<th>Staff</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
</table>

eHeadspace is a confidential online support and counselling service aimed at young people 12 to 25. It’s a flexible way to access support in your own time via the internet.

Register at [www.eheadspace.org.au](http://www.eheadspace.org.au) and then use either the email or web chat features. Webchat allows you to talk one on one with a qualified youth mental health professional and is open 7 days a week, from 4pm to midnight. You can email at any time with a response taking no more than two days. The service is confidential, free and there are no restrictions on the number of times people you can access eheadspace.

web: [www.eheadspace.org.au](http://www.eheadspace.org.au)

**Kids Helpline website**

<table>
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<th>Parents</th>
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</thead>
</table>

Kids Helpline is a counselling service for Australian children and young people aged between 5 and 25 years. Young people can access Kids Helpline 24 hours a day, 7 days a week.

1. **Phone counselling**
   When kids call Kids Helpline, they are connected to a counsellor after listening to a message about the counselling process, including privacy and confidentiality information.

2. **Web counselling**
   Web counselling allows young people to talk one-on-one, real time with a Kids Helpline counsellor. It works in the same way as phone counselling, but takes place over the web. Often young people need to wait to connect to a counsellor. The service allows kids to know how many other ‘users’ are waiting before them so that they can gauge the wait time. Web counselling is available at specific times each week.


3. **Email counselling**
   Young people can access Kids Helpline email counselling 7 days a week.

   Email counselling is also very popular so it can take a while for a counsellor to respond to an email. It has been suggested that kids use our phone counselling service if their problem is urgent, or if they need to speak with someone straight away.

Mental Health Advice Line

Useful for:  
| Staff | Students | Parents |


The Mental Health Advice Line is a state-wide Victorian phone service that provides immediate, expert mental health advice from a registered mental health professional, 24 hours a day, seven days a week.

By calling one state-wide number 1300 280 737 Victorians of all ages and backgrounds will now have speedy access to clear expert advice, referral and information about the full spectrum of mental health issues. Calls from anywhere in Victoria are charged at the cost of a local call (mobile phones may be charged at a higher rate).

The Mental Health Advice Line is one of the initiatives under the Because Mental Health Matters: Victorian Mental Health Reform Strategy 2009-2010. It was established in response to the low level of literacy about mental health problems in the community – people do not always know who to turn to for help.
For more information visit the Mental health Advice Line website.

MoodGYM

Useful for:  
| Staff | Students | Parents |

Web: www.moodgym.anu.edu.au

MoodGYM is an interactive program for preventing and coping with depression that teaches self-help skills drawn from cognitive behaviour therapy.

It is an online self-help program provided by Centre for Mental Health (ANU): http://cmhr.anu.edu.au/resources/online-self-help-programs

The program can be used anonymously, 24 hours a day, from anywhere in the world and free of charge.

ReachOut website

Useful for:  
| Staff | Students | Parents |

Web: www.reachout.com

ReachOut.com is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people’s mental health and wellbeing by building skills and providing information, support and referrals in ways we know work for young people.

For more information visit the ReachOut website: www.reachout.com

RECONNEXION

Useful for:  
| Staff | Students | Parents |

Source: www.reconnexion.org.au

Reconnexion (formerly TRANX & PADA) programs and services address the challenges of anxiety, stress, depression and benzodiazepine (tranquillisers & sleeping pills) dependency and related conditions.

Reconnexion provides counselling, telephone information & support, community information, and health practitioner education.

Main Address:  
222 Burke Road
Glen Iris VIC Australia 3146

Email: info@reconnexion.org.au
Telephone: 1300 273 266 or 9886 9400
Facsimile: 03 9886 065
SPECIFIC MENTAL HEALTH ISSUES

BIPOLAR DISORDER

Headspace: Topic - Bipolar Disorder

Useful for: √ Staff  √ Students  √ Parents

The section on the Headspace website provides an explanation of Bipolar Disorder.

Access the Information: www.headspace.org.au/is-it-just-me/find-information/bipolar-disorder

DEPRESSION, ANXIETY, PANIC AND STRESS

Background Information

Anxiety

Young people suffer with a number of anxiety disorders but the indicators are similar.

Anxiety disorders have similar physical and emotional indicators to fear however, fear is usually based on a real threat whereas young people with an anxiety disorder will often have difficulty identifying what they are worried about.

Anxiety disorders interrupt the young person’s daily functioning. They often have trouble dealing with day to day responsibilities.

Young people suffering from an anxiety disorder usually have low level tolerance for additional stress.

While anxiety or nervousness is a normal response to threat or danger, a young person who is suffering an anxiety disorder is in a persistent or constant state of alert to deal with perceived threats (real or imagined).

Common Indicators of Anxiety

<table>
<thead>
<tr>
<th>Increased heart rate</th>
<th>Muscle tension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restlessness</td>
<td></td>
</tr>
<tr>
<td>Butterflies in the stomach</td>
<td></td>
</tr>
<tr>
<td>Nausea</td>
<td></td>
</tr>
<tr>
<td>“Jumpy”</td>
<td></td>
</tr>
<tr>
<td>Irritable</td>
<td>Trembling and shaking</td>
</tr>
<tr>
<td></td>
<td>Trouble sleeping</td>
</tr>
<tr>
<td></td>
<td>Feeling overwhelmed and out of control</td>
</tr>
<tr>
<td></td>
<td>Feeling as if you’re going “crazy”</td>
</tr>
<tr>
<td></td>
<td>Depressive indicators</td>
</tr>
</tbody>
</table>

Experiencing episodes of panic that include sweating, choking sensations, pounding heart and trembling. The panic might be so severe that the young person might feel that they are about to die, have a heart attack, lose control or “go crazy”.

Feeling scared of being in places or situations from which it is difficult or embarrassing to escape. For some young people, the anxiety might be so severe that they resist leaving home.

Feeling the need to repeatedly perform elaborate rituals. Rituals are often about cleanliness or order and are carried out in an attempt to control anxiety that is associated with constant or unwanted thoughts.

Feeling the need to avoid social situations because of high levels of anxiety about others evaluating the young person negatively.

Depression

Young people suffer from a range of depressive disorders that are similar in nature to those suffered by adults.

At any point in time, 1-3% of the youth populations are suffering from clinical depression.

Up to 24% of adolescents will have had a major depressive episode by the age of 18 (NHMRC¹, 1997).

The majority of young people with a depressive disorder will remain unrecognised and will receive no help (NHMRC, 1997).

Young people with depression are more prone to suicide attempts than adults (RNZCGP², 1999). Young people may appear more irritable that depressed and may exhibit more mood changes or swings than adults.

Young people tend to oversleep rather than experience insomnia.

Young people are likely to talk about physical indicators of depression.

Depressive disorders may be indicated by acting out behaviour, family conflict, declining grades at school (RNZCGP, 2000).

---

¹ National Health and Medical Research Council - www.nhmrc.gov.au
² Royal New Zealand College of General Practitioners - www.rnzcgp.org.nz
Common Indicators of Depression

| Feelings of sadness, worthlessness, or hopelessness | Changes in appetite |
| Trouble concentrating and making decisions | Low self-confidence |
| Loss of interest in activities or hobbies | Extreme mood swings between high and low mood states with normal mood in between |
| Disturbed sleep |

Stress

Stress is generally triggered by a life event or situation (internal, external, passing or lasting) that generates challenges to which young people feel they cannot adequately respond. The challenges may be real or perceived.

Adolescence is a particularly stressful time as it is a period of extreme physical, cognitive, psychological, and social change and decision making (RCGP, 1998).

Stress during adolescence can arise from

| Conflicts with parents and teachers | Opposing pressures from family or society and peer group |
| A sense of loss if the young person was comfortable with the child role | Concern over body image |
| Concern over the future, life stage assessment and failure (e.g., external school assessment examinations) | Lack of good adult role models (especially for young males) |
| Heightened awareness of reality and personal limitations | Concern about popularity with peers |
| Fear of public ridicule or humiliation | Lack of confidence and poor self-esteem |
| Sensitivity to ethno-cultural and socio-cultural differences from the mainstream peers | Problems with transition between schools, or grades/levels in educational and employment settings |
| Distress from relationship breakdown | Concern about sexuality and sexual behaviour |
| Problems related to drug and alcohol use, eating disorders, anti-social behaviours (RZNCGP, 2000) |

Common Indicators of Stress

| Headaches, migraine | Aggression, agitation |
| Stomach aches, nausea, vomiting | Feeling overwhelmed |
| Excessive worry | Trouble sleeping |
| Low tolerance levels, easily annoyed | Appetite changes |

The above information was sourced from Wilson, C.J., & Fogarty, K. & Deane, F.P. (2002). *The essential youth friendly GP kit*. An evidence-based information and resource pack to increase GP competencies when dealing with young people. Illawarra Institute for Mental Health, University of Wollongong, Wollongong, Australia
DEPRESSION AND ANXIETY RESOURCES

A Guide to What Works for Depression in Young People

<table>
<thead>
<tr>
<th>Useful for:</th>
<th>Staff</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
</table>


This booklet aims to help young people make informed choices by providing a summary of the scientific evidence for each treatment.

This booklet summarises the evidence for treatments for depression in young people aged 14 to 25 years

CONTENTS

- What is depression?
- Depression checklist
- Are there different types of depression?
- Getting help for depression
- How family and friends can help
- How to use this booklet
- How this booklet was developed
- A summary of what works for depression in young people


Youthbeyondblue Depression and Anxiety fact sheets - information for young people

<table>
<thead>
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<th>Useful for:</th>
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</tr>
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</table>

For a list of fact sheets and information for young people, visit Youthbeyondblue website. www.youthbeyondblue.com/factsheets-and-info

Youthbeyondblue fact sheets:

- Getting help for depression or anxiety - Fact sheet 3 www.youthbeyondblue.com/factsheets-and-info/fact-sheet-3-getting-help-for-depression-or-anxiety/
- Helping a friend with depression or anxiety - Fact sheet 6
- Staying healthy - Fact sheet 12 www.youthbeyondblue.com/factsheets-and-info/fact-sheet-12-staying-healthy/

Anxiety Disorders Association of Victoria

www.adavic.org.au

<table>
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They provide support, information and resources to individuals suffering from or affected by anxiety, depression, and related issues.

They act as an entry-level service with "grass-roots" support and resources for issues including anxiety, stress, worry, and its related disorders such as depression, phobias, panic attacks, obsessive compulsive disorder (OCD), post-traumatic stress disorder (PTSD), sleep disorders, and self-esteem problems.
Headspace: Topic - Anxiety

| Useful for: | √ | Student | √ | Parents |

The section on the Headspace website provides an explanation of Anxiety

Access the Information: www.headspace.org.au/is-it-just-me/find-information/anxiety

Orygen Youth health – Anxiety Factsheets

| Useful for: | √ | Student | √ | Parents |

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

- Anxiety And Young People (PDF)
- Medications For Anxiety Disorders (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

Source: http://oyh.org.au/training-resources/resources-about-youth-mental-health/fact-sheets

Youthbeyondblue Depression and Anxiety fact sheets – GLTBI

| Useful for: | √ | Student | √ | Parents |


For a list of fact sheets and information for young people, visit Youthbeyondblue website

Headspace - Topic: Depression

| Useful for: | √ | Student | √ | Parents |

The Headspace web site provides information specifically on depression this can be accessed at: www.headspace.org.au/is-it-just-me/find-information/depression

Orygen Youth health –Depression Factsheets

| Useful for: | √ | Student | √ | Parents |

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

- Depression And Young People (PDF)
- Medications For Depression (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

Source: http://oyh.org.au/training-resources/resources-about-youth-mental-health/fact-sheets
Royal Australian and New Zealand College of Psychiatrists - Topic: Depression

Useful for: √

Staff Students Parents

Source: www.ranzcp.org

Resource:
The Royal Australian and New Zealand College of Psychiatrists has very clear series of Treatment Guides for Consumers and Carers available on the following topics: Anorexia Nervosa; Bipolar Disorder; Deliberate Self-Harm; Depression; Panic Disorder and Agoraphobia; Schizophrenia.


Panic Disorder and Agoraphobia Consumer and Carer Guide

Useful for: √

Staff Students Parents

The Royal Australian and New Zealand College of Psychiatrists (www.ranzcp.org) has very clear series of Treatment Guides for Consumers and Carers available on the following topics: Anorexia Nervosa; Bipolar Disorder; Deliberate Self Harm; Depression; Panic Disorder and Agoraphobia; Schizophrenia.

This guide “Panic Disorder And Agoraphobia Consumer and Carer Guide” is intended to help you find the right care and treatment for your condition. It may also be of value to your family as they seek to understand your panic disorder and help you. The Guide can be accessed from: www.ranzcp.org/Files/ranzcp-attachments/Resources/Publications/CPG/Australian_Versions/AUS_Panic_disorder-pdf.aspx

EATING DISORDERS

Eating Disorder

In 2009, 2.4 per cent of adolescents surveyed in Banyule had an eating disorder. The situation is worse in Nillumbik with 4.5 per cent of adolescents

Adolescents who reported an eating disorder across Victoria was 2.4 per cent

Eating Disorders Foundation of Victoria

Useful for: √

Staff Students Parents

Source of support, information, community education and advocacy for people with eating disorders and their families.

Helpline: 1300 550 236

www.eatingdisorders.org.au

Eating Disorders (Information Source: ReachOut)

Useful for: √

Staff Students Parents

“Reachout has a section specifically dealing with Eating Disorders. The info here tells you more about eating disorders and how to go about getting help.”

Eating Disorders Foundation of Victoria – Fact Sheets

Useful for: ✓ Staff ✓ Students ✓ Parents ✓

Eating Disorders Victoria has a wide range of printed fact sheets available, each on a different aspect of eating disorders.

- Eating Disorders and Depression: www.eatingdisorders.org.au/eating-disorder-fact-sheets#EDS%20&%20Depression

Web site: www.eatingdisorders.org.au

Headspace - Topic: Eating Disorders

Useful for: ✓ Staff ✓ Students ✓ Parents ✓

Source: www.headspace.org.au/is-it-just-me/find-information/eating-disorders

An on-line resource focussed on Eating Disorders which has been provided by Headspace for Parents The resource has been designed to help parents and carers to:

- talk to a young person about their problems
- learn more about how to support young people
- find information about where you can find the right help
- and importantly, find support for yourself.

National Eating Disorder Collaboration (NEDC) – Fact Sheets

Useful for: ✓ Staff ✓ Students ✓ Parents ✓

Web Site: www.nedc.com.au

The National Eating Disorder Collaboration (NEDC) have produced the following fact sheets:


Orygen Youth health – Factsheets

Useful for: ✓ Staff ✓ Students ✓ Parents ✓

- Eating Disorders And Young People (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

Source: http://oyh.org.au/training-resources/resources-about-youth-mental-health/fact-sheets
Youthbeyondblue fact sheets – Eating Disorders

<table>
<thead>
<tr>
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<th>Students</th>
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For a list of fact sheets and information for young people, visit Youthbeyondblue website. [www.youthbeyondblue.com/factsheets-and-info](http://www.youthbeyondblue.com/factsheets-and-info)

**BORDERLINE PERSONALITY DISORDER**

Orygen Youth health – Factsheets

<table>
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<th>Parents</th>
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</table>

This factsheets deal specifically with Borderline Personality Disorder and young people.

- Borderline Personality Disorder And Young People (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.


**PSYCHOSIS**

Headspace: Topic - Psychosis

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<th>Parents</th>
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</table>

The Headspace web site has information specifically on Psychosis. This can be accessed at: [www.headspace.org.au/is-it-just-me/find-information/psychosis](http://www.headspace.org.au/is-it-just-me/find-information/psychosis)

Orygen Youth health – Psychosis Factsheets

<table>
<thead>
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<th>Parents</th>
</tr>
</thead>
</table>

These factsheets deal specifically with psychosis and young people.

- What Is Psychosis? (PDF)
- Getting Help Early (PDF)
- Medications For Psychosis (PDF)
- Recovering From Psychosis (PDF)
- How Can I Help Someone With Psychosis? (PDF)
- Psychosis And Young People (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don't modify or extract information from the factsheets without permission.

SELF-HARM

Self-Harm
During 2008 - 2009, the hospitalisation rate for intentional self-harm was 0.6 per 1,000 adolescents in Banyule and 0.7 per 1,000 adolescents in Nillumbik. Both these rates are slightly higher the hospitalisation rate for intentional self-harm in the Northern Metropolitan region (0.5 per 1,000 adolescents) and similar to the rate in Victoria (0.6 per 1,000 adolescents).

Responding To Self-Harm In Schools

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<th>Useful for:</th>
<th>✓ Staff</th>
<th>✓ Students</th>
<th>Parents</th>
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</table>

ORGEN YOUTH HEALTH has developed specific training packages for the school setting in consultation and collaboration with a number of educational and training bodies.

This 2-day training is aimed at promoting understanding, skills and confidence in responding to young people who are self-harming. It also supports schools in developing guidelines for how to respond to the needs of students, families and the entire school community.

The training focuses on:
- Recognition and assessment of risk
- Management planning
- Crisis intervention
- Responding to others who may be affected within the school (teachers, students, parents)
- Follow-up
- Working with mental health services

At the completion of this workshop participants will be able to:
- Define suicidal behaviour and deliberate self-harm
- Outline the prevalence and discuss the role and meaning of self-harm
- Identify personal attitudes to self-harm and suicidal behaviour
- Thoroughly assess presentations of self-harm, including co-morbid issues
- Complete thorough risk assessments and management plans
- Utilise therapeutic approaches and strategies to work with students who are self-harming
- Develop policy and protocols that respond to self-harm


From Halm to Calm
Youth at Risk of Self Harm

<table>
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<tr>
<th>Useful for:</th>
<th>✓ Staff</th>
<th>✓ Students</th>
<th>Parents</th>
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</table>

Nillumbik Community Health Service has made available two booklets in response to increased awareness that some young people are deliberately hurting themselves by cutting, scratching, rubbing or burning their skin.

One booklet is specifically aimed at young people themselves and the second booklet is designed as a resource for parents, carers and/or professionals.

Both booklets contain a list of resources for further information.


Headspace - Topic: Self-harm

| Useful for: | ✔ | Staff | Students | Parents | ✔ |

Source: www.headspace.org.au/is-it-just-me/find-information/self-harm

An on-line resource focussed on Self-harm which has been provided by Headspace for Parents. The resource has been designed to help parents and carers to:

- talk to a young person about their problems
- learn more about how to support young people
- find information about where you can find the right help
- and importantly, find support for yourself.

My Life Program – Mentoring Youth for Life

Berry St

| Useful for: | ✔ | Staff | Students | Parents | ✔ |

The My Life Program aims to provide intensive outreach support to young men and women aged 13 to 21 who have been identified as being at risk to themselves. These young people have a borderline to mild intellectual disability.

677 The Boulevard
Eaglemont VIC 3084

t: 03 9450 4700
f: 03 9450 4701
e:eaglemont@berrystreet.org.au

Orygen Youth health – Factsheets

| Useful for: | ✔ | Staff | Students | Parents |

- Self-Harm And Young People (PDF)

Orygen have a number of fact sheets. These may be printed, forwarded and duplicated as long as they retain their original format. Please don’t modify or extract information from the factsheets without permission.

Reachout – Topic: Self-harm

| Useful for: | ✔ | Staff | Students | Parents |

The Reachout website has some useful resources for students who are at risk of or are interested in self-harming. These resources may be helpful to parents and staff assisting young people who are self-harming.


Royal Australian and New Zealand College of Psychiatrists – Topic: Deliberate Self Harm

| Useful for: | ✔ | Staff | Students | Parents |

Resource:
The Royal Australian and New Zealand College of Psychiatrists has very clear series of Treatment Guides for Consumers and Carers available on the following topics: Anorexia Nervosa; Bipolar Disorder; Deliberate Self Harm; Depression; Panic Disorder and Agoraphobia; Schizophrenia.

Deliberate Self Harm - Consumer Australian treatment guide for consumers and carers: www.ranzcp.org/Files/ranzcp-attachments/Resources/Publications/CPG/Australian_Versions/AUS_Self_harm-pdf.aspx

This guide is for people who have engaged in self-harm, and their families and carers. It aims to inform them of the best possible assessment, treatment and support and what to expect of services intended to reduce self-harm and its related suffering.
Youthbeyondblue fact sheets – Topic: Self-harm

Useful for: √
Staff       Students √ Parents √


For a list of fact sheets and information for young people, visit Youthbeyondblue website. www.youthbeyondblue.com/factsheets-and-info

SUICIDE

Overview

Suicide

The World Health Organisation estimates that approximately one million people will die from suicide during 2000. This translates to one death by suicide every 40 seconds and a global mortality rate of 16 deaths per 100,000.

During 1998, 2,683 Australians completed suicide. Within this number there were four times as many men as women (ABS, 1999).

Australian suicide rates are the top third of Western nations (WHO, 1999).

Australi
an suicide rates for 15-24 year olds have ranked fourth for males and eighth for females (Cantor et al., 1999).

A small number of reports indicate that Australian youth suicide rates are much higher than comparable international rates, particularly those for young males (Graham et al., 2000).

Rates among young people have increased to such an extent that young people are now the group at highest risk in a third of countries.

In the last three decades, when overall suicide rates were falling, the suicide rate of males aged 15-24 years more than doubled.

Since 1973, Australian suicide rates increased for males aged 25-34 years and paralleled those of 15-24 year olds (Cantor et al., 1999).

In Australia, youth suicide is frequently reported to be the cause of 30-50% of all deaths in the 15-19 year-old age group and is second only to motor vehicle accidents in terms of youth mortality. Suicide rates rise steadily from age 12 and are the highest in 30 years (ABS, 1997).

Common Indicators of Suicidal Risk

<table>
<thead>
<tr>
<th>Stressful life events and ongoing life difficulties</th>
<th>Depressive or anxious disorders, mental illness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and substance abuse</td>
<td>Ineffective coping or problem-solving behaviours</td>
</tr>
<tr>
<td>Risk taking Cultural or gender identity issues</td>
<td>Poor social support or perceived social connectedness</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>Previous suicidal attempts</td>
</tr>
<tr>
<td>Recent suicide among family or friends</td>
<td>Plans to attempt suicide and available means to do so</td>
</tr>
</tbody>
</table>

The above information is sourced from Wilson, C.J., & Fogarty, K. & Deane, F.P. (2002). The essential youth friendly GP kit. An evidence-based information and resource pack to increase GP competencies when dealing with young people. Illawarra Institute for Mental Health, University of Wollongong, Wollongong, Australia.
Headspace (Suicide) School Support

| Useful for | √ | Staff | √ | Students | √ | Parents |


Headspace School Support

Headspace School Support is a new initiative funded by the Federal Government, Department of Health and Ageing, that provides support to secondary schools affected by a suicide.

The service is flexible and is designed to respond to the individual needs of schools. Support is provided by working with relevant education bodies, local headspace Centres and other service providers.

How can headspace School Support help?

Schools can access a variety of services including:

- National 1800 number and email support for all Australian secondary schools affected by suicide
- Response co-ordination following a suicide or suicide attempt
- Staff and parent information sessions
- Evidence based resources, including a range of fact sheets www.headspace.org.au/what-works/school-support/resources
- Comprehensive postvention toolkit - A practical guide to assist schools in their response following a suicide
- Secondary and tertiary consultation
- Assistance with critical incident review
- Education and training related to suicide
- Media liaison and advice

Headspace School Support recognises the long-term impact associated with suicide and can offer support to schools communities both the immediate and long term if required.

- Call 1800 688 248
- Or email schoolsupport@headspace.org.au
- Web: www.headspace.org.au/what-works/school-support

Reachout – Topic: Suicide

“Feeling suicidal, or know someone who is thinking about ending their life? Sometimes it can feel like it’s too hard to go on, and you’re giving up hope. Remember that suicidal thoughts are just thoughts – you don’t need to act on them. You can get control back. There’s info here on how to do it, what to do when you feel this way, and how to help someone”

Source: www.au.reachout.com/Tough-Times/Somethings-not-right/Suicide

Youthbeyondblue fact sheets – Topic: Suicide

| Useful for | √ | Staff | Students | √ | Parents |

Youthbeyondblue fact sheets: Suicide: knowing when to get help - Fact sheet 14

For a list of fact sheets and information for young people, visit Youthbeyondblue website.

www.youthbeyondblue.com/factsheets-and-info
TRAUMA, LOSS AND GRIEF

Making SPACE for Learning - Trauma Informed Practice in Schools

Making SPACE for Learning is a resource guide to assist schools to unlock the potential of traumatised children and young people to grow and develop at school. If you are a teacher or early childhood professional, this resource guide offers opportunities to build practical strategies which you can use in your setting to support these children and young people.

If you are a school principal, this resource guide offers opportunities to consider how to integrate strategies for supporting traumatised children and young people across the school environment.

If you are a school counsellor or part of a student wellbeing team, this resource guide will help you build on the work you are already doing with traumatised children and young people and explore ways to include other school staff to support your strategies.

This is a free downloadable resource. It has been designed to be printed on back to back pages. It was supported by a grant from the Australian Government.


National Association for Loss and Grief

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<th>Useful for</th>
<th>Staff</th>
<th>Students</th>
<th>Parents</th>
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Telephone information and referral service to support those who have experienced loss and are grieving.
Ph: 9329 4003.
www.nalagvic.org.au
Coping with Bereavement (UK Produced Video)
See how primary and secondary schools can support bereaved pupils

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The extraordinary stories of how a primary and a secondary school played a critical role in supporting their bereaved pupils. This programme offers valuable lessons and practical advice to schools on this dreadfully common experience. Six children at Heron Primary School were bereaved when three parents died over the Christmas break. Headteacher John Coles faced a huge challenge but with the help of Julie Stokes of bereavement charity Winston's Wish, he and his staff have effectively supported the pupils through and beyond the tragedy. At Cleeve School, two teenagers died suddenly in consecutive terms. Deputy Head Leanne Symonds shares her valuable experience and practical response in handling the deaths which affected the whole school community. Cleeve School also share how they helped a primary school pupil who had been bereaved by setting up a buddy system with an older pupil at their school who had also suffered bereavement.

Australian Child & Adolescent Trauma, Loss & Grief Network

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<th>Useful for: Staff</th>
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Source: www.acys.info/sector_resources/sector_contacts/a-b/the-australian_child_-_and_-_adolescent_trauma_-_loss_-_and_-_grief_network

Clearinghouse of information for those involved in the care of children/youth and interested in the potential impact of trauma, loss and grief experiences. The network is based at the Australian National University in Canberra and has a national focus with links to key stakeholders across each state and territory.

Website: www.earlytraumagrief.anu.edu.au

Headspace - Topic: Grief

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<tr>
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Source: www.headspace.org.au.au/is-it-just-me/find-information/grief
An on-line resource focussed on Grief which has been provided by Headspace for Parents The resource has been designed to help parents and carers to:
- talk to a young person about their problems
- learn more about how to support young people
- find information about where you can find the right help
- and importantly, find support for yourself

Headspace - Topic: Trauma

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Reachout – Topic: Loss and Grief

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<th>Parents</th>
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Reach out has a range of information covers dealing with Death, Life threatening illness, Other loss and grief
The resources may be useful for students and could be of assistance to Parents and schools staff who are supporting students dealing with grief.
Access the relevant information at: http://au.reachout.com/Tough-Times/Loss-and-grief

Youthbeyondblue fact sheets – Dealing with Loss and Grief

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<tr>
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<th>Students</th>
<th>Parents</th>
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Youthbeyondblue fact sheets: Dealing with loss and grief - Fact sheet 16
For a list of fact sheets and information for young people, visit Youthbeyondblue website.
www.youthbeyondblue.com/factsheets-and-info
YOUNG CARERS SUPPORT

Carelink Centre

Useful for: √
Staff | Students | √ Parents

Support for young carers.
Freecall: 1800 052 222.

COPMI (Children of Parents with a Mental Illness)

Useful for: √
Staff | Students | Parents √

Web: www.copmi.net.au
Provides information for family members across Australia where a parent has a mental illness and for people who care for and work with them. The overall aim of the Australian COPMI initiative is to promote better mental health outcomes for children (0 - 18 years) of parents with a mental health problem or disorder.

Young Carers Respite Program

Useful for: √
Staff | Students | √ Parents

The program is designed for anyone up to 25 years of age who gives a lot of support to someone with a disability, a mental illness, chronic illness or who is frail aged. It might be a parent, a brother or sister, or even a friend.

They might:
• Help with personal care - this means showering, dressing, toileting and helping with medication
• Do housework, cooking, cleaning, paying bills, attending medical appointments
• "be there" - give emotional support, listen to the anger or the sadness, try to make the person feel a bit better

And they don't get paid for it!

Being a carer sometimes means that a young person may:
• Often miss school
• Have no time to do homework
• Feel distracted at school and find it hard to fit in
• Think about leaving school too soon

Help for young carers
• Time out to do the things other young people do
• Support to get a better balance between school and being a carer
• Respite that is free or doesn't cost too much, and that fits in with the young carers' family
• Talking about being a young carer with someone who understands
• Getting together with other young carers
• Emotional support
• Information about the illness of the person they care for
• Help to deal with school, especially about what it means to be a young carer
• Help planning other services
• Support if they need to make a complaint or have someone speak up for them
• Being accepted, including their background, culture, religion, race and sexuality

Contact
To speak to a Young Carer Support Worker call the Commonwealth Respite & Carelink Centre / CarerLinks North on freecall 1800 059 059.
Australian Guidance and Counselling Association – Information Sheets

Useful for: √ Staff √ Students √ Parents


Australian Guidance and Counselling Association has Information Sheets which may be useful for school staff.

The Information Sheets are:


Australian Guidance and Counselling Association Programs – Tip Sheets

Useful for: √ Staff √ Students √ Parents

Tip Sheets


Gatehouse Project - Teaching Resources

| Useful for: | √ | Staff | √ | Students | √ | Parents |

Teaching resources for emotional well-being is part two of the Gatehouse Project professional development materials, available through the Centre for Adolescent Health. It is used in conjunction with part one, Promoting emotional well-being: Team guidelines for whole school change.


Headsmart

| Useful for: | √ | Staff | √ | Students | √ | Parents |

ORYGEN YOUTH HEALTH has developed specific training packages for the school setting in consultation and collaboration with a number of educational and training bodies.

**Headsmart is a curriculum-based universal depression education program**, specifically designed for young people in the school community.

The Headsmart program aims to:

- Improve the ability of participants to recognise depression in young people
- Improve the ability of participants to assist other people experiencing depression
- Increase the likelihood of appropriate help-seeking for depression
- Reduce the stigma associated with depression in young people

Long term, Headsmart hopes to see an increase in help seeking behaviour and a reduction of depression in young people.

For more information about Headsmart go to www.headsmart.org.au

Mental Health - Supporting Young Minds (28 Min UK Produced Video)

Mental health problems - and solutions - in secondary education

| Useful for: | √ | Staff | √ | Students | √ | Parents |

In a secondary school of 1000 pupils there are on average 100 students suffering mental health problems. That includes about 50 seriously depressed, 10 with eating disorders and 20 with obsessive-compulsive disorder. But in 2005 Ofsted reported that most secondary schools are failing these pupils. How can schools support them better? We look at a range of strategies including peer support and counselling, a whole-school focus on pupils' emotional well-being, and developing a deeper understanding of the fact that mental health problems can lie behind a range of learning and behavioural difficulties. The programme features students talking candidly about their mental health problems at school. School staff and leading educational psychologist Helen Cowie, Professor of Mental Health at the University of Surrey recount their experiences and views on how best to approach this significant but often hidden issue.

Source: www.creativeeducation.co.uk/videos/watch-video.aspx?id=750
MindMatters Plus (MM+)

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MindMatters Plus (MM+) is grounded within and builds upon MindMatters, a national secondary school mental health promotion initiative for all secondary school students.

MindMatters has developed into a suite of initiatives and MM+ comprises an integral component of this approach to student wellbeing.

Key Components of the Resource:


Orygen Youth Health - Videos

Source: www.oyh.org.au/

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Orygen Youth Health (OYH) is a youth mental health organisation based with a specialised youth mental health clinical service, research centre and integrated training and communications program. They provide comprehensive clinical services to young people aged 15–25 with mental health issues in the western and north-western areas of Melbourne.

While their services are geographically limited they do have some useful on-line resources. Orygen Youth Health, in partnership with Victorian College of the Arts students, have created a series of short web films which raise awareness of mental health issues facing many young people. They are an ideal way to engage and begin discussion in either a classroom or therapeutic setting.

These can be accessed at: www.oyh.org.au/training-resources/resources-about-youth-mental-health/webfilms

ReachOut. Teachers Network

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The ReachOut Teachers Network provides teachers and professionals working with young people in a school environment with free access to curriculum resources and lesson ideas on youth mental health and a range of other issues that may impact on the wellbeing of young people.

Access ReachOut Teachers Network at www.Teachers.ReachOutPro.com.au

Response Ability

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Source: www.responseability.org/home/about-response-ability

The Response Ability team supports the pre-service training of school teachers and early childhood educators, regarding mental health issues in children and young people. They do this through:

1. Providing free, evidence-based multi-media teaching resources to Australian tertiary institutions.
2. Providing additional information through conference presentations, on our web site, and by other means.
3. Providing professional support to tertiary educators to help them integrate mental health into their program.

You can find some VERY USEFUL Guides and facts sheets here: www.responseability.org/home/guides-and-facts-sheets
**Secondary Health and Welfare - Teenage Mental Health** (14 Min UK Produced Video)

A project aiming to prevent mental health problems

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What do you do when you have pupils with emotional and behavioural difficulties who won't engage with you or your lessons? Pupils who truant and whose out-of-school activities are a definite barrier to learning? What if these pupils are from ethnic minority groups and prove even harder to reach? The Multi Agency Preventative Project works with schools in Tower Hamlets to address this issue. Each agency offers a different approach depending on the problem and at Bow School we meet youth worker Marion Spiers and two of her referrals, 16 year old Tehsin, who has attendance issues, and 13 year old Raju, who is under achieving. Marion has been working with Tehsin for 8 months and today's session focuses on identity. With Raju, who is a new client, she is concentrating on communication. Both boys feel that they can speak in confidence with Marion and value her advice. Jon Ryder is the schools' link teacher. He also values what the MAP project can do for students and teachers.


**Secondary Mental Health - What Teachers Should Know** (UK Produced Video)

Experts talk about the mental health issues affecting students

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With around one in ten pupils in secondary schools suffering from a diagnosable mental health disorder, this programme outlines the most common issues, and the role of teachers. Child and Adolescent Psychiatrist Dr Greg Richardson describes a range of problems pupils may face, and how they can manifest themselves in their behaviour in the classroom. Issues tackled in the programme include: self-harm, depression, anxiety and eating disorders. At Endeavour High School, Hull, experienced geography teacher Penny Darmody and social inclusion co-ordinator Norma Burr speak frankly about their experiences with pupils and the warning signs of a mental health problem.


**Secondary Support Staff - Multi-Agency Working** (14 Min UK Produced Video)

One school leads the way in multi-agency working

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Support staff at David Lister School in Hull are leading the way in multi-agency working. They've shown that the in-house team, comprising social workers, family assessors and a dedicated co-ordinator can meet even the most challenging cases at this tough inner city school. Max Roberts, a former head teacher in Hull, took on the responsibility of kick-starting and coordinating the project, which is called MAST. They meet every week with teachers to identify pupils with the most serious needs and then draw on the expertise of outside agencies such as the police, fire service and youth workers. Crucial to the success of MAST has been the development of these close working relationships. The team has proven its effectiveness by easing the pressure on teachers, enabling them to concentrate on teaching. Due to the achievements of MAST, the school has now been invited to take part in a pilot scheme to test common assessment, a new way for all agencies to work together.


**Spotting Signs of Abuse and Neglect in Secondary** (14 Min UK Produced Video)

Advice on spotting abuse and neglect in secondary students

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With an estimated 175,000 children in England enduring some form of child abuse or neglect each year, the role of schools in spotting the warning signs is crucial. Education Advisor at the NSPCC John Stead, and Chair of the British Association for the Study and Prevention of Child Abuse and Neglect (BASPCAN) Jonathan Picken, provide a range of anonymised examples of child abuse or neglect cases that were identified within secondary schools. A secondary school named person for child protection, Pat Curran outlines the key indicators that all school staff are trained to spot and refer on through school procedures. PE teacher Ross Towler and student support worker Yvette Hudson describe how they would react if a child made a disclosure relating to abuse or neglect. And Lead Officer for Child Protection at Education Bradford Jenni Whitehead emphasises the importance of teachers recognising potential child protection issues.

EDUCATION PROGRAMS

The Austin School and the REV Program
Two local education programs have been implemented for students with significant Mental Health Issues

Austin School

Services:
A school for patients of the Austin Hospital which offers the following programs:

- **Adolescent In-patient Program** for secondary school aged children who are patients of the Child and Adolescent Mental Health Service (CAHMS) and are staying in the hospital. Length of program varies from a few days to some months depending on student wellbeing.

- **Return to Education and Vocation (REV)** is for young people aged 14 - 17 not attending school or who are at risk of being excluded. Students attend for a school term. The aim is to get young people back into education, training or the workforce.

Eligibility/Target Group:
- Age 5yrs to 18yrs
- Must be patients of the Austin Hospital or Child and Adolescent Mental Health Service (CAMHS) at the Austin
- Students experiencing serious problems of a physical or mental health nature who have been referred to the school by the hospital staff

Contact:
Austin Hospital
145 Studley Road
HEIDELBERG VIC 3084
Ph: 9496 5324
Fax: 9457 2642
Email: austin.sch@edumail.vic.gov.au
Monday to Friday 8.15am - 5.30pm

Return to Education & Vocation Program

The REV program is available to young people who are either not attending school or at risk of being excluded from the school system. It aims to assist students develop pathways into the education system or into employment.

The REV program is available to young people between the ages of 14 and 17. They must be clients of the Austin Child and Adolescent Mental Health Service and be referred by their case manager.
REV office: 9496 5441.
School office: 9496 5324
ALTERNATE EDUCATION PROGRAMS

Some students with mental health issues cope better in the smaller and supported environments provided by Alternative education settings. Banyule and Nillumbik schools often utilise the programs provided by The Pavilion School or the Diamond Valley Learning Centre. The Pavilion School located in East Preston and South Morang takes students from Years 7 to 12 and Diamond Valley Learning Centre takes students aged 15 upwards. The only senior education option through these programs is the Victorian Certificate of Applied Learning.

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The Pavilion School

Program
The Pavilion is an educational setting for young people within the Northern Metropolitan Region who are disengaged from education and/or training. While being an integral part of Charles La Trobe College, the Pavilion is located off site at two community settings. The school is designed as a transition and/or re-integration centre for young people of secondary school age who wish to access educational support that is tailored to meet individual needs. Using a case management model, the Pavilion intends to provide a holistic approach to each young person’s needs while promoting a strong academic program. The Pavilion staff will provide a strict adherence to the educational standards set by the Department of Education.

Student Criteria
- Secondary school age
- Disengaged from education and training
- An ability to access a location in East Preston/Heidelberg West or Mill Park
- A willingness to participate in the model provided at the Pavilion
- A willingness to work towards agreed educational goals

Enrolment Process
Referral: Student self refers or is referred by family member, case worker or significant other by submitting an expression of interest form on the website: www.thepavilionschool.com.au

Intake and/or Referral Meeting: Prospective students will meet with a School Intake Worker to discuss suitability for the program. Enrolment Meeting: Information gathered regarding students’ needs and enrolment forms are then given to student. Upon completion of the enrolment form, the student will be enrolled in the Pavilion as a student of Charles La Trobe College

Locations

<table>
<thead>
<tr>
<th>East Preston Campus, Sylvester Grove PRESTON VIC 3072</th>
<th>Mill Park Campus, The Edge, Westfield Shopping Centre Shop MM1, 415 McDonalds Road MILL PARK VIC 3082</th>
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<tr>
<td></td>
<td>Contact: Katrina Kassim Ph: 9404 8831 9.00 am to 12.00 am Mon to Fri</td>
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Diamond Valley Learning Centre (DVLC) - VCAL

Program
Diamond Valley Learning Centre (DVLC) has been providing VCAL for 7 years and further education for youth and adults in a community setting for 37 years. This program often takes on students who have experienced bullying, learning difficulties and mental health issues such as significant anxiety. The program makes use of strong community relationships and provides significant support for vulnerable students.

Student Criteria
- Aged 15+
- Experiencing barriers to participation in school
- At risk of disengaging/disengaged from education
- Able to access the location in Greensborough (near train station and bus interchange)
- Willingness to work towards agreed educational goals
- Able to operate independently and manage an adult environment

Enrolment Process
Referral: Prospective students can self-refer or be referred by a family member/significant other or case worker. Phone DVLC to arrange an interview. Details below.

Interview: Prospective students meet with the Coordinators to find out about the program and give information about their needs and goals. Enrolment proceeds by completing forms, paying fees and participating in a further interview with the Welfare Coordinator.

Delivery mode
- Part-time and full-time programs available
- Attendance is required for scheduled classes only – not the full day

Location
Diamond Valley Learning Centre  
Cnr. Diamond Creek & St. Helena  
Roads Greensborough VIC 3088

Contact
VCAL Coordinator: Megan Mooney  
Taylor Phone: 9435 9060

Email: meganmt@dvlc.org.au
TRANSITION FROM SCHOOL TO WORK OR UNIVERSITY

Disability Employment Services (DES)

DES provides specialist help for people with disability, injury or health condition who require support to find and maintain sustainable employment. DES is delivered by a network of organisations around Australia. These services may be very useful at the point of transition from secondary school to employment.

There are a number of local DES that have a specific focus on Mental Health support.

DES offer two types of programs:

1. Disability Management Service (DMS)
   Provides help to people with disability, injury or health condition who require the assistance of a disability employment service and are not expected to need long-term or regular support in the workplace.

2. Employment Support Service (ESS)
   Assists people with permanent disability who are likely to need regular long-term ongoing support in order to retain their job.

The assistance DES provides to job seekers includes:

- preparing for work, including training in specific job skills
- job search support, such as resume development, interview skills training and help to look for suitable jobs
- support when initially placed into a job, including on the job training and co-worker and employer supports
- ongoing support in a job
- purchase of vocational training and other employment related assistance
- access to help for your employer, such as workplace modifications and wage subsidies.

Local Employment Agencies which focus on Mental Health /Illness include:

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<tr>
<th>Service provider</th>
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<th>Specialisation</th>
<th>DMS</th>
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<td>Job Futures Interact Employment and Training</td>
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<td>All Client Types</td>
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<td>Neurological, ABI, Psych, Intellectual &amp; Learning</td>
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<tr>
<td>Break Thru People Solutions</td>
<td>GREENSBOROUGH</td>
<td>Psychiatric Disability</td>
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Contact details:
Job Futures Interact Employment and Training
Address: Nillumbik Community Centre, 917 Main Road ELTHAM 3095
Phone: 8405 0400
Fax: 84050499
Website: www.interactaustralia.com.au
Email: epping@interactaustralia.com.au

Break Thru People Solutions
Contact details
Address: Level 2, 16-20 Grimshaw Street 3088
Phone: (03) 9433 2000
Fax: 03 94340038
Website: www.breakthru.org.au
Email: Greensborough@breakthru.org.au

**Universities and TAFEs**

**Disability Liaison Officer**

Students with a mental health issue / illness may need to utilize the services of a Disability Liaison Officer. The Disability Liaison Officer is available to discuss with you the range of strategies or services that are available for students with disability. The Disability Liaison Officer will also work with the lecturers to support them to implement ‘reasonable adjustments’ that may be required designed to facilitate a student’s participation in their course.

The Disability Liaison Officer can provide teaching staff with advice on:
- How disability affects study
- Alternate formats for reference and study material
- Adapting assessments to accommodate students’ specific abilities
- Alternate / inclusive teaching strategies
- Resources and technologies that are available to assist the teaching and learning process

Every TAFE and University has a Disability Liaison Officer is usually located in student support services. By contacting the Disability Liaison Officer well before the course starts they will have time to implement the adjustments required before a student starts their course. Information shared with the Disability Liaison Officer is confidential unless permission is given for the information to be shared with teachers / lecturers.

For a list of Disability Liaison Officers in TAFE and Universities in Victoria go to: www.vta.vic.edu.au/TDN/Documents/TDNContactsList2012v3.xlsx

For a list of DLOs at Universities around Australia go to: www.adcet.edu.au/Student_Resources/Who_Can_Help/University_Disability_Advisers.chpx

Refer to: http://ndco.wodongatafe.edu.au/education.aspx

**Scholarships**

Scholarships are often viewed as being something for the highest academic achievers. However, there are scholarships available which are implemented for the purpose of achieving better Access and Equity. Universities in Victoria offer a range of these scholarships for students. The VTAC web site highlight Access and Equity Scholarships and Institutional Merit Scholarships.

View the information at: www.vtac.edu.au/scholarships

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<tr>
<th>WCN E-Focus</th>
<th>GREENSBOROUGH</th>
<th>Psychiatric Disability/Mental Illness</th>
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<tr>
<td>Contact details</td>
<td>Address: Level 2 16-20 Grimshaw Street GREENSBOROUGH 3088</td>
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<td>Contact the Heidelberg Office: Phone: 9450 5700</td>
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<td>Freecall number: 1300882230</td>
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<td>Fax: 98903085</td>
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<td>Email: <a href="mailto:susang@appsconnect.com.au">susang@appsconnect.com.au</a></td>
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<td>Phone: (03) 8405 0400</td>
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<td>Website: /www.interactaustralia.com.au</td>
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<td>Contact details</td>
<td>Address: Suite 2.47 Burgundy Street HEIDELBERG 3084</td>
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<td>Phone: (03) 9450 1100</td>
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<td></td>
<td>Website: <a href="http://www.ostara.org.au">www.ostara.org.au</a></td>
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<tr>
<th>WCIG Employment Services</th>
<th>HEIDELBERG</th>
<th>Psychiatric Disability/Mental Illness</th>
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<tr>
<td>Contact Details</td>
<td>Address: 73 Burgundy Street Heidelberg 3084</td>
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<tr>
<td></td>
<td>Phone: 9450 5700 Freecall number: 1300882230</td>
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<td>Fax: 98903085</td>
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<td>Email: <a href="mailto:susang@appsconnect.com.au">susang@appsconnect.com.au</a></td>
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SEAS: Special Entry Access Schemes

Students with a significant Mental Health issue may wish to consider the Special Entry Access Scheme (SEAS). SEAS is the centralised application program for special entry schemes available at participating tertiary institutions in Victoria. The VTAC website lists all the institutions, their special entry schemes, criteria for applying to those schemes and application instructions. Copies of the booklet are available from all Victorian schools and from institutions participating in the SEAS program. Special Entry Access Scheme (SEAS) has two separate and distinct schemes:

- SEAS Access and Equity is available for applicants whose education has been affected by long-term disadvantage.
- SEAS Year 11/12 Special Consideration is for current Year 12 students who have experienced adverse circumstances in Years 11 and/or 12 only.

For more information visit: www.vtac.edu.au/who/seas.html

Other Resources

Academic Accommodations for Students with a Psychiatric Disability
Source: http://www.cdu.edu.au/ndco/resources.html - Charles Darwin University

Students with psychiatric disabilities are entitled to reasonable academic accommodations under the Disability Discrimination Act (1992) and Disability Standards for Education 2005. Providing effective accommodations allows students equal access to academic courses and activities. Their presence also contributes to the diversity of the student population. This resource is concerned with the impact of mental illness on academic pursuits, and the development of strategies to study successfully.

Download a copy of the resource "Academic Accommodation for Students with Psychiatric Disability - A Resource Book (.pdf, 359KB) a:


Objectives Mental Health

This CD shares the experiences of 8 individuals with mental health conditions who have successfully made the transition into further education. The aim of this CD is to inform, impress and inspire professionals, parents and students in the journey of further learning.


Teaching Students with Particular Impairments - Mental Illness

Disabilities labeled as psychiatric or psychological may include schizophrenia, clinical depression, bipolar disorder, eating disorders such as anorexia nervosa, and anxiety disorders. Anxiety and depression are two of the most common psychological disabilities evident in the university environment.

Mental illness or (associated medications) can affect:

- Concentration
- Cognitive processing
- Memory
- Motivation
- Exam anxiety
- Capacity to socialise

See Teaching and Assessment Strategies for Students with Mental Illness: www.adcet.edu.au/View.aspx?id=4015

Teaching Students with a Disability – Psychiatric Disability
Source: www.adcet.edu.au/AdcetResources/Teaching_students_with_a_disability.chpx

This resource is a part of the Teaching students with a disability series prepared by Ann Noble and Gerry Mullins of the Advisory Centre for University Education, The University of Adelaide. Each of these six brochures presents information about a specific category of disability, providing a general description of the disability and its likely impact on participation and learning, a summary of the issues which staff may need to consider when teaching and assessing students with such a disability.

See: Teaching students with psychiatric or psychological disabilities:
www.adcet.edu.au/AdcetResources/Teaching_students_with_a_disability.chpx#Teaching+students+who+have+a+psychological+or+psychiatric+disability
Considering Further Education?


The information in this document has been prepared for people with a disability who are considering studying at TAFE or university in Victoria.

The information will help you make an informed decision about whether you want to study and if you do how to go about getting in to the course of your choice. You will need to consider how you might best be able to study with your particular disability. There will be many issues you will need to think about and it is likely that working through these issues will take you quite a while and involve a lot of planning. However, it will be worth it in the end because, whether you decide to study or not, you will be making a realistic decision based on sound information.

If you decide to study at TAFE or university, you can be certain that it will change your life considerably. Study will introduce you to challenging new ideas and skills, and will make significant demands on your time effort and finances. These personal demands, which are experienced by all students, are balanced by the potential of TAFE or university study to provide you with immense personal satisfaction as well as increased career opportunities and financial security.

The information provided here aims to help you think through your reasons for studying, your current academic qualifications and skills, financial considerations and the support you may need while studying. You may find it helpful to talk to students and staff at TAFE and universities and to read the information about courses, support services and social activities that are available.

Considering Higher Education? ... a planning guide for people with disabilities or medical conditions

Source: www.adcet.edu.au/AdcetResources/Considering_Higher_Education.chpx

This is a comprehensive planning guide to assist people with disabilities or medical conditions to make an informed decision about what they want to study and, how to go about gaining entry into the course of their choice. It contains information relating to decisions about TAFE or university study, how to decide on a course or subject, what entry requirements are needed, how to apply for a place at TAFE or university, and what support is available. The planning guide also includes an Action Planner. This assists you to work through your study options and support needs in a systematic fashion.

This planning guide was initially produced by the UniAbility project and has now been re-developed by the National Regional Disability Liaison Officer Initiative, SA.

The information sheets (which have a South Australian focus) are intended to provide you with information relating to decisions about TAFE or university study, how to decide on a course or subject, what entry requirements are needed, how you get a place at TAFE or university, what support is available and so on. Important dates to keep in mind and resource contacts are also included.

The information sheets are:

1. Deciding on a course/program
2. Gaining a place at TAFE or university
3. Entry requirements
4. Accessing support
5. Modes of study
6. Financial considerations
7. Important dates
8. Your rights and responsibilities
9. Resource contacts
10. Commonly used terms

Get Ready for Uni Website

"Making the move from school to university is a big change for anyone. For students with disability the change is even bigger. So how do you succeed? Prepare early, base your decisions on good information, and plan ahead for any disability supports you may need."

The 'Get Ready for Uni' website is an information kit for high school students with disability thinking about going to Uni. It contains sections on career planning, finding and getting in to a course, choosing a university, alternative entry pathways, organising disability support at Uni and lots more."

To access the Get Ready for Uni website go to http://pubsites.uws.edu.au/ndco/getready/
**Self-Directed Action Booklet**


So you've finally made it to post-secondary education. Congratulations! What you now need to work out is how to help yourself get through. All students need the ability to self-advocate, but as a student with a disability or medical condition there are issues you face that others may have no awareness of. And effective self-advocacy isn't easy, so this book has been written to help you decide what others can do for you, and what you need to do for yourself.

This book may also be of benefit to post-secondary education staff. Many students suggest that academic staff do not know what it is like to have a disability or the difficulties involved in requesting accommodations. So, this booklet has some information on advice to staff when interacting with you, as well as things that you need to think about when interacting with staff.

This useful on-line book will provide students with disabilities and medical conditions in post-secondary education with information on how to negotiate and self-advocate.

"The skills and abilities required by you as a student with a disability while studying at a post-secondary level may differ from those developed prior to entering post-secondary education. Being able to effectively self-advocate is an important skill to have.

It is particularly important for you, as a student with a disability, to learn appropriate skills in self-advocacy as you may find it necessary to express your particular needs and feelings to individuals who are unfamiliar with your experience."

The book is a little dated but still has significant relevance

**Towards Success – Mental Health Condition**

Source: [services.unimelb.edu.au/disability/resources/towards_success/mental_health_conditions](http://services.unimelb.edu.au/disability/resources/towards_success/mental_health_conditions)

The web page contained on the Melbourne University website which is part of the Towards Success series: for students with disabilities" focusses on mental health conditions. It is designed for students with mental health issues who are considering or have begun tertiary study.

Topics covered include:

- Strategies for Successful Study
- The possible impacts of mental health conditions and medications
- Preparation for Study
- Study Techniques and Tips
- Lectures and Tutorials
- Memory and Concentration
- Dealing with Stress
- Information and Resources
- Accommodations
- Disclosure
- Students Rights
- Resources

The resource can be accessed at [www.services.unimelb.edu.au/disability/resources/towards_success/mental_health_conditions](http://www.services.unimelb.edu.au/disability/resources/towards_success/mental_health_conditions)

'Choosing Your Path. Disclosure: It's a Personal Decision'


The 'Choosing Your Path. Disclosure: It's A Personal Decision' website provides substantial information about options and pathways that people with disabilities can use in disclosing their disability in post-secondary education and employment environments.

The website also articulates the role and responsibilities of employers and educators in relation to disclosure.

This is a web based resource however, if you require a hard copy of the Resource, a PDF version of each section is available at: [http://pubsites.uws.edu.au/rdio/disclosure/downloads.htm](http://pubsites.uws.edu.au/rdio/disclosure/downloads.htm) has been made available.


'To tell or not to tell ....

Source: [http://www.adcet.edu.au/AdcetResources/To_tell_or_not_to_tell.chpx](http://www.adcet.edu.au/AdcetResources/To_tell_or_not_to_tell.chpx)

The information presented here is intended to help students with disabilities (and others who interact with them) by offering a resource about the issues of disclosure and medical conditions. The information will also help students with disabilities to make informed decisions about whether or not to disclose.
PROFESSIONAL AND PERSONAL LEARNING OPPORTUNITIES

On-Going Training Options for Schools

ORYGEN Youth Health

ORYGEN has developed specific training packages for the school setting in consultation and collaboration with a number of educational and training bodies. (source: http://oyh.org.au/training-resources/training-schools)

Headsmart

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Headsmart is a curriculum-based universal depression education program, specifically designed for young people in the school community. The program aims to:

- Improve the ability of participants to recognise depression in young people
- Improve the ability of participants to assist other people experiencing depression
- Increase the likelihood of appropriate help-seeking for depression
- Reduce the stigma associated with depression in young people

Long term, Headsmart hopes to see an increase in help seeking behaviour and a reduction of depression in young people.

For more information about Headsmart go to www.headsmart.org.au

Mental Health First Aid Australia (MHFA)

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Source: www.mhfa.com.au/cms

14 hour Youth course for adults working or living with young people.

Mental health first aid is the help provided to a person who is developing a mental health problem, or who is in a mental health crisis, until appropriate professional treatment is received or the crisis resolves. Mental health first aid strategies are taught in training programs provided by the Mental Health First Aid Australia (MHFA).

The Youth Mental Health First Aid Course is for adults working or living with adolescents (those aged between 12 and 18 years), however, the course can be relevant for those helping people who are a little younger or older. This course is particularly suitable for parents, teachers, sports coaches, and youth workers.

Refer to: www.mhfa.com.au/cms/youth-course-information

Responding To Self-Harm In Schools

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This 2-day training is aimed at promoting understanding, skills and confidence in responding to young people who are self harming. It also supports schools in developing guidelines for how to respond to the needs of students, families and the entire school community.

The training focuses on:
- Recognition and assessment of risk
- Management planning
- Crisis intervention
- Responding to others who may be affected within the school (teachers, students, parents)
- Follow-up
- Working with mental health services

At the completion of this workshop participants will be able to:
- Define suicidal behaviour and deliberate self-harm
- Outline the prevalence and discuss the role and meaning of self harm
- Identify personal attitudes to self-harm and suicidal behaviour
- Thoroughly assess presentations of self harm, including co-morbid issues
- Complete thorough risk assessments and management plans
- Utilise therapeutic approaches and strategies to work with students who are self harming
- Develop policy and protocols that respond to self harm

To request either of these training packages please fill out the Training Request Form and fax to (03) 9342 2745 or e-mail: OYH Training